

U.S. Department of Education
Washington, D.C. 20202-5335



APPLICATION FOR GRANTS
UNDER THE

Charter Schools Program (CSP): Grants for State Educational Agencies (SEAs)

CFDA # 84.282A

PR/Award # U282A150023

Grants.gov Tracking#: GRANT11963211

OMB No. 1894-006, Expiration Date: 11/30/2017

Closing Date: Jul 16, 2015

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This application was generated using the PDF functionality. The PDF functionality automatically numbers the pages in this application. Some pages/sections of this application may contain 2 sets of page numbers, one set created by the applicant and the other set created by e-Application's PDF functionality. Page numbers created by the e-Application PDF functionality will be preceded by the letter e (for example, e1, e2, e3, etc.).

Application for Federal Assistance SF-424

* 1. Type of Submission: <input type="checkbox"/> Preapplication <input checked="" type="checkbox"/> Application <input type="checkbox"/> Changed/Corrected Application	* 2. Type of Application: <input checked="" type="checkbox"/> New <input type="checkbox"/> Continuation <input type="checkbox"/> Revision	* If Revision, select appropriate letter(s): <input type="text"/> * Other (Specify): <input type="text"/>
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* 3. Date Received: <input type="text" value="07/16/2015"/>	4. Applicant Identifier: <input type="text"/>
--	--

5a. Federal Entity Identifier: <input type="text"/>	5b. Federal Award Identifier: <input type="text"/>
--	---

State Use Only:

6. Date Received by State: <input type="text"/>	7. State Application Identifier: <input type="text"/>
---	---

8. APPLICANT INFORMATION:

* a. Legal Name: <input type="text" value="STATE OF OHIO/DEPARTMENT OF EDUCATION"/>	
* b. Employer/Taxpayer Identification Number (EIN/TIN): <input type="text" value="31-1334820"/>	* c. Organizational DUNS: <input type="text" value="8091743780000"/>

d. Address:

* Street1: <input type="text" value="25 SOUTH FRONT STREET"/>
Street2: <input type="text"/>
* City: <input type="text" value="COLUMBUS"/>
County/Parish: <input type="text"/>
* State: <input type="text" value="OH: Ohio"/>
Province: <input type="text"/>
* Country: <input type="text" value="USA: UNITED STATES"/>
* Zip / Postal Code: <input type="text" value="43215-4183"/>

e. Organizational Unit:

Department Name: <input type="text" value="OHIO DEPARTMENT OF EDUCATION"/>	Division Name: <input type="text" value="QUALITY SCHOOL CHOICE"/>
--	---

f. Name and contact information of person to be contacted on matters involving this application:

Prefix: <input type="text" value="Dr ."/>	* First Name: <input type="text" value="STEVEN"/>
Middle Name: <input type="text"/>	
* Last Name: <input type="text" value="TATE"/>	
Suffix: <input type="text" value="Ph . D"/>	
Title: <input type="text" value="SOCIAL SCIENCE RESEARCHER"/>	

Organizational Affiliation: <input type="text" value="OHIO DEPARTMENT OF EDUCATION"/>

* Telephone Number: <input type="text"/>	Fax Number: <input type="text"/>
--	----------------------------------

* Email: <input type="text"/>

Application for Federal Assistance SF-424

*** 9. Type of Applicant 1: Select Applicant Type:**

A: State Government

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

* Other (specify):

*** 10. Name of Federal Agency:**

U.S. Department of Education

11. Catalog of Federal Domestic Assistance Number:

84.282

CFDA Title:

Charter Schools

*** 12. Funding Opportunity Number:**

ED-GRANTS-061515-001

* Title:

Office of Innovation and Improvement (OII): Charter Schools Program (CSP): Grants for State Educational Agencies (SEAs) CFDA Number 84.282A

13. Competition Identification Number:

84-282A2015-3

Title:

14. Areas Affected by Project (Cities, Counties, States, etc.):

Add Attachment

Delete Attachment

View Attachment

*** 15. Descriptive Title of Applicant's Project:**

OHIO DEPARTMENT OF EDUCATION -- APPLICATION FOR THE CHARTER SCHOOL PROGRAM GRANT

Attach supporting documents as specified in agency instructions.

Add Attachments

Delete Attachments

View Attachments

Application for Federal Assistance SF-424

16. Congressional Districts Of:

* a. Applicant

* b. Program/Project

Attach an additional list of Program/Project Congressional Districts if needed.

Add Attachment

Delete Attachment

View Attachment

17. Proposed Project:

* a. Start Date:

* b. End Date:

18. Estimated Funding (\$):

* a. Federal	<input type="text" value="71,058,320.00"/>
* b. Applicant	<input type="text" value="0.00"/>
* c. State	<input type="text" value="0.00"/>
* d. Local	<input type="text" value="0.00"/>
* e. Other	<input type="text" value="0.00"/>
* f. Program Income	<input type="text" value="0.00"/>
* g. TOTAL	<input type="text" value="71,058,320.00"/>

*** 19. Is Application Subject to Review By State Under Executive Order 12372 Process?**

a. This application was made available to the State under the Executive Order 12372 Process for review on

b. Program is subject to E.O. 12372 but has not been selected by the State for review.

c. Program is not covered by E.O. 12372.

*** 20. Is the Applicant Delinquent On Any Federal Debt? (If "Yes," provide explanation in attachment.)**

Yes No

If "Yes", provide explanation and attach

Add Attachment

Delete Attachment

View Attachment

21. *By signing this application, I certify (1) to the statements contained in the list of certifications and (2) that the statements herein are true, complete and accurate to the best of my knowledge. I also provide the required assurances** and agree to comply with any resulting terms if I accept an award. I am aware that any false, fictitious, or fraudulent statements or claims may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 218, Section 1001)**

** I AGREE

** The list of certifications and assurances, or an internet site where you may obtain this list, is contained in the announcement or agency specific instructions.

Authorized Representative:

Prefix: * First Name:

Middle Name:

* Last Name:

Suffix:

* Title:

* Telephone Number: Fax Number:

* Email:

* Signature of Authorized Representative: * Date Signed:

ASSURANCES - NON-CONSTRUCTION PROGRAMS

Public reporting burden for this collection of information is estimated to average 15 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Office of Management and Budget, Paperwork Reduction Project (0348-0040), Washington, DC 20503.

PLEASE DO NOT RETURN YOUR COMPLETED FORM TO THE OFFICE OF MANAGEMENT AND BUDGET. SEND IT TO THE ADDRESS PROVIDED BY THE SPONSORING AGENCY.

NOTE: Certain of these assurances may not be applicable to your project or program. If you have questions, please contact the awarding agency. Further, certain Federal awarding agencies may require applicants to certify to additional assurances. If such is the case, you will be notified.

As the duly authorized representative of the applicant, I certify that the applicant:

1. Has the legal authority to apply for Federal assistance and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management and completion of the project described in this application.
2. Will give the awarding agency, the Comptroller General of the United States and, if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.
3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.
4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.
5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. §§4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).
6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. §§1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. §794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U.S.C. §§6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) §§523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. §§290 dd-3 and 290 ee- 3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. §§3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and, (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.
7. Will comply, or has already complied, with the requirements of Titles II and III of the Uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally-assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.
8. Will comply, as applicable, with provisions of the Hatch Act (5 U.S.C. §§1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. §§276a to 276a-7), the Copeland Act (40 U.S.C. §276c and 18 U.S.C. §874), and the Contract Work Hours and Safety Standards Act (40 U.S.C. §§327-333), regarding labor standards for federally-assisted construction subagreements.
10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.
11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. §§1451 et seq.); (f) conformity of Federal actions to State (Clean Air) Implementation Plans under Section 176(c) of the Clean Air Act of 1955, as amended (42 U.S.C. §§7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended (P.L. 93-523); and, (h) protection of endangered species under the Endangered Species Act of 1973, as amended (P.L. 93-205).
12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. §§1271 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.
13. Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. §470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. §§469a-1 et seq.).
14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.
15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. §§2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.
16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. §§4801 et seq.) which prohibits the use of lead-based paint in construction or rehabilitation of residence structures.
17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, "Audits of States, Local Governments, and Non-Profit Organizations."
18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations, and policies governing this program.
19. Will comply with the requirements of Section 106(g) of the Trafficking Victims Protection Act (TVPA) of 2000, as amended (22 U.S.C. 7104) which prohibits grant award recipients or a sub-recipient from (1) Engaging in severe forms of trafficking in persons during the period of time that the award is in effect (2) Procuring a commercial sex act during the period of time that the award is in effect or (3) Using forced labor in the performance of the award or subawards under the award.

<p>SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL</p> <p>Deneice Cooper</p>	<p>TITLE</p> <p>SUPERINTENDENT OF PUBLIC EDUCATION</p>
<p>APPLICANT ORGANIZATION</p> <p>STATE OF OHIO/DEPARTMENT OF EDUCATION</p>	<p>DATE SUBMITTED</p> <p>07/16/2015</p>

Standard Form 424B (Rev. 7-97) Back

DISCLOSURE OF LOBBYING ACTIVITIES

Complete this form to disclose lobbying activities pursuant to 31 U.S.C.1352

Approved by OMB
0348-0046

1. * Type of Federal Action: <input type="checkbox"/> a. contract <input checked="" type="checkbox"/> b. grant <input type="checkbox"/> c. cooperative agreement <input type="checkbox"/> d. loan <input type="checkbox"/> e. loan guarantee <input type="checkbox"/> f. loan insurance	2. * Status of Federal Action: <input type="checkbox"/> a. bid/offer/application <input checked="" type="checkbox"/> b. initial award <input type="checkbox"/> c. post-award	3. * Report Type: <input checked="" type="checkbox"/> a. initial filing <input type="checkbox"/> b. material change
--	--	--

4. Name and Address of Reporting Entity:
 Prime SubAwardee

* Name:

* Street 1: Street 2:

* City: State: Zip:

Congressional District, if known:

5. If Reporting Entity in No.4 is Subawardee, Enter Name and Address of Prime:

6. * Federal Department/Agency: <input type="text" value="USDOE"/>	7. * Federal Program Name/Description: <input type="text" value="Charter Schools"/> CFDA Number, if applicable: <input type="text" value="84.282"/>
--	--

8. Federal Action Number, if known: <input type="text"/>	9. Award Amount, if known: \$ <input type="text"/>
--	--

10. a. Name and Address of Lobbying Registrant:

Prefix * First Name Middle Name

* Last Name Suffix

* Street 1: Street 2:

* City: State: Zip:

b. Individual Performing Services (including address if different from No. 10a)

Prefix * First Name Middle Name

* Last Name Suffix

* Street 1: Street 2:

* City: State: Zip:

11. Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when the transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

* Signature:

* Name: Prefix * First Name Middle Name
* Last Name Suffix

Title: Telephone No.: Date:

Federal Use Only:	Authorized for Local Reproduction Standard Form - LLL (Rev. 7-97)
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PR/Award # U282A150023

NOTICE TO ALL APPLICANTS

OMB Number: 1894-0005
Expiration Date: 03/31/2017

The purpose of this enclosure is to inform you about a new provision in the Department of Education's General Education Provisions Act (GEPA) that applies to applicants for new grant awards under Department programs. This provision is Section 427 of GEPA, enacted as part of the Improving America's Schools Act of 1994 (Public Law (P.L.) 103-382).

To Whom Does This Provision Apply?

Section 427 of GEPA affects applicants for new grant awards under this program. **ALL APPLICANTS FOR NEW AWARDS MUST INCLUDE INFORMATION IN THEIR APPLICATIONS TO ADDRESS THIS NEW PROVISION IN ORDER TO RECEIVE FUNDING UNDER THIS PROGRAM.**

(If this program is a State-formula grant program, a State needs to provide this description only for projects or activities that it carries out with funds reserved for State-level uses. In addition, local school districts or other eligible applicants that apply to the State for funding need to provide this description in their applications to the State for funding. The State would be responsible for ensuring that the school district or other local entity has submitted a sufficient section 427 statement as described below.)

What Does This Provision Require?

Section 427 requires each applicant for funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs. This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, you should determine whether these or other barriers may prevent your students, teachers, etc. from such access or participation in, the Federally-funded project or activity. The description in your application of steps to be taken to overcome these barriers need not be lengthy; you may provide a clear and succinct description of how you plan to address those barriers that are applicable to your circumstances. In addition, the information may be provided in a single narrative, or, if appropriate, may

be discussed in connection with related topics in the application.

Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing their projects, applicants for Federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve to high standards. Consistent with program requirements and its approved application, an applicant may use the Federal funds awarded to it to eliminate barriers it identifies.

What are Examples of How an Applicant Might Satisfy the Requirement of This Provision?

The following examples may help illustrate how an applicant may comply with Section 427.

(1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.

(2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.

(3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.

(4) An applicant that proposes a project to increase school safety might describe the special efforts it will take to address concern of lesbian, gay, bisexual, and transgender students, and efforts to reach out to and involve the families of LGBT students.

We recognize that many applicants may already be implementing effective steps to ensure equity of access and participation in their grant programs, and we appreciate your cooperation in responding to the requirements of this provision.

Estimated Burden Statement for GEPA Requirements

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. Public reporting burden for this collection of information is estimated to average 1.5 hours per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. The obligation to respond to this collection is required to obtain or retain benefit (Public Law 103-382). Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, 400 Maryland Ave., SW, Washington, DC 20210-4537 or email ICDOcketMgr@ed.gov and reference the OMB Control Number 1894-0005.

Optional - You may attach 1 file to this page.

CERTIFICATION REGARDING LOBBYING

Certification for Contracts, Grants, Loans, and Cooperative Agreements

The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

Statement for Loan Guarantees and Loan Insurance

The undersigned states, to the best of his or her knowledge and belief, that:

If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

* APPLICANT'S ORGANIZATION	
STATE OF OHIO/DEPARTMENT OF EDUCATION	
* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE	
Prefix: Dr.	* First Name: RICHARD Middle Name:
* Last Name: ROSS	Suffix: Ph.D
* Title: SUPERINTENDENT OF PUBLIC EDUCATION	
* SIGNATURE: Deneice Cooper	* DATE: 07/16/2015

Abstract

The abstract narrative must not exceed one page and should use language that will be understood by a range of audiences. For all projects, include the project title (if applicable), goals, expected outcomes and contributions for research, policy, practice, etc. Include population to be served, as appropriate. For research applications, also include the following:

- Theoretical and conceptual background of the study (i.e., prior research that this investigation builds upon and that provides a compelling rationale for this study)
- Research issues, hypotheses and questions being addressed
- Study design including a brief description of the sample including sample size, methods, principals dependent, independent, and control variables, and the approach to data analysis.

[Note: For a non-electronic submission, include the name and address of your organization and the name, phone number and e-mail address of the contact person for this project.]

You may now Close the Form

You have attached 1 file to this page, no more files may be added. To add a different file, you must first delete the existing file.

* Attachment:

Ohio Department of Education
FY 2015 Application for Charter Schools Program - Grants for State Education Agencies
Abstract

David Hansen, Executive Director
Office of Quality School Choice
The Ohio Department of Education
25 S. Front Street
Columbus, OH 43215

"I have a chance to show what it means to...have a compassionate side, a caring side, to help lift people up." Ohio Governor John Kasich's quote highlights the state's continued priority to support the most disadvantaged Ohioans. The means through which this fundamental vision can be achieved includes better serving the educational needs of Ohio's underprivileged students through charter schools.

Under Governor John Kasich's leadership, policies have been enacted that are leading to the creation of new, high-quality charter schools and improving the academic and fiscal performance of existing charter schools. This includes Ohio's new law instituting a first in the nation, high stakes quality reviews of all state authorizers.

An award from the Charter Schools Program SEA Grant will allow Ohio to significantly increase access to effective charter education opportunities for Ohio's most disadvantaged boys and girls, particularly from low-income and minority families, who are currently poorly served by the urban schools districts in which they live.

The key strategies in our use of the SEA Grant include:

- Open more high quality charter schools and close poor-performing schools. Aggressively target new high-quality charter schools in areas where poor-performing schools are closing or likely to close.
- Provide for more schools serving targeted students where no effective options exist.
- Target supply and quality increases toward low-income and minority families.
- Partner with Community Educational Development Organizations (CEDOs) to accelerate charter development and success.
- Integrate quality charter development into the State's new authority to create achievement school districts serving the children of the most dysfunctional school districts.
- Increase accountability and autonomy in the charter marketplace by strengthening the guardrails of quality authorizing and hold state authorizers rigorously accountable for protecting student trust and public investment in Ohio charter schools.

With the creation of new schools and the replication of those that are high quality, ODE's ultimate goal is for Ohio to have 70% of charter school seats in effective schools by 2020, contributing to an overall state charter sector of 100,000 seats and 400 schools.

Project Narrative File(s)

* **Mandatory Project Narrative File Filename:**

[Add Mandatory Project Narrative File](#)

[Delete Mandatory Project Narrative File](#)

[View Mandatory Project Narrative File](#)

To add more Project Narrative File attachments, please use the attachment buttons below.

[Add Optional Project Narrative File](#)

[Delete Optional Project Narrative File](#)

[View Optional Project Narrative File](#)

**OHIO DEPARTMENT OF EDUCATION
APPLICATION FOR THE CHARTER SCHOOLS PROGRAM GRANT FOR
STATE EDUCATIONAL AGENCIES**

PROJECT NARRATIVE

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Ohio Charter Schools Program Grant Application

Introduction

Ohio is pleased to submit this application to the U.S. Department of Education for a Charter School Program SEA grant. Receiving this grant would significantly assist the state in advancing its vision for charter education, allowing for more educationally disadvantaged students to be served with high-quality school options.

Ohio's *vision* for charter education is as follows:

Ohio will significantly increase access to effective charter education opportunities for Ohio's most disadvantaged boys and girls, particularly from low-income and minority families, who are currently poorly served by the school districts in which they live.

Ohio will advance this vision through the following strategies:

- Open more high-quality charter schools and close poor-performing schools, aggressively targeting new high-quality charter schools in areas where poor-performing schools are closing or likely to close.
- Provide for more schools serving targeted students where no effective options exist.
- Partner with Community Educational Development Organizations (CEDOs) to accelerate high-quality charter school development.
- Integrate quality charter development into the State's new authority to create "recovery districts" that serve the children of the most underperforming districts.
- Increase accountability and autonomy for state authorizers accountable to protect student trust and public investment in Ohio charter schools.

Our Goals

Today, Ohio's charter schools are measured as "effective" or "ineffective" per the State's grading system which, like the federal definition of high-quality schools, incorporates several measures of school success. An effective school is defined as a school where a year's learning growth occurs annually, or, if students are behind grade in proficiency, where more than a year's learning growth occurs. Schools that do not achieve such growth are deemed "ineffective.

Per the federal definition of "high-quality" and "poor-performing" schools, Ohio has 93 high-quality charters and 6 poor-performing.

In October 2014, the state serves 89,995 students in its site-based charter schools. Our ultimate goal is for 70% of charter school these students to be attending "effective" schools by 2021. It is expected that by 2021 the state charter sector will total nearly 100,000 seats and have about 400 schools. By leveraging new planning and implementation subgrants through Ohio's CSP program, the state will generate nearly 25,000 new charter school seats over the next 5 years.

In addition to meeting this State-based goal, Ohio also aspires to increase the percentage of high-quality schools, per the USDOE definition, from 32% of charter schools in 2013-14 to 50% of all charter schools by 2021.

Absolute Priority 1: Periodic Review and Evaluation

The State provides for periodic review and evaluation by the authorized public chartering agency of each charter school and takes steps to ensure that such reviews take place. Reviews and evaluations will:

A. At a minimum be conducted at least once every five years, unless required more frequently by State law

B. Serve to determine whether the charter school is meeting the terms of the school's charter and meeting or exceeding the student academic achievement requirements and goals for charter schools

C. Include an opportunity for the authorized public charter agency to take appropriate action or impose meaningful consequences

State law is clear with respect to the authorizer's obligation to review the charter school's operations, compliance with state and federal laws and the terms of the charter contract, and intervention and renewal decision-making (Ohio Revised Code (ORC) 3314.03). The Ohio Department of Education (ODE) adopted rules to amplify these requirements (Ohio Administrative Code (OAC) Chapter 3301-05) and the annual evaluation of authorizers (called "sponsors" in Ohio law) sets clear expectations regarding the authorizers' review, evaluation, and decision-making pertaining to charter schools. Required authorizer reviews include the following:

- **A pre-opening review.** ORC 3314.19; complete on-site reviews for each schools prior to opening of each school year and submit the report to ODE.
- **Monthly reviews of financial and enrollment activity.** ORC 3314.023; meet with the governing authority or fiscal officer of the school every month and provide a written report of its review to the school.
- **Twice annually comprehensive reviews.** OAC 3301-102-05(2)(a); complete comprehensive site visits *twice* annually while school is in session.
- **Renewal, termination/non-renewal or suspension review.** State laws pertaining to decisions to renew a school's charter (ORC 3314.03), terminate or nonrenew (ORC 3314.07), or suspend school activities (ORC 3314.072), require that the performance standards by

which the success of the school is evaluated are set forth in the charter contract (ORC 3314.03(A)(3)(4). More specifically, the charter contract must state the academic goals to be achieved and the method of measurement used to determine progress toward those goals, which includes the state's mandated assessments. If the authorizer finds that the school's compliance with laws and its charter contract, and progress in meeting the academic goals prescribed have been satisfactory, it may renew the contract (ORC 3314.03(E)).

- ODE evaluates authorizers annually on three components, one of which is quality practices (ORC 3314.016). Quality practices assess transparency of the charter contract; data-driven renewal and intervention decisions; annual and cumulative school reports based upon multiple sources of data; and a high-stakes reviews at least every five years (more frequently if a school's charter expires sooner or if suspension is being contemplated).

At any point during any of the above reviews, the authorized public charter agency has the opportunity – and the responsibility -- to take appropriate action or impose meaningful consequences.

Ohio rule and law ensure that authorizers have a legal basis for taking appropriate action against a charter school, as necessary. Authorizer-school contracts must include a provision that recognizes the legal right of authorizers “to assume the operation of a school,” according to ORC 3314.03(A)(21). Authorizers may place a school on probationary status under ORC 3314.073, suspend the school's operation under 3314.072 of the Revised Code, or terminate a school's contract under ORC 3314.07. The reasons for applying such consequences are: failure to meet student performance requirements stated in the contract (charter); failure to meet generally accepted standards of fiscal management; violation of any provision of the charter contract or applicable state or federal law; non-compliance with health and safety standards required by law.

ODE holds authorizers accountable for performing and reporting on these reviews through its Authorizer Quality Performance Review (AQPR), developed in alignment with NACSA's *Principles & Standards of Quality Charter School Authorizing*, to measure an authorizer's overall quality performance (see Appendix E). The AQPR is compulsory under ORC 3314.016(A)(3), and evaluates authorizer performance in the areas of: agency commitment and capacity; application process and decision-making; performance contracting; oversight and evaluation; termination and renewal decision-making; and technical assistance. Ohio's AQPR is the only high stakes evaluation of authorizer performance by an SEA. More details on the AQPR can be found under Competitive Priority 1.

Absolute Priority 2: Charter School Oversight

A. State laws, regulations, and other policies that require:

1. Each charter school to operate under legally binding charters or performance contracts that describe the rights and responsibilities of the school and public chartering agency

Ohio Revised Code 3314.03 requires charter schools to operate under binding contracts issued by eligible authorizers, which establish the rights of both parties. The authorizer's obligations to the school, and the school's to the authorizer, are required elements in the charter contract. Examples of responsibilities for the authorizer and schools include: monitoring a school's compliance; describing the metrics and expectations for evaluating the school; and all laws with which the school must comply. Examples of rights for the authorizer and/or school are standard in all charter contract language and include: the authorizer's right to intervene; the circumstances for any intervention; appeal rights for contract termination; arbitration of disagreements; roles and obligations (ORC 3313.03).

2. Each charter school in the state conducts annual, timely, and independent audits of the school's financial statements that are filed with the school's authorizer

State law requires community schools to have a financial audit by the Auditor of State annually. The authorizer is involved during the audit process and attends the exit conferences with the school and the auditors. Each audit is shared with the school, authorizer, published to the Auditor of State's website, and if material findings are noted, a notice is also sent to ODE. (ORC 3314.03(A)(11)(d) and Chapter 117).

3. Each charter school in the state demonstrates improved academic achievement

The AQPR ensures that Ohio's authorizers are attentive to their schools' academic achievement. Not only are authorizers compelled to provide annual reports summarizing school performance by the AQPR's section on oversight and evaluation, but they are also expected to establish measures for student proficiency, academic growth, graduation rates, attendance, and post-secondary enrollment (if applicable) under the performance contracting section.

Additionally, Ohio's charter schools are required to demonstrate improved academic achievement or face closure under state law. Report cards for general education charter schools are required under ORC 3314.02, while report cards for dropout prevention and recovery charter schools (DOPR) are required under ORC 3314.017.

B. Authorized public chartering agencies in the state use increases in student achievement as one of the most important factors when determining to renew or revoke a school's charter.

Whether by authorizer action or as a result of Ohio's automatic closure law, charter schools in the State are closed for failing to demonstrate improved academic achievement.

As Local Report Cards and their measures were phased in for Ohio schools from years 2012-2013 through 2014-2015, so too were elements evaluated for school closure that are found in the LRC. Closure laws differ slightly based on grade levels offered by a school, but essentially a school is forced to close under ORC 3314.35 when it has ratings of “D” or “F” in two of three consecutive years, and fails to meet expected value-added expected gains.

Criteria found in the termination and renewal section of the AQPR emphasize the importance of student achievement in an authorizer’s decision to renew or revoke a charter. Ohio authorizers use an assortment of measures in making this decision, including multiple years and measures of student performance. Authorizers grant renewals to schools that are successful in achieving rigorous and specific academic goals. Please see Appendix E for renewal decision criteria used by Ohio’s authorizers.

Competitive Priority 1: High-Quality Authorizing and Monitoring Process

A. Framework and processes to evaluate the performance of charter schools on a regular basis that include:

1. Rigorous academic and operational performance expectations

Charter schools are monitored by authorizers to evaluate their adherence to the charter contract, as required under ORC 3314.03. These evaluations examine five components of school compliance at least twice annually: health and safety, governance, finance, operations, and education programs. In addition to these semi-annual evaluations, authorizers are required to conduct monthly fiscal monitoring of their schools under ORC 3314.023.

The framework to evaluate performance of charter schools is set forth in State and Federal law, in each charter school’s contract with its authorizer, and in the performance contracting section of the AQPR (see Appendix E). Charter schools must define their curriculum

and performance goals in their contracts, and administer all state achievement assessments and graduation tests under ORC 3314.03. Additionally, charter schools must comply with Annual Measurable Objectives requirements of the Elementary and Secondary Education Act (ESEA) Waiver and other parameters set forth by the U.S. Department of Education.

2. Performance objectives for each school aligned to expectations

Under Ohio law, performance objectives are established for each charter school in its authorizer contract. ORC 3314.03(A)(3) requires charter contracts to include “academic goals to be achieved and the method of measurement that will be used to determine progress toward those goals, which shall include the statewide achievement assessments.” ORC 3314.03(A)(4) requires “performance standards by which the success of the school will be evaluated by the (authorizer).” Please see Appendix E for school performance objectives from an exemplary Ohio authorizer, the Thomas B. Fordham Institute.

3. Clear criteria for renewing the charter of a school based on an objective body of evidence

Ohio’s authorizers base the renewal process and renewal decisions on a comprehensive analysis of objective evidence, as defined by the performance framework in the charter contract and in concert with expectations from the performance contracting section of the AQPR.

Authorizers have written policies explaining: the grounds and criteria for renewal; the specific evidence to be collected and/or documented; and the procedures both the school and the authorizer will follow once renewal decisions have been made. Evidence collected by authorizers includes multiple years and measures of student achievement, as well as other relevant measures of school performance. ODE considers a charter school’s success in meeting its achievement and fiscal goals to be two of the most important factors in making renewal/revocation decisions.

Please see Appendix E for renewal criteria adopted by the Ohio Council of Community Schools, a second exemplary Ohio authorizer.

4. Clear criteria for revoking the charter of a school if there is a violation of law or public trust

Violations of the law and the public trust are cause for the closure of charter schools. Ohio authorizers are required under OAC 3301-102-05(A)(2)(a) to make twice annual site visits to monitor school adherence to rule and law, and to report findings on such things as school safety plans, emergency evacuations drills, criminal background checks, and academic/intervention services policy.

Clear violations of the law or public trust identified during site visits or through other means represent grounds for the termination/revocation of a charter, particularly as they apply to health and safety, governance, finance, operations, and education programs.

5. Annual reporting by authorizers to each of their authorized charter schools that summarizes the schools performance and compliance

OAC 3301-102-05 mandates that charter school authorizers make written reports from school site visits available to ODE upon request and requires authorizers to send academic and fiscal performance reports to parents annually by November 30. Additionally, authorizers are obligated to submit annual performance reports to ODE for their authorized schools under ORC 3314.03(D)(3).

B. Clear and specific standards and formalized processes that measure and benchmark the performance of authorizers

The Office of Quality School Choice (QSC) has staff solely dedicated to the formal evaluation of authorizers. Authorizers are evaluated on three components and the results are posted annually on ODE's website. The components are monitoring school compliance with all

applicable laws and the terms of the charter contract; academic portfolio performance; and adherence to quality practices and standards of authorizing, aligned with those of the National Association of Charter School Authorizers (NACSA), which is specifically cited in law (ORC 3314.016(B)(3)). The quality practices cover six critical areas (agency commitment and capacity; application renewal and decision-making; performance contracting; oversight and evaluation; termination and renewal decision; and technical assistance). Three areas are given twice the weight in the evaluation: agency commitment and capacity; application decision-making; and renewal and decision-making. Possible ratings for the AQPR are exemplary, effective, ineffective, or poor/underdeveloped. Possible ratings for the compliance review are exemplary, effective, and ineffective (see Appendix E). Ohio is one of few states to conduct high-stakes quality reviews of authorizers. Seven authorizers have been through the process to date and, by January 1, 2016, authorizers overseeing 90% of the state's charter schools will have been through the process. Two of the authorizers evaluated to date have been assigned ratings of ineffective. Kids Count of Dayton has been placed on a one-year corrective action plan, during which it will have to demonstrate significant improvements in its practices or have its ability to authorize schools revoked by ODE. Portage County Educational Service Center also earned a rating of ineffective and has elected to surrender its authority to authorize schools. All authorizers have been evaluated for compliance.

C. Authorizing processes establish clear criteria for evaluating charter applications and include multi-tiered reviews

ODE expects charters to be issued only to applicants that have: a clear and compelling mission; quality educational program; solid business plan; an effective governance structure; staff knowledgeable in all areas of school operations; and clear evidence of the capacity to

successfully execute the plan. Applicants should conduct market research that validates demand for a high-quality school in the proposed area and should have significant startup capital. The authorizer is expected to follow a documented, systematic process for applications that cover four main areas of school planning and operations (education plan, governance, finance and accountability). It is expected that the authorizer will involve multiple reviewers in assessing the written application, who have broad expertise and bring in others with specific knowledge if needed, based upon the applicant's proposal. Further, authorizers are expected to train the reviewers on the use of the rubric, while including rigorous criteria and differentiated scoring. The process calls for an applicant interview; additional due diligence in vetting; and engaging in data-driven decisions involving the authorizer's board.

D. Authorizing processes that include differentiated review of charter petitions to assess whether, and extent to which, the charter school developer has been successful in establishing and operating one or more high-quality charter schools

The AQPR's application and decision-making section establishes standards for authorizers in assessing petitions for new charter schools. Application requirements are expected to vary by type of applicant (existing charter operators, replicators, those seeking a different authorizer) in order to clearly capture the applicant's history (e.g., performance of any affiliated schools as well as association with any never-opened, terminated, or non-renewed schools).

As noted before, the AQPR's standards for assessing petitions obligate authorizers to ensure that applicants have: a clear and compelling mission and vision; a quality educational program; a solid business plan (including market and charter research); an effective governance and management structure; staffing of people with diverse knowledge in education, school finance, etc.

Competitive Priority 2: One Authorized Public Chartering Agency Other than a Local Education Agency (LEA), or an Appeals Process

A. Provides for one authorized public agency that is not an LEA

Ohio has a multi-authorizer system. There are 65 active authorizers in Ohio, most of which are LEAs. However, the majority of operating schools are chartered by non-LEA authorizers: federal non-profit organizations and a state university, most approved by ODE; and a number of educational service centers. ODE is also an authorizer through its Office of School Sponsorship. There is no statutory appeal rights for an applicant, but there are a multitude of authorizers available to any applicant.

B. In the case of a State in which LEAs are the only authorized public agency, allows for appeals of denied applications – Not applicable

Competitive Priority 3: SEAs That Have Never Received a CSP Grant – Not applicable

Selection Criteria

A. State-Level Strategy

1. Extent to which the SEA’s CSP activities are integrated into the state’s overall strategy for improving student academic achievement and attainment and closing gaps.

Ohio has a well-established overall state strategy for improving student academic achievement and attainment, including closing achievement and attainment gaps. This strategy is well documented in the state’s successful federal Race to the Top grant application and implementation plan, and the key strategies are codified in state statute and regulation (see citations listed throughout). The key components of the state’s overall strategy, all of which are implemented, are as follows:

1. **Academic content standards** in mathematics, English language arts, science, social studies (including U.S. History and U.S. Government) that prepare students for success in college and careers (ORC 3301.079).
2. **Statewide assessments** aligned to the standards in math and English/language arts in grades 3 through 8 and once in high school, and in science (grades 5 and 8), social studies, U.S. Government and U.S. History (ORC 3301.0711).
3. **High standard for high school graduation** that includes minimum, but rigorous course-taking requirements and the passage of state assessments (ORC 3301.0710, 3313.603).
4. **An accountability system** (report cards) that reports on student achievement, attainment and growth for schools and districts, and uses report cards to drive academic improvement, while ensuring that data is disaggregated and that buildings and districts are measured on closing achievement gaps (ORC Chapter 3302).
5. Ensuring that all students can **read at grade level by the third grade** (Third Grade Reading Guarantee, measured on the Report Card) (ORC 3313.608).
6. **Intensive, ongoing system of support for the improvement of school districts and school buildings**. This is accomplished primarily through the Ohio Improvement Process (OIP), requirements for improvement planning and the State Support Teams (ORC 3302.04).
7. Performance standards for teachers, principals and superintendents, and the design and implementation of high-quality evaluation systems (ORC 3319.61, 3319.112).
8. **Options for students** through **charter schools** and scholarships (vouchers for private schools) that create educational options primarily for students who attend or would attend the state's lowest performing schools (ORC Chapters 3310 and 3314). **The state's**

proposed CSP activities (under (i) Project Design) are a critical component to the continued development and expansion of charter school options.

9. Fostering *innovation* through the “Straight A” innovation grant program (ORC 3319.57).
10. An *adequate and equitable level of funding* for education through a combination of state and local funding sources (ORC Chapter 3317).

All of these strategies are designed to work together to support and promote a system of primary and secondary education that ensures students’ academic achievement in all traditional and public charter schools.

2. Extent to which funding equity for charter schools is incorporated into the SEA’s State-level strategy

ODE’s funding strategy is designed to promote funding equity for all schools. To that end, the State’s funding formula ensures the same basic level of financial support for charter and traditional public schools. Beyond basic funding, an ODE legislative recommendation to the General Assembly opened the door to new funding sources for charter schools. Previously available only in the Cleveland area, charter schools can now seek voter approved tax levies statewide, so long as they are overseen by exemplary authorizers. Tax levies are adopted in conjunction with local school boards and can be used to pay for operational expenses.

Ohio’s efforts to provide funding equity for charter schools are also evident in the state’s most recent education budget, which set aside \$25 million for high-quality charter schools to use on facilities. Additionally, ODE is enhancing the State’s Academic Distress Commission concept, established by the State Superintendent pursuant to ORC 3302.10, by providing supplemental sources of funding to charters in “recovery districts” overseen by these Commissions.

3. Extent to which the State encourages local Strategies for improving student academic achievement that involve charter schools

In order to promote coordinated support of quality school development at the local level, ODE will collaborate with community education development organizations (CEDOs). CEDOs are organizations located in urban areas that consist of school, business and government leaders. CEDOs drive and coordinate efforts to improve educational quality through comprehensive strategies that include, among other things, improving overall school quality. CEDOs have: meaningful local funding sources; broad community engagement; professional staffing; and are actively engaged in improving the prerequisites of school system success, including quality teacher pipelines, increased school accountability and parental engagement. The success of CEDOs is critical for wide-scale education reform in Ohio. ODE will work closely with CEDOs so that awarded proposals will benefit from their accelerator activities.

The Department will partner with CEDOs in determining the priority for awards to eligible proposals. While maintaining complete quality control over the award process and grant use, the Department will allow CEDOs to prioritize awards among eligible applicants. This, in turn, enables CEDOs to leverage the awards into greater school success as well as into fiscal and political support for their reform efforts. With more fiscal and political support, CEDOs will be able to provide more support for the success of the awarded school proposals and expand their own locally-resourced school development efforts.

i. Collaboration between charter schools and other public schools

The Ohio Community Collaboration Model for School Improvement (OCCMSI) is an ODE led initiative that was created to provoke collaboration between charter schools and other public schools in an effort to enhance school quality and academic achievement for all students.

OCCMSI is a multi-faceted school improvement model, with specifically designed programs and services that feature strategies for academic improvement, youth development, parent/family engagement, health and social services, and community partnerships.

The responsibility for student achievement is shared as educators and stakeholders recognize their interdependence in improving outcomes for students. Collaboration is the key concept emphasized by the OCCMSI. Figure 1 illustrates some of the model’s targeted goals.

Figure 1: Ohio Community Collaboration Model for School Improvement

Areas of School Improvement	Areas of Reductions
Academic achievement	Achievement Gaps
Productive learning during out-of-school time	Problem behaviors
Attendance in school	School suspensions
School climate	Duplication of Services
Access to services; faster delivery of services	Fragmentation of Programs
Service integration	Feelings of isolation
Healthy youth development	Student mobility

ii. The creation of charter schools that would serve as viable options for students who currently attend the state’s lowest-performing schools.

The Cleveland Transformation Alliance (CTA) is a CEDO that ODE has been working with for the past two years. Ohio’s plans for creating charter schools serving as viable options for students in the State’s lowest performing schools is reflected in that partnership. CTA promotes the development of high-quality district and public charter schools in the Cleveland area by: assessing the quality of all public schools in the area; creating awareness among Cleveland families about quality school options; empowering families to make informed choices; and by monitoring the growth and quality of charter schools. ODE is committed to expanding CTA strategies into all of Ohio’s urban districts and, in so doing, significantly increasing the number of high-quality schools in those areas.

CEDOs, as previously noted, are located in Ohio’s major cities. ODE’s partnerships with CEDOs link the Department to school, business and government leaders in metropolitan areas to form mutually beneficial relationships that strive to combine efforts and resources to improve school quality thereby creating more quality school options across the State.

Additionally, in legislation just signed into law, the State Superintendent is now empowered to put in motion complete redesigns of chronically underperforming traditional school districts. The creation of high-quality charter schools will support newly designated “recovery districts” in providing quality options for students who would otherwise attend the state’s worst district schools. The state’s plan for a recovery district will rely on replacing current failing traditional public and charter schools with effective charter schools and developing new K-12 pyramids of charters schools. The first recovery district will be formed in Youngstown.

B. Policy Context for Charter Schools

1. The degree of flexibility afforded to charter schools under the State’s charter school law, including.

i. Extent to which charter schools are exempt from rules that limit flexible operations

Under ORC 3314.04, charter schools in Ohio are “exempt from all state laws and rules pertaining to schools, school districts, and boards of education, except those laws and rules that grant certain rights to parents.” Charter schools are not exempt from laws related to health and safety, civil rights, performance accountability, employee criminal records checks, sunshine laws, public records, and generally accepted accounting principles.

Once approved and operating, flexible options continue for Ohio’s charter schools. These options include the flexibility to design curriculum that is sensitive to the academic and cultural needs of their students, establish academic goals, determine instructional methods that will lead

to the achievement of state standards, open enrollment to any Ohio student, select members of the governing board, hire and dismiss staff, and contract with service providers.

ii. Extent to which charter schools have a high degree of autonomy

ORC 3314 provides charter schools with a high degree of autonomy over their own budgets and expenditures in four ways: (1) clear statutory language mandating autonomy; (2) direct state funding for charter schools; (3) monitoring potential conflicts of interest and (4) governing board authority to make autonomous decisions regarding budgets and expenditures.

Charter schools are clearly defined as local education agencies (LEAs) under OAC 3301-3-01 (B)(8). As such, charter schools: are independent of any other school district; receive direct state and federal funding, which is separate from any other entity's funding; may acquire facilities; and have broad contracting authority to obtain all services necessary for the operation the school, as permitted under ORC 3314.01(B).

Every charter school in Ohio has an independent governing board. The school charter or contract entered into by the school's governing authority and the authorizer specifies academic, fiscal, governance, and accountability responsibilities for which both parties must follow.

Authorizers are primarily responsible for monitoring their schools' performance and compliance with state rules and regulations and may not interfere with the charter school's daily operations, according to ORC 3314.03(A)(4).

2. The Quality of the SEA's Processes for:

i. Annually informing charter schools about Federal funds for which they are eligible

To inform charter schools and traditional districts of federal entitlement funding opportunities, ODE holds multiple seminars throughout the state every June. As discretionary grants become available, ODE publicizes these through the Superintendent's weekly newsletter,

through webinars, and in the state's consolidated grant application platform, called the Comprehensive Continuous Improvement Program (CCIP).

ii. Annually ensuring that charter schools receive Federal funds in a timely manner

Payments to charter schools in Ohio are incorporated as part of the Department's normal payment processes. ODE follows documented initiation procedures at the beginning of the state fiscal year to inform relevant offices, including the Office of Federal Student Programs, of newly opening charter schools. All charter schools use CCIP to access federal entitlement and discretionary funds. Charter schools provide data on low-income students as part of their application for Federal assistance. Low-income student data from resident districts and charter schools are extracted to ensure a valid transition count each year in the fall, called the initial allocation. Charter school enrollment is submitted monthly. Five months into the State fiscal year, a second review is conducted by the Office of Federal Student Programs to make allocations to new charter schools and adjust allocations to all other LEAs. This twice annual allocation calculation ensures that charter schools and all other LEAs receive their share of federal education funding and title funds.

ODE has a Grants Management office with staff experienced in managing LEA grants and using established routines and reporting protocols. The Office of QSC employs a grants coordinator to provide technical assistance on and monitoring of the CSP grant. Last but not least, the authorizer also reviews finances with its schools monthly and ensuring timeliness of payment is part of that review.

3. The quality of the SEA's plan to ensure that charter schools are considered to be LEAs under State law and LEAs in which charter schools are located will comply with IDEA, the

Age Discrimination Act, the Civil Rights Act, the Education Amendments of 1972 and the Rehabilitation Act

Ohio’s charter schools are public schools, established as local education agencies. ORC 3314.01(B) reads, “A (charter) school created under this chapter is a public school, independent of any school district, and is part of the state's program of education program of education.” As such, they are required to comply with the Individuals with Disabilities Education Act (IDEA), the Age Discrimination Act, Civil Rights Act, Title X, and Section 504 of the Rehabilitation Act.

Authorizers verify school compliance with all applicable State and Federal laws during twice annual site visits. ORC 3314.03(D)(1) dictates that authorizers “monitor the community school's compliance with all laws applicable to the school...,” while 3314.(5)(D)(4) states that authorizers must, “provide technical assistance to the community school in complying with laws applicable to the school...” A number of additional mandates found in state law and regulations offer additional assurances that charter schools are compliant with Federal laws.

C. Past Performance

1. Extent to which there has been demonstrated increase, for each of the past five years, in the number and percentage of high-quality charter schools

Figure 2 shows the number and percentage of high-quality, general education charter schools in Ohio for the past five years per the USDOE’s definition. The state has increased the rigor of report card measures annually, and those made after the publication of the 2012 report card have been significant, making it more difficult for all schools to achieve a high-quality designation (see Appendix E). As illustrated, Ohio saw a steady increase in the number and percentage of high-quality charter schools from 2009-2010 to 2011-2012, but lower percentages in the two subsequent years after more rigorous measures were implemented.

Figure 2: High-Quality, General Education Charter Schools in Ohio

Year	General Education		
	High-Quality School Count	Total General Education Schools	% of General Education Schools High-Quality
2009-2010	88	236	37.3%
2010-2011	112	244	45.9%
2011-2012	124	256	48.4%
2012-2013	104	271	38.4%
2013-2014	93	290	32.1%

2. Extent to which there has been a demonstrated reduction, for each of the past five years, in the number and percentage of academically poor-performing schools

Figure 3 shows the percentage and number of poor-performing, general education charter schools in Ohio over the past five years per the USDOE’s definition. The number of poorly performing schools rose in 2013-2014, which is directly attributable to the increased rigor brought by adjusted measures in the accountability system.

Figure 3: Poor-Performing General Education Charter Schools in Ohio

Year	General Education		
	Low-Performing School Count	Total General Education Schools	% of General Education Schools Low-Performing
2009-2010	1	236	0.4%
2010-2011	3	244	1.2%
2011-2012	1	256	0.4%
2012-2013	0	271	0.0%
2013-2014	6	290	2.1%

Since the 2010- 2011 school year, 11 charter schools have been closed under the state’s closure criteria and 68 have been ordered to close by their authorizers for failing to meet academic and/or fiscal expectations. An additional 20 charter schools have been voluntarily closed during the same timeframe by their governing boards for fiscal, declining enrollment, or

other reasons. The closure of 78 schools since FY11, as shown in Figure 4, clearly shows that Ohio has been aggressive in reducing the number of poorly performing charter schools.

Figure 4: Ohio Charter Schools Closed Since FY11

Year	Academic Closure Criteria	Contractual Non-compliance	Closed Voluntarily
FY11	4	8	2
FY12	4	6	3
FY13	2	10	8
FY14	1	36	3
FY15	0	8	4
Total	11	68	20

3. Extent to which achievement and attainment levels of charter school students, including graduation rates and post-secondary enrollment, equal or exceed achievement and attainment levels of students in other public schools over the past five years

Ohio’s charter schools are highly similar to the Ohio 8 school districts (the 8 largest urban districts in the state) in terms of student demographics (economically disadvantaged, special needs, percent minority). Comparisons of like data from 2010-2014 show that all charter schools and Ohio 8 districts are roughly equal in terms of the percentage of high-quality schools.

Figure 5 demonstrates just how closely the two compare, with narrow differences each year in the percentage of high-quality schools.

Figure 5: Percentage of high-quality general education charter schools and Ohio 8 schools

Year	High-Quality Charter Schools	High-Quality Traditional Schools
2010	37.3%	38%
2011	45.9%	44.6%
2012	48.4%	43.8%
2013	38.4%	40.8%
2014	32.1%	36.3%

The differences are again minimal when comparing poorly performing charter schools and Ohio 8 districts, as shown in Figure 6. In four of the five years, however, a smaller percentage of charter schools than Ohio 8 schools were designated as poorly performing.

Figure 6: Percentage of high-quality general education charter schools and Ohio 8 schools

Year	Poor-Performing Charter Schools	Poor-Performing Traditional Schools
2010	0.4%	0.85%
2011	1.2%	0.89%
2012	0.4%	0.92%
2013	0%	3.26%
2014	2.1%	4.47%

D. Quality Plan to Support Educationally Disadvantaged Students

1. The extent to which the SEA’s charter school subgrant program would:

i. Assist disadvantaged students in meeting and exceeding State academic content standards and State student achievement standards.

ODE’s mission is “higher achievement for all students, regardless of race, ethnicity, income level, language background, disability status, or gender.” As such, the Department seeks to: set clear and high expectations for all students; build the capacity of educators to help students reach higher levels of achievement; and improve results.

ODE will achieve its mission by assisting disadvantaged students in meeting and exceeding State standards through the AQPR’s emphasis on high-quality authorizing, which is expected to lead to the development of more high-quality schools. As exemplary authorizer practices increase among Ohio authorizers, and successful school models are increasingly replicated in Ohio, ODE expects that disadvantaged students and their families will greatly benefit from added opportunities to select and enroll in high-quality schools.

Ohio's charter school subgrant program will assist educationally disadvantaged students by increasing the number of high-quality schools and effective seats where they are most needed, primarily in the Ohio 8 districts. These districts have the highest number of traditional public schools with designations of *Focus* or *Priority* under Ohio's Elementary and Secondary Act (ESEA) flexibility waiver. ODE tracks the number of site-based charters operating in each of these districts, enabling the Department to prioritize areas in greatest need of additional schools to serve disadvantaged students.

ii. Reducing achievement gaps for economically disadvantaged students

CSP subgrantees will be held accountable for their results in reducing or eliminating achievement gaps through measures (annual measurable objectives) reported on the LRC. Ohio schools receive a percent ranking on four report card measures, including gap closing, that are combined into overall grade.

Additionally, the Office of QSC's social science researcher will conduct a study of best practices for reducing achievement gaps and disseminate findings from the study to subgrantees through workshops, webinars, newsletters, and partnering with charter school organizations such as the Ohio Association of Charter School Authorizers, Ohio Association for Public Charter Schools, and Quality School Coalition. These dissemination activities will include technical assistance, as needed, to support schools in the implementation of best practices.

Ohio's strategies for reducing or eliminating achievement gaps are shown in several actions: the Ohio Improvement Process, a data-driven, local control process for identifying what is not working well and implementing actions steps and measures to guide improvement, with a focus on sub-group achievement; funding changes (e.g. facility funds) which make additional

resources available; and early learning and career and college readiness strategies, which drive academic improvement and close achievement gaps.

2. Recruiting, enrolling, serving, and retaining disadvantaged students

The Department's notice of grant opportunity will require applicants to build into their proposals a plan for recruiting, enrolling, and retaining disadvantaged students. In their plans, applicants will be asked to explain how they expect to engage diverse populations during initial enrollment drives and throughout the grant period. Successful proposals will include plans to continue these activities beyond the grant period as part of the school's normal business plan. Community outreach efforts will be consistent with Ohio statute and will describe promising practices for reaching underrepresented student populations and their families. Such practices may include orientations, mailings, and partnerships with community leaders and organizations.

In a manner consistent with ODE's plans to disseminate best practices for reducing achievement gaps, the Office of QSC will disseminate best practices for recruiting, enrolling, serving, and retaining disadvantaged students, including practices employed by subgrantees.

3. Encouraging charter school innovation

Clear, comprehensive plans for innovation, designed to improve achievement for disadvantaged students, will be encouraged of every applicant. Prospective subgrantees will be afforded the flexibility to develop plans best suited to their students' needs. Ohio's plan is to award subgrants to applicants with a strong sense of best practices in charter school innovation, and how those innovations will meet the learning needs of targeted populations.

4. Monitoring charter schools to ensure compliance

The Office of QSC has a CSP Grant Site Monitoring Form that is completed by the grants manager during site visits. This form guides the grants manager to verify that things such as

performance objectives, action steps and benchmarks described in the application are being achieved. Evidence, ratings, and actions needed are documented for each item.

Monitoring compliance with Federal and Ohio laws, and the usage of Federal funds is critically important to ODE, thus monitoring activities are conducted on a quarterly basis. Monitoring activities ensure that applicable federal requirements and performance goals are being met and that the expenditure of federal funds is in accord with all applicable laws and regulations. Programmatic goals will also be closely scrutinized to confirm that they have or are in the process of achieving objectives and are adhering to the program's governing assurances.

During the monitoring process, if a Corrective Action Plan (CAP) is required, the Office of QSC continues monitoring activities to ensure that the school has successfully implemented the CAP. Failure to cooperate with the QSC's monitoring efforts will result in early termination of the subgrantee's award, including the return of any previously distributed funds.

The previously mentioned CCIP is a unified grants application and verification system that consists of two parts: the Planning Tool and the Funding Application. It will be used to monitor subgrantees' compliance by tracking goals, strategies, action steps, district goal amounts for all grants, budgets, budget details, and other related pages. Subgrantee applications are filed electronically to the CCIP, with all steps in the review and approval process documented. Any subgrantee who fails to adhere to their approved plans in the CCIP could face corrective action from ODE, up to and including the revocation and repayment of grant funds.

E. Statewide vision, including the role of the SEA, for charter school growth and accountability

Ohio's overall vision for charter education is that the state will provide access to effective charter education opportunities for Ohio's disadvantaged boys and girls, particularly from low-

income and minority families, who are currently poorly served by the school districts in which they live.

Ohio's goal for charter school growth and accountability is to grow to 400 schools and for 70% of charter seats to be in effective schools by 2021. In alignment with the state's vision, the Office of Quality School Choice strives to provide all Ohio students with high-quality, accessible educational options and the knowledge to make the best choices. The key to achieving this goal is ODE's continued focus on holding authorizers accountable for opening more high-quality schools, closing or non-renewing poor-performing schools, and helping more current schools reach high-quality status and expand. The CSP grant will enable Ohio to realize that vision by supporting the opening of schools with effective seats in the most underserved areas. Ohio's academic accountability system ensures that data, easy to understand and use, are readily available for families seeking a choice option.

1. Quality of the SEA's system for collecting, analyzing, and publically reporting data on charter school performance

Charter schools, like their traditional public school counterparts, are required to submit extensive data to the state through the Education Management Information System (EMIS). Data must include student achievement, attainment, retention, and discipline data. Data are used to compute value-added metrics for each tested grade and subject, and a performance index score for each school. Data are disaggregated to assess the attainment of annual measurable objectives and illustrate achievement gaps.

Collected and processed data are used to populate an annual report card for each school (A sample report card is attached in Appendix E). Charter schools are given a letter grade (A-F), while a measure of college and career readiness will appear on the 2016 report card for the first

time. In its 2014 annual report, the Data Quality Campaign said that, “Ohio’s highly interactive School Report Cards provides parents detailed information on school-level student performance, including trend data, state and district comparisons, and levels of achievement. Explanation of indicators, indices and measure of student achievement are clearly presented, helping parents understand the data.” The Ohio vision for growth and accountability is based on the value of transparency and acknowledging the critical place that student data have in evaluating the performance and driving the improvement of all public schools.

ODE publishes an annual report on charter schools (see Appendix E). The report focuses on four main areas of charter school performance: academic performance; sustained student enrollment; fiscal accountability; and sponsor/authorizer accountability and oversight. The report includes extensive tables containing achievement data for each charter school in the state. Authorizer ratings are also published in the report.

2. The ambitiousness, quality of vision, and feasibility of the SEA’s plan to support the creation of high-quality charter schools

A key component to Ohio’s strategy is the creation of high-quality charter schools. This will be accomplished through collaboration with exemplary and effective, high-quality authorizers working with school developers to propose new high-quality schools or replicate already successful education models and by helping existing schools become high-quality. The key components of the plan are as follows:

1. Increase levels of high-quality authorizing. Authorizers are the state’s connection to creating, sustaining and expanding or replicating high-quality charter schools. High-quality authorizers are more likely to sponsor high-quality schools. **Key actions:** Ohio will continue to implement its APQR and rating process for authorizers, and limit the opening of new schools

under the CSP program to authorizers rated as exemplary and effective. Ohio will provide technical assistance in promoting quality authorizing practices to develop exemplary authorizers.

2. Hold authorizers accountable for supporting schools in becoming or maintaining high-quality status. Authorizers must take the primary responsibility for helping increase the number of high-quality schools. *Key actions:* Ohio will continue to use the AQPR to hold authorizers accountable for improving the quality of their portfolio of schools. Ohio will also provide resources, information and technical assistance to authorizers and operators where appropriate.

3. Target federal Charter School Program funds to support the creation of new high-quality schools, through replication of already proven models. Ohio is committed to maintaining the creation of high-quality schools as a top priority in the CSP program. An important aspect of this will include working with authorizers and developers to replicate already proven models. *Key actions:* Annually conduct a notice of grant opportunity (NGO) and application review process that targets reputable and proven high-quality charter networks.

4. Impose strict criteria and exercise quality control over authorizers' actions to open new schools. ODE has developed criteria that are used to gauge the quality of an authorizer's decision to support the opening of a school. *Key action:* ODE will strictly adhere to this criteria and reject proposals that do not have sufficient evidence to support the creation of high-quality schools.

It is expected that through the strategies described above, the state will achieve 70,000 effective seats out of 100,000 students in approximately 400 charter schools by 2021.

Additionally, 50% of **site-based charter schools** will be rated "high-performing" (according to USDOE definition) by the end of the project period.

3. SEA's plan to support the closure of academically poor-performing charter schools

Another key component of Ohio’s strategy is to close academically poor-performing schools. NACSA has identified Ohio as the first states with automatic closure requirements for charter schools written into law. Ohio law (ORC 3314.35) mandates the permanent closure of charter schools after poor performance (D or F on the report card) in two of the three most recent years. The key components of the state’s plan to support school closure are as follows:

1. Hold authorizers accountable through the AQPR for making effective termination

decisions. To earn an effective or exemplary rating in the area of “Termination and Renewal Decision-Making,” an authorizer must terminate a charter school’s contract when there is evidence of: extreme underperformance; an egregious violation of law; a violation of the public trust that jeopardizes students’ health and well-being or public funds (theft); or unfaithfulness to the terms of the contract. Renewals are approved only for those schools that have been successful in achieving target goals for improving academic achievement. **Key action:** The state will use the evaluation process – and the consequences for authorizers of not being rated “effective” or “exemplary” – to continue to drive aggressive closure action by authorizers while adhering to the parameters of state law.

2. Automatic closure law. This is an essential tool in Ohio’s effort to eliminate poor-performing schools. **Key action:** ODE will continue to ensure that computations are made, notifications are given, and actions are taken that close poor-performing charter schools pursuant to the provisions of state law.

F. Plan to disseminate information about charter schools and promising practices of successful charter schools to each LEA, as well as to charter schools, other public schools, and charter developers

1. SEA as a leader in identifying and disseminating information and research on promising practices

ODE believes that identifying, disseminating and supporting the implementation of promising practices stands as an essential strategy to promoting high-quality schools – whether charter or non-charter. ODE has a plan to ensure that such information is available to each LEA in the state, as well as charter schools, other public schools, and charter school developers. This plan begins with the formation and regular convening of a *Charter School Promising Practices Dissemination Network*. The network approach acknowledges that dissemination is a shared responsibility involving many players. The network’s activity will be led by ODE staff and will be coordinated by a steering committee that includes one representative each from the Ohio Association of Charter School Authorizers, the Ohio Association of Public Charter Schools, the Quality School Coalition, the Ohio Education Research Center, one of Ohio’s regional Educational Service Centers, and one of the Community Education Development Organizations. The steering committee will also include two members representing exemplary authorizers and two members representing LEAs that sponsor charter schools. The steering committee’s purpose is to guide and support the network’s activities and the implementation of the state’s research and dissemination strategy.

Once assembled, the steering committee will determine a “seal of approval” for promising practices. ODE recognizes the importance of anchoring the state’s charter school work in best-in-class research and materials that reflect promising practices. Thus, it will identify already existing research on best/promising practices. This research, including case studies and informational pieces, will be lodged in a clearinghouse of resources on ODE’s website. Any

resources collected through the research or submitted by network members will be screened against the “seal of approval” criteria.

This type of approach is not new for ODE. It annually identifies “Schools of Promise” and “Schools of Honor” across the state. While the criteria vary slightly across the three categories, the schools achieve academic success, close achievement gaps, and serve a student population that is at least 40 percent economically disadvantaged. ODE captures the factors that help these schools achieve success and disseminates the information via its website. It takes a similar track for the Straight A Fund to promote innovative practices and share promising practices from fund grantees. ODE will apply these same methods to the *Charter School Promising Practices Dissemination Network*.

Once screened, ODE will consider other key outcomes that are ripe for identifying schools that excel in those areas (see the discussions below related to, and then documenting the practices that lead to that excellence). To push further on data analysis and conduct necessary research, ODE and the network will leverage the expertise and capacity of the Ohio Educational Research Center. All validated research will be posted on ODE’s website.

To maximize dissemination, ODE and the steering committee will develop a detailed dissemination plan that will identify key opportunities to engage with LEAs, charter schools, charter developers and others to ensure that high-quality information is being shared with a broad audience. This plan will include webinars that highlight schools and practitioners; site visit opportunities; dedicated training sessions; conference (state and regional) presentations; and professional learning communities comprised of schools and leaders. The plan will be integrated into the Ohio Improvement Process (OIP).

ODE will carefully work to spread and disseminate information against this plan. ODE, in conjunction with the network steering committee, will periodically gauge implementation progress and adjust accordingly. Similarly, ODE will assess impact by reviewing the prior year's activities and using the results to inform future plans. The plan will also identify the roles that various partners and practitioners can play. For instance, authorizers will be expected to ensure that schools in their portfolio are encouraged to access research and promising practice information. Education Service Centers (ESCs) will be asked to leverage their knowledge of best practices and their regular engagements with many education organizations on an on-going basis. LEAs, especially those that sponsor charter schools, will play a special role in disseminating information to traditional public schools as part of regional convenings and statewide conferences. They will also serve as possible visit sites for leaders from other LEAs. CEDOs will ensure that LEAs and charter schools that exist or are being developed in their communities are aware of and applying the promising practice research. Associations will use their websites, conferences and other participation opportunities to share information about best practices.

2. SEA's plan for disseminating information and research on racial and ethnic diversity

In addition to identifying and disseminating promising practices in a host of relevant educational and operational areas, Ohio will pay particular attention to identifying promising practices relative to racial and ethnic diversity. This will initially focus on identifying national research. Similar to Ohio's Schools of Promise and Schools of Honor, the work will extend to identifying Ohio schools that have shown particular success in the area of racial and ethnic diversity. Schools identified as effective and exemplary in this area will be the subject of case studies that will highlight key elements of school management, operation, and academic programming that successfully support racial and ethnic diversity. These key elements will then

form the foundation for additional dissemination activity in a manner similar to that described in the dissemination summary above.

3. SEA’s plan for disseminating information and research related to student discipline and school climate

There is an increasing research base that acknowledges how discipline and school climate issues influence school improvement efforts. In the short term, Ohio’s efforts will focus on identifying this information and incorporating it into the overall dissemination approach. Ohio already collects information on disciplinary incidents for schools across the state. Also, as part of the Ohio Improvement Process, schools are required to analyze various aspects of school climate. ODE, in conjunction with the steering committee, will identify strategies to ensure and improve quality data collection around these issues, and then, similar to the work described above, identify Ohio-specific examples that address discipline and school climate factors in school improvement efforts. Again, the expertise of the Ohio Education Research center will be leveraged. Dissemination of the key learnings in this area will be shared in a manner similar to those described above.

The various elements of Ohio’s plan are summarized in figure 8 below:

Figure 8: ODE’s Dissemination Plan

ACTIVITIES	DELIVERABLE	TIMELINES
Launch <i>Charter School Promising Practices Dissemination Network</i>	<ul style="list-style-type: none"> • Invite partners to the <i>Charter School Promising Practices Dissemination Network</i> • With partners, confirm and adopt a <i>Network</i> vision and theory of action • Determine a regular meeting schedule 	Jan. 2016
Develop a detailed research plan to identify current research on promising practices	<ul style="list-style-type: none"> • Develop research plan • Conduct research 	Jan. – Feb. 2016; ongoing update

Determine/define a threshold of quality (i.e. seal of approval) for promising practices; screen against seal criteria	<ul style="list-style-type: none"> • Based on research, identify criteria for seal of approval • Determine a list of criteria that comprise the seal of approval 	
Develop a detailed dissemination plan including modes of dissemination and partner responsibilities	<ul style="list-style-type: none"> • Conduct planning meetings • Create dedicated space on ODE’s website for the <i>Network</i> • Post the <i>Network’s</i> vision, theory of action and regular meeting schedule • Post the <i>Network’s</i> research plan 	Jan. – Feb. 2016; updated annually
Develop research plan for processes to identify Ohio based promising practices in racial/ethnic diversity, discipline and school climate	<ul style="list-style-type: none"> • Develop a research plan, process and timeline • Identify needed data, create data collection and analysis plan. • Call for promising practices from Network members • Review, curate and rate promising practices • Apply the seal of approval where necessary 	Jan. – Feb. 2016; update annually
Implement dissemination plan	<ul style="list-style-type: none"> • Leverage <i>Network</i> members to share and broadcast approved promising practices • Post approved promising practices on the <i>Network’s</i> web page on ODE’s website • Conduct webinars that feature the approved promising practices • Sponsor visits to promising practice sites • Host training that is dedicated to promoting the concepts within the approved promising practices • Establish PCLs that are focused on the integration of the approved promising practices • Embed the approved promising practices into the <i>Ohio Improvement Process</i> 	Throughout year; updated annually
Annual review and recalibration of dissemination plan	<ul style="list-style-type: none"> • Collect data regarding impact of dissemination activity • Convene group to discuss improvement opportunities and create new plan. 	Annually

4. SEA’s process for awarding dissemination subgrants – not applicable

G. Oversight of authorized public chartering agencies

1. Authorizers approving petitions with the capacity to become high-quality charter schools

Authorizers are evaluated on three components: the overall academic performance of their community schools; the completeness of their monitoring of schools' compliance with laws and rules; and their adherence to quality practices (ORC 3314.016) (see Appendix E for copies of evaluation instruments). Under current law, each component has equal weight in making up the overall evaluation rating. An authorizer's ability to authorize new schools or take on sponsorship of a currently operating school is affected by the overall rating. Criteria regarding the approval of petitions (or applications) are covered in one of the six critical areas of the APQR. As described earlier, authorizers are expected to provide evidence of a comprehensive application, review and approval processes that require extensive data allowing for rigorous evaluation of the applicant's plans, and a capacity to successfully execute its plans. The process should include a detailed review of the written application, an in-depth interview with finalists, and a thorough background review of the applicant's experience and capacity.

In considering petitions, authorizers determine the extent to which there is: a clear and compelling mission and vision; a quality educational program; a sustainable business; an effective governance and management structure; quality staffing, etc. Applicants must explain any never-opened, terminated, or non-renewed school, while also documenting educational, organizational, and financial performance records based on all existing schools.

2. Authorizers approving petitions with evidenced-based models and practices

Criteria for application (petition) process and decision-making, though not using the term evidence-based models, assumes that the petition provides the kinds of information and data to support the education program proposed. For example, the criteria in the AQPR for application process and decision-making confirm that the authorizer's application calls for an explanation of the academic impact of the proposed school model on the students and charter along with an

explanation of the school’s curriculum, its alignment to the Ohio Standards and benchmarks, specific instructional materials to be used to implement the curriculum, and the process the school will follow to evaluate, review, and revise its curriculum on an annual basis. Data must include a needs assessments of the school’s target neighborhoods and student populations, including current student demographics and academic performance of other schools in the area in which the charter school will be located.

3. Authorizers establishing measurable academic and operational gains for schools

State law requires that each charter describe the methods by which the school will be evaluated. In addition to evaluating authorizers, ODE reviews the legal sufficiency of every charter executed by an authorizer. Besides confirming that all legal requirements are in the charter, over the past two years, ODE developed and disseminated examples of performance frameworks for use in the charter consistent with the characteristics of exemplary authorizer practices in setting performance requirements. ODE has insisted that authorizers update their charter contracts, if needed, with performance frameworks that are appropriate, comprehensive, measurable and specific in their metrics, as well as in the consequences and benefits of achievement of those goals and outcomes. The AQPR reviews the *extent* to which rigorous and measurable gains criteria are in use.

4. Authorizers’ annual monitoring of charter schools

As noted in Absolute Priority 1, authorizers are required to provide ongoing monitoring of their schools’ academic and operational performance. As a requirement of charter law (ORC 3314.03 (D)), an authorizer must: (1) Monitor the community school's compliance with all laws applicable to the school and with the terms of the contract; (2) Monitor and evaluate the academic and fiscal performance and the organization and operation of the community school on

at least an annual basis. As amplified in OAC 3301-05 (reporting requirements of all sponsors), authorizers are required to “conduct comprehensive site visits to the community school as necessary, but at least twice annually while classes are in session.” In addition, the authorizer must conduct an onsite review of every charter school every year, prior to the school’s opening, and submit assurances of numerous points of student safety, per ORC 3314.019.

5. Authorizers’ use of achievement data in renewal decisions

ODE’s APQR details the criteria used by Ohio’s exemplary and effective authorizers as the basis for making renewal decisions of charter contracts. Authorizers base renewal decisions on objective evidence as defined by the performance framework in the charter contract. Evidence includes all of the following: multiple years and measures of student achievement; financial audits; site visits and compliance reports; and status reports on corrective action plans, if necessary. The authorizer only grants renewals to schools that are fiscally and organizationally viable based on criteria in the school’s performance contract, which includes rigorous and specific achievement goals.

6. Authorizers providing annual public reports on charter school performance

ORC 3314.03(D)(3) requires the authorizer to report, on an annual basis, the results of the evaluation described in number 4 above to ODE and to the parents of students enrolled in the community school. ODE publishes these reports annually on its website. In addition, the AQRP looks for each authorizer’s annual report to the public. It is expected that the annual report include clear, accurate performance data for the charter schools it oversees, reporting on individual schools and its overall portfolio performance, and progress toward achieving its authorizing mission.

7. Authorizers supporting autonomy while holding charter schools accountable

Ohio’s public charter schools are defined in law as follows: a community school created under this chapter is a public school, independent of any school district, and is part of the state’s program of education. A community school may sue and be sued, acquire facilities as needed, contract for any services necessary for the operation of the school, and enter into contracts with a sponsor pursuant to this chapter. The governing authority of a community school may carry out any act and ensure the performance of any function that is in compliance with the Ohio Constitution, this chapter, other statutes applicable to community schools, and the contract entered into under this chapter establishing the school. Each school is established as a public benefit corporation (ORC 1720). The AQPR reviews evidence that the authorizer “respects governing authority autonomy in operations” (Oversight and Evaluation area, indicator A of AQPR).

8. Authorizers’ accountability of charter schools through transitions to new assessments or accountability systems

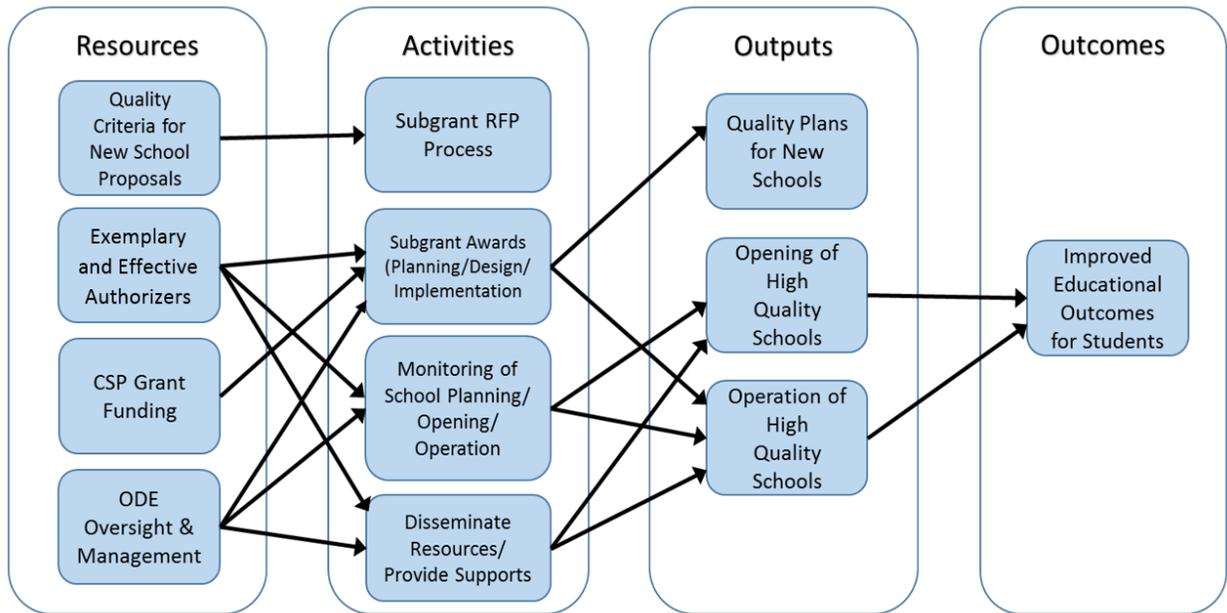
Ohio, like many other states, is currently going through a transition of assessment systems. It has made provisions to ensure that district and school report cards continue to be generated. This will allow all schools, including charters, to continue to be held accountable for their performance. As such, authorizer-school contracts ensure the continued accountability of charter schools during transitions to new assessments or accountability systems. Contracts must include provisions that charter schools will comply with academic performance requirements, including compliance with state assessments.

H. Management Plan and Theory of Action

1. Quality of the logic model including cohesiveness and strength of reasoning and extent to which it addresses the role of the grant in promoting the state-level strategy for using charter schools to improve education outcomes for students

ODE’s logic model for its proposed CSP project is illustrated by the following graphic:

Figure 9: ODE’s Logic Model for CSP Program Planning



The components of the logic model are:

Resources: These are the necessary and essential project inputs that support project activities.

For this project the essential resources are:

- **Quality Criteria for New School Proposals:** Establishing criteria that explicitly identify those characteristics and practices of high-quality schools will help to ensure that proposals are attentive to those criteria.
- **Exemplary and Effective Authorizers:** Exemplary and effective authorizers have proven that they have the capacity and experience to work with developers and operators to ensure quality proposals are developed and schools will perform to a high-quality standard.

- **CSP Grant Funding:** Grant funding is critical to attracting the best proposals for the opening of new schools. Funding for planning and well as implementation can help ensure that schools are able to start strong and effectively manage the challenges of opening a new school.
- **ODE Oversight and Management:** ODE has established the processes and frameworks that provide quality assurance over the grant award process, and the monitoring of school planning and operation.

Activities: The above resources support four key project activities that will lead to project outputs. These are:

- **Subgrant NGO Process:** The Notice of Grant Opportunity process will play a key role in communicating the state’s goals and objectives, and the desired qualities, characteristics and objectives for high quality proposals.
- **Subgrant Awards (Planning/Design/Implementation):** Awards will serve to give the green light for high-quality proposals to move from concept to reality. Awards will provide important financial support to ensure the development and launch of high-quality schools.
- **Monitoring of School Planning, Implementation and Operations:** Monitoring and support activities are critical to ensuring that high-quality plans result in high-quality schools opening and operating. Monitoring and support will be conducted both by authorizers and by the state. Each proposal for a planning grant will include a timeline of key milestones and critical junctures for authorizer engagement. Authorizers will engage in planning activities at specific points of the plan development. A planning quality rubric will be used to identify strengths and weaknesses in school start-up plans at various points of the planning process, and will be able to point operators to areas where plans need to be improved. Authorizers will do a thorough pre-opening check of schools. Information from these reviews will be submitted to

ODE, and school openings will be approved only if pre-opening conditions are met.

Authorizers will review new schools three times during the year to assess implementation and gauge compliance with the school's operating plan. These will occur in August, November and March. The March review can be used to inform the process of determining whether a school will be awarded a year two implementation grant.

- **Dissemination of Resources/Provision of Supports:** In order to increase the likelihood that plans and implementations reflect practices that deliver high quality results, authorizers and ODE will engage in disseminating resources and providing supports to planners and operators.

This activity will focus on key points of the development process as follows:

- **Planning phase:** Authorizers and ODE will provide planners with opportunities to learn about best practices, engage with various school operators to understand planning and implementation realities, and network with other subgrantees and operators.
- **Opening phase:** Authorizers will tailor supports to meet opening and first year operation needs of each school. First year reviews will help identify areas that need attention to help ensure successful year one activity. Authorizers will provide technical support to schools to address needs. ODE will coordinate with authorizers to identify areas where state assistance with support will be meaningful, and will provide resources and support opportunities accordingly.
- **Year two operations:** Based on end-of-year one reviews, authorizers will again identify key needs of schools to help ensure successful year 2 operation. Support opportunities will be provided over the summer, and school improvement plans will be developed to inform supports during year two. Again, ODE will coordinate with authorizers to identify and provide meaningful supports.

Outputs: The above activities support three primary outputs

- **Quality Plans for New Schools:** The goal is for 80% of plans prepared as a result of planning grants to meet a standard for being high quality plans (achieving 75% of total points on the plan evaluation rubric).
- **Opening of High-Quality Schools:** The goal is to have 100% of high-quality plans result in the opening of high-quality schools within two years – 80% in the first year after the planning grant, and 20% in the second year.
- **Operation of High-Quality Schools:** The ultimate goal is for new schools to operate in a manner that produces high-quality results, addresses the needs of educationally disadvantaged students, and serves communities that need high-quality options. At the end of the first year of operation, 100% of opened schools should demonstrate academic and operational performance results that meet or exceed the performance standards specified in their charters. Additionally, 100% of schools in first year of operation will have at least 75% of their students demonstrating one full grade-level or higher of growth. All schools will show improvement in the second year as compared to the first year.

Outcomes: The above outputs ultimately lead to the program outcome: **improved educational outcomes for students.** The goal is that the cohort of schools funded by CSP subgrants perform within the highest quartile of schools serving students with similar demographic characteristics.

2. Extent to which SEA’s project specific performance measures support the logic model

Performance measures are included for the outputs and outcomes levels of the logic model. Since all measures are specific to the schools that will be funded with CSP grant funds, there is no baseline data available.

A number of performance measures rely on rubrics. These rubrics will be designed using NACSA resources, using its high quality standards, to ensure fairness and rigor. Training will be provided to those using the rubrics by the state in order to ensure consistency. These rubrics include the scoring rubric to be used for rating program applications, school plans, and the quality of school operations.

ODE has seven primary objectives for the federal CSP grant for which it has identified the following measures and targets:

<u>Objectives</u>	<u>Measures</u>	<u>Target</u>
1: Stimulate the creation of high-quality applications for the creation of new schools.	Percentage of applications received earning 75% or more of total quality points on application evaluation rubric.	80% of applications meet the standard.
2: Subgrantees generate high-quality plans by the end of the planning year.	Percentage of plans prepared earning 75% or more of total quality points on plan evaluation rubric.	80% of plans meet the standard at the end of the first planning year. Remaining schools meet the standard by the end of the second year.
3: Annual operations reflect high-quality practices and (beginning in year two) improvement in high-quality practices in comparison to the prior year.	Percentage of schools that open score 80% or more of total points on year one implementation rubric.	80% of schools meet the standard.
4: In each year of operation, schools achieve or exceed the performance targets set forth in their contracts (beginning in the 2nd year of operations) increase performance on the majority of their measures. M: a) Value-Added Overall, for the Lowest 20% or students, and for students with disabilities; b) Performance Index scores ;c) K-3 Literacy Improvement; d) Annual Measurable Objectives; and, e) 4 and 5 year graduation rates:	Percentage of schools achieving or exceeding performance targets	80% of schools meet their applicable state measures or make improvement.

<u>Objectives</u>	<u>Measures</u>	<u>Target</u>
5: The academic achievement and academic attainment of schools that operate under the CSP program are in the upper quartile of schools with similar demographic characteristics.	The schools' ranking among a group of schools identified based on the similarity of student demographics (For each school, a comparison group would be selected using grade levels, student demographic data and comparability of community characteristics such as large urban, medium urban, etc. All schools in the comparison group would be ranked based on performance metrics).	85% of schools are in the upper 25% of schools in their comparison group.
6: Schools that operate successfully under the CSP program are in priority geographic areas, and/or serve educationally disadvantaged students.	Percentage of schools opened with CSP subgrant funds located in priority geographic areas and/or serving educationally disadvantaged students.	90% of schools meet the measure
7: Schools that operate successfully under the CSP program serve socio-economically disadvantaged students.	Percentage of students eligible for the federal free and reduced lunch program and the percentage of students that identify as a racial minority.	100% of schools retain at least 60% of its population as eligible for free and reduced lunch and at least 60% minority students.

In addition to these measures, the project will also collect data related to the Secretary's priorities - how the CSP project is impacting the total number of charter schools in the state, and the percentage of fourth- and eighth-grade students in CSP funded schools who are achieving at or above the proficient level on state assessments in mathematics and reading. The project will also track total costs and establish data collection protocols that will allow it to compute the amount of federal cost per student in implementing a successful school. Whether the school is successful or not, as measured by being in operation for three years or more, will not be measurable until the final 2 years of the 5-year grant program.

3. The adequacy of the management plan to:

i. Achieve objectives of the proposed project on time and within budget

There are two key components of Ohio's project management plan – the organization and staffing plan, and the strategies/activities workplan.

Organization and Staffing Plan:

To ensure the successful implementation of the state's CSP subgrant program, 3.75 FTE employees will be hired to supplement current office staff. Positions to be hired include:

- **Director of Quality Charter School Development** will assist in the strategic development of high-quality charter schools throughout the state by identifying leadership talent, supporting quality school development, and by attracting high-performing charter networks to the state.
- **Program Administrator** will be responsible for coordinating the grant application to USDOE; coordinating and monitoring the agency's grant funding to qualified participants for adherence to program rules & regulations; reviews and makes recommendations concerning budget revisions and grant project goals; and completes recipient monitoring activities.
- **Program Specialists** will be responsible for reviewing the performance and compliance of subgrantees, conducting site visits of subgrantees, and supporting program administration.
- **Data Manager** provides and tracks all data regarding charter school student performance.

Current office staff supporting this project include:

Joni Hoffman, with a DrPH in health research and 16 years of experience working with state and federal grants; Steve Tate, a researcher with a Ph.D. in education; Karlyn Geis and Kelsey Stephens with Masters degrees in sociology; and Deniece Cooper, current AOR for Office of Quality School Choice (resumes are included in Appendix B). The project will also have access to all the offices of ODE that will need to support the work of the project.

Ohio expects that all staff will be on-board and operating within 90 days of the grant award. Ensuring that appropriate staff are in place and engaged in project responsibilities will be the responsibility of the Office of Quality School Choice’s Executive Director, David Hansen, who has worked at the national level with the National Association of Charter School Authorizers and elsewhere to identify and promote best practices for high-quality charter schools.

Strategies/Activities Work Plan

The following work plan (Figure 10) describes the key strategies for successful implementation of the project along with actions, responsible staff, milestones and timelines (The timelines are based on a grant activity start date of Oct. 15, 2015. The timeline would be adjusted commensurate with a later start date).

Overall Project Objective: The CSP grant project will increase the number of high-quality charter schools that assist educationally disadvantaged and other students in meeting state academic content standards and state student academic achievement standards.

Figure 10: ODE’s CSP Program Work Plan

Strategy 1: Disseminate information about the CSP grant program to interested parties including potential developers, authorizers, teachers, parents, communities and other stakeholders.			
<i>Activity</i>	<i>Responsible Staff</i>	<i>Timelines</i>	<i>Milestones</i>
Develop detailed dissemination and	Program Administrator	Oct. – Dec. 2015	Completion of dissemination plan; first contact with key

engagement plan; identify dissemination opportunities and partners; identify dissemination channels; create informational materials;			partners and interested parties; communication calendar showing key dates and information dissemination activities
Conduct dissemination activities; establish routine communications	Program Administrator	On-going	Completion of regular engagement activity pursuant to the communications plan and calendar
Strategy 2: Conduct subgrantee award rounds for planning, year one implementation and year two implementation grants.			
Activity	Responsible Staff	Timelines	Milestones
Develop detailed written subgrant guidelines explaining grant requirements, competitive preferences, scoring criteria, deadlines, etc.; stakeholder engagement around grant guidelines	Program Administrator	Nov. 2015 – Jan. 2016 and from November to January for subsequent funding rounds.	Completion of subgrant guidelines and application instructions
Issue Notice of Grant Opportunity	Program Administrator	Jan. 15, 2016 Every January 1 thereafter for subsequent funding rounds	Timely issuance of Notice of Grant Opportunity; targets for dissemination of Notice met
Receive applications	Program Administrator	Feb 1 – April 29, 2016, Feb – April, 2017 – 2021	Applications received; prepared for distribution to peer reviewers
Conduct peer review process -- prepare for peer review process; identify peers; provide training	Program Administrator	May – June, 2016 – 2021	Peer reviewers identified; Reviewers conduct and submit reviews; compilation of scores; review session with reviewers
Make grant awards	Program Administrator	June – July 2016 – 2021	Grants awarded. Subgrantee activity begins

Strategy 3: Monitoring and technical assistance (TA)/support activity			
<i>Activity</i>	<i>Responsible Staff</i>	<i>Timelines</i>	<i>Milestones</i>
Develop detailed monitoring and support plan for all aspects of monitoring and TA/support activity provided by both ODE and authorizers; engage likely authorizers	Program Administrator	January – May 2016	Complete detailed monitoring and support plan
Identify types of high quality TA/support required by proposed schools and design strategies for providing it	Program Specialists	Annually	Identification of types of needed TA/support, and development of strategies for providing TA/support
Ensure authorizers conduct monitoring and TA/support activity pursuant to plan	Program Specialists	On-going	Required reviews completed; reviews shared with schools; deficiencies rectified or corrective action plans developed; planned support activities completed per plan
Conduct ODE monitoring review and TA/support activities	Program Specialists	On-going	Required reviews completed; reviews shared with schools/authorizers; deficiencies rectified or corrective action plans developed; planned support activities complete per plan
ODE review of authorizer compliance with monitoring and TA/support requirements	Program Specialists	Annually	Reviews completed; deficiencies rectified or corrective action plans developed
Strategy 4: Data collection, analysis and synthesis			
<i>Activity</i>	<i>Responsible Staff</i>	<i>Timelines</i>	<i>Milestones</i>
Develop detailed project data collection and analysis plan	Data manager	Nov. – Jan. 2016	Plan development completed
Collection of relevant data	Data manager	On-going; Annual	100% of required data collected timely
Prepare data analysis and synthesis reports	Data manager	As appropriate data is available, but	Data analysis report prepared

		no less than annually	
Convene stakeholders to review data and discuss strategies to continually improve activities/outcomes	Data manager	Annually	Completed stakeholder data review meetings; plan for improvements

ii. Address any compliance issues or findings related to the CSP identified in an audit or monitoring review

ODE’s project management plan includes specific processes and procedures for addressing any compliance issues or findings related to the CSP project. Authorizer monitoring is often the first instance where compliance issues are identified. Authorizers are required to communicate results of their regular monitoring reviews with ODE. In those cases where compliance issues are identified, the authorizer will work with the school to either immediately rectify the compliance issue, or to develop a corrective action that will lead to compliance in as expeditious manner as possible. Compliance issues may also arise in the course of ODE monitoring activity. In these cases, issues uncovered by ODE will be communicated to the authorizer, and will result in a similar process of immediate rectification or corrective action plan. In those cases where corrective action plans are put into place, future monitoring activity will include review of corrective action plan commitments. Schools will know that extended non-compliance will lead to termination of their charter.

ODE and authorizers will also closely review school audits for any findings or compliance issues. These will be addressed in the same manner as described above.

I. Project Design

Ohio’s has designed its Charter School Program project to ensure that the program’s objectives are met. These include increasing the number of high-quality schools that operate in

the state, and ensuring that new schools that open meet priority state needs for high-quality educational options. The project design includes the process for awarding subgrants, the process for monitoring subgrantees, and a strategy to communicate with key stakeholders about the subgrant program.

1. SEA's process for awarding subgrants

i. Application and peer review process, timelines, and awarding to applicants demonstrating capacity to create high- quality charter schools

Ohio's plan for awarding subgrants is as follows:

Grant types: Ohio will award three types of grants: Planning grants, year one implementation grants and year 2 implementation grants.

Notification and Stakeholder Engagement: At the outset of the project, Ohio will notify stakeholders of the CSP grant opportunity review with them the program's design and operation. It will also establish communication channels that will allow interested stakeholders (parents, teachers and communities) to be informed about the progress of the program (see the discussion later in this section).

Application Requirements and Evaluation Guidelines: Ohio will develop application guidelines that will specify the requirements for applications in line with USDOE assurances, the competitive preference priorities for the grant program, and the criteria that will be used to evaluate the applications. The ***competitive preference priorities*** will include the following:

- **Strategic Replacement (10 points):** Priority will be given to applications where a high-quality school serves to replace a poor-performing school that is closing or ought to be closed. Within this category, we will prioritize innovative applications that replace poor charter operators who hold desirable "fixed advantages" such as high visibility locations serving high need

neighborhoods, customer bases of parents and students actively seeking better school options, with high-quality charters able to do more for students with these advantages.

- High Need Location (8 points): Priority will be given to applications where a high-quality school will serve a neighborhood where there is no meaningful high-quality option.
- Educationally Disadvantaged Students (5 points): Priority will be given to applications in urban areas that serve high numbers of educationally disadvantaged students in the state's most challenged urban communities. At a minimum, awarded proposals will serve low income and minority families at rates greater than current segment averages.
- Proven Educational Models (5 points): Priority will be given to applications that indicate the intention to replicate a successful and proven educational model by a charter management organization with a proven track record of developing and operating high-quality schools.
- Dropout Prevention and Recovery (3 points): Priority will be given to applications for high-quality dropout prevention and recovery school proposals particularly if they are serving students many years away from career and college readiness and who are often completely ignored by traditional schools.

The *criteria* for evaluating applications will include the following:

- a. Quality of applicant's governance and management plan.
- b. Quality of evidence supporting proposed educational model.
- c. Commitment and quality of plan for recruiting, enrolling, and retaining educationally disadvantaged students.
- d. Quality of plan for striving for a diverse student population.
- e. Capacity and plan for addressing needs of diverse students including students with disabilities.
- f. Quality of plan for parent and community outreach and engagement.

- g. Quality and feasibility of financial plan.
- h. Location of school and the need for academic options in the community being served.
- i. Academic performance measures and improvement objectives, and methods to evaluate outcomes and progress.
- j. Operational and organizational objectives and methods to evaluate them.
- k. Capacity and assurance of compliance with state and federal laws and regulations.
- l. Commitment to sharing of best practices.

For each of these criteria, applications will be scored reflecting categories similar to those used by the U.S. Department of Education: “Not Addressed,” “Poorly Developed,” “Adequately Developed,” “Well Developed,” and “Fully Developed.” Each of these categories will be assigned a range of scores from “0” for “Not Addressed” to full points for “Fully Developed.”

Authorizer Engagement: Ohio will identify those authorizers that will be invited to work with developers on school applications. Only authorizers that are rated “exemplary” or “effective” under the state’s quality evaluation criteria will be invited to participate. A meeting of invited authorizers will be held at the beginning of the project to review the grant criteria described above and to explain the state’s objectives under the CSP program. Authorizers will be solicited regarding their needs for assistance during the process of identifying high-quality development projects and putting together high-quality proposals. ODE will provide assistance as appropriate and work collaboratively with authorizers to ensure a sufficient pool of strong proposals. Additionally, in partnership with NACSA, ODE will develop a series of tools and trainings that will be made available to authorizers across the state. These materials and trainings will provide best practices and professional development throughout Ohio to ensure high-quality authorizing across the state, yielding high-performing charter schools.

Community Education Development Organization (CEDO) Engagement: The state will coordinate decisions about awarding subgrants for schools located in urban areas with CEDOs in the area. CEDOs will not have any decision making authority, but will serve in an advisory capacity to ODE relative to community needs, academic program needs, creating a balanced portfolio of schools, and proposed school locations. To ensure quality CEDO engagement, ODE will host an annual CEDO training that will gather all participating CEDOs to support a thorough understanding of CSP program guidelines, target high-quality CSP applicants, and inform best practices.

Application Process: Ohio will utilize annual grant funding cycles. Assuming a grant start date of July 1, 2016, the NGO for the first year will be issued on January 15, 2016 and then January 1 in subsequent years. Proposals will be due by April 29, 2016 and then end of April in subsequent years. A webinar will be conducted for interested applicants to answer questions and point to quality resources.

Peer Review Process: Peer reviewers will review applications. They will be recruited from among education practitioners in the state and will be screened for potential conflicts of interest. Peer reviewers will be provided with an application evaluation rubric that will specify the criteria against which grants should be judged, and descriptors for awarding points for each criteria. Peer reviewers will be required to participate in a webinar that will review the criteria and discuss the scoring approach. Each application will be scored by three reviewers.

Award issuance: The results of the peer review process will be compiled and analyzed. ODE will define a minimum quality threshold for applications that will form a floor. Applications that have not reached the minimum quality threshold will not be funded. ODE will fund applications largely based on points awarded by the peer review process. ODE, however,

will reserve the discretion to make awards that do not rely solely on points earned in the interest of meeting key geographic distribution objectives and to avoid any unintended concentrations of schools which could provide capacity in excess of need.

Recovery District Reserve: \$10.25 million will be reserved for the creation of high-quality schools in any recovery district designated by the state. Recovery districts are established for persistently under-performing districts in academic emergency status for multiple years. The criteria used to judge these applications will be the same as those used for other applications. The only difference is that schools located in the territory of the recovery district will not be competing with proposals from other parts of the state. For this reserved amount, however, there will still be adherence to the minimum quality threshold (described above).

Figure 11: CSP Program Project Subgrant Award Activity Summary

Project Activity	Deadline
1. Award of CSP Program Grant to ODE	Sept. 2015
2. Notice of Grant Opportunity (NGO) Development for Planning & Implementation. Notice will include eligibility requirements, deadline, and instructions.	Oct. – Jan. (Yr. 1) Nov. – Dec. (Yrs. 2-5)
3. NGO released on ODE’s website. <ul style="list-style-type: none"> • Recruit and train diverse reader panel. • Develop application scoring rubric 	January 15 (Yr. 1) Jan. (Yrs. 2-5)
4. Technical Assistance Webinar, publicized through ODE’s Office of Communication and on ODE’s website. Ongoing TA available through ODE’s Program Administrator. Recruiting and training diverse peer review panel continues.	February (Yr. 1- 5)
5. Subgrant applications due to ODE. <ul style="list-style-type: none"> • Submit to peer reviewers for scoring of applications • Compile peer review scores 	April 29 (Yr. 1) April (Yrs. 2-5)
6. Notice of Awards to subgrantees. <ul style="list-style-type: none"> • Make award decisions • Publicly announce winners on ODE’s website and through the Office of Communications 	June – July (Yr. 1) June (Yrs. 2-5)

ii. Year by year estimates

a. Number of subgrants expected to be awarded; average size; assumptions

Over the past three years, ODE has had an average of 19 schools open each year. Based on continuing demand for high-quality school choice options and the desire of developers to open more schools, we continue to believe that an aggressive pace of new school openings can be supported.

Each year, it is anticipated that 23 planning grants will be awarded. These grants will average \$100,000 each.

Planning grant recipients will be given the opportunity to receive a year one implementation grant. Quality and operational criteria will be specified that must be met in order to be awarded a year one implementation grant (this will be a separate, streamlined process from the application process for planning grants). The criteria for gauging readiness to receive an implementation grant will include, but not limited to:

- Quality and feasibility of the school's academic plan
- School's performance measure targets for student attainment and student achievement
- Quality and feasibility of the school's plan for recruiting, admitting, enrolling, serving and retaining educationally disadvantaged students
- Quality of stakeholder and community outreach conducted during the planning process
- Location
- Quality and feasibility of the school's financial plan

It is estimated that there will be 12 year one implementation grants awarded beginning in Year 1 to support high-quality schools ready to open, and 23 year one implementation grants awarded each year of the project thereafter. These grants will average \$350,000 each.

Year one implementation recipients will be given the opportunity to apply for a year two implementation grant. Quality and operational criteria will be specified and which must be met

in order to be awarded a year two implementation grant. These criteria will reflect the school's year one implementation experience in multiple areas – enrollment/retention, staffing and academic program implementation, student academic performance including performance of educationally disadvantaged students, operational management, financial management and stakeholder/community engagement.

It is estimated that there will be 12 year two grants awarded beginning in the second year of the program, and 23 year two grants awarded annually thereafter. These grants will average \$250,000 each.

b. Prior CSP percentage of eligible applicants awarded and how related to overall quality of the applicant pool.

When ODE last received the CSP grant, 56 schools received awards, representing 55% of the 102 total schools eligible to apply during the grant period. Since receiving the subgrant, 72% of subrecipients earned a value-added grade of A-C in the 2013-14 school year, demonstrating student learning growth of one year or more for the school year. Of the eligible applicants who did not receive a subgrant, only 58% achieved value-added grades of A-C in 2013-14. At the lower end, 42% of applicants not receiving a subgrant earned a D-F value-added grade in 2013-14, demonstrating the school's inability to achieve student learning of more than one year during the school year. Only 27% of past CSP subrecipients received a D-F valued-added grade. These findings indicate how past CSP subrecipients have outperformed those not receiving CSP funds, demonstrating the overall higher quality nature of the subrecipients' initial plans and implementation.

2. Process for monitoring CSP subgrantees

ODE will require schools to be monitored in the following manner:

- a. Sponsors will conduct semi-annual reviews based on criteria and rubrics provided by ODE. These reviews will include the following components:
 - Compliance with state operational requirements
 - Quality and success of academic program
 - Quality and success of operational management
 - Quality, stability and soundness of financial management
- b. ODE will conduct yearly reviews of sponsor monitoring. Authorizers will be evaluated on compliance with review expectations, provision of technical assistance to schools and evidence of impact, and facilitation of information sharing and dissemination between sponsor's schools and externally.
- c. ODE will conduct multiple site visits to each CSP subgrantee. These site visits will ensure the educational programs are being implemented with fidelity, operational benchmarks are being met and all fiscal controls are in place.
- d. ODE will require each subgrantee to provide project goals and performance measures that align with the subgrantee's objectives in opening the school. ODE will evaluate these goals annually by requiring an annual report from the subgrantee. Inability to meet or exceed goals and performance measures will be taken into account when the subgrantee applies for the next year's funding.

3. Portfolio of subgrantees focused on areas of need within the State

The competitive preference priorities described above will be a primary mechanism for building a portfolio of schools that focus on essential needs within the state.

Geographic/community needs: Ohio wants to be sure to give priority to schools located in communities that are not served by other quality options or where there are insufficient quality

options to serve the students in need. In Ohio, there continue to be places where educationally disadvantaged students do not have any or enough alternatives to attending poorly performing traditional public schools. Priority in awarding grants will be given to applications that demonstrate the community need for a high-quality school option. Grant awards will also be made with sensitivity to ensuring geographic dispersion throughout the state.

Student needs: Ohio will target meeting the needs of educationally disadvantaged students. The project will specifically focus on students attending schools that will be closing, student located in urban areas, especially areas where the only option available to students is poor-performing traditional public schools. The project will also focus on dropouts and students at-risk of dropping out.

Innovative models: Ohio will explicitly pursue innovative academic models to increase the variety of choices available to students. One of the criteria that will be used to judge proposals will be the innovativeness of the academic plan. By providing points for innovation, the state believes it will receive a number of applications that take new and innovative approaches to meeting educational challenges.

4. Steps SEA will take to inform stakeholders of the subgrant program

ODE recognizes that teachers, parents and communities play indispensable roles in student achievement. The state already takes many actions to keep these groups informed about education policy, options availability, and available programs and resources. The following strategies will be used to keep stakeholders informed:

- Posting of appropriate information on the ODE website.
- Providing contact information for those wanting more information.

- Inclusion of project description and project progress updates in regular ODE communications, news blasts, teacher letters, parent letters, etc.
- Sharing information and pitching stories to print media outlets as well as radio and television.
- Creating and leveraging communications and information dissemination partnerships with local community advocacy organizations, local government entities, social services organizations, churches, state school option and charter school advocacy organizations, community education development organizations, etc.
- Performing various outreach efforts to inform communities and parents of school choice options.

5. Description of Requested Waivers

The Ohio Department of Education (ODE) is requesting one waiver to successfully implement our proposed project: a waiver of the three-year limit for SEA grants to implement a five-year grant project;

Ohio is determined to improve the performance of charter schools and effectiveness of authorizers in our state. In order to realize the ambitious goals reflected in this proposal, ODE requests a waiver of the three-year limit for SEAs in order to implement a five-year project. This will provide Ohio with the necessary time and resources to achieve proposed performance measures to increase the quality and performance of Ohio's charter schools. Fundamental change requires sustained efforts to effectively execute; ODE acknowledges this important challenge and presents a proposal focused on program outcomes that will take five years to achieve. The proposed project objectives and management plan in selection criteria (h) and project design in selection criteria (i) outline Ohio's five-year plan.

Application Requirements

- 1) **Poor-performing charter school definition** – For the purposes of the SEA grant, the ODE uses the definition of academically poor-performing charter school provided in the notice.
- 2) **Disseminating best practices** – The department’s plan to disseminate best practices to each LEA in the state can be found in selection criterion (f), pages 30-35, of the project narrative.
- 3) **Federal funds**
 - a. The State’s plan to inform each charter school in the State about Federal funds the charter school is eligible to receive and Federal programs in which the charter school may participate can be found on pages 18-19 of the project narrative.
 - b. The state’s plan to ensure each charter school in the State receives the school’s commensurate share of Federal education funds that are allocated by formula each year can be found on page 19 of the project narrative.
- 4) **High-quality charter school definition** - For the purposes of the SEA grant, the ODE uses the definition of high-quality charter school provided in the notice.
- 5) **IDEA compliance** – See pages 19 - 20.
- 6) **Logic model** – See page 40.
- 7) **Lottery and enrollment preferences** – The Ohio Department of Education assures that it will require each applicant for a CSP subgrant to include in its application descriptions of its recruitment and admissions policies and practices, including a description of the proposed lottery and any enrollment preferences or exemptions from the lottery the charter school employs or plans to employ, and how those enrollment preferences or exemptions are consistent with State law and the CSP authorizing statute.

Additionally, all charter school lotteries must follow ORC 3314.06 admission procedures (effective March 23, 2015): *The governing authority of each community school established under this chapter shall adopt admission procedures that specify the following:*

(A) That, except as otherwise provided in this section, admission to the school shall be open to any individual age five to twenty-two entitled to attend school pursuant to section 3313.64 or 3313.65 of the Revised Code in a school district in the state. Additionally, except as otherwise provided in this section, admission to the school may be open on a tuition basis to any individual age five to twenty-two who is not a resident of this state. The school shall not receive state funds under section 3314.08 of the Revised Code for any student who is not a resident of this state.

An individual younger than five years of age may be admitted to the school in accordance with division (A)(2) of section 3321.01 of the Revised Code. The school shall receive funds for an individual admitted under that division in the manner provided under section 3314.08 of the Revised Code.

If the school operates a program that uses the Montessori method endorsed by the American Montessori society, the Montessori accreditation council for teacher education, or the association Montessori internationale as its primary method of instruction, admission to the school may be open to individuals younger than five years of age, but the school shall not receive funds under this chapter for those individuals. Notwithstanding anything to the contrary in this chapter, individuals younger than five years of age who are enrolled in a Montessori program shall be offered at least four hundred fifty-five hours of learning opportunities per school year.

(B) (1) That admission to the school may be limited to students who have attained a specific grade level or are within a specific age group; to students that meet a definition of "at-risk," as defined in the contract; to residents of a specific geographic area within the district, as defined in the contract; or to separate groups of autistic students and nondisabled students, as authorized in section 3314.061 of the Revised Code and as defined in the contract.

(2) For purposes of division (B)(1) of this section, "at-risk" students may include those students identified as gifted students under section 3324.03 of the Revised Code.

(C) Whether enrollment is limited to students who reside in the district in which the school is located or is open to residents of other districts, as provided in the policy adopted pursuant to the contract.

(D) (1) That there will be no discrimination in the admission of students to the school on the basis of race, creed, color, disability, or sex except that:

(a) The governing authority may do either of the following for the purpose described in division

(G) of this section:

(i) Establish a single-gender school for either sex;

(ii) Establish single-gender schools for each sex under the same contract, provided substantially equal facilities and learning opportunities are offered for both boys and girls. Such facilities and opportunities may be offered for each sex at separate locations.

(b) The governing authority may establish a school that simultaneously serves a group of students identified as autistic and a group of students who are not disabled, as authorized in section 3314.061 of the Revised Code. However, unless the total capacity established for the school has been filled, no student with any disability shall be denied admission on the basis of that disability.

(2) That upon admission of any student with a disability, the community school will comply with all federal and state laws regarding the education of students with disabilities.

(E) That the school may not limit admission to students on the basis of intellectual ability, measures of achievement or aptitude, or athletic ability, except that a school may limit its enrollment to students as described in division (B) of this section.

(F) That the community school will admit the number of students that does not exceed the capacity of the school's programs, classes, grade levels, or facilities.

(G) That the purpose of single-gender schools that are established shall be to take advantage of the academic benefits some students realize from single-gender instruction and facilities and to offer students and parents residing in the district the option of a single-gender education. (H) That, except as otherwise provided under division (B) of this section or section 3314.061 of the Revised Code, if the number of applicants exceeds the capacity restrictions of division (F) of this section, students shall be admitted by lot from all those submitting applications, except preference shall be given to students attending the school the previous year and to students who reside in the district in which the school is located. Preference may be given to siblings of students attending the school the previous year.

Notwithstanding divisions (A) to (H) of this section, in the event the racial composition of the enrollment of the community school is violative of a federal desegregation order, the community school shall take any and all corrective measures to comply with the desegregation order.

- 8) **Objectives** – See pages 39 - 50
- 9) **Revolving Loan Fund** – Ohio will not utilize a revolving loan fund if selected for the grant.
- 10) **Waivers** – See page 60

Other Attachment File(s)

* **Mandatory Other Attachment Filename:**

To add more "Other Attachment" attachments, please use the attachment buttons below.

CHARTER SCHOOLS PROGRAM ASSURANCES — STATE EDUCATIONAL AGENCIES

Pursuant to Section 5203(b)(3) of the Elementary and Secondary Education Act of 1965, as amended (ESEA); Title III of the Consolidated and Further Continuing Appropriations Act, 2015; and sections 200.302(a) and 200.331(d) of the Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards, a State educational agency (SEA) application for a grant under the CSP must contain the following assurances.

As the duly authorized representative of the applicant, I certify to the following:

- 1) The applicant will require each eligible applicant desiring to receive a subgrant to submit an application to the SEA containing:
 - A. A description of the educational program to be implemented by the proposed charter school, including (i) how the program will enable all students to meet challenging State student academic achievement standards; (ii) the grade levels or ages of children to be served; and (iii) the curriculum and instructional practices to be used;
 - B. A description of how the charter school will be managed;
 - C. A description of (i) the objectives of the charter school; and (ii) the methods by which the charter school will determine its progress toward achieving those objectives;
 - D. A description of the administrative relationship between the charter school and the authorized public chartering agency;
 - E. A description of how parents and other members of the community will be involved in the planning, program design and implementation of the charter school;
 - F. A description of how the authorized public chartering agency will provide for continued operation of the school once the Federal grant has expired, if such agency determines that the school has met its objectives;
 - G. A request and justification for waivers of any Federal statutory or regulatory provisions that the eligible applicant believes are necessary for the successful operation of the charter school, and a description of any State or local rules, generally applicable to public schools, that the applicant proposes to be waived, or otherwise not apply to, the school;
 - H. A description of how the subgrant funds will be used, including a description of how such funds will be used in conjunction with other Federal programs administered by the U.S. Secretary of Education;
 - I. A description of how students in the community will be (i) informed about the charter school; and (ii) given an equal opportunity to attend the charter school;
 - J. An assurance that the eligible applicant will annually provide the Secretary and the SEA such information as may be required to determine if the charter school is making satisfactory progress toward achieving the objectives described in subparagraph (C)(i);
 - K. An assurance that the applicant will cooperate with the Secretary and the SEA in evaluating the program assisted under this subpart;
 - L. A description of how a charter school that is considered a local educational agency under State law, or a local educational agency in which a charter school is located, will comply with sections 613(a)(5) and 613(e)(1)(B) of the Individuals with Disabilities Education Act;

M. If the eligible applicant desires to use subgrant funds for dissemination activities under section 5202(c)(2)(C), a description of those activities and how those activities will involve charter schools and other public schools, local educational agencies, developers, and potential developers; and

N. Such other information and assurances as the Secretary and SEA may require.

2) The applicant will –

A. Use the grant funds to award subgrants to one or more eligible applicants in the State to enable the applicant to plan and implement a charter school in accordance with this program; and

B. Use a peer review process to review applications for subgrants.

3) State law, regulations, or other policies in the State where the applicant is located require that –

A. Each authorized charter school in the State operate under a legally binding charter or performance contract between itself and the school's authorized public chartering agency that describes the obligations and responsibilities of the school and the public chartering agency; conduct annual, timely, and independent audits of the school's financial statements that are filed with the school's authorized public chartering agency; and demonstrate improved student academic achievement; and

B. Authorized public chartering agencies use increases in student academic achievement for all groups of students described in section 1111(b)(2)(C)(v) of the ESEA as one of the most important factors when determining to renew or revoke a school's charter.

4) The applicant will monitor the activities of the subrecipient as necessary to ensure that the subaward is used for authorized purposes, in compliance with Federal statutes, regulations, and the terms and conditions of the subaward; and that subaward performance goals are achieved.

5) The applicant and each subrecipient will use financial management systems, including records documenting compliance with Federal statutes, regulations, and the terms and conditions of the Federal award, that are sufficient to permit the preparation of reports required by general and program-specific terms and conditions; and the tracing of funds to a level of expenditures adequate to establish that such funds have been used according to the Federal statutes, regulations, and the terms and conditions of the Federal award.

Dr. Richard A. Ross

NAME OF AUTHORIZED OFFICIAL

Ohio Superintendent of Public Instruction

TITLE

7/14/15

DATE

SIGNATURE OF AUTHORIZED OFFICIAL

Ohio Department of Education

APPLICANT ORGANIZATION

DATE SUBMITTED



July 14th, 2015

***NACSA Letter in Support of the Ohio Department of Education's
2015 Charter Schools Program Grants for State Educational Agencies Proposal***

On behalf of the National Association of Charter School Authorizers (NACSA), I write in support of the Ohio Department of Education's (ODE) Grant Proposal to the 2015 Charter School Program for State Educational Agencies. We believe that receiving this grant will greatly strengthen Ohio's ability to establish and expand high-quality charter schools throughout the state.

Ohio's new **Authorizer Quality Performance Review** is an exemplar for a state-focused authorizer evaluation. This review process was developed in close partnership with NACSA and is based on our *Principles & Standards for Quality Charter School Authorizing*. The Performance Review is providing badly needed oversight of state authorizing and putting the development of Ohio's charter sector on the road toward quality.

Additionally, with grant support, NACSA will partner with ODE and its new Authorizer Development staff in delivering a series of tools and trainings intended to strengthen the quality of authorizer practices statewide. Through an annual training of all Ohio authorizers, continual dissemination of best practices, and ongoing professional development, ODE, with NACSA guidance, will tackle the challenge of developing current poor and ineffective authorizers into effective and even exemplary charter authorizing entities.

The strides that Ohio has already made in improving its authorizer review process and strengthening its charter school sector are very encouraging. Receiving the Charter School Program SEA grant would allow the state to continue its momentum in creating, expanding and supporting high-quality authorizers and charter schools across Ohio.

Sincerely,

William Haft
VP, Authorizer Development
NACSA



1240 Huron Rd. Ste 400
Cleveland, OH 44115
tel: 216 912-9600
www.clevelandta.org

July 6, 2015

Stephan Huh, Director
Office of Innovation and Improvement
U.S. Department of Education
400 Maryland Ave., SW
Washington, DC 20202

Dear Mr. Huh,

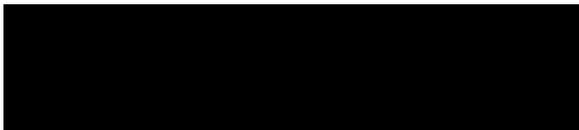
On behalf of the Cleveland Transformation Alliance, I am writing to express our full support for the Ohio Department of Education's application for a grant from the U.S. Department of Education's Public Charter School Program for State Education Agencies.

This grant program presents an important opportunity for Ohio. Support for the planning and creation of new high-quality charter schools is needed across the state, and fits well into the work the Alliance is doing to implement *Cleveland's Plan for Transforming Schools*. The Cleveland Plan is our citywide strategy to overhaul education, and it relies in part on creating new high-performing schools. While we are focused on Cleveland, we know that families and students statewide would benefit from a PCSP award to Ohio.

Evaluation of the effects of charter schools is also an important aspect as the Alliance, and other stakeholders across Ohio, work to monitor the growth and quality of the charter sector.

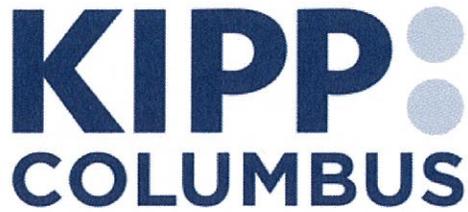
In recent years, the Ohio Department of Education has made great progress with its work to improve the quality of the state's charter sector. The Alliance views ODE as a strong partner in our work to ensure that all children can attend quality schools.

Sincerely,



Megan O'Bryan
Executive Director





June 29, 2015

U.S. Department of Education Building
400 Maryland Ave, SW
Washington, DC 20202

Dear Secretary Duncan:

The Federal Charter Schools Program Grant for State Educational Agencies represents a significant opportunity to support high-quality charter schools that improve educational outcomes for our country's most underserved students. On behalf of KIPP Columbus, it is my pleasure to express our strongest support for the Office of Quality School Choice at the Ohio Department of Education's application for this grant.

KIPP Columbus has experience exceptional success in implementing its mission to prove the possible by supporting Columbus' most in need students on their journey to and through college. The students of KIPP Columbus benefit from KIPP's presence in our community. KIPP operates with a vision of elevating and accelerating the academic and character achievement of its students, their families, and sharing this impact with the community it serves.

This grant would enable high performing Ohio charter schools, like KIPP Columbus to understand exactly what has been crucial in allowing us to meet our goals as we seek to replicate and share this success with more students. At KIPP Columbus, we recognize the immense importance of not just gaining desirable outcomes, but investigating the *why* and *how* of these goals to go deeper before we go wider.

The need in Ohio for this kind of support is undeniable. Though the education community is making great strides under Superintendent Richard Ross, Ohio's journey to providing all students the education they need to live lives of choice and meaning is not over. Charter schools play an important role in this journey, and can be a strong influence in the climate that is created for positive change.

Thank you for your time and consideration in this matter. Please do not hesitate to contact me with any questions.

Best regards,

A large black rectangular redaction box covering the signature of Hannah D. Powell.

Hannah D. Powell
KIPP Columbus, Executive Director

A black rectangular redaction box covering contact information.

FRIENDS OF
BREAKTHROUGH SCHOOLS



July 16, 2015

Nadya Chinoy Dabby
Assistant Deputy Secretary
Office of Innovation and Improvement
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202

Dear Mrs. Chinoy Dabby,

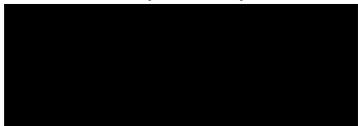
I am writing in strong support of the proposal submitted to the U.S. Department of Education by the Ohio Department of Education (ODE) for a State Educational Agencies Charter Schools Program grant.

Breakthrough Schools is a network of 11 high-performing public charter schools in Cleveland, Ohio. In 2015-2016, Breakthrough Schools will serve nearly 3,500 students in grades K-8, providing an outstanding college-preparatory education to those without high-quality options in their neighborhoods. Breakthrough's mission is to develop a growing network of distinctive school options that prepare Cleveland area students for success in life. Our goal is to continue growing by replicating and improving upon our flagship models. Breakthrough's aspirational goal is to ultimately serve 7,400 students across at least 19 schools, thereby serving, on average, nearly 20% of all K-8 children in public schools in Cleveland, and have a demonstrable impact on a city in need of viable educational options for children.

In 2011, Breakthrough Schools was honored to become one of nine CMOs in the country receiving a charter school start-up and replication grant from the U.S. Department of Education. To date, Breakthrough has replicated seven schools and will open three more with these transformative funds. If awarded, ODE can continue the successful replication and expansion of high-performing schools and effective seats throughout the state.

Breakthrough Schools fully supports ODE's plan to leverage federal grant dollars to conduct charter school programs in the state, ensuring that all students have high-quality school options. Breakthrough Schools also strongly believes in ODE's comprehensive system to improve accountability, and its plan to drive both school and authorizer outcomes with federal funds.

Thank you for your consideration,



John Zitzner
Friends of Breakthrough Schools

July 14, 2015

Stephan Huh
Office of Innovation and Improvement
U.S. Department of Education
400 Maryland Ave., S.W.
Washington, DC 20202

Dear Mr. Huh,

I am writing on behalf of Accelerate Great Schools, a community education development organization in Cincinnati, Ohio. I would like to express my strong support of the State of Ohio's application for the Charter School Programs Startup Grants for State Education Agencies to the U.S. Department of Education.

Accelerate Great Schools is a city-based education reform nonprofit focused on the creation of thousands of new, high-quality seats for students in Cincinnati. We have currently raised over \$15 million in private philanthropy with a plan to raise an additional \$10 million, all to invest in new schools, grow talent pipelines, and improve policy conditions for the State of Ohio.

A State Education Agencies grant to the Ohio Department of Education would allow the State of Ohio to partner more deeply with community organizations such as Accelerate Great Schools as we invest in high quality charter school expansion. We have a bold plan to create thousands of new seats of the next five years, and this Federal grant would accelerate that work in Cincinnati and statewide.

I am pleased to offer my full support to the Ohio Department of Education in their grant application. Please feel free to reach out to me directly if I can be of further assistance. I can be reached at [REDACTED]

[REDACTED]

Patrick Herrel
CEO, Accelerate Great Schools

Chief Executive Officer
Eric S. Gordon

Board of Education
Denise W. Link
Board Chair

Louise P. Dempsey
Vice Chair

Ericka L. Abrams
Anne E. Bingham
Robert M. Heard, Sr.
Willetta A. Milam
Shaletha Mitchell
Stephanie Morales
Dr. Lisa Thomas

Ex Officio Members
Dr. Ronald M. Berkman
Dr. Alex Johnson

July 9, 2015

To Whom It May Concern:

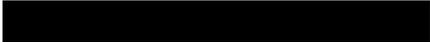
The Cleveland Metropolitan School District (CMSD) supports the application of the Ohio Department of Education for a federal Charter School Program (CSP) grant for a State Education Agency.

CMSD is a portfolio school district, committed to ensuring that all of Cleveland's students have the opportunity to attend a high-quality public school. Charter schools can play a valuable role in providing those opportunities. CMSD supports the development and expansion of high-quality charter schools, as evidenced by our multiple and varied relationships with charters. We authorize 10 charter schools and have partnering relationships with seven others. All 17 of these schools share in proceeds of a local education levy passed by Cleveland voters in 2012. CMSD is the only district in Ohio to share local tax dollars with charter schools. CMSD also is working with charter schools to create a District/Charter grant and has received funding from the Gates Foundation to support these efforts aimed at improving collaboration between the sectors.

The CSP would support our efforts to improve education quality in Cleveland by providing needed funding to help expand the number of seats available at quality charter schools and by contributing to the evaluation of charter schools.

Thank you for considering the Ohio Department of Education's application for a CSP grant. Please do not hesitate to contact us if you need additional information.

Very truly yours,


Christine Fowler Mack,
Chief Portfolio Officer

Michael J. Petrilli
President

July 2, 2015

Chester E. Finn, Jr.
Distinguished Senior Fellow
and President Emeritus

Amber M. Northern
Senior Vice President for Research

Chad Aldis
Vice President for
Ohio Policy and Advocacy

Gary LaBelle
Vice President for Finance and
Operations

Kathryn Mullen Upton
Vice President for Sponsorship
and Dayton Initiatives

Robert Pondiscio
Vice President for
External Affairs

TRUSTEES

David P. Driscoll
Chester E. Finn, Jr.
Thomas A. Holton
Michael W. Kelly
Rod Paige
Michael J. Petrilli
Stefanie Sanford
Caprice Young

TRUSTEES EMERITUS

Chester E. Finn (1918-2007)
Craig Kennedy
Bruce Kovner
Bruno V. Manno
David H. Ponitz
Diane Ravitch

1016 16th St NW, 8th Floor
Washington, DC 20036
PHONE (202) 223-5452
FAX (202) 223-9226

15 West Fourth Street, Suite 430
Dayton, Ohio 45402
PHONE (937) 227-3368
FAX (937) 660-3338

37 W. Broad Street, Suite 400
Columbus, OH 43215
PHONE (614) 223-1580
FAX (614) 223-1494

Mr. David Hansen
Executive Director, Office of Quality School Choice
25 S. Front St.
Columbus, OH 43215

Dear David,

On behalf of the board and staff of the Thomas B. Fordham Institute, I am writing to express our strong support for the Ohio Department of Education's Public Charter School Program (PCSP) grant application for State Education Agencies.

As you know, there is still a great need in many areas throughout the state for high quality schools. Receipt of PCSP funds would bolster these efforts by facilitating the creation of more high quality charter schools to serve all Ohio students.

We appreciate the work that your office has done over the past two years to improve the quality of the charter sector in Ohio, including implementing a robust authorizer evaluation system. We fully support your application for funding and believe that receipt of PCSP monies will play a critical role in providing children, especially our most disadvantaged, with more high quality school options.

Sincerely,



Michael J. Petrilli
President

PATRICK J. TIBERI
12TH DISTRICT, OHIO

**COMMITTEE ON
WAYS AND MEANS**
CHAIRMAN, SUBCOMMITTEE ON TRADE

SUBCOMMITTEE ON
SELECT REVENUE MEASURES



Congress of the United States
House of Representatives
July 6, 2015

COLUMBUS OFFICE:

3000 CORPORATE EXCHANGE DRIVE
SUITE 310
COLUMBUS, OH 43231
PHONE: (614) 523-2555
FAX: (614) 818-0887

WASHINGTON OFFICE:

1203 LONGWORTH HOUSE OFFICE BUILDING
WASHINGTON, DC 20515-3512
PHONE: (202) 225-5355
FAX: (202) 226-4523
<http://tiberi.house.gov>

United States Department of Education
ATTN: Office of Innovation & Improvement
400 Maryland Avenue, SW
Washington, D.C. 20202

Dear Sir or Madam:

I was recently informed that the Office of Quality School Choice at the Ohio Department of Education has applied for the Charter School Program Grant for State Educational Agencies through the United States Department of Education. I am pleased to offer my support for their grant application.

It is my understanding that the Office of Quality School Choice at the Ohio Department of Education plans to increase national understanding of the charter school model. By providing financial assistance for planning, program design, and initial implementation of charter schools, the Ohio Department of Education will be able to evaluate the effects of charter schools on students, staff, and parents.

I believe the Charter School Program Grant is important for furthering the education of our nation's youth. I hope the Office of Innovation and Improvement will give all possible consideration to this application. Please accept this letter as an expression of my interest in this matter.

Sincerely,



Patrick J. Tiberi
Representative to Congress

United States Senate

WASHINGTON, DC 20510

July 16, 2015

Nadya Chinoy Dabby
Assistant Deputy Secretary
Office of Innovation and Improvement
U.S. Department of Education
400 Maryland Avenue S.W.
Washington, D.C. 20202-5970

Dear Assistant Deputy Secretary Dabby,

I write to bring to your attention the competitive grant application submitted by the Ohio Department of Education for funding in the Charter Schools Program Grants for State Education Agencies.

I understand the purpose of this program is to increase national understanding of the charter school model. Funding from your agency will enhance Ohio's ability to implement and expand its efforts to ensure that all students have high quality school options.

Please give all due consideration to this request. If there are any questions, please contact my grant coordinator, Linda Greenwood at [REDACTED]. Thank you.

Sincerely,

[REDACTED]

Rob Portman
United States Senator

On behalf of StudentsFirst and our 67,000 members in Ohio who passionately care about educational improvement, including *quality* school choice, I am writing in strong support of the Ohio Department of Education's application for the US DOE's Charter School Programs Startup Grants.

Ohio was one of the first states in the nation to embrace the educational alternatives promised by charter schools. For the past 20 years, charters emerged as options for families residing in struggling school districts. Today, approximately 400 charter schools educate 120,000 Ohio school kids. With nearly two decades of hindsight, however, it is clear that the movement has not lived up to its promise.

What we have, at best, is a mixed bag. Some charter schools excel at educating mostly low-income schoolchildren who endure all kinds of barriers to learning. Others do not even outperform the traditional district public schools the kids departed.

Fortunately, the legislature and state leadership have come to focus on rectifying this sobering reality. Indeed, the Ohio Department of Education used its authorizing authority to allow very few new schools to open this year, placing an emphasis on operators set up for success. They also shuttered bad schools. The ODE has implemented a new system to evaluate charter school sponsor that places a heavy emphasis on student outcomes.

Strong bi-partisan legislation (HB 2) is also heading towards passage that complements the culture accountability and results being imbued by the ODE. The efforts of State Department leadership combined with legislative action are creating conditions needed to build on the successes we already see across Ohio's charter community. For example, a recent report from Stanford University's Center for Research on Education Outcomes shows that Ohio's low-income charter school students, especially low-income black students, have significant learning gains in both reading and math compared to their peers who remain at their traditional public school. Overall, low-income students gain 14 days of learning in both reading and math. The learning gains for low-income black students jumps to 29 days in reading and 22 in math. It is imperative that we now bolster these trends and support successful charter schools that can play an important role in helping to close Ohio's achievement gap.

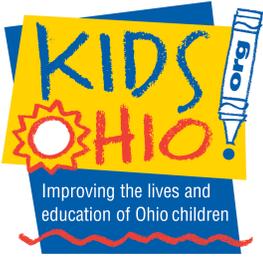
As a result of the state momentum on several fronts in creating a culture of accountability and transparency, combined with new initiatives to support high quality charter schools in our cities, there is no better time for an infusion of start up grants that can help the state and our urban centers replicate existing strong schools, while also attracting new high quality charter schools to our cities.

As the state and its cities create conditions of readiness to seed strong new school, your federal support will help expedite Ohio's effort to create tens of thousands of new, high quality charter school seats across the state. As seen over the past twenty years, Ohio families embrace better options for their kids when empowered by choice.

Thank you for your consideration.

Sincerely,

Greg Harris, PhD
State Director
StudentsFirst Ohio



July 15, 2015

The Honorable Arne Duncan
Secretary, U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202

Dear Secretary Duncan,

22 East Gay Street
Suite 600
Columbus, Ohio 43215

Ph.: 614.228.6400
Fax: 614.461.0100

www.KidsOhio.org

KidsOhio.org, a 13-year-old nonpartisan education research and policy organization, supports the Ohio Department of Education’s application for the federal Charter School Startup Grant. Public charter schools have become an important part of the Ohio education landscape with more than 120,000 Ohio students enrolled. In the Columbus City Schools district, which has the state’s largest student body, 25% (17,000 students) of students attending a publicly funded school are enrolled in a public charter school.

While charter schools are a popular choice for large numbers of urban parents, a recent analysis of student academic performance by the well-respected CREDO Institute at Stanford University found that the academic performance of Ohio charter school students lagged behind that of students in traditional school districts. In response, Governor John Kasich and legislative leaders in both parties have proposed fundamental changes to Ohio charter school law to improve academic accountability and fiscal management. Last month, the Ohio Senate, by a unanimous 30-0 vote, passed the most comprehensive charter school reform proposal in Ohio history.

Awarding Ohio a federal charter school startup grant would help the Ohio Department of Education to shape the growth of Ohio’s charter school sector. The grant would allow the Department to put an increased emphasis on quality and to support high-performing charter schools in communities with a short supply of high-performing public schools.

Importantly, the grant requires that the Ohio Department of Education form partnerships with a local Community Educational Development Organization to create neighborhood-level strategies to increase the number of high-quality schools and to review proposals from schools seeking to locate in that neighborhood. This will authentically engage urban parents and neighborhood and civic leaders in key decisions.

This grant offers Ohio an important tool to screen potential new charter school operators and to provide startup grants to charter schools with a demonstrated ability to help students make progress. Thank you for considering Ohio’s request.

Sincerely,

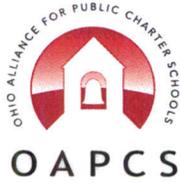


Mark Real
President
KidsOhio.org

Board Members

- Dale Heydlauff
- Chad Jester
- Linda Kass
- Jeffrey Lyttle
- Frederick L. Ransier, Esq.
- Elizabeth Ruppert, M.D.
- Barbara Trueman
- Abigail Wexner

Mark Real, President



July 8, 2015

Mr. Stephan Huh, Director
Office of Innovation and Improvement
U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202

Dear Mr. Huh,

The Ohio Alliance for Public Charter Schools is pleased to submit this letter of support for the Ohio Department of Education's Office of Quality School Choice in its submission for a 2015 Charter School Program Grant for State Educational Agencies.

As a statewide membership organization dedicated to expanding the scope and quality of Ohio's charter schools, OAPCS joins ODE in its commitment to create new and better educational options, particularly for the state's disadvantaged students. We believe an SEA grant to expand high-quality charter schools in Ohio is critical to the continuous improvement of student achievement in the state's urban centers. Further, additional funds would help generate equitable outcomes for all students, especially those in challenging economic environments with limited resources and access to high-performing schools.

Currently, the families of nearly 125,000 students in Ohio choose charter schools as they seek innovation, equity and quality for their children. The challenge for education leaders in our communities is providing more successful charter options so more students can benefit. In this endeavor, OAPCS fully endorses the efforts of ODE's Office of Quality School Choice to seek grant funding to increase the number of high-quality charter schools available in the state. Improving the charter school sector in Ohio is a high priority we share with our state leadership and our families. We urge your favorable consideration of this SEA application.

Sincerely,


Dr. Darlene Chambers
President and CEO

July 8, 2015

Stephan Huh, Director
Office of Innovation and Improvement
U.S. Department of Education
400 Maryland Ave., SW
Washington, DC 20202

Subject: Charter School Program for State Education Agencies

Dear Mr. Huh –

The Ohio Coalition for Quality Education is the leadership organization representing Ohio's public charter schools and the high performing charter school sponsors.

With nearly 400 charter schools educating over 123,000 students, Ohio has become one of the nation's leading states providing options to thousands of families searching for quality educational choices for their children.

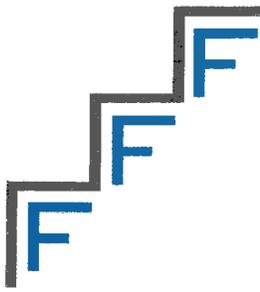
Working with many of Ohio's leading charter school stakeholders, the Ohio Department of Education's - Office of Quality School Choice has been highly focused in propelling excellence in education. This grant will help continue to expand the number of high quality charter schools in Ohio.

We strongly support their application for the Charter School Grant for State Educational Agencies.

Regards,



Ron F. Adler
President



THE FARMER FAMILY FOUNDATION
funding for the future

July 14, 2015

Board

Brynne Farmer Coletti
Trustee

Robert E. Coletti
Trustee

Scott D. Farmer
Trustee

Mary J. Farmer
Trustee

Amy Farmer Joseph
Trustee

George R. Joseph
Trustee

Founders

Richard T. Farmer
Joyce E. Farmer

Executive Director

Mary Beth Martin

Mr. Stephan Huh
Office of Innovation and Improvement
U.S. Department of Education
400 Maryland Ave., S.W.
Washington, DC 20202

Dear Mr. Huh:

Please accept this letter of support for the Ohio Department of Education's (ODE) application for funding through the U.S. Department of Education's Charter School Programs State Education Agency Grant. The grant has the potential to leverage many exciting education reform efforts underway across Ohio and in Cincinnati.

The Farmer Family Foundation is a private family foundation based in Cincinnati. One of our core focus areas for investment is improving educational outcomes for at-risk youth. Together with key business, philanthropic, and community leaders from across Cincinnati, we have recently launched a new organization – Accelerate Great Schools - with a mission to double the number of students with access to high performing schools in the next five years. Accelerate Great Schools is an example of a Community Education Development Organization. We will raise a \$25 million fund over five years to support the launch of an ecosystem of high performing schools for Cincinnati. This would have a demonstrable impact on student outcomes and the larger economic vibrancy of our community.

Over the past several years, The Farmer Family Foundation has had the pleasure of partnering with ODE to advance education opportunities for underserved students in Ohio. We look forward to ongoing opportunities to work with them to meet our shared objective of increasing the number of high-quality seats in Ohio.

The Farmer Family Foundation is extremely supportive of ODE's grant application and appreciative of the opportunity it may provide to our families and youth in need. Thank you for your consideration.

Sincerely,

Mary Beth Martin
Executive Director



THE GREATER
CINCINNATI
FOUNDATION

July 14, 2015

Stephan Huh
Office of Innovation and Improvement
U.S. Department of Education
400 Maryland Ave., S.W.
Washington, DC 20202

Dear Mr. Huh:

I am writing to express strong support from The Greater Cincinnati Foundation for Ohio's application for funding through the U.S. Department of Education's Charter School Programs Startup Grants for State Education Agencies.

The Greater Cincinnati Foundation has invested over \$2.2 million over the last 5 years to improve the educational success of our region. Too many Greater Cincinnati children enter kindergarten not prepared for school, not succeeding educationally in elementary school through high school, nor successfully transitioning into post-secondary education. Nearly half of all adults in our region currently lack any education beyond high school. It is estimated that by 2018, two-thirds of all jobs will require some type of post-secondary credential or degree. We have invested a wide range of educational programs, including a regional early childhood education initiative, programs to reengage urban teenagers in learning, and partnerships to support non-traditional and first-generation college students in furthering their education.

The Ohio Department of Education is working diligently to improve charter school quality in Ohio and support the creation of improved educational opportunities for students across the state. This grant would allow communities to partner with the State of Ohio to increase the pace of innovation and improvement. The newly launched Accelerate Great Schools organization in our city is focused on doubling the number of students in high performing seats. Cincinnati is on the brink of meaningful change in education and such a partnership could dramatically boost the scope and pace of change.

The Greater Cincinnati Foundation stands in support of this proposal and is confident that students and families in Ohio would benefit from such an opportunity.

Sincerely,


Shiloh Turner



3 East Fourth Street, Suite 302
Cincinnati, OH 45202
(513) 784-4111

July 14, 2015

Stephan Huh
Office of Innovation and Improvement
U.S. Department of Education
400 Maryland Ave., S.W.
Washington, DC 20202

Dear Mr. Huh:

As the chairman of the Cincinnati Regional Business Committee (CRBC), I would like to offer support for Ohio's funding application through the U.S. Department of Education's Charter School Programs Startup Grants for State Education Agencies.

The CRBC is a mid-cap, executive civic organization. Comprised of more than 75 members, the CRBC is dedicated to promoting transformational change and improving economic competitiveness in the greater Cincinnati region.

The CRBC recently helped to launch a new organization called Accelerate Great Schools to dramatically improve educational opportunities for students in Cincinnati. This broad community effort has been supported by philanthropic, business, education, and faith-based organizations in our city. The organization is focused on doubling the number of students in high performing schools over the next five years by investing in new schools, growing talent pipelines for qualified teachers, and improving policy conditions. Community partners are pursuing a \$25 million fund to support Accelerate Great Schools over the next five years. CRBC has committed \$1 million. In total, over \$15 million has been raised to date.

We urge you to support Ohio's application. It would enable the Ohio Department of Education to become a key partner with groups like Accelerate Great Schools to transform communities across the state by creating new high performing school options for students and their families.

Sincerely,


Scott Robertson
Chairman
Cincinnati Regional Business Committee

600 Vine Street, Suite 1908
Cincinnati, OH 45202

telephone [513] 241.9111
facsimile [513] 241.5260

July 14, 2015

Stephan Huh
Office of Innovation and Improvement
U.S. Department of Education
400 Maryland Ave., S.W.
Washington, DC 20202

Dear Mr. Huh:

I am writing on behalf of the Cincinnati Business Committee (CBC) in support of Ohio's application for funding through the U.S. Department of Education's Charter School Programs State Education Agency Grant. If awarded, this grant funding would dramatically accelerate our education reform efforts here in Cincinnati and across the state.

The CBC is an organization of CEOs in the Greater Cincinnati area committed to identifying and providing leadership on issues that improve our community's long-term economic vitality and well-being. We place special emphasis on economic development, public education, and government reform and collaboration.

The CBC is committed to improving education options for disadvantaged students in Cincinnati. Earlier this year, we joined forces with leaders from the philanthropic, business, and education communities to launch a new organization with the mission of doubling the number of students with access to high performing schools in our community over the next five years. This organization – called "Accelerate Great Schools" – will focus on attracting and growing proven school models from across the country and building the talent pipeline needed to fuel a local system of high performing schools. Our community partners are pursuing a \$25 million fund to support this work over the next five years.

If successful in this grant application, the Ohio Department of Education could become a key partner with groups like Accelerate Great Schools to create new high performing school options for families.

Again, the CBC is pleased to support Ohio's grant application and view this as an exciting opportunity to accelerate education reform efforts across the state.

Sincerely,



Gary Lindgren
Executive Director
Cincinnati Business Committee



1240 Huron Road E, Suite 300
Cleveland, Ohio 44115

p 216.621.3300 • f 216.621.6013
www.gcpartnership.com

July 15, 2015

Stephan Huh
Office of Innovation and Improvement
U.S. Department of Education
400 Maryland Ave., S.W.
Washington, DC 20202

Ms. Huh:

The mission of the Greater Cleveland Partnership (GCP) is to mobilize private sector leadership, expertise and resources to create jobs and economic vitality for the region. We do that in many ways – by promoting public policies that improve the business and economic climate; working to enhance our physical infrastructure and next-generation projects and civic assets; and continuing the momentum that is underway with regard to education reform.

GCP was an integral partner in the creation of *Cleveland's Plan for Transforming Schools* that seeks to ensure every child in the City of Cleveland has an excellent education and every neighborhood has great schools – public and charter. We worked closely with local and state leadership to create the enabling legislation (HB 525) for the Cleveland Plan that passed in 2012, and the local levy that has helped to fund its implementation. A key component of that plan was the creation of the Transformation Alliance – the watchdog for charter quality and growth in the City of Cleveland. Led by Mayor Frank Jackson, the Alliance is comprised of key stakeholders from the education, union, business, and civic community who are all committed to the success of Cleveland's kids.

As a member of the Transformation Alliance, I have had the opportunity to collaborate with the Ohio Department of Education as an important partner in our work. If awarded a grant from this initiative, we could strengthen our collective efforts to transform the quality of education for all children in our city and, ultimately, the State of Ohio. For these reasons, we support the Ohio Department of Education's Charter Startup School grant proposal. Thank you for your consideration.

Best regards,


Joseph D. Roman
President & CEO

July 14, 2015

Stephan Huh
Office of Innovation and Improvement
U.S. Department of Education
400 Maryland Ave., S.W.
Washington, DC 20202

Dear Mr. Huh:

I am writing on behalf of the Lovett and Ruth Peters Foundation in support of the state of Ohio's application for funding through the U.S. Department of Education's Charter School Programs State Education Agency Grant.

The Lovett and Ruth Peters Foundation, based in Cincinnati, is focused on improving the quality of K-12 education and has partnered with leaders from the philanthropic, business, and education communities to launch a new effort called Accelerate Great Schools. This organization will work to double the number of students with access to high performing schools in our community over the next five years. It will focus on expanding and attracting proven school models, building human capital pipelines, and engaging and informing the community. This is a transformational moment for educational innovation and improvement in our community.

As president of the Lovett and Ruth Peters Foundation, I am pleased to support this proposal. Should Ohio be awarded funding, I am confident that it will significantly contribute to our ability to provide improved educational opportunities for the most disadvantaged children in our community.

Sincerely,



Daniel S. Peters, President
Lovett & Ruth Peters Foundation
1500 Chiquita Center
250 East Fifth St.
Cincinnati, OH 45202



July 14, 2015

Mr. Stephan Huh
Director, Office of Innovation and Improvement
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202

Dear Mr. Huh:

On behalf of the Columbus Partnership, I am writing to express our support of the Office of Quality School Choice in applying for the Public Charter School Program Grant for State Education Agencies through the U.S. Department of Education.

I believe that quality education is imbedded in the integral foundation of our economic development work which supports the local community. The Columbus Partnership is dedicated to creating and maintaining the best urban metropolitan education infrastructure in the nation serving as a magnet to attracting talent and businesses to the Columbus Region. Therefore, this grant is essential in supporting and sustaining quality charter schools in the state of Ohio.

I have full confidence that awarding this grant to the Ohio Department of Education will be the next key step in improving our education system.

Very truly yours,



Alex R. Fischer
President and CEO

ARF/tt



June 29, 2015

Governing Board

James Telb
Jeffrey Bunck
Michael Dansack, Jr.
Joan Kuchcinski
Joe Rutherford

SANDRA C. FRISCH
Superintendent

RICHARD A. COX
Treasurer

Administrative Offices
2275 Collingwood Blvd.
Toledo, OH 43620-1100

Community Schools Center
4955 Seaman Road
Oregon, OH 43616

t 419.246.3137
f 419.246.3127

www.eslakeeriewest.org

David Hansen
Executive Director
Office of Quality School Choice
25 South Front Street
Columbus, Ohio 43215

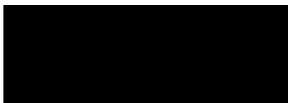
Dear Mr. Hansen:

It is my pleasure to write this letter of support on behalf of the Educational Service Center of Lake Erie West in the submission of the application for Charter School Program Grant for State Educational Agencies by the Office of Quality School Choice.

As an organization that sponsors charter schools in Ohio, we understand the importance of our schools providing the best education possible for the students of Ohio. It is increasingly beneficial for us to evaluate the academic and social effectiveness of our charter schools for students, staff, and parents. Having an opportunity to expand those successful programs, in the highest of quality facilities, will only make Ohio stand out as a national leader in the charter school movement.

In conclusion, I fully support the efforts of the Office of Quality School Choice as they seek external funding to increase the understanding of the charter school model to benefit our students and their communities.

Sincerely,



Apryl M. Morin, M.OD.
Director
Center for Community Schools
Educational Service Center of Lake Erie West





To Whom It May Concern;

As one of three exemplary authorizer/sponsors in Ohio we write in support of the Office of Quality School Choice at the Ohio Department of Education ('ODE') as they seek funding for the Charter School Program Grant. Under the direction of Executive Director, David Hanson, ODE has worked tirelessly strengthening Ohio's charter school movement by enacting policy changes and administrative processes.

Ohio's charter school movement began in 1998 with a small school in Toledo that served fewer than 200 at-risk students. Since then, the movement has evolved into one of the strongest and largest school choice communities in the country. Nationwide, over 6,000 charter schools operate in 42 states and the District of Columbia, serving 2.3 million students. In Ohio, there are 383 charter schools serving approximately 125,000 students. As the sole sponsoring designee of the University of Toledo, the Ohio Council of Community Schools ('OCCS') is one of two original sponsors borne out of Ohio's original school choice experiment. We are proud of our partnership with the University and of the opportunities it provides for our sponsored schools. In addition, we are proud of our partnership with ODE as together we attempt to change the quality of charter schools opening, and operating in Ohio.

One of the current challenges in Ohio is that schools are not encouraged to replicate. If a school wish to replicate or relocate to Ohio they would have to bear the entire cost because funds are not available.

The Charter School Program Grant would only strengthen Ohio Charter School Movement by;

- Providing financial assistance for planning, program design, and initial implementation of charter schools;
- Evaluating the effects of charter schools, including the effects on students, student achievement, student growth, staff and parents; and
- Expanding the number of high-quality charter schools available to students in Ohio;

As noted above, ODE is making great progress in altering Ohio's charter school movement and with the assistance the Charter School Program Grant, ODE would be provided the leverage to encourage high quality charter schools to replicate, relocate and or start anew.

Yours in Education Choice,

Lenny Schafer M.Ed., PCC-S
Executive Director
Ohio Council of Community Schools

George S. Barrett
Chairman and
Chief Executive Officer

Cardinal Health
7000 Cardinal Place
Dublin, OH 43017
614.757.7770 dir
614.757.8770 fax



cardinalhealth.com

July 14, 2015

Stephan Huh, Director
Office of Innovation and Improvement
U.S. Department of Education
400 Maryland Ave., SW
Washington, DS 20202

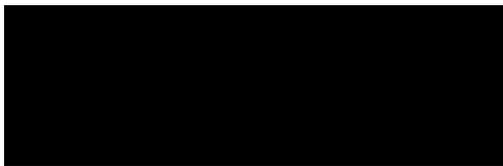
Dear Mr. Huh,

On behalf of Cardinal Health, I am writing to express our support of the Office of Quality School Choice in applying for the Public Charter School Program Grant for State Education Agencies through the U.S. Department of Education.

We believe that educating our children for a life of opportunity is one of our community's most important responsibilities. And we recognize that failure to prepare our children for the future carries with it staggering costs to individuals, families, neighborhoods and our city's economy. The development and sustainability of high performing charter schools is an important part of an effective education ecosystem. As such, this grant will help ensure quality charter school opportunities are available for students in the state of Ohio, particularly those from low-income and minority families.

I am confident that awarding this grant to the Ohio Department of Education will contribute to improving our education system and help us support the success of all children.

Sincerely,



George S. Barrett

Deneice L. Cooper



Future Objective: Obtain School Treasurer's License and become a certified School Treasurer

To obtain a School Treasurer's License I have completed all required coursework at Ashland University; and will begin the 300 hour internship with a current School Treasurer as early as September, 2015 and complete the internship over the next two years.

Qualifications and Experience:

Accomplished "funding specialist" with more than twelve years of public service and twelve years of achievement within the civil engineering industry. Professional experience includes more than 24 years in securing and administering federal, state grants and low-interest loans for public entities, including six years of public service managing a small staff and a large number of volunteers. Areas of strength include written and verbal communication, including organizing and planning, public relations and marketing as well as grant administration.

Ohio Department of Education; Compliance Manager/Interim Lead Consultant, February 2015 to present; as the Compliance Manager with the Office of Quality School Choice, my responsibilities include conducting a thorough review of how authorizers/sponsors monitor a school's compliance with state and federal laws, rules, and provisions of the community school's contract. There are two phases to evaluate authorizer compliance monitoring. The initial phase requires authorizers to complete an "Authorizer Monitoring Review Instrument" where they describe how they monitor their schools; I complete a desk review verifying that process is carried out by reviewing documentation provided by the authorizers and/or by the school; this process will link the authorizers work to its compliance monitoring obligations. On-site reviews include verifying authorizer monitoring practices of 20 core items of compliance that could not be confirmed through the desk review, plus 3 additional items chosen at random from additional items statute requires by visiting up to 10% of schools authorized by each authorizer/sponsor each year. To complete the compliance review, I provide the results of the review and feedback to the authorizers with the compliance rating of exemplary, effective, or ineffective.

As the Interim Lead Consultant, I am responsible to interpret and communicate laws and rules related to charter school authorizers and charter schools; perform ad hoc analyses and write reports; review legislative proposals and make legislative recommendations to the department's leadership; respond to diverse constituent questions, requests and complaints; provide training to stakeholders; tracks and monitors data for the office and assesses progress toward strategic goals.

Ohio Department of Education; Interim School Options Enrollment System (SOES) Administrator/Community School Payment Administrator, September 2013 to present; in this position as the SOES Interim Administrator with the office of School Finance/Office of Community Schools, my responsibilities include working in cooperation with IT office to complete monthly payments to all public charter schools; tracking the payments in and out of the payment system to be

used as backup during AOS Audits; as well as working in cooperation with Area Coordinators to resolve disputes between resident districts and charter schools, track on-site reviews of charter school data used to determine payments. I also serve as the point of contact for charter school financial issues, the SOES (system) and finalize the materials used in FY14 to explain charter school finances and data entry, answer phone calls and emails from treasurers and other school administrators regarding foundation payments and the SOES system.

Ohio Department of Education; Grants Coordinator, December 2010 to February 23; in my position as the Grants Coordinator with the Office of Community Schools, my responsibilities include coordinating the federal grant application, being the Project Director of the application, and the Authorized Organization Representative for grants.gov.; conducting Elluminate trainings, coordinating the peer review process during the evaluation period of the applications from sub-recipients, providing other technical support to eligible sub recipients of Public Charter School Program funds through the application process and after award is provided, updating appropriate guidance documents. Responsibilities also include monitoring sub-recipients, completing fiscal desk reviews and program reviews as well as conducting school site visits. Fiscal desk reviews are completed to ensure the federal funds are being spent in a timely manner following all the federal regulations, particularly required by EDGAR. Site visits include monitoring educational programs, student achievement objectives, program evaluation/data collection and submission, governance and management plans as well as equipment inventories purchased with PCSP funds, etc.

Ohio Department of Education; Fiscal Specialist; December 2009 to December 2010; during my tenure with ODE's Office of Federal and State Grant Management, my responsibilities included reviewing and approving all paper Project Cash Requests and Final Expenditure Reports in accordance to program, state and federal guidelines. Good communication skills are key when dealing with school district treasurers, specifically as issues arise prior to final approval of PCRs and FERs. Other responsibilities include sub-recipient monitoring/desk reviews of FERs, verifying allowable expenditures completed within the period of availability, utilizing accounting records including bank statements, invoices, payroll records, etc. provided by the school district. Also regarding ARRA monitoring; desk reviews are completed to ensure the federal stimulus funds are being spent in a timely manner following all the federal regulations, particularly required by EDGAR.

Ohio School for the Deaf/Ohio State School for the Blind; Grants Coordinator; December 2005 to December 2009; during this time, responsibilities included coordination and submission of grant proposals for OSD and OSSB, further responsibilities included monitoring all proposals until awards were received. After the awards, responsibilities included drawing down grant funds, completing PCRs and FERs, etc. Grants included, Title VI-B, CCIP Special Ed/Part B, Title IIA, Title IVA, ARRA IDEA, ARRA/Byrne Memorial, Parent Mentor, Statewide Early Childhood, eTech Ohio K-12 Network, etc. Other responsibilities included: processing ISTV receivables in OAKS, approving cash deposits in OAKS; completing Schedule of Federal Expenditures reports, etc.

Poggemeyer Design Group; Community Development Specialist; June 2004 to October 2005; provided professional grant/loan writing and administration to various cities and villages in Ohio. Responsibilities included marketing to counties, cities, villages and water & sewer districts. In addition, was responsible for acquiring the City of Nelsonville and Trimble Township Wastewater District as clients. Also, was the Client Representative for the City of Nelsonville.

M-E Companies, Inc.; Funding Specialist; January 2000 to May 2004; provided professional grant/loan writing and administration services to 41 counties, cities, villages, townships and water & sewer authorities. Involved with more than 200 projects in the water, wastewater, storm water, etc. fields, performing a value-added service to public clients. Total grant/loan amount secured: \$48,804,790.

EMH&T, Inc.; Grants Director; August 1998 to December 1999; responsible for writing federal and state grants to fund infrastructure projects for public clients. Also prepared informational materials for staff and clients specific to funding options and grant requirements.

Bischoff & Associates, Inc.; Funding Director; April 1995 to August 1998; achieved funding for public clients' infrastructure projects through grants and low interest loans from Public Works Commission, Ohio Water Development Authority, Department of Development, etc.

City of Mansfield/Richland County; Litter Prevention & Recycling Coordinator/Keep America Beautiful Coordinator; March 1989 to April 1995; was responsible to manage 3 people and recruit numerous volunteers to promote litter prevention and recycling programs throughout the city and county. Additional responsibility included writing the proposal to achieve a state grant to fund the program annually.

Mansfield City Schools; Instructor-Adult Education; July 1986 to March 1989; was responsible to instruct adult students participating in the Automated Office Processing program.

Mansfield City Schools; Substitute Teacher; January 1986 to June 1986.

Education & Training:

Ashland University; summer 2013 to March 2015. Coursework includes graduate classes in School Administration, School Law, School Finance/Economics and an internship with a current school treasurer.

Columbus State Community College; summer 2013. Coursework included undergraduate Accounting 1211 and Accounting 1212.

Certificates of Completion; Columbus State Community College; 2008. Courses included Excel 2003 Intermediate & Advanced, Access 2003 Basic, Intermediate and Advanced and Project 2003 Introduction.

North Central State College; 1989; undergraduate Accounting I.

Pre-MBA Program; Ashland University; completed 1988. Coursework included post-baccalaureate Accounting, Business Administration, Statistics, Qualitative Analysis, Marketing, etc.

B.S. in Early and Middle Childhood Education; The Ohio State University, 1985.

Letters of Reference; available upon request from the following:

Dr. Joni Hoffman, Director; Ohio Department of Education/Office of Community Schools.

Mr. Brian Jones, Director; Ohio Department of Education/Office of Federal and State Grant Management.

Ms. Cynthia Johnson, Superintendent; Ohio State School for the Blind.

- Analyzed data for internal and external customers
- Produced data based reports

6/2002 to 6/2003 Department of Sociology, Ohio State University Columbus, OH

- Graduate Research Associate
- Provided consultation for statistical applications
- Provided consultation for data management
- Maintained and updated departmental databases

9/2000 to 6/2002 Department of Sociology, Ohio State University Columbus, OH

Graduate Research Associate

- Built relational database in MS Access
- Collected, cleaned, coded and analyzed data
- Conducted research
- Co-authored academic journal articles
- Presented research at national conference

6/1997 to 9/2000 Department of Sociology, Ohio State University Columbus, OH

Managing Editor, Journal of Health and Social Behavior

- Established and oversaw review process
- Supervised staff to publish quarterly journal on time and within budget
- Coordinated stakeholders (authors, reviewers, publishing house) to manage publishing process

9/1996 to 6/1997 Department of Sociology, Ohio State University Columbus, OH

- Graduate Research Associate
- Collected and analyzed data
- Conducted research
- Authored academic journal articles

Education

12/1996 to 6/2003 Ohio State University Columbus, OH

ABD

9/1994 to 12/1996 Ohio State University Columbus, OH

Master of Arts, Sociology

9/1988 to 6/1992 Ohio State University Columbus, OH

Bachelor of Arts, Photography

References are available on request.

David James Hansen

Ohio Department of Education, Columbus, Ohio. Executive Director of Quality School Choice; 2013-present.

In August, I joined the Ohio Department of Education in the newly created position of Executive Director of Quality School Choice. Through this role, I oversee the Department's three offices of Community Schools, Nonpublic Options and Charter School Sponsorship.

Kilden Consulting, Columbus, Ohio. President; 2011-present.

Provided strategic counsel and expert assistance to leaders pursuing innovation and reform in education. Kilden Consulting delivers value to clients through policies, communications, training and advocacy that move the window of possibility in favor of educational excellence. Special focus areas include charter school authorizing, school governance, blended learning, and education finance and philanthropy.

National Association of Charter School Authorizers (NACSA), Chicago, Illinois. Vice President, Policy and Advocacy, later Senior Advisor; 2009-2012.

Led a comprehensive advocacy and communications effort improving the policy environment for charter school authorizers by:

- Injecting NACSA's principles and policies into recent environment of charter expansion.
- Designing and carrying out a National Advocacy Campaign connecting the organization's experience, expertise and policy agenda to charter policy debates in twenty states. Resulting in six states creating statewide charter authorizing authorities and five writing NACSA's Principles & Standards into statute.
- Overseeing federal advocacy.
- Presenting NACSA's case for federal support of quality authorizing in appropriations and legislation to over twenty congressional offices, including the "Big 8" of education authorizers and appropriators, and as well to the Department of Education's Office of Charter Schools Program.
- Representing NACSA at congressional briefing panels and prepared hearing appearances and testimony by NACSA's president before two congressional committees. As a result, charter school authorizing is now supported in current federal appropriations and included in both House and Senate versions of CSP reauthorization.
- Communicating NACSA principles, standards and commitment to charter quality.

Under my direction, NACSA aggressively positioned itself as the independent expert on charter quality through outreach to educational partners, annual conference design, earned communications, social media, research dissemination and other tools of reputation development and policy education. As a result, NACSA was a leader in the successful effort to put charter quality on the agendas of state and federal policymakers as they have sought to expand the sector.

Buckeye Institute for Public Policy Solutions, Columbus, Ohio. President; 2004-2009.

As president I carried out a strategic plan that significantly grew the Buckeye Institute's impact on policy, as well as its value to donors, by: focusing the Institute's mission, raising its objectives, driving alignment of research and policy proposals. Under my direction the Buckeye Institute centered its work on returning prosperity to Ohio through freedom. I developed an agenda of reforms linked to prosperity, and built up the intellectual capital of research and commentary to promote each in the debates about Ohio's future. Through growing our communications impact, I made the penetration and persuasiveness of our ideas in the public debate a new priority for the Institute. We redesigned our products and writing standards to meet needs of key audiences, and I used a strategy where the Buckeye Institute 'became the media' and successfully utilized web 2.0 tactics to promote our work.

Ohio Manufacturers Association, Columbus, Ohio. Managing Director of Public Policy Services; 2001-2004.

Directed all governmental affairs activities of Ohio's second largest corporate trade association.

Led the design and execution of two major policy initiatives:

- Elimination of two onerous taxes on manufacturing and capital formation, and awarded OMA's "Legacy Award" for this success.

- Comprehensive reform of state tort laws, including landmark asbestos litigation reform.

Successfully organized the political resources of member businesses in support of Association policies in taxes, economic development, workforce development, energy, and workers compensation.

Michigan State Senate. Lansing, Michigan. Chief of Staff of Senate, Director of Majority Policy Office; 1994-1998. Served the Majority Leader as the chief executive officer for the Senate. Responsible for formulating and enforcing senate administrative policy, acting as liaison with other government and outside interest groups, and initiating and coordinating special projects for the Majority Leader and the Majority Caucus. Responsible for legislative policy development of the Majority Caucus in the Senate. Managed a staff of twenty-four professionals and support staff that served members and committees. Responsible for several high-level legislative services including consultation on policy and legislative options, bill and amendment drafting, committee staffing, floor management of legislation and advice on legislative politics.

Public policy and political research consultant. Lansing, Michigan. Market Strategies, Inc. for domestic assignments; International Republican Institute for international projects; 1993-2001.

Contributed to growing democratic values with political parties and non-governmental organizations in Central and Eastern Europe, the former Soviet Union and the Middle East. Served as an advisor on building democratic legitimacy in public institutions, setting political and legislative agendas, and strengthening political accountability. Increased popular sovereignty in developing democracies by executing complex opinion research projects which gave a voice to citizens' opinions and concerns.

George H.W. Bush Presidential Campaigns and Republican National Committee. Washington, D.C. Director of Strategic Information; Director of Opinion Research and Analysis; Deputy Director of Survey Research; 1988-1992.

Designed and built strategic information systems for Bush-Quayle campaigns and White House political leadership. Assembled and managed the foundation of this system, a research office of nine analysts with a \$3 million annual budget. Reported to Campaign and White House decision makers on findings from economic, elections, public opinion, gee- demographic and media content data. Consulted on campaign strategy, message and resource allocations, including advertising purchasing and Presidential travel.

Minnesota House of Representatives. St. Paul, Minnesota. Committee Administrator; Policy Analyst; 1985-1988. Managed legislation on elections, gambling and veterans' affairs for the House General Legislation and Veterans Affairs Committee.

Education

University of Bergen; Bergen, Norway

Graduate degree in Scandinavian literature and linguistics, 1983

Williams College; Williamstown, Massachusetts

Bachelor of Arts in Economics major with concentration s in political science and sociology, 1980

Public Service Highlights

Nexus Academy of Columbus, Founding Board Chair

Academy of Columbus and Great Western Academy, Board

Member

School Choice Ohio, Board Member

Peace Gahanna Lutheran Church, Catechism Leader

Northeast-Midwest Institute, Washington, DC; Vice Chair of Board and Treasurer, 2001-2007



SKILLS

- Strong oral and written communication skills
- Excellent planning, organization, and time-management skills
- Proven research and analysis skills
- Demonstrated capacity to identify problems and provide logical solutions
- Talent for prioritizing work with attention to detail
- Aptitude for interfacing with all levels of management
- Computer proficiencies including MS Office

PROFESSIONAL EXPERIENCE

- 2011- present Director, Office of Community Schools, Ohio Department of Education. Oversight of charter school authorizers, deploying three component evaluation system; develop administrative rules for aspects of authorizing and design of performance accountability for dropout prevention and recovery charters; interface with charter school payment system; wind-up federal Public Charter School grant; provide information products and guidance about charter school operations and performance.
- 2004 - 2011 Associate Director, Office of Community Schools, Ohio Department of Education. Transitioned from authorizer role to approval and oversight of charter school authorizers. Administer federal Public Charter School Grant. Provide technical assistance to all stakeholders along the continuum of charter school development, operations, and closure. Approve payments to new charter schools. Develop policy, legislative recommendations, and administrative rules to guide the program's operation.
- 2001-2004 Assistant Director, Office of Community Schools, Ohio Department of Education. Technical assistance and oversight of State Board authorized public charter schools; evaluation of State Board sponsored schools for charter renewal decisions; provide guidance to charter school developers; guide policy development.
- 2000-2001 Interim Director, Office of School Options, Ohio Department of Education. Supervised the department's authorizing of

public charter schools; chartering of non-public schools; requirements relevant to home schooling; non-chartered, non-tax schools; general oversight of the Cleveland voucher program.

- 1999-2000 Charter School Consultant, Office of School Options, Ohio Department of Education. Lead consultant for State Board sponsored charter schools in southwest Ohio, providing monitoring and technical assistance; accountability lead; office liaison for Research Council, Local Report Card steering committee.
- 1994-1999 Deputy Director, Office of Research and Planning, Ohio Department of Human Services. Created the office, centralized existing research functions and developed new ones.
- 1992-1994 Policy Coordinator, Immediate Office of the Secretary, U.S. Department of Health and Human Services. Managed policy and regulatory development processes for the Administration for Children and Families, Food and Drug Administration, and the Administration on Aging.
- 1992 Special Assistant to the Assistant Secretary for Management and Budget, U.S. Department of Health and Human Services. Coordinated special initiatives in health care financing reform, minority health, and disaster recovery.
- 1987-1992 Health Statistician, Office of the Assistant Secretary for Planning and Evaluation. Developed policy and legislative proposals; provided subject matter expertise in maternal/infant health; research project manager (women's health topics).
- 1979-1986 Various research and data manager jobs, including researcher on a leukemia study; database administrator, asthma study; computer services graduate assistant (data retrievals, analyses, consultation)

Education

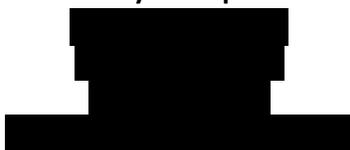
- 1987 Dr.PH., Health Services Research, University of Texas, School of Public Health, Houston, Texas
Dissertation: *A Comparison of Labor and Delivery Management in Two Settings*

Awarded a Health Services Research Fellowship from the
U.S. Department of Health and Human Services, 1984-1985,

- 1981 MPH, Community Health Practice, University of Texas,
School of Public Health, Houston, Texas
Thesis: *The Use of the Mini-Mult as a Predictor of
Psychiatric Readmission*
- 1972 B.A., Sociology, University of California, San Diego,
California

References available upon request

Kelsey R. Stephens



Education

The Ohio State University, Columbus, Ohio
Master of Arts in Sociology, 2010
Bachelor of Arts in Sociology and Criminology, 2006
Summa cum laude

Summary of Qualifications

- Advanced data management and analysis skills including: SAS, STATA, SPSS, ArcGIS, SQL Developer and Microsoft Office.
- Experience manipulating and analyzing large, complex data sets.
- Advanced statistical training and experience in complex data analysis.
- Strong analytical thinking with demonstrated talent for identifying, scrutinizing, improving, and streamlining complex work processes.
- Exceptional communicator who effectively conveys information verbally and in writing.

Professional Experience

State of Ohio Department of Education, ITO, Office of Data Quality & Governance. Columbus, OH
Data Administration Manager, 2014-present

- Data management and analysis using SAS, SQL, Excel
- Project management and coordination
- Data consultation, monitoring and quality assurance
- Federal and state reporting
- Data and public records request fulfillment
- Customer support and identification of data issues

State of Ohio Department of Health, Lead and Healthy Homes Program. Columbus, OH
Surveillance Coordinator, 2011-2014

- Statewide data manager
- Laboratory reporting improvement and compliance coordinator
- Data management and analysis using Stata, Excel, SAS, Epi Info and ArcGIS
- Research and project coordination
- Project management and federal grant reporting
- Data standards monitoring and improvement
- Data system development, implementation and deployment

The Ohio State University, Department of Sociology. Columbus, OH
Graduate Research Associate, Graduate Teaching Associate, 2007-2010

- Development and implementation of large research projects with faculty
- Data analysis using Stata, Excel and SPSS
- Supervision of undergraduate research assistants
- Instruction of eleven sociology courses
- Lesson plan development and grading

PROFESSIONAL EXPERIENCE

OHIO COUNCIL OF COMMUNITY SCHOOLS, Toledo, Ohio

2011-Present

Director of Contracts and External Relations

- Direct and coordinate all charter contract functions including renewal/reauthorization, new school contracting, contract amendments, updates and negotiations
- Investigate legislative, legal and other requirements that affect OCCS contracts, ensuring that all OCCS school contracts and the contracting process comply with statutes and National Association of Charter School Authorizers (NACSA) best practices
- Respond to media requests and proactively work with the OCCS communications team to secure solid media relationships and outcomes
- Provide leadership for OCCS in local, state and national venues such as conferences, meetings, presentations and associations. Memberships include the Ohio Association of Charter School Authorizers (OACSA Secretary, 2010-11, and currently Legislative Committee Chairman), National Association of Charter School Authorizers (NACSA), Ohio Council for Quality Education (OCQE), Ohio Association of Public Charter Schools (OAPCS) and International Association for K-12 Online Learning (iNACOL)
- Fulfill all public records requests in a timely manner
- Manage lease, maintenance and related issues within the Toledo and Columbus office space
- Support and assist with various administrative and operational assignments, project teams and strategic planning
- Lead and implement intervention (probation, suspension, termination) with failing schools and communicate to stakeholders reasons for these actions
- Implement and coordinate community school closure procedures as needed
- Support data collection systems, such as Epicenter and OCCS Complaint Management Portal and evaluate how they impact the fiscal and academic success of schools sponsored by OCCS
- Lead and manage OCCS development of the ODE Sponsor Performance Review (SPR)
- Present on various charter school issues at conferences, meetings and other events
- Develop and implement seminars, workshops and in-service programs for community schools, management companies and governing authorities sponsored by OCCS
- Interact with and maintain a positive relationship with the OCCS Performance and Accountability Committee, OCCS Board of Trustees, University of Toledo trustees and legal counsel, Ohio Department of Education, Auditor of State and other public education stakeholders
- Support a culture with sponsored schools that fosters school effectiveness and performance while improving collaborative activities
- Support efforts of OCCS that holds schools accountable for outcomes and performance
- Assist Executive Director in managing the OCCS staff including administrative support team, technology team, regional representatives, performance and accountability team, compliance team and in-house legal counsel

LUCAS COUNTY EDUCATIONAL SERVICE CENTER, Toledo, Ohio

Community Schools Coordinator, Office of Community Schools

2003-2011

Provided support and consultation to community schools Executive Director, community schools staff, and other stakeholders in the area of community school sponsorship, oversight and operations. Supported Executive Director in building, managing and motivating community schools team. Responsible for overseeing the authorizing, renewal and revocation activities, monitoring performance of schools against their goals, supporting community schools staff, presenting recommendations to the Board, and representing Lucas County Educational Service Center (LCESC) to the broader community. Led and implemented interventions (probation, suspension, termination) with failing schools and communicated reasons for these actions. Implemented and coordinated community school closure procedures as needed. Managed the technology needs of the community schools staff in conjunction with the LCESC Director of Technology. Supported the LCESC Community Schools team in performing on-site evaluations. Testified on behalf of LCESC and OACSA at the Ohio State Board of Education and Ohio Senate.

AMTRAK, Toledo, Ohio

1986-2002

Brand Manager, Marketing, Sales and Brand Management

1997-2002

Responsible for maximizing revenues with Amtrak's most strategic travel agencies, corporate and grassroots customers. Trained and supported travel agents and developed strategic partnerships. Implemented sales strategies and tactics to increase revenue and market share and achieve performance goals and objectives. Managed multiple demands and competing priorities.

District Manager of Customer Services

1986-1997

Managed and directed all customer and train-related activities involving stations in 5 surrounding states, ensuring an efficient customer-focused operation. Managed 56 employees and developed budgets and operating plans. Ensured safe and efficient station operations, optimizing employee and stakeholder contributions and provided leadership and training support. Supervised ticketing, building maintenance, service delivery, passenger handling, safety and union labor contracts.

EDUCATION

THE OHIO STATE UNIVERSITY

Columbus, Ohio

College of Social Work

Bachelor of Science in Social Work

Emphasis: Social Service Administration

THE UNIVERSITY OF TOLEDO

Toledo, Ohio

College of Education

Graduate level coursework completed in training and development and instructional technology

Steven C. Tate, Ph.D.



PROFESSIONAL OBJECTIVE:

- An administrative position or faculty position in education or closely related area which offers multifaceted challenges and opportunities
- Ideal position will involve work with people of diverse cultures and merge responsibilities for teaching, research, leadership, mentoring, and/or counseling

Education:

Ph.D. in Curriculum and Instruction

Emphasis on diversity, literacy, and the social sciences,
Kansas State University; Manhattan, KS.

Dissertation topic: Academic Achievement of African American males in an
Urban, Midwest foster care system.

Degree Conferral: May 2000.

Graduate Coursework in Education:

Trends in Elementary Social Studies Education

Multicultural Curriculum Programming

Curriculum Theory

Curriculum and Instructional Policy

Curriculum Development

Instructional Leadership

Educational Leadership

Principles of College Teaching

Reading/Curriculum/Instruction/Policy

Psychology of Individual Differences

Master of Science, Educational Administration

Emphasis on management and administration,

The University of Dayton; Dayton, Ohio.

Comprehensive Social Studies Certification, December 1990, Ohio

Dominican College, Columbus, Ohio.

Bachelor of Arts in Journalism, June 1986, The Ohio State University, Columbus, Ohio

Professional Experience:

Education Consultant & Social Science Research Specialist

Ohio Department of Education (ODE)

2007-Present

Responsibilities of this position include:

*Lead evaluator of community school sponsors

- *Provide oversight of charter school authorizers
- *Write legislative recommendations
- *Prepare and/or revise policy manuals
- *Facilitate workshops and trainings
- *Conduct presentations before the State Board of Education
- *Set strategic objectives and priorities for ODE
- *Work closely with senior leadership on ODE initiatives

Professor/Instructor

University of Phoenix 2004-Present

- *Teach undergraduate and graduate courses in Education and Human Services
- *Subject areas include doctoral level Research & Assessment, General Education, Cultural Diversity, Graduate Education, Sociology, Business Writing, Health & Human Services.
- *Serve on doctoral committees

Program Administrator

1997-2004

Ohio Department of Job and Family Services (formerly Ohio Department of Human Services)

Responsibilities of this position include:

- *Formulating and directing the implementation of policy
- *Developing, monitoring, and guiding programmatic evaluations
- *Analyzing programmatic outcomes in relation to stated objectives
- *Managing and assessing post-adoption services for children
- *Evaluating organizational and managerial improvements for adoption services
- *Participating in quantitative and qualitative studies of statewide initiatives
- *Providing technical consultation to public services agencies
- *Conducting information and training sessions on new or revised programs and/or initiatives
- *Developing spreadsheets and graphics illustrating evaluation findings
- *Preparing written reports with findings and recommendations
- *Making oral presentations

Adjunct Professor of Education

2003-2004

Ashland University

Responsibilities of this position include:

- *Teaching graduate level courses in Curriculum Development and Contemporary Issues

Assistant Professor of Education

2001-2003

Ohio University

Responsibilities of this position include:

- *Teaching education courses, including Middle Childhood Social Studies Methods, Social Studies in Early Childhood Education, Secondary School Planning and Instruction, and Secondary School Teaching and Learning
- *Supervising field experience students
- *Scholarship and service

Service includes:

- *Serving as a member of the salary, tenure, and promotion revision committee
- *Advising undergraduate students

Assistant Professor of Education

2000-2001

The University of Michigan-Dearborn,

Responsibilities of this position include:

- *Teaching education courses, including Social Studies Methods and Multicultural Education
- *Supervising student teachers and student practicums
- *Scholarship and service

Service includes:

- *Serving as a member of the Faculty Senate
- *Serving as a member of the Educational Technology Search Committee

Social Science Researcher

1997-2004

Ohio Department of Human Services,

Responsibilities of this position include:

- *Evaluating the effectiveness of human services programs
- *Developing research designs, hypotheses, sampling methodologies, and data analyses
- *Collecting and interpreted data
- *Authoring preliminary and final study reports
- *Authoring requests for vendor research proposals
- *Reviewing state and federal legislation
- *Providing assistance to agency work groups in research and analyses issues
- *Managing the Ohio Works First Evaluation, Ohio's \$1.9 million study of welfare reform
- *Managing the department's study of the Child Protective Services System
- *Serving as the Director of the Quality Management Board (QMB), a committee responsible introducing quality control initiatives to

the Office of Research, Assessment, and Accountability

- *Serving as a member of the Quality Steering Committee (QSC), the governing body for the ten active QMBs within the department
- *Facilitating meetings as a trained Quality Service Through Partnership (QSTP) facilitator
- *Making presentations at National conferences
- *Operating a variety of software applications, including Quattro Pro, Paradox, Presentations, Powerpoint,

Graduate Student, 1996-1997

Kansas State University,

Responsibilities of this position include:

- *Completing coursework towards doctorate in Curriculum and Instruction
- *Conducting doctoral research

Training Coordinator, 1994-1996

American Freightways,

Responsibilities of this position include:

- *Facilitating orientation/training workshops for new employees
- *Teaching product knowledge classes for new and established employees
- *Creating training manuals used in the workshop

Teacher 1991-1994

Gahanna-Lincoln High School,

Responsibilities of this position include:

- *Teaching social studies courses in Psychology, Sociology, Economics, U.S. History, World History, and Geography
- *Writing grant proposals
- *Facilitating "World of Difference," a proactive multicultural education workshop for students, faculty, staff, and community members

Publications

Differentiating Instruction 2007
Ohio Council of Community Schools

Interpreting Value Added Data 2007
Ohio Council of Community Schools

The Academic Experiences of African American Males In An 2001
Urban, Midwest Foster Care System.
Journal of Social Studies Research

Grant Applications:

Public Charter Schools Program Implementation Grant
Public Charter Schools Program Planning Grant
Welfare Recipient Grant
Job Retention Grant
Ohio Works First Grant
Independent Living Grant

Presentations at state, regional, or national conferences:

The Supreme Court of Ohio Judicial College
Columbus, Ohio
Topic: Online Education for Court Involved Students

Ohio State Board of Education
Columbus, Ohio
Topic: Performance Standards for Schools Serving At-Risk Populations

Ohio Community Schools Statewide Authorizer Workshop
Columbus, Ohio
Topic: Performance Standards for Dropout Recovery Schools

National Association of Charters School Authorizers Workshop
Columbus, Ohio
Topic: Initial Lessons Learned from Sponsor Evaluations

Regional School Improvement Team State Conference
Columbus, Ohio
Topic: Strategies for Achieving AYP (Adequate Yearly Progress)

Regional School Improvement Team Reading Symposium
Columbus, Ohio
Topic: Instruments for Assessing and Improving Student Reading Performance

14th National Conference on Child Abuse and Neglect
St. Louis, Missouri
Topic: Academic Success for Children in Child Welfare Systems

Child Welfare League of America National Conference on Research in Child Welfare
Denver, Colorado
Topic: Academic achievement of African American males in an urban Midwest foster care system.

Black Administrators in Child Welfare National Conference
Washington, D.C
Topic: The academic status of African American males in foster care

National Council for Geographic Education
Chicago, Illinois

Topic: Academic achievement of African American males in foster care

National Association for Welfare Research and Statistics
Cleveland, Ohio

Topic: Design of the Impact/Outcome Evaluation of Ohio Works First.

Professional Development:

Microsoft Access Training
Columbus, Ohio

Focus Group Facilitator Training
Grandview, Ohio,

National Association for Welfare Research and Statistics Conference
Cleveland, Ohio,

SPSS Workshop
Columbus, Ohio,

Quality Service Through Partnership (QSTP) Facilitator Training
Columbus, Ohio,

Survey Design
Reynoldsburg, Ohio,

Quality Service Through Partnership (QSTP) Training
Columbus, Ohio,

Quattro Pro Software Training
Columbus, Ohio,

Paradox Software Training
Columbus, Ohio,

Technology in the Classroom Seminar
Columbus, Ohio,

Teaching Diversity Seminar
Columbus, Ohio,

“World of Difference” Facilitator Training
Gahanna, Ohio,

Professional Organization Membership

National Council for the Social Studies
National Council for Geographic Education
College and University Faculty Assembly
National Association for Welfare Research and Statistics

References:

Dr. Ben Smith, Professor Emeritus
Kansas State University

[REDACTED]
[REDACTED]
[REDACTED]
[REDACTED]

Dr. Joni Hoffman
Director
Ohio Department of Education

[REDACTED]
[REDACTED]

Ronald R. Browder, MS.Ed.
Executive Director
Children's Defense Fund-Ohio

[REDACTED]
[REDACTED]
[REDACTED]
[REDACTED]
[REDACTED]

Authorizer Quality Practices Rubric

Commitment & Capacity				
	Poor or Undeveloped	Ineffective	Effective	Exemplary
A. Clear Mission for Authorizing Charter Schools	<ul style="list-style-type: none"> The authorizer’s mission for chartering schools is broad or it has no mission. The authorizer’s vision for chartering is vague, with no defined priorities and no strategic goals. The authorizer’s governing board designates all contract decisions to staff and/or accepts contract decision-making recommendations with only a cursory review, taking action perfunctorily as part of routine business. 	<ul style="list-style-type: none"> The authorizer states a clear mission for authorizing charter schools. The authorizer articulates a broad vision for chartering, with broad goals over an undefined period of time. The authorizer’s governing board typically designates contract decisions to staff, which provides the board with general recommendations for which contracts to approve. Decisions are typically made with limited information provided by the staff and without consideration of the authorizer’s broad vision. 	<ul style="list-style-type: none"> The authorizer states a clear mission for quality authorizing. The authorizer articulates and implements a vision and plan for chartering, including general goals and timelines for achievement. The authorizer’s governing board, while formally making all contract decisions, relies upon their staff to carefully review and recommend contract decisions aligned with their chartering vision and plan. 	<ul style="list-style-type: none"> The authorizer states a clear mission for quality authorizing. The authorizer articulates and implements an intentional strategic vision and plan for chartering, including clear priorities, specific goals, and time frames for achievement. The authorizer’s governing board actively participates in all contract decision-making (approval and renewal) to ensure that all such actions are consistent with the authorizer’s strategic vision and plan for quality authorizing.

Authorizer Quality Practices Rubric

Commitment & Capacity				
	Poor or Undeveloped	Ineffective	Effective	Exemplary
B. Self-Evaluation & Improvement	<ul style="list-style-type: none"> The authorizer rarely examines its work to ensure it is meeting its Ohio authorizing obligations and applicable laws. The authorizer does not examine its operations for the purpose of improvement. Does not evaluate self as an authorizer. 	<ul style="list-style-type: none"> The authorizer sporadically examines its work to ensure it is meeting its Ohio authorizing obligations and applicable laws. The authorizer occasionally looks to improve its operations, but does not follow a structured process. 	<ul style="list-style-type: none"> The authorizer regularly examines its work to ensure it is meeting its Ohio authorizing obligations and applicable laws. The authorizer follows a defined improvement process to evaluate its work against its goals and outcomes. The authorizer uses the findings from its self-evaluation when making improvements in its practices. 	<ul style="list-style-type: none"> The authorizer continuously uses a defined improvement process to evaluate its work against its goals and outcomes and to ensure it is meeting its Ohio authorizing obligations and applicable laws. The authorizer implements strategic action steps based upon the findings from its rigorous self-evaluation to improve its performance as an authorizer. The authorizer continuously and rigorously evaluates its work against national standards for quality charter school authorizers. The authorizer reports annually to its governing entity the progress it is making on its strategic goals.

Authorizer Quality Practices Rubric

Commitment & Capacity				
	Poor or Undeveloped	Ineffective	Effective	Exemplary
C. Defined Relationships In Practice	<ul style="list-style-type: none"> • Beyond what is stated in the contract, the authorizer cannot explain the distinction in roles and responsibilities between the authorizer staff and the charter schools it authorizes. 	<ul style="list-style-type: none"> • While not documented beyond what is in the contract, the authorizer is able to explain in general terms how the roles and responsibilities differ between its staff and the charter schools it authorizes. • The charter schools it authorizes do not understand the responsibilities of the authorizer. 	<ul style="list-style-type: none"> • While not documented beyond what is in the contract, the authorizer has and is able to clearly explain the roles and responsibilities of its staff relative to those of the charter schools it authorizes. • The charter schools it authorizes generally understand the responsibilities of the authorizer. 	<ul style="list-style-type: none"> • Roles and responsibilities of the authorizing staff are clearly separated, documented and delineated from the charter schools it authorizes. • The charter schools it authorizes clearly understand the responsibilities of the authorizer.

Authorizer Quality Practices Rubric

Commitment & Capacity				
	Poor or Undeveloped	Ineffective	Effective	Exemplary
D. Conflicts of Interest In Practice	<ul style="list-style-type: none"> • Schools chartered by the authorizer have limited or no autonomy. • Numerous conflicts of interest exist between the authorizer and the charter schools it authorizes. [e.g., <i>staff and boards may overlap, authorizer may require school to purchase services from authorizer, schools may not be afforded appropriate autonomy, funds may be co-mingled, etc.</i>] • Decision making is not transparent; it is unclear what or if criteria are being used by the authorizer to make decisions. • Charter schools are improperly offered incentives by the authorizer and/or required by the authorizer to make choices that may not be in their best interest. [e.g., <i>may only contract with the authorizer for various services, contract services from authorizer in exchange for reduced chartering fee, etc.</i>] 	<ul style="list-style-type: none"> • Evidence of conflicts of interest exists between the authorizer and the charter schools it authorizes. [e.g., <i>the authorizing district's superintendent fills the role of the charter school's superintendent with no accommodations for independent oversight of his/her role as charter school superintendent.</i>] • Decision making is not transparent and the criteria used to make them are inconsistently applied and not fully understood by authorizer staff. • In some instances, the authorizer's decisions are improperly influenced by a management company or a charter school's governing authority. [e.g., <i>for example, a management company with multiple affiliated schools implies action related to one school will impact the others.</i>] 	<ul style="list-style-type: none"> • No conflicts of interest (both in staffing and funding) exist between the authorizer and the charter schools it authorizers. • While decision making is transparent to charter schools and appears to be based upon merit, the process and criteria for making decisions are not fully transparent to the public. 	<ul style="list-style-type: none"> • No conflicts of interest (both in staffing and funding) exist between the authorizer and the charter schools it authorizers. • The authorizer has a written policy that effectively prevents conflicts of interest, assures decision making is transparent and based upon merit. • The authorizer's funding is structured in a manner that avoids conflicts of interest, inducements, incentives, or disincentives that might compromise its judgment in charter approval and accountability decision making.

Authorizer Quality Practices Rubric

Commitment & Capacity				
	Poor or Undeveloped	Ineffective	Effective	Exemplary
<p>E. Staff Expertise</p> <p><i>Deep understanding of essential principles, gained through training and/or several years working in the field and mastering the principles.</i></p>	<ul style="list-style-type: none"> • The authorizer’s dedicated staff member(s) have little to no experience working in or authorizing charter schools. At least one staff member is trained in school finance, but has limited experience applying the knowledge. • No external sources are sought in education related areas for which the authorizing staff lacks expertise. These areas include: <ul style="list-style-type: none"> ○ Charter schools; ○ Curriculum, instruction and assessment; ○ Special education and ELL instruction; ○ School accountability; ○ School facilities; ○ School law; ○ School finance; and, ○ School governance. 	<ul style="list-style-type: none"> • The authorizer has at least one dedicated staff member with less than two years of experience working in or authorizing charter schools, and a member who is trained and has limited experience working in the area of school finance. • Other staff have limited training and limited experience working in the following areas: <ul style="list-style-type: none"> ○ Curriculum, instruction and assessment; ○ Special education and ELL instruction; ○ School accountability; ○ School facilities; ○ School law; ○ School finance; and, ○ School governance. • When existing staff do not have the range of expertise needed, the authorizer sometimes contracts with external sources to complete particular aspects of work. 	<ul style="list-style-type: none"> • The authorizer has at least one dedicated staff member with two or more years of experience working in or authorizing charter schools, and a member who is trained and experienced in the area of school finance. • Other staff are certified and have experience working in the following areas: <ul style="list-style-type: none"> ○ Curriculum, instruction and assessment; ○ Special education and ELL instruction; ○ School accountability; ○ School facilities; ○ School law; and, ○ School finance; and, ○ School governance. • When existing staff do not have the range of expertise needed, the authorizer contracts with external sources to complete particular aspects of work. 	<ul style="list-style-type: none"> • Many of the authorizing staff have practiced in charter schools or authorizing charter schools for several years, and have diverse expertise in the following areas: <ul style="list-style-type: none"> ○ Curriculum, instruction and assessment; ○ Special education and ELL instruction; ○ School accountability; ○ School facilities; ○ School law; and, ○ School finance; and, ○ School governance. • When existing staff do not have the range of expertise needed, the authorizer contracts with external sources to complete particular aspects of work.

Authorizer Quality Practices Rubric

Commitment & Capacity				
	Poor or Undeveloped	Ineffective	Effective	Exemplary
F. Staff Professional Development	<ul style="list-style-type: none"> • Authorizer staff rarely participates in professional development, internally or externally provided. • PD shows no alignment with the authorizer’s functions. 	<ul style="list-style-type: none"> • Authorizer staff sporadically participates in professional development internally or externally provided, and typically only what is required by ODE. • PD shows some alignment with the authorizer’s functions or in response to needed corrections. 	<ul style="list-style-type: none"> • Authorizer staff regularly participates in professional development, internally or externally provided, and beyond what is required by ODE. • PD is aligned with authorizer functions and takes into account identified needs (as determined by its self-improvement process). • Authorizer staff attends national conferences with PD focus (e.g., NACSA, iNACOL, etc.) 	<ul style="list-style-type: none"> • Authorizer staff continuously participates in professional development beyond what is required by ODE and that complements the authorizer’s improvement efforts and that takes into account staff member’s strengths and weaknesses. • The authorizer is able to provide examples of how professional development is incorporated into its ongoing work.

Authorizer Quality Practices Rubric

Commitment & Capacity				
	Poor or Undeveloped	Ineffective	Effective	Exemplary
<p>G. Allocation of Resources</p> <p><i>Resources include human and financial capital.</i></p>	<ul style="list-style-type: none"> Resource decisions are not data driven. The authorizer has inadequate staff (or contracted services) to adequately carry out its roles and responsibilities. No evidence that the authorizer has examined and allocated its resources to fulfill its authorizer obligations. 	<ul style="list-style-type: none"> Some resource decisions are data driven. The authorizer sporadically examines its needs and allocates its resources to fulfill its statutory requirements. Resource allocations are not commensurate with the scale of its portfolio of charter schools. 	<ul style="list-style-type: none"> Most resource decisions are data driven. The authorizer examines its portfolio of schools needs and allocates its resources to improve school performance and its responsibilities as an authorizer. 	<ul style="list-style-type: none"> All resource decisions are data driven. The authorizer determines its portfolio of schools needs and devotes resources to improve school performance, fulfill its responsibilities as an authorizer, and meet national quality standards for authorizing (e.g., the authorizer provides math coach, software, PD consortiums, banners, specialized staff for job coaching, etc.) Resource allocations are commensurate with the authorizer's identified needs.

Authorizer Quality Practices Rubric

Application Process & Decision Making				
	Poor or Undeveloped	Ineffective	Effective	Exemplary
A. Application Process, Timeline, & Clarity of Directions	<ul style="list-style-type: none"> • The authorizer has no formal application process – no written application. • The authorizer’s application timeline is not defined. • Application guidance is absent or undocumented and varies depending upon which staff member responds to questions by the public. • The application process does not include interviewing applicants. 	<ul style="list-style-type: none"> • The authorizer has an application process; however, it is undocumented and loosely defined. • Timelines are loosely defined. • Applications are accepted close to the statutory contract adoption date, leaving little time for contract negotiations. • The application is not readily available to the public. • The application provides limited directions on the content and format expected of applicants. • The authorizer does not document the criteria it uses to evaluate its applications. • The application process may include an interview with applicants. 	<ul style="list-style-type: none"> • The authorizer follows and explains a systemic application process; however, it is not fully documented. • The authorizer typically follows a defined timeline for reviewing charter applications. The planning stage is at least six months long. • The application is readily available to the public. • The application provides general directions on content and format expected of applicants. (e.g., does not include resources or references to assist the applicant.) • The authorizer documents the general criteria it uses to evaluate its applications. However, these criteria are not publicized as part of the application process. • The application process includes interviewing final applicants. 	<ul style="list-style-type: none"> • The authorizer follows a documented systematic application process. • The authorizer’s timeline allows for a pre-opening stage of least nine months so that the application process is carried out with quality and integrity. It aligns with the school year and provides ample time to adequately complete the application, plan, and prepare for the school’s opening. • The authorizer’s application guidance is documented, detailed and readily available to the public through the authorizer’s website. (e.g., includes the procedure to submit (word length, font size, electronic/paper), includes references to assist the applicant, etc.). • The application provides clear directions on required content and format. • The authorizer documents and clearly communicates to applicants the criteria it uses to evaluate its applications. • Application clearly states the authorizer’s chartering priorities. • The process includes interviewing final applicants before adopting a contract.

Authorizer Quality Practices Rubric

Application Process & Decision Making				
	Poor or Undeveloped	Ineffective	Effective	Exemplary
B. Application Depth	<ul style="list-style-type: none"> The authorizer does not have a written application. 	<ul style="list-style-type: none"> The application includes few questions. The questions are very broad in nature and do not provide enough data to thoroughly evaluate the applicant's educational and business plans and capacities. 	<ul style="list-style-type: none"> General application questions, covering four main areas of school planning and operations [education plan, governance, finance (including market research) and accountability] along with suggested attachments, provide adequate data for analyzing an applicant's plans and capacities. <p><i>For example: Describe the demographics of the students that your school will serve and of the charter in which the school will be located. Why are you proposing this school in this location?</i></p> <p><i>Generally describe your school's curriculum plan and provide an overview of the instructional design and program to be emphasized by the school.</i></p>	<ul style="list-style-type: none"> Comprehensive, detailed application questions cross-reference the four main areas of school planning and operations [education plan, governance, finance (including market research) and accountability] provide extensive data for rigorous evaluation of the applicant's plans and capacities. <p><i>For example: Describe the needs assessment of the school's target neighborhood and student population, including current student demographics and academic performance of other schools in the charter in which the school will be located. Explain the academic impact of the proposed school model on the students and charter. Describe the process used to assess local need and provide evidence that the charter approves of the proposed school.</i></p> <p><i>Explain the school's curriculum, its alignment to the Ohio Standards and benchmarks, specific instructional materials to be used to implement the curriculum, and the process your school will follow to evaluate, review and revise its curriculum on an annual basis.</i></p>

Authorizer Quality Practices Rubric

Application Process & Decision Making				
	Poor or Undeveloped	Ineffective	Effective	Exemplary
C. Rigorous Criteria for New Applicants, including any affiliated with previously operating schools.	<ul style="list-style-type: none"> The authorizer may require applicants to outline some of the following: <ul style="list-style-type: none"> an educational program; staffing plan; a business plan; governance; and/or management structure. Application criteria are minimal and focus mainly on meeting state and federal statutory requirements. 	<ul style="list-style-type: none"> The authorizer requires all applicants to describe in general terms some of the following: <ul style="list-style-type: none"> a mission and vision; an educational program; staffing plan; a business plan; governance; and/or management structure. 	<ul style="list-style-type: none"> The authorizer requires all applicants to present in detail all of the following: <ul style="list-style-type: none"> a mission and vision; an educational program; staffing plan; a business plan (including market research); governance and management structure; and capacity to carry out its plan. The applicant must explain any never-opened, terminated, or non-renewed schools. <p>(Market research includes examining the types of schools and students in the area; it does <u>not</u> include an examination of the needs of the charter.)</p>	<ul style="list-style-type: none"> The authorizer requires all applicants to provide strong evidence and great detail on all of the following: <ul style="list-style-type: none"> a clear and compelling mission and vision; a quality educational program; a solid business plan (including market and charter research); an effective governance and management structure; staffing for people with diverse knowledge in education, school finance, etc.; and clear evidence of capacity to successfully execute its plan. The applicant must explain any never-opened, terminated, or non-renewed schools. <p>(Charter research includes examining the proximity of choice options and niche schools, and examining unmet charter needs, such as lack of schools with specialized focus.)</p>

Authorizer Quality Practices Rubric

Application Process & Decision Making				
	Poor or Undeveloped	Ineffective	Effective	Exemplary
<p>D. Rigorous Criteria for Existing Charter School Operators / Replicators</p> <p><i>Whichever school is being replicated, it must have been in operation for two or more school years.</i></p>	<ul style="list-style-type: none"> • No additional criteria are required of existing school operators and/or replicators of existing schools. • Authorizer does not look for any evidence of past success or the capacity for growth. 	<ul style="list-style-type: none"> • While no additional criteria are required, the authorizer completes a cursory look of the current school’s academic success or a consideration for the school’s capacity to expand. 	<ul style="list-style-type: none"> • Authorizer requires the applicant to meet the following criteria: <ul style="list-style-type: none"> ○ Clear evidence of capacity to operate a new school successfully while maintaining quality in existing schools; ○ Document educational, organizational, and financial performance records based on all existing schools; ○ Must explain any never-opened, terminated, or non-renewed schools; ○ Must present a growth plan, business plan, and most recent financial audits; and ○ Meet at least one of the following indicators of effectiveness to earn approval for replication: high academic, organization, and/or financial success to earn approval for replication. 	<ul style="list-style-type: none"> • Authorizer requires the applicant to meet the following criteria: <ul style="list-style-type: none"> ○ Clear evidence of capacity to operate a new school successfully while maintaining quality in existing schools; ○ Document educational, organizational, and financial performance records based on all existing schools; ○ Must explain any never-opened, terminated, or non-renewed schools; ○ Must present a growth plan, business plan, and most recent financial audits; and ○ Meet multiple indicators of effectiveness in all of the following areas: high academic, organization, and financial success to earn approval for replication. <p><i>Examples of success include: never had an un-auditable school; no general education or special education school rated below the top two LRC categories; no dropout prevention and recovery schools rated below “meets”, etc.</i></p>

Authorizer Quality Practices Rubric

Application Process & Decision Making				
	Poor or Undeveloped	Ineffective	Effective	Exemplary
E. Rigorous Criteria for Charter Schools Changing Authorizer/Assignment of Contract (if applicable)	<ul style="list-style-type: none"> • No additional criteria are required of the existing school seeking to be switch authorizers. • Authorizer does not look for any evidence of past success or the capacity to operate successfully. 	<ul style="list-style-type: none"> • While no additional criteria are required, the authorizer completes a cursory look of the current school's academic success or considers the school's capacity to operate successfully. 	<ul style="list-style-type: none"> • While no additional criteria are required, the authorizer reviews the existing school's financial audits (where available), academic success and the school's capacity to operate successfully, meeting and/or exceeding it performance targets. • The application process may include either a face to face interview with the applicant or contact with the school's current authorizer. • The authorizer does not consider contracting with a charter school that is being non-renewed by its current authorizer. 	<ul style="list-style-type: none"> • Authorizer requires the applicant to provide educational, organizational, and financial performance records to evaluate the school's capacity to operate successfully, meeting and/or exceeding its performance targets. • The application process includes a face to face interview with the applicant and contact with the school's current authorizer. • The application process may include visiting the school and/or attending a board meeting. • The authorizer does not consider contracting with a charter school that is being non-renewed by its current authorizer. • The authorizer's process to consider authorizing a currently operating school is publicly available.

Authorizer Quality Practices Rubric

Application Process & Decision Making				
	Poor or Undeveloped	Ineffective	Effective	Exemplary
<p>F. Reviewer Expertise</p> <p><i>Deep understanding of essential principles, gained through training and/or several years working in the field and mastering the principles.</i></p>	<ul style="list-style-type: none"> • Review team members have little to no experience working in or authorizing charter schools. At least one review team member is trained in school finance, but has limited experience applying the knowledge. • No external sources are sought in education related areas for which the review team members lack expertise. These areas include: <ul style="list-style-type: none"> ○ Charter schools; ○ Curriculum, instruction and assessment; ○ Special education and ELL instruction; ○ School accountability; ○ School facilities; ○ School law; ○ School finance; and, ○ School governance. 	<ul style="list-style-type: none"> • The authorizer has at least one dedicated reviewer with limited experience (less than two years) working in or authorizing charter schools, and at least one other reviewer who may have limited knowledge in one or more of the following areas: <ul style="list-style-type: none"> ○ Curriculum, instruction and assessment; ○ Special education and ELL instruction; ○ School accountability; ○ School facilities; ○ School law; ○ School finance; and/or ○ School governance. • When existing reviewers do not have the range of expertise needed, the authorizer sometimes contracts with external sources to complete particular aspects of the application review. 	<ul style="list-style-type: none"> • The authorizer has at least one dedicated reviewer with two or more years of experience working in or authorizing charter schools. • Other reviewers are certified (where appropriate) and have experience working in the following areas: <ul style="list-style-type: none"> ○ Curriculum, instruction and assessment; ○ Special education and ELL instruction; ○ School accountability; ○ School facilities; ○ School law; ○ School finance; and, ○ School governance. • When existing reviewers do not have the range of expertise needed, the authorizer contracts with external sources to complete particular aspects of the application review. 	<ul style="list-style-type: none"> • Many of the reviewers have practiced in charter schools or authorizing for several years, and have diverse expertise (and certification where appropriate) in the following areas: <ul style="list-style-type: none"> ○ Curriculum, instruction and assessment; ○ Special education and ELL instruction; ○ School accountability; ○ School facilities; ○ School law; ○ School finance; and, ○ School governance. • When existing staff do not have the range of expertise needed, the authorizer contracts with external sources to complete particular aspects of the application review.

Authorizer Quality Practices Rubric

Application Process & Decision Making				
	Poor or Undeveloped	Ineffective	Effective	Exemplary
G. Protocols and Training	<ul style="list-style-type: none"> • No defined selection criteria or protocols are used to evaluate applications. • Review team members simply review the written application and only ask clarifying questions. • Reviewers receive no training. • No process is followed to ensure that all internal and external reviewers do not have a conflict of interest with the applicants they are reviewing. 	<ul style="list-style-type: none"> • Selection criteria are documented, but are broad or vague. • Review team members receive limited training on the selection criteria. • If a protocol is used to evaluate applications, limited evidence is documented to support whether or not the applicant meets the selection criteria. • Applicants are not interviewed. • All internal and external reviewers are responsible for identifying if a conflict of interest exists with the applicants they are reviewing. • The reviewer initiates their own removal from reviewing an application if he/she feels a conflict of interest exists. • The authorizer does not require a formal written conflict of interest statement to be signed by each person reviewing the applications. 	<ul style="list-style-type: none"> • Evaluation includes a careful review of the written application, a brief interview of all applicants to clarify points in the written application, and a careful review of the applicant's experience and capacity. • While not always documented in protocols, all new review team members are trained on the selection criteria and protocols prior to reviewing applications for approval. • The review team documents evidence to support whether or not the applicant meets the selection criteria. • Review team members who have previously reviewed applications for the authorizer receive refresher training on the selection criteria and protocols prior to reviewing applications for approval. • The authorizer requires a formal written conflict of interest statement to be signed by every internal and external reviewer of applicants. • The authorizer initiates removal of an internal or external reviewer from evaluating an application. 	<ul style="list-style-type: none"> • Evaluation includes a detailed review of the written application, an in-depth interview with finalists, and a thorough background review of the applicant's experience and capacity. • Application evaluators are trained annually on the selection criteria, the evaluation process and the protocols. <i>[e.g., interview guides used for all applicants, rubrics that require the evaluator to score and document how the applicant rates on the selection criteria, etc.]</i> • The review team documents in detail the evidence to support whether or not the applicant meets the selection criteria. • An established policy and process are consistently followed that ensures all internal and external reviewers do not have a real or perceived conflict of interest with the applicants they are reviewing. • The authorizer requires a formal written conflict of interest statement to be signed by every internal and external reviewer of applicants. • The authorizer initiates and documents the removal of an internal or external reviewer from evaluating an application if a formal conflict of interest is found.

Authorizer Quality Practices Rubric

Application Process & Decision Making				
	Poor or Undeveloped	Ineffective	Effective	Exemplary
<p>H. Rigorous Decision Making</p> <p><i>Rigorous decisions are based upon a thorough analysis of a comprehensive body of objective evidence.</i></p>	<ul style="list-style-type: none"> • Almost all applicants that apply are approved, regardless of the strength of the application. • Preliminary agreements are made with schools that had previously closed and/or were non-renewed by their previous authorizer. 	<ul style="list-style-type: none"> • The majority of applications that meet a general framework of criteria are approved. • Preliminary agreements are made with charter schools that meet one or more of the following criteria: <ul style="list-style-type: none"> ○ Fail to clearly demonstrate the capacity to successfully operate (e.g., lack of staffing, lack of resources, questionable governance, history of poor performance, etc.); ○ Little or no market research data to support the school’s opening; ○ Little or no data to support a successful educational model; ○ Questionable business plan and limited resources to support the school’s launch (e.g., reliance on unsecured loans and/or management company financial support); or ○ Were previously closed and/or non-renewed by their previous authorizer. 	<ul style="list-style-type: none"> • Applicants that meet the majority of the criteria are approved. • Enters into preliminary agreements with schools that meet most of the following criteria: <ul style="list-style-type: none"> ○ Clear capacity to successfully operate a new school (e.g., lack of staffing, lack of resources, questionable governance, history of poor performance, etc.); ○ Researched data shows strong market demand for the proposed school (e.g., mission, location, grades served, proximity of high quality public & private school options) ○ Quality educational program; ○ Solid business plan and a start-up budget to support the school’s launch and sustained early operations; and, ○ The school has not been recycled: previously closed or non-renewed by its previous authorizer. 	<ul style="list-style-type: none"> • Only applicants meeting all, or almost all, of the criteria are approved. Any perceived minor deficiencies are addressed in the contract process. • Only enters into preliminary agreements with schools that meet all of the following criteria: <ul style="list-style-type: none"> ○ Clear capacity to successfully operate a new school (e.g., lack of staffing, lack of resources, questionable governance, history of poor performance, etc.); ○ Researched data shows strong market demand for the proposed school (e.g., mission, location, grades served, proximity of high quality public & private school options) ○ Quality educational program; ○ Solid business plan and a start-up budget to support the school’s launch and sustained early operations; and, ○ The school has not been recycled: previously closed or non-renewed by its previous authorizer.

Authorizer Quality Practices Rubric

Performance Contracting				
	Poor or Undeveloped	Ineffective	Effective	Exemplary
A. Contract Student Performance Measures	<p>Most contracts include:</p> <ul style="list-style-type: none"> ○ Vague measures of student performance, such as local report card ratings or statewide assessments. ○ No specific metrics and targets for school-wide performance (e.g., “80% proficiency in 3rd grade reading and math OAA) 	<p>Most contracts include:</p> <ul style="list-style-type: none"> ● Multiple measures of student performance , which may include the following: <ul style="list-style-type: none"> ○ statewide assessments, ○ attendance, or ○ <i>if applicable,</i> graduation rates. ● Metrics and targets for school-wide performance are vague (e.g., meet state standards) ● Targets are for the all students group; they do not include subgroups of students. 	<p>All contracts may include the following:</p> <ul style="list-style-type: none"> ● multiple measures of student performance, such as <ul style="list-style-type: none"> ▪ proficiency rates on state assessments ▪ <i>if applicable,</i> student academic growth, ○ <i>if applicable,</i> graduation rates, ○ attendance, and ○ <i>if applicable,</i> post-secondary enrollment after high school. ● Metrics and targets for school-wide performance are specific (e.g., 80% proficiency in 3rd grade reading, meet or exceed value added, etc.) ● Targets include all students and subgroups of students. 	<p>All contracts include all of the following student measures:</p> <ul style="list-style-type: none"> ○ proficiency rates on state assessments, ○ student academic growth, ○ graduation rates, ○ attendance, ○ <i>if applicable,</i> post-secondary enrollment after high school, and ○ <i>if applicable,</i> student performance on other valid and reliable assessments as laid out in the contract. ○ Metrics and targets are specific and rigorous. ○ Targets include all students and subgroups of students. ○ At a minimum, targets are set that compare the school’s student performance to the state, schools serving similar populations and/or schools in the same geographical area. ○ Mission-specific academic goals may be included; such goals include specific metrics and targets.

Authorizer Quality Practices Rubric

Performance Contracting				
	Poor or Undeveloped	Ineffective	Effective	Exemplary
<p>B. Contract Terms for High-Stakes and Ongoing Reviews</p> <p><i>A performance review upon which renewal decisions are made.</i></p>	<ul style="list-style-type: none"> Contract renewal is essentially automatic and contract language may specify automatic renewal as the default. Authorizer contracts rarely specify a high-stakes review to take place prior to contract renewal. 	<ul style="list-style-type: none"> Contract renewal is essentially automatic and contract language may specify automatic renewal as the default. Authorizer contracts occasionally specify a high-stakes review to take place prior to contract renewal, but at least every 5 years for extended contracts. 	<ul style="list-style-type: none"> Authorizer contracts regularly specify a required high-stakes review to take place prior to contract renewal, but at least every 5 years for extended contracts. 	<ul style="list-style-type: none"> All authorizer contracts specify a required high-stakes review to take place prior to contract renewal, and at least every 5 years for extended contracts.
<p>C. Contract Terms for Renewal and Non-renewal</p>	<ul style="list-style-type: none"> Contracts rarely define the performance standards and criteria and conditions for renewal. Contracts rarely define the consequences for meeting or not meeting standards and conditions. 	<ul style="list-style-type: none"> Most contracts broadly define the performance standards and criteria and conditions for renewal. Most contracts broadly define the consequences for meeting or not meeting standards and conditions. 	<ul style="list-style-type: none"> Most contracts define the performance standards and criteria and conditions for renewal. Most contracts define the consequences for meeting or the consequences for not meeting standards and conditions. 	<ul style="list-style-type: none"> All contracts clearly define and detail performance standards and criteria and conditions for renewal. All contracts clearly define and detail the consequences for meeting or the consequences for not meeting standards and conditions.

Authorizer Quality Practices Rubric

Performance Contracting				
	Poor or Undeveloped	Ineffective	Effective	Exemplary
<p>D. Contract terms for Amendments and Updates</p> <p><i>All/most authorizers have boiler-plate language noting that amendments may be made to all contracts.</i></p>	<ul style="list-style-type: none"> • No specific conditions for amendment or modifications are noted in the contract. • Authorizer does not modify the terms of a contract, even when it is renewed with the school. 	<ul style="list-style-type: none"> • General conditions for amendment or modifications are noted in the contract. • Authorizer regularly assesses contract language to ensure consistency with changes in state and/or federal law. • Authorizer has an updated contract template that it uses as it authorizes new schools; however, old contracts are not updated to reflect the more rigorous contract terms until the existing contract expires. 	<ul style="list-style-type: none"> • General conditions for amendment or modifications are noted in the contract. • Authorizer regularly assesses contract language to ensure consistency with changes in state and/or federal law. • Authorizer regularly updates all or most of its existing contracts to reflect changes in state and/or federal law. • If an authorizer updates its performance framework to support higher achievement and ensure better compliance in the new schools it authorizes, old contracts are not updated to reflect this new framework until the existing contract expires. 	<ul style="list-style-type: none"> • General conditions for amendment or modifications are noted in the contract. • Authorizer regularly assesses contract language to ensure consistency with changes in state and/or federal law. • Authorizer regularly updates its performance framework to support higher achievement or to ensure better compliance. • Authorizer regularly updates all or most of its existing contracts to reflect changes made in the template it uses for new schools.

Authorizer Quality Practices Rubric

Oversight & Evaluation				
	Poor or Undeveloped	Ineffective	Effective	Exemplary
A. System of Oversight & Evaluation	<ul style="list-style-type: none"> The authorizer’s oversight and evaluation system is reactive, focused only on the school’s compliance with laws. The authorizer rarely enforces consequences for failing to meet compliance requirements or performance expectations. 	<ul style="list-style-type: none"> The authorizer’s oversight and evaluation system is minimal; focusing mainly on the school’s compliance with laws and with limited examination of academic performance. The authorizer occasionally enforces consequences for failing to meet compliance requirements or performance expectations. 	<ul style="list-style-type: none"> The authorizer’s oversight and evaluation system is proactive, collecting and/or accessing and reviewing and/or analyzing data on the school’s compliance with laws and against performance targets stated in the contract. Combined, these sources of data inform contract renewal, termination, and intervention decisions. The authorizer regularly enforces consequences for failing to meet compliance requirements, and sometimes performance expectations. 	<ul style="list-style-type: none"> The authorizer implements a comprehensive performance accountability and compliance monitoring system that is defined by the charter contract and that provides the information necessary to make rigorous and standards-based renewal, termination, and intervention decisions. The authorizer predetermines intervention actions for failure to meet contract requirements and clearly articulates and enforces stated consequences for failing to meet performance expectations or compliance requirements.

Authorizer Quality Practices Rubric

Oversight & Evaluation				
	Poor or Undeveloped	Ineffective	Effective	Exemplary
B. Transparency of Process	<ul style="list-style-type: none"> The authorizer’s major oversight and evaluation processes for application, renewal and closure are not transparent. 	<ul style="list-style-type: none"> The authorizer’s major oversight and evaluation processes for application, renewal and closure are not transparent; however, the timelines are communicated. 	<ul style="list-style-type: none"> The authorizer’s major oversight and evaluation processes for application, renewal and closure are transparent - clearly communicated to schools through contract and documented guidance and acknowledging that some aspects of oversight necessitate flexibility (e.g., a testing investigation). 	<ul style="list-style-type: none"> The authorizer’s oversight and evaluation process is fully transparent; it defines and communicates to schools through the school contract and documented guidance the process, methods, and timing of gathering and reporting school performance and compliance data, while acknowledging that some aspects of oversight necessitate flexibility (e.g., a testing investigation).

Authorizer Quality Practices Rubric

Oversight & Evaluation				
	Poor or Undeveloped	Ineffective	Effective	Exemplary
<p>C. Enrollment & Financial Reviews</p> <p><i>Note: when an authorizer is reviewing certain EMO/CMO affiliated schools, it may not have access to all the financial records deemed necessary for the authorizer to do a full financial review. (Protocol issue)</i></p>	<ul style="list-style-type: none"> The authorizer rarely reviews the enrollment and financial records of each school. When or if reviewed, the authorizer provides few details and feedback that is rarely of value to the school. No consideration is given to the qualifications of the individual performing the review on behalf of the authorizer. 	<ul style="list-style-type: none"> The authorizer minimally reviews the enrollment and financial records of each school, and provides occasional feedback with limited details and that are of limited use to the school. Some consideration is given to appropriate qualifications of the authorizer's reviewer. 	<ul style="list-style-type: none"> The authorizer reviews and provides monthly feedback on the enrollment and financial records of each school. All revenue sources are considered against the school's annual budget. Consideration is given to the qualifications of the authorizer's reviewer respecting school financial reviews. 	<ul style="list-style-type: none"> The authorizer reviews and provides monthly feedback on the enrollment and financial records of each school. The authorizer's recommendations to the board are pro-active in that they help the school achieve greater efficiencies, and also results in timely interventions when problems arise. All revenue sources are considered against the school's annual budget. The authorizer employs a licensed school treasurer or equivalent to conduct school financial reviews, which include the following: <ul style="list-style-type: none"> budget ledgers, transaction detail reports, five year forecasts, and previous Auditor of State reports.

Authorizer Quality Practices Rubric

Oversight & Evaluation				
	Poor or Undeveloped	Ineffective	Effective	Exemplary
<p>D. Financial Audit Follow-up</p> <p><i>Note: when an authorizer is reviewing certain EMO/CMO affiliated schools, it may not have access to all the financial records deemed necessary for the authorizer to do a full financial review. (Protocol issue)</i></p>	<ul style="list-style-type: none"> When it receives timely notice and the school agrees to the meeting, the authorizer never attends the school's closing audit conference. The authorizer either rarely follows-up with schools on issues identified in a school's annual audit by the Auditor of State or is excessive in its follow-up and direction to the school. 	<ul style="list-style-type: none"> When it receives timely notice and the school agrees to the meeting, the authorizer never or rarely attends less than half of the schools' closing audit conferences. The authorizer may follow-up on legal compliance issues identified in a school's annual audit by the Auditor of State. 	<ul style="list-style-type: none"> When it receives timely notice and the school agrees to the meeting, the authorizer attends the majority of the schools' closing audit conferences. The authorizer addresses the majority of issues identified in a school's annual audit by the Auditor of State, including findings for recovery, issues of material non-compliance, and so on. If the authorizer requires the school to engage in a Corrective Action Plan, the authorizer monitors the school's implementation of the plan. 	<ul style="list-style-type: none"> When it receives timely notice and the school agrees to the meeting, the authorizer always attends the schools' closing audit conferences. The authorizer thoroughly addresses issues identified in a school's annual audit by the Auditor of State, including findings for recovery, issues of material non-compliance, and so on. These actions are evidenced by correspondence and/or meetings between the school and the authorizer. <p>Examples of a school's corrective action could include but not limited to:</p> <ul style="list-style-type: none"> adopting or advising relevant policies, reducing deficiencies by implementing additional internal controls, and/or setting up a board audit committee; the follow-up to measure, along with school's status of previous citations/concerns/comments from the Auditor; the authorizer engages in follow-up to measure the school's progress in ensuring that similar future findings are avoided, with or without a formal Corrective Action Plan.

Authorizer Quality Practices Rubric

Oversight & Evaluation				
	Poor or Undeveloped	Ineffective	Effective	Exemplary
E. Site Visit Protocols & Training	<ul style="list-style-type: none"> • During an onsite review, data are collected from a school employee available at the school on the day of the review. • The authorizer’s onsite reviewers receive very little training on the site visit process and no protocols are used. 	<ul style="list-style-type: none"> • During an onsite review, data are collected from a school employee available at the school on the day of the review. • The authorizer has an onsite visit protocol; however, its onsite reviewers are not trained on the tool; and therefore, • There is no evidence of consistent use of the protocol across reviewers. 	<ul style="list-style-type: none"> • During an onsite review, data are collected from school administrators and a sample of instructors. • The authorizer’s onsite reviewers are trained on and regularly use observation and interview protocols. • There is evidence of consistent use of the protocols across reviewers. • Data may be collected through a variety of means and throughout the school year. 	<ul style="list-style-type: none"> • During an onsite review, data are collected consistently from a variety of stakeholders, which may include the charter school’s governing board members, administrators, teachers, students, parents, and staff from the management company (if applicable). • Reviewers receive ongoing training, formal or informal, on the purpose, criteria, process and protocols of conducting onsite visits. • Additionally, training is provided as needed to remain current with changes in law. • Data may be collected through a variety of means and throughout the school year.

Authorizer Quality Practices Rubric

Oversight & Evaluation				
	Poor or Undeveloped	Ineffective	Effective	Exemplary
<p>F. Site Visit Reviewer Expertise</p> <p><i>Deep understanding of essential principles, gained through training and/or several years working in the field and mastering the principles.</i></p>	<ul style="list-style-type: none"> • Site visit reviewers have little or no experience working in or authorizing charter schools. At least one review team member is trained in school finance, but has limited experience applying the knowledge in reviewing charter school compliance data gathered from the site visit. • No external sources are sought in education related areas for which the authorizing staff lacks expertise. These areas include: <ul style="list-style-type: none"> ○ Charter schools; ○ Curriculum, instruction and assessment; ○ Special education and ELL instruction; ○ School accountability; ○ School facilities; ○ School law; ○ School finance; and, ○ School governance. 	<ul style="list-style-type: none"> • At least one dedicated site visit reviewer has limited experience (less than two years) working in or authorizing charter schools, and at least one other site visit reviewer has limited training and limited experience or knowledge in one or more of the following areas: <ul style="list-style-type: none"> ○ Curriculum, instruction and assessment; ○ Special education and ELL instruction; ○ School accountability; ○ School facilities; ○ School law; ○ School finance; and/or ○ School governance. • When existing staff do not have the range of expertise needed, the authorizer sometimes contracts with external sources to complete particular aspects of the site visit review. 	<ul style="list-style-type: none"> • The authorizer has at least one dedicated site visit reviewer with two or more years of experience working in or authorizing charter schools. • Other reviewers are certified (where appropriate) and have experience working in the following areas: <ul style="list-style-type: none"> ○ Curriculum, instruction and assessment; ○ Special education and ELL instruction; ○ School accountability; ○ School facilities; ○ School law; and, ○ School finance; and, ○ School governance. • When existing reviewers do not have the range of expertise needed, the authorizer contracts with external sources to complete particular aspects of the site review. 	<ul style="list-style-type: none"> • Many of the reviewers have practiced in charter schools or authorizing for several years, and have diverse expertise (and certification where appropriate) in the following areas: <ul style="list-style-type: none"> ○ Curriculum, instruction and assessment; ○ Special education and ELL instruction; ○ School accountability; ○ School facilities; ○ School law; and, ○ School finance; and, ○ School governance. • If the charter school has a distinct focus (e.g., online delivery, special education, dropout recovery), the reviewers of these schools are knowledgeable in the area of the school's focus. • When existing reviewers do not have the range of expertise needed, the authorizer contracts with external sources to complete particular aspects of the site visit review.

Authorizer Quality Practices Rubric

Oversight & Evaluation				
	Poor or Undeveloped	Ineffective	Effective	Exemplary
G. Site Visit Reports	<ul style="list-style-type: none"> Based upon information from site visits, the authorizer may provide the school with a written report but which fails to provide any relevant information about the school's operations. There is no follow-up. 	<ul style="list-style-type: none"> Based upon information from site visits, the authorizer provides the school with a written report of general findings, may include areas needing improvement. There may or may not be follow-up for improvement areas. 	<ul style="list-style-type: none"> Based upon information from site visits, the authorizer provides the school with a written report which includes the following: <ul style="list-style-type: none"> the information collected; and areas needing improvement. Ongoing, the authorizer requests and reviews status updates from the school pertaining to any areas needing improvement. 	<ul style="list-style-type: none"> Based upon information from site visits throughout the year, the authorizer provides the school with a written report which includes the following: <ul style="list-style-type: none"> the information collected; areas of strength; and areas needing improvement. Ongoing, the authorizer requests and reviews status updates from the school pertaining to any areas needing improvement.
H. Communication with the Charter School	<ul style="list-style-type: none"> The authorizer fails to communicate with the school's Governing Authority; or The authorizer is inappropriately overly involved in the school's operations, directing it or making decisions on the governing authority's behalf. 	<ul style="list-style-type: none"> The authorizer's communication with the school's governing authority is limited, vague and/or inconsistent. 	<ul style="list-style-type: none"> The authorizer's communication with the school's governing authority is frequent, specific and informative regarding the school's operations. 	<ul style="list-style-type: none"> The authorizer's communication is frequent, specific and informative regarding the school's operations and includes both the school operator and governing authority.

Authorizer Quality Practices Rubric

Oversight & Evaluation				
	Poor or Undeveloped	Ineffective	Effective	Exemplary
I. Respecting Governing Authority Autonomy in Operations	<ul style="list-style-type: none"> The authorizer is inappropriately overly involved in the day-to-day operational decisions of the schools it authorizes and/or operates more as a “program” of the authorizer. Regardless of demonstrated success, all schools have limited or no autonomy over decision-making. The authorizer collects data in a manner that is burdensome to the school, without thought to protect students and public interests. The authorizer never examines its own compliance requirements to possibly minimize burden and increase the autonomy of its schools. 	<ul style="list-style-type: none"> The authorizer is inappropriately slightly involved in the day-to-day operational decisions of the schools it authorizes. The authorizer collects data in a manner that is burdensome to the school, without thought to protect students and public interests. Authorizer may or rarely (no more than once every two years) examines its own compliance requirements to possibly minimize burden and increase the autonomy of its schools. 	<ul style="list-style-type: none"> The authorizer has limited involvement in the day-to-day operations of the schools it authorizes, targeting those that have demonstrated poor performance or non-compliance. The authorizer collects data in a manner that minimizes administrative burden on the school, and protects student and public interests. Authorizer occasionally (once or twice every two years) examines its own compliance requirements to possibly minimize burden and increase the autonomy of its schools. 	<ul style="list-style-type: none"> The authorizer has no involvement in any school’s authority over its day-to-day operations, unless required to as part of its contractual obligations pertaining to intervention. The authorizer collects data in a manner that minimizes administrative burden on the school, and protects student and public interests. The authorizer annually reviews its own compliance requirements and evaluates the potential to increase school autonomy based on flexibility in the law, streamlining requirements or other considerations.

Authorizer Quality Practices Rubric

Oversight & Evaluation				
	Poor or Undeveloped	Ineffective	Effective	Exemplary
J. Intervention	<ul style="list-style-type: none"> • The authorizer is unaware of its obligation to intervene in accordance with Ohio law. • The conditions that trigger intervention are never articulated by the authorizer to its schools. • The authorizer never or rarely provides schools with timely notice of contract violations and/or provides little to no information on performance deficiencies. • There is no evidence that the authorizer (based upon its own oversight or evidence from ODE and/or AOS that a compliance issue(s) exist), intervenes or follows-up on issues with schools in which compliance problems are identified. 	<ul style="list-style-type: none"> • The authorizer is generally aware of its obligation to intervene with a charter school in accordance with Ohio law. • The charter school contract states the conditions that may trigger intervention. • The authorizer occasionally provides schools with timely notice of contract violations, and/or minimal notice of performance deficiencies. • There minimal or limited evidence that the authorizer intervenes with problems related to compliance which are identified during its own oversight or when identified by an external agency, such as ODE or AOS. • When intervention occurs, it is usually very prescriptive in nature and/or the authorizer defaults to another entity, such as ODE or AOS, for intervention guidance. 	<ul style="list-style-type: none"> • The authorizer establishes and makes known to the school in the contract the conditions that may trigger intervention and the types of actions and consequences that may ensue. • The authorizer provides timely notice of contract violations and performance deficiencies. • There is evidence that the authorizer almost always intervenes in the charter school's operations to correct compliance issues or problems in the school's overall performance, based upon the authorizer's oversight, or evidence from ODE and/or AOS. 	<ul style="list-style-type: none"> • The authorizer establishes and makes known to schools at the outset an intervention policy stating the general conditions that may trigger intervention and the types of actions and consequences that may ensue. • The authorizer gives schools clear, adequate, evidence-based, and timely notice of contract violations and performance deficiencies. • The authorizer initiates intervention in the charter school's operations in a timely manner and clearly linked to correcting specific deficits in the school's overall performance. • The authorizer allows school reasonable time and opportunity for remediation in non-emergency situations. • Intervention strategies clearly preserve school autonomy and responsibility (e.g., identifying what the school must remedy without prescribing solutions; and understanding that the school may choose a different path).

Authorizer Quality Practices Rubric

Oversight & Evaluation				
	Poor or Undeveloped	Ineffective	Effective	Exemplary
K. Oversight & Evaluation Report to Schools	<ul style="list-style-type: none"> Provides a report, very broad in nature, when compliance problems arise that must be addressed by the school. 	<ul style="list-style-type: none"> Provides a report to each school, summarizing fiscal and operational compliance. 	<ul style="list-style-type: none"> Provides a report to each school, summarizing its performance and compliance to date. 	<ul style="list-style-type: none"> Provides a report to each school, summarizing its performance and compliance to date and identifying areas of strength and areas needing improvement.
L. Annual Report to the Public	<ul style="list-style-type: none"> The authorizer provides the general public and ODE with a very brief report on the school's compliance with the laws for each of the schools it authorizes. 	<ul style="list-style-type: none"> The authorizer produces an annual report for each of the schools that it authorizes. These reports provide limited information on the school's compliance with the laws and meeting the terms of its contract. 	<ul style="list-style-type: none"> The authorizer produces an annual report on the individual schools that it oversees. These reports include informative data on the school's compliance with the laws and meeting the terms of its contract. 	<ul style="list-style-type: none"> The authorizer produces an annual public report that provides clear, accurate performance data for the charter schools it oversees, reporting on individual schools and its overall portfolio performance and progress toward achieving its authorizing mission.

Authorizer Quality Practices Rubric

Termination & Renewal Decision Making

	Poor or Undeveloped	Ineffective	Effective	Exemplary
<p>A. Contract Termination</p> <p><i>Termination occurs when the authorizer chooses to close a charter school prior to the expiration date/term of the charter school contract.</i></p> <p><i>Non-renewal of a contract occurs at the end of a charter school's contract term.</i></p>	<ul style="list-style-type: none"> The criteria for terminating a school's contract during its charter term are defined in the contract. The authorizer does not have a written policy explaining the grounds for termination, nor the procedures to be followed if termination is required. Even when evidence is brought before it that an egregious violation of law has occurred, the authorizer never terminates a school's contract during its charter term. The authorizer relies upon the state's closure law. 	<ul style="list-style-type: none"> The criteria for terminating a school's contract during its charter term are defined in the contract. The authorizer does not have a written policy explaining the grounds for termination, nor the procedures to be followed if termination is required. The authorizer does not seek evidence that might result in termination of a school's contract during its charter term, but will consider evidence brought before it. The authorizer seldom terminates a school's contract when there is an egregious violation of law such as clear self-dealing (e.g., funneling school resources to family & friends of school board members and/or staff); falsifying data (financial or student) 	<ul style="list-style-type: none"> The criteria for terminating a school's contract during its charter term are clearly defined in the contract. The authorizer has a written policy explaining the grounds for termination and the procedures to be followed if termination is required. The authorizer's ongoing oversight and evaluation provides evidence for these decisions to be made. The authorizer may terminate a school's contract during its charter term when there is evidence of some or all of following: <ul style="list-style-type: none"> unacceptable academic performance; egregious violations of law; extreme financial mismanagement leading to the school's demise; or unfaithfulness to the terms of the contract (e.g., clear mismatch between school's mission and its actual program). 	<ul style="list-style-type: none"> The criteria for terminating a school's contract during its charter term are clearly defined in the contract. The authorizer has a written policy explaining the grounds and criteria for termination; the specific evidence it will collect and/or document, and the procedures both the school and the authorizer will follow to wind-up the school's operations. The authorizer terminates a school's contract during its charter term when there is clear evidence of some or all of following: <ul style="list-style-type: none"> extreme underperformance; an egregious violation of law; a violation of the public trust that imperils students health and well-being or public funds (theft); or unfaithfulness to the terms of the contract (e.g., clear mismatch between school's mission and its actual program).

Authorizer Quality Practices Rubric

Termination & Renewal Decision Making

	Poor or Undeveloped	Ineffective	Effective	Exemplary
B. Evidence Based Renewal	<ul style="list-style-type: none"> Contract renewal is almost always assumed or made based upon factors other than school performance. 	<ul style="list-style-type: none"> The contract renewal decision is based upon a limited body of academic and operational evidence (e.g., recent financial audits, recent compliance monitoring reports, or the school’s most recent state accountability report card). 	<ul style="list-style-type: none"> The contract renewal decision is based upon a substantial body of evidence of legal compliance and performance. These data inform renewal decisions. Evidence may include at least two of the following: <ul style="list-style-type: none"> multiple years of student achievement; multiple measures of student achievement, including statewide assessments and measures; financial audits; or site visit reports and/or other compliance reports. 	<ul style="list-style-type: none"> The authorizer bases the renewal process and renewal decisions on thorough analysis of a comprehensive body of objective evidence defined by the performance framework in the charter contract. Evidence includes at least all of the following: <ul style="list-style-type: none"> multiple years of student achievement; multiple measures of student achievement; financial audits; site visit reports and/or other compliance reports; and, status reports on corrective action plans or other required interventions, if necessary.

Authorizer Quality Practices Rubric

Termination & Renewal Decision Making

	Poor or Undeveloped	Ineffective	Effective	Exemplary
C. Renewal and Non-Renewal Decisions	<ul style="list-style-type: none"> The authorizer grants renewal to all schools regardless of failure to meet the terms and academic achievement targets in their contract, fiscal or organizational problems, or compliance with the law. 	<ul style="list-style-type: none"> The authorizer inconsistently grants renewal to schools, even those that have failed to meet the terms and academic achievement targets in their contract; have fiscal or organizational problems; or have been out of compliance with the law. <p><i>Note: This approach to renewal decisions is evident regardless of the strength of the performance framework.</i></p>	<ul style="list-style-type: none"> The authorizer grants renewal to schools that are fiscally and organizationally viable and that meet most of the following criteria: <ul style="list-style-type: none"> achieve their contractual academic standards and targets; or faithful to the terms of their contract. <p><i>Note: Even in the absence of a strong performance framework, the authorizer consistently applies performance-based criteria in making renewal decisions.</i></p>	<ul style="list-style-type: none"> The authorizer only grants renewal to schools that are fiscally and organizationally viable based on criteria in the school's performance framework with rigorous, specifically goals and targets: <ul style="list-style-type: none"> achieve their contractual academic standards and targets; and faithful to the terms of their contract. <p><i>Note: it is assumed that an exemplary authorizer uses a performance framework with rigorous, specific goals and targets.</i></p>

Authorizer Quality Practices Rubric

Termination & Renewal Decision Making

	Poor or Undeveloped	Ineffective	Effective	Exemplary
<p>D. Cumulative Report on Performance</p> <p><i>Note: Provided each year to the school's governing authority, the cumulative report builds a record of the school's performance over the charter term.</i></p> <p><i>The cumulative report is used as part of the evidence based renewal decisions described in Indicator B.</i></p>	<ul style="list-style-type: none"> • Does not provide the charter school a report on its cumulative performance, other than the Authorizer's Compliance Review report submitted annually to the department. 	<ul style="list-style-type: none"> • May annually provide the charter school with a report, but it does not relate to the school's performance against its contract; and/or • When a report is given, it does not include multiple years of performance data against its contract term. 	<ul style="list-style-type: none"> • Annually provides each charter school with a report of its performance; • The report includes multiple years but may not include the school's entire charter term. 	<ul style="list-style-type: none"> • As referenced in the school's contract, provides each charter school, in advance of the renewal decision, a cumulative performance report that summarizes the school's performance record over the charter term and states the authorizer's summative findings concerning the school's performance and its prospects for renewal.

Authorizer Quality Practices Rubric

Termination & Renewal Decision Making

	Poor or Undeveloped	Ineffective	Effective	Exemplary
E. Transparent Renewal Application Process	<ul style="list-style-type: none"> The authorizer does not have an application process for contract renewal. 	<ul style="list-style-type: none"> The authorizer may have an application renewal process, but does not consistently require schools to follow the process, nor does it specify criteria for renewal. 	<ul style="list-style-type: none"> The authorizer has an application process and requires all schools seeking renewal to apply through a renewal application. The guidance regarding the renewal process is non-specific as to criteria, content and/or format; The process may allow a school to present additional evidence regarding its performance. 	<ul style="list-style-type: none"> The authorizer has an application process and requires all schools seeking renewal to apply through a renewal application. The requirements for renewal are publicly available and include written guidance regarding the process, content and format for renewal applications, as well as criteria/standards used to evaluate the applicant and a timeline. The application provides the school an opportunity and reasonable time to respond to the cumulative report; correct the record, if needed; and present additional evidence regarding its performance.

Authorizer Quality Practices Rubric

Termination & Renewal Decision Making

	Poor or Undeveloped	Ineffective	Effective	Exemplary
F. Prompt Notification and Explanation of Reasons for the Renewal Decision	<ul style="list-style-type: none"> The authorizer’s written notification of renewal decision rarely includes an explanation of the reasons for the decision. Parents and students have almost no time and no information to make informed choices for the coming school year. 	<ul style="list-style-type: none"> The authorizer’s written notification of renewal includes a very limited explanation of the reasons for the decision. Parents and students have little time and limited information to make informed choices for the coming school year. 	<ul style="list-style-type: none"> The authorizer promptly notifies each school of its renewal decision, including a written explanation of the reasons for the decision. Parents and students have enough time and information to make informed choices for the coming school year. 	<ul style="list-style-type: none"> The authorizer promptly notifies each school of its renewal decision, including a specific written explanation of the reasons for the decision (e.g., actual performance standard and performance level against the specific targets and goals in the contract). Parents and students have ample time and information to make informed choices for the coming school year when a school’s contract is non-renewed.

Authorizer Quality Practices Rubric

Termination & Renewal Decision Making

	Poor or Undeveloped	Ineffective	Effective	Exemplary
G. Closure Process	<ul style="list-style-type: none"> The authorizer is unaware of its obligation to oversee school closure. In the event of a school closure, the authorizer has no formal policy or procedure for school's to follow. The closing school might default to the ODE guidance. The authorizer does not oversee the closure process. 	<ul style="list-style-type: none"> The authorizer is aware of its obligation to oversee school closure; however, it lacks the capacity to oversee; when a school has closed, the authorizer may or may not have submitted the Closing Assurances to ODE. In the event of a school closure, the authorizer has no formal policy or procedure for school's to follow. The closing school might default to the ODE guidance. The authorizer does ensure that student records are returned to the home school district. 	<ul style="list-style-type: none"> The authorizer is aware of its obligation to oversee school closure. The authorizer may have a formal policy, but at a minimum follows ODE's guidance. In the event of a school closure, the authorizer oversees the school's governing board and leadership in carrying out a closure process that: <ul style="list-style-type: none"> informs parents, transitions student records to the home school district, disposes of school funds, property, and assets in accordance with law; and submits Closing Assurances to ODE 	<ul style="list-style-type: none"> The authorizer is aware of its obligation to oversee school closure. The authorizer has a formal policy for overseeing school closure. In the event of a school closure, the authorizer oversees and works with the school's governing board and leadership in carrying out a detailed closure protocol that ensures: <ul style="list-style-type: none"> timely notification to parents including assistance in finding new placements orderly transition of students records to home school district, disposition of school funds, property, and assets in accordance with law; and submits Closing Assurances to ODE The authorizer carries out or has the capacity and commitment to carry out the closure to the extent possible if school's governing authority fails to carry out the protocols.

Authorizer Quality Practices Rubric

Technical Assistance and Authorizer Requirements in Rule and Law				
	Poor or Undeveloped	Ineffective	Effective	Exemplary
<p>A. Ongoing Technical Assistance to Schools</p> <p>Note: the provision of technical assistance does not mean that the authorizer does work for the school; the authorizer provides guidance, including information about resources; but the authorizer does not do the work.</p>	<ul style="list-style-type: none"> • Technical assistance, if provided to schools, is reactive to problems that arise. • The authorizer does not assess the technical assistance needs of the schools it authorizes. 	<ul style="list-style-type: none"> • Most technical assistance provided by the authorizer is reactive to problems. • The authorizer occasionally solicits information about the technical assistance needs of the schools it authorizes. • The authorizer sporadically provides the technical assistance identified as needed by the schools. 	<ul style="list-style-type: none"> • The authorizer routinely provides timely comprehensive technical assistance in response to issues, problems and concerns identified by either the authorizer or the school. • The authorizer regularly assesses or solicits information about the technical assistance needs of the schools it authorizes. • The authorizer routinely provides the technical assistance identified as needed by the schools. • The authorizer regularly solicits feedback on the quality and impact of the technical assistance that it provides to the schools. 	<ul style="list-style-type: none"> • The authorizer always provides timely comprehensive technical assistance in response to issues, problems and concerns identified by either the authorizer or the school. • Almost all technical assistance is proactive, intended to prevent problems from arising in the schools it authorizes. • The authorizer regularly assesses or solicits information about the technical assistance needs of the schools it authorizes. • The authorizer always provides the technical assistance identified as needed by the schools. • The authorizer continuously solicits feedback on the quality and impact of the technical assistance that it provides to the schools it authorizes.

Authorizer Quality Practices Rubric

Technical Assistance and Authorizer Requirements in Rule and Law				
	Poor or Undeveloped	Ineffective	Effective	Exemplary
B. Ongoing Updates of Legal and Policy Changes	<ul style="list-style-type: none"> The authorizer never or rarely updates schools on changes to rule and law that impact the schools' operations. 	<ul style="list-style-type: none"> The authorizer sporadically updates schools on changes to rule and law that impact the schools' operations, but has no process for doing so. The authorizer's updates may include directing schools to another credible source for this information (e.g., OAPCS). 	<ul style="list-style-type: none"> The authorizer has a process that it uses to at least annually, informs schools on changes to rule and law that impact the schools' operations. The authorizer's updates may include directing schools to another credible source for this information (e.g., OAPCS, OCQE). 	<ul style="list-style-type: none"> The authorizer continually ensures that schools are informed in a timely manner of changes to rule and law that impact the schools' operations, ensuring that schools are in compliance as quickly as needed. The authorizer's updates may include directing schools to another credible source for this information (e.g., OAPCS, OCQE).

Authorizer Quality Practices Rubric

Technical Assistance and Authorizer Requirements in Rule and Law				
	Poor or Undeveloped	Ineffective	Effective	Exemplary
C. Ongoing Professional Development (PD) for Schools	<ul style="list-style-type: none"> The authorizer never provides information about PD opportunities for its schools. 	<ul style="list-style-type: none"> The authorizer sporadically provides information about PD opportunities for its schools. <p><i>Or</i></p> <ul style="list-style-type: none"> Is prescriptive or mandating that its schools participate in certain PD, excepting a topic specific training that is a requirement of the contract. 	<ul style="list-style-type: none"> The authorizer shares information about PD opportunities for its schools, which may or may not be charter school specific. The authorizer may provide PD directly on certain topics (e.g., annual meeting for updates) While the authorizer shares information about PD opportunities, it is the school's independent decision as to whether or not it participates, excepting a topic specific training that is a requirement of the contract. 	<ul style="list-style-type: none"> The authorizer provides its schools with multiple sources of information about PD opportunities for its schools. <p><i>Or</i></p> <ul style="list-style-type: none"> The authorizer provides at least some of the PD directly to its schools, based upon school need. While the authorizer encourages and promotes high quality PD, it is the school's independent decision as to whether or not it participates, excepting a topic specific training that is a requirement of the contract.

Authorizer Quality Practices Rubric

Technical Assistance and Authorizer Requirements in Rule and Law				
	Poor or Undeveloped	Ineffective	Effective	Exemplary
D. Effective Working Relationships with Schools' Governing Authorities	<ul style="list-style-type: none"> Beyond what is stated in the charter school contract, the authorizer has no written policy and no explanation that differentiates its roles and responsibilities from those of the charter school's governing authority. In the absence of clarity, both parties frequently have misunderstandings and their mutual respect is low. The authorizer rarely works to maintain a solid relationship with their assigned schools' governing authority members (e.g., rare communication; no attendance at board meetings). The authorizer provides little guidance to its governing authorities. 	<ul style="list-style-type: none"> While not documented beyond what is stated in the charter school contract, the authorizer is able to explain in general terms how its roles and responsibilities differ from the school's governing authority. However, both parties may view the roles and responsibilities differently. While the authorizer tries to maintain a solid relationship with their assigned schools' governing authority members, differing opinions and misunderstandings between the authorizer and governing authorities occasionally leads to a lack of respect between both parties (e.g., limited communication, sporadically or not attending board meetings). 	<ul style="list-style-type: none"> While not documented beyond what is stated in the charter school contract, the authorizer and the school's governing authority describe roles and responsibilities that are understood and respected by both parties. The authorizer regularly works to maintain a solid relationship with their assigned schools' governing authority members (e.g., regular communication, attending at least two board meetings annually for each school). 	<ul style="list-style-type: none"> Beyond what is stated in the charter school contract, roles and responsibilities of the authorizing staff are clearly separated, documented and delineated from the governing authorities of the charter schools it authorizes. This clear delineation is understood and respected by both parties. The authorizer continuously works to maintain a solid relationship with their assigned schools' governing authority members [e.g., frequent communication (newsletters, for example), attending as many board meetings as possible; directly informing board members about compliance concerns, high stakes reviews, and so on].

Ohio Charter School Renewal Decision Criteria

<p>1. The authorizer has a written policy explaining the grounds and criteria for: renewal/termination decisions; the specific evidence it will collect and/or document; and the procedures both the school and the authorizer will follow to wind-up the school's operations.</p>
<p>2. The authorizer terminates a school's contract during its charter term when there is clear evidence of: <i>academic underperformance</i>; an egregious violation of law; a violation of the public trust that imperils students health and well-being or public funds (theft); or unfaithfulness to the terms of the contract.</p>
<p>3. The authorizer bases the renewal process and renewal decisions on a thorough analysis of a comprehensive body of objective evidence defined by the performance framework in the charter contract. Evidence includes at least all of the following: <i>multiple years of student achievement; multiple measures of student achievement</i>; financial audits; site visit reports and/or other compliance reports; and status reports on corrective action plans or other required interventions, if necessary.</p>
<p>4. The authorizer only grants renewal to schools that are fiscally and organizationally viable based on criteria in the school's performance framework with rigorous, specifically goals and targets, including: <i>achieving their contractual academic standards and targets</i>; and fulfilling the terms of their contract.</p>
<p>5. The authorizer has an application process and requires all schools seeking renewal to reapply.</p>

Authorizer:	New, Current, Renewal:	Type of school (gen, swd, dor):	Grade levels served:
School Name: IRN =	Expiration date:		1 st year of operation:
Note ADM, LRC grades for last three years, using VA for K-8, plus Grad rates when appropriate; overall grades			
Contract Student Performance Measures			
<p>Poor</p> <ul style="list-style-type: none"> ○ Vague measures of student performance, such as local report card ratings or statewide assessments. ○ No specific metrics and targets for school-wide performance (e.g., “80% proficiency in 3rd grade reading and math OAA) 	<p>Ineffective</p> <ul style="list-style-type: none"> ● Multiple measures of student performance , which may include the following: <ul style="list-style-type: none"> ○ statewide assessments, ○ attendance, or ○ <i>if applicable,</i> graduation rates. ● Metrics and targets for school-wide performance are vague (e.g., meet state standards) ● Targets are for the all students group; they do not include subgroups of students. 	<p>Effective</p> <ul style="list-style-type: none"> ● multiple measures of student performance, such as <ul style="list-style-type: none"> ▪ proficiency rates on state assessments ▪ <i>if applicable,</i> student academic growth, ○ <i>if applicable,</i> graduation rates, ○ attendance, and ○ <i>if applicable,</i> post-secondary enrollment after high school. ● Metrics and targets for school-wide performance are specific (e.g., 80% proficiency in 3rd grade reading, meet or exceed value added, etc.) ● Targets include all students and subgroups of students. 	<p>Exemplary</p> <ul style="list-style-type: none"> ○ proficiency rates on state assessments, ○ student academic growth, ○ graduation rates, ○ attendance, ○ <i>if applicable,</i> post-secondary enrollment after high school, and ○ <i>if applicable,</i> student performance on other valid and reliable assessments as laid out in the contract. ○ Metrics and targets are specific and rigorous. ○ Targets include all students and subgroups of students. ○ At a minimum, targets are set that compare the school’s student performance to the state, schools serving similar populations and/or schools in the same geographical area. ○ Mission-specific academic goals may be included; such goals include specific metrics and targets.
Notes and questions:			

Contract Terms for High-Stakes and Ongoing Reviews			
<p>Poor</p> <ul style="list-style-type: none"> • Contract renewal is essentially automatic and contract language may specify automatic renewal as the default. • Authorizer contracts rarely specify a high-stakes review to take place prior to contract renewal. 	<p>Ineffective</p> <ul style="list-style-type: none"> • Contract renewal is essentially automatic and contract language may specify automatic renewal as the default. • Authorizer contracts occasionally specify a high-stakes review to take place prior to contract renewal, but at least every 5 years for extended contracts. 	<p>Effective</p> <ul style="list-style-type: none"> • Authorizer contracts regularly specify a required high-stakes review to take place prior to contract renewal, but at least every 5 years for extended contracts. 	<p>Exemplary</p> <ul style="list-style-type: none"> • All authorizer contracts specify a required high-stakes review to take place prior to contract renewal, and at least every 5 years for extended contracts.
<p>Notes and Questions:</p>			
Contract Terms for Renewal and Non-renewal			
<ul style="list-style-type: none"> • Contracts rarely define the performance standards and criteria and conditions for renewal. • Contracts rarely define the consequences for meeting or not meeting standards and conditions. 	<ul style="list-style-type: none"> • Most contracts broadly define the performance standards and criteria and conditions for renewal. • Most contracts broadly define the consequences for meeting or not meeting standards and conditions. 	<ul style="list-style-type: none"> • Most contracts define the performance standards and criteria and conditions for renewal. • Most contracts define the consequences for meeting or the consequences for not meeting standards and conditions. 	<ul style="list-style-type: none"> • All contracts clearly define and detail performance standards and criteria and conditions for renewal. • All contracts clearly define and detail the consequences for meeting or the consequences for not meeting standards and conditions.
<p>Notes and Questions:</p>			

Contract Terms for Amendments and Updates			
<ul style="list-style-type: none"> • No specific conditions for amendment or modifications are noted in the contract. • Authorizer does not modify the terms of a contract, even when it is renewed with the school. 	<ul style="list-style-type: none"> • General conditions for amendment or modifications are noted in the contract. • Authorizer regularly assesses contract language to ensure consistency with changes in state and/or federal law. • Authorizer has an updated contract template that it uses as it authorizes new schools; however, old contracts are not updated to reflect the more rigorous contract terms until the existing contract expires. 	<ul style="list-style-type: none"> • General conditions for amendment or modifications are noted in the contract. • Authorizer regularly assesses contract language to ensure consistency with changes in state and/or federal law. • Authorizer regularly updates all or most of its existing contracts to reflect changes in state and/or federal law. • If an authorizer updates its performance framework to support higher achievement and ensure better compliance in the new schools it authorizes, old contracts are not updated to reflect this new framework until the existing contract expires. 	<ul style="list-style-type: none"> • General conditions for amendment or modifications are noted in the contract. • Authorizer regularly assesses contract language to ensure consistency with changes in state and/or federal law. • Authorizer regularly updates its performance framework to support higher achievement or to ensure better compliance. • Authorizer regularly updates all or most of its existing contracts to reflect changes made in the template it uses for new schools.
<p>Notes and Questions:</p>			

Thomas B. Fordham Foundation Performance Accountability Plan

Academic Goals	Yes/No
School Was Rated C or Better on the Following Performance Measures	
Annual Measurable Objectives	NO
Performance Index Score	NO
Overall Value-Added Score	YES
Value Added: Gifted Students	NR
Value Added: Students with Disabilities	YES
Value Added: Lowest 20 Percent of Students	YES
K–3 Literacy Improvement	Pending
Performance against comparable schools	
Outperformed Home District Proficiency Rates (all grades and subjects)	NO
Outperformed Statewide Charter Proficiency Rates (all grades and subjects)	NO
Growth	
The School's Value-Added Score Shows at Least 1.5 Years of Student Growth	YES
Financial Goals	
Total Assets Exceed Total Liabilities	NO
The School Has at Least Two Months of Cash Reserves	NO
Eighty Percent of Invoices Are Paid within Thirty Days	YES
The School Is Auditable	YES
The School Has Not Been Issued Findings for Recovery by the Auditor's Office	NO
Non-compliance, Material Weakness, Deficiencies or Findings (If Any) Have Been Corrected	NR
Enrollment Increased from the Previous Year	YES
The School Has a Waiting List of Students in at Least Some Grades	NO
Operational and Governance Goals	
The Governing Authority Has a Strategic Plan	YES
The Governing Authority Is Making Progress on Its Strategic Plan	YES
Governing Authority Actions Are Free of Conflicts of Interest	YES
Zero Referrals Were Made to the Ohio Ethics Commission	YES
Compliance Submissions Are at Least 90 Percent Accurate and Complete	YES
Compliance Submissions Are at Least 90 Percent On-Time	YES
Site Visit Records Are at Least 90 Percent Compliant	YES

OCCS School Performance Accountability Framework*

1.) The school’s Overall Grade will be equivalent to the local district grade or greater than three of the five closest demographically comparable schools and be rated no lower than a “C”.
2.) The Achievement Component Grade will be greater than or equal to the comparison group, be no lower than a “C”, or show an upward trend in data.
3.) The Gap Closing Component Grade will be greater than or equal to the comparison group.
4.) The K-3 Literacy Component Grade will be greater than or equal to the comparison group, show an upward trend or be no lower than a “C”.
5.) The Progress Component Grade will be no lower than a “C”.
6.) The four- and five-year Graduation Rate Component Grade will greater than or equal to the comparison group or show an upward trend.
7.) The Prepared for Success Component Grade will be greater than or equal the comparison group or no lower than a “C”
8.) Insert School Specific Goal.

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Quality Practices Review Overview

Beginning in January, 2015 and annually thereafter, authorizers (also called sponsors), will be evaluated on three components: the completeness of monitoring schools' compliance with laws and rules; the overall academic performance of their community schools; and their adherence to quality practices.

The review of the sponsor's adherence to Quality Practices is based upon quality practices as defined by the National Association of Charter School Authorizers (NACSA). A review instrument to assess adherence to quality practices was designed by a team of Ohio department of education staff, sponsors (representatives from the Ohio Association of Charter School Authorizers; the former Authorizer Collaborative; the Ohio Coalition of Quality Education; and the Ohio Alliance of Public Charter Schools), and was reviewed by the National Association of Charter School Authorizers. Independent national experts used by NACSA participated in the pilot of the quality review evaluation and minor revisions were made based upon NACSA's comments.

The process is based upon gathering data from multiple sources with intentional overlap to provide a comprehensive pool of information upon which to assess the sponsor's practices. The sponsor provides many documents for review, such as a description of its organization, policies and procedures, sample documents used for oversight, sample communications, developer applications and so on. Existing sources of information and data such as the sponsor's community school contracts and schools' Report Card data are also readily available on the department's website. An online survey is sent to all the sponsor's schools, asking the school about the sponsor's technical assistance, communication, oversight and monitoring and contract renewal processes. A few schools are selected for a telephone interview, which covers the same topics but allows an opportunity to gain more detail or ask clarifying questions. The information collected by way of the online survey and telephone interview is supplemental in nature and does not, of itself, lead to a rating. The quality review relies upon a team of independent reviewers who are knowledgeable about quality practices of sponsorship, and trained in evaluating evidence of quality practices, including the use of standardized protocols for data collection and analysis. Members of the review team may not be affiliated with the sponsor or any of the community schools currently or formerly authorized by the sponsor. Review teams consist of at least three members, at least one of whom are from ODE's Office of Quality School Options, and may include one or more national experts and/or a sponsor peer from an organization with an exemplary rating.

The Quality Review

The sponsor is evaluated across six critical areas and asked to provide documentation of its practices for five of them.

- I. Commitment and Capacity – *sponsor provides documentation*

Quality Practices Review Overview

- a. Examples include the organization’s mission statement, strategic plan, organizational chart, staff resumes/bios
- II. Application Process and Decision Making – *sponsor provides documentation*
 - a. Examples include application and rubric for school developers; interview questions; reviewer training materials
- III. Performance contracts – *ODE uses information already provided*
 - a. Review team will use current school contracts, looking at the accountability section and other descriptors of school performance expectations
- IV. Oversight and Evaluation – *sponsor provides documentation*
 - a. Examples include protocols used to monitor and oversee charter schools, site visit forms; corrective action plans; annual reports of the school’s progress against contract measures
- V. Termination and Renewal Decision Making – *sponsor provides documentation*
 - a. Examples include renewal applications; cumulative performance reports
- VI. Technical Assistance – *sponsor provides documentation*
 - a. Examples include agendas from professional development events; sample communications to schools

Review Process

Following the orientation, the sponsor will upload documents that indicate its practices for five of the six critical areas. The Review Team will notify the schools and the sponsor of the online survey; send out the online survey; schedule telephone interviews with a subset of schools; review documents uploaded by the sponsor, along with examples of community school contracts; analyze survey results and telephone interview results and use them to either confirm practices already shown by the sponsor’s documents, or propose questions to the sponsor during the onsite interview; and schedule the onsite interview with the sponsor. The Review Team will interview the sponsor, finalize the rubric and rating, send the sponsor the finalized rubric and score and schedule a reporting out telephone conference.

Expectations of the department’s Review Team

- Provide an orientation to the sponsor about the review, covering:
 - Evaluation overview;
 - Timeline;
 - Documents expected;
 - Collaboration Center uploading process, if needed;
 - School online survey (sent to all schools);

Quality Practices Review Overview

- Description of the school interview (schools selected with replacement to avoid duplicating schools using the same management company with the same grade levels served and to include schools that were recently approved to open or were recently renewed);
- Contract review template (stratified sample of contracts to ensure at least three are reviewed for sponsors with four or more schools, and up to 10% for sponsors with more than 30 schools in operation);
- Description of the sponsor interview and expected participants;
- Rubric and scoring thresholds;
- Receipt of rubric with comments and scoring;
- Reporting out conference call; and,
- Next steps.
- Full participation of team members;
- Timely response to sponsor.

Expectations of Community School Sponsors

- Provide all documents or data requested by ODE for review within the time frame;
 - If the documents or data do not exist – do not create them for the purpose of the review;
 - There can be no extension to the document review deadline; additional information may be shared during the onsite interview;
- Facilitate scheduling the onsite interview with the review team, to ensure that key sponsor personnel and board members are able to participate;
- Encourage schools to respond to the online survey;
- Encourage schools to participate in the telephone interview;
- Participate in the onsite interview;
- Participate in the exit conference.

Expectations of Community Schools

- Participate in the online survey provided by ODE, unless selected for a telephone interview;
- Facilitate the scheduling of telephone interviews;
 - Participants include administrative staff, building leadership, and members of the school's governing authority, as needed to provide the most comprehensive responses.

Quality Practices Review Overview

Determining the Rating

Each indicator of each section is given a score of 1 to 4, with 4 being equivalent to exemplary practice. Three of the critical areas carry twice the weight of the other three: evidence of the organization’s commitment to authorizing and its capacity to carry out the obligations; the rigor used to approve new schools; and the rigor used to make renewal decisions count double. Within each critical area, the points are totaled and averaged. Weights are assigned and the overall points totaled.

Critical Area	Points Per Area	Weight	Maximum Possible Points
Commitment & Capacity	4	2	8
Application Process & Decision Making	4	2	8
Performance Contracting	4	1	4
Oversight & Evaluation	4	1	4
Termination & Renewal	4	2	8
Technical Assistance	4	1	4
Total Points	-----	-----	36

After totaling the points earned across all six critical areas, the total is divided by the maximum number of points that an authorizer could possibly earn (36 points). The resulting percentage is then evaluated against the following ranges:

Percentage of Possible Points Earned	Overall Level of Adherence to Quality Practices
90% to 100%	Exemplary
75% to 89%	Effective
55% to 74.9%	Ineffective
Less than 55%	Poor or Underdeveloped

Relationship of the evaluation to applying to ODE for approval to open start-up community schools or applying to renew the Sponsorship Agreement with ODE

The application for approval as a sponsor, including the renewal application, is aligned to the six critical areas. A completed evaluation is a prerequisite for applicants seeking to enter into an agreement with ODE to sponsor new start-up community schools, under either Pathways II or III, and to authorizers seeking renewal of their agreement with the department. If an authorizer has received a rating of Exemplary or Effective in any critical area, many of the questions in the first time approval and renewal application will be waived in recognition that the sponsor has already documented its practices at an acceptable level.

Explanation of Ohio's accountability system changes

Through 2012, the state's growth measure used just a single year of data to issue a rating. Using a single year of data decreased the level of certainty around growth made for some schools and districts, with the effect that schools were more likely to receive an average rating of "Meets Growth" than a rating of "Above" or "Below." In 2013, state law was updated to require the use of up to three years of data in the Value-Added calculation where possible. By adding up to two additional years of data, Ohio's Value-Added vendor was able to greatly increase the level of certainty that growth, or a lack of growth, was accurate, resulting in more schools and districts receiving grades at both ends of the performance continuum than in prior years.

At the same time, school year 2013 saw a change in the rating options awarded for value-added. Prior to 2013, value-added data were examined within the context of a three level rating system, with schools rated based on gain indices of:

- **above = 2.00 and up**
- **met = between 1.99 to -2**
- **below = below -2.00**

As of school year 2013, Value-Added data are examined within the context of an A-F grading system based on gain indices of:

- **A = 2.00 and up**
- **B = 1.99 to 1.00**
- **C = 0.99 to -1.00**
- **D = -1.01 to -2.00**
- **F = below -2.00**

As a result of this change, a subset of schools that would previously be identified as met, but falling in the lower range of met gain scores (i.e. -1.01 to -2.00) are now considered to have made less than one year of growth within the accountability system. As a result of both changes, fewer schools now receive Value-Added grades consistent with making one or more years of growth. As a result of the state's accountability reforms, performance on various measures from one year to the next is not comparable across the past 5 years as the system has been evolving and schools have worked to orient themselves towards this new accountability system that is not yet fully phased in. While data show a drop in performance, this is primarily attributable to the increased rigor of the accountability system.

2013 - 2014 Report Card for Entrepreneurship Preparatory School - Woodland Hills Campus

SCHOOL GRADE

Coming in
2016



Achievement

This grade combines two results for students who took the state tests. The first result answers the question – How many students passed the state test? The second result answers the question – How well did students do on the state test?

Performance Index
70.8% C

Indicators Met
20.0% F

COMPONENT GRADE

Coming in
2016



Progress

This is your school's average progress for its students in math and reading, grades 4-8. It looks at how much each student learns in a year. Did the students get a year's worth of growth? Did they get more? Did they get less?

Value Added
Overall..... A

Gifted..... NR

Students with Disabilities..... A

Lowest 20% in Achievement..... A

COMPONENT GRADE

Coming in
2016



Gap Closing

This grade shows how well all students are doing in your district in reading, math, and graduation. It answers the question – Is every student succeeding, regardless of income, race, ethnicity, or disability?

Annual Measurable Objectives
NC F

COMPONENT GRADE

Coming in
2016



Graduation Rate

This grade answers the question – How many ninth graders graduate in four years or five years?

Graduation Rates
This school is not evaluated for graduation rate because there are not enough students in the graduating class.

COMPONENT GRADE

Coming in
2016



K-3 Literacy

This grade answers the question – Are more students learning to read in kindergarten through third grade?

K-3 Literacy Improvement
NC NR

COMPONENT GRADE

Coming in
2016



Prepared for Success

This grade answers the question – Are students who graduate from your district ready for college or a career? There are many ways to show that graduates are prepared.

COMPONENT GRADE

Coming in
2016

Achievement



This grade combines two results for students who took the state tests. The first result answers the question – How many students passed the state test? The second result answers the question – How well did students do on the state test?

COMPONENT GRADE

Coming in
2016

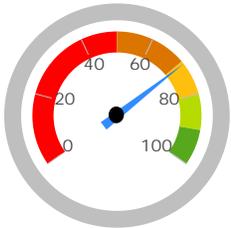
GRADE

C

Performance Index

The Performance Index measures the test results of every student, not just those who score proficient or higher. There are six levels on the index and districts receive points for every student in each of these levels. The higher the achievement level the more the points awarded in the district's index. This rewards schools and districts for improving performance.

Performance Index

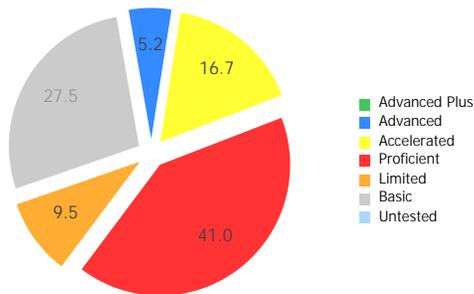


70.8%

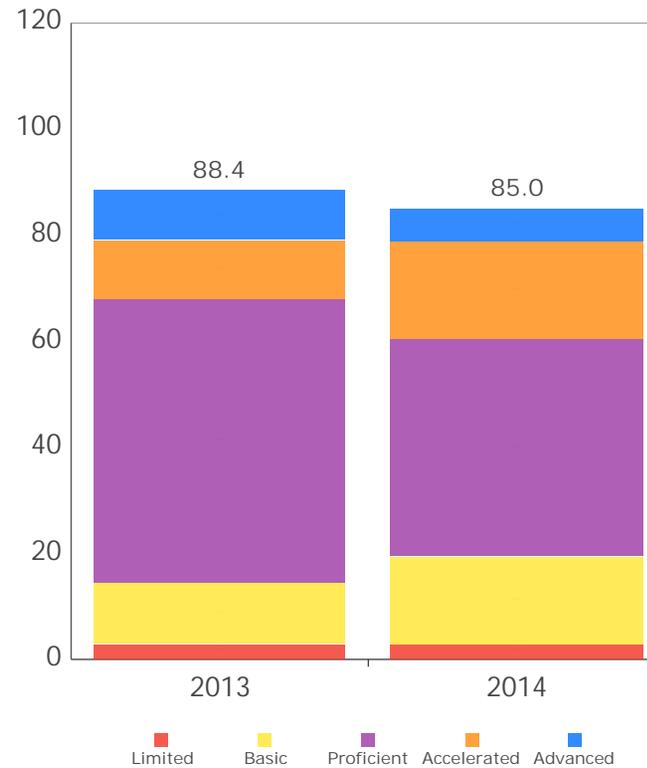
85.0 of a possible 120.0

- A = 90.0 - 100.0%
- B = 80.0 - 89.9%
- C = 70.0 - 79.9%
- D = 50.0 - 69.9%
- F = 0.0 - 49.9%

Achievement Level	Pct of Students		Points for this Level	=	Points Received
Advanced Plus	0.0	x	1.3	=	0.0
Advanced	5.2	x	1.2	=	6.2
Accelerated	16.7	x	1.1	=	18.4
Proficient	41.0	x	1.0	=	41.0
Basic	27.5	x	0.6	=	16.5
Limited	9.5	x	0.3	=	2.9
Untested	0.0	x	0.0	=	0.0
				=	85.0



Performance Index Trend



GRADE

F

Indicators Met

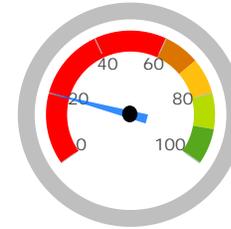
Indicators Met measures the percent of students who have passed state tests. Test results are reported for each student in a grade and subject. At least 80 percent of students must pass to get credit for the indicator.

Indicators Met %

20.0%

2 out of 10

- A = 90.0 - 100.0%
- B = 80.0 - 89.9%
- C = 70.0 - 79.9%
- D = 50.0 - 69.9%
- F = 0.0 - 49.9%



Grades 3-5

3rd Grade	Mathematics	NC	
	Reading	NC	
4th Grade	Mathematics	NC	
	Reading	NC	
5th Grade	Mathematics	42.6%	✗
	Reading	44.7%	✗
	Science	66.0%	✗

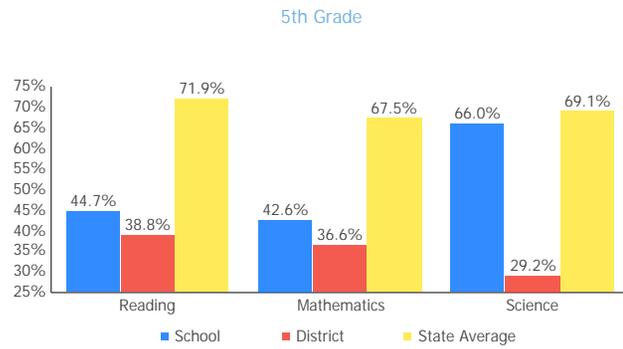
Grades 6-8

6th Grade	Mathematics	55.6%	✗
	Reading	60.3%	✗
7th Grade	Mathematics	83.6%	✓
	Reading	83.6%	✓
8th Grade	Mathematics	78.6%	✗
	Reading	75.0%	✗
	Science	35.7%	✗

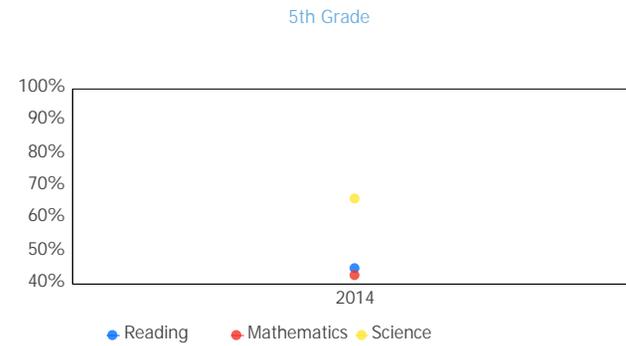
Ohio Graduation Test

This school does not have enough Ohio Graduation Test results to display this table.

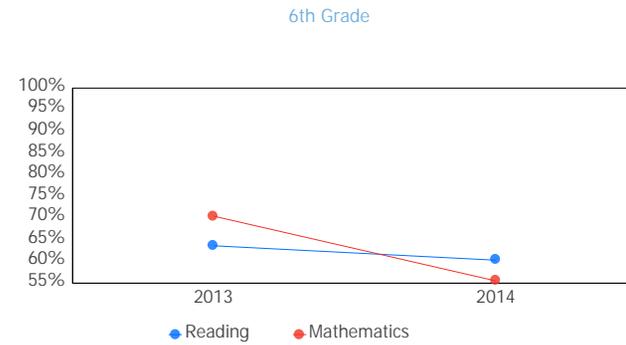
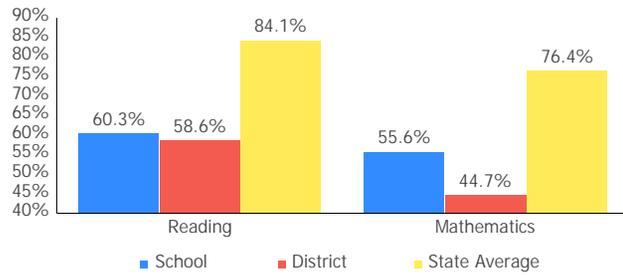
Achievement Levels by Grade



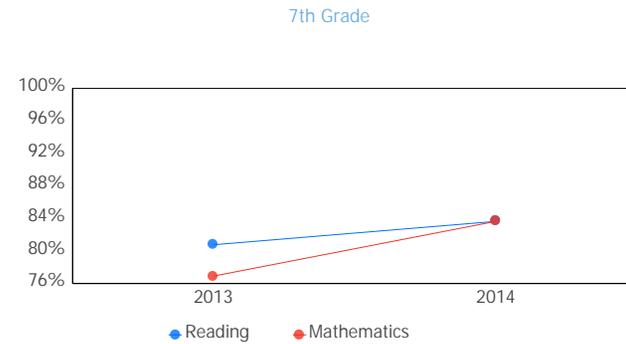
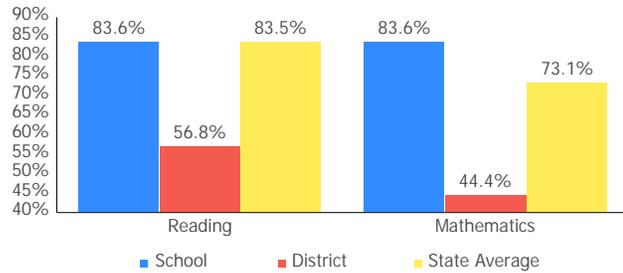
Proficient Percent Trend by Grade



6th Grade

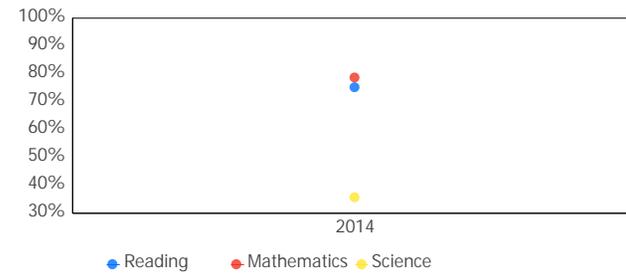
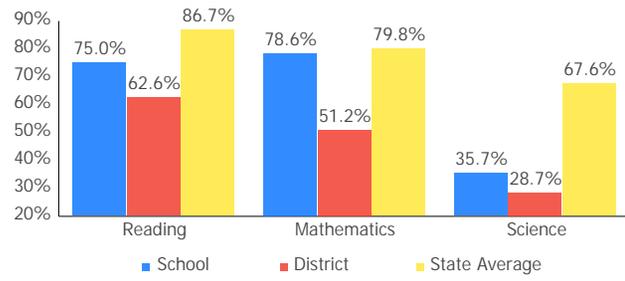


7th Grade



8th Grade

2013 - 2014 Report Card for Entrepreneurship Preparatory School - Woodland Hills Campus



Gifted Students



The Gifted Students data and Indicator highlight the opportunities for and performance of gifted students. The dashboard answers several questions: How many students are identified as gifted and in what categories? How many of those students are receiving gifted services? How well are those gifted students performing? The Gifted Indicator measures whether opportunity and performance expectations are being met for gifted students.

INDICATOR
Coming in
2015

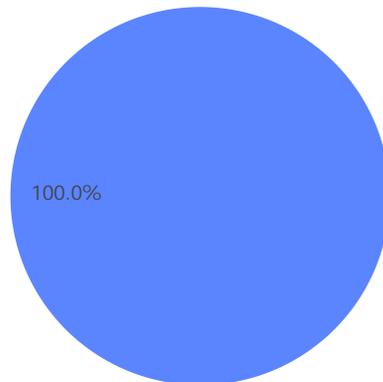
Gifted Summary

Students Identified as Gifted

0.0% of enrollment

Students Receiving Gifted Services

0.0% of enrollment



■ Identified as Gifted, Not Receiving Services
■ Receiving Gifted Services
■ Not Identified as Gifted

Achievement

The gifted data for this school cannot be displayed because there were no students identified as gifted to evaluate.

Value-Added

Value-Added measures the progress for all students identified as gifted in reading, math, and/or superior cognitive ability.

GRADE
NR

PR/Award # U282A150023

Page e181

Printed on July 15, 2015

Progress



This is your school's average progress for its students in math and reading, grades 4-8. It looks at how much each student learns in a year. It answers the question – Did the students get a year's worth of growth? Did they get more? Did they get less?

COMPONENT GRADE
Coming in
2016

GRADE	Overall This measures the progress for all students in math and reading, grades 4-8.
A	
GRADE	Gifted Students This measures the progress for students identified as gifted in reading, math, and/or superior cognitive ability.
NR	
GRADE	Students in the Lowest 20% in Achievement This measures the progress for students identified as the lowest 20% statewide in reading and math achievement.
A	
GRADE	Students with Disabilities This measures the progress for students with disabilities.
A	
GRADE	High School A High School measure of progress will be reported in the 2014-15 school year.
Coming in 2015	

Progress Details

This table shows the Progress scores by test grade and subject, and includes up to three years of data as available.

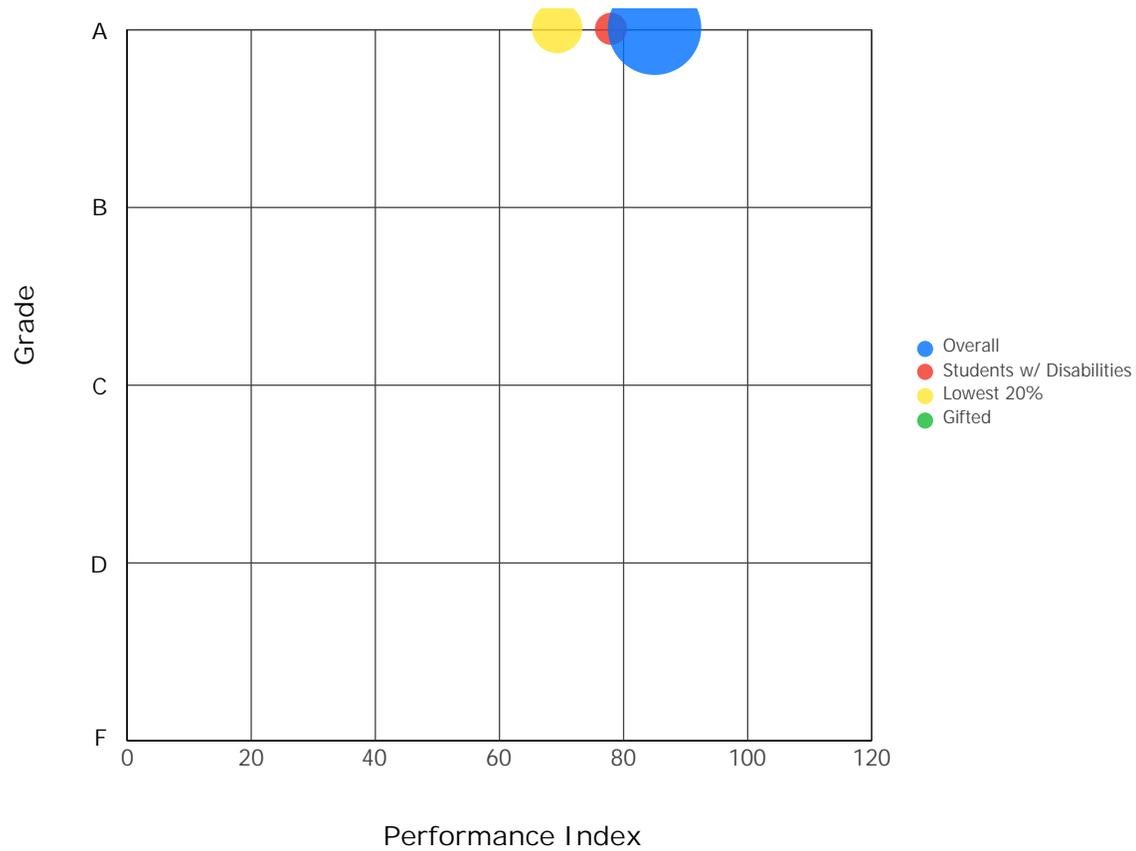
Test Grade	Progress Score		
	Reading	Mathematics	All Tests
All Grades	8.02	15.92	15.06
5th Grade	2.32	5.68	4.97
6th Grade	4.66	9.36	8.87
7th Grade	5.18	9.41	9.39
8th Grade	0.73	1.47	1.42

Although Progress scores are not assigned letter grades at this level of detail, the grading scale applied at the Overall (All Students, All Tests) level is:

A = 2.00 and up
B = 1.00 to 1.99
C = -1.00 to 0.99
D = -2.00 to -1.01
F = below -2.00

Progress vs. Performance Index

This bubble chart shows the relationship between each subgroup's Performance Index results (horizontal axis) to the Value-Added letter grade (vertical axis). The size of the bubble represents the size of the student subgroup.



Gap Closing



This grade shows how well all students are doing in your district in reading, math, and graduation. It answers the question – Is every student succeeding, regardless of income, race, ethnicity, or disability?

COMPONENT GRADE
Coming in
2016

GRADE
F

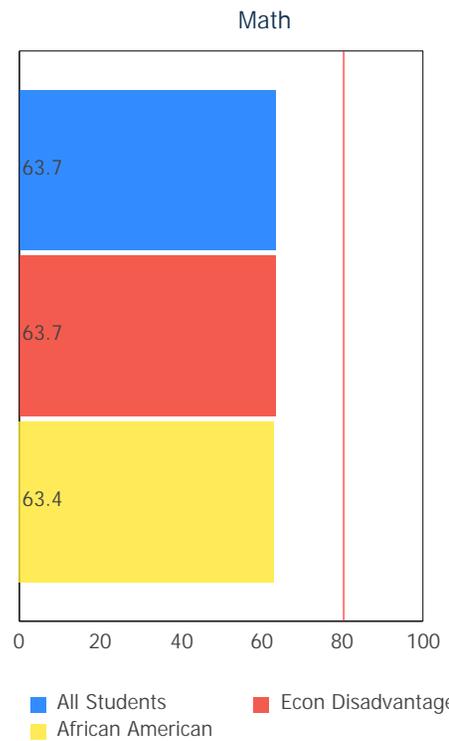
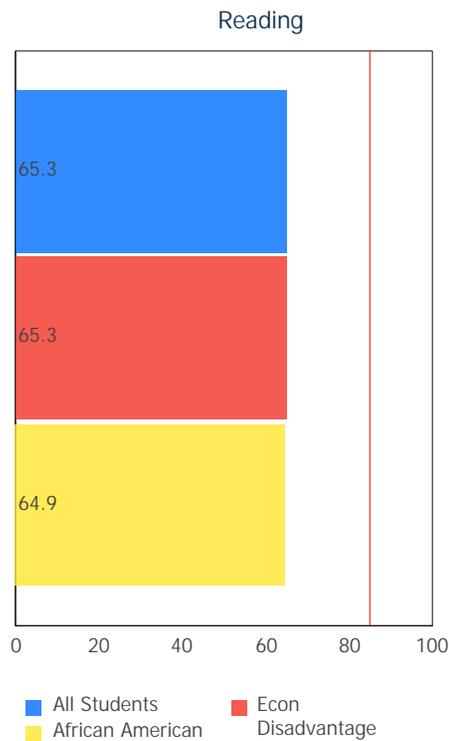
Annual Measurable Objectives

Annual Measurable Objectives (AMOs) compare the performance of student groups to a state goal which is displayed as the red line in the following charts. These charts show how well each group achieves that goal in reading, math and graduation – and emphasize any achievement gaps that exist between groups. The ultimate goal is for all groups to achieve at high levels.



0.0%

- A = 90.0 - 100.0%
- B = 80.0 - 89.9%
- C = 70.0 - 79.9%
- D = 60.0 - 69.9%
- F = 0.0 - 59.9%



Graduation Rate

This school does not have an Annual Measurable Objective for Graduation Rate because there were not enough students to evaluate.

The red line on each graph identifies the Annual Measurable Objective. The 2014 AMO for Reading is 84.9%, for Math is 80.5%, and for Graduation Rate is 78.2%. Subgroups with fewer than 30 students are not rated and do not appear on the graphs.

Graduation Rate



This grade represents the percentage of students whom entered the 9th grade and graduated 4 and 5 years later.

COMPONENT GRADE

Coming in
2016

This school has not been assigned a grade for Graduation Rate because there were not enough students to evaluate.

The Graduation Rate graph that would appear in this space cannot be displayed because there were not enough students to evaluate.

K-3 Literacy



This grade answers the question - Are more students learning to read in kindergarten through third grade?

COMPONENT GRADE

Coming in
2016

GRADE

NR

K-3 Literacy
Improvement

This data is not displayed because there are not enough students to evaluate.

In Your School...

K-3 Literacy was not calculated for this school because there were not enough students to evaluate.

Details of Measure

Not On-Track at Point A			Improving to On-Track at Point B	
Kindergarten Reading Diagnostic, School Year 2012 - 2013	< 10	to	1st Grade Reading Diagnostic, School Year 2013 - 2014	< 10
1st Grade Reading Diagnostic, School Year 2012 - 2013	< 10	to	2nd Grade Reading Diagnostic, School Year 2013 - 2014	< 10
2nd Grade Reading Diagnostic, School Year 2012 - 2013	< 10	to	3rd Grade Reading Diagnostic, School Year 2013 - 2014	< 10
3rd Grade Reading Diagnostic, School Year 2013 - 2014	< 10	to	3rd Grade Reading OAA, School Year 2013 - 2014	< 10
Deduction for 3rd graders who did not pass OAA and were not on a Reading Improvement and Monitoring Plan				< 10
Totals				< 10

Percentage On-Track in Reading Diagnostic

K-3 Literacy was not calculated for this school because there were not enough students to evaluate.

Third Grade Reading Guarantee

Ohio's Third Grade Reading Guarantee ensures that students are successful in reading before moving on to fourth grade. Schools must provide supports for struggling readers in early grades. If a child appears to be falling behind in reading, the school will immediately start a Reading Improvement and Monitoring Plan. The program ensures that every struggling reader gets the support he or she needs to learn and achieve.

Students have multiple opportunities to meet promotion requirements including meeting a minimum promotion score on the third grade state reading tests given in the fall and spring. Students have an additional opportunity to take the state assessment in the summer, as well as a district-determined alternative assessment.

The Parent Roadmap is available to help parents understand how the Third Grade Reading Guarantee applies to your child.

How many third graders met the Third Grade Reading Guarantee requirements for promotion to 4th grade? **NC**

How many third graders scored proficient on the state Reading test? **NC**

Prepared for Success



This grade answers the question – Are students who graduate from your school ready for college or a career? There are many ways to show that graduates are prepared.

COMPONENT GRADE

Coming in
2016

How Prepared was Your 2013 Graduating Class?

ACT: Participation

ACT: Remediation Free

SAT: Participation

SAT: Remediation Free

Honors Diploma

Industry-Recognized Credential

Advanced Placement: Participation

AP: Exam Score of 3 or Better

Dual Enrollment Credit

International Baccalaureate

IB: Exam Score of 4 or Better

This data cannot be shown because there are not enough students in the graduating class of 2013 to evaluate.

Outcomes after High School Graduation

Districts and schools have long-term impacts on student outcomes. The Prepared for Success component provides information on how schools prepare students for different pathways of college and career success. It also provides insights on how those students do once they leave high school. What happens beyond the diploma is an important indicator of how well schools are preparing students.

The University System of Ohio provides [district reports](#) on enrollment and remediation of high school graduates attending in-state, public colleges and universities.

Additional data on outcomes after high school are coming soon. These will include college graduation, demographics of college enrollees, workforce and military enlistment.

Note: These data represent students in the 4-year graduation rate, i.e. students who entered 9th grade in 2010.

Data used in generating the ACT and SAT Remediation Free, AP Exam, IB Exam, and Dual Enrollment Credit measures for the 2013 graduating class were not reported to the Ohio Department of Education by districts. To confirm the information on this page and get a complete picture of the work your district is doing to prepare students for college and career success, please contact your district directly.



Principal: Christopher J. O'Brien

Phone: (216) 298-1164

Address: 9201 Crane Ave
Cleveland OH 44105-1627

Directory information current as of the 2013-2014 Report Card publication date.

Your School's Students

Average Daily Enrollment:

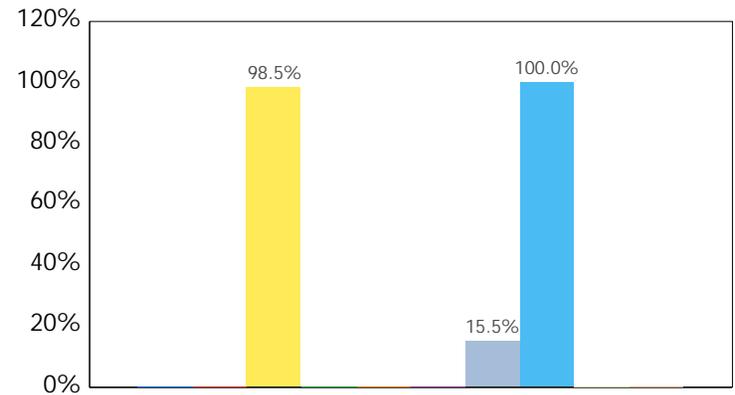
211

Number of Limited English Proficiency Students Excluded from Accountability Calculations:

--

Enrollment by Subgroup

	Enrollment #	Enrollment %
Am. Indian / Alaskan Native	NC	
Asian or Pacific Islander	NC	
Black, Non-Hispanic	208	98.5%
Hispanic	NC	
Multiracial	NC	
White, Non-Hispanic	NC	
Students with Disabilities	33	15.5%
Economically Disadvantaged	211	100.0%
Limited English Proficiency	NC	
Migrant	NC	



- American Indian or Alaska...
- Asian or Pacific Islander
- Black, Non-Hispanic
- Hispanic
- Multiracial
- White, Non-Hispanic
- Students with Disabilities
- Economic Disadvantage
- Limited English Proficiency
- Migrant

NC = Not Calculated because there are fewer than 10 in the group

State and federal law require an annual assessment of Limited English Proficient (LEP) students to measure their English language proficiency. The Ohio Test of English Language Acquisition (OTELA) is the assessment used in Ohio to gauge LEP students' growth in learning English. For information about your district's OTELA results, see the Department of Education's web site at <http://education.ohio.gov>.

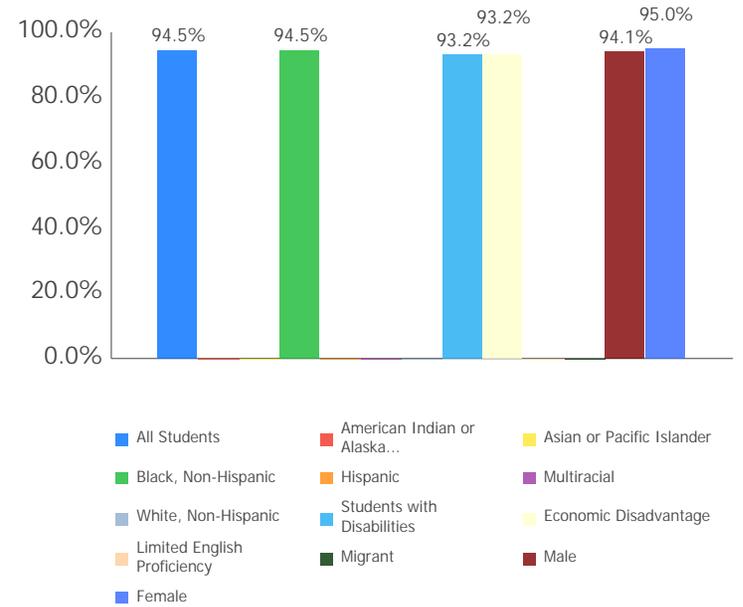
Attendance Rate

Chronic Absenteeism Rate:

16.1%

All Students	94.5%
Am. Indian / Alaskan Native	NC
Asian or Pacific Islander	NC
Black, Non-Hispanic	94.5%
Hispanic	NC
Multiracial	NC
White, Non-Hispanic	NC
Students with Disabilities	93.2%
Economic Disadvantage	94.5%
Limited English Proficiency	NC
Migrant	NC
Male	94.1%
Female	95.0%

NC = Not Calculated because there are fewer than 10 in the group



Attendance Rate is not shown if enrollment is less than 10.

Mobility Rates by Subgroup

	Student Mobility %
All Students	0.0%
Am. Indian / Alaskan Native	NC
Asian or Pacific Islander	NC
Black, Non-Hispanic	0.0%
Hispanic	NC
Multiracial	NC
White, Non-Hispanic	NC
Students with Disabilities	0.0%
Economically Disadvantaged	0.0%
Limited English Proficiency	NC
Migrant	NC

A mobility rate chart cannot be displayed for this school because either there are not enough students to evaluate in any subgroup or all calculated results are 0.0%.

NC = Not Calculated because there are fewer than 10 in the group

Your School's Teachers

Your School's Poverty Status: High	Your School	Your District
Percentage of teachers with at least a Bachelor's Degree	100.0	99.9
Percentage of teachers with at least a Master's Degree	34.6	80.8
Percentage of core academic subject and elementary classes not taught by Highly Qualified Teachers	0	6.3
Percentage of core academic subject and elementary classes taught by properly certified teachers	100	92.3
Percentage of core academic subject elementary and secondary classes taught by teachers with temporary, conditional or long-term substitute certification/licensure	0	0
Lead or Senior Teachers:	0.0	63.0

A district's high-poverty schools are those ranked in the top quartile based on the percentage of economically disadvantaged students. Low-poverty schools are those ranked in the bottom quartile based on the percentage of economically disadvantaged students. A district may have buildings in both quartiles, in just one quartile or in neither quartile.

NC = Not Calculated because there are fewer than 10 in the group

Wellness and Physical Education

The extent to which students are successful in meeting the benchmarks contained in Ohio's physical education standards

Less than 10 students to evaluate

Number of Teachers by Program Area

General Education	16.3
Gifted and Talented	0.0
Career-Technical Programs	0.0
Art Education K-8	0.0
Music Education K-8	0.5
Physical Education K-8	0.5
ELL Instructional Program	0.0
Special Education	3.0

Fine Arts Courses Offered

Music (K-8)

Financial Data



These measures answer several questions about spending and performance. How much is spent on Classroom instruction? How much, on average, is spent on each student? What is the source of the revenue? How do these measures compare to other districts and schools?

Note: Data under additional review and subject to change

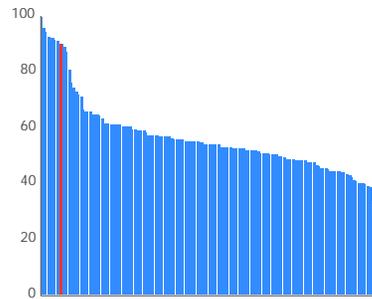
Comparison Group: Community Schools with Enrollment between 150 and 499

Classroom Spending Data

What percent of funds are spent on classroom instruction?
89.9%

How does this school rank in comparison to other schools of similar size?
13 out of 179

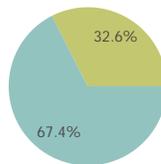
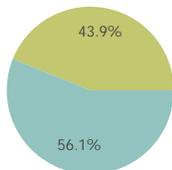
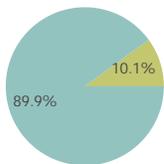
A rank of 1 indicates the highest percent spent on classroom instruction.



School

Comparison Group

State



Classroom Instruction Non-Classroom Instruction

Spending per Pupil Data

	School	State
Operating Spending per Pupil	\$15,597	\$9,189
Classroom Instruction	\$14,017	\$6,192
Non-Classroom Spending	\$1,580	\$2,998



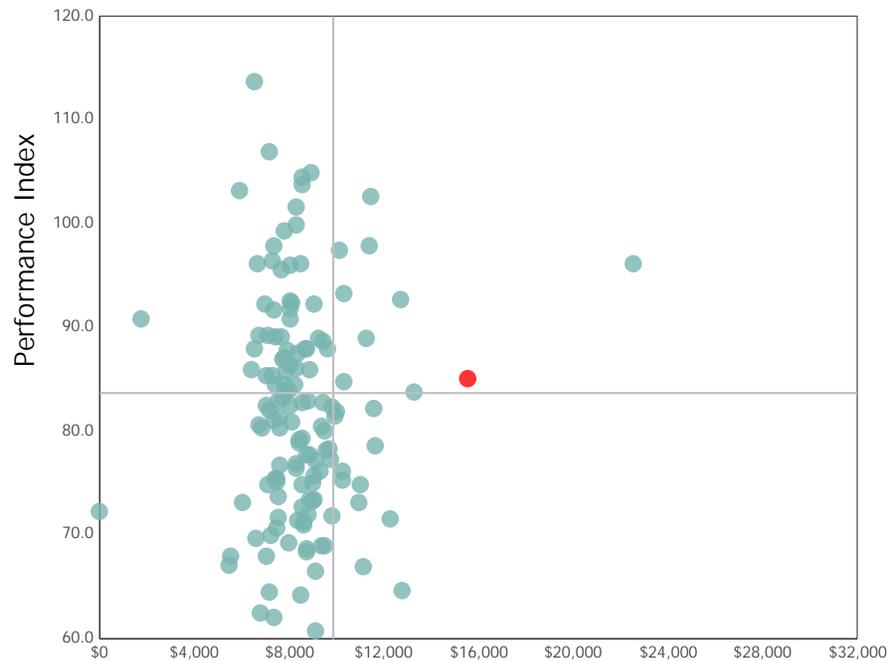
✗ Entrepreneurship Preparatory School - Woodland Hills Campus IS NOT among the 20% of traditional community schools with the lowest operating expenditures per pupil.

✗ Entrepreneurship Preparatory School - Woodland Hills Campus IS NOT among the 20% of traditional community schools with the highest academic performance index scores.

Spending and Performance

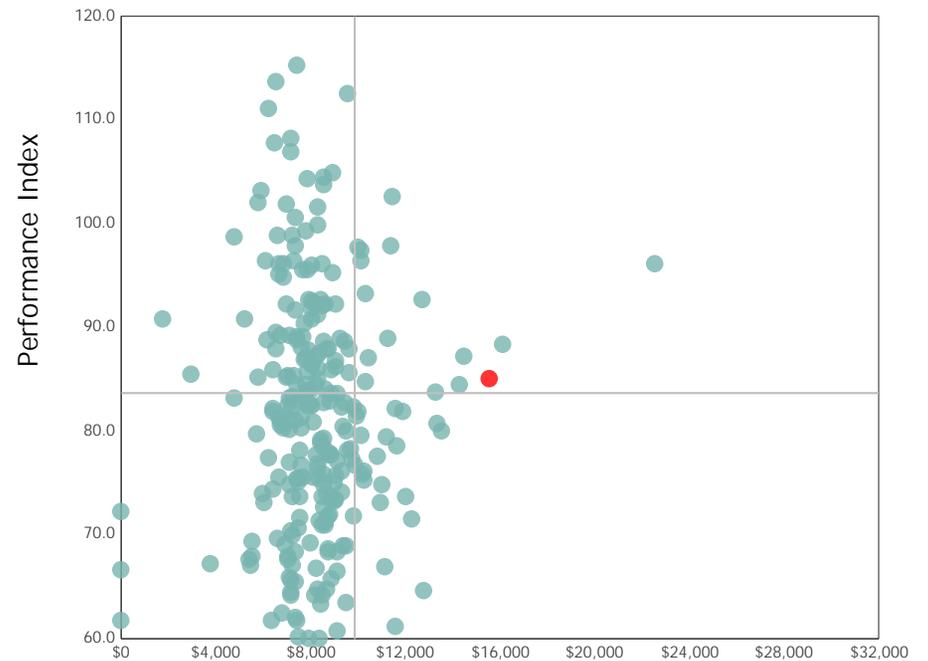
This measure answers the question – what is the relationship of average spending per student to performance, and how does that compare to similar districts and schools?

Comparison Group



Spending per Pupil

All Community & STEM Schools



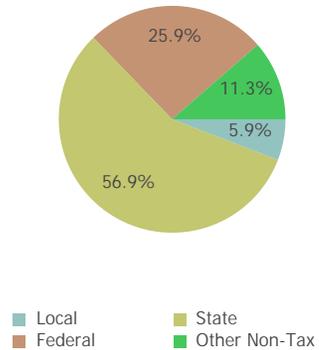
Spending per Pupil

The quadrant lines on these graphs represent the statewide average performance index score and the statewide average spending per pupil for all Community and STEM schools.

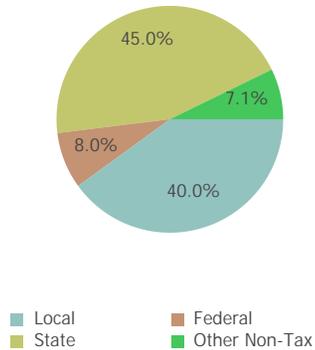
Source of Revenue

Source of Funds	School		State Total	
Local	\$180,494	5.9%	\$8,234,354,404	40.0%
State	\$1,753,777	56.9%	\$9,263,100,098	45.0%
Federal	\$799,205	25.9%	\$1,645,296,986	8.0%
Other Non-Tax	\$347,315	11.3%	\$1,454,411,567	7.1%
Total	\$3,080,791	100.0%	\$20,597,163,055	100.0%

School



State



2013 – 2014 Annual Report



Dec. 31, 2014

The Honorable John Kasich
Office of the Governor
77 South High Street, 30th Floor
Columbus, Ohio 43215

RE: 2013 - 2014 Annual Report on Ohio Community Schools

Dear Governor Kasich:

The Ohio Department of Education's Office of Community Schools is pleased to provide you with the 12th Annual Report on Community Schools Operating in Ohio. In compliance with Ohio Revised Code §3314.015(A)(4), this report is submitted by Dec. 31 each year to the governor, the speaker of the House of Representatives, the president of the Senate, and the chairpersons of the House and Senate committees principally responsible for education matters.

During the 2013-2014 school year, more than 120,000 students attended one of Ohio's community schools, which is 7 percent of the total public school enrollment in our state. This report is designed to help Ohio citizens gain an understanding of charter schools' operations and their roles in our system of public education.

A number of tables and graphs accompany the narrative, and links to other informative pages are available on the Office of Community Schools' Web page. To view the tables and the accompanying narration, visit <http://education.ohio.gov/Topics/School-Choice/Community-Schools/Forms-and-Program-Information-for-Community-School/Annual-Reports-on-Ohio-Community-Schools>.

Sincerely,



David Hansen, Executive Director
Quality School Choice, Office of Community Schools
Ohio Department of Education

2013 – 2014 Annual Report Ohio Charter Schools

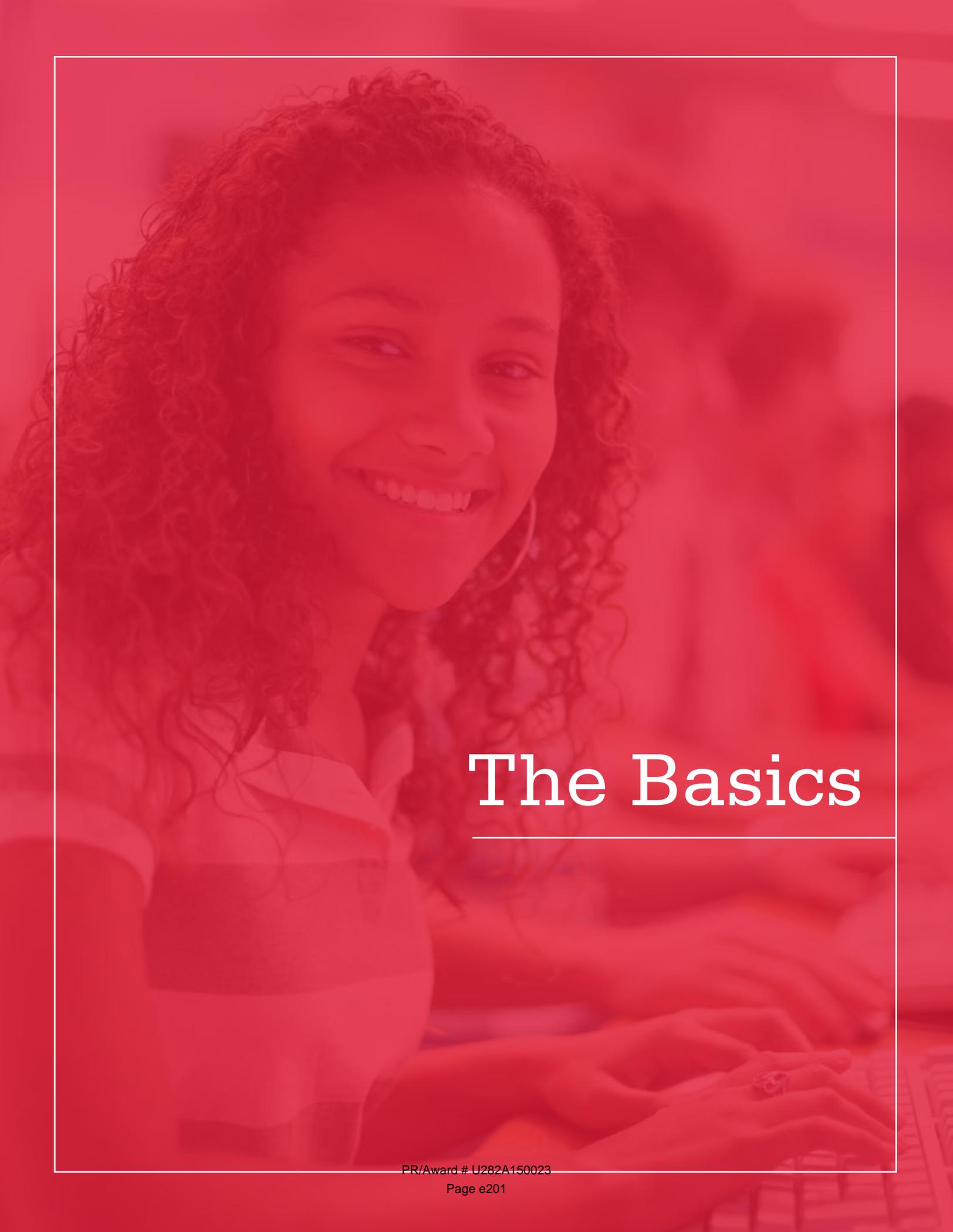
Introduction

Each year, the Ohio Department of Education's Office of Community Schools develops an annual report on charter schools, commonly referred to as community schools, operating in Ohio. The report, in compliance with Ohio Revised Code (ORC) §3314.015(A)(4), provides information on the "effectiveness of academic programs, operations and legal compliance and of the financial condition of all community schools."

The 2013-2014 annual report describes the status of charter schools with respect to four elements essential to high-quality charter school performance:

1. Academic performance;
2. Sustained student enrollment;
3. Fiscal accountability; and
4. Sponsor/authorizer accountability and oversight.

To acknowledge the key role that authorizers, commonly referred to as sponsors, play to enable high-performing charter schools, the Office of Community Schools has maintained its focus on authorizer performance using targeted technical assistance and the development of a comprehensive evaluation system as tools for strengthening the quality of charter schools.



The Basics

Community Schools in 2013–2014: The Basics

Since the Ohio General Assembly passed the first law establishing such schools in 1997, the continuing development of public charter schools offers choices for Ohio families seeking a different educational environment for their children. The Office of Community Schools' top priority and mission is sustaining high-quality and high-performing charter schools through exemplary authorizer practices.

Charter Schools Are Public, Nonprofit, Nonsectarian Schools

Such schools operate independently of any school district, but under a contract with a sponsoring entity whose authority is established in statute or approved by the Ohio Department of Education. While charter schools receive state and federal funds, they are purposefully designed to have greater operational autonomy than traditional public schools to facilitate greater flexibility in the design and delivery of educational programs. Flexibility provides charter school administrators and teachers multiple paths to design unique curriculum and instruction models, and autonomy is the key element that allows these schools to operate in a structure and environment that can be more adaptable and responsive than that of larger, traditional public school districts.

There Are Two Types of Charter Schools

Conversion charter schools are those in which part or all of an existing traditional public school building or a building operated by a joint vocational school district or educational service center is transformed into a charter school. These schools may be established in any public school district in the state.

The second type, referred to as new start-up charter schools, may locate only in a district that meets the definition of a “challenged” school district at the time that the charter school developer enters into a preliminary agreement with an authorizer to establish a new school. Challenged districts are currently defined as:

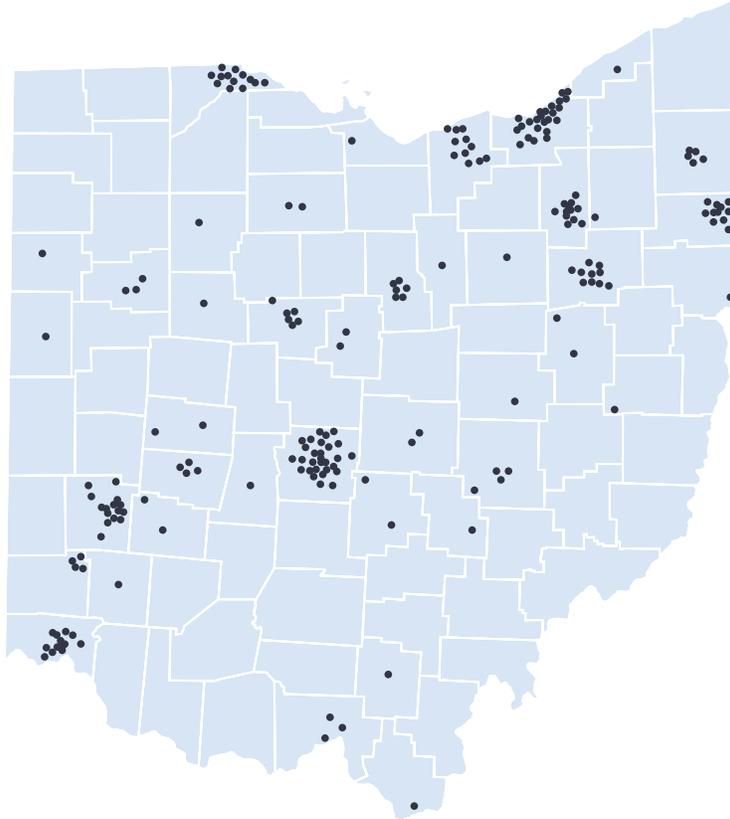
- The “Ohio Eight” urban public school districts, including Akron, Canton, Cincinnati, Cleveland, Columbus, Dayton, Toledo and Youngstown;
- School districts located in the “pilot area” of Lucas County;
- School districts designated in Academic Emergency or Academic Watch on the 2011-2012 Local Report Card (until June, 2014);
- School districts graded D or F on the Performance Index and F on Value-Added for two of school years 2012-2013, 2013-2014 and 2014-2015;
- School districts with an overall grade of D or F in the 2015-2016 school year, or later, that also have a grade of F on Value-Added for at least two of the three most recent school years; and
- The lowest 5 percent of districts as ranked by the Performance Index scores.

Charter School Oversight

Currently, the Office of Community Schools provides technical assistance to developers and authorizers of charter schools, approves organizations seeking to become authorizers of new start-up charter schools and oversees all authorizers, regardless of whether their authority is granted by the Ohio Department of Education or law. Authorizers are crucial in establishing schools that have the highest likelihood of success and are responsible for monitoring the academic performance, financial operations and governance of their sponsored schools. Equally important is the authorizer's role in making decisions regarding renewal or termination. The Office of Community Schools has directed its efforts to support authorizer capacity to enable school success to benefit not only charter school authorizers and their schools, but most importantly, the students and families who depend on them.

FIGURE 1

Map of Community Schools in Ohio 2013-2014



Number of Schools by County

Allen.....	3	Greene.....	2	Madison.....	1	Stark.....	10
Ashland.....	1	Hamilton.....	32	Mahoning.....	13	Summit.....	21
Butler.....	6	Hancock.....	1	Marion.....	6	Trumbull.....	5
Champaign.....	2	Hardin.....	1	Mercer.....	1	Tuscarawas.....	2
Clark.....	4	Harrison.....	1	Montgomery.....	31	Van Wert.....	1
Columbiana.....	1	Jackson.....	1	Morrow.....	3	Warren.....	1
Coshocton.....	1	Lake.....	1	Muskingum.....	4	Wayne.....	2
Cuyahoga.....	83	Lawrence.....	1	Portage.....	1		
Erie.....	1	Licking.....	4	Richland.....	7		
Fairfield.....	2	Lorain.....	11	Scioto.....	3		
Franklin.....	81	Lucas.....	41	Seneca.....	2	Total: 395	

Figure 1 displays the locations of the 395 charter schools operating in Ohio during the 2013-2014 school year.

FIGURE 2

School Choice in 2013–2014: The Basics

A number of school choice options are available to Ohio families who seek different educational opportunities than are available at their assigned traditional public schools, a few of which are briefly discussed here.

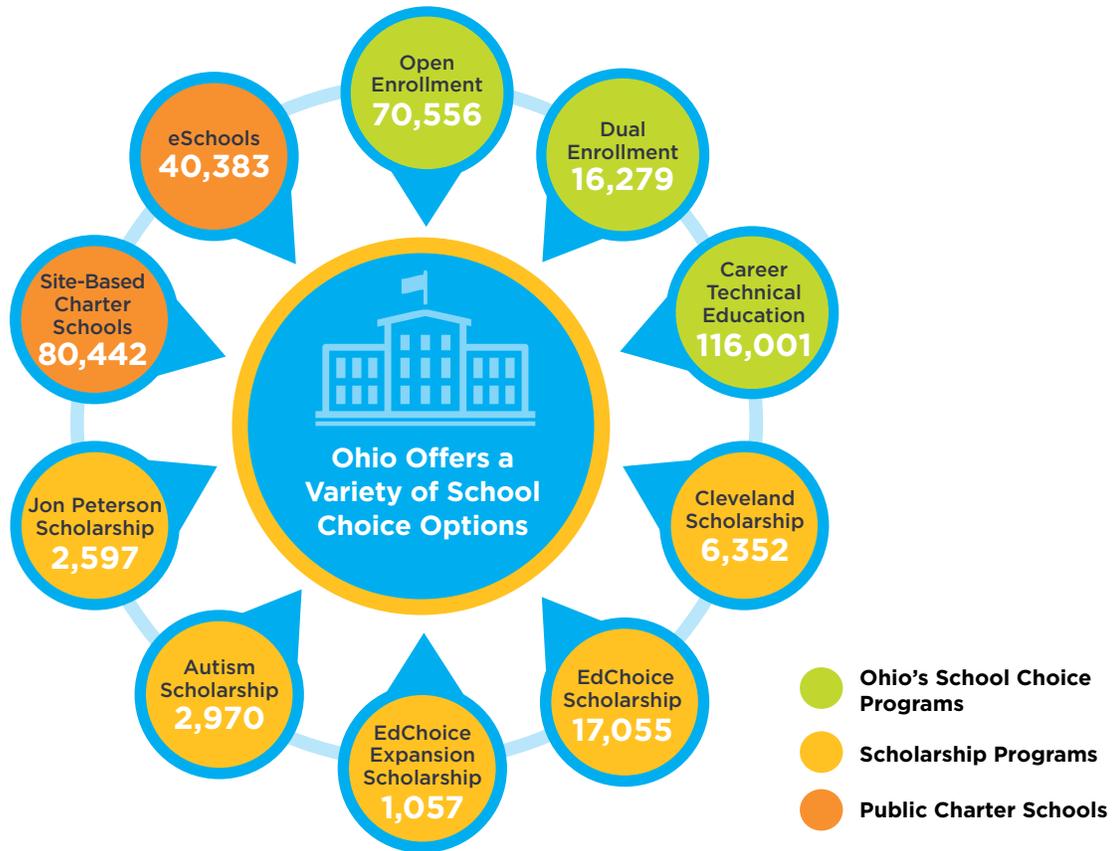


Figure 2 displays student enrollment in Ohio's various school choice programs.

Traditional Public District Open Enrollment: Open enrollment allows a student to attend school tuition-free in a district other than the district in which the student’s family resides. Each spring, Ohio school districts may choose whether or not to accept students through open enrollment for the next school year.

Dual Enrollment: Otherwise known as the Post-Secondary Enrollment Options program, dual enrollment allows high school students in grades 9-12 to enroll in a college and complete nonsectarian courses for both high school and college credit. High school students attending traditional public schools, charter schools, STEM schools, nonpublic schools, as well as home-schooled students are eligible to participate in the program.

Career Technical Education: Typically, Ohio career tech refers to high school juniors and seniors enrolled in programs leading to careers in such areas as engineering, construction, health and agriculture. Emphasis is on workforce development to meet the needs of Ohio's top industries. Ohio career tech maximizes student learning success with real-work knowledge and skills. All Ohio students have access to career tech. Every Ohio public school district and community school belongs to a Career-Technical Planning District, which provides this programming to students.

Scholarship Programs

Cleveland Scholarship: In place since the 1996-1997 school year, the Cleveland Scholarship program provides private school scholarships to kindergarten through 12th-grade students who reside in the Cleveland Municipal School District.

EdChoice and EdChoice Expansion Scholarships: The EdChoice Scholarship program, in place since the 2006-2007 school year, was created to provide private school scholarships to students from underperforming public schools outside of Cleveland. The program provides up to 60,000 scholarships to eligible students. As of the 2014-2015 school year, approximately 4,000 EdChoice Expansion Scholarships are available to public school students in low income families entering kindergarten and first grade outside of Cleveland.

Autism Scholarship: The Autism Scholarship program gives families of children with autism who qualify for scholarships the choice to send their children to special education programs other than those operated by their school districts of residence to receive their education and the services outlined in their children's Individualized Education Programs (IEP). All children who have been identified by their district as having autism and have IEPs qualify for the Autism Scholarship.

Jon Peterson Special Needs Scholarship: The Jon Peterson Special Needs scholarship gives the families of children with special needs the choice to send their children to special education programs other than those operated by their school districts of residence to receive the services outlined in their children's IEP.

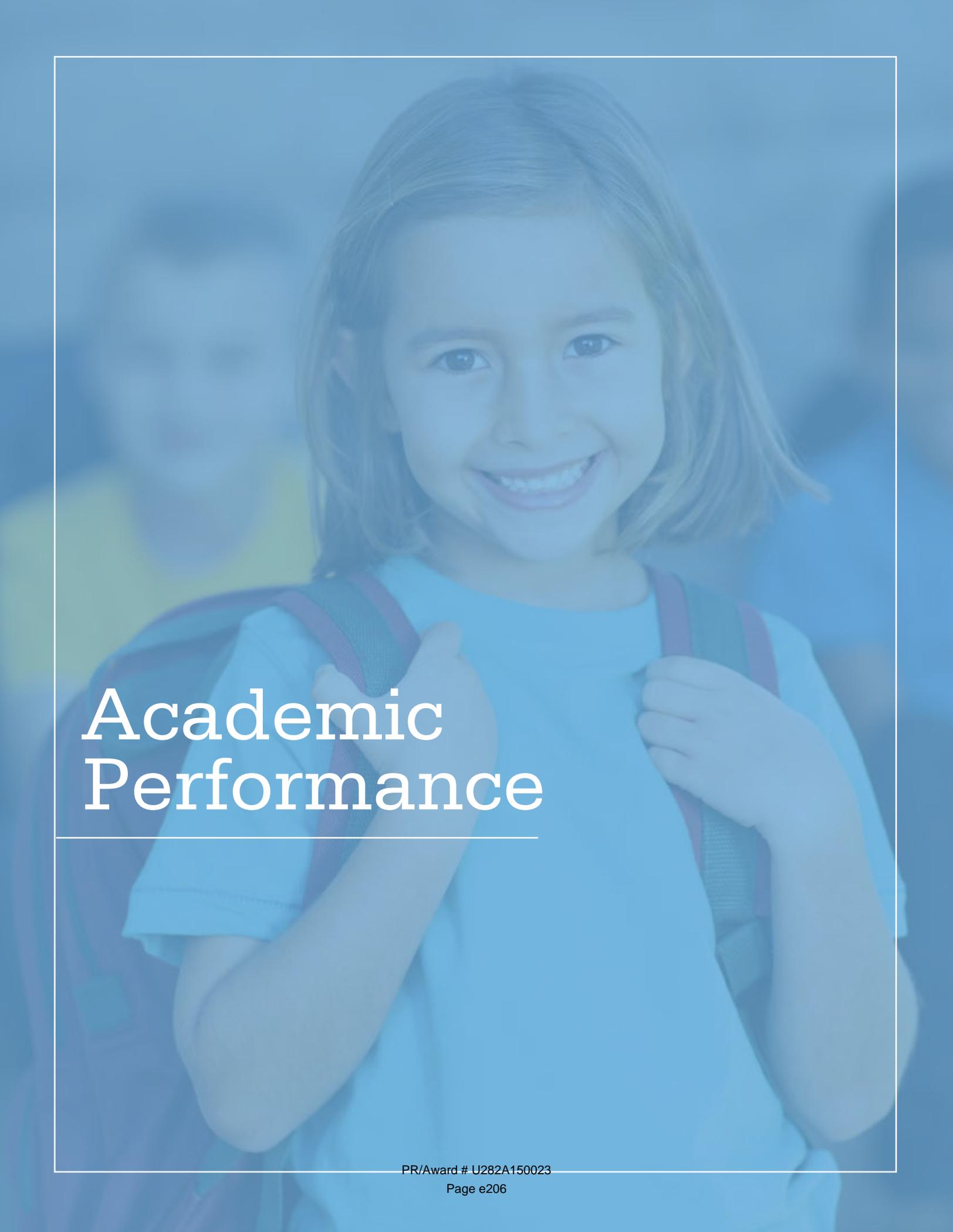
Public Charter Schools

Site-Based Public Charter Schools: Commonly called brick and mortar charter schools, site-based public charter schools are those in which students physically attend classes. Site-based public charter schools can be general or special education, and/or dropout prevention and recovery schools.

eSchools: eSchools are online public charter schools in which families may choose to enroll their children rather than site-based traditional public, charter or nonpublic schools. When enrolled in an eSchool, students receive Internet access, computers for use at home and appropriate grade-level instruction from licensed Ohio teachers. Students graduating from an Ohio eSchool receive an Ohio high school diploma as all other public school students. eSchools can be general or special education, and/or dropout prevention and recovery schools.

The rest of this report focuses on public charter schools, whether they be site-based or eSchools, startup or conversion, general education, special education, or dropout recovery.

Notes: Career Technical Education data represent the number of unique students who earned credit in an approved career technical education course in Fiscal Year 2014. Open Enrollment data represent the headcount of participating students as of October 2013. Public charter school enrollment is based on June 2014 Full-Time Equivalent.



Academic Performance

Charter School Academic Performance

Latest Report Cards Enhance Accountability

As of school year 2012-2013, Ohio's accountability system was significantly enhanced by the development and publication of many new accountability measures to be phased in over three school years for the traditional report card and the release of a report card solely for dropout prevention and recovery community schools. School year 2013-2014 saw additions to both report cards. The Ohio School Report Cards hold traditional public districts and schools and general and special education-focused charter schools accountable for the performance of their students. The Dropout Recovery Report Card holds schools primarily serving students who have dropped out, or are at risk of dropping out, accountable for student performance. Detailed information about the measures, grades and ratings, and roll out timeline for both new report cards is available on the Ohio Department of Education website at reportcard.education.ohio.gov.

Ohio School Report Cards, which are being phased in over three years, will include six components, each comprised of one or more measures. Components on this report card will include Achievement, Progress, Graduation, Gap Closing, K-3 Literacy and Preparation for Success. Two measures from the report card of key importance in understanding student performance and how schools impact that performance are the Performance Index grades, a measure from the Achievement component and the Value-Added grades, a measure from the Progress component. Both measures are calculated based on the results of state-required assessments that all of Ohio's public school students, charter and traditional, must participate. Currently included in the system of statewide assessments are the Ohio Achievement Assessments for grades 3 through 8 and the Ohio Graduation Tests. The results of these assessments for grades 3 through 10 are used to calculate the Performance Index grade for general and special education community schools, while Value-Added grades for these schools are based on results for assessments in grades 3 through 8. The Performance Index grade indicates how well students perform on Ohio's assessments, while the Value-Added grade indicates how well schools perform in terms of improving student performance. Component and overall grades will be applied to Ohio School Report Cards at the end of the 2015-2016 school year.

Dropout Recovery Report Card

The Dropout Recovery Report Card evaluates schools based on measures that are relevant to schools serving students who are returning to high school after having dropped out of school, as well as those students who are likely to dropout out of school due to a history of poor attendance, disciplinary problems or suspensions. When fully phased in, measures on this report card will include four-year and extended-year (5-year, 6-year, 7-year and 8-year) graduation rates, a high school assessment passage rate for 12th-graders and students close to aging out of the public education system, Annual Measurable Objectives, growth based on assessments, and a number of reported student outcomes, including postsecondary credit earned, nationally recognized career or technical certification, military enlistment, job placement and attendance rates.

How Schools Receive Dropout Recovery Report Cards

Schools were identified through two application processes. Charter schools received the Dropout Recovery Report Card in lieu of a traditional report card if they had applied for, and were awarded, one or more of two waivers: (1) a waiver from closure for continued poor academic performance as outlined in law¹; or (2) a waiver from rolling conversion community school academic data up into the sponsoring district’s report card.² A total of 90 charter schools received the Dropout Recovery Report Card at the end of the 2013-2014 school year. The type of waivers they were awarded and their performances on the new Dropout Recovery Report Card are detailed in Table 1B. Ratings of Exceeds Standards, Meets Standards and Does Not Meet Standards were applied to measures at the end of the 2013-2014 school year, and an overall rating will be applied at the end of the 2014-2015 school year.

FIGURE 3

Percentage of Charter Schools by Overall Value-Added and Performance Index Grades 2013-2014

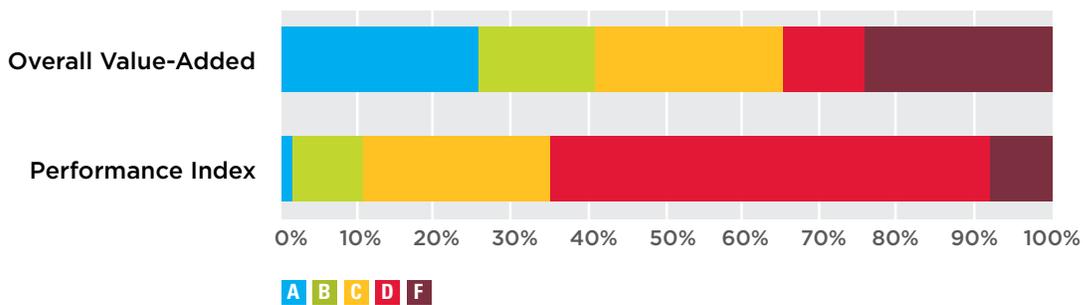


Figure 3 is based on data for 245 charter schools with overall Value-Added grades and 281 charter schools with Performance Index grades. It shows that while the current absolute achievement of students in community schools is poor, as indicated by over 60 percent of schools having a Performance Index grade of D or F, 40 percent of community schools are adding academic value to their students. Overall Value-Added results show that 24 percent of charter schools are providing students with a year of academic growth in a year of time and an additional 40 percent of charter schools are providing students with more than one year of academic growth in a year of time.

FIGURE 4

Percentage of Charter Schools Located in Ohio 8 Districts by Overall Value-Added and Performance Index Grades 2013-2014

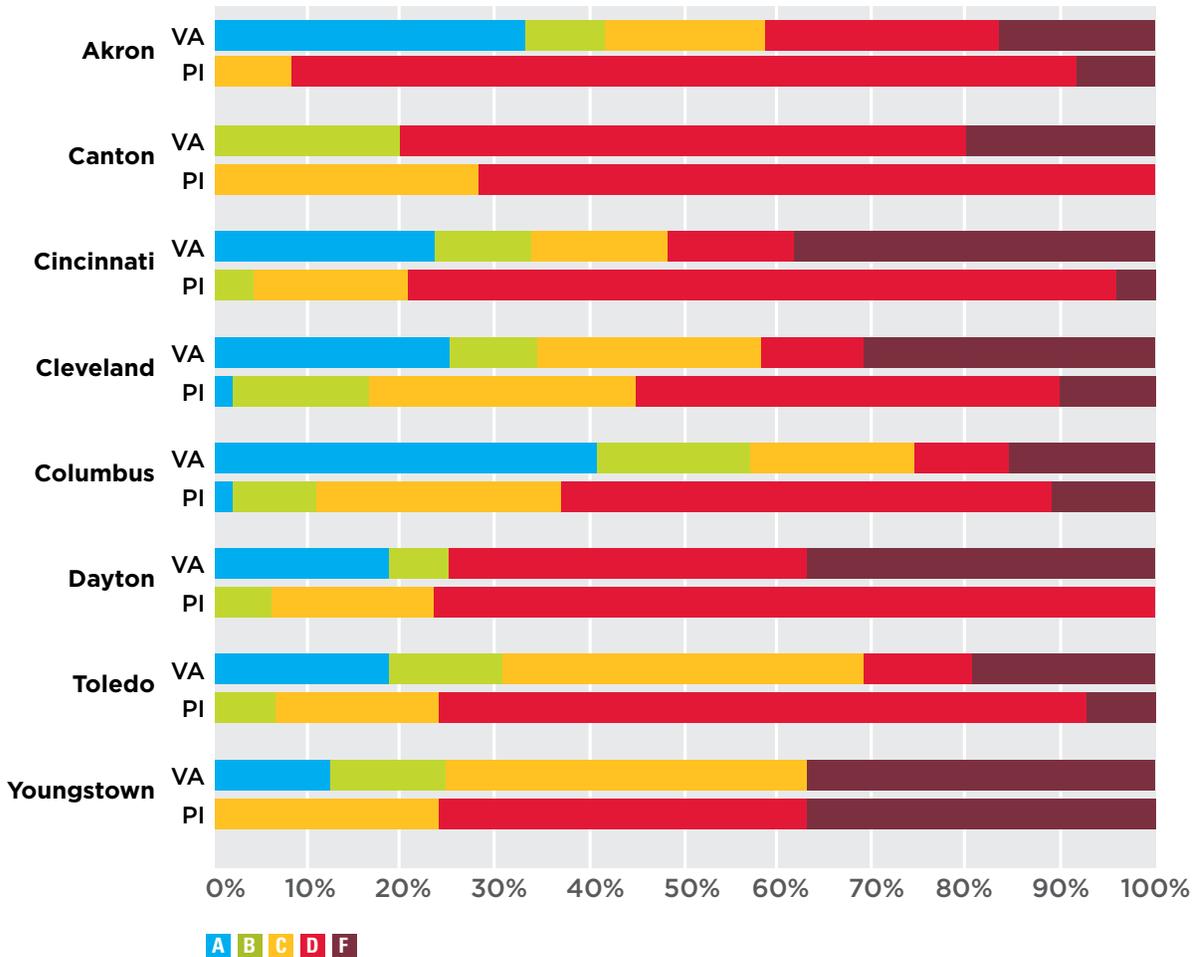


Figure 4 is based on data for 216 charter schools with Performance Index grades and 190 charter schools with overall Value-Added grades, while Figure 5 is based on data for 439 traditional public schools with Performance Index grades and 371 traditional public schools with overall Value-Added grades. Due to rules limiting where new start-up charter schools can open, comparisons of charter and traditional public schools in Ohio are limited to traditional public schools in the Ohio Eight districts. Over 70 percent of charter schools that operated in the 2013-2014 school year were located within an Ohio Eight school district. Comparison of Figures 4 and 5 indicates that absolute academic performance of students enrolled in charter schools is often, but not always, lower than that of students enrolled in the districts where the schools are located. However, the converse is often true of the academic gains of students, that is, charter schools add academic value to students, often more so than district schools.

Akron City School District's schools performed better on the Performance Index grade than charter schools located in Akron. In terms of academic value added to students, however, charter schools performed better than district buildings. A detailed look at overall Value-Added data indicates that more than twice the percentage of district schools received a grade of F on overall Value-Added as compared to charter schools located in Akron. The percentage of schools graded A, B and C on Value-Added was roughly equivalent among both school groups.

Canton City School District's schools performed better on the Performance Index grade and Value-Added grade than charter schools located in the school district. No charter school located in Canton City received a grade of A on overall Value-Added, but a slightly higher percentage of district schools received Fs than did charter schools. A higher percentage of charter schools than district schools received a grade of B or C on Value-Added.

Cincinnati City School District's schools performed better on the Performance Index grade than charter schools located in the Cincinnati City School District, while performance on overall Value-Added was only slightly higher among district schools.

Charter schools and district schools located in Cleveland showed roughly equivalent achievement on the Performance Index grade, but charter schools showed higher performance on Value-Added than Cleveland Municipal School District's schools. Note that the Cleveland Municipal data are skewed toward higher performance due to the inclusion of data from high-performing charter schools that they are legally allowed to roll up into their district's results.

Charter schools and Columbus City School District's schools performed similarly on the Performance Index grade. But in terms of overall Value-Added, the percentage of community schools located in the Columbus City School District that were graded A was almost twice as high as the corresponding percentage of district schools, and the percentage of district schools graded F on overall Value-Added is almost twice as high as that of charter schools.

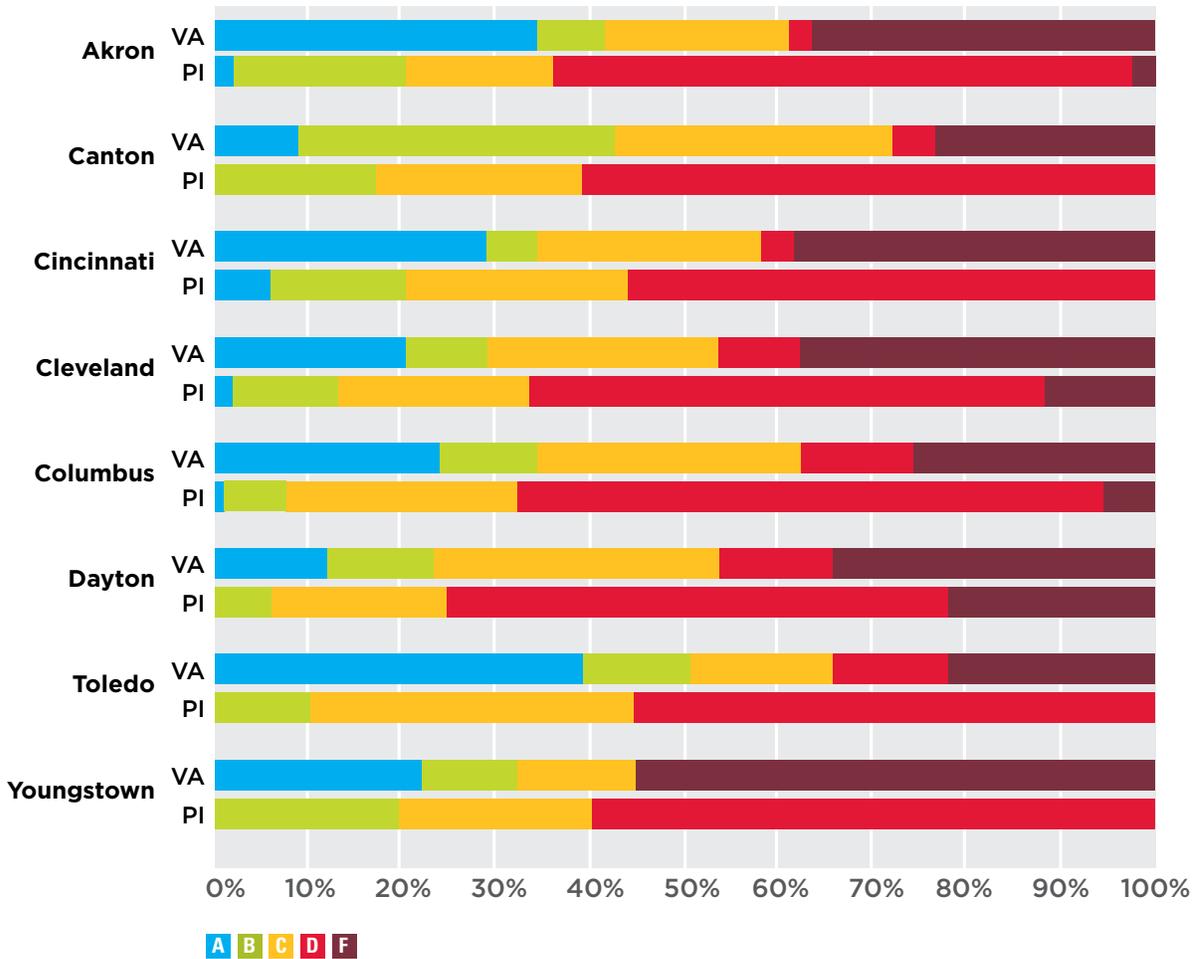
Dayton charter schools performed better on the Performance Index grade than Dayton City School District's schools. Over 20 percent of Dayton City School District's schools were graded F on Performance Index whereas no charter schools in Dayton were graded F on the same measure. Overall Value-Added results were similar for both groups of schools in Dayton.

Toledo City School District's schools performed better on the Performance Index and Value-Added grades than community schools located in the district. No district schools received an F on Performance Index grade compared to approximately 6 percent of charter schools. While district and charter schools had approximately the same percentage of schools with a D or F on Value-Added, district schools earned a higher percentage of A grades while charter schools earned a higher percentage of C grades.

While **Youngstown City School District's** schools performed better on the Performance Index grade than charter schools in the district, as demonstrated in other urban centers, students in charter schools outperformed traditional school students in terms of academic progress made during the school year. Over 60 percent of charter schools compared to 44 percent of district schools received grades of A, B or C on Value-Added, and more than 50 percent of district schools received grades of F on overall Value-Added compared to less than 40 percent of area charter schools.

FIGURE 5

Percentage of Traditional Public Schools Located in Ohio 8 Districts by Overall Value-Added and Performance Index Grades 2013-2014



School Recognitions

Schools of Promise, 2013-2014

To help close achievement gaps in Ohio, the Ohio Department of Education developed the Schools of Promise program to identify, recognize and highlight schools that are making substantial progress in ensuring high achievement for all students.

School IRN	School Name	Number of Years School of Promise
000558	Columbus Preparatory Academy	3

High Performing and High Progress Schools of Honor

The Schools of Honor program recognizes schools that have sustained high achievement and substantial progress while serving a significant number of economically disadvantaged students.

High Performing Schools of Honor, 2013-2014

School IRN	School Name	Number of Years High Performing Schools of Honor
143610	Arts & College Preparatory Academy	1
133520	Citizens Academy	2
000558	Columbus Preparatory Academy	1
133215	The Intergenerational School	3

High Progress Schools of Honor, 2013-2014

School IRN	School Name	Number of Years High Progress Schools of Honor
000558	Columbus Preparatory Academy	3
143602	Hamilton County Math & Science	1
132951	Constellation Schools: Lorain Community Elementary	1

Accountability and Charter School Academic Performance

Accountability for charter schools is set forth in state and federal law and in each charter school's contract with its authorizer. Charter schools must define their curriculum and performance goals in their contracts and administer all state-required achievement assessments and graduation tests. In addition to participating in all state-required assessments, charter schools must comply with the requirements of the Elementary and Secondary Education Act (ESEA) Waiver approved by the U.S. Department of Education, which includes Annual Measurable Objectives.

Closure Criteria

There can be no stronger accountability consequences for charter schools than school closure. House Bills 555 and 59 modified the existing closure criteria to align it to Ohio's new Accountability System and report cards. According to law³, general population charter schools are required to close due to continued poor academic performance. As Ohio School Report Cards and their measures and grades are phased in from school years 2012-2013 through 2014-2015, so are the elements evaluated for school closure. Closure for general population schools will be based on a combination of ratings from the prior accountability system and grades from the new system until the publication of Ohio School Report Cards for the 2014-2015 school year. From that point forward, the elements evaluated for closure will be based upon Ohio School Report Cards.

Dropout prevention and recovery charter schools were eligible for waivers from closure prior to the release of the new specialized report card. Beginning with the 2014-2015 report card and thereafter, any school that has overall poor performance for two out of the three most recent school years must close. With the 2015-2016 Dropout Recovery Report Card, they will be evaluated for closure. The first dropout prevention and recovery charter schools identified for closure will have to close at the end of the 2016-2017 school year.

The chart on page 17 describes the components used in determining closure for general population charter schools based on data from the 2011-2012, 2012-2013 and 2013-2014 school years. The criteria are applied such that, for example, if a school offering grades 4 to 8 was in Academic Emergency and showed less than a standard year of academic growth in reading for the 2011-2012 school year and had an F on both the Performance Index and overall Value-Added for the 2013-2014 school year, it would be required to close.

Closure Criteria for General Population Charter Schools

Grade Levels Offered	Closure Criteria for 2013-2014
A school that does not offer a grade higher than 3	For two of the three most recent school years: <ul style="list-style-type: none"> • The school has been in Academic Emergency. OR <ul style="list-style-type: none"> • The school had an F on K-3 Literacy Improvement.
A school that offers any of grades 4 to 8, but offers no grade higher than 9	For two of the three most recent school years: <ul style="list-style-type: none"> • The school has been in Academic Emergency and showed less than one standard year of academic growth in reading and/or mathematics; OR <ul style="list-style-type: none"> • The school had an F on Performance Index and an F on Overall Value-Added.
A school that offers any of grades 10 to 12	For two of the three most recent school years: <ul style="list-style-type: none"> • The school has been in Academic Emergency; OR <ul style="list-style-type: none"> • The school had an F on Performance Index and a D or F on Annual Measurable Objectives.

The charter school closure law for general population charter schools was first implemented at the end of the 2007-2008 school year, with the first schools required to close at the end of the 2008-2009 school year. To date, the charter school closure law has required the closure of 24 charter schools. The list of schools closed by law for continued poor performance can be found in Table 8.

Closure Law Impact

School Year	Number of Closures Required by Law
2008-2009	2
2009-2010	10
2010-2011	5
2011-2012	3
2012-2013	3
2013-2014	1

A young woman with long brown hair, wearing a white lab coat and clear safety goggles, is smiling and looking down at a piece of laboratory glassware. The entire image is overlaid with a semi-transparent yellow filter. The text "Sustained Student Enrollment" is centered in white, bold, sans-serif font, with a thin white horizontal line underneath it.

Sustained Student Enrollment

Growth in Charter Schools and Enrollment

As of June 2014, more than 120,000 Ohio students were enrolled in the 395 charter schools that operated during the 2013-2014 school year.

FIGURE 6

Full-Time Equivalent (FTE) of Charter School Students: 1998-1999 to 2013-2014

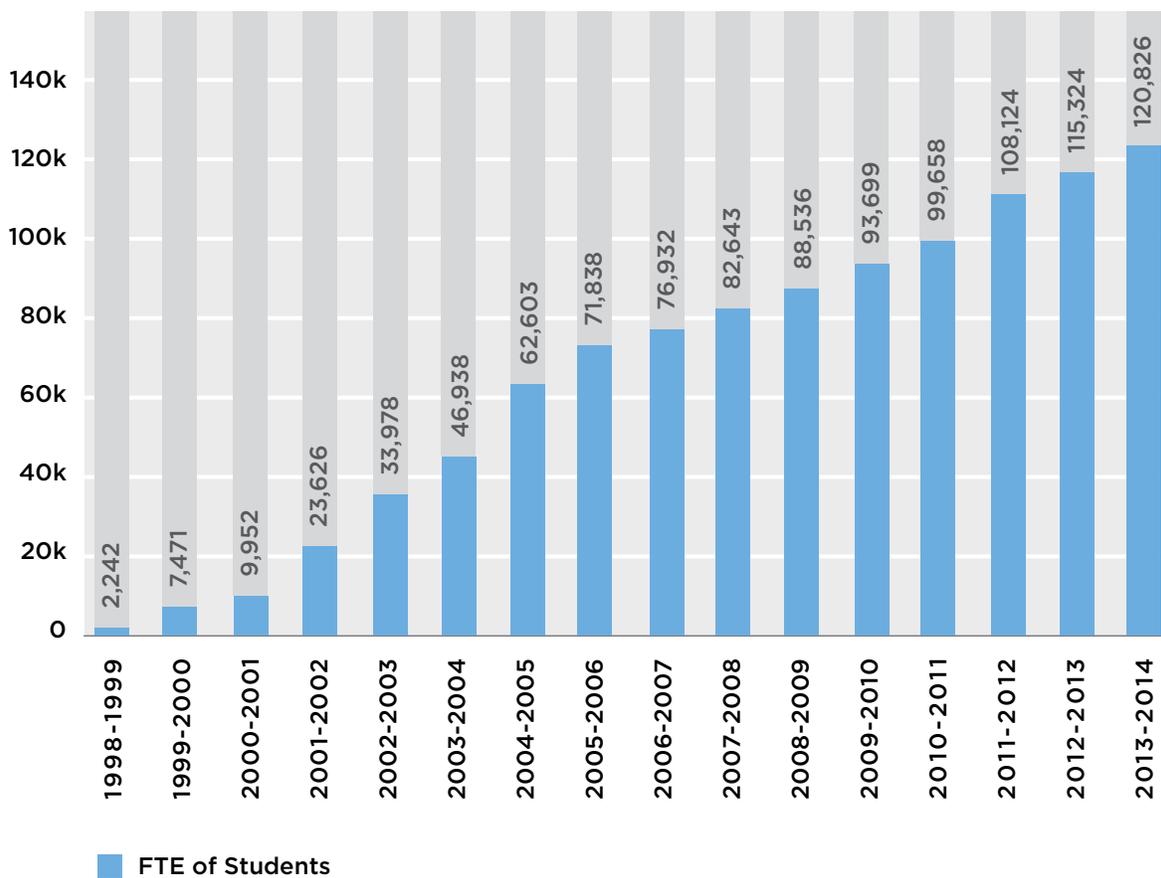


Figure 6, which reports the full-time equivalent enrollment of students, shows that enrollment in Ohio charter schools has grown each year.

FIGURE 7

Number of Charter Schools: 1998-1999 to 2013-2014

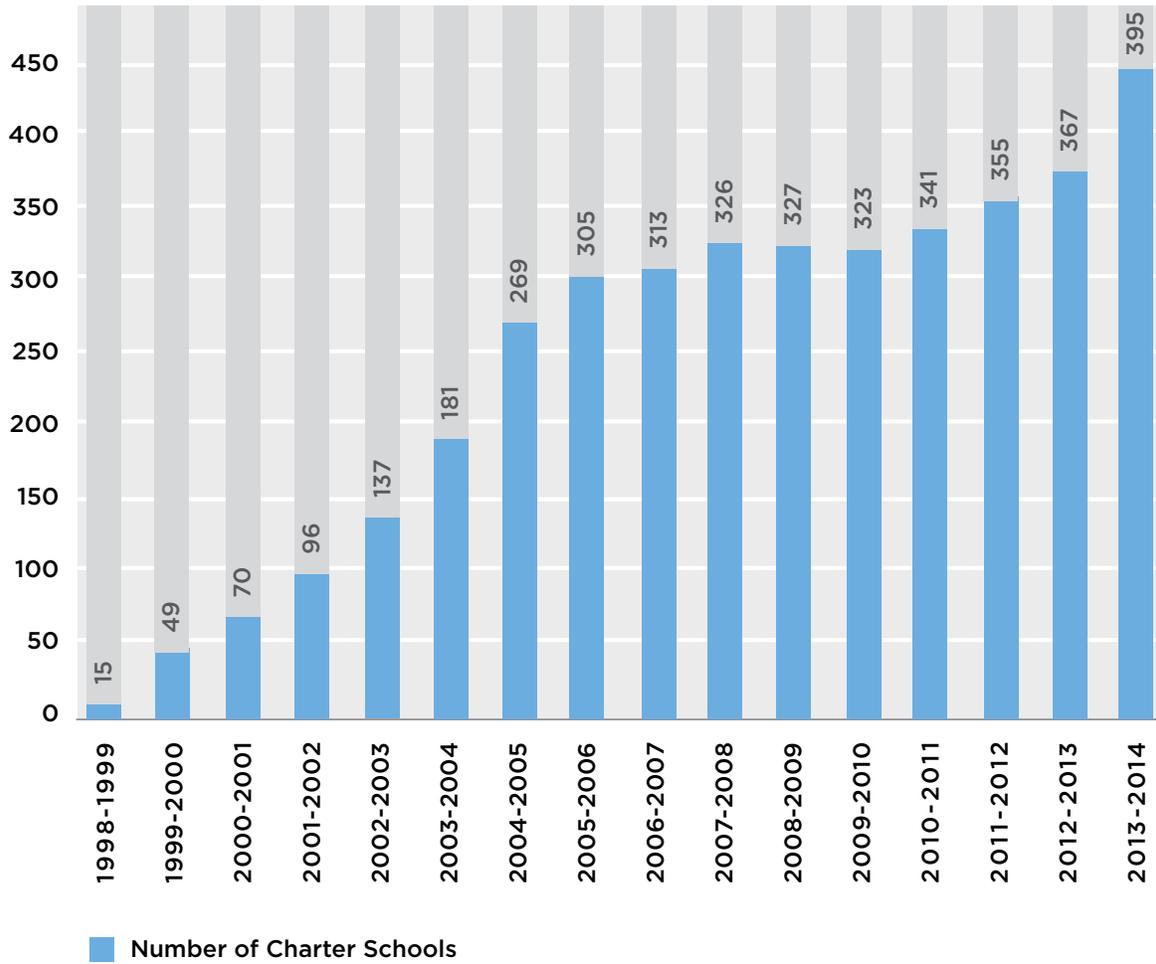


Figure 7 shows a general upward trend in the number of charter schools operating over time.

Charter schools add to the array of public educational options available in Ohio. Figures 8 through 10 demonstrate the characteristics of these schools as they serve students and families in various settings.

FIGURE 8

Percent of Charter Schools by Site-Based and eSchool: 2013-2014

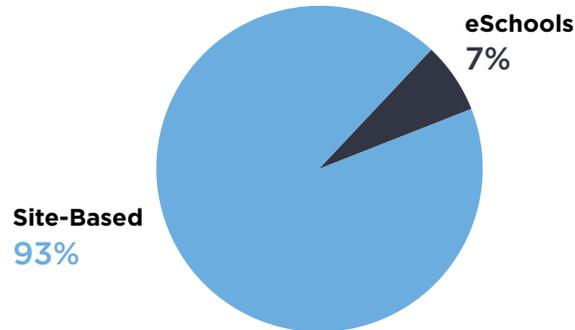


Figure 8: A moratorium on virtual schools, also known as eSchools, was in place from 2003 until June of 2013, when legislative changes ended the moratorium and allowed up to five new virtual schools to open each year starting with the 2013-2014 school year. Three new eSchools opened in 2013-2014. The ratio of site-based to eSchools remained the same from 2012-2013 to 2013-2014.

FIGURE 9

Percentage of Charter Schools by Start-up and Conversion 2013-2014

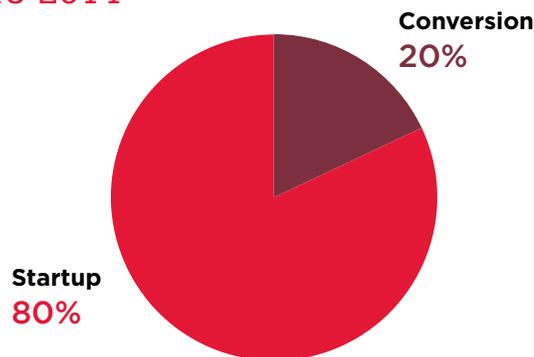
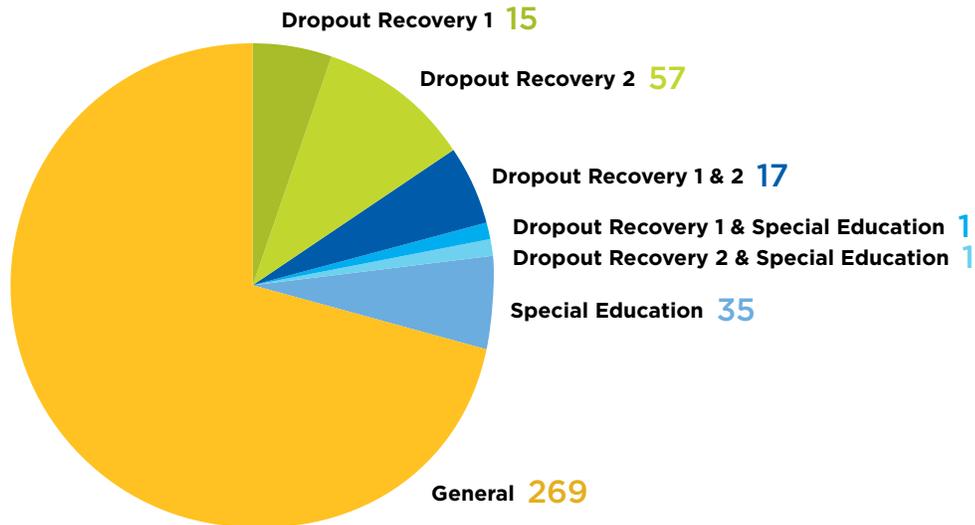


Figure 9: The percentage of conversion schools operating in Ohio increased slightly from 18% to 20% in 2013-2014.

FIGURE 10

Number of Charter Schools by Student Population Focus: 2013-2014



There Are Two Special Charter School Types

According to law, there are special education schools and dropout prevention and recovery schools. All other schools are referred to as general education schools. Special education schools are schools that report more than half of their students had Individual Education Programs during the school year. Special education schools are exempt from closure for poor academic performance by law.³

What Is a Dropout Prevention and Recovery School?

Dropout prevention and recovery schools are defined by meeting one or more of three definitions established in law and rule. These schools receive the Dropout Recovery Report Card. Schools listed in Table 1B as Dropout Recovery 1 are conversion charter schools authorized by traditional school districts that have been granted waivers from rolling the charter school's academic accountability data up into the authorizing district's Ohio School Report Card. A majority of the students in these schools have already dropped out of school at least once or are at risk of dropping out of school.

About Closure Waivers

Prior to June 30, 2013, certain dropout prevention and recovery schools could be granted a waiver from the community school closure law. Law repealed the exemption from closure at the same time it created the Dropout Recovery Report Card. Schools listed in Table 1B as Dropout Recovery 2 received a closure waiver. The students served in both categories are the same; the majority are students who dropped out of school or are at risk of dropping out of school. Schools granted a waiver under the old law must have fulfilled a number of programmatic conditions as stated in law in order to receive a waiver. Both new start-up and conversion community schools were granted such waivers. Current law also recognizes charter schools that operate drug treatment programs in cooperation with a court as dropout prevention and recovery charter schools. One public charter school was identified under this definition in 2014.



Financial Accountability

Strengthened Charter School Financial Accountability

Should a charter school be found unauditible for financial monitoring, the Auditor of State is required to provide written notification to the school, its authorizer, and the Ohio Department of Education and post the notification on the Auditor's website. Any charter school declared unauditible has 90 days to bring its records into an auditible condition or face withdrawal of all state and federal funding.

The sponsor of an unauditible charter school is prohibited from entering into contracts with additional charter school governing boards until the auditor completes a successful financial audit of the school as indicated by the "Date Released." The Office of Community Schools continues to work collaboratively with the Auditor of State on charter school financial matters to promote sound financial practices in community schools. After two years without any charter school being deemed unauditible, one was designated by the Auditor of State in the spring of 2014.

Supporting Charter School Authorizer Accountability and Oversight

In Ohio, charter schools are created when individuals (called developers) who are seeking to open a new charter school enter into a contract with a charter school authorizer. When the authorizer and those individuals representing the charter school enter into a contract, the school representatives are called the governing authority and operate similar to a local board of education. The charter school contract specifies the academic, fiscal, governance and accountability plans that the school's governing authority is responsible for carrying out. The authorizer and the governing authority are the sole parties to the contract.



Sponsor Accountability & Oversight

Authorizer Performance Evaluation

The authorizer performance evaluation system was originally developed to assure the compliance of the relatively small number of authorizers approved by the Ohio Department of Education that operate under an authorizer agreement with the department defining the parameters of their authorizing activities. In October 2009, the Ohio legislature provided additional clarity regarding the department's authority to evaluate all authorizers, regardless of how they acquired authorizing authority. A comprehensive evaluation of the authorizer's monitoring of school compliance, adherence to quality authorizing practices, and academic performance of its cohort of charter schools will be implemented January 1, 2015.

A Comprehensive System

In 2011-2012, the Ohio Department of Education, with the assistance of several community school stakeholder groups, developed a comprehensive system to evaluate the compliance and quality practices of authorizers. Led by the Office of Community Schools, in collaboration with staff from the Offices of Policy and Research and Data Quality and Governance, key external stakeholders contributed significantly to the system's development. The participants include leadership and the Ohio Association of Charter School Authorizers, including representatives from Buckeye Community Hope Foundation and St. Aloysius Orphanage; the Ohio Authorizer Collaborative, including representatives from Reynoldsburg City School District and the Thomas B. Fordham Foundation; the Ohio Coalition of Quality Education; and the Ohio Association of Public Charter Schools; and consultants from the National Association of Charter School Authorizer. During the 2012-2013 school year, the system was written into state law.

A Unique Requirement

Ohio's requirement to evaluate authorizer organizations is unique. No other state has a similar high stakes review of its authorizers. The authorizer evaluation system is built upon the National Association of Charter School Authorizers' Standards and Principles. It emphasizes the authorizer's commitment and capacity to both open new charter schools with the highest likelihood of providing an academically successful option and sustain contracts with charter schools demonstrating academic and operational success. The focus on authorizer performance ultimately improves charter school performance. Authorizers are evaluated based upon three components:

- Effective monitoring of charter school's compliance with law and its community school contract;
- Adherence to and evidence of quality authorizer practices; and
- Academic performance of its schools.

The graphic on page 27 illustrates Ohio's system for approving new authorizers and evaluating all authorizers. Not all authorizers gain their authority through approval by the department of education (steps one and two). However, all authorizers participate in steps three, four and six. Authorizers that operate under an authorizing agreement with the Ohio Department of Education are eligible for incentives in step five.

The Ohio Department of Education’s Cycle of Authorizer Oversight, Engagement, Evaluation and Support



Authorizer Compliance Monitoring Review

During the 2012-2013 and 2013-2014 school years, the Office of Community Schools piloted a tool and process for assessing an authorizer’s oversight procedures and actions related to monitoring its charter schools’ compliance with all relevant rules and the terms of the contract. An administrative rule describing the process and scoring takes effect in January 2015. The underlying assumption is that a charter school that has been appropriately monitored by its authorizer should be operating legally and implementing its contract. A total of 51 authorizers participated in authorizer compliance evaluations during school year 2013-2014. Site visits were made to 10 percent of each authorizer’s schools.

Authorizer Quality Review

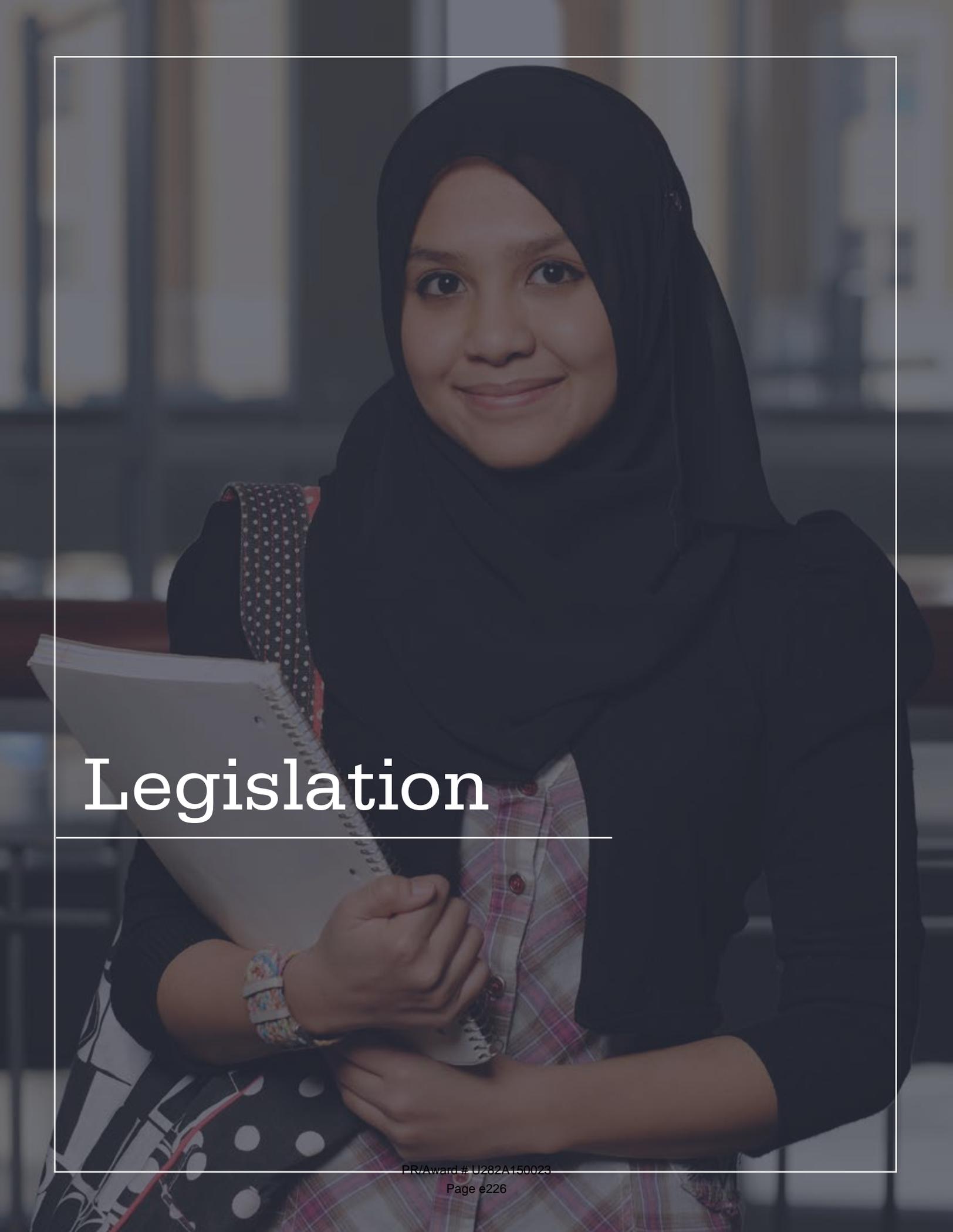
The Ohio Department of Education's review of authorizer adherence to quality practices is built upon quality principles and standards of authorizing endorsed by the National Association of Charter School Authorizers. Also built into the review, and unique to Ohio, is adherence to the specific legal requirement that authorizers provide technical assistance to their authorized schools. Six resulting areas of practices are the focus of the review:

1. Organizational commitment and capacity;
2. Charter school application process and decision making;
3. Performance contracting;
4. Oversight and evaluation of charter schools;
5. Contract termination and renewal decision making; and
6. Technical assistance.

The quality practice tools and process were piloted with three volunteer authorizing organizations during the 2013-2014 school year. Modifications were made to the tools and processes based on lessons learned during the pilot. The process consisted of an extensive desk review of supporting documents, review of the authorizer's charter school contracts, academic performance of its schools, school surveys, and school interviews, followed by an on-site visit and interview with the authorizer's board, leadership, and staff. Authorizers were scored based on a rubric established by the working group developing the evaluation system, and the review team debriefed the authorizers individually.

Authorizer Academic Review

During the 2013-2014 school year the Ohio Department of Education's review of school academic performance continues to use an Authorizer Composite Performance Index score, based on the same underlying Performance Index data used in the Ohio School Report Cards. The Authorizer Composite Performance Index score is calculated in the same manner as a district's Performance Index score—rolling up school data—but does not include data from authorized schools that primarily serve special education and dropout prevention and recovery students. Authorizers are ranked from high to low based on their Authorizer Composite Performance Index score. Authorizers with scores in the lowest 20 percent of all Authorizer Composite Performance Index scores are prohibited from authorizing additional charter schools until they are no longer in the lowest 20 percent⁴. As of Jan. 1, 2015, the department is no longer required to evaluate authorizer academic performance based solely on Performance Index data. A new evaluation method for this component is currently in development.



Legislation

Legislation

Charter schools have been operating in Ohio for 16 years. During each session of the General Assembly, legislative changes have been made to the program. The following legislative summaries trace the changes enacted, by legislative session and bill number.

Charter School Legislative History

2014

130th General Assembly 2013-2014

House Bill 483

- Requires the Department of Education to pay each community school 20% of the formula amount for each student who is not taking career-technical education classes provided by the school but is enrolled in career-technical programs at a joint vocational school district or another district in the school's career-technical planning district.
- Beginning in the 2014-2015 school year, permits an individual age 22 and above who has not received a high school diploma or equivalence certificate to enroll for up to two cumulative school years in a community school operating a dropout prevention and recovery program for the purpose of earning a high school diploma.
 - For fiscal year 2015, limits the combined enrollment of individuals ages 22 and above under the act's provisions to 1,000 individuals on a full-time equivalency basis, as determined by the Department.
 - Requires the Department to annually pay, for each individual enrolled, \$5,000 times the individual's enrollment on a full-time equivalence basis, as reported by the community school and certified by the Department, times the percentage of the school year in which the individual is enrolled.
 - Specifies that an individual enrolled under the act's provisions may elect to satisfy the requirements to earn a high school diploma by successfully completing a competency-based instructional program that complies with standards adopted by the State Board of Education.
 - Requires the Department, by December 31, 2015, to prepare and submit a report to the General Assembly regarding services provided to individuals ages 22 and above under the act's provisions.

House Bill 487

- Requires the Department of Education to withhold state payments to a new community school opening for its first year of operation until the school's sponsor confirms that the school has complied with certain requirements.
- Requires that the Department calculate the value-added progress dimension for purposes of community school closure using value-added data from only the most recent school year.
- Prohibits a community school that is permanently closed from reopening under another name if certain conditions still apply to the new school.
- Specifies conditions under which an educational service center may sponsor a conversion or start-up community school within and outside of its service territory.

2014

- Revises the role of a transformation alliance in recommending sponsors to operate community schools in a municipal school district.
- Permits community schools that operate programs using the Montessori method to admit individuals younger than five years old and authorizes them to apply for early childhood education funding for those programs.
- Specifies which English language arts assessment is to be administered to third grade students in the 2014-2015 school year for purposes of the third-grade reading guarantee.
- Permits a community school that cannot furnish the number of qualified teachers to teach a third grader who reads below grade level needed for the 2014-2015 or 2015-2016 school year to develop and submit an alternative staffing plan for that school year.
- Requires a person who is at least 16 but less than 18 years old and who applies to take the GED to submit to the Department of Education written approval only from the person's parent or guardian or a court official.
- Beginning in the 2015-2016 school year, requires each community school to (1) adopt a policy on career advising; (2) identify students who are at risk of dropping out of school using a research-based, locally based method developed "with input" from its classroom teachers and guidance counselors; and (3) develop a "student success plan" for each of those students that addresses the student's academic pathway to a successful graduation and the role of career-technical education, competency-based education, and experiential learning, as appropriate, in that pathway.
 - The community school must invite the student's parent, guardian, or custodian to assist in developing the plan.
 - Requires the Department to develop and post on its website, by December 1, 2014, model policies on career advising and model student success plans.
 - Requires the Department to create, by July 1, 2015, an online clearinghouse of research related to proven practices for policies on career advising and student success plans.
- Affords a student enrolled in a community school the opportunity to participate in any extracurricular activities at the school of the student's resident school district to which the student would have been assigned.
 - Permits the superintendent of any school district to afford to any student who is enrolled in a community school and who is not entitled to attend school in that district, the opportunity to participate in a school's extracurricular activities if the student's school does not offer the extracurricular activity, and the activity is not interscholastic athletics or interscholastic contests or competition in music, drama, or forensics.
 - Eliminates a former provision permitting a school district board of education to require a community school student to enroll and participate in no more than one academic course as a condition to participating in an extracurricular activity.
 - Prohibits a school district board from imposing additional rules on a community school student that do not apply to other students participating in the same extracurricular activity.
- Renames the Post-Secondary Enrollment Options (PSEO) program as the College Credit Plus (CCP) program and makes several changes to the program.
- Renames "dual-enrollment program" as "advanced standing program" and makes any agreement between a community school and an associated college subject to new requirements.

2014

- Revises graduation requirements for students entering the ninth grade for the first time on or after July 1, 2014, to require those students to (1) score at "remediation-free" levels in English, math, and reading on nationally standardized assessments, (2) attain a cumulative passing score on the end-of-course examinations, or (3) attain a passing score on a nationally recognized job skills assessment and obtain either an industry-recognized credential or a state agency- or board-issued license for practice in a specific vocation.
 - Requires the State Board to approve the industry-recognized credentials and licenses that may qualify a student for a high school diploma.
 - Requires the State Board to select by December 31, 2014, at least one nationally recognized job skills assessment for schools to administer to students who opt to take the assessment, and to establish the minimum score a student must attain on the job skills assessment in order to demonstrate a student's workforce readiness and employability for the purpose of high school graduation.
- Sets the replacement of the Ohio Graduation Tests (OGT) with the College and Work-Ready Assessment System beginning with the 2014-2015 school year for students who enter ninth grade for the first time on or after July 1, 2014.
 - Prescribes seven end-of-course examinations: one in each of English language arts I, English language arts II, physical science, Algebra I, geometry, American history, and American government.
 - Authorizes the State Board to replace the Algebra I end-of-course examination with one in Algebra II beginning with the 2016-2017 school year for students who enter the ninth grade on or after July 1, 2016.
 - Specifies that the OGT may not be administered to first-time takers after July 1, 2015.
 - Permits substitute exams for students enrolled in an Advanced Placement (AP) or International Baccalaureate (IB) course or other advanced standing program course in the areas of physical science, American history, or American government.
 - Specifies that any student who received high school credit prior to July 1, 2014, for a course for which an end-of-course examination is prescribed may not be required to take that examination.
- Requires the nationally standardized assessment that measures college and career readiness (1) be administered to all eleventh-grade students, (2) include components in English, mathematics, science, and social studies, and (3) be an assessment used for college admission.
- For the 2014-2015 school year, (1) prohibits schools from being required to administer state achievement assessments in an online format, (2) permits schools to administer assessments in any combination of online or paper formats, and (3) requires the Department of Education to furnish, free of charge, all such assessments.
 - Requires the Department to publish, by July 1, 2015, the number of districts or schools that administer assessments in paper format, in online format, or in a combination of such formats.
 - Requires the Superintendent of Public Instruction to submit a report, by January 15, 2015, to the Governor and the General Assembly that includes a review of, as well as recommendations for, the number of elementary and secondary achievement assessments.
- Beginning with the spring assessments for the 2014-2015 school year, makes the questions and corresponding preferred answers on the third through eighth grade achievement assessments and high school end-of-course examinations a public record under a staggered release process, so that the entirety of those assessments and questions are a public record within three years of their administration.
 - Requires the Department to post questions and answers from the assessments that have been made a public record on its website.

2014

- Requires the state Superintendent to submit a report to the Governor and General Assembly by December 31, 2014, on the security and use of student data.
- Requires the Department to submit a report to the Governor and General Assembly by December 31, 2014, on the security of student data with regard to the administration of online assessments.
- Requires the State Board of Education to establish standards providing strict safeguards to protect the confidentiality of personally identifiable information in the use of the statewide Education Management Information System.
- Makes several changes to the local report card:
 - Establishes an additional graded value-added progress dimension measure for a “high mobility” school district or building that is exempt from the computation of the overall letter grade of a school or district.
 - For the 2014-2015 school year, requires the Department to include the academic progress measure for high school students on the report card as an ungraded measure.
 - Adjusts the assessment subjects used to calculate the performance index score as follows: (1) for grades 3-8, assessments in English language arts, mathematics, science, and social studies, and (2) for high school, assessments in English language arts and mathematics.
 - Permits kindergarten diagnostic assessment data to be included on the annual report cards issued for schools and school districts.
 - » Specifies that the results of the language and reading diagnostic assessment must be reported to the Department and are not subject to an existing parental option not to report that data.
 - » Specifies that a transfer student who transfers prior to the administration of diagnostic assessments take those assessments at the scheduled administration dates.
 - » Exempts students with “significant cognitive disabilities,” as defined by the Department, from taking diagnostic assessments.
 - » Permits a school district or school that received an “A” or “B” for performance index score or for overall value-added progress dimension on the report card for the prior school year to administer different diagnostic assessments than those prescribed by the Department.
 - Creates a one year safe harbor by prohibiting report card ratings issued for the 2014-2015 school year from being considered in determining whether a school district or school is subject to certain sanctions or penalties, including but not limited to automatic community school closure.
 - Prohibits the Department from (1) assigning an overall letter grade for school districts and schools for the 2014-2015 school year, and (2) ranking districts and schools based on operating expenditures, performance achievements, and other specified items for the 2014-2015 school year.
- Revises the statutory specifications for the statewide academic content standards adopted by the State Board of Education and creates separate academic standards review committees for each of the subjects of English language arts, mathematics, science, and social studies.
- Prohibits any official or board of the state from entering into any agreement with any federal or private entity that would require the state to cede any measure of control over the development, adoption, or revision of any academic content standards.
- Revises law regarding the development and administration of emergency management plans.

130th General Assembly 2012-2013

House Bill 167

- Authorizes the mayor of a city in which a majority of a qualifying school district's territory is located to sponsor start-up community schools upon successful application to the Ohio Department of Education.
- Authorizes a qualifying school district to propose a levy for current operating expenses, a portion of which would be allocated to partnering community schools and distributed among those schools on a per pupil basis.

House Bill 59

- Foundation Funding for community schools is calculated in a manner similar to that of traditional school districts but with no state share index or percentage applied. Payments continue to be deducted from each student's resident school district, with the exception of the \$100 per pupil facilities payment to site-based community schools. The bill also includes the following components:
 - An opportunity grant per pupil amount of \$5,745 in FY14 and \$5,800 in FY15.
 - The per pupil amount of tier I targeted assistance funds from the resident district multiplied by 25 percent.
 - Additional aid for special education and related services based on the student's disability category and corresponding amount listed in the table under the "Special Education" section.
 - Kindergarten through third grade literacy funding provided at \$211 in FY14 and \$290 in FY15 for each student in grades K-3.
 - For economically disadvantaged students, \$269 in FY14 and \$272 in FY15 multiplied by the resident district's economically disadvantaged index. See a description of the district's economically disadvantaged index under the "State Support for Schools" section.
 - Additional aid for limited English proficiency based on the student's limited English proficiency category and corresponding amount described above under the "State Support to Schools" section.
 - Additional aid for career-technical education services based on the student's participation in approved career-technical education programs in one of five categories. The supplemental amounts are provided for each category under the "Career-Technical Education" section.
- eSchools are ineligible for K-3 literacy, economically disadvantaged, limited English proficiency and targeted assistance funds. eSchools are for the first time authorized to provide and receive funding for career-technical education, if approved.
- eSchools have an enrollment limit starting in FY15 that is based on the following percentage increases applied to the enrollment at the end of the 2012-2013 school year for eSchools open in that year or applied to 1,000 if newly opened in the 2013-2014 school year:
 - If the eSchool has enrollment equal to or greater than 3,000 students, the enrollment limit is a 15 percent increase;
 - If the eSchool has enrollment of less than 3,000 students, the enrollment limit is a 25 percent increase.
- The Ohio Department of Education is required to deduct the amount of state funds credited to an eSchool for students in excess of the enrollment limit and proportionally restore that amount to the students' resident school districts.

2013

- Site-based community schools and STEM schools are funded \$100 per student for facilities costs. However, \$7.5 million is provided in each fiscal year through lottery funds, and payments are prorated to stay within that amount. (Therefore, this funding is not deducted from community school students' or STEM school students' resident districts.)
- All community schools that serve grades 7 or above must be assigned to a career technical planning district by the Ohio Department of Education. Community school students also can participate in any career-technical education program of the career-technical planning district in which the student's resident district belongs.
- The community school funding guarantee for severe behavioral handicapped students with emotional disabilities is continued. For community schools that enroll a number of students receiving special education and related services for emotional disabilities equal to at least 50 percent of the total number of students, this funding provides the difference between the aggregate amount calculated and paid for special education weighted costs for the emotionally disabled students and the aggregate amount that would have been calculated for those same students in FY01.
- A new statute allows community schools to charge tuition for out-of-state students as long as the students do not receive state foundation funding. However, the U.S. Department of Education prohibits community schools to charge any students tuition.
- The Ohio Department of Education is now permitted, in lieu of revoking a sponsor's authority, to require sponsors found to be noncompliant with applicable laws and administrative rules to place temporary limits on the breadth and scope of the sponsor's authority until the sponsor remedies its noncompliance.
- The Ohio Department of Education is now authorized to deny an application submitted under the Ohio School Sponsorship Program by an existing community school if the school's contract with its sponsor was terminated, not just if the contract is not renewed as under current law.
- Language now specifies that the initial term for an agreement between the Ohio Department of Education and a community school sponsor runs for up to seven years and the department is required to add one year to the agreement term, unless the sponsor notifies the department that it does not wish to have the term of the agreement extended, if the following conditions are met:
 - Prior to Jan. 1, 2015, the sponsor is not ranked in the bottom 20 percent of sponsors statewide according to composite Performance Index score and meets all the statutory requirements pertaining to community school sponsors; or
 - On or after Jan. 1, 2015, the sponsor is rated as "exemplary" or "effective" under the new sponsor rating system, and in either case continues to meet all the statutory requirements pertaining to community school sponsors.
- Community schools that primarily enroll students in a dropout prevention and recovery program can attain a rating of "exceeds standards," in addition to "meets standards" as specified under current law, if the program improves by 10 percent both its graduation rate and its percentage of twelfth-grade students and other students passing the graduation assessments.
- The State Board of Education is required, not later than Dec. 31, 2014, to review the performance levels and benchmarks for report cards issued for dropout recovery community schools.
- The bill removes from the list of requirements that community schools must meet to operate in multiple facilities the following: 1) their contracts were filed by May 15, 2008, and 2) they were open prior to July 1, 2008.

2013

- Beginning with the 2013-2014 school year a community school's contract that has been suspended is void if the school's governing authority fails to provide a proposal to remedy issues for which the school's contract was suspended by Sept. 30 following the suspension date. If a community school sponsor suspends the operation of a school prior to the bill's effective date, the contract with the sponsor is void if the school's governing authority fails to provide a proposal to remedy issues for which the school's contract was suspended by Sept. 30, 2014.
- Any closing community school that has received hardware or software from the former Ohio SchoolNet or eTech Ohio is required to turn over the equipment to the Ohio Department of Education, rather than eTech Ohio.
- Transportation services relating to community schools:
 - New community schools, beginning with the 2014-2015 school year, are allowed to accept responsibility for providing or arranging for the transportation of the district's native students before it is open for its first year of operation.
 - Community schools that are scheduled to open in the 2014-2015 school year and each year thereafter are required to notify districts if responsibility to transport students is assumed no later than April 15 of the previous school year.
 - Community schools are required to follow current law once the school has been open for one year after renewing or relinquishing transportation responsibility.
- Criteria for closing community schools that offer any of grades four to eight and do not offer a grade higher than nine is made consistent with criteria prior to July 1, 2013, by including that such schools must also show less than one standard year of academic growth in either reading or math in order to be closed.
- A provision of current law is removed that requires any classroom teacher initially hired by a community school after July 1, 2013, to provide physical education instruction to hold a valid license from the State Board of Education for teaching physical education.

2012

129th General Assembly 2011-2012

House Bill 555

- Changed the state's accountability system by replacing the current academic performance rating system for school districts, individual buildings of districts, community schools, STEM schools and college-preparatory boarding schools with a phased-in letter grade system under which districts and schools are assigned grades of "A," "B," "C," "D," or "F" based on various performance measures
 - Requires the Department of Education to review additional information included on report cards and submit to the Governor and General Assembly recommendations for revisions
 - Requires the State Board of Education to submit to the General Assembly recommendations for a comprehensive statewide plan to intervene in and improve the performance of persistently poor performing schools and school districts
 - Adds honors diploma and industry credentials to report card measures; establishes how report card measures will be grouped into components: Achievement, Progress, Graduation, K-3 Literacy Progress, Gap Closing (AYP alternative), and Prepared for Success (formerly College-and Career-Ready)
 - Clarifies that the Prepared for Success component is to consist of an unduplicated student count. If a student qualifies for more than one performance measure in the component, the State Board may, in its method to determine a grade for the component, specify an additional weight for such a student that is not greater than or equal to 1.0

2012

- Requires the State Board to determine, for the K-3 literacy measure, progress made based on the reduction in the percentage of students scoring below level each year on the reading diagnostics and the English language arts third grade state assessment
- Raises performance proficiency benchmark to 80% for the 2013-2014 school year
- Restores five score levels for student test results to align with new assessments
- Revises benchmarks for Indicators Met and Performance Index to 90% for an 'A'; specifies that the State Board assign specific report card measures to buildings based on applicable grade levels
- Requires the State Board by December 31, 2013 to specify additional non-report card measures that will be made available to the public
- Conforms Ohio's definition of graduation rate to the federal definition; clarifies deadlines for adopting rules for the report card and clarifies performance criteria for schools with respect to support or intervention by ODE as required by ESEA
- Requires ODE to give a presentation to the House and Senate Education Committees on its report card recommendations at least 45 days before the State Board votes to adopt them starting with the August 2013 report card
- Requires ODE to assign letter grades to school districts and schools not later than September 15 of each year, or in certain cases on the preceding Friday
- Requires the State Board to make recommendations to the General Assembly to create a one-year safe harbor for districts and schools for the first year that the new assessments are administered. The recommendation must include a method to exempt districts, buildings, community schools, STEM schools and college preparatory boarding schools that have a decline in performance index score from sanctions and penalties based on report card ratings
- Requires the State Board of Education to develop an alternative academic performance rating system for community schools serving primarily students enrolled in dropout prevention and recovery programs
 - Establishes criteria for closing dropout prevention and recovery community schools based on their academic performance
 - Clarifies selection of assessments used to measure progress of dropout recovery students
 - Inserts performance criteria for dropout recovery schools wishing to operate in multiple facilities
 - Adds performance of dropout recovery schools to community school sponsor evaluations beginning with the 2014-2015 school year
- Establishes a new evaluation system for determining which community school sponsors may sponsor additional schools. This new system will be developed in 2013 but will not be used for determining which sponsors can open new schools until the 2015-16 school year.
 - Clarifies the deadline for ODE to prescribe quality practices for community school sponsors
 - Clarifies when a new community school's performance is included in sponsor evaluations
 - ODE may assume sponsorship of contracted, but not yet opened, community schools if the school's sponsor is found ineffective
- Permits an educational service center to sponsor a new start-up community school in any challenged district in the state, instead of just its service territory, so long as it receives approval to do so from the Department of Education
- Clarifies which students are included in value-added calculations for community school closure purposes

2012

- Clarifies that educational service centers approved by ODE as a statewide sponsor meet the criteria to authorize in a municipal school district
- Specifies a community school that operates a drug recovery program in cooperation with a court must be considered a dropout prevention and recovery program for purposes of Community School Law
- Provides criteria for new eSchools once the moratorium on new eSchools is lifted
- Requires community school treasurers to be licensed and provides an existing community school fiscal officer one year from the bill's effective date to obtain a school treasurer license
- Expands the current exception permitting a community school to operate facilities in more than one location to apply to a community school sponsored by a school district having territory in the same county where the facilities of the school are located, regardless of whether the school has an operator
- Requires a school district to provide immediate services and regular diagnostic assessments for a student found to have a reading deficiency pending development of the student's reading improvement and monitoring plan required under the third grade reading guarantee
 - Clarifies which diagnostic tests are appropriate for assessing student reading levels
 - Requires administration of diagnostic assessments to each student in third grade, as well as first and second under current law
 - Requires a teacher who provides reading instruction services under the third grade reading guarantee to be actively engaged in the reading instruction of students for the previous three years and to satisfy at least one of certain specified criteria, depending on which school year the teacher intends to provide these services

House Bill 525

- Allows the mayor of Cleveland to establish and appoint a board of directors of a Municipal School District Transformation Alliance as a nonprofit corporation.
 - Requires the alliance, if created, to: (1) confirm and monitor a "transformation alliance education plan" prepared by the mayor; (2) suggest national education models for and provide input in the development of new district schools and partnering community schools; (3) report annually on the performance of all municipal school district schools and all community schools located in the district; (4) make recommendations to the department on the approval of sponsors of new community schools located in the district.
 - Sunsets the authority to create an alliance on Jan. 1, 2018, and terminates any alliance created under the bill on that date.
 - Requires the Ohio Department of Education, the transformation alliance, if created, and a statewide nonprofit community school sponsor organization, to work jointly to establish criteria for both (1) sponsor to use to determine if they will sponsor new community schools in the municipal school district by April 30, 2013, and (2) the Ohio Department of Education and the alliance to use in assessing the ability of a sponsor to successfully sponsor schools in the district.
 - Beginning with any community school that opens after July 1, 2013, requires each sponsor to use the criteria developed jointly by the Alliance, department and statewide sponsor organization to determine whether it will sponsor a new community school in the municipal school district.

2012

- Authorizes a municipal school district, with the approval of the community school governing authority, to elect to have the student performance data of a community school located in the district combined with the district's data on the district's report card if the district either sponsors the community school or has entered into an agreement with the school to endorse each other's programs.
- Authorizes a municipal school district, at its own discretion, to elect to have the number of students enrolled in a community school located in the district noted separately on the district's report card if the district either sponsors the community school or has entered into an agreement with the school to endorse each other's programs.
- Requires the district, by Oct. 1 each year, to submit documentation to the department indicating eligibility for the election to include a community school's data on its report card.
- Authorizes the school board of a municipal school district to propose a levy for current operating expenses, a portion of which would be allocated to "partnering" community schools and distributed among those schools on a per-pupil basis.

Senate Bill 316

- Specifies that unless the General Assembly enacts performance standards, a report card rating system and closure criteria for community schools that operate dropout prevention and recovery programs by March 31, 2013, those schools are subject to permanent closure under the existing criteria that applies to other community schools. Also specified that only the performance ratings issued to schools that operate dropout programs for the 2012-2013 school year and later count in determining if a school meets the closure criteria.
- Defines "blended learning" as "the delivery of instruction in a combination of time in a supervised physical location away from home and online delivery whereby the student has some element of control over time, place, path, or pace of learning."
- Requires the State Board of Education to revise its existing operating standards for school districts and chartered nonpublic schools to include standards for blended learning programs.
- Requires the operating standards to provide for student-to-teacher ratios whereby no blended learning classroom is required to have more than one teacher for every 125 students.
- Requires an operating standard that provides for "the licensing of teachers, administrators, and other professional personnel and their assignment according to training and qualifications."
- Requires the State Board to provide standards for the following:
 - Licensing of teachers, administrators and other professional personnel and their assignment according to training and qualifications;
 - Efficient and effective instructional materials and equipment, including library facilities;
 - Proper organization, administration and supervision of each school, including regulations for preparing all necessary records and reports and the preparation of a statement of policies and objectives for each school;
 - Buildings, grounds and health and sanitary facilities and services;
 - Admission of pupils and such requirements for their promotion from grade to grade to ensure that they are capable and prepared for the level of study to which they are certified;
 - Requirements for graduation; and
 - Such other factors as the Board finds necessary.

2012

- Requires school districts, community schools, STEM schools, public college-preparatory boarding schools and chartered nonpublic schools that operate a blended learning school, or that plan to cease operating one, to notify the department by July 1 of the school year for which the change is effective.
- Permits a school already operating a blended learning program to notify the department of education within 90 days after the bill's effective date and request classification as a blended learning school.
- Specifies that an Internet or computer-based community school is not a blended learning school, and that the bill's provisions addressing blended and digital learning do not affect current law with respect to the operation of and state payments to eSchools.
- Requires the department to provide information on the use of blended or digital learning in the delivery of the standards or curricula to students whenever the State Board adopts new state academic standards or model curricula.
- Requires community schools to comply with an existing law requiring each school district to adopt a promotion and retention policy that prohibits the promotion of a student who has been truant for more than 10 percent of the school year and has failed at least two of the required subjects, unless the principal and teachers in the failed subject agree that the student is academically prepared for the next grade.
- Revises and updates the definition of "sponsor" for purposes of the community school laws to explicitly include boards of school districts and educational service centers that agree to the conversion of a school or building and grandfathered sponsors, which are exempt from having to obtain the department of education's approval to sponsor community schools.
- Increases to five the number of governing authorities of start-up community schools on which a person can serve at the same time.
- Allows the governing authority of a community school to establish a single-gender school without establishing a comparable school for the other gender.
- Revises an uncodified provision enacted in 2011 in House Bill 153 and in each prior budget act since 2005 to permit a community school operating from or in a residential care facility, as long as the school was operating in Ohio before May 1, 2005, regardless of whether the school was operating from or in the facility on that date.
- Requires the department of education to make available a copy of every approved community school contract filed with the superintendent of public instruction on its website.
- Makes permanent the exclusion from the ranking calculations of community schools that primarily serve students with disabilities.
- Requires the department of education to include schools that operate dropout programs when calculating the composite Performance Index scores of community school sponsors for the purpose of sponsor rankings, if the schools become subject to the existing closure criteria.
- Excludes community schools that have been in operation for less than two full school years from counting in the annual rankings of community school sponsors.
- Specifies that the Ohio Department of Education's Office of School Sponsorship must be included in the annual rankings of community school sponsors, but exempted the office from the prohibitions against sponsoring additional community schools.
- Requires the department to publish the rankings between Oct. 1 and Oct. 15.
- States that the General Assembly intends to enact a law, not later than Dec. 31, 2012, that establishes a battery of measures to be used to rate the performance of the sponsors of community schools and to determine whether an entity may sponsor additional community schools.

2012

- Designates the Ohio Department of Education's Office of School Sponsorship as the entity within the department that may assume sponsorship of a community school whose sponsor is found not to be in compliance with state rules or its contract with the community school.
- Permits the department to deny an application for direct authorization submitted by an existing community school, if the school's previous sponsor did not renew its contract with the school.
- Requires school district boards of education to review monthly the community school enrollment for students who are entitled to attend school in the district and verify the community school in which the student is enrolled and that the student is entitled to attend school in the district under law.
- Authorizes community school governing authorities to adopt a policy for initial reporting that prescribes the number of documents required to verify a student's residency. If adopted, this policy supersedes any policy adopted by a school district.
- Codifies current department of education policy by specifying that "the school district in which a parent or child resides is the location the parent or student has established as the primary residence and where substantial family activity takes place."
- Specifies that the following documents may serve as evidence of primary residence:
 - A deed, mortgage, lease, current home owner's or renter's insurance declaration page or current real property tax bill;
 - A utility bill or receipt of utility installation issued within 90 days of enrollment;
 - A paycheck or pay stub issued to the parent or student within 90 days of the date of enrollment that includes the address of the parent's or student's primary residence;
 - The most current available bank statement issued to the parent or student that includes the address of the parent's or student's primary residence;
 - Any other official document issued to the parent or student that includes the address of the parent's or student's primary residence. (Required the superintendent of public instruction to develop guidelines for determining what qualifies as an "official document.")
- Specifies that when a student becomes a homeless child, or when a homeless child changes living arrangements, the district in which the student is entitled to attend school must be determined in accordance with current state and federal law governing education of homeless children.
- Specifies that in the event of a disagreement, the state superintendent must determine the district in which the student is entitled to attend.
- Requires that when a school district and community school reach different determinations as to a student's school district, the community school is to provide the district with documentation of the student's residency and make a good faith effort to accurately identify the student's residence. The community school cannot appeal to the state superintendent until doing so, and any appeal must be within 60 days after the department's monthly deadlines for reporting enrollment. The state superintendent must make the determination within 30 days after the community school presents the matter.
- Makes no statement about withholding payments, but requires the state superintendent to direct any necessary adjustments to deductions and payments after resolving a dispute.
- In addition to community schools, as under current law, includes public college-preparatory boarding schools in the right of first refusal for real property that a school district chooses to sell. When offering unused real property for sale or lease to community schools located in the district, as required under current law, permits, but does not require, a school district also to make that offer to existing community schools or college preparatory boarding schools with plans to relocate operations to the district.

2012

- Specifies that the appraised fair market value of the property must be determined by an appraisal that is not more than one year old.
- Specifies that if the district conducts an auction or lottery to select a community school or college-preparatory boarding school to purchase or lease the property, because more than one eligible party notifies the district of its interest, the auction or lottery must be conducted only among the parties that notified the district of their interest, instead of among all eligible parties, as required under current law.
- Adds nonprofit private colleges and universities and chartered nonpublic schools to the list of entities that may purchase real (or personal) property of a school district directly without purchasing it at a public auction.

2011

129th General Assembly 2011-2012

House Bill 153

- Eliminates the requirement that new start-up community schools contract with an operator of a previously successful community school.
- Eliminates the moratorium on new eSchools, but limits growth to five new eSchools per year.
- Requires the department of education to recommend eSchool standards to the General Assembly.
- Requires eSchools to comply with the newly developed standards if enacted by the legislature or, if not enacted, default to national standards.
- Creates the Ohio School Sponsorship Program, under which the Ohio Department of Education may directly sponsor community schools.
- Expands challenged districts where start-up community schools may be established to include the lowest 5 percent of districts based on Performance Index scores.
- Prohibits community school sponsors ranked in the lowest 20 percent of sponsors based on Performance Index scores from sponsoring additional schools.
- Increases the number of community schools any one sponsor can sponsor to 100.
- Eliminates the reduction of a sponsor's cap by one for every school that closes permanently.
- Revises procedural deadlines related to a sponsor's decision to terminate or not renew community school contracts.
- Grants civil immunity to sponsors and staff when taking action authorized by law or contract to fulfill the oversight responsibility.
- Repeals the requirement that a sponsor have a representative within 50 miles of each school it sponsors.
- Requires monthly sponsor and school meetings to review finances and enrollment.
- Imposes a one-year revolving door restriction on governing authority members and their immediate relatives.
- Increases the maximum compensation for governing authority members of start-up community schools.
- Revises the closure criteria, decreasing the length of time it takes to close poor performing schools with certain grade configurations.
- Specifies that, for state funding purposes, an eSchool student is considered automatically re-enrolled the following year until enrollment is terminated or the student fails to meet the 105-hour participation requirement.

2011

- Repeals the requirement that eSchools spend a specified minimum amount per pupil on instruction.
- Makes exceptions to allow facilities to duplicate grades or be located in more than one district.
- Requires the department to assign a unique identification number to each facility when one school has multiple facilities.
- Permits two or more community schools to be located in the same facility.
- Expands a community school's right of first refusal to purchase all real property owned by a school district.
- Requires school district boards with real property that has not been in use for two years to offer it to new start-up community schools for purchase or lease.
- Permits community schools to enter into an agreement for the joint operation of educational programs but prohibited them from charging related tuition or fees.
- Requires the State Board of Education to review prior recommendations for dropout recovery performance standards and to issue new recommendations to the General Assembly by June 2012.

2010

128th General Assembly 2009-2010

House Bill 19

- Requires the Ohio Department of Education to re-evaluate closure criteria for 2009-2010 school year excluding each school's first two years of operation.

2009

128th General Assembly 2009-2010

House Bill 1

- Requires the Ohio Department of Education to issue a community school's first Local Report Card at the end of its first year of operation rather than the second year of operation.
- Excludes any ratings a community school receives on its first two Local Report Cards from use in the community school closure criteria.
- Strengthens the closure criteria for poorly performing community schools.
- Expands the exemption of schools from the closure criteria to include schools in which more than half of the students enrolled receive special education or related services.
- Requires the chief administrative officer of closing schools to transmit each student's records to his or her district of record within seven business days of the school's permanent closure.
- Clarifies that any and all sponsors are under the oversight of the department of education.
- Requires the Ohio Department of Education's annual report on community schools to report the performance of sponsors.
- Clarifies the performance requirements of schools used for the operator provision.
- Allows joint vocational school districts to sponsor conversion community schools.
- Revises the minimum standard for the expenditure of state funds on instruction by eSchools and provides a fine for non-compliance.
- Eliminates the prohibition against eSchools counting purchases of computers, obscenity filtering software and certain other software toward instructional expenditures.

2009

House Bill 290

- Allows a conversion community school to locate outside of the sponsoring district in very narrow circumstances.
- Allows a conversion community school to obtain a new sponsor in very narrow circumstances.

2007

127th General Assembly 2007-2008**House Bill 119**

- Lifts the moratorium on new start-ups by allowing them to open under the control of a successful operator meeting certain criteria.
- Expands penalties for failing to report or misreporting Education Management Information System (EMIS) data.
- Strengthens the requirements for new sponsor applicants who currently sponsor or operate schools outside of Ohio to meet a minimum quality standard.
- Limits the sponsorship territory of educational service centers to their own and contiguous service areas, but exempts this limitation for schools already sponsored outside of the limited areas.
- Modifies payments for community school students attending multiple educational providers in one year.
- Allows community schools to transport their own students and receive transportation funds directly from the state.
- Establishes pre-opening requirements for all community schools that must be confirmed by sponsors prior to the beginning of each school year.
- Requires the Auditor of State to provide written notification to the school, sponsor and the department of education when finding a community school is unauditible.
- Prohibits the sponsor of an unauditible school from entering into preliminary agreements and/or contracts with additional community schools until the audit is complete.
- Requires the sponsor of an unauditible school to notify the Auditor of State of the actions it will take as a result of the unauditible finding.
- Requires the Ohio Department of Education to withhold funds, until notified otherwise by the Auditor of State, from any school that fails to make progress in bringing its records into an auditable condition within 90 days of the finding.
- Clarifies the proper distribution of a closed community school's assets.
- Prohibits community schools not operating as of May 1, 2005, from operating within residential treatment facilities that receive and care for children.

House Bill 562

- Allows educational service centers to sponsor conversion community schools housed in an existing building used by the educational service center.
- Allows new start-ups to be established in two districts under the same contract in certain circumstances.
- Allows governing authorities of multiple community schools to enter into pooling agreements to make purchases.
- Establishes the five-year ISUS demonstration project.

2005

126th General Assembly 2005-2006**House Bill 66**

- Expands community school accountability for special education and related services.
- Establishes expected gains for community schools on additional assessments.
- Allows only 30 additional district-sponsored and 30 additional non-district sponsored new start-ups to open until July 1, 2007.
- Requires a lottery to be held to determine which new start-ups can open.
- Places a moratorium on new eSchools until the General Assembly enacts standards for eSchool operation.
- Requires eSchools to provide testing locations within 50 miles of students' homes.
- Requires eSchools to withdraw students who fail to participate in state-mandated tests for two consecutive years.
- Defines a "day" for an eSchool student as a minimum of five hours and maximum of 10 hours of learning opportunities.
- Establishes eSchool pupil instruction expenditure criteria and reporting requirements.
- Requires governing authorities to partner with a successful operator to open a new start-up above the cap.
- Places limits on the number of schools that can be sponsored by an entity.
- Ultimately caps the number of new start-up community schools at 50 per sponsor.
- Requires operator applicants who currently operate schools outside of Ohio to meet a minimum quality standard.
- Requires community school contracts to be adopted no later than March 15 of the year in which the school is to open.
- Requires community school to open within one year of the contract's execution.
- Requires non-dropout recovery schools to open by Sept. 30 of the year in which the contract is signed.
- Requires the Ohio Department of Education to adopt closing procedures for use by community schools and sponsors.

House Bill 79

- Clarifies requirements of districts offering real property to community schools.
- Reduces a sponsor's cap by one for every school that closes permanently.
- Allows individuals to serve on no more than two schools' governing authorities at one time.
- Limits governing authority members' compensation for attendance at meetings.
- Prohibits governing authority members of new start-ups, and their immediate relatives, from becoming owners, employees or consultants of any community school operator until one year after such membership has ended.
- Provides appeal rights for the community school's operator in the event that the governing authority terminated the operator's contract.
- Allows the parents of eSchool students to waive the school's requirement to provide a computer to their enrolled child.

2005

- Replaces earlier expected gains with the state ratings and Value-Added systems to determine closure requirements for poorly performing community schools.
- Provides an exemption from closure for poor performance for certain dropout recovery community schools.

2003

125th General Assembly 2003-2004

House Bill 95

- Allows educational service centers to sponsor start-ups in any challenged district.
- Prohibits schools from contracting with a new sponsor upon termination of their contract.
- Details the flow of state aid to community schools.
- Requires automatic withdrawal of community school students missing 105 consecutive hours of instruction.

House Bill 3

- Limits challenged districts to include only those in Lucas County, the Ohio eight urban districts, and districts in Academic Watch and Academic Emergency.
- Requires the State Board of Education to recommend eSchool standards to the General Assembly.

2001

124th General Assembly 2001-2002

House Bill 94

- Requires districts to offer real property for sale to new start-ups.
- Grants sponsors the right to suspend, terminate and non-renew community schools.

House Bill 364

- Changes the role of the State Board of Education to authorizer of sponsors.
- Refocuses the State Board of Education's efforts on oversight of sponsors and providing technical assistance to schools and sponsors.
- The State Board of Education is able to sponsor community schools only in very narrow circumstances.
- A sponsor that operated on or before April 8, 2003, is regarded as "grandfathered" for purposes of continuing to act as a sponsor.
- Requires non-grandfathered sponsors of new start-ups to apply to the State Board of Education.
- Extends sponsorship of new start-ups to include school districts, educational service centers, the 13 four-year state universities and qualified nonprofit organizations.
- Expands challenged districts to include those in Academic Watch.
- Limits the total number of non-district sponsored new start-ups to 225 until July 1, 2005.
- Allows and defines eSchools.

1999

123th General Assembly 1999-2000**House Bill 282**

- Expands challenged districts to include Ohio Urban 21 districts.
- Expands challenged districts to include those in Academic Emergency.
- Requires community schools to designate attendance areas.
- Requires districts to transport community school students.

1997

122nd General Assembly 1997-1998**House Bill 215**

- Pilot community school program established.
- Lucas County Educational Service Center established as a sponsor.
- University of Toledo established as a sponsor.
- New start-ups allowed to locate in Lucas County only.

Senate Bill 55

- Program expanded beyond Lucas County.
- State Board of Education established as a sponsor.
- Defines challenged districts as districts in Lucas County, and the eight largest urban districts.
- Allows new start-ups to locate in challenged districts only.

House Bill 770

- Allows University of Toledo designee to sponsor new start-up community schools.

Additional Components of the Community School Annual Report

The remainder of this report presents tables describing school academic and demographic data, enrollment and finance. It also presents the authorizer's assessments of community school legal compliance, along with the Ohio Department of Education's assessment of authorizer performance. Many of the tables include historic information for previous school years, as well as data for the 2013-2014 school year. To view the tables and the accompanying narration, go to www.education.ohio.gov and search keywords: Community Schools Annual Report.

Laws cited

¹ Ohio Revised Code 3314.36

² Ohio Revised Code 3302.03(l)

³ Ohio Revised Code 3314.35

⁴ Ohio Revised Code 3314.016



education.ohio.gov

Area of Review	Areas of Compliance/Explanation	Statutory Reference	Examples of Authorizer Actions to Document
Health and Safety	Bus Driver Qualifications	ORC 3327.10	If the school transports its own students and/or provides as a related service on an IEP, review the school for system account with all the drivers and private contractors. (Otherwise, not applicable.)
Health & Safety	Certificate of Occupancy	ORC 3314.05 (A), 3314.19 (J)(2)	Documentation signed by a local government agency or department certifying a building to be in condition suitable for occupancy. (Note: not applicable to eschools.)
Health & Safety	Criminal Background Checks (BCI&I and FBI)	ORC 3319.39	BCI and FBI results must be in place for all staff. Review file within 60 days of hire. The requirement is no "look and control." Affidavit may be available in schools and companies.
Health & Safety	Current Fire Inspection	ORC 3314.05 (B)(4); 3737.73(C)(1)	Review documentation of current fire inspection. Not applicable to eschools; done annually unless specified otherwise.
Health & Safety	Heimlich Maneuver Training	ORC 3313.815	Any school district that operates a food service program must have at least one employee who has received instruction in Heimlich maneuver to prevent choking and has demonstrated an ability to perform Heimlich maneuver to be present while students are eating food.
Health & Safety	School Emergency Evacuation-Tornado-School Safety Drill	ORC 3737.73 (A) & (D)(2)(b); Ohio Fire Code 405.1.1.1 and 408.3.2	At least (9) Emergency Evacuation drills must be conducted each school year and at least (1) must occur within the first 90 days of school. Not later than the first day of December each school year, the school will mail a list certifying the date and time each drill was conducted to the police chief or county sheriff. Evacuation maps are clearly labeled and displayed in all classrooms.
Health & Safety	School Environment Inspection - Health Department	OAC 3701, 3717; ORC 3314.05	A copy of current school environment (health) inspection report.
Health & Safety	School Safety Plan	ORC 3314.03	Must contain protocols for addressing various threats; the plan and floor plan filed with each local law enforcement agency and with the Ohio Attorney General
Education Program	Academic Prevention/Intervention Services Policy	ORC 3313.6012	Review of policy.
Education Program	Implementation of the Education Plan	ORC 3301.03; 3301.0711	Review educational plan in Contract. Tour school. Verify teacher/student ratio, verify of contract required curriculum. Conduct classroom observations of lesson materials. Review evidence of any additional supplemental materials.
Education Program	Special Education & related services plan, including 504 Implementation Plan	ORC 3323.03; OAC 3301-51-06	Evidence that the school has such a plan and that they are providing their service delivery; how does the Authorizer monitor the quality of the special education services.

Area of Review	Areas of Compliance/Explanation	Statutory Reference	Examples of Authorizer Actions to Document
Education Program	Special Education Student Files	OAC 3301-51; ORC 3323.03;	Check for Authorizer initials as verification.
Governance	Certification of non-profit status	ORC 3314.03	Confirm the school has a current certificate of its non-profit status with Ohio's Secretary of State
Governance	Governing Authority Approved Meeting Minutes and Resolutions; signed and available to the public	ORC 121.22	Board records are public. Review appropriate procedure book for board meeting minutes.
Finance	Monthly Financial Review	ORC 3314.023	Confirm that sponsor is conducting monthly fiscal review by March 23, 2015, within 10 days after review Authorizer, School Board, GA and Fiscal Officer with a written report.
Finance	Treasurer/Fiscal Officer Licensure/Qualifications & Bond	ORC 3314.011; Sponsor Contract	Current school treasurer license or evidence of qualifications and training for Fiscal Officer and current Bond.
Operations	Liability Insurance	ORC 3314.03 (A) (11) (b)	A copy of current liability coverage.
Operations	Licensed Employees	ORC 3319.22 to 3319.31	Verify that all classroom teachers are licensed in Ohio under ORC.
Operations	Resident Educator Program; Mentor Program	ORC 3319.223	Ensure the school has a resident educator program and verify approved mentor status of the employee. Obtain documentation of training received. If process is not complete, follow up at next Site Visit.
Operations	Review of enrollment records	ORC 3314.11	Proof of residency policy available for review; sample reviewed and reviewed for proper enrollment documents
	*Desk review unless otherwise noted		

	B	C	D	E
1	Area of Review	Areas of Compliance/Explanation	Statutory Reference	Examples of Authorized Comp
2	Education Program	Child Find implementation	OAC 3301-51-03	Evidence of the school's process implementing Child Find.
3	Education Program	College and Career Readiness and Financial Literacy	ORC 3313.6015	Guidelines addressing college financial literacy; reference to curriculum.
4	Education Program	Core Curriculum Parental Notification	ORC 3313.603	If the school offers high school from the core curriculum, con notice of student's ineligibility Pertains to students in grades
5	Education Program	Dual Enrollment Policy for College Credit	ORC 3313.6013	For schools offering high school approved policy for dual enrollment students are informed about t
6	Education Program	Highly Qualified Teacher and ParaPro Documentation	ORC 3319.074; NCLB	Review EMIS report showing (HQT) status and verify staff n documented.
7	Education Program	LPDC Minutes		Minutes of LPDC meetings av dates, attendees and subject
8	Education Program	Racial and Ethnic Balance Assessment	ORC 3314.03	Comparing school demograph GA's policy regarding balance
9	Education Program	School Improvement Plan	CCIP or OIP, as required	For schools identified as in ne review the school's 3 year imp sponsor's review of the plan.
10	Education Program	State Mandated Testing Plan & Schedule	ORC 3301.0710; 3301.0711	Review the school's document (ordering, securing, administe returning all applicable statem diagnostics, along with notice the testing schedule; review p students.
11	Governance	Anti Harrassment and Bullying Policy	ORC 3313.666 (A) (B) (C)	GA adopted policy in accorda aligned with ODE's model pol
12	Governance	Child Find policy	ORC 3323.03; OAC 3301-51-03	Review board approved child procedures followed. Ensure annually and that it is posted has one.
13	Governance	Parental Involvement Policy	ORC 3313.472	Verify that the school has a p is reviewed by the board and annually.
14	Governance	Privacy Policy	ORC 3319.321 and Family Educational Rights and Privacy Act	Review of GA adopted policy annual public notice of FERPA rights to the student's educati
15	Governance	Suspension & Expulsion Policies and Reporting	ORC 3313.66, 3313.661; 3313.662; 3313.664; 3313.613; 20 USC 7151.	Verify published policies rega expulsion. School must show suspensions and expulsions f any special education student

	B	C	D	E
16	Health & Safety	Safety & Violence Prevention Training for Employees	ORC 3319.073	Verify on the employee roster by the school as a nurse, teacher, psychologist or administrator, interacting with the students, training for the prevention of substance abuse w/in 2 years thereafter.
17	Health and Safety	Bloodborne Pathogens Training	Title 29 of the Code of Federal Regulations 1910.1030	Verify staff trained on the emp
18	Health and Safety	Epinephrine Injectors Policy	ORC 3313.716, 3313.718	Verify that school has an a po physician approval for any stu school.
19	Health and Safety	Food Allergy Protection Policy	ORC 3313.719	Policy about protecting studen allergies.
20	Health and Safety	Food Service License	ORC 3314.05; ORC 3717.41	Review current food service/fe applicable
21	Health and Safety	Immunization Records Policy and secure location for records	ORC 3313.716, 3313.718	Should include a prohibition a remain in school longer than 1 immunization records. Wavier reasons
22	Health and Safety	Missing Children Policy	ORC 109.65, 3313.96	Review of GA adopted policy, implementation; review policy confirming students' verificatio
23	Health and Safety	Student Records Review	ORC 3313.50 & 3313.69 (vision & hearing); 3313.67; 3313.671 (immunization); 3313.712 (emergency medical authorization)	Review a sample of student r utilizing student file checklist. and hearing checks.
24	Health and Safety	Wellness Policy	Section 204 of the Healthy, Hunger-Free Kids Act of 2010, Public Law 111-296	Review of GA adopted policy
25	Operations	Academic Calendar	ORC 3313.481	Review calendar for current y with sponsor's approved caler with SOES submission. Did th & bell schedule?
34				
35				
36				
37				
38				

Budget Narrative File(s)

* **Mandatory Budget Narrative Filename:**

To add more Budget Narrative attachments, please use the attachment buttons below.

Budget Narrative Instructions: Provide an itemized budget breakdown, and justification by project year, for each budget category listed in Section A of the ED 524 (and Section B, if applicable). Provide other budget explanations or comments deemed necessary.

The Ohio Department of Education requests **\$71,058,320** over a five-year period from the federal Charter School Program. Table 1 describes our budget request by project year for each budget category.

Table 1: ODE Budget Request, July 1, 2016 – June 30, 2021

Budget Categories	Year 1	Year 2	Year 3	Year 4	Year 5	Total	Description of Costs
1) Personnel							Total of 3.75 FTE each year with 2.5% annual increase
							Program Administrator @ 1.0 FTE
							Program Specialist @ 2.0 FTE
							Director of Quality Charter School Development @ 0.5 FTE
							Data Manager @ 0.25 FTE ■
2) Fringe Benefits							Calculated at 33% of base salary
							Base Salary Program Administrator @ 1.0 FTE
							Program Specialist Base Salary @ 2.0 FTE
							Director of Quality Charter School Development Base Salary @ 0.5 FTE
							Data Manager @ 0.25 FTE

Budget Categories	Year 1	Year 2	Year 3	Year 4	Year 5	Total	Description of Costs
3) Travel	11,000	11,000	11,000	11,000	11,000	55,000	
	6,000	6,000	6,000	6,000	6,000	30,000	Site visits
	2,000	2,000	2,000	2,000	2,000	10,000	NACSA Annual Conference
	3,000	3,000	3,000	3,000	3,000	15,000	CSP Project Director's Meeting
4) Equipment	3,750	0	0	0	0	3,750	IT Equipment (Laptops/Desktops) \$1,000 per employee @ 3.75 FTE
5) Supplies	4,920	4,920	4,920	4,920	4,920	24,600	
	1,920	1,920	1,920	1,920	1,920	9,600	Communications - desk phone, cell phones, mail, etc
	3,000	3,000	3,000	3,000	3,000	15,000	General office supplies
6) Contractual	224,500	124,500	124,500	124,500	124,500	722,500	
	100,000	0	0	0	0	100,000	Application development
	34,500	34,500	34,500	34,500	34,500	172,500	Information Technology Operations, maintenance (\$9,200 per employee @ 3.75 FTE)
	40,000	40,000	40,000	40,000	40,000	200,000	NASCA Authorizer Training Conferences
	50,000	50,000	50,000	50,000	50,000	250,000	Ohio Education Research Center data analysis and research

Budget Categories	Year 1	Year 2	Year 3	Year 4	Year 5	Total	Description of Costs
7) Construction	0	0	0	0	0	0	Not applicable
8) Other	6,545,375	13,395,375	16,145,375	16,145,375	16,145,375	68,376,875	
Subgrantee grants	2,300,000	2,300,000	2,300,000	2,300,000	2,300,000	11,500,000	Planning Grants: 23 Grants in Years One through Five at an average of \$100k each
	4,200,000	8,050,000	8,050,000	8,050,000	8,050,000	36,400,000	Year 1 Implementation Grants: 12 Grants in Year One and 23 grants in Years Two through Five an average of \$350k each
	0	3,000,000	5,750,000	5,750,000	5,750,000	20,250,000	Year 2 Implementation Grants: 0 Grants in Year One, 12 Grants in Year Two and 23 Grants in Years Three through Five at an average of \$250k each
Rent	15,375	15,375	15,375	15,375	15,375	76,875	Covers utilities, heating/cooling, security, building maintenance
Professional Development Trainings	15,000	15,000	15,000	15,000	15,000	75,000	Sub-grantee Training Conferences
	15,000	15,000	15,000	15,000	15,000	75,000	Community Education Development Organizations (CEDO) Training Conferences
9) Total Direct Costs							
10) Indirect Costs	30,967	32,980	35,124	37,407	39,838	176,316	Indirect Costs based on ODE's indirect cost rate of 13.8% personnel costs for agency shared services
Total Costs							

Year 1: 60 site visits totaling \$6,000
Year 2: 60 site visits totaling \$6,000
Year 3: 60 site visits totaling \$6,000
Year 4: 60 site visits totaling \$6,000
Year 5: 60 site visits totaling \$6,000

Additionally, a representative from our office will plan to attend NACSA's annual conference each of the grant program years in order to further professional development and ensure best authorizer practices in the state per our strong emphasis on high quality authorizing (1 employee attending, approximately \$2,000 per year).

Finally, 2 employees will plan to attend the USDOE's Project Director's meeting in Washington DC each of the grant program years (approximately \$1,500 per attendee, totaling \$3,000 per year).

Budget Note (Section 5): Justification for Supplies

The project budget includes \$24,600 for supplies.
(Yr. 1: \$4,920 Yr. 2: \$4,920 Yr. 3: \$4,920 Yr. 4: \$4,920 Yr. 5: \$4,920)

A cost of \$1,920 will be incurred each program year to cover employee communications supplies per standard agency cost. Additionally, \$3,000 per year is projected to cover additional supplies cost including general office supplies, presentation materials, etc.

Budget Note (Section 6): Justification for Contracts

The project budget includes \$722,500 for contractual expenses and professional development. (Yr. 1: \$224,500 Yr. 2: \$124,500 Yr. 3: \$124,500 Yr. 4: \$124,500 Yr. 5: \$124,500)

In order to develop and maintain the state's subgrantee application and disbursement processes, a technology development contract cost of \$100,000 will be incurred in year 1.

An agency information technology operations cost of \$9,200 per FTE employee (agency rate), will cost \$34,500 per grant program year in order to cover general technology maintenance and operations.

The Department will partner with NACSA to develop a series of tools and trainings to be made available for authorizers across the state with the goal of improving the quality of authorizer practices statewide at a cost of \$40,000 per year, which will cover contract costs, tools and trainings development, and additional speaker costs.

Lastly, the Department will partner with the Ohio Education Research Center to perform research and data analysis pertaining to the State's CSP activities (\$50,000 per year) throughout the grant period.

Budget Note (Section 8): Justification for Subgrant Amounts and Other expenses

The project budget includes \$68,376,875 for other expenses which consists of planning and implementation grants to be disbursed to subgrantees, professional development trainings, and rental expenses.

To develop the budget proposal and subgrant recipient amounts for the five-year grant period, the Ohio Department of Education sought to determine an appropriate amount of start-up assistance to ensure the implementation of high quality charter schools. Inadequate financial resources is often cited as one of the most common reasons for charter school failure, accounting for 41 percent of charter school closures annually (Allen et al., 2009). In order to avoid this common pitfall, ODE sought insight from high-performing school founders throughout the state and considered the current fiscal landscape of private and foundation donor support for charter schools. Given these insights, the subgrant recipient disbursement amounts were selected.

Over 5 years, the Ohio Department of Education will award 115 planning grants of approximately \$100,000 each for a total disbursement of \$11,500,000.

(Yr. 1: \$2,300,000 Yr. 2: \$2,300,000 Yr. 3: \$2,300,000 Yr. 4: \$2,300,000 Yr. 5: \$2,300,000)

104 year 1 implementation grants of approximately \$350,000 each for a total disbursement of \$36,400,000;

(Yr. 1: \$4,200,000 Yr. 2: \$8,050,000 Yr. 3: \$8,050,000 Yr. 4: \$8,050,000 Yr. 5: \$8,050,000)

81 year 2 implementation grants of approximately \$250,000 each for a total disbursement of \$20,250,000.

(Yr. 1: \$0 Yr. 2: \$3,000,000 Yr. 3: \$5,750,000 Yr. 4: \$5,750,000 Yr. 5: \$5,750,000)

Source:

Jeanne Allen et al., *The Accountability Report: Charter Schools* (Washington, D.C.: Center for Education Reform, February 2009).

Throughout the grant period our office will host various professional development and training conferences for subgrantees, authorizers and community education development organizations. These trainings will serve to provide clear communication of program goals and expectations to subgrantees (\$15,000 per year), best practices and professional development to authorizers (See Contractual), and application review training to community partners (\$15,000 per year). Such trainings will support the foundational tenets of high-quality charter school throughout the state. Each training's cost will cover conference room space, training materials, and speaker per diems.

Lastly, a rent cost will be incurred each year to cover associated expenses of renting State agency space. This annual cost will be \$15,375 (\$4,100 per FTE employee) per State rates.

Budget Note (Section 10): Justification for Indirect Costs

The project budget includes \$176,316 for Indirect Costs.
(Yr. 1: \$30,967 Yr. 2: \$32,980 Yr. 3: \$35,124 Yr. 4: \$37,407 Yr. 5: \$39,838)

Indirect costs were calculated based on a 13.8% of payroll rate given the current agreement between Ohio Department of Education and Federal Government (agreement No. 2014-156) and cover shared services within the agency (fiscal, legal, communications).

**U.S. DEPARTMENT OF EDUCATION
SUPPLEMENTAL INFORMATION
FOR THE SF-424**

1. Project Director:

Prefix:	First Name:	Middle Name:	Last Name:	Suffix:
	DAVID		HANSEN	

Address:

Street1:	25 SOUTH FRONT STREET
Street2:	
City:	COLUMBUS
County:	
State:	OH: Ohio
Zip Code:	43215-4183
Country:	USA: UNITED STATES

Phone Number (give area code)	Fax Number (give area code)

Email Address:

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2. Novice Applicant:

Are you a novice applicant as defined in the regulations in 34 CFR 75.225 (and included in the definitions page in the attached instructions)?

Yes No Not applicable to this program

3. Human Subjects Research:

a. Are any research activities involving human subjects planned at any time during the proposed Project Period?

Yes No

b. Are ALL the research activities proposed designated to be exempt from the regulations?

Yes Provide Exemption(s) #: 1 2 3 4 5 6

No Provide Assurance #, if available:

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c. If applicable, please attach your "Exempt Research" or "Nonexempt Research" narrative to this form as indicated in the definitions page in the attached instructions.

	Add Attachment	Delete Attachment	View Attachment
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**U.S. DEPARTMENT OF EDUCATION
BUDGET INFORMATION
NON-CONSTRUCTION PROGRAMS**

OMB Number: 1894-0008
Expiration Date: 04/30/2014

Name of Institution/Organization

STATE OF OHIO/DEPARTMENT OF EDUCATION

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

**SECTION A - BUDGET SUMMARY
U.S. DEPARTMENT OF EDUCATION FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel						
2. Fringe Benefits						
3. Travel	11,000.00	11,000.00	11,000.00	11,000.00	11,000.00	55,000.00
4. Equipment	3,750.00	0.00	0.00	0.00	0.00	3,750.00
5. Supplies	4,920.00	4,920.00	4,920.00	4,920.00	4,920.00	24,600.00
6. Contractual	224,500.00	124,500.00	124,500.00	124,500.00	124,500.00	722,500.00
7. Construction	0.00	0.00	0.00	0.00	0.00	0.00
8. Other	6,545,375.00	13,395,375.00	16,145,375.00	16,145,375.00	16,145,375.00	68,376,875.00
9. Total Direct Costs (lines 1-8)					0	
10. Indirect Costs*	30,967.00	32,980.00	35,124.00	37,407.00	39,838.00	176,316.00
11. Training Stipends	0.00	0.00	0.00	0.00	0.00	0.00
12. Total Costs (lines 9-11)						

***Indirect Cost Information (To Be Completed by Your Business Office):**

If you are requesting reimbursement for indirect costs on line 10, please answer the following questions:

(1) Do you have an Indirect Cost Rate Agreement approved by the Federal government? Yes No

(2) If yes, please provide the following information:

Period Covered by the Indirect Cost Rate Agreement: From: To: (mm/dd/yyyy)

Approving Federal agency: ED Other (please specify):

The Indirect Cost Rate is %.

(3) For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:

Is included in your approved Indirect Cost Rate Agreement? or, Complies with 34 CFR 76.564(c)(2)? The Restricted Indirect Cost Rate is %.

Name of Institution/Organization STATE OF OHIO/DEPARTMENT OF EDUCATION	Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.	
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**SECTION B - BUDGET SUMMARY
NON-FEDERAL FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel						
2. Fringe Benefits						
3. Travel						
4. Equipment						
5. Supplies						
6. Contractual						
7. Construction						
8. Other						
9. Total Direct Costs (lines 1-8)						
10. Indirect Costs						
11. Training Stipends						
12. Total Costs (lines 9-11)						

SECTION C - BUDGET NARRATIVE (see instructions)