

# Warren County ESC

## TABLE OF CONTENTS

<a href="#"><u>APPLICATION</u></a> .....	2
<a href="#"><u>APPLICATION ATTACHMENTS</u></a> .....	23
<a href="#"><u>EVALUATION</u></a> .....	123
<a href="#"><u>APPLICATION RUBRIC</u></a> .....	124
<a href="#"><u>APPLICATION RUBRIC LETTER</u></a> .....	150
<a href="#"><u>APPLICATION STATUS &amp; RATIONALE</u></a> .....	152



ESC SPONSORSHIP APPLICATION  
FALL 2015  
October 26, 2015

Ohio Department of Education  
Office of School Choice (Community Schools)  
25 South Front Street  
Columbus, Ohio 43215  
[community.schools@education.ohio.gov](mailto:community.schools@education.ohio.gov)

Review Committee:

Accompanying this letter is the Warren County Educational Service Center's completed application to sponsor conversion schools. Having sponsored and operated Conversion schools for over ten (10) years, we believe we are uniquely qualified to continue to serve as a school authorizer.

If you have any questions about our application, or need to communicate with anyone from our office, please contact:

Mr. Pat Paré  
Executive Director of Community Schools  
Warren County Educational Service Center  
1879 Deerfield Road  
Lebanon, Ohio 45036  
[Pat.pare@warrencountyesc.com](mailto:Pat.pare@warrencountyesc.com)  
513-695-2900

Sincerely:

  
Jiles Farley, Board President    Thomas Isaacs, Supt.    Pat Paré, Director

Note: Below are the application and additional documents as they were originally received by ODE. As part of the application process, sponsors have the option to provide additional information and documentation. Therefore, the application and scores indicated below may not be final.

## Application Cover Sheet

<b>Name of Organization</b> Warren County Educational Service Center
<b>Contact Information</b> Address: 1879 Deerfield Road, Lebanon, OH 45036 Phone: (513)695-2900 Email: <a href="mailto:pat.pare@warrencountyesc.com">pat.pare@warrencountyesc.com</a>
<b>Primary Contact</b> Name: Pat Paré Phone: (513)695-2900 ext. 2314 Email: <a href="mailto:pat.pare@warrencountyes.com">pat.pare@warrencountyes.com</a>
<b>Name and IRN of Each Currently Sponsored Conversion Community School:</b>  <b>Akron Digital Academy – 149054</b>  <b>Greater Ohio Virtual School – 000282</b>  <b>Imagine Woodbury Academy – 012545</b>

## Section I

### Sponsor Commitment & Capacity

- 1. Describe your organization's mission, strategic vision and core values. How has sponsoring a conversion community school supported or extended the organization's vision and values? Please provide any examples, such as mission statement, a strategic plan, board resolutions or policies; feel free to use hyperlinks to the organization's website.**

This Mission of the Warren County Educational Service Center is to authorize, partner with, and hold accountable a portfolio of high-quality community schools that are preparing their students to enter the work-force, pursue a specific career, and/or continue their education in a post-secondary educational institution.

Our Vision is to inspire, motivate, and support through partnerships with respective community schools, Governing Boards and administration, to provide the highest quality, most relevant education possible for each and every student.

Our Core Values are:

- Excellence
- Problem-solving
- Relationships
- Success

Authorizing Community Schools has served as an expansion of the Warren County Educational Service Center's fundamental role, which is to serve as a resource so that other educational agencies can better serve their students. Community School authorization allows our agency to serve students that have historically been either underserved or unserved completely by the public school systems.

In an effort to expand its overall role and to start serving specific student populations in non-traditional educational settings, the Warren County Educational Service Center has developed partnerships with several charter schools in the past five (5) years. Two (2) of these schools are drop-out recovery schools. The work of these schools has resulted in numerous students receiving high school diplomas, preparing them to enter the adult work force, or to continue their formal education. One school the WCESC partners with is an elementary school that has showed dramatic improvement in its test scores and overall Performance Index each year. One of the schools was founded by another authorizer and was on the verge of closing due to financial problems; today that school is financially strong and has shown strong enrollment growth.

2. **Do you intend to open additional or assume sponsorship of existing conversion schools? If so, describe your organization’s plan for sponsoring additional community schools. How many and what type of additional community schools do you plan to sponsor in the future? In which counties and districts will the schools be located? *[This question is for informational purposes only; it will not be scored.]***

The WCESC has opened two (2) conversion dropout recovery schools and one (1) regular elementary school. We have also authorized one dropout recovery school that was opened by a different sponsor. There are no specific plans regarding opening new schools, but we are open to the possibility of authorizing additional community schools.

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3. **Describe the level of financial resources your organization has had available for on-going sponsoring activities. Please provide a budget of your organization’s yearly revenue and expenditures specific to sponsoring activities.**

The Warren County Educational Service Center Governing Board has been very receptive and supportive of all the activities we have taken on to assist us in authorizing. So far we have not been denied any financial support for training, in-service, mileage, or technology needs. These funds have come from the General Fund.

4. **Describe the frequency and the areas of professional development/trainings in which your staff is engaged relative to community school sponsorship. For example, do any staff attend national, state or ODE conferences and workshops?**

Our staff has consistently taken advantage of staff development opportunities in the area of charter school authorization. This includes webinars as well as traditional staff development sessions. Our agency is also a member of the National Association of School Authorizers (NACSA), as well as the Ohio Association of Charter School Authorizers (OACSA). We take full advantage of the staff development opportunities these organizations offer. We attended the seminar Auditor of the State Dave Yost sponsored in August 2015. We participate in webinars, etc., when they are offered.

5. **What policies and practices has your organization implemented to avoid potential conflicts of interest in working with the schools it sponsors? Please provide a copy of your conflict of interest policy and examples of signed conflict of interest statements, if available.**

- The employees associated with the authorization process are informed of the need to avoid actual or perceptual conflicts of interest;
- Employees involved in the authorization process are required to sign a form yearly that states the no conflict of interest exists.

**6. How do you assess your organization’s performance as a sponsor? Please provide any examples pertaining to an annual review by the board of the strategic plan goals achieved; or a continuous improvement plan, if applicable; or stakeholder input about services provided; etc.**

-- We compare our adopted Strategic Vision for charter school authorization with our progress toward achieving that vision, analyzing each key component.

--We analyze the academic and financial performance of each school we authorize through submitted annual reports. There should be a positive trajectory in all areas. A direct link exists between our performance as an authorizer, and the performance of our schools.

--We complete detailed financial statements annually to determine our costs associated with each school we authorize. These financial statements will be independently audited. This allows us to 1. Ensure the appropriateness of each financial transaction, and 2. Complete a cost/benefit analysis of all provided services.

## **Section II Sponsor Application Process & Decision-Making**

**7. Describe the application process that developers follow in seeking sponsorship from your organization. Include a timeline.**

A developer makes a request for an application. We do a very brief interview over the telephone or by email asking just some basic questions about type of school, location, funding, and qualifications.

- The developer provides us with an letter of intent to apply
- Developer submits an application
- Application reviewed by WCESC Committee
- Interview of applicant by WCESC Committee
- Site Visit to developer’s location
- Decision is communicated

Event	Deadline
Letter of Intent to Apply	November 1 <sup>st</sup>
Submission of sponsorship application to Warren County Educational Service Center	December 1 <sup>st</sup>
Review of application by Warren County Educational Service Center	December – January
Applicant Interviews*	December – January
Site visit to applicant's school(s)*	December – January
Notification to applicant of the decision on the application	By February 28 <sup>th</sup>
Sponsorship contract drafted and finalized	March/April
Final, fully executed contract documents due to Ohio Department of Education:	May 31 <sup>st</sup>
<ul style="list-style-type: none"> <li>• Contract for sponsorship between school government board and Warren County Educational Service Center</li> <li>• Warren County Educational Service Center resolution approving the contract</li> <li>• School governing board resolution approving the contract</li> <li>• Ohio Department of Education contract checklist</li> </ul>	

8. Describe all elements of the application, including documents that your organization requests from developers (please include all supporting documents, such as the application, rubric and interview guide and any links to the organization's website, if available).

#### APPLICATION SUBMISSION GUIDELINES

Submission of completed application with completed forms and attachments will allow us to closely examine the competencies and strengths of the school's education, governance, management, and financial structures.

**Order.** Completed applications must mirror the sequence of topics and attachments set forth in this application document:

- Application Transmittal Form
- Education Plan
- Financial Plan
- Operations
- Governance Plan
- Parent and Community Engagement Plan
- Additional Strategies
- Market Assessment
- Facilities
- Summary of Strengths and Weaknesses

**Format.** Materials should adhere to the following format:

- School name in header or footer of each page
- Include table of contents (appendices/attachments should be included in the table)
- Page numbers of each page, including appendices/attachments
- Prepared on white, 8.5" x 11' paper
- One-inch margins on all sides
- No font smaller than 11-point
- Paragraph formatting may not be more compacted than standard single space.

**Submission.** Applications should be submitted in the following manner:

- One (1) hardcopy of the application materials, including the original, unstapled and unbound, with original signatures should be delivered or mailed to:

Charter School Sponsorship Application  
Warren County Educational Service Center  
1879 Deerfield Road  
Lebanon, OH 45036

- One (1) electronic version of the application in Microsoft Word, signature pages in PDF, and budget materials in Excel format, using the template provided, via email to:

Pat Paré, Executive Director of Community Schools at [pat.pare@warrencountyesc.com](mailto:pat.pare@warrencountyesc.com)  
[www.warrencountyesc.com](http://www.warrencountyesc.com)

The Warren County Educational Service Center may reject applications that do not follow the procedures detailed above.

**9. Describe the criteria that your organization considers in reviewing applications for the replication of an existing school; for consideration of a currently operating school from another sponsor.**

We use the same criteria we would use for a first time start up school. We may not have been the sponsor of the existing school and would not have had all the questions and forms we have in our original application packet.



**10. Describe the level of expertise of those who review applications, including existing staff and external sources.**

The Warren County Educational Service Center has committed a team to promote school improvement. That team includes but is not limited to:

- a. Director of Community Schools with a M.Ed of Educational Leadership and 13 years principal experience and 2 years executive director of a community school.
- b. A retired high school principal with a Ph.D. and 35 years of experience as an assistant director and site visitor.
- c. A curriculum director with an Ed.D. with 25 years of experience to lead instructional improvement.
- d. A data analysis, Battelle trained, Ph.D. in chemistry to analyze test scores and other student data and make recommendations for change and improvement.
- e. An intervention specialist with over 30 years of experience who will make at least two visits per school per year to review all aspects of special education compliance. Analysis of procedures, paperwork, policies, standards, and IEP compliance will be made. Recommendations for improvement will be made and rechecks will be made to ensure follow thru.
- f. An experienced fiscal office will provide fiscal support, guidance, and compliance.
- g. The ESC superintendent will require a high standard of excellence with specific goals for students and staff.

**11. Provide details of applications that were both approved and denied by your organization over the past five years, including reasons for both approvals and denials. *[This question is for informational purposes only; it will not be scored.]***

Albert Einstein Academy was denied by our organization in the past five years. They provided a very strong academic and operational proposal and plan. Regretfully, their financial plan was too far underfunded to be successful. The Warren County Educational Service Center completed and submitted a Pathway III application for sponsorship in January 2015. The application was not considered by the Ohio Department of Education due to changes ODE was making in terms of sponsor evaluations, application approval, etc.

### **Section III Sponsor Performance Contracting**

**12. Describe your organization's process and the frequency for reviewing school performance against measures included in the contract on an annual basis.**

We meet with each school minimally once a month and attend every Governing Board meeting. The monthly school visits and governing board meetings attendance ensures ongoing compliance with the contract. It also allows the WCESC to effectively monitor school performance on an ongoing basis.

**13. Describe the breadth and scope of the performance measures set forth in the school(s)' contracts. Are these measures differentiated among contracts? If so, how and why? [Note: if your organization has revised its performance framework and the revised framework is not yet in use, please provide a copy.]**

Any schools we accept after January 1, 2016 will include the following in their contracts:

- Make clear that charter schools are subject to the same academic standards and expectations as all public schools in the State of Ohio
- Require charter school contracts and evaluations to center on objective, measurable, and multi dimensional data focused on performance outcome not inputs or subjective data.
- Define minimum academic and operation performance elements as a basic framework for charter school accountability.
- Allow authorizers, in developing performance expectations with charter schools to augment state standards and expectations with additional rigorous, valid, and reliable measures and metrics.
- Student achievement levels based on state content and performance standards
- Student academic growth over time
- Achievement gaps between major student subgroups in both student achievement levels and academic growth
- Attendance
- Recurrent enrollment from year to year
- Postsecondary readiness
- Financial performance and sustainability
- Compliance with all applicable laws, regulations, and the terms of the charter contract.

**14. Describe the performance standards and criteria a school must achieve in order for its contract to be renewed.**

Academic:

- They must demonstrate student academic growth over time;
- Retention of students;
- Career readiness;
- Successfully completed annual academic goals;
- Higher academic growth and achievement than the state average for similar schools;
- Higher academic growth and achievement than their peers in a regular school;
- High standards and expectations for academic goals and standards for the next contract term.

Financial:

- Demonstrate the ability to pay vendors;
- Show a positive ending balance or a rapidly reducing debt balance;
- A five year financial plan demonstrating positive balances;
- Realistic financial projections of income and enrollment;
- History of accurate financial projections and enrollment;
- A management company or other organization with signed agreement to cover all debts at the end of each year.

Operational:

- Everyday business is completed in an organized and professional manner;
- Leadership has demonstrated a commitment to excellence and success;
- Compliance to charter school laws and regulations not covered under academics or finance.

**15. Are there consequences for failing to meet the standards and metrics in the contract? If so, how are these communicated to the school?**

The consequences will vary based on the specific situation. In general, failure to meet the terms of the contract could result in greater intervention into the operation of the school, a negative appraisal of the school by the sponsor including the possibility of a lack of interest in contract renewal. A specific written notification will be provided to the board. This will be followed up with a meeting with the governing board.

## **Section IV**

### **School History & Performance**

*[This section is for informational purposes only; it will not be scored.]*

**16. Provide a list of all community schools for which your organization has been a sponsor and indicate their current status (open; open and on probation; suspended; closed (non-renewed); closed (voluntary); closed (terminated); or contract assumed by another sponsor).**

Greater Ohio Virtual School – OPEN; contract recently renewed for 5 more years.

Akron Digital Academy – OPEN; contract recently renewed for 5 more years.

Imagine Woodbury Academy – CONTRACT EXPIRING; a new contract is being developed.

Ohio Construction Academy – CONTRACT & OPERATION ASSUMED by another sponsor.

**17. Indicate which, if any, schools failed to open after payments were initiated. If any, please provide details of why the schools did not open.**

Warren County ESC has never sponsored a school that failed to open after payments were initiated.

**18. For schools that closed prior to the end of the academic year; provide details of why the schools closed.**

Warren County ESC has never sponsored a school that closed prior to the end of the academic year.

**19. Indicate which, if any, schools have had findings for recovery and/or been deemed unauditabile by the Auditor of State over the past 5 years.**

No schools sponsored by the Warren County Educational Service Center have had findings for recovery and been deemed unauditabile.

**20. Indicate which schools' contracts have been renewed.**

Akron Digital Academy (Drop-Out Recovery Program; Virtual; Online)  
335 South Main Street  
Akron, OH 44308  
(330)237-2200  
[www.akrondigitalacademy.org](http://www.akrondigitalacademy.org)

Greater Ohio Virtual School (Drop-Out Recovery Program; Virtual; Online)  
1879 Deerfield Road  
Lebanon, OH 45036  
(513)695-2924  
[www.mygovs.com](http://www.mygovs.com)

Imagine Woodbury Academy (K-5; Traditional)  
100 East Woodbury Drive  
Dayton, OH 45415  
(937)277-1710  
[www.imaginewoodbury.com](http://www.imaginewoodbury.com)

**21. Does your organization sell services to any of its schools? If so, what services? How are the services and charges arranged? Are service agreements part of the community school contract?**

Warren County Educational Service Center currently provides fiscal services for two of its three sponsored schools. Because purchased services are never required for a school sponsored by Warren County, the fiscal contracts with the two schools are separate from the sponsorship contract. The offices of Greater Ohio Virtual School are located in the main office of Warren County Educational Service Center, and so it is quite natural for the fiscal work to be completed by the treasurer's office staff that are located just a few feet away. In addition, the health insurance for GOVS staff is purchased through the same co-op that provides health insurance for Warren County ESC staff, which is a fantastic benefit for GOVS. Akron Digital Academy came to Warren County ESC in a rather nasty split from Akron City Schools. ADA had significant fiscal challenges and they did not have expertise needed when they could no longer obtain these services from Akron City School. Warren County ESC became the ADA fiscal agent at the school's request, and in three years the school has become fiscally sound and strong.

## Section V Sponsor Oversight & Evaluation

- 22. Describe your organization's system for monitoring school accountability and compliance. What is the protocol for on-site school reviews; what information is collected during these reviews? If available, please provide a copy of any guidance documents about the oversight and monitoring process used to explain to sponsored schools.**

First we consider the already existing accountability systems to which charter schools may be held accountable. Already existing state and federal accountability systems must be considered. For example federal and state accountability for special education must be considered. In addition, we would ask the following questions:

1. Is the school meeting acceptable standards according to state grading or rating systems?
2. Is the school meeting targets set forth by state and federal accountability systems?
3. Is the school meeting state designation expectations as set forth by state and federal accountability systems?
4. Did the school meet Adequate Yearly Progress requirements?

Our second area of concern is student growth over time. We consider measures such as norm-reference, criteria reference, and measureable goals set by us in collaboration with the charter school. Special emphasis is placed on growth in reading and math. Questions to be asked:

1. Are students making sufficient annual academic growth to achieve proficiency? (Criterion referenced)
2. Are students making expected annual academic growth compared to their academic peers? (Norm referenced)
3. Are students in Drop Out Recovery Schools meeting individual goals and showing growth over time?
4. Are students in the school performing well on state assessments in comparison to students in schools they might otherwise attend?
5. Are students in demographic subgroups achieving proficiency on state assessments compared to state subgroups?
6. Are the students in Drop Out Recovery Schools showing more growth than other Drop Out Recovery Schools?
7. How does the performance of this school compare to other schools?
8. Are students performing well on state assessments in comparison to schools serving similar populations?
9. Is the school increasing subgroup academic performance over time?

Student measurements cannot be on just any one of the above. True measurement comes from a combination of the above. In traditional charter schools, we expect a year's growth for each year of instruction at a minimum. Students participating in Drop Out Recovery Schools or students on IEP's must be measured with individual academically appropriate measures. These measures must show growth while also complying with the IEP.

Student Achievement is also a criterion for monitoring and compliance. Although it is important to show growth, the ultimate goal of a high quality charter school is to show achievement to proficiency and beyond. All core subjects are certainly a goal for all of our charter schools, but emphasis will be on math and reading.

Targets for achievement will be established. Each school will be given individual goals by this authorizer. Targets and/or goals will be set not only for academic growth, achievement to proficiency, and growth of subgroups, but also targets in operations, governing, administration, and finance.

Post-Secondary readiness is an area of emphasis. Are the students leaving this charter school prepared for college, trade school, military commitment, or to enter directly the work force? There is a national interest, concern, and expectation that charter schools appropriately prepare the students for the post-secondary world. Our questions and accountability for our charter schools include:

1. Does student performance on the ACT and SAT reflect college readiness?
2. Are students participating in the ACT or SAT?
3. Are students graduating from high school?
4. Are high school graduates enrolled in post-secondary institutions in the fall following graduation?
5. Are high school graduates who did not enroll in post-secondary institutions after graduation employed in the fall following graduation, including military service?
6. Are high school graduates adequately prepared for post-secondary academic success?

**23. Describe the roles, responsibilities and levels of experience of the staff members who monitor school accountability and compliance. Please provide the names and resumes of those individuals.**

Patrick Paré Director of Community Schools with a M.Ed of Educational Leadership and 13 years principal experience and 2 years executive director of a community school.

Dr. Ronald Malone is a retired high school principal with this year being his 42<sup>nd</sup> year in public education. Dr. Malone has also taken many of the online NACSA courses. His expertise is in curriculum, organizational structure, and leadership. He is OTES trained.

Dr. Daniel Michael has 15 years of educational experience. He is a Battelle trained Value Added leader, ETPS trained, Ohio Improvement Process facilitator, advanced Excel training. His expertise is in data analysis, science, curriculum mapping, and lesson design.

Dr. Yolande Griziński has over 30 years of experience. She is Ohio Teacher Evaluation System Trainer (OTES), Ohio Improvement Process Consultant (OIP), Student Learning Objectives (SLO), Master Teacher Consortium Director, Literacy Specialist (K-12), and Ohio's New Learning Standards (ELA).

Bonnie Stock has over 30 years of public school experience. Her expertise is in the area of special education.

**24. How does your organization share monitoring and compliance information with the schools? Please include examples of feedback (e.g., site visit reports, e-mails, and monthly financial/enrollment reports).**

During various monthly site visits we share data and our analysis of that data with the individual schools. Performance Index information is explained and shared as it compares from year to year.

Goals are mutually set to improve Performance Index scores based on recommendations and encouragement from us and the school instructional team.

Value Added data is shared at the classroom level to see how much growth took place. Once again, recommendations for goal setting and ways to improve are set.

Curriculum structure is discussed in detail including: alignment to standards, differentiation and rigor. Again, recommendations for improvement are made. Assessment practices particularly formative assessment which helps teachers make better decision while teaching are provided by members of our staff directly to classroom teachers.

Instructional practices including all domains in the OTES rubric can be reviewed with the staff if requested by the educational leadership team.

Both of our compliance officers are available via email, cell phone, or text message. One of the officers communicates with each school at least once a week.

Occasionally we fax materials, suggestions, policies, or recommendations.

**25. What circumstances have led or would lead your organization to intervene in a school's operations? Please provide any examples, if applicable and including corrective action plans, probation or suspension notices.**

We would intervene in a school's operations in instances of:

- Inappropriate treatment of students
- Unsafe conditions
- Unethical behavior
- Conflicts of interest
- We detect financial mismanagement
- Recalcitrant regard for state law
- Misuse of the public trust
- Falsification of official documents
- Falsification of testing results or enrollment figures
- Mishandling of testing procedures or testing materials

To date intervention in to any sponsored school's operation has not been necessary.

**26. Describe how your organization ensures the autonomy of its schools while providing appropriate levels of oversight. Please provide, if available, any communications or written documents that may expand upon roles and responsibilities, apart from required contract language.**

We honor and preserve core autonomies crucial to school success, including:

- Governing board independence from the authorizer;
- Personnel;
- School Vision and culture;
- Instructional programming, design, and use of time; and
- Budgeting.

Although we serve as a fiscal agent for some of our schools, we use caution to maintain school autonomy. In this role, we act as any other school treasurer. We inform schools about available funds, but we have no responsibility for purchases. Appropriations, budget cuts, and projections are conducted at the governing boards' requests. No interference in the board's operations is made unless the board exceeds their funds or attempts to spend or take actions that are contrary to Ohio Revised Code.

We will assume responsibility not for the success or failure of individual schools, but for holding schools accountable for their performance.

We will not add unnecessary requirements upon schools. Our focus shall always be holding schools accountable for outcomes rather than processes.



## Section VI

### Sponsor Termination & Renewal Decision-Making

**27. Describe the process used for renewing a school's contract. Is a written application required? If so, please provide a sample of the application and rubric.**

We will:

- Provide each school whose contract is expiring a renewal application form.
- Provide the school with a report that summarizes their performance over the life of the expiring contract.
- Provide the school with summative finding concerning the school's performance and its prospects for renewal.
- Review and evaluate mutually agreed upon goals
- Review test and assessment data
- Review retention rate
- Review graduation rate
- Review student growth

**28. What evidence does your organization consider before deciding to renew or non-renew a school's contract? Does your organization provide a report to its schools prior to contract renewal? If so, describe how that report is structured and what is included in it.**

Warren County Educational Service Center considers each school's full performance record, such as site visit findings, before deciding to renew or non-renew a school's contract. A part of the renewal process, schools will complete a renewal application to capture information on how academic, operational, and financial performance is in keeping with the goals outlined in the contract.

Evidence provided includes:

- Test and assessment data for absolute, comparative, and growth performance
- Enrollment and retention data
- High school graduation data
- Outcomes of mission-specific academic goals outlined in the contract
- Financial records
- Most recent financial audit
- Five-year budget forecast
- Documentation of administrator qualifications, ongoing professional development, and school leader evaluation
- Review and evaluate mutually agreed upon goals

Using this information, Warren County Educational Service Center will provide each school with a report that summarizes their performance over the life of the expiring contract, as well as a summative finding concerning the school's performance and its prospects for renewal.

**29. What is the role of your organization’s board in deciding to renew or non-renew a school’s contract? Please provide examples of board structure, involvement/actions pertaining to such decisions.**

Governing Board structure consists of 5 members, including a President and Vice-president. The Governing Board would rely upon information and the recommendation of the superintendent and community school liaisons.

**30. Has your organization ever renewed a contract with a school that did not meet all of the performance standards specified in its contract? Please explain the rationale, and in the case of a renewal of a school that failed to meet performance standards, were additional requirements placed upon the school?**

Warren County Educational Service Center has never renewed the contract of a school that did not meet the specified performance standards.

**31. Describe your process, including staff, in completing the closure of a school.**

Should we need to close a school, we will implement and monitor a plan for closure. We will establish a transition team and assign roles and action item responsibilities based on the prescribed State Closing Procedures:

- Establish Transition Team and Assign Roles
- Assign Transition Team Action item Responsibilities

#### Initial Communications

- Initial closure notification letter to parents and school
- Initial closure notification letter state and local agencies
- Closure notification sent to Ohio State Teachers Retirement System and School Employees
- Press release
- Notify state
- Notification of employees and benefit providers
- Notification of management company and termination of contract

#### Existing Operations

- Plan to maintain location and communication
- Continue current instruction
- Terminate summer program (if one exists)
- Check insurance
- Transfer of any testing materials

#### Stakeholder Engagement

- Create parent contact list
- Convene parent closure meeting
- Convene faculty meeting
- Parent closure transition letter
- Staff/faculty transition letter

#### Records

- Secure student records, including special education records
- Secure staff records
- Secure and review financial records
- Disposition of records
- Final report cards and student records
- Transfer of student records
- Documentation of transfer of student records

#### Finances

- Establish use of reserve funds
- Notification of cancellation of lease
- Notify all vendors
- Notification of creditors
- Notification of debtors
- Payment of funds
  - STRS
  - SERS
  - Employment taxes
- Expenditure reporting
- Itemized financials
- Payroll reports
- Audit

#### Facility/Property

- Facility contact list
- Inventory
- Disposition of property
- Property purchased with public charter school funds
- Disposition of real property

#### Dissolution

- IRS status

## **Section VII**

### **Technical Assistance and Sponsor Requirements in Rule & Law**

**32. Describe how your organization provides technical assistance to its schools.**

The possibilities here are endless. We have almost limitless resources in our Educational Center. Our resources go from curriculum to legal, to busses to technology. We have intentionally hired retired long term administrators to be able to provide assistance and experience in a plethora of areas. We have extensive background in human resources as well as curriculum, technology, and general everyday questions that are a part of a typical day, week, or month in a public school. Our liaisons are available via email and cell phone. Some examples of technical assistance we have provided include:

- Provided guidance on how to handle staff/faculty and student grief counseling after a charter school's faculty member was killed in an auto accident. We also provided guidance on how to communicate this tragedy and the school's response with parents and students.
- Assisted a school looking to expand its transportation services in identifying an affordable bus service.
- Assisted a school that was very unhappy with the quality of their existing online academic provider in finding a reliable online academic provider.

Our staff attends and provides numerous in-service activities. We share this knowledge with our schools during monthly visits and board meetings. This sharing can be in the form of verbal comments, written comments, sharing of brochures and flyers, or just answering pressing questions.

**33. Describe the roles, responsibilities and levels of experience of the staff members who provide technical assistance to community schools sponsored by your organization.**

Our staff attends and provides numerous in-service activities. We share this knowledge with our schools during monthly visits and board meetings. This sharing can be in the form of verbal comments, written comments, sharing of brochures and flyers, or just answering pressing questions. See question #23 for complete information on the staff members who provide technical assistance.

**34. How do you provide legal updates to your sponsored schools? Please provide any sample communications, or other means of disseminating legal updates.**

We currently belong to OACSA and NACSA. Both organizations provide legislative updates and legal updates. Our staff has attended state level conferences with other charter organizations and found them to be helpful in providing updates in both areas. In addition, Ohio Connections and webinars from ODE are very helpful. Our two compliance officers pass this information along to all the charter schools we sponsor.

**35. How do you make your sponsored schools aware of professional development opportunities?**

Throughout the year Warren County Educational Service Center and 2 compliance officers provide staff development opportunities for our staff and surrounding schools. Although the surrounding schools do pay a fee for these in-service opportunities, we provide them free of charge to all of our charter schools. In addition, professional development may be suggested from our state and local professional organizations. NACSA has numerous online courses that are excellent training for authorizers, but also schools. The NACSA Principles & Standards are excellent resources. Both of our compliance officers keep our schools apprised of these opportunities.

**36. Identify those within your organization who serve as the liaisons to the governing authority. Describe how your organization ensures that the roles and responsibilities of the liaisons and governing authority remain separate.**

Our liaisons include:

Patrick Paré – Director of Human Resources and Community Schools

Dr. Ronald Malone, Ph.D. – Community Schools Compliance Officer

A quality authorizer:

- Honors and preserves core autonomies crucial to school success
- Assumes responsibility not for the success or failure of individual schools, but for holding schools accountable for their performance.
- Minimizes administrative and compliance burdens on schools.
- Focuses on holding schools accountable for outcomes rather than processes.

As authorizers we live by these guidelines when visiting, talking with, or otherwise dealing with schools. We constantly allow schools to make their own decisions and see our role only as a partnership, a compliance group, and as advisors not rule givers and enforcers.

**Prior to submission of this application, please ensure that the following items are included:**

1. Responses to all sections; and
2. Supporting documentation check list, including, but not limited to:
  - Mission statement (may include a link to the ESC's website) – **Response #1**
  - Strategic plan – **Response #1**
  - Board structure and actions, such as resolutions or policies reflecting mission and strategic plan; approval and renewal decisions – **Response #29; COPY OF CONTRACT APPROVAL – See Attachment #1**
  - Annual report
    - Examples related to the board's review of its performance; continuous improvement plan – **Response #6; COPY OF ANNUAL REPORT – See Attachment #2**
  - Independent audits – **COPY OF 2013 SPECIAL AUDIT COVER LETTER – See Attachment #3**
  - Organizational chart – **Response #10 – See Attachment #4**
  - Staff resumes/biographies and their role(s) in your organization for those who provide technical assistance, oversight, compliance and/or monitoring – **Response #10**
  - Budget of the organization's yearly revenue and expenditures specific to sponsoring activities – **Response #3 – See Attachment #5**
  - Guidance documents and policies
    - Specifically, conflict of interest policy and examples of signed conflict of interest statements, if available – **See Attachment #6 & #6B**
  - Application for sponsorship, rubric and interview guide, if available – **Responses #7 & #8 – See Attachments #7 & #8**
  - Performance framework, if different from that in the community school's contract – **STATED IN THE CONTRACTS**
  - List of schools ever sponsored, their status and other information requested in questions 16 through 21 – **Responses #16-#21**
  - Examples of information sent to sponsored schools (questions 24-26) – **Responses #24-#26**
  - Site visit report – **See Attachments #9, #10, #10B, & #11**
  - Application and rubric for contract renewal; written policies, if available – **Responses #27; #28 – See Attachment #12**
  - Examples of other reports sent to schools, prior to renewal – **See Attachments #13 & #14**
  - Examples of legal updates and other information sent to schools. – **See Attachments #15 & #16**

**Please submit the application and supplementary documents electronically to the Office of Quality School Choice through the Collaboration Center, using your SAFE account. Contact the Office of Quality School Choice at [community.schools@education.ohio.gov](mailto:community.schools@education.ohio.gov) if you have questions about how to access and use the Collaboration Center.**

**SPONSOR**

**AT-RISK COMMUNITY SCHOOL**

**ON BEHALF OF THE WARREN  
COUNTY EDUCATIONAL SERVICE  
CENTER BOARD OF EDUCATION**

**ON BEHALF OF THE GREATER  
OHIO VIRTUAL SCHOOL BOARD  
OF EDUCATION**

By: 

By: 

Print Name: Sally Williams

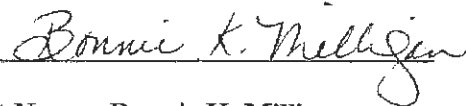
Print Name: Tom Isaacs

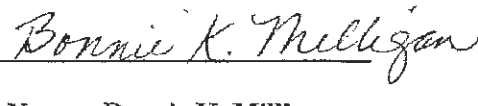
Title: Sponsor Board President

Title: G.O.V.S. Board President

Date: 5/25/2010

Date: 5/25/2010

By: 

By: 

Print Name: Bonnie K. Milligan


Print Name: Bonnie K. Milligan

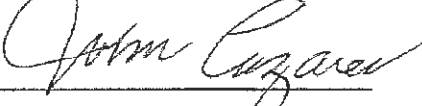
Title: Sponsor Treasurer

Title: G.O.V.S. Treasurer

Date: 5/25/2010

Date: 5/25/2010

By: 

By: 

Print Name: John Lazares

Print Name: John Lazares

Title: Superintendent Sponsor District

Title: G.O.V.S. Superintendent

Date: 5/25/2010

Date: 5/25/2010



November 2014

The **Greater Ohio Virtual School**, School (IRN 000282), is a free, public, on-line school (grades 7-12) chartered by the Ohio Department of Education. The **Greater Ohio Virtual School** serves students whose parents or legal guardians reside in the State of Ohio.

This school is established under Ohio Charter School Law and provides a virtual educational program at no cost to the student or parent. The school is sponsored by the Warren County Educational Service Center and is operated under the direction of its Superintendent, Tom Isaacs.

Enrollment at the end of FY14 was 420 with 210 of those being on IEP's

### **Annual Operational & Organizational Report for Greater Ohio Virtual School**

Because the offices of the Greater Ohio Virtual School (GOVS) are in the same building as my office, I speak with their staff on a daily basis. I attend their board meetings each month they have them. Because GOVS is an eschool, facilities are not a big issue. Excellent space is provided for the office staff while small tutoring facilities are available for students when needed. Operationally GOVS hired a new executive director this past year, FY14. Mr. Pare' brings new blood to the group with many new ideas. Under his leadership, enrollment will grow, OGT participation will increase, as will attendance and lesson completion. In addition to the new director, several new intervention specialists have been added to the staff. Service to students with IEP's is a special kind of challenge in an eschool. The large number of intervention specialist provides a small teacher to student ratio; something we hope will help academically.

#### **Education and Assessment**

**Overall Performance**—The Greater Ohio Virtual School (GOVS) academic performance for the 2013-2014 school year was strong, in comparison to other dropout recovery schools in Ohio. Specifically:

1. **High School Graduation Tests**— 58.6% of the students passed all 5 tests, meeting the established standard, and only .1% from the "exceeding" the established standard. In comparison, comparable dropout recovery schools achieved a passage rate of only 49.5%, or 9.1% less than GOVS.
2. **Gap Closing**—This standard was not met, so this area needs additional work and monitoring. Substantial gaps exist between the performance of whites, economically disadvantaged, and students with disabilities. The order of performance in Reading was: Whites (78.7%);



Economically Disadvantaged (67.1%); and Students with Disabilities (52.5%). In Math, the order was: Whites (63.9%); Economically Disadvantaged (43.1%); and Students with Disabilities (26.2%). In Graduation Rates, the order was : Whites (44.1%); Students with Disabilities (37.5%); and Economically Disadvantaged (32.2%).

3. Graduation Rates—GOVS exceeded the standards at the 4 year; 5 year; and 6 year marks. It did not meet the standards at the 7 year mark. Specifically, GOVS' 4 year graduation was 42.9%, exceeding the standard by 13%. The 5 year graduation rate of 45.8% exceeded the standards by 6.9%. The 6 year graduation of 50.0% exceeded the standards by 11.1%. The 7 year graduation rate was 2.0%, falling 10% short of the 12% needed to meet the standard.
4. Graduation Rates Comparison to other Dropout Recovery School in Ohio—GOVS has substantially higher graduation rates at the 4 year; 5 year; and 6 year marks. Comparison Schools have a higher graduation rate at the 7 year mark. Specifically, GOVS' 4 year graduation is 42.9%, while the comparison schools' rate is 22.5%. GOVS' 5 year graduation rate is 45.8%, compared to a rate of 26.1% of other dropout recovery schools. GOVS' 6 year graduation rate is 50.0%, compared to other dropout recovery schools' rate of 24.7%. GOVS' 7 year graduation rate is 2.0%, compared to other dropout recovery schools' rate of 19.5%.

In Summary, GOVS is performing well, when compared to other dropout recovery schools in the areas of graduation test passage, graduation rates, and graduation comparisons. Work needs to be done in the area of closing the academic gap, so that all groups—economically disadvantaged, whites, and students with disabilities—all perform at a high level.

### **Finance**

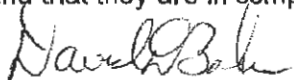
Once again, with the Greater Ohio Virtual School being in the same building as my office, I speak with the treasurer on a daily basis. The GOVS carry over balance is very comfortable with no possible chances of them falling into financial trouble in the next five years.

The treasurer provides appropriate paperwork for each board meeting. Questions from me are answered appropriately within 24 hours. All required forms, including the 5-year forecast are filed with the state in October and May as required. (5-Year Forecast attached to this document)

### **Greater Ohio Virtual School Authorizer Ratings**

Education 1  
Finance 1  
Governance 1  
Academic Assessment 2

Based on my daily contact with the staff and administration of the Greater Ohio Virtual School, I find that they are in compliance with all state requirements under ORC.

  
David D. Baker, Ph.D.  
Authorizer Representative



November 2014

## **Annual Operational & Organizational Report for Imagine Woodbury Academy**

I have met with the administration of this school on a monthly basis. I also meet with the administration and governing board members an additional day each month that there is a scheduled board meeting.

Woodbury is leasing a former Dayton Public School elementary school building. As a result the building is already designed and set up for elementary school use. Imagine has put a lot of money into this building in the way of lighting and improving the gym area to make it more educationally attractive.

During the opening assurances visit, I found the entire building in great shape. Fire extinguishers were up to date, exit lights were properly illuminated, and all safety features were in place. I found the building very appropriate for use as an elementary school.

This past year Katherine Kountz was the building principal I worked with as the educational leader as well as a representative of Imagine Schools. Her office was well organized. Her support staff knew where all things were located and could retrieve needed materials on a minutes' notice.

Board meetings were well organized. A very excellent agenda was prepared each month. Mrs. Kountz was on top of each item and could explain any and all items.

Mrs. Kountz will be leaving her position for the 2014-15 school year to be replaced by Jenna Hundley. Mrs. Kountz has been transferred to an underperforming school. Her task will be to bring that school up to the same standards she reached with Woodbury.

### **Education and Assessment**

Overall Performance—The Imagine Woodbury School's overall performance showed some significant growth in virtually all areas. While much more progress needs to occur, the students' scores showed improvement .....This was demonstrated by their overall Performance Index increasing from 65.9% in 2012-2013 to 74.9% in 2013-2014. Specifically:

1. In Reading, 3<sup>rd</sup> grade scores rose from 50.0% to 54.5%; 4<sup>th</sup> Grade scores rose from 70.0% to 71.4%; and 5<sup>th</sup> Grade scores rose from 30.8% to 54.5%.
2. In Math, 3<sup>rd</sup> grade scores rose from 33.3% to 45.5%; 4<sup>th</sup> Grade scores rose from 40.0% to 64.3%; and 5<sup>th</sup> grade scores rose from 15.4% to 54.5%.
3. In Science, the 5<sup>th</sup> Grade scores rose from 15.4% to 27.3%. While a passage rate of 80% must be achieved to receive credit for this indicator, progress is occurring.
4. In the area of Annual Yearly Progress, Imagine Woodbury received a "C", indicating an overall score of between -1.78 and .99. The grade where the strongest scores were achieved was Grade 5, with a Reading score of 1.36 and a Math score of .03, with an overall score of .98.

5. In the area of Closing the Gap, Imagine Woodbury received a "D", with a score of 61.5% While the Annual Measureable Objectives of 80% in Math and 84.9% in Reading was not attained, progress was shown in this area.
6. Progress toward the Third Grade Reading Guarantee-- Imagine Woodbury showed uneven scores in this area. Kindergarten scores showed 37.5% were on track; 1<sup>st</sup> Grade scores showed 97.3% were on track-an impressive increase; 2<sup>nd</sup> Grade scores dropped back to 71.4%; and the 3<sup>rd</sup> grade scores dropped back further to 54.5%

In Summary, Imagine Woodbury is demonstrating academic progress, with achievement scores in virtually all levels and subject areas showing growth. This needs to consistently continue. Specific analysis needs to occur to determine what factors accounted for the dramatic rise in Reading scores from Kindergarten to the 1<sup>st</sup> Grade, and then the decrease in the 2<sup>nd</sup> and 3<sup>rd</sup> grades.

### **Finance**

As a relatively new community school Imagine Woodbury continues to reimburse Imagine for monies advanced during these start up years. I attend each and every board meeting and ask questions of the treasurer at each meeting and just prior to board meetings. Mr. Johnson has been excellent in his rapid and accurate responses to all of my questions regarding Woodbury Academy. As the enrollment and FTE's increase, Woodbury will continue to be financially viable.

### **Legal Compliance**

I meet with the principal of Imagine Woodbury on a monthly basis. She is more on top of keeping track of compliance and legal mandates than anyone else I work with in the community school business. I find Imagine Woodbury to be in compliance with all ORC requirements.

Authorizer Ratings:

### **Imagine Woodbury Academy Authorizer Ratings**

Education 1  
Finance 2  
Governance 1  
Academic 1



David D. Baker, Ph.D.  
Authorizer Representative



**Warren County  
Educational Service Center**

November 2014

**Ohio Construction Academy** (IRN 014067) was started at the beginning of the 2013-14 school year. Established as a Drop Out Recovery School, OCA began the year September 30 with 25 students. Ohio Construction Academy (OCA) is a tuition free, fully accredited construction charter high school in Columbus, OH.

OCA is the only construction charter high school in America that provides a direct link to construction industry employers through its partnerships.

We provide high school students an innovative educational opportunity that explores construction related careers through an excellent foundation in core academic instruction and rigorous hands-on construction related training. Our curriculum prepares graduates for direct entry into a professional apprenticeship program, college, and a career.

### **Annual Operational & Organizational Report for Ohio Construction Academy**

I met with the staff of OCA at least once and month and every board meeting they had. Bart Hacker is the management company representative from Associated Builders and Contractors. I have met with him numerous times to plan the school, correct problems and make recommendations. Gayle is a volunteer who helps with recruiting and student behaviors. She came onboard this summer to recruit for 2014-15. The lack of a clear educational leader is problematic. The OCA board has had trouble keeping members and finding dates that everyone can attend. Several meetings have been cancelled or rescheduled due to lack of a quorum.

### **Education and Assessment**

Because FY 14 was the first year for the Ohio Construction Academy (OCA), very little comparative data is available. Their OGT results are not available online because less than 10 students took the exams.

Academically and educationally OCA made some major strides. In the most quintessential example of a Drop Out Recovery School, OCA took on some very tough male students from Columbus Public Schools. As drop outs or soon to be, many students came in with gang affiliations and histories of violent behavior. Most of the first semester was spent getting the students to behave properly in a shop setting and to take online course work seriously. Major problems with the vendor providing online curriculum resulted in untraceable data and lesson completion. At the beginning of the second semester a new vendor was found. Lessons can now be tracked and monitored. Data can now be collected for future assessment and analysis of student progress and growth.

Student and school goals have been established so that a fair and complete analysis of student progress can be made. The staff is working on a rubric to track the Career Tech piece of this DOR School.

**Finance**

Fiscal services for OCA are provided by the Warren County Educational Service Center (WCESC). The very small FTE the first year, 18 made funding a major part of the first year. Unable to pay bills, the management company waived their rental costs for the building and also waived any management fees. OCA is also unable to pay Warren County their administrative costs for the first year or even the beginning of the second year.

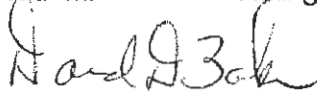
Although the 5-year forecast, (attached) ends in a positive balance. However, the bottom line would be far from balanced if the management company began charging rent or a management fee or the Warren County Educational Service Center started collecting the administrative fees they are due. As you can see the carry over balance grows very little and indicates lack of sufficient financial resources.

**Legal Compliance**

I meet with the Ohio Construction Academy at least once a month. During those meeting we attempt to confirm that the school is in compliance with ORC. Although frequently slow to respond, staff and administration eventually provide me with all the necessary documents.

**Ohio Construction Academy Authorizer Ratings:**

Education	Rating of 2
Finance	Rating of 3
Governance	Rating of 3
Academic	Rating of 2



David D. Baker, Ph.D.  
Authorizer Representative



**Warren County  
Educational Service Center**

November 2014

Akron Digital Academy (IRN 149054) is a Drop Out Recovery school in Akron Ohio. As a Drop Out Recovery school their mission is to provide an opportunity for at risk students to successfully complete a high school academic program and complete a high school diploma.

**Annual Operational and Organizational Report for Akron Digital**

I have met with the administration, staff, and board of education on a monthly basis. I have found all facilities currently in use as adequate and safe. All rooms have sufficient lighting and ventilation. Areas that students use for tutoring are colorful and provide a good educational environment.

During the opening assurances visit, I inspected all fire extinguishers, exit lights, and stair wells. All were well lit and safe. Although this is an older building, maintenance has been good.

Because of the age of the building and the constant increase in rent, the Governing Board is pursuing a lease with option to purchase at a different location. Considerable financial savings will result in the move.

Dr. David Bowlin serves as superintendent of Akron Digital Academy, while Dominic Donatelli serves as a business manager/operations manager. I have met with both of these men on a monthly basis since becoming their authorizer in July of 2013. Both men pursue appropriate professional development and personal career development. Their organization structure of Akron Digital is good, with all staff aware of what is expected of them. Morale among the staff is high, with equally high expectations for students. A recently implemented Strategic Plan will help guide the district in the coming years.

**Education and Assessment**

Overall Performance—The Akron Digital Academy's overall academic performance met most of the established standards. The greatest area of strength was in the High School Test Passage Rate category. The area that appears to need the most attention is the Closing the Gap category. Graduation Rates also appear to be trending downward. Specifically:

1. High School Graduation Tests—68.3% of the students passed all 5 tests, exceeding the established standards. In comparison, other dropout recovery schools in Ohio had an average passage rate of 49.5%, or 18.8% less than the rate achieved by the Akron Digital Academy.
2. Gap Closing—This standard was not met, so this is an area that needs additional work and monitoring. In the area of Reading, the performance of Economically Disabled students, African American students, and White students were relatively equal (70.7%; 66.7%; and 70%). Students with Disabilities, however, performed at a substantially lower level (34.1%). In the area of Math, White students performed at a significantly higher level than African American students and Economically Disadvantaged students. The percentages were 60.0%; 34.1%; and 46.9%, respectively. Finally, the graduation rates were also inconsistent. Students with Disabilities had a graduation rate 39.5%; White Students had a graduation rate of 26.4%; Economically Disadvantaged students had a graduation rate of 18.1%; and African American students had a graduation rate of 2.8%.

3. Graduation Rates—Akron Digital Academy met the established standards with its 4 year graduation rate (18.8%); its 5 year graduation rate (26.1%); its 6 year graduation rate (29.4%); and its 7 year graduation rate (33.6%). However, there is a downward trend in all areas since 2010. In 2010, the 4 year rate was 21.5%; the 5 year rate was 30.0%; and the 6 year rate was 33.6%.
4. Graduation Rates Comparison with Other Dropout Recovery Schools—Akron Digital Academy's 4 year graduation rate was 18.8% vs. 22.5% for other schools; its 5 year graduation rate was equal to other schools -26.1%; its 6 year rate was greater than other schools—29.4% vs. 24.7%; and its 7 year graduation rate was substantially higher than other schools –33.6% vs. 19.5%.

In Summary, The Akron Digital Academy's strongest areas were in Graduation Test Passage rates and overall Graduation rates. The areas of Closing the Academic Gaps and short-term graduation rates need special attention and monitoring.

### Finance

Akron Digital Academy is coming off of a difficult financial year.

1. Foundation - lost \$610,414
  - a. Basic Foundation was estimated at \$3,023,120 with 530 kids but you received only \$2,393,596.80 with a final FTE of 116.64, a difference of \$629,523
  - b. SPED funding was estimated at \$442,716 (three year average since you wanted to assume still 530 students) and actual was \$461,195.23 a positive difference of \$18,479.23. This number is hard to predict because the school is getting more SPED students and then it depends on the severity of the need.
2. Expenses – saved \$162,490
  - a. You actually did a good job of limiting expenses as to the forecast, forecasted for \$4,617,715 and spent \$4,455,225 a positive difference of \$162,490
3. Federal Grants – lost \$479,504
  - a. Part of this amount is what you were allocated for FY14 in Title I, IDEA-B, Title II-A, and RtT that we did not get the cash request prior to 6/30/14 and will be received in FY15. This amounts to \$187,425.40
  - b. With the former point in mind, the rest of the federal funds were down
    - i. IDEA-B – estimated at \$273,984, received \$121,955.64 = \$152,028.36
    - ii. Title I – estimated at \$411,545, received \$263,892.06 = \$147,652.94
    - iii. Title II-A – estimated at \$7,485, received \$2,949.27 = \$4,535.73
    - iv. This totals \$304,217.03
  - c. If you add up all the numbers they will not equal the \$479,504 because we actually received more in RtT than we anticipated for the year, but those 3 grants are the big ones.
4. If you look at the October FY13 forecast, there was already an estimated loss of \$248,578, so if you take that from the loss of \$1,179,698 then the "unexpected" loss was \$931,120. The above figures make up the bulk of the "unexpected" loss.

**Akron Digital Academy Authorizer Ratings:**

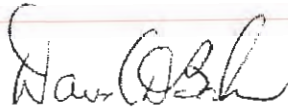
Education 1

Finance 2

Governance 2

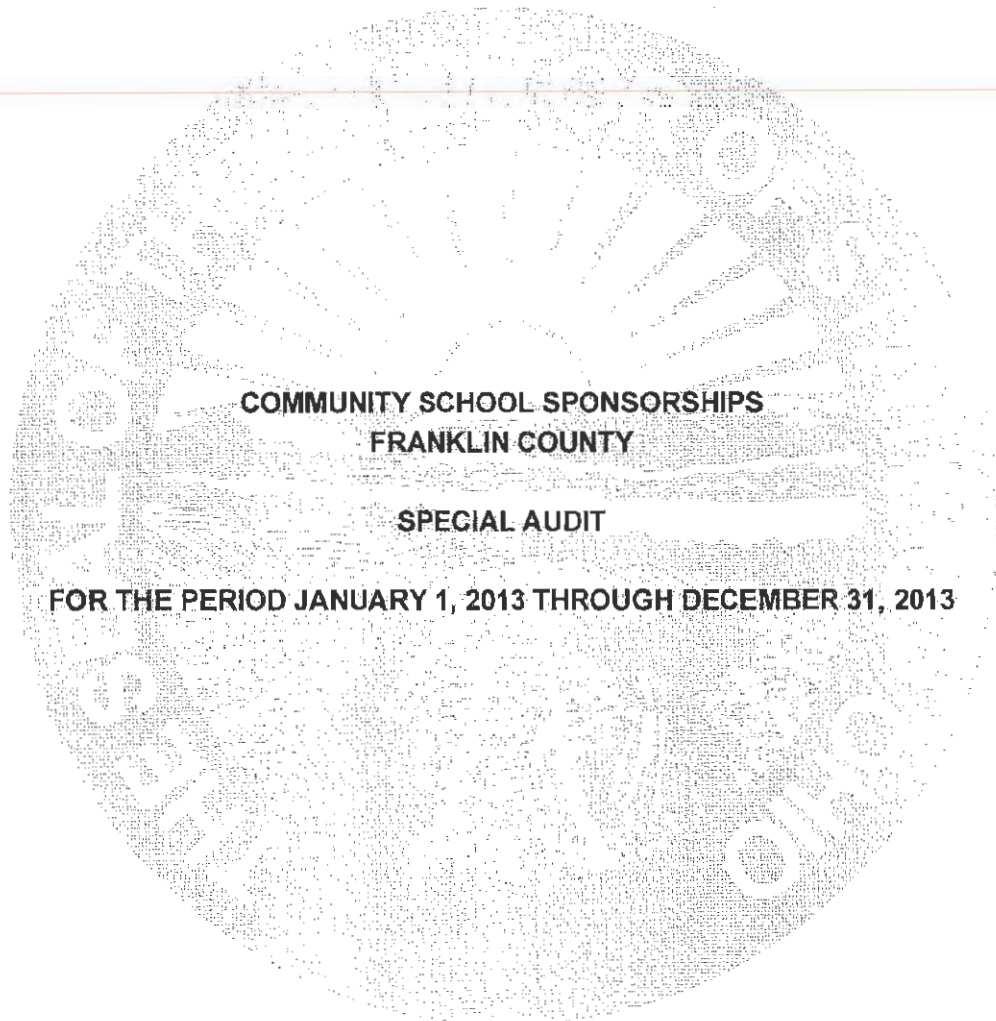
Academic assessment and Accountability 1

Legal Compliance: As mentioned above, I met with the administration and staff on a monthly basis. In addition, we communicated by telephone or email on a weekly basis. I have found no compliance problems to date.



David D. Baker, Ph.D.  
Authorizer Representative





**COMMUNITY SCHOOL SPONSORSHIPS  
FRANKLIN COUNTY**

**SPECIAL AUDIT**

**FOR THE PERIOD JANUARY 1, 2013 THROUGH DECEMBER 31, 2013**



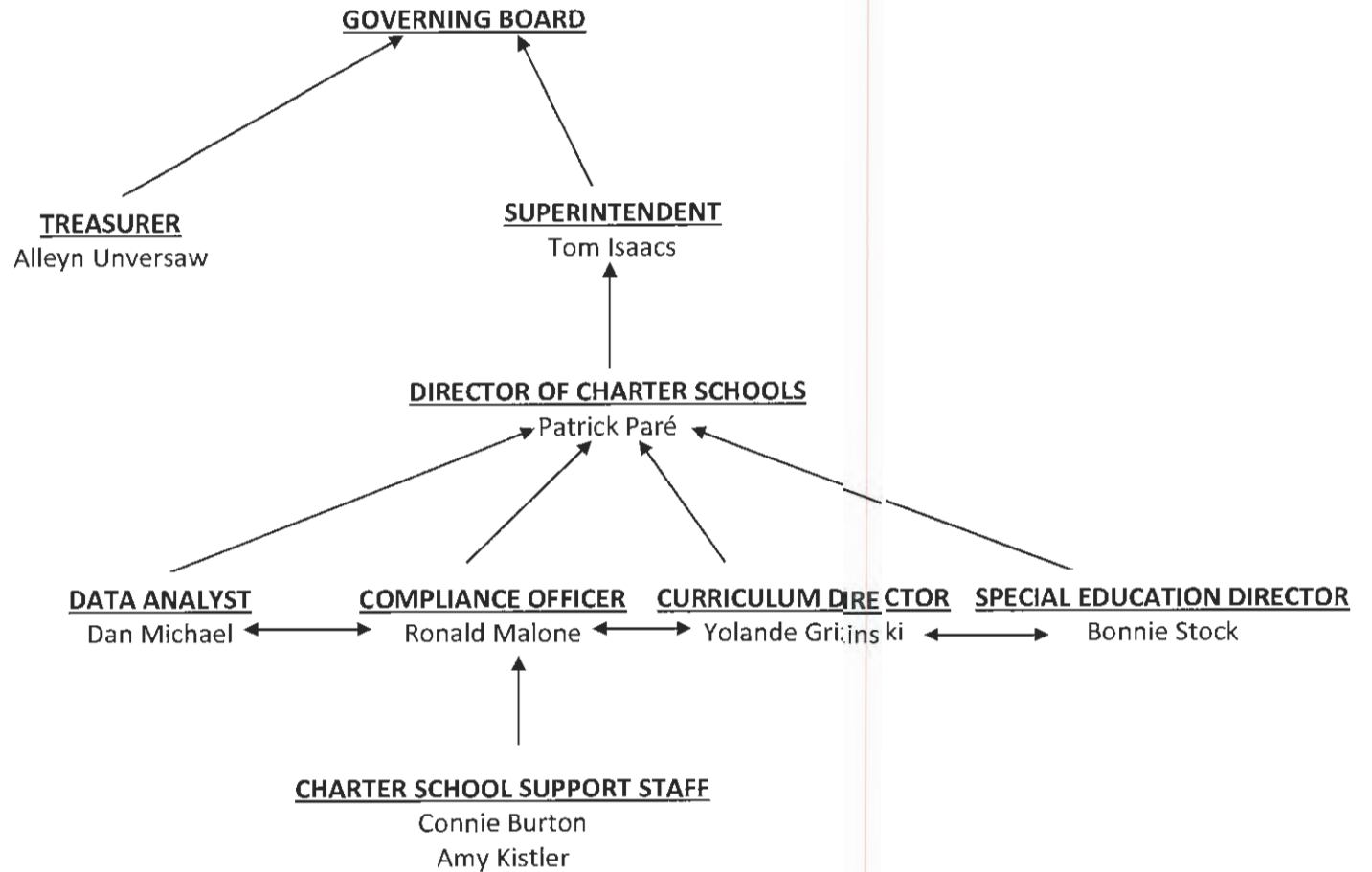
**Dave Yost • Auditor of State**

## TABLE OF CONTENTS

<u>TITLE</u>	<u>PAGE</u>
Independent Auditor's Report	3
Supplement to the Special Audit Report	
Background	7
Objective No. 1: Sponsors' Vetting of Schools Applying for Sponsorship	8
Objective No. 2: Potential Conflicts of Interest	11
Objective No. 3: Use of Funds by Schools, Sponsors and Management Companies	15
Objective No. 4: Continuous Sponsor Monitoring Activities	18
Appendices	24



**WARREN COUNTY EDUCATIONAL SERVICE CENTER SPONSOR ORGANIZATIONAL CHART**







Warren County  
Educational Service Center

### Conflict of Interest

I, TOM ISAACS affirm that I have no conflict of interest in evaluating the application of the AKRON DIGITAL school for consideration to be authorized by the Warren County Educational Service Center. By approving or rejecting their application I do not stand to lose or gain financially or in any other way that would be a benefit to me.

Name of Interviewer

*Tom Isaacs*

Date

2/19/15



**Warren County**  
**Educational Service Center**

### Conflict of Interest

I, DAVID D. BAKER affirm that I have no conflict of interest in evaluating the application of the ALBERT EINSTEIN school for consideration to be authorized by the Warren County Educational Service Center. By approving or rejecting their application I do not stand to lose or gain financially or in any other way that would be a benefit to me.

Name of Interviewer David D Baker Date 2-25-14

# bylaw

**GOVERNING BOARD  
WARREN COUNTY EDUCATIONAL SERVICE CENTER**

**BYLAWS  
0140/page 1 of 12**

## MEMBERSHIP

0141            **Number**

The Governing Board shall consist of five (5) members elected at large.

0141.2        **Conflict of Interest**

A Board member shall not have any direct or indirect pecuniary interest in a contract with the Center; nor shall s/he furnish directly any labor, equipment, or supplies to the Center; nor shall s/he be employed by the Board in any capacity for compensation.

In the event a Board member is employed by a corporation or business which furnishes goods or services to the Educational Service Center, the Board member shall declare his/her association with the organization and refrain from debating or voting upon the question of the contract. It is not the intent of this policy to prevent the Center from contracting with corporations or businesses because a Board member is an employee of the firm. The policy is designed to prevent placing a Board member in a position where his/her interest in the public schools and his/her interest in his/her place of employment might conflict and to avoid appearances of conflict of interest even though such conflict may not exist.

Among the conflicts which law specifically forbids:

- A. the prosecuting attorney or city attorney from serving on the Governing Board;
- B. a Board member from serving as the school dentist, physician, or nurse;

# bylaw

**GOVERNING BOARD  
WARREN COUNTY EDUCATIONAL SERVICE CENTER**

BYLAWS  
0140/page 2 of 12

- C. a Board member from being employed for compensation by the Board;
- D. a Board member from having, directly or indirectly, any pecuniary interest in any contract with the Board;
- E. a Board member from accepting a reward, gift, or reduction in price for favoring, recommending, or advocating the introduction, adoption, or use in the school of a textbook, map, chart, or any other school supply;
- F. a Board member, for a period of one (1) year after leaving office, from accepting employment with the Board where such employment was authorized by the Board while s/he was a member thereof;
- G. a Board member from soliciting or using the authority or influence of his/her office to secure employment with the Board;
- H. a Board member from voting, deliberating, participating in discussions, or otherwise using the authority or influence of his/her office to create a position with the Educational Service Center or to set the compensation for such position where s/he is considering, or is being considered for, employment in that position;
- I. a Board member from having interest in the contract for the purchase of property, supplies, or fire insurance by any county, township, municipal corporation, governing board, or public institution anywhere in the State of Ohio, if such contract exceeds \$150 unless the contract is let by competitive bidding;
- J. a Board member from voting on a contract with that person as a teacher or instructor if s/he is related to that person as father, mother, brother, or sister.



# bylaw

**GOVERNING BOARD  
WARREN COUNTY EDUCATIONAL SERVICE CENTER**

**BYLAWS**  
0140/page 3 of 12

Board members shall not accept any form of compensation from vendors that might influence their decision on the eventual purchase of equipment, supplies, or services. Furthermore, Board members shall not accept any form of compensation from a vendor after a decision has been made to purchase equipment, supplies, or services from a vendor. In addition, Board members shall not enter into a contractual arrangement with a vendor seeking to do business with the Educational Service Center, or a vendor with whom the Center is doing business, whereby an individual Board member receives compensation in any form for services rendered. Such compensation includes, but is not limited to, cash, check, stocks, or any other form of securities, and gifts such as televisions, microwave ovens, computers, discount certificates, travel vouchers, tickets, passes, and other such things of value. In the event that a Board member receives such compensation, the Board member shall immediately notify the Treasurer, in writing, that s/he received such compensation and shall thereafter promptly transmit such compensation to the Treasurer.

Nothing herein shall prevent a Board member who attends a conference held by an association of public officials and employees from accepting a meal, or attending a reception or open house, the cost of which is financed by a private party so long as the meal, reception, or open house is: (1) of an ordinary, routine character; (2) at an educational or informational event; and (3) open to all of the public officials and employees attending the event. See Ohio Ethics Commission Advisory Opinion No. 2002-02 (6/13/2002). A Board member is prohibited from improperly using his/her position to secure the donation of the cost of a meal, reception, or open house at a conference of an association of public officials and employees to which s/he or his/her Board belongs, while the Board member is simultaneously engaged in governmental business or regulatory activity directly affecting the related interests of the person solicited.

A Board member whose spouse is a teacher in the Center may not vote, authorize, or use the influence of his/her office to secure approval of an employment contract with his/her spouse.

R.C. 102.03(D)(E)(F), 2921.42(A)(3), 2921.44(D)(E)(F)  
R.C. 2921.02, 3313.13, 3313.33, 3313.70, 3319.21



## Scoring for New Applications

School Name: \_\_\_\_\_

Committee members completing the form: \_\_\_\_\_

There are 23 required areas to evaluate and one bonus not required area. Each rubric has four sections:

- Exemplary
- Effective
- Ineffective
- Poor or Underdeveloped

As you read each section of the application score it before moving on to the next section. The rating scale is as follows:

- Exemplary    3 points
- Effective     2 points
- Ineffective   1 point
- Poor          0 points

Please circle your rating for each of the following areas:

1.1 Mission	0	1	2	3
1.2 Educational Philosophy	0	1	2	3
1.3 School Characteristics	0	1	2	3
1.4 Academic Standards	0	1	2	3
1.5 Curriculum	0	1	2	3
1.6 Academic Assessment	0	1	2	3
1.7 Student Performance Requirements	0	1	2	3

1.8 Special Student Populations	0	1	2	3
1.9 Professional Development	0	1	2	3
2.1 Financial Management Plan	0	1	2	3
2.2 Budget	0	1	2	3
3.1 Transportation, Food, and Health	0	1	2	3
3.2 Safety and Security	0	1	2	3
4.1 Description of Governing Board Entity	0	1	2	3
4.2 Governing Authority Membership	0	1	2	3
4.3 Risk Management	0	1	2	3
4.4 School Leader	0	1	2	3
4.5 School Staff	0	1	2	3
5.1 Parent Engagement	0	1	2	3
5.2 Community Partnerships	0	1	2	3
6.1 Additional Strategies				3
7.1 Market Analysis/Evidence of Need	0	1	2	3
8.1 Facilities	0	1	2	3
9.0 Summary	0	1	2	3

Total Score\* \_\_\_\_\_ Average Score\* \_\_\_\_\_

\*Add your scores and divide by 23. To meet WCESC standards the applicant must average 2.5 or better; however, if an applicant receives a rating 2.5 or better but has 3 or more ratings of 0, the application will be returned to be improved. The application deadline will not be extended for anyone for a redo.

Reviewers' signatures: \_\_\_\_\_

## Sample Interview Questions

Following is a list of sample interview questions grouped by application section. You will not be able to ask all of these questions in any one interview, nor should you try. Decide which topics are the most important for you to explore, based on the application, and then consider using a few of the questions below to help get the conversation started in those areas. The most effective questions are likely to be ones that are specific to the application and the people in front of you.

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### Introduction

---

Introduction

*If approved, what are the biggest challenges you will have between now and opening day?*

---

*Walk me through what a typical day will look like for a student in the [highest year offered in the first year].*

---

*What are the greatest strengths of the school?*

---

*What do you see as the greatest strengths of your application?*

---

### Educational Plan/School Design

---

Mission and Vision

*What is the school's mission and vision?*

---

*How will you measure success?*

---

*During the first year, how will the governing body and the Principal know whether the school is doing well?*

---

*After four years, how will the governing body and the Principal know whether the school is doing well?*

---

*What will be the primary characteristics of the school if it is successful?*

---

Student Population

*What do you expect the student population to look like?*

---

Curriculum and

*How was the curriculum selected? (if applicable)*

---

---

Instruction

*What is the plan for selecting (or developing) the curriculum? (if applicable)*

---

*What types of remediation do you expect students to need?*

---

*What is the plan for working with students who are not meeting expectations?*

*Who provides tutoring / enrichment?*

*When will tutoring happen?*

---

*How will you make ability grouping decisions? How often (and how) will those decisions be re-evaluated?*

---

*How do your proposed goals align with the expected levels of school performance set out by the authorizer?*

---

Special Populations

*What is your plan for working with English Language Learner students?*

---

*How will you communicate with students and parents whose first language is not English?*

---

*What is your plan for working with students with disabilities?*

---

*How will you ensure that students with disabilities are still learning even if they are in in-school suspension or are suspended?*

---

*How will you approach the sometimes complex issues that accompany students who have an IEP and multiple diagnoses?*

---

Discipline

*What will you do with students who exhaust all options in your discipline plan?*

---

*How will you make suspension / expulsion decisions?*

---

*How will teachers be trained on the discipline plan?*

---

*What evidence is there that your method of discipline will be effective with your anticipated student population?*

---

---

*What will you do if there are potential legal consequences for student conduct?*

---

Parent and  
Community  
Engagement

*How will you engage the community in your school (and vice versa)?*

---

*What efforts have you made to build relationships in the community to date?*

---

Recruitment and  
Marketing

*How will you ensure that students from deprived and disadvantaged families have an opportunity to attend your school?*

---

*Why would parents want to enroll their students in your school?*

---

*Why would students want to enroll in your school?*

---

#### Organizational Plan

---

Governance

*What are the governing body's responsibilities?*

---

*How will you recruit governing body members to fill identified skill gaps?*

---

*How will you (governing body members) evaluate the Principal?*

---

*What opportunities / avenues will there be for parental involvement and input in the school's governance?*

---

Leadership/Staffing

*What makes your school's Principal uniquely qualified to lead your school? (if applicable)*

---

*(Questions can be tailored to staffing information provided)*

*What are the primary qualifications you are looking for in the \_\_\_\_\_? (Insert the title of a relevant position, such as Director of Curriculum. This type of question is especially useful where the school expects to have non-traditional administrative positions and roles.)*

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*What will be the primary responsibilities of the \_\_\_\_\_? (Insert the title of a relevant position, such as Director of Curriculum. This type of question is especially useful where the school expects to have non-traditional administrative positions and roles.)*

---

	<p><i>What kinds of teachers do you need to implement this program well?</i></p> <p><i>What is your plan for recruiting them?</i></p>
Professional Development	<p><i>What type of professional development will you need to do before starting school?</i></p> <p><i>What kind of professional development will you provide on an on-going basis?</i></p>
Teacher Evaluation	<p><i>How, and for what purpose, will teachers be evaluated?</i></p>
Facilities	<p><i>What buildings have you explored or identified?</i></p> <p><i>What are your essential building needs?</i></p> <p><i>What is your ideal building?</i></p> <p><i>What will be the transportation options to / from your desired location?</i></p>
<b>Financial Plan</b>	
Startup Costs	<p><i>In the first three years, what parts of the budget depend on grants and other supplemental funding?</i></p>
Financial Viability	<p><i>What is the plan for achieving financial sustainability?</i></p>
Financial Capacity	<p><i>Who will be responsible for financial systems and management?</i></p> <p><i>If it is a management company, how will the board provide oversight? Have the board and management company discussed specific terms of an agreement?</i></p> <p><i>Who will monitor the school's finances on a regular basis and how?</i></p> <p><i>[If there are significant costs that are not addressed in the budget, you should ask about these. Common areas are professional development, SPED staffing, and after-school or summer school programs.]</i></p>

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**Questions for Existing Operators and Schools Contracting with Education Service Providers**

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Educational Program Design     *How will your educational program change to serve the local student population? (if applicable)*

*How will those changes impact your \_\_\_\_\_? (Insert components of the design that may be impacted, such as budget, staffing, professional development, etc.)*

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Attachment #9

GREATER OHIO VIRTUAL SCHOOL MONTHLY SITE VISIT

AUGUST 19, 2015

Items Covered:

1. I met with Shawn Lenney, the new Director of GOVS. I went over my role as an authorizer representative.
2. We reviewed and completed the 2015-2016 Authorizer Opening Assurance Form
3. I reviewed the files of 25 currently enrolled students to ensure compliance.
4. I reviewed the files of all new hires to ensure they were properly licensed and had clean BCI checks.
5. We discussed student enrollment. 121 students graduated last spring. 82 new students have enrolled over the summer... Current enrollment is about 382 students. The 2015-2016 state funding cap for GOVS is 500 FTE.
6. We discussed the state testing program for the 2015-2016 year. A specific person is contracted to oversee and implement the testing program.

The next site visit will be in early September—once the school year has begun.

Sincerely,

Dr. Ron Malone

Warren County educational Service Center

Community school Compliance Officer

Attachment #10

IMAGINE WOODBURY ACADEMY OCT. SITE VISIT

MONDAY, OCT. 12, 2015

9:30AM

Items Covered:

1. Enrollment Status—133 students are currently enrolled. This compares with about 170 this time last year. This continues to be an issue, as IWA's goal is to eventually reach an enrollment of about 200 students. Various strategies have been explored and implemented, but these have not resulted in enrollment growth.
2. 2015-2016 Assessment Program—The S.T.A.R. Assessment Program is being utilized again this year. The Fall testing was completed in September. The Academic Coach at Imagine Woodbury is also the Testing Coordinator.
3. Third Grade Guarantee and the Safe Harbor Law—a discussion was held regarding any impact the Safe Harbor Law had on the Third Grade Guarantee. The discussion arose out of a situation where a 3<sup>rd</sup> grader had been retained because he/she had not met the standard to be promoted to the 4<sup>th</sup> Grade. It was ultimately determined that the Third Grade Guarantee was exempted from the Safe Harbor Law.
4. Staff Development Day—Friday, Oct. 16 is a full day devoted to staff development. Activities planned for that day include: 1 on 1 meetings with each staff member; in-service on "balanced reading" conducted by the IWA Academic Coach; and a review of IWA's 2014-2015 academic performance.
5. 2014-2015 Annual Report—the needed items and timelines had been previously sent to Ms. Hundley.....she was meeting with other Imagine individuals Monday to work on the report. It is due to the sponsor no later than Oct. 30.

Sincerely,

Dr. Ron Malone

Warren County Educational Service Center

Community School Compliance Officer

## Sample Sponsor Biannual Onsite Visit Form

Attachment #10b

Imagine Woodbury Academy IRN-012545		Sponsor: Warren County Educational Service Center Sponsor Rep: Dr. David Baker/ Dr. Ron Malone		
MAY 18,2015				
Legislative Requirements:	Documentation	Notes and Conditions	Documentation	Comments
9.90. 9.91 – Written policies regarding Insurance benefits, retirement benefits, and the governing authority's position on tax sheltered annuities for employees	Document review of policy and/or practice		Info is located in Imagine Policy manual. Reviewed 2015.	
109.65 – Missing children clearinghouse; requirements for reporting missing children.	Document review of policy and/or practice		All legal requirements are in policy manual. Reviewed 2015	
117 – Auditor of State standards for audits and financial reporting in this chapter.	Document review of policy and/or practice		Ohio audits occur yearly. GAAP are also utilized. Audits are reviewed annually.	
121.22 – Public meetings; notice and records of; available to sponsor and public upon request; "sunshine" law	Document review of policy and/or practice; and  Onsite observation to confirm		Meeting notices are placed in Epicenter.	
149.41 – Records Retention Guidelines	Document review of policy and/or practice; and  Onsite observation to confirm		Record retention guidelines are in board policy manual. Records are viewed during monthly site visits.	
149.43 – Public Records Law; written policy and procedures to allow public access to all public records	Document review of policy and/or practice		Same as above.	
1347 - Ohio Privacy Law –	Document review of policy		Same as above.	

### Sample Sponsor Biannual Onsite Visit Form

Legislative Requirements:	Documentation	Notes and Conditions	Documentation	Comments
written policies regarding maintaining personal information systems demonstrating compliance with the chapter.	and/or practice			
2151.357 –Sealing of records	Document review of policy and/or practice		Policy is in the Policy manual. Reviewed 2015	
2151.421 – Child abuse reporting requirements	Document review of policy and/or practice		Policy is in the Policy manual. Reviewed 2015	
2313.18 – Employment protection for employees on jury duty	Document review of policy and/or practice		Policy is in the Policy manual. Reviewed 2015	
2744 - the Sovereign Immunity law for public employees	Document review of policy and/or practice		Policy is in the Policy manual. Reviewed 2015	
2921.42 - Ethics	Document review of policy and/or practice		Policy is in the Policy manual. Reviewed 2015	
3301 – Special Education Student Files OAC 3301-51-04 Confidentiality of student records.	Document review of policy and/or practice		Special ed. Files and procedures were reviewed in 2015.	
3301.0710 – Statewide achievement testing; community school will access the necessary information in a timely manner to comply with required testing	Document review of policy and/or practice		All Testing info is shared with the parents and public thru newsletters, meetings , and the school website.	
3301.0711 – Statewide achievement testing; use of results; intervention services	Document review of policy and/or practice		Results/intervention plans were reviewed monthly.	
3301.0712 – Phase-in of achievement tests	Document review of policy and/or practice		The State testing program has been fully implemented.	
Section 3301.0714 of the	Document review of policy		EMIS and Info Tech is	

### Sample Sponsor Biannual Onsite Visit Form

Legislative Requirements:	Documentation	Notes and Conditions	Documentation	Comments
Revised Code in the manner specified in section 3314.17 of the Revised Code – EMIS; Information Technology	and/or practice		fully implemented.	
3301.0715 – Administration and scoring of statewide diagnostic assessments and provision of intervention services	Document review of policy and/or practice		All Statewide diagnostic tests are used. Intervention Services are fully provided.	
3302.04 – School Improvement Plan - OIP	Document review of policy and/or practice		The School Improvement Plan was reviewed in 2015	
3313.472 – Requirement to adopt a policy on parent involvement in schools	Document review of policy and/or practice		Board policy was reviewed. It is also a contractual requirement.	
3313.50 – Record requirements relating to student hearing and vision testing as well as records of measures taken to correct such hearing and visual defects.	Document review of policy and/or practice; and  Onsite review of records	<b>Hearing K, 1, 3, 5, 9 along with New to school, referrals, absent during last screening, students at request, students who request a screening (or their parents do), special education if they are candidates for optional testing and screening.</b>  <b>Vision K, 1, 3, 5, 7, 9 along with new to school and transfers, hearing impaired children (annually), referred by teacher, children who request (or their parents do).</b>	Records were reviewed during site visits during 2014-15 year.	
3313.53 – Entry Year Teacher Support	Document review of policy and/or practice	<b>Consistent with the Transition Resident Educator</b>	An entry year teacher mentor is on staff.	

### Sample Sponsor Biannual Onsite Visit Form

Legislative Requirements:	Documentation	Notes and Conditions	Documentation	Comments
3313.536 -- Requirement to adopt a comprehensive school safety plan	Document review of policy and/or practice		Plan is in place and current. Reviewed in 2015.	
3313.608 -- Fourth grade reading guarantee, intervention and remediation	Document review of policy and/or practice		All aspects are in place. Reviewed in May 2015.	
3313.603 --Credit Flexibility	Document review of policy and/or practice		Not Applicable.	
3313.6012 -- Requirement to have a policy governing academic "prevention/intervention" services	Document review of policy and/or practice		Policy is in the Policy manual. Reviewed 2015	
3313.6013 -- Dual enrollment program for college credit	Document review of policy and/or practice		Not Applicable.	
3313.6014 -- Procedure for notifying parents of core curriculum requirements and that one consequence of not completing that curriculum is ineligibility to enroll in most state universities in Ohio without further coursework.	Document review of policy and/or practice		Policy is in the Policy manual. Reviewed 2015	
3313.6015 -- Resolution describing how district will address college and career readiness and financial literacy in its curriculum.	Document review of policy and/or practice		Not Applicable.	
3313.643 -- Requirement that students and teachers wear industrial eye protection in certain courses or activities	Document review of policy and/or practice; and  Onsite observation to confirm		Not Applicable.	

### Sample Sponsor Biannual Onsite Visit Form

Legislative Requirements:	Documentation	Notes and Conditions	Documentation	Comments
3313.648 – Prohibition on offering financial or in-kind incentives to enroll students	Document review of policy and/or practice		Covered in site visits in 2015	
3313.66, 3313.661, 3313.662 – student suspension, expulsion, and permanent removal – published policies consistent with statute	Document review of policy and/or practice; and Onsite record review to confirm		Policy is in the Policy manual. Reviewed 2015	
3313.666 – Required policy prohibiting harassment	Document review of policy and/or practice		Policy is in the Policy manual. Reviewed 2015	
3313.667 - To the extent that state or federal funds are appropriated for these purposes, each school district shall provide training, workshops, or courses on the district's harassment, intimidation, or bullying policy and develop a process for educating students about the policy.	Document review of policy and/or practice		Policy is in the Policy manual. Reviewed 2015	

### Sample Sponsor Biannual Onsite Visit Form

Legislative Requirements:	Documentation	Notes and Conditions	Documentation	Comments
3313.67 – Immunization record requirements; report to County Board of Health by required deadline	Document review of policy and/or practice; and Onsite record review to confirm	<b>ODH requests all schools with Internet access submit their Immunization reports online. You may report the kindergarten or 1-12 status online by accessing the information below. In order to do this, you must enter the school IRN number to access the online reporting form for your school. If this does not work for your school, or you have a new school, you will need to complete and submit the forms by mail. Please call 1-800-282-0546 for the forms. Access School Survey: <a href="http://schoolreporting.odh.ohio.gov/">http://schoolreporting.odh.ohio.gov/</a></b>	Imagine Woodbury nurse oversees this, and submits the information to the ODH.	
3313.671- Prohibition against allowing a student to remain in school longer than 14 days without submitting immunization records or evidence that immunization is in progress	Document review of policy and/or practice; and Onsite record review to confirm		Policy is in the Policy manual. Reviewed 2015	
3313.672 – Requirement to request new student's records from previous school (requests	Document review of policy and/or practice; and		This practice was reviewed during monthly site visit in 2015.	



### Sample Sponsor Biannual Onsite Visit Form

Legislative Requirements:	Documentation	Notes and Conditions	Documentation	Comments
for student's records made within 24 hours of child's admission; notification to police if records are not forthcoming within 14 days after request.	Onsite record review to confirm			
3313.673 – Kindergarten and first grade screening for hearing, vision, speech/communication and health or medical problems and for any developmental disorders by 11/1 of their first school year. Written policies and procedures.	Document review of policy and/or practice; and  Onsite record review to confirm		This practice was reviewed during monthly site visit in 2015.	
3313.674 – Health Screening and Body mass Index	Document review of policy and/or practice; and  Onsite record review to confirm	<b>For all students in kindergarten, third grade, fifth grade and ninth grade or submit waiver to ODE</b>	The school nurse oversees this. Reviewed in 2015.	
3313.69 – Requirement to include hearing and vision screening if the school chooses to have dental and medical screening. A child may be exempted from school testing if the child's physician tested the child within the preceding 12 months and a record of the physician's testing is in the child's file.	Document review of policy and/or practice; and  Onsite record review to confirm		The school nurse oversees this. Reviewed in 2015.	
3313.71 – TB testing – written policies pertaining to the school's tuberculin testing	Document review of policy and/or practice; and	Statewide TB screening of all school employees is not recommended.	The school nurse oversees this. Reviewed in 2015.	

### Sample Sponsor Biannual Onsite Visit Form

Legislative Requirements:	Documentation	Notes and Conditions	Documentation	Comments
program, at least consistent with requirements of the Ohio public health council and notification requirements of anyone found to have TB.	Onsite record review to confirm	Policy should be developed for each school or district based upon the incidence and prevalence of TB in the local community as well as the population and/or medical risk factors of the student/employee population.		
3313.716 – Requirement that schools permit students to self-administer asthma medication and conditions for student possession and use of same; immunity.	Document review of policy and/or practice		The school nurse oversees this. Reviewed in 2015.	
3313.718 – Requirement that school permit student's possession and use of epinephrine autoinjector to treat anaphylaxis, and conditions for possession and use of same.	Document review of policy and/or practice		The school nurse oversees this. Reviewed in 2015.	
3313.719 –Requirement to establish a written policy with respect to protecting students with peanut or other food allergies.	Document review of policy and/or practice		The school nurse oversees this. Reviewed in 2015.	
3313.80 – Requirement to display the national flag – at least one flag of at least a certain dimension to be displayed.	Site visit observation.		Observed flags throughout the building during on-site visits in 2015.	

### Sample Sponsor Biannual Onsite Visit Form

Legislative Requirements:	Documentation	Notes and Conditions	Documentation	Comments
3313.86 – Requirement to ensure the safety of school occupants from any known hazards in the building or on building grounds that pose an immediate risk to health or safety.	Document review of policy and/or practice; and  Onsite observations to confirm		No known hazardous items are stored on school grounds. Reviewed during on-site visits.	
3313.96 – Missing children – informational programs for students, parents and community members regarding missing children issues and matters; optional provision of fingerprinting program. If offered, specific requirements apply.	Document review of policy and/or practice		Reviewed during on-site visit in 2015.	
3314.011 – Treasurer/Fiscal Office Bond/License	Document review of policy and/or practice		Can be viewed in Epicenter.	
<b>Required Elements to be Included in the Contract (per ORC section 3314.03):</b>				
(A) Each contract entered into between a sponsor and the governing authority of a community school shall specify the following:  (1) That the school shall be established as either of the following:  (a) A nonprofit corporation established under Chapter 1702. of the Revised Code, if established prior to April 8, 2003; or,	Element of contract.		Contract may be viewed in Epicenter.	

### Sample Sponsor Biannual Onsite Visit Form

Legislative Requirements:	Documentation	Notes and Conditions	Documentation	Comments
(b) A public benefit corporation established under Chapter 1702. of the Revised Code, if established after April 8, 2003;				
(2) The education program of the school, including: - School's mission - Characteristics of the students - Ages and grades of students  - Focus of the curriculum;	Onsite: implementation per contract.		Monthly on-site Reviews occur to monitor implementation.	
(3) Academic goals to be achieved and the method of measurement to determine progress which includes the statewide achievement assessments;	Document review		Monthly on-site Reviews occur to monitor implementation.	
(6)(a) Dismissal procedures;	Document review of policy and/or practice		In Board policy manual. Reviewed in 2015.	
(6)(b) A requirement that the governing authority adopt an attendance policy that includes a procedure for automatically withdrawing a student from the school if the student without a legitimate excuse fails to participate in one hundred five consecutive hours of the learning opportunities offered to the student.	Document review of policy and/or practice		In Board policy manual. Reviewed in 2015.	
(7) The ways by which the			Monthly review of ENIS	

## Sample Sponsor Biannual Onsite Visit Form

Legislative Requirements:	Documentation	Notes and Conditions	Documentation	Comments
school will achieve racial and ethnic balance reflective of the community it serves.	Document review of policy and/or practice		and enrollment info.	
<p>(8) Requirements for financial audits by the auditor of state. The contract shall require financial records of the school to be maintained in the same manner as are financial records of school districts, pursuant to rules of the auditor of state, and the audits shall be conducted in accordance with section 117.10 of the Revised Code.</p> <p><i>[Note: per ORC 3314.024, a management company that provides services to a community school that amounts to more than 20% of annual gross revenues of the school shall provide a detailed accounting; such information shall be included in the foot notes of the financial statements of the school and subject to audit.]</i></p>	Document review of policy and/or practice		Info is included in the contract, which may be viewed in Epicenter.	
<p>(9) Facilities to be used and their location</p> <p>Greater detail is found in ORC 3314.05 - Specification of use and acquisition of facilities.</p> <p>(A) does not apply to internet- or computer-based community schools.</p>	<p>Document review of policy and/or practice</p> <p><i>[Note: there are two exceptions to requirements which are described fully in ORC 3314.05]</i></p>		Info is included in the contract, which may be viewed in Epicenter.	

### Sample Sponsor Biannual Onsite Visit Form

Legislative Requirements:	Documentation	Notes and Conditions	Documentation	Comments
<p>The community school contract shall specify the facilities to be used for the community school and method of acquisition.</p> <p>(A) A school may be located in multiple facilities under the same contract only if the limitations on availability of space prohibit serving all the same grade levels specified in the contract in a single facility. The school shall not offer the same grade level classrooms in more than one facility.</p> <p>Any facility used shall meet all health and safety standards established by law for school buildings.</p> <p>(B) In the case where a community school is proposed to be located in a facility owned by a school district or educational service center, the facility may not be used for such</p>				
<p>community school unless the district or service center board owning the facility enters into an agreement for the community school to utilize the facility.</p>				
<p>(10) Qualifications of teachers, including:</p>	<p>Document review of policy and/or practice</p>		<p>Teacher licensure is reviewed monthly during</p>	

### Sample Sponsor Biannual Onsite Visit Form

Legislative Requirements:	Documentation	Notes and Conditions	Documentation	Comments
<p>(a) a requirement that the school's classroom teachers be licensed in accordance with sections 3319.22 to 3319.31 of the Revised Code, except that a community school may engage noncertificated persons to teach up to twelve hours per week pursuant to section 3319.301 of the Revised Code; and</p> <p>(b) each classroom teacher initially hired by the school on or after July 1, 2013 and employed to provide instruction in physical education hold a valid license issued pursuant to section 3319.22 of the R.C. for teaching physical education.</p>			<p>site visits. This is also a contractual requirement. The contract is in Epicenter.</p>	
<p>(11) That the school will comply with the following requirements:</p> <p>(a) The school will provide learning opportunities to a minimum of twenty-five students for a minimum of nine hundred twenty hours per school year;</p>	<p>Document review of policy and/or practice</p>		<p>This required by the contract, which may be viewed in Epicenter. Current enrollment is about 170.</p>	
<p>(b) The governing authority will purchase liability insurance, or otherwise provide for the potential liability of the school;</p>	<p>Document review</p>		<p>Policy copy is in Epicenter. Reviewed in 2015.</p>	

### Sample Sponsor Biannual Onsite Visit Form

Legislative Requirements:	Documentation	Notes and Conditions	Documentation	Comments
(c) The school will be nonsectarian in its programs, admission policies, employment practices, and all other operations, and will not be operated by a sectarian school or religious institution	Document review of policy and/or practice; and  Onsite observation to confirm		In Contract. Was confirmed during monthly site visits and building tours.	
(e) The school shall comply with Chapter 102. and section 2921.42 of the Revised Code - Ethics	Document review of policy and/or practice			





### Sample Sponsor Biannual Onsite Visit Form

Legislative Requirements:	Documentation	Notes and Conditions	Documentation	Comments
<p>Note: confirmation that any student who wishes to simultaneously enroll in a career- technical program operated by the student's resident district is afforded that opportunity, pursuant to R.C. 3314.087</p>				
<p>(g) The school governing authority will submit within four months after the end of each school year a report of its activities and progress in meeting the goals and standards of divisions (A)(3) and (4) of this section and its financial status to the sponsor and the parents of all students enrolled in the school. -- Annual Report</p>	<p>Sponsor's verification.</p>		<p>Report was properly submitted. Info is published and on website.</p>	
<p>(h) The school, unless it is an internet- or computer-based community school, will comply with sections 3313.674 and 3313.801 of the Revised Code as if it were a school district. -- Requirement to accept and display donated copies of the national and state mottoes.</p>	<p>Onsite observation to confirm</p>		<p>None have been donated as of May 2015.</p>	
<p>(12) Arrangements for providing health and other benefits to employees.</p>	<p>Document review of policy and/or practice</p>		<p>Info is in the contract, which may be viewed in Epicenter.</p>	
<p>(13) The length of the contract,</p>	<p>Element of the contract</p>		<p>Contract may be viewed</p>	

### Sample Sponsor Biannual Onsite Visit Form

Legislative Requirements:	Documentation	Notes and Conditions	Documentation	Comments
<p>which shall begin at the beginning of an academic year. No contract shall exceed five years unless such contract has been renewed pursuant to division (E) of this section.</p>			<p>in Epicenter.</p>	
<p>(14) The governing authority of the school, which shall be responsible for carrying out the provisions of the contract</p> <ul style="list-style-type: none"> <li>compensation for GA members – per 3314.025</li> <li>at least 5 members</li> <li>Not relatives, etc.</li> <li>BCIs</li> <li>Serving on no more than 2 community school GA's</li> </ul>	<p>Document review of policy and/or practice; and</p> <p>Onsite observation to confirm</p>		<p>All requirements for board members are fully implemented. Reviewed 2015.</p>	

### Sample Sponsor Biannual Onsite Visit Form

Legislative Requirements:	Documentation	Notes and Conditions	Documentation	Comments
<p>(15) A financial plan detailing an estimated <u>school budget</u> for each year of the period of the contract and specifying the total estimated per pupil expenditure amount for each such year. The plan shall specify for each year the base formula amount that will be used for purposes of funding calculations under section 3314.08 of the Revised Code. This base formula amount for any year shall not exceed the formula amount defined under section 3317.02 of the Revised Code. The plan may also specify for any year a percentage figure to be used for reducing the per pupil amount of the subsidy calculated pursuant to section 3317.029 of the Revised Code the school is to receive that year under section 3314.08 of the Revised Code. (current spending consistent with budget)</p> <p>Compensation of governing authority members consistent with R.C. 3314.025.</p>	<p>Document review of policy and/or practice</p>		<p>Treasurer info is reviewed on a monthly basis, most recently May 2015.</p>	

### Sample Sponsor Biannual Onsite Visit Form

Legislative Requirements:	Documentation	Notes and Conditions	Documentation	Comments
<p>Assurance that no state moneys are used to pay taxes owed by the school, consistent with R.C. 3314.082.</p> <p>Spending by computer-based community schools consistent with requirements in R.C. 3314.085.</p>				
<p>(16) Requirements and procedures regarding the disposition of employees of the school in the event the contract is terminated or not renewed pursuant to section 3314.07 of the Revised Code</p>	<p>Document review of policy and/or practice</p>		<p>Info is in the contract which may be viewed in Epicenter.</p>	
<p>(17) Whether the school is to be created by converting all or part of an existing public school or educational service center</p>	<p>Document review of policy and/or practice</p>		<p>Not Applicable.</p>	

### Sample Sponsor Biannual Onsite Visit Form

Legislative Requirements:	Documentation	Notes and Conditions	Documentation	Comments
building or is to be a new start-up school, and if it is a converted public school or service center building, specification of any duties or responsibilities of an employer that the board of education or service center governing board that operated the school or building before conversion if delegating to the governing board of the community school with respect to all or any specified group of employees provided the delegation is not prohibited by a collective bargaining agreement applicable to such employees.				
(18) Provisions establishing procedures for resolving disputes or differences of opinion between the sponsor and the governing authority of the community school.	Element of the contract		Contract may be viewed in Epicenter.	

### Sample Sponsor Biannual Onsite Visit Form

Legislative Requirements:	Documentation	Notes and Conditions	Documentation	Comments
<p>(19) A provision requiring the governing authority to adopt a policy regarding the admission of students who reside outside the district in which the school is located. That policy shall comply with the admissions procedures specified in sections 3314.06 and 3314.061 of the Revised Code and, at the sole discretion of the authority, shall do one of the following:</p> <p>(a) Prohibit the enrollment of students who reside outside the district in which the school is located;</p> <p>(b) Permit the enrollment of students who reside in districts adjacent to the district in which the school is located;</p> <p>(c) Permit the enrollment of students who reside in any other district in the state.</p>	<p>Document review of policy and/or practice</p>		<p>Current policy requires students to live in the Dayton Public school attendance area.</p>	
<p>(20) A provision recognizing the authority of the department of education to take over the sponsorship of the school in accordance with the provisions of division (C) of section 3314.015 of the Revised Code.</p>	<p>Element of the contract</p>		<p>in the contract, which may be viewed in Epicenter.</p>	

### Sample Sponsor Biannual Onsite Visit Form

Legislative Requirements:	Documentation	Notes and Conditions	Documentation	Comments
<p>(21) A provision recognizing the sponsor's authority to assume the operation of a school under the conditions specified in division (B) of section 3314.073 of the Revised Code.</p>	<p>Element of the contract</p>		<p>In the contract, which may be viewed in Epicenter.</p>	
<p>(22) A provision recognizing both of the following:                      (a) The authority of public health and safety officials to inspect the facilities of the school and to order the facilities closed if those officials find that the facilities are not in compliance with health and safety laws and regulations;</p>	<p>Elements of the contract</p>		<p>In the contract, which may be viewed in Epicenter.</p>	



### Sample Sponsor Biannual Onsite Visit Form

Legislative Requirements:	Documentation	Notes and Conditions	Documentation	Comments
<p>(b) The authority of the department of education as the community school oversight body to suspend the operation of the school under section 3314.072 of the Revised Code if the department has evidence of conditions or violations of law at the school that pose an imminent danger to the health and safety of the school's students and employees and the sponsor refuses to take such action.</p>				
<p>(23) A description of the learning opportunities that will be offered to students including both classroom-based and non-classroom-based learning</p>	<p>Document review of policy and/or practice; and Onsite observation to confirm</p>		<p>Classroom visits and lesson plans.</p>	

### Sample Sponsor Biannual Onsite Visit Form

Legislative Requirements:	Documentation	Notes and Conditions	Documentation	Comments
<p>opportunities that is in compliance with criteria for student participation established by the department under division (L)(2) of section 3314.08 of the Revised Code.</p>				
<p>24) The school will comply with sections 3302.04 and 3302.041 of the Revised Code, including division (E) of that section to the extent possible, except that any action required to be taken by a school district pursuant to that section shall be taken by the sponsor of the school. However, the sponsor shall not be required to take any action described in division (F) of that section.</p> <p>[Note: 3302.04 – Requirement to develop a continuous improvement plan for schools failing to make AYP, along with other actions, consistent with ORC 3314.03 (A)(24)]</p>	<p>Document review of policy and/or practice</p>		<p>Information is in the contract, which can be viewed in Epicenter.</p>	
<p>25) The school will open for operation not later than the 30<sup>th</sup> day of September each school year, unless the mission is solely to serve dropouts.</p>	<p>Document review of policy and/or practice</p>		<p>School Calendar is in Epicenter.</p>	

### Sample Sponsor Biannual Onsite Visit Form

Legislative Requirements:	Documentation	Notes and Conditions	Documentation	Comments
<p>(B) The community school shall also submit to the sponsor a comprehensive plan for the school. The plan shall specify the following:</p> <ul style="list-style-type: none"> <li>(1) The process by which the governing authority shall be selected in the future;</li> <li>(2) The management and administration of the school;</li> <li>(3) If a conversion, alternative arrangements for current public school students who choose not to attend the converted school and for teachers who choose not to teach in the conversion school;</li> <li>(4) The instructional program and educational philosophy of the school; and</li> <li>(5) Internal financial controls.</li> </ul>	<p>Sponsor's verification.</p>		<p>Plan was submitted verifying requested information.</p>	

### Sample Sponsor Biannual Onsite Visit Form

Legislative Requirements:	Documentation	Notes and Conditions	Documentation	Comments
<p>(C) A contract entered into under section 3314.02 of the Revised Code between a sponsor and the governing authority of a community school may provide for the community school governing authority to make payments to the sponsor, which is hereby authorized to receive such payments as set forth in the contract between the governing authority and the sponsor. The total amount of such payments for oversight and monitoring of the school shall not exceed three per cent of the total amount of payments for operating expenses that the school receives from the state.</p>	<p>Element of the contract</p>		<p>Info is in the contract, which is in Epicenter.</p>	
<p>3314.041 Distributing statement concerning state-prescribed testing and compulsory attendance law to parents:</p> <p>The governing authority of each community school and any such operator of such school shall distribute to parents of students of the school upon their enrollment in the school the following statement in writing:</p>	<p>Document review of policy and/or practice</p>		<p>Info is included in enrollment information.</p>	

### Sample Sponsor Biannual Onsite Visit Form

Legislative Requirements:	Documentation	Notes and Conditions	Documentation	Comments
<p><i>"The (School name) school is a community school established under Chapter 3314. of the Revised Code. The school is a public school and students enrolled in and attending the school are required to take proficiency tests and other examinations prescribed by law. In addition, there may be other requirements for students at the school that are prescribed by law. Students who have been excused from the compulsory attendance law for the purpose of home education as defined by the Administrative Code shall no longer be excused for that purpose upon their enrollment in a community school. For more information about this matter contact the school administration or the Ohio Department of Education."</i></p>				
<p>3314.05 Specification of use and acquisition of facilities.</p>	<p>Document review of policy and/or practice; and</p>		<p>Information is in the contract, which can be viewed in Epicenter.</p>	

### Sample Sponsor Biannual Onsite Visit Form

<b>Legislative Requirements:</b>	<b>Documentation</b>	<b>Notes and Conditions</b>	<b>Documentation</b>	<b>Comments</b>
<p>[Note: (A) does not apply to internet- or computer-based community schools.]</p> <p>The community school contract shall specify the facilities to be used for the community school and method of acquisition.</p> <p>(A) A school may be located in multiple facilities under the same contract only if the limitations on availability of space prohibit serving all the same grade levels specified in the contract in a single facility. The school shall not offer the same grade level classrooms in more than one facility.</p> <p>Any facility used shall meet all health and safety standards established by law for school buildings.</p>	<p>Onsite observation to confirm</p>			

### Sample Sponsor Biannual Onsite Visit Form

Legislative Requirements:	Documentation	Notes and Conditions	Documentation	Comments
<p>(B) In the case where a community school is proposed to be located in a facility owned by a school district or educational service center, the facility may not be used for such community school unless the district or service center board owning the facility enters into an agreement for the community school to utilize the facility.</p>				
<p>3314.06 (H) That, except as provided under division (B) of ORC 3314.061, 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.</p>	<p>Document review of policy and/or practice</p>		<p>Current students have top priority; followed by siblings of current students; followed by first come-first served. To date, this is not an issue, as the current enrollment is only about 70 % of the building capacity.</p>	
<p>3314.06 (D)(2) Upon admission of any student with a disability, the community school will</p>	<p>Document review of policy and/or practice; and</p>		<p>Sponsor conducts at least 2 on-site Special Education Reviews per</p>	

### Sample Sponsor Biannual Onsite Visit Form

Legislative Requirements:	Documentation	Notes and Conditions	Documentation	Comments
comply with all federal and state laws regarding the education of handicapped students;	Onsite record review to confirm		year. Records are inspected, as well as all Special Education identification and service procedures	
3314.06 (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;	Document review of policy and/or practice		Imagine Woodbury enrolls all students that apply, as long as the students are grade appropriate, and meet all state required standards for attending school.	
3314.06 (F) That the number of students admitted does not exceed the capacity of the school's programs, classes, grade levels, or facilities;	Document review of policy and/or practice; and  Onsite observation to confirm		The building capacity is 250. The current enrollment is about 170.	
3314.06 (G) Purpose of single gender schools;	Document review of implementation; and		Not Applicable.	
3314.08 Annual enrollment reports  (B)(2) The governing authority of each community school to annually report enrollment information, including categories and descriptors of student sub-groups (CSADM and EMIS)	Document review of policy and/or practice		Enrollment reports are reviewed monthly, including CSADM and EMIS.	
3314.091 – Transportation of native students provided by community school – agreement	If applicable, Document review of policy and/or practice, cross-referencing ORC 3327.10.		Dayton Public Schools provides transportation for all students, meeting ORC 3314.091 criteria.	



### Sample Sponsor Biannual Onsite Visit Form

Legislative Requirements:	Documentation	Notes and Conditions	Documentation	Comments
3314.10 - employment under this section is subject to either Chapter 3307. (STRS) or 3309. (SERS) of the Revised Code.	Document review of policy and/or practice		Imagine Woodbury staff members are covered by ORC. 3307 or ORC 3309, whichever is appropriate.	
<p>3314.16 Placement of automatic external defibrillator in schools – staff training – qualified immunity.</p> <p>If a GA chooses to require the placement of an automated external defibrillator in its school, the GA must also see that a sufficient number of staff successfully complete training on the use of this equipment.</p>	<p>Document review of policy and/or practice; and</p> <p>Onsite observation to confirm</p>		AEDs were observed during monthly on-site visits. Staff training has occurred on an annual basis.	
3314.17 Statewide education management information system (EMIS) - Required report specific information through the EMIS system or its successor; penalties apply for failure to report complete and accurate data.	Document review of policy and/or practice		EMIS reports are reviewed monthly to ensure accuracy and completeness.	

### Sample Sponsor Biannual Onsite Visit Form

Legislative Requirements:	Documentation	Notes and Conditions	Documentation	Comments
<p>(C) Each fiscal officer appointed under 3314.011 is responsible for reporting community school data under 3301.0714. A fiscal officer found to have willfully or negligently reported inaccurate or incomplete data may have a civil penalty imposed and may have his/her license suspended or revoked.</p> <p>(D) No community school shall acquire, change, or update its student administrative software package to manage and report data required to be reported to ODE unless it converts to a student software package that is certified by ODE.</p>				
<p>3314.18 Breakfast and lunch programs – summer extension (does not apply to internet- or computer-based community schools)</p>	<p>Document review of policy and/or practice; and</p>		<p>Federal Breakfast and Lunch programs are in place and serve a high percentage of the Imagine Woodbury student population.</p>	

### Sample Sponsor Biannual Onsite Visit Form

Legislative Requirements:	Documentation	Notes and Conditions	Documentation	Comments
<p>(A) Subject to division (C) of this section, the GA shall establish a breakfast program pursuant to the National School Lunch Act and the Child Nutrition Act of 1966, if at least 20% of the students are eligible under federal requirements for free and reduced breakfasts, and a lunch program if at least 20% of students are eligible for free lunches.</p> <p>(B) Subject to division (C) of this section, the GA shall establish one of a choice of summer intervention food services and any other summer intervention program required by law.</p> <p>(C) A GA may determine that, for financial reasons, it cannot, and chooses not to comply with the requirements of divisions (A) and/or (B). In that case, the GA shall communicate to the parents of its students, in the manner it determines appropriate, its decision not to comply.</p>	<p>Onsite observation to confirm</p>		<p>student population. On-site reviews occur on a bi-monthly basis.</p>	

### Sample Sponsor Biannual Onsite Visit Form

Legislative Requirements:	Documentation	Notes and Conditions	Documentation	Comments
<p>(D) If the GA is offering a food service program under this section, it shall apply for state and federal funds allocated under division (B) of section 3313.813.</p> <p>(E) If a GA does provide a breakfast program, breakfast may be offered to students in their classrooms during the school day.</p> <p>(F) Should the general assembly appropriate funds for the purposes of this division, the governing authority of each community school that is required under (A) to establish a breakfast program shall provide a breakfast free of charge to each pupil eligible under (A).</p>				
<p>3314.21 Internet- or computer-based schools</p> <p>(B)(1) it is the intent of the general assembly that teachers conduct visits with their students in person throughout the year</p>	<p>Document review of policy and/or practice</p>		<p>Not Applicable.</p>	
<p>B)(2) each school shall retain an affiliation with at least one full-time teacher of record licensed in accordance with division (A)(10) of 3314.03</p>	<p>Document review of policy and/or practice</p>		<p>Not Applicable.</p>	

### Sample Sponsor Biannual Onsite Visit Form

Legislative Requirements:	Documentation	Notes and Conditions	Documentation	Comments
<p>(B)(3) each student shall be assigned to at least one teacher of record and no teacher of records shall be primarily responsible for the academic development and achievement of more than 125 students</p>	<p>Document review of policy and/or practice</p>		<p>Not Applicable.</p>	
<p>(C) Each contract for an internet- or computer-based community school shall specify the following:</p> <p>(1) the school shall use a filtering device or install filtering software on each computer at not cost to the student;</p> <p>(2) A plan indicating the number of times teachers will visit each student throughout the school year and the manner in which those visits will be conducted</p>	<p>Document review of policy and/or practice</p>		<p>Not Applicable.</p>	
<p>3314.22 Child entitled to computer supplied by school.</p> <p>(A)(1) each child is entitled to a computer supplied by the school, however the parent may waive the entitlement. No stipend or other substitute may be given to a student or parent.</p>	<p>Document review of policy and/or practice</p>		<p>Not Applicable.</p>	

### Sample Sponsor Biannual Onsite Visit Form

Legislative Requirements:	Documentation	Notes and Conditions	Documentation	Comments
(A)(2) if multiple children in the family are enrolled, with the parent's permission, at least one computer, but not one computer per enrolled child may be provided. The parent may amend this decision and within 30 days, the school shall provide any additional computers requested, up to one per enrolled child.	Document review of policy and/or practice		Not Applicable.	
(A)(3) a parent may waive any computer at all. The parent may amend this decision and within 30 days, the school shall provide a computer.	Document review of policy and/or practice		Not Applicable.	
(A)(4) A copy of the waiver shall be retained by the school and the parent; a copy shall be submitted to OCS.	Document review of policy and/or practice OCS is not requiring copies		Not Applicable.	
(A)(5) The school shall notify OCS of any parent's decision under (A)(2) or to amend waiver under (A)(3)	OCS is not requiring notification		Not Applicable.	
(B) The school shall provide each parent who is considering enrolling the parent's child, or has enrolled the child, written notice of provisions in division (A).	Document review of policy and/or practice		Not Applicable.	
(C)(1) & (2): If a site-based	Document review of policy		Not Applicable.	

### Sample Sponsor Biannual Onsite Visit Form

Legislative Requirements:	Documentation	Notes and Conditions	Documentation	Comments
<p>school requires students to participate in non-classroom based learning via the internet, the school is subject to this section and to division (C)(1) of ORC 3314.21 (filtering device) in the same manner as an internet- or computer-based community school unless the nonclassroom-based learning opportunities are supplemental in nature and do not constitute a significant portion of the total learning opportunities and the student's residence is equipped with a computer.</p>	<p>and/or practice</p>			
<p>3314.24 No contracts for facility space after 7-1-04 and no payments to community school students receiving any instructional services from the computer-based school at a non-public school</p>	<p>Document review of policy and/or practice</p>		<p>Not Applicable.</p>	

### Sample Sponsor Biannual Onsite Visit Form

Legislative Requirements:	Documentation	Notes and Conditions	Documentation	Comments
<p>(A) On or after 7-1-04, no internet- or computer-based community school shall enter into a contract with a nonpublic school to use or rent any facility space at the nonpublic school for the provision of instructional services to students enrolled in the internet- or computer-based community school.</p> <p>(B) On or after 7-1-04, if an internet- or computer-based community school has a contract with a nonpublic school, no foundation payments shall be made for community school students who receive any instructional services from the community school at the nonpublic school.</p>				
<p>3314.25 Computer-based schools to provide location for statewide tests</p>	<p>Document review of policy and/or practice</p>		<p>Not Applicable.</p>	



### Sample Sponsor Biannual Onsite Visit Form

Legislative Requirements:	Documentation	Notes and Conditions	Documentation	Comments
<p>Each such school shall provide its students a location within a 50 mile radius of the student's residence at which to complete the statewide achievement tests and diagnostic assessments prescribed under ORC sections 3301.079, 3301.0710 and 3301.0712.</p>				
<p>3314.26 Withdrawal of computer-based student not taking tests</p> <p>(A) Each such school shall withdraw any student who, for consecutive school years, has failed to participate in the spring administration of any state mandated test, regardless of whether a waiver was granted.</p> <p>(B) If a parent of a student withdrawn under (A) chooses to pay tuition, it shall be in an amount determined by ODE.</p>	<p>Document review of policy and/or practice</p>		<p>Not Applicable.</p>	
<p>3314.27 Maximum daily hours by computer-based school student</p>	<p>Document review of policy and/or practice</p>		<p>Not Applicable.</p>	

### Sample Sponsor Biannual Onsite Visit Form

Legislative Requirements:	Documentation	Notes and Conditions	Documentation	Comments
<p>No student may participate in more than 10 hours of learning opportunities in any period of 24 consecutive hours. If an internet or computer-based school requires students to participate on the basis of days rather than hours, one day shall consist of a minimum of 5 hours of participation.</p>				
<p>3314.28 Plan by computer-based schools for services to disabled students</p> <p>(A) Each such school shall submit to its sponsor a plan for providing special education and related services to disabled students.</p> <p>(1) If the school was in operation prior to 6/30/05, the plan shall be submitted to the sponsor on or before 9/1/05 or before the first day of September in each year thereafter that the school is in operation.</p>	<p>Sponsor's confirmation of receipt.</p>		<p>Not Applicable.</p>	

### Sample Sponsor Biannual Onsite Visit Form

Legislative Requirements:	Documentation	Notes and Conditions	Documentation	Comments
<p>(2) If the school is established after 6/30/05, the plan shall be submitted to the sponsor prior to the school's receipt of its first payment under this chapter and on or before the first day of September in each year thereafter that the school is in operation.</p> <p>(B) Within 30 days of receiving the plan described in (A), the sponsor shall certify all of the following to ODE:</p> <p>(1) a statement of whether the plan received is satisfactory;</p> <p>(2) If not satisfactory, the sponsor's assurance that it will promptly assist the school in developing a satisfactory plan;</p> <p>(3) the sponsor's assurance that it will monitor the implementation of the plan;</p> <p>(4) the sponsor's assurance that it will take any necessary corrective action to ensure the plan's implementation.</p>				
<p>3314.36 Exceptions to RC 3314.35 closure rule</p>	<p>No requirement; an opportunity.</p>		<p>Not Applicable.</p>	

### Sample Sponsor Biannual Onsite Visit Form

Legislative Requirements:	Documentation	Notes and Conditions	Documentation	Comments
<p>A community school in which a majority of the students are enrolled in a dropout recovery program may be granted a waiver from closure by ODE, so long as the program meets and maintains the following conditions:</p> <p>(1) the program services only students between 16-21 years old;</p> <p>(2) enrolls students with specific risk factors;</p> <p>(3) requires compliance with state assessments;</p> <p>(4) develops an individual career plan with specific outcomes;</p> <p>(5) provides student counseling and support related to the individual career plan;</p> <p>(6) the school has submitted an instructional plan as part of its waiver application, showing how the state's academic content standards will be taught and assessed.</p>	<p>If the school has received a waiver, sponsor should confirm that the school's program remains consistent with the conditions of the waiver.</p>			
<p>3314.40 Report of employee conviction or alternative disposition</p>	<p>Document review of policy and/or practice</p>		<p>The Administration of Woodbury is aware of the law. They have had no incidents to report.</p>	

### Sample Sponsor Biannual Onsite Visit Form

Legislative Requirements:	Documentation	Notes and Conditions	Documentation	Comments
<p>Requires the chief administrator in each community school to submit a report to ODE if any individual with a license issued by the State Board is guilty of certain criminal offenses, or has or is facing investigation about acts unbecoming to the teaching profession, or other related actions described in this division. The GA is responsible for submitting such reports if the individual in question is the chief administrator.</p>				
<p>3314.401 Employee investigation report kept in personnel file.</p> <p>If any such reports as described in 3314.40 are filed, the school must maintain the records in a prescribed fashion.</p>	<p>Document review of policy and/or practice; and</p> <p>Onsite observation to confirm</p>		<p>The Administration of Woodbury is aware of the law. They have had no incidents to report.</p>	
<p>3314.41 Criminal records check of private contract employee</p>	<p>Document review of policy and/or practice</p>		<p>Info is in Epicenter. It is also reviewed during monthly site visits.</p>	

### Sample Sponsor Biannual Onsite Visit Form

Legislative Requirements:	Documentation	Notes and Conditions	Documentation	Comments
<p>For any person who is an employee of a private company under contract with a community school, providing essential school services and working in a position that does not require a license issued by the state board of education, involving routine interaction with a child, one of two requirements must be met:</p> <p>(1) the person's employer must present proof of a clean criminal records check pursuant to (C)(1)(a) of this section and R.C. 3319.39 (B)(1); or</p> <p>(2) the school arranges for a school employee to be in the same room with the child, or if outdoors, to be within a 30 yard radius or have visual contact with the child.</p>				
<p>3314.44 Exceptions to RC 3314.44 Collection and transmittal of school records after closing; Compliance; Penalty.</p>	<p>Sponsor would monitor compliance, should a school close. Sponsor could confirm the school is maintaining complete and accurate student</p>		<p>Not Applicable.</p>	

### Sample Sponsor Biannual Onsite Visit Form

Legislative Requirements:	Documentation	Notes and Conditions	Documentation	Comments
<p>If a community school closes, the chief administrative officer shall collect and assemble in an orderly manner the educational records of each student who is or has been enrolled in the school and transmit these records to each student's district of residence within 7 business days of the school closing.</p>	<p>and organized student records and transcripts.</p>			
<p>3319.073 – Requirement for in-service training in child abuse prevention for persons employed by an elementary school to work as a nurse, teacher, counselor, school psychologist or administrator.</p>	<p>Document review of policy and/or practice</p>		<p>All employees are trained annually on child abuse prevention. A staff list is maintained in the school leader's office. It was sponsor-reviewed in 2015</p>	
<p>3319.22 – LPDC and Resident Educator Transition Program</p>	<p>Document review of policy and/or practice</p>		<p>Info is in Epicenter.</p>	
<p>3321.041 Excused absences for certain extracurricular activities.</p>	<p>Document review of policy and/or practice</p>		<p>Not Applicable.</p>	
<p>3321.13 – Duties/reporting requirements of teacher and superintendent upon child's withdrawal from school or habitual absence; Registrar of Motor Vehicles; forms.</p>	<p>Document review of policy and/or practice</p>		<p>Woodbury's withdrawal process includes the parent/guardian stating the reason for the withdrawal.</p>	

### Sample Sponsor Biannual Onsite Visit Form

Legislative Requirements:	Documentation	Notes and Conditions	Documentation	Comments
3321.14 – Employment of attendance officer; pupil-personnel workers	Element of the contract, if applicable.			
3321.17 – Powers of attendance officer and assistants	Element of the contract, if applicable.			
3321.18 – Enforcement proceedings, compulsory school law enforcement.	Document review of policy and/or practice; and  Onsite record review to confirm		Information on enforcement is in Epicenter.	
3321.19 – Truancy; actions directed at parent, guardian or responsible person.	Document review of policy and/or practice; and  Onsite record review to confirm		Info by academic quarter is in Epicenter.	
3321.191 – Requirement for board policy concerning habitual truancy; intervention strategies.	Document review of policy and/or practice		Records are in Epicenter.	
3327.10 – School bus driver qualifications.	If applicable, Document review of policy and/or practice, cross-referencing ORC 3314.091		Not Applicable	
3319.39 – GA Roster	Document review of policy and/or practice		The GA roster is located in Epicenter.	
3365 – Participation in post-secondary options	Document review of policy and/or practice		Not Applicable	
3737.73- Fire, Tornado and Lockdown Drills	Document review of policy and/or practice; and  Onsite observation to confirm		Drill logs are in Epicenter; also the school leader's office.	



### Sample Sponsor Biannual Onsite Visit Form

Legislative Requirements:	Documentation	Notes and Conditions	Documentation	Comments
3742- Requirements to take actions to prevent lead poisoning and to control lead hazards in schools.	Document review of policy and/or practice; and  Onsite observation to confirm		Copies of the 2014-15 Environmental (Health) Inspection is in Epicenter. No hazardous materials/condition	
4111.17 – Wage discrimination prohibited; enforcement (written policies); Ohio Equal Pay law.	Document review of policy and/or practice		Located in Board policy manual, which may be viewed in the school leader's office.	
4112 - Civil Rights Commission; standard non-discriminatory language as per federal guidelines on all public documents.	Document review of policy and/or practice		Located in Board policy manual, which may be viewed in the school leader's office.	
4113.52 – Right of employee to report violation of law by employer or fellow employee – (statement in employee handbook); Ohio Whistleblower Law	Document review of policy and/or practice		Located in Board policy manual, which may be viewed in the school leader's office.	
Chapter 4123 – Worker's Compensation; employees aware of rights as per this chapter (employee handbook).	Document review of policy and/or practice		Located in Board policy manual, which may be viewed in the school leader's office.	
Chapter 4141 – Unemployment Compensation; employees aware of rights as per this chapter (employee handbook).	Document review of policy and/or practice		Located in Board policy manual, which may be viewed in the school leader's office.	
Chapter 4167 – Public employment risk reduction program; concern is given to	Document review of policy and/or practice; and		Located in Board policy manual, which may be viewed in the school	

### Sample Sponsor Biannual Onsite Visit Form

Legislative Requirements:	Documentation	Notes and Conditions	Documentation	Comments
providing a safe and healthy work environment	Onsite observation to confirm		leader's office.	
5705.391 – 5 year forecast, annual submission	Document review of policy and/or practice		May be viewed in Epicenter.	

## Attachment #11

Akron Digital Academy

Warren County ESC Special Education Compliance Site Visit by Marcia Booher

January 15, 2014

Ten files were reviewed, nine of which had IEPs written this school year. In general IEPs were well written. Profiles were detailed (TH). Good information on Post Secondary Transition (TH,ES). Goals and objectives were well written and measurable.

### Recommendations:

- Best practice is to have reevaluation before the IEP. One file (TH) showed the IEP was dated 11/12/13 and the reevaluation was held 11/15/13.
- Make sure student's name is correct on evaluation. The name "Amber" was listed on Tavia's evaluation in a couple of places.
- Best practice is to conduct a reevaluation not waive a reevaluation (DJ, JB).
- Check boxes for IEP by the 3<sup>rd</sup> Birthday only applies to children turning three and entering preschool on an IEP. This should not be checked yes or no for school age children (TH, DJ,)
- Make sure all IEPs include required signatures. Intervention Specialist did not sign DJ IEP.
- Section 7 – Separate math and language arts into two separate boxes in specially designed instruction (BK). Separate gen ed teacher and Intervention Specialist into two different boxes (ES). Make sure dates are provided in all spaces for dates including accommodations and modifications (TH). Fill in provider title and location (DV).
- LRE – Should check "yes" student attends a school he could attend if not disabled (JB).
- Testing page – Make sure all boxes are checked (BK). Include grade level (LC). Cannot check box excused from consequences of testing if student is in 9<sup>th</sup> grade and has not attempted the OGT (BK).
- Make sure student and parent sign transfer of rights on signature page if the student will be 17 before the next IEP (BK).



Attachment #12

**October 21, 2015**

<charter school name>  
<address>  
Re: Renewal of Contract

Dear <name>

The Warren County Educational Service Center has enjoyed our role as your community school authorizer. Our current contract together expires June 30, 2015. In order to facilitate the contract renewal process, I have included our renewal application process and forms.

Please be certain to adhere to the times lines so that the new approved and signed contract is submitted to ODE on time.

If you have any questions during this process, please contact me immediately.

Sincerely,

Pat Paré  
Executive Director Community Schools



## CHARTER RENEWAL APPLICATION\*

### Format

#### Instructions

Charter Renewal Applications must be submitted to the authorizer in **both print and electronic form** by \_\_\_\_\_ (date) Electronically email to Pat Paré

[pat.pare@warrencountyesc.com](mailto:pat.pare@warrencountyesc.com)

Print copy to: Pat Paré, 1879 Deerfield Road, Lebanon, Ohio 45036

#### Format for Submissions

- The renewal application narrative should not exceed 25 (twenty-five) pages, excluding attachments.
- Attachments should not exceed 25 (twenty-five) pages.
- The application must include the Renewal Application Form and must be signed by both the School Leader/Director and the Board Chair/President.
- The application should include a Table of Contents.
- The application should have standard one-inch margins, be clearly paginated, and use at least 11-point font.
- Printed application pages should be double-sided.
- Any attachment should provide information that a) meaningfully augments the body of evidence that the authorizer has already collected on the school's performance, or b) illustrates or supports plans or strategies for the next charter term that would be material to the charter contract for the renewal term. Applicants should reference attachments clearly in the application.
- The application should not include any photographs, pictures, or news clips unless they are being submitted as evidence of performance for renewal criteria.
- The electronic and print versions of the application should be identical in content, including all attachments.

*\*This form taken from NACSA Core Charter School renewal Application and Guidance.*

## Charter Renewal Timeline\*

<u>Renewal Stage</u>	<u>Purpose</u>	<u>Date</u>
Release of Renewal Application and Decision Criteria	Provide school leaders and the public with clear expectations for renewal decision-making	October 1, 2015
Renewal Orientation Conducted with Board of Directors and School Leaders of Schools Up For Renewal	Explain the elements of the renewal process, set expectations regarding requirements and timeline, and discuss school's prospects for renewal in light of the school's record of performance as documented in WCESC's records, including Epicenter	November 2015 Governing Bd. Meeting
Renewal Application Due	Complete renewal application and submit to WCESC	January 2016
Renewal Recommendations and Public Hearing	Following analysis by a team of experts, WCESC staff will assemble the Renewal Recommendations and present to the school for discussion and public comment	March 2016 Governing Bd. Meeting
Charter Schools Renewal Decisions	WCESC to make charter renewal decisions and communicate decisions to families and other stakeholders	April 3, 2016
Contract Negotiations	Establish the terms for the next charter contract	By May 1, 2016
New Contract	New contract approved by both governing board of charter school and authorizing board, signed and sent to ODE	No later than May 15, 2016

*\*Taken in large part from NACSA Core Charter School Renewal Application and guidance.*



## Renewal Decision Making Criteria

In order to make an appropriate decision regarding the renewal of your charter school contract, it is imperative that you understand what we will be looking for in the past and what we expect in the future. The specific renewal criteria to be used in evaluating your renewal application can be found in a separate document, Renewal Application Guidelines and Criteria.

### Charter School Performance Plan: Essential Elements\*

- Student achievement levels based on state content and performance standards
- Student academic growth over time
- Achievement gaps between major student subgroups in both student achievement levels and academic growth
- Attendance
- Recurrent enrollment from year to year
- Postsecondary readiness (high schools)
- Financial performance and sustainability
- Compliance with all applicable laws, regulations, and the terms of the charter contract.

\*Taken from NACSA Charter School Performance Accountability

## **Renewal Performance Report\***

The Renewal Performance Report constitutes the authorizer's cumulative record of the charter school's academic, financial, and organizational performance in relation to the criteria for renewal and the school's obligations as outlined in its charter contract, authorizer policy, and state law. The record of school performance is based on the cumulative evidence available from all relevant sources, including performance data (academic, financial, and organizational), responses in the Renewal Application, other data collected by the authorizer over the charter term, and – at the authorizer's discretion or as required by state law – interviews, site visits, stakeholder focus groups, and public hearings.

The purpose of this component of the process is to provide the school with the authorizer's evaluation of the school's performance relative to the performance expectations contained in its contract and its prospects for renewal so that there are no surprises as the process proceeds. Ideally, the Renewal Performance Report should be a summation of the authorizer's Annual Performance Report that it provides to each school. The more that an authorizer communicates with schools about their performance prior to renewal, the more predictable the renewal decision should become and, hopefully, the less contentious the process.

The Performance Report also serves a critical role in guiding the school in developing its Renewal Application so that it focuses on and responds to its record of performance rather than providing information that is unrelated to its record.

**\*Take from NACSA Core Charter School Renewal Application and Guidance.**



## RENEWAL EVIDENCE

### I. Overview

1.1 Complete the following table with the school's basic information.

Basic Information	
Name of School	
Year Opened	
Grade Level(s) in 2014-2015	
Current Enrollment	
Maximum Enrollment	
School Address(es)	
Website Address	
Name of Board President	
Board President Email Address	
Board President Phone Number	
Name of School Leader	
School Leader Email Address	
School Leader Phone Number	
School District(s)	

1.2 Provide the enrollment and demographic information below for the current school year.

# of Students Enrolled \_\_\_\_\_

# of Students on Waiting List \_\_\_\_\_

#### Gender

# and % Male \_\_\_\_\_

# and % Female \_\_\_\_\_

#### Ethnicity/Race

# and % White \_\_\_\_\_

# and % African American \_\_\_\_\_

# and % Hispanic \_\_\_\_\_

# and % Asian \_\_\_\_\_

# and % Other \_\_\_\_\_

### Special Populations

# and % Students with Disabilities \_\_\_\_\_

# and % English Language Learners \_\_\_\_\_

# and % Homeless Students \_\_\_\_\_

# and % Eligible for Free and Reduced Lunch \_\_\_\_\_

**1.3 Provide a brief (one or two page) description of the school, including an overview of the mission and vision, educational program, community and local connections, and leadership and governance.**

## II. Looking Back: The Record of Performance

Section II provides you with an opportunity to document your school's performance record. You should report your performance in keeping with the goals included in your charter contract and yearly academic, operational, and financial goals. Responses may include, but are not limited to, information about interim assessments or progress reports; evidence of performance on school or mission specific goals; and improvements undertaken at the school along with evidence of progress for any areas in which the school has not previously met or is not currently meeting the performance standard.

Responses should not include anecdotal information or evidence that is not relevant to the school's academic, financial, and operational performance and the school's performance expectation as defined by the school's charter contract and yearly academic, operational, and financial goals.

Renewal recommendations will be based on all evidence of school performance in the record, including but not limited to the school's responses in this section.

## 2.1 Academic Performance

- a) Describe the school's academic achievement results over the charter term. How has the school performed with regards to absolute, comparative and growth measures over the last charter term? In the absence of expected achievement results, identify proposed changes to the educational program that your school will implement to improve the school's academic performance and student outcomes.
- b) (For High Schools Only) Describe how the school evaluates and tracks whether or not students are ready for college and career. Examples may include AP test participation and/or results, ACT/SAT results, graduation rates, and enrollment in post-secondary institutions.
- c) Provide evidence of outcomes related to any mission-specific academic goals and measures established in the charter contract. Using the prescribed format below, 1) state the mission of the school; 2) provide at least 2-3 goals that have been used to measure and track mission accomplishment over multiple years in the last charter term, and 3) include specific metrics used.

Mission Statement	<i>Include mission statement.</i>
Mission-Specific Goal	<i>Ex: As a college-preparatory school, our goal is to prepare scholars for the rigor of college-level work.</i>
Measure/Metric	<i>Ex: Percentage of students passing AP tests annually.</i>
Target	<i>Ex: Increase the percentage of students passing AP tests by 10% annually.</i>
Actual Outcome	<p><i>Ex. In 2010-11, 50 students took at least 1 AP test and 30 passed.</i></p> <p><i>Ex: In 2011-12, 54 students took at least 1 AP test and 40 passed, a 14% increase. <b>GOAL HAS BEEN MET.</b></i></p> <p><i>Ex: in 2012-13, 46 students took at least 1 AP test and 30 passed, a 9% decrease. <b>GOAL HAS NOT BEEN MET.</b></i></p>

- d) Provide an explanation as to whether or not your school has met its mission-specific goals and a plan/timeline as to how the school will progress towards (or maintain) goal attainment.

## 2.2 Financial Performance

- a) Provide an assurance that the school is current in meeting its liabilities, including but not limited to payroll, debt service payments, and employee benefits.

- b) Provide any financial performance-related evidence, supplemental data, or contextual information that may not be captured in authorizer records. Submission may include, but are not limited to, updated financial records and other updates.
- c) Attach the most recent audit.
- d) Using the Ohio Department of Education Five Year Forecast format, prepare a five-year budget summary covering projected sources of revenues and planned expenditures for the next charter term. If planning to expand, please provide two five-year budgets:
  - Budget Summary 1 – without expansion for the next charter term
  - Budget Summary 2 – with expansion for the next charter term
- e) Provide a budget narrative for fiscal year 2016-2017. In planning to expand, provide an additional budget narrative reflecting the expansion. For years 2017-2021, provide a detailed itemized budget narrative and rationale for budget line items that have significant changes from year-to-year, such as planned facilities expansion, capital investments, or any change not due to cost-of-living increases.
- f) Using the Five Year Forecast format, prepare a Cash Flow Schedule for the 2016-2017 school year only.

**2.3 Operational Performance**

- a) Provide evidence and specific examples of how the school uses data to inform, guide, and improve instruction and other school practices.
- b) Describe your school’s admission and enrollment practices and the actions your school has take to ensure compliance with O.R.C 3314.20.
- c) Fill in the following chart with the appropriate enrollment information over the last 4 years.

School Enrollment Trends									
	2011-2012		2012-2013		2013-2014		2014-2015		
	Maximum Enrollment	Final Enrollment Count	Maximum Enrollment	Final Enrollment Count	Maximum Enrollment	Final Enrollment Count	Maximum Enrollment	Final Enrollment Count	Current Waitlist
K									
Grade 1									
Grade 2									
Grade 3									
Grade 4									
Grade 5									
Grade 6									
Grade 7									
Grade 8									



Grade 9									
Grade 10									
Grade 11									
Grade 12									
Total									

- d) Provide information on the school’s attrition rate over the last 4 years. Using data starting with the number of students enrolled by the official count date, what number and percentage of students transferred out of the school by the end of the school year? How does the school both monitor and minimize attrition rates? (*Attrition is calculated by the number of students leaving the school during the school year over the number of students enrolled in the school on the official count date.*)
- e) Describe the process by which students with special needs are identified and evidence that the school is effective in providing the right resources and services for these students.
- f) Describe the process by which English language learners are identified and evidence that the school is effective in providing the right resources and services for these students.
- g) Explain how high expectations are communicated both to students and teachers and how the school’s policies foster a positive school culture that allows for the fulfillment of the school’s mission and educational goals. Evidence may include levels of disciplinary referrals, class attendance, and participation in school events and activities.
- h) Leadership:
  - Provide brief background and qualifications of administrators and their ongoing professional development.
  - Provide information on how the board effectively evaluates the school leader.

**III. Looking Forward: Plans for the Next Charter Term\***

Section III provides you with an opportunity to discuss plans for the next charter term. In addition to providing basic data, you should treat the following sections as an opportunity to outline a deliberate plan for sustaining success, addressing areas requiring improvement, and ensuring the ongoing viability of the organization.

You should use Section III as an opportunity to identify all potential material modifications that the school may be seeking during the next charter term. Modifications may include more basic material changes, such as an amendment to the school’s mission, as well as more large-scale changes, such as the addition of new grade levels that the school does not currently offer. In the case of larger-scale changes, WCESC reserves the right to request additional information so that it may sufficiently assess the impact and planning for such changes. Even if proposed changes would occur several years into the next charter term, WCESC strongly encourages applicants to

outline them here. In addition, you should be sure to discuss how the proposed change(s) will impact other aspects of the charter (e.g., the Educational Plan)

**Note:** Responses to Section III will not be the basis for the authorizer’s decision for renewal or non-renewal unless a proposed material modification is presented below which, if not approved, would endanger the future success of the school. Consistent with NACSA’s *Principles & Standards for Quality Charter School Authorizing*, WCESC will make its renewal decisions based on the school’s track record of performance, as opposed to the promise of future performance or improvement. If the school’s application for renewal is approved, the plans presented below will serve as a blueprint for relevant sections of the charter contract for the new term. Any proposed material modifications to the school’s current charter contract must be proposed below and are subject to approval by WCESC consistent with WCESC policy and state law.

*\*Taken from NACSA Core Charter School Renewal Application and Guidance.*

### 3.1 Five-Year Planning

- a) Provide a five-year enrollment chart by grade level using the prescribed format below. Ensure that the chart allows for the natural progression of students from year-to-year.

Grade Level	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
Pre-K					
K					
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					
11					
12					
Total					

**Note: If planning to expand please provide two charts. Enrollment Chart 1 should not include enrollment expansion; Enrollment Chart 2 should reflect enrollment expansion. Please note that any expansion will have to be approved during the renewal process.**

- b) Provide a brief descriptive summary of the essential components of the proposed expansion. Provide a synopsis of the proposed educational program including key components of the education model and any unique or innovative features of the

proposed expansion. Briefly explain the evidence base and performance record that demonstrate that the expansion model will be successful in improving academic achievement for the student population. Highlight the following in your response:

- Curricular choices
  - Educational approaches
  - Instructional strategies
- c) Describe the team's individual and collective qualifications for implementing the new school design successfully, including capacity in such areas as:
- School leadership, administration, and governance
  - Staffing and recruiting
  - Goal setting and performance management
  - Curriculum, instruction, and assessment
- d) Describe what changes and improvements the school will undertake based on the school's examination of results and student performance outcomes.
- e) Provide detailed information on the school's plan for a facility for the next five years of the charter. The plan should include an adequate and detailed financial arrangement and timeline for the facility.
- f) Describe any significant changes the school expects to make in the following areas over the next charter term:
- Amendments to your school's charter
  - Governance and/or Educational Service Provider (ESP) structure

## RENEWAL TRANSMITTAL FORM\*

\_\_\_\_\_  
Name of School

\_\_\_\_\_  
Name of the Board Chair/President

\_\_\_\_\_  
Name and Title of Contact Person

\_\_\_\_\_  
Name of Alternate Contact Person



\_\_\_\_\_  
Mailing Address of Contact Person

\_\_\_\_\_  
Mailing Address of Alternate Contact Person

\_\_\_\_\_  
Telephone Number of Contact Person

\_\_\_\_\_  
Telephone Number of Alternative Contact Person

\_\_\_\_\_  
Email of Contact Person

\_\_\_\_\_  
Email of Alternate Contact Person

\_\_\_\_\_  
Telephone Number of Board Chair

\_\_\_\_\_  
Email of Board Chair

\_\_\_\_\_  
School's Initial Opening Date

\_\_\_\_\_  
Current Grades Enrolled

\_\_\_\_\_  
Grade Levels to be served

\_\_\_\_\_  
Maximum projected enrollment

\_\_\_\_\_  
Signature of School Director/Leader

\_\_\_\_\_  
Date

\_\_\_\_\_  
Signature of Board Chair

\_\_\_\_\_  
Date

*\*Taken from NACSA Core Charter School Renewal Application and Guidance.*



Attachment #13

## Ronald Malone

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**From:** Ronald Malone  
**Sent:** Monday, October 05, 2015 8:16 AM  
**To:** Jenna Hundley  
**Subject:** FW: Academic Watch School Assistance

Good Morning.....here is the response from the Montgomery County ESC and its SST team leader...

Have a good day!  
Ron Malone

---

**From:** Ronald Malone  
**Sent:** Monday, October 05, 2015 8:15 AM  
**To:** 'Betsy Apolito'  
**Subject:** RE: Academic Watch School Assistance

Good morning.....thanks for the update and the information.....yes, please include me in your communications...

Thanks!...have a good day

Ron Malone

---

**From:** Betsy Apolito [<mailto:betsy.apolito@mcesc.org>]  
**Sent:** Saturday, October 03, 2015 11:08 PM  
**To:** Ronald Malone  
**Subject:** RE: Academic Watch School Assistance

Hello Dr. Malone,

My regrets for not getting back to you sooner. Our SST will be providing technical assistance through county-wide trainings. We will extend the invitation to our Internal Facilitator Trainings to our Watch Schools. The team is finalizing the dates and will be sending a flyer out this coming week.

If you would like to be included on the communication, just let me know. We'll be most happy to do so!

Betsy

Betsy Apolito  
Director, Region 10 State Support Team



Miami Valley Regional Center  
4801 Springfield Street  
Dayton, OH 45431  
PH: 937-236-9965 x2118

Cell: 937-838-5600

Region 10's mission is to build the capacity of the greater school community to ensure student success.  
Please visit our website at: <http://sst10.org>

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**From:** Ronald Malone [<mailto:Ronald.Malone@warrencountyesc.com>]  
**Sent:** Friday, September 25, 2015 1:30 PM  
**To:** Betsy Apolito  
**Subject:** Academic Watch School Assistance

Hello.....I work for the Warren County ESC as a compliance officer for the charter schools we sponsor. One of the schools—Imagine Woodbury Academy—is located on Woodbury Drive in Dayton. It was notified by ODE that it has been designated a “watch school”.....my question is this—does ODE provide through your office State Support Team assistance? I am meeting the officials from Woodbury Monday and want to give them as much info as I can....

Thanks

Dr. Ron Malone  
Warren County Educational Service Center  
1879 Deerfield Road  
Lebanon, Ohio 45036

1-513-695-2900 ext. 2901

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Attention:

The information contained in this message and or attachments is intended only for the person or entity to which it is addressed and may contain confidential and/or privileged material. No confidentiality or privilege is waived or lost by mistransmission. Any review, retransmission, dissemination or other use of, or taking of any action in reliance upon, this information by person or entities other than the intended recipient is prohibited. If you received this in error, please contact the sender and delete the material from any system and destroy any copies. The Warren County Educational Service Center reserves the right to monitor all email communications through its networks.

Any reviews expressed in this message are those of the individual sender, except where the message states otherwise and the sender is authorized to state them to be the views of the District.

Thank You

---

**This message has been scanned for Viruses and cleared by MailMarshal at SWOCA.**

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Attachment #14

## Ronald Malone

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**From:** Ronald Malone  
**Sent:** Thursday, October 01, 2015 2:58 PM  
**To:** Jenna Hundley  
**Subject:** Special Ed. Services Plan--Sponsor Comments  
**Attachments:** Completed Plan-Report-FY16 WITH SPONSOR COMMENTS.doc; FY15-Special-Education-Plan-Report-June-2014 (3)--GOVS.doc

Hi Jenna.....I have reviewed your plan and made comments on the various items....most of them ask for more details .....look at the responses in the GOVS sample when developing your responses. It can give you ideas to use, if you feel it is appropriate for your school.....if it helps, great.....if it doesn't....that is too.....

Thanks  
Ron Malone

## Attachment #15

WCESC regularly sends Ohio Dept. of Education Updates to our community schools. This is in the form of Ed Connections; as well as other communication. An example is the attached "Transportation Requirements for Community Schools Guidelines". WCESC utilizes The Epicenter and Dropbox information sharing programs to distribute and retain copies of shared communications.

Give to OCA 9/12/14



## Transportation Requirements for Community Schools

### Objective

This document provides sponsors and charter/community schools (both public and non-public) guidance in meeting the requirements of Ohio's transportation standards.

### Statutory Requirements

Ohio Revised Code (ORC) Section 3301-83 inclusive, 3301-51-10, 3314.091 & 3314.092, 3327.01, 3327.02, 3327.10, 4511.01, 4511.75 & 6, 4511.62 & 3, 3319.39, 3319.40.

### Policy

#### A. Introduction

The local school districts are required to transport all students who reside in grades K-8 to the community/charters schools they attend, according to law. A district is not generally required to transport native high school students to charter schools unless the district also provides transportation to high school students. Districts are not required to transport students for a distance that exceeds 30 minutes. Districts establish their routes in early spring for the upcoming school year. Community schools are strongly encouraged to contact the traditional public school district's Transportation Office as early as possible, sharing all available information about their students eligible for transportation.

A community school may enter into an agreement with the transporting district to transport their own students. When providing transportation services, the community school must follow all the same requirements of the Ohio Department of Education and the Department of Public Safety as would a traditional public school district. The Pupil Transportation Office at the Ohio Department of Education has available an Operation and Safety Rules booklet and a School Bus Driver Training Manual. Both manuals are available at [www.education.ohio.gov](http://www.education.ohio.gov) Alternate Arrangement

If the community school's governing authority designates the community school as responsible for providing or arranging for the transportation of its enrolled students to and from the community school, the agreement with the traditional public school district:

- a. Must be certified by the state superintendent of public instruction as having met all of the following requirements:
  - i. **Deadline:** The community school must submit its intentions to the department by Jan. 31 of the preceding year the community school wishes to start service.
  - ii. The transportation provided by the community school is subject to all provisions of Ohio law and all rules adopted under the Ohio administrative codes pertaining to pupil transportation.
  - iii. **Sponsor approval:** The sponsor of the community school must also sign the agreement.

#### b. Duration

Transportation responsibility lasts the entire school year and continues into subsequent

school years unless the governing authority submits written notification to the district board stating otherwise. The traditional public school must agree to the change.

c. Relinquishing responsibility

A governing authority shall not relinquish responsibility for transportation before the end of a school year, and shall submit the notice relinquishing responsibility by Jan. 31, in order to allow the school district reasonable time to prepare transportation for its native students enrolled in the school.

**B. Approved Vehicles for Transportation**

Under Ohio law, vehicles designed to carry nine or fewer passengers may only be used for students with special needs, extra-curricular activities, and homeless students, students placed in alternative schools, preschool children or children without access to school buses. Transportation funding is based upon compliance with Ohio law.

When filing the SEOS data, students with special needs should be noted in the system. Payment for special needs transportation is delayed one year. If the student is not flagged as special needs, for transportation purposes they are coded the same as other students. Therefore, the type of vehicle(s) used to provide the service, must be in compliance with revised and administrative codes. This would include school buses, contracted services of a school bus service, a neighboring district's school bus or public transit. Vans (vehicles designed to carry nine or fewer passengers, not including the driver) may not be used for typical riders. Failure to provide transportation service is a law violation and will result in non-payment for such services and potentially citations from the Ohio State Highway Patrol.

**Ronald Malone**

**From:** Ronald Malone  
**Sent:** Wednesday, May 13, 2015 10:28 AM  
**To:** 'Jenna Hundley'  
**Subject:** 2015-2016 Testing-Dates Ohio Department of Education

## 2015-2016 Testing-Dates

The 2015-16 school year test schedule will be *online only* except for students with special circumstances (examples of circumstances will be posted at a later date). Paper will not be noted in the schedule; districts will schedule no more than *10 days* for paper testing within the district schedule.

Districts will have flexibility in scheduling the state tests. Districts will set their test window and buildings will schedule within the district test window. There are two lengths of the test window. The fall test window will have a 10-day consecutive school day (science and social studies) and a 15-day consecutive school day (English language arts and mathematics). The spring test window will have a 10-day consecutive school day (science and social studies) and a 20-day consecutive school day (English language arts and mathematics). Districts may start the test window on any day but cannot go past the end date stated below. If a district chooses to schedule later in the test window, the initial days are lost test days.

Each test window has five extra days added to each schedule listed below (except the fall science and social studies window). The extra days are to allow for in-service, professional days or holiday/spring breaks. Please note that these days are lost testing days. No district or school is allowed to schedule the entire 15, 20 or 25 days depending on the test window presented in the schedule below. The test schedule determined by the district *includes make-up testing*. Calamity days will be determined during test window as need arises.

FALL 2015 TEST SCHEDULE		
Please note the fall schedule for the end-of-course tests is a longer window due to the holidays. Districts schedule a 10-day with no extra days (science and social studies) or 15-day (only English language arts and mathematics) test window.		
Nov. 16 – Dec. 11 20 days given due to the holiday; district sets schedule <i>only 15 days</i>	Performance-Based Assessments – Part 1	<b>English language arts and mathematics</b> High School only <i>Online</i>
Nov. 30 – Dec. 11 District sets schedule <i>only 10 days</i>	Performance-Based Assessments – Part 1	<b>Science and social studies</b> High School only <i>Online</i>
Dec. 14 – Jan. 15 25 days given due to holiday; district sets schedule <i>only 15 days</i>	End-of-Year Tests – Part 2	<b>English language arts and mathematics</b> High School only

		<i>Online</i>
Dec. 14 – Jan. 8 20 days given due to holiday; district sets schedule <u>only 10 days</u>	End-of-Year Tests – Part 2	<b>Science and social studies</b> High School only <i>Online</i>
<b>SPRING 2016 TEST SCHEDULE</b>		
Districts should schedule accordingly (one-week spring break is allowed or professional/in-service days scheduled within the 10-day (science/social studies) or 20-day (English language arts/mathematics) test window.		
March 14 – April 15 25 days given due to spring break; district sets schedule <u>only 20 days</u>	Performance-based Assessments – Part 1	<b>English language arts and mathematics</b> Grades 3-8 and High School
March 21 – April 8 15 days given due to spring break; district sets schedule <u>only 10 days</u>	Performance-based Assessments – Part 1	<b>Science</b> Grades 5 and 8 and High School <b>Social studies</b> Grades 4 and 6 and High School
April 18 – May 20 25 days given due to spring break; district sets schedule <u>only 20 days</u>	End-of-Year Tests – Part 2	<b>English Language Arts and Mathematics</b> Grades 3-8 and High School
May 2 – 20 15 days given due to spring break; district sets schedule <u>only 10 days</u>	End-of-Year Tests – Part 2	<b>Science</b> Grades 5 and 8 and High School <b>Social studies</b> Grades 4 and 6 and High School

#### OHIO GRADUATION TESTS

- **Fall Administration:** Monday, Oct. 26 through Sunday, Nov. 8, 2015  
(Data file ready for download on Dec. 14, 2015; reports due Jan. 7, 2016)
- **Spring Administration:** Monday, March 14 through Sunday, March 27, 2016  
(Data file due date is to be determined; reports due date is to be determined)
- **Summer Administration (Optional):** Monday, June 13 through Sunday, June 26, 2016  
(Data file date is to be determined; reports due date is to be determined)

*\* Current law requires students to take the OGT for an Ohio high school diploma.*

#### ALTERNATE ASSESSMENT FOR STUDENTS WITH SIGNIFICANT COGNITIVE DISABILITIES



- **Spring Administration:** Monday, Feb. 22 through Friday, April 15, 2016  
(Printed family report and score labels due date is to be determined)

**ENGLISH LANGUAGE PROFICIENCY ASSESSMENT FOR THE 21ST CENTURY (ELPA21)**

- **Spring Administration:** Monday, January 11 through Friday, March 4, 2016

*OHIO ACHIEVEMENT ASSESSMENTS ARE NO LONGER ADMINISTERED*

*OHIO TEST OF ENGLISH LANGUAGE ACQUISITION IS NO LONGER ADMINISTERED*

Law Modified: 04/2017 7:36:07 AM

**Dr. Richard A. Ross**

Superintendent of Public Instruction

**Ohio Department of Education**

877-644-6338

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Thank You

Entity did not receive a sponsorship agreement,  
and therefore has not been evaluated.

## Warren County ESC Application Rubric Highlights

For your information and possible future use, the review team highlighted specific questions for areas that needed clarification and/or more specificity. These questions are below. The full rubric follows.

Question	Follow-up
<b>Section I: Sponsor Commitment &amp; Capacity</b>	
4	What specific trainings have your staff completed in the past year? What were the topics of the webinars they attended? How do you select the trainings that your staff attends? Please submit evidence.
6	If Warren County ESC self-assesses to improvement its own sponsoring processes, please submit evidence of this.
<b>Section III: Sponsor Performance Contracting</b>	
13	How is the form, <i>Annual Assessment and Accountability Measures</i> used? The form includes very specific metrics and targets and differs from measures in the community schools' contracts.
<b>Section IV: School History &amp; Performance</b>	
21	Ask the sponsor whether there is an arm's length relationship between the person serving as the school's fiscal officer and the ESC employee reviewing the school's finances each month.
<b>Section V: Sponsor Oversight &amp; Evaluation</b>	
22	Is there a guidance or resource guide that pulls this all together? We see that Dr. Baker was responsible for compliance previously, and now it appears that Dr. Malone is overseeing compliance. How was training provided to Dr. Malone?
25	Please describe events leading to OCA's probationary status. How did you inform them of this consequence? How did you intervene in this circumstance? Are there other instances of intervention that are missing from this application? Also, please provide more information about what is going on with Akron Digital. How did you determine that no intervention was needed?
<b>Section VI: Sponsor Termination &amp; Renewal Decision-Making</b>	
28	Please provide examples of the cumulative reports that the ESC provides to each school. Also, did any of the schools have any corrective action plans or other types of improvement plans?
<b>Section VII: Technical Assistance and Sponsor Requirements in Rule &amp; Law</b>	
35	Is a school's participation in professional development activities the school's own decision or is participation a requirement of the contract?

Note: Below are the application and additional documents as they were originally received by ODE. As part of the application process, sponsors have the option to provide additional information and documentation. Therefore, the application and scores indicated below may not be final.

## EDUCATIONAL SERVICE CENTER (ESC) SPONSORSHIP APPLICATION RUBRIC

Name of Organization: Warren County ESC

Reviewed by: K. King, J. Hoffman, and S. Cherry

Date: November 17, 2015

**Rate each of the items on a 4-point scale using the following criteria:**

1	<b>Poor response:</b> Does not answer the question or response is vague; marginal evidence of quality practices
2	<b>Limited response:</b> Response is incomplete; fails to address what is required or expected; insufficient evidence of quality practices
3	<b>Average response:</b> Response is complete; sufficient evidence of quality practices provided
4	<b>Strong response:</b> Clear, thorough, and convincing response; evidence indicates consistent use of quality practices

**Put each numerical rating in the scoring box located below each question. Enter comments/notes to justify the rating in the Comments section of each question. Submit the scoring summary for each section in the table provided at the end of the rubric.**

### Section I: Sponsor Commitment & Capacity

- Describe your organization's mission, strategic vision and core values. How has sponsoring a conversion community school supported or extended the organization's vision and values? Please provide any examples, such as mission statement, a strategic plan, board resolutions or policies; feel free to use hyperlinks to the organization's website.

Poor	Limited	Average	Strong
<ul style="list-style-type: none"> <li>The sponsor's mission for sponsoring schools is broad or sponsor has no mission.</li> <li>The sponsor's vision for sponsoring is vague or absent, with no defined priorities, no strategic goals, and no core values.</li> </ul>	<ul style="list-style-type: none"> <li>The sponsor states a clear mission for sponsoring community schools.</li> <li>The sponsor articulates a broad vision for sponsoring, with broad goals over an undefined period of time.</li> </ul>	<ul style="list-style-type: none"> <li>The sponsor states a clear mission for quality sponsoring.</li> <li>The sponsor articulates and implements a vision and plan for sponsoring, including general goals and timelines for achievement.</li> </ul>	<ul style="list-style-type: none"> <li>The sponsor states a clear mission for quality sponsoring.</li> <li>The sponsor articulates and implements an intentional strategic vision and plan for sponsoring, including clear priorities, specific goals, and time frames for achievement.</li> </ul>

<b>Score: 2</b>
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*Comments:* Warren County ESC presents a clear mission statement that is focused on its responsibilities as a sponsor, and focuses but is separate from the organization's overall mission as it is posted on its website. While the ESC does provide a broad vision that includes priorities and core values, it does not

appear to have developed strategic goals with timelines and benchmarks associated with achieving its sponsor mission.

2. Do you intend to open additional or assume sponsorship of existing conversion schools? If so, describe your organization’s plan for sponsoring additional community schools. How many and what type of additional community schools do you plan to sponsor in the future? In which counties and districts will the schools be located?

Informational only – no score	
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*Comments:* The ESC is open to expansion of its sponsorship activities, but has no schools in the pipeline at the moment.

3. Describe the level of financial resources your organization has had available for on-going sponsoring activities. Please provide a budget of your organization’s yearly revenue and expenditures specific to sponsoring activities.

<b>Poor</b>	<b>Limited</b>	<b>Average</b>	<b>Strong</b>
<ul style="list-style-type: none"> <li>The sponsor has no financial resources earmarked specifically for sponsoring activities.</li> </ul>	<ul style="list-style-type: none"> <li>The sponsor’s financial resources are not sufficient to carry out all needed sponsoring activities.</li> </ul>	<ul style="list-style-type: none"> <li>The sponsor has sufficient financial resources to carry out all needed sponsoring activities.</li> </ul>	<ul style="list-style-type: none"> <li>The sponsor has sufficient financial resources to fulfill its sponsoring responsibilities in accordance with national standards and commensurate with the scale of its community school portfolio.</li> </ul>

<b>Score: 4</b>
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*Comments:* The program budget for WCESC’s school sponsorship department shows it has sufficient financial resources to fulfill its duties for the three schools it currently oversees. Additionally, WCESC performs audits on the financial statements associated with each school they sponsor to ensure appropriateness and analyze the costs of provided services.

4. Describe the frequency and the areas of professional development/trainings in which your staff is engaged relative to community school sponsorship. For example, do any staff attend national, state or ODE conferences and workshops?

<b>Poor</b>	<b>Limited</b>	<b>Average</b>	<b>Strong</b>
<ul style="list-style-type: none"> <li>Sponsor staff <b>rarely participates in professional development</b>, internally or externally provided.</li> <li>PD shows <b>no alignment</b> with the sponsor’s functions.</li> </ul>	<ul style="list-style-type: none"> <li>Sponsor staff <b>sporadically participates in professional development</b> internally or externally provided, and typically only what is required by ODE.</li> <li>PD shows <b>some alignment</b> with the sponsor’s functions or in response to needed corrections.</li> </ul>	<ul style="list-style-type: none"> <li>Sponsor staff <b>regularly participates in professional development</b>, internally or externally provided, and beyond what is required by ODE.</li> <li>PD is <b>aligned with sponsor functions and takes into account identified needs</b> (as determined by its self-improvement process).</li> </ul>	<ul style="list-style-type: none"> <li>Sponsor staff <b>continuously participates in professional development</b> beyond what is required by ODE and that <b>complements the sponsor’s improvement efforts and that takes into account staff member’s strengths and weaknesses.</b></li> <li>The sponsor is <b>able to provide examples of how professional development is incorporated</b></li> </ul>

		<ul style="list-style-type: none"> <li>• Sponsor staff <b>attends national conferences</b> with PD focus (e.g., NACSA, iNACOL, etc.)</li> </ul>	<b>into its ongoing work.</b>
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**Score: 3**

*Comments:* Warren County ESC is a member of the national and state sponsoring organizations and reports attending various professional development activities related to sponsorship functions. However, based on the information submitted, it is unclear how frequently the WCESC participates in professional development or how aligned other offerings (e.g. webinars) are to the sponsor’s functions and identified needs. ODE knows that the ESC regularly participates in PD functions related to sponsorship.

*Follow-up:* What specific trainings have your staff completed in the past year? What were the topics of the webinars they attended? How do you select the trainings that your staff attends? Please submit evidence.

5. What policies and practices has your organization implemented to avoid potential conflicts of interest in working with the schools it sponsors? Please provide a copy of your conflict of interest policy and examples of signed conflict of interest statements, if available.

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

**Score: 2**

*Comments:* WSESC requires board members involved in community school sponsorship to sign the organization’s conflict of interest policy. The WCESC states that employees sign a conflict of interest form, but no examples were provided. However, while the WCESC has a conflict of interest policy for board members, it does not appear to have such a policy in place for its staff members.

The ESC has a few observed conflicts of interest between itself and the schools it authorizes. For example, the superintendent of the Greater Ohio Virtual School (GOVS) is also the ESC’s superintendent. In addition, two of its schools contract with the ESC to provide fiscal officers. Also, GOVS leases office space directly from the sponsor, and also shares a health insurance co-op plan with the ESC.

6. How do you assess your organization’s performance as a sponsor? Please provide any examples pertaining to an annual review by the board of the strategic plan goals achieved; or a continuous improvement plan, if applicable; or stakeholder input about services provided; etc.

<b>Poor</b>	<b>Limited</b>	<b>Average</b>	<b>Strong</b>
<ul style="list-style-type: none"><li>• The sponsor <b>rarely examines its work</b> to ensure it is meeting its Ohio sponsoring obligations and applicable laws.</li><li>• The sponsor <b>does not examine its operations</b> for the purpose of improvement.</li><li>• <b>Does not evaluate self as a sponsor.</b></li></ul>	<ul style="list-style-type: none"><li>• The sponsor <b>sporadically examines its work</b> to ensure it is meeting its Ohio sponsoring obligations and applicable laws.</li><li>• The sponsor <b>occasionally looks to improve its operations, but does not follow a structured process</b></li></ul>	<ul style="list-style-type: none"><li>• The sponsor <b>regularly examines its work</b> to ensure it is meeting its Ohio sponsoring obligations and applicable laws.</li><li>• The sponsor <b>follows a defined improvement process to evaluate its work against its goals and outcomes.</b></li><li>• The sponsor <b>uses the findings</b> from its self-evaluation <b>when making improvements in its practices.</b></li></ul>	<ul style="list-style-type: none"><li>• The sponsor <b>continuously uses a defined improvement process</b> to evaluate its work against its goals and outcomes and to ensure it is meeting its Ohio sponsoring obligations and applicable laws.</li><li>• The sponsor <b>implements strategic action steps based upon the findings from its rigorous self-evaluation</b> to improve its performance as a sponsor.</li><li>• The sponsor <b>continuously and rigorously evaluates its work against national standards</b> for quality community school sponsors.</li><li>• The sponsor <b>reports annually to its governing entity the progress</b> it is making on its strategic goals.</li></ul>

**Score: 2**

*Comments:* The Warren County ESC submits that they compare their sponsorship work against their strategic vision. However, the method for analysis, frequency of self-assessment, and ultimate outcomes of this process are not known. Similarly, the WCESC describes their expectation to see “positive trajectory” in each school’s academic and fiscal performance but does not appear to follow a structured process to do so. The sponsor assesses its effectiveness as a sponsor by reviewing the performance of its schools, believing



there is a direct link between school performance and sponsor effectiveness. It does not appear, however, that the sponsor has a process in place for conducting a self-evaluation of itself as a sponsoring organization.

**Section II: Sponsor Application Process & Decision-Making (Note: If the organization has not recently opened or planned to open a new school, and has not taken on or has no plans to take sponsorship of existing schools anytime within the next two years, skip this section.)**

7. Describe the application process that developers follow in seeking sponsorship from your organization. Include a timeline.

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

**Score: 3**

*Comments:* The sponsor has an application guidance document on its website that includes a detailed explanation of the application process and the type of information that it is looking for from its applicants. It also conducts a brief “pre-application” interview to make sure that the applicant is a viable candidate for application. The timeline for the application process is less than nine months and does not include time to

draft and sign a preliminary agreement. A scoring guide exists but does not include specific indicators for each standard. The WCESC adopted another sponsor’s application. Problematic is that the WCESC’s adopted version has the other sponsor’s schools listed in its application as well as a hyperlink to that sponsor’s website. In short, not all parts of the application guidance document were updated to reflect WCESC’s sponsorship information, which may cause confusion for applicants.

8. Describe all elements of the application, including documents that your organization requests from developers (please include all supporting documents, such as the application, rubric and interview guide and any links to the organization’s website, if available).

<b>Poor</b>	<b>Limited</b>	<b>Average</b>	<b>Strong</b>
<ul style="list-style-type: none"> <li>The sponsor <b>does not have a written application.</b></li> </ul>	<ul style="list-style-type: none"> <li>The application <b>includes few questions.</b></li> <li>The <b>questions are very broad</b> in nature and <b>do not provide enough data to thoroughly evaluate</b> the applicant’s <b>educational and business plans and capacities.</b></li> </ul>	<ul style="list-style-type: none"> <li><b>General application questions, covering four main areas of school planning and operations</b> [education plan, governance, finance (including market research) and accountability] along with <b>suggested attachments, provide adequate data for analyzing</b> an applicant’s plans and capacities.</li> </ul> <p><i>[For example: Describe the demographics of the students that the school will serve and of the charter in which the school will be located. Why is the school being proposed in this location?</i></p> <p><i>Generally describe the 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"> <li><b>Comprehensive, detailed application questions cross-reference the four main areas</b> of school planning and operations [education plan, governance, finance (including market research) and accountability] provide <b>extensive data for rigorous evaluation</b> of the applicant’s plans and capacities.</li> </ul> <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>

**Score: 4**

*Comments:* An application rubric is provided, but lacks any detail to guide the reviewer in scoring. However, in the application resource guide, there is a checklist of criteria to be used in assessing the applicant’s response to each question. In addition, the sample interview questions are very helpful.

9. Describe the criteria that your organization considers in reviewing applications for the replication of an existing school; for consideration of a currently operating school from another sponsor.

Poor	Limited	Average	Strong
<ul style="list-style-type: none"> <li>• <b>No additional criteria</b> are required of existing school operators and/or replicators of existing schools.</li> <li>• Sponsor <b>does not look for any evidence of past success or the capacity for growth.</b></li> <li>• <b>No additional criteria</b> are required of the existing school seeking to be switch sponsors.</li> <li>• Sponsor <b>does not look for any evidence of past success or the capacity to operate successfully.</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>While no additional criteria are required,</b> the sponsor completes a <b>cursory look of the current school’s academic success or a consideration for the school’s capacity to expand and operate successfully.</b></li> </ul>	<p><b>For community school operators/ replicators:</b></p> <ul style="list-style-type: none"> <li>• Sponsor <b>requires</b> the applicant to <b>meet the following criteria:</b> <ul style="list-style-type: none"> <li>○ <b>Clear evidence of capacity to operate a new school successfully while maintaining quality in existing schools;</b></li> <li>○ <b>Document educational, organizational, and financial performance records based on all existing schools;</b></li> <li>○ <b>Must explain any never-opened, terminated, or non-renewed schools;</b></li> <li>○ <b>Must present a growth plan, business plan, and most recent financial audits;</b> and</li> <li>○ <b>Meet at least one of the following indicators of effectiveness to earn approval for replication:</b> high academic, organization, and/or financial success to earn approval for replication.</li> </ul> </li> </ul> <p><b>For community schools changing sponsors:</b></p> <ul style="list-style-type: none"> <li>• <b>While no additional criteria are required,</b> the <b>sponsor reviews</b> the existing school’s <b>financial audits</b> (where available), <b>academic success and the school’s capacity to operate successfully, meeting and/or exceeding it performance targets.</b></li> <li>• The application <b>process may include either</b> a face to face <b>interview with the applicant or contact with the school’s current sponsor.</b></li> <li>• The sponsor <b>does not consider contracting with a community school that is being non-renewed by its current sponsor.</b></li> </ul>	<p><b>For community school operators/ replicators:</b></p> <ul style="list-style-type: none"> <li>• Sponsor <b>requires</b> the applicant to <b>meet the following criteria:</b> <ul style="list-style-type: none"> <li>○ <b>Clear evidence of capacity to operate a new school successfully while maintaining quality in existing schools;</b></li> <li>○ <b>Document educational, organizational, and financial performance records based on all existing schools;</b></li> <li>○ <b>Must explain any never-opened, terminated, or non-renewed schools;</b></li> <li>○ <b>Must present a growth plan, business plan, and most recent financial audits;</b> and</li> <li>○ <b>Meet multiple indicators of effectiveness in all of the following areas:</b> high academic, organization, and financial success to earn approval for replication.</li> </ul> </li> </ul> <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> <p><b>For community schools changing sponsors:</b></p> <ul style="list-style-type: none"> <li>• Sponsor <b>requires the applicant to provide educational, organizational, and financial performance records to evaluate</b> the school’s capacity to operate successfully, meeting and/or exceeding its performance targets.</li> <li>• The application <b>process includes</b> a face to face <b>interview with the applicant and contact</b> with the school’s <b>current sponsor.</b></li> <li>• The application <b>process may include visiting</b> the school and/or attending a board meeting.</li> <li>• The sponsor <b>does not consider contracting with a community school that is being non-renewed by its current sponsor.</b></li> <li>• The <b>sponsor’s process to</b></li> </ul>

Poor	Limited	Average	Strong
			consider sponsoring a currently operating school is <b>publicly available</b> .

**Score: 1**

*Comments:* The ESC states that it uses the same application for replicators that it uses for new applicants. The process is not clearly outlined for replicators; there is no evidence that the performance of currently operating and previously operating schools is reviewed, nor consideration given to the impact of opening a new school on the operations of currently operating school(s).

10. Describe the level of expertise of those who review applications, including existing staff and external sources.

Poor	Limited	Average	Strong
<ul style="list-style-type: none"> <li>Review team members have little to no experience working in or sponsoring community schools. At least one review team member is trained in school finance, but has limited experience applying the knowledge.</li> <li>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"> <li>Community schools;</li> <li>Curriculum, instruction and assessment;</li> <li>Special education and ELL instruction;</li> <li>School accountability;</li> <li>School facilities;</li> <li>School law;</li> <li>School finance; and,</li> <li>School governance.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>The sponsor has at least one dedicated reviewer with limited experience (less than two years) working in or sponsoring community 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"> <li>Curriculum, instruction and assessment;</li> <li>Special education and ELL instruction;</li> <li>School accountability;</li> <li>School facilities;</li> <li>School law;</li> <li>School finance; and/or</li> <li>School governance.</li> </ul> </li> <li>When existing reviewers do not have the range of expertise needed, the sponsor sometimes contracts with external sources to complete particular aspects of the application review.</li> </ul>	<ul style="list-style-type: none"> <li>The sponsor has at least one dedicated reviewer with two or more years of experience working in or sponsoring community schools.</li> <li>Other reviewers are certified (where appropriate) and have experience working in the following areas: <ul style="list-style-type: none"> <li>Curriculum, instruction and assessment;</li> <li>Special education and ELL instruction;</li> <li>School accountability;</li> <li>School facilities;</li> <li>School law;</li> <li>School finance; and,</li> <li>School governance.</li> </ul> </li> <li>When existing reviewers do not have the range of expertise needed, the sponsor contracts with external sources to complete particular aspects of the application review.</li> </ul>	<ul style="list-style-type: none"> <li>Many of the reviewers have practiced in community schools or sponsoring for several years, and have diverse expertise (and certification where appropriate) in the following areas: <ul style="list-style-type: none"> <li>Curriculum, instruction and assessment;</li> <li>Special education and ELL instruction;</li> <li>School accountability;</li> <li>School facilities;</li> <li>School law;</li> <li>School finance; and,</li> <li>School governance.</li> </ul> </li> <li>When existing staff do not have the range of expertise needed, the sponsor contracts with external sources to complete particular aspects of the application review.</li> </ul>

**Score: 3**

*Comments:* Warren County ESC has at least one staff member with ten years of charter school experience, and possibly other staff who have worked with community schools as well. Since resumes were not provided, it is difficult to ascertain whether or not other staff are experienced in this arena. The ESC employs reviewers who have experience in some areas relevant to the application review process, but it is unclear how they handle gaps in expertise (e.g. school accountability, law, etc.).

11. Provide details of applications that were both approved and denied by your organization over the past five years, including reasons for both approvals and denials.

Informational only – no score	
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*Comments:* The WCESC failed to list three dropout recovery schools that it approved but ODE did not feel had been fully vetted; the schools did not move forward.

**Section III: Sponsor Performance Contracting**

12. Describe your organization’s process and the frequency for reviewing school performance against measures included in the contract on an annual basis.

<b>Poor</b>	<b>Limited</b>	<b>Average</b>	<b>Strong</b>
<ul style="list-style-type: none"> <li>• The sponsor lacks a formal structure for annually reviewing school performance measures.</li> </ul> <p><b>Or</b></p> <ul style="list-style-type: none"> <li>• The sponsor annually reviews the school’s legal compliance, but does not include a review of school performance against accountability measures. The sponsor does not provide a report to the school as to its annual performance.</li> </ul>	<ul style="list-style-type: none"> <li>• The sponsor meets the basic requirement for twice annual reviews.</li> <li>• The sponsor’s review of school performance is minimal, focused mainly on the school’s compliance with laws and with limited examination of school performance against accountability measures. The sponsor’s report to the school is provided inconsistently.</li> </ul>	<ul style="list-style-type: none"> <li>• The sponsor’s frequency of reviews exceeds the basic requirement, and includes gathering information based on two or more of the following: academic performance, classroom observations, interviews with school staff, governing authority members, parents.</li> <li>• The sponsor’s review of school performance is aligned with performance measures described in the contract. The school receives a report about its performance annually.</li> </ul>	<ul style="list-style-type: none"> <li>• The sponsor’s frequency of reviews exceeds the basic requirement, and includes gathering information based on three or more of the following: academic performance, classroom observations, interviews with school staff, governing authority members, parents.</li> <li>• The sponsor’s review of school performance is aligned with performance measures described in the contract. The school receives a report about its performance following each review.</li> </ul>

<b>Score: 3</b>
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*Comments:* The sponsor says that it meets with each of its schools at least once a month. In the examples of monthly site visit reports, the sponsor reviews contract compliance issues and discusses other topics of interest to the school or sponsor. The review of performance against the contract appears to happen in the fall, prior to the submission of the annual sponsor report. Site visit feedback provided in the ESC’s application suggest that the monthly visits are somewhat informal and general. A tool for the biannual compliance reviews is provided and demonstrates an almost exclusive focus on compliance with laws and not on accountability measures.

13. Describe the breadth and scope of the performance measures set forth in the school(s)' contracts. Are these measures differentiated among contracts? If so, how and why? [Note: if your organization has revised its performance framework and the revised framework is not yet in use, please provide a copy.]

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

**Score: 2**

*Comments:* The ESC’s current community school contracts differ in their use of performance measures. The Warren County ESC describes in the application that it will use multiple measures for student performance beginning in 2016, including state assessments, academic growth, graduation and attendance rates, and postsecondary readiness, which will be included in all future contracts. However, these measures are general and do not include clear metrics. While subgroups are mentioned, specific metrics for various subgroups are also missing.

For existing contracts, performance measures do not have the same rigor across the board. The ESC’s contract with Akron Digital Academy does contain targets for each performance measure (e.g. 55%-65% graduation rate for non-dropout recovery schools is considered meeting the standard). The ESC’s contract with Imagine Woodbury Academy contains two measures with specific targets (e.g. 93% attendance rate) but also contains measures that are vague (e.g. “student body will show adequate progress on the state achievement tests”). Both contracts also lack provisions for student subgroups.

*Follow-up:* How is the form, *Annual Assessment and Accountability Measures* used? The form includes very specific metrics and targets and differs from measures in the community schools’ contracts.

14. Describe the performance standards and criteria a school must achieve in order for its contract to be renewed.

Poor	Limited	Average	Strong
<ul style="list-style-type: none"> <li>Contracts <b>rarely define</b> the performance standards and criteria and <b>conditions for renewal</b>.</li> </ul>	<ul style="list-style-type: none"> <li><b>Most</b> contracts <b>broadly define</b> the performance standards <b>and criteria and conditions for renewal</b>.</li> </ul>	<ul style="list-style-type: none"> <li><b>Most</b> contracts <b>define</b> the performance standards and <b>criteria and conditions for renewal</b>.</li> </ul>	<ul style="list-style-type: none"> <li><b>All</b> contracts <b>clearly define and detail</b> performance <b>standards and criteria and conditions for renewal</b>.</li> </ul>

**Score: 3**

*Comments:* The contract with Imagine Woodbury does not define criteria for renewal. The most current performance framework is found in the contracts for GOVS and Akron Digital. The newer contracts specify the measures and targets for renewal. Primary and secondary measures are specific. However, in practice, the contract language allows the ESC to make decisions that do not strictly follow the criteria but are situational.

15. Are there consequences for failing to meet the standards and metrics in the contract? If so, how are these communicated to the school?

Poor	Limited	Average	Strong
<ul style="list-style-type: none"> <li>Contracts <b>rarely define the consequences for meeting or not meeting</b> standards and conditions.</li> <li>Consequences either rarely communicated to the school or not communicated at all</li> <li>The sponsor <b>rarely enforces consequences for failing to meet compliance</b> requirements <b>or performance</b> expectations.</li> </ul>	<ul style="list-style-type: none"> <li><b>Most</b> contracts <b>broadly define the consequences</b> for meeting or not meeting standards and conditions.</li> <li>Consequences may be communicated to the school, but not in a timely or systematic way</li> <li>The sponsor <b>occasionally enforces consequences for failing to meet compliance</b> requirements <b>or performance</b> expectations.</li> </ul>	<ul style="list-style-type: none"> <li><b>Most</b> contracts <b>define the consequences</b> for meeting or the consequences for not meeting standards and conditions.</li> <li>Consequences are communicated to the school in a timely and systematic way</li> <li>The sponsor <b>regularly enforces consequences for failing to meet compliance</b> requirements, <b>and sometimes performance expectations</b>.</li> </ul>	<ul style="list-style-type: none"> <li><b>All</b> contracts <b>clearly define and detail the consequences</b> for meeting or the consequences for not meeting standards and conditions.</li> <li>Consequences are communicated to the school in a timely and systematic way</li> <li>The sponsor <b>predetermines intervention actions</b> for failure to meet contract requirements and <b>clearly articulates and enforces stated consequences</b> for <b>failing to meet performance expectations or compliance</b> requirements.</li> </ul>

**Score: 3**

*Comments:* While the contract states that the contract may not be renewed if the performance measures are not satisfactorily met, it is not clear exactly what the consequences are for failing to meet the academic and financial standards and metrics of the contract. The contract specifies that it is the sponsor's sole discretion in deciding to renew a school that does not meet all of its primary measures. However, the exact measures examined with this discretion are not clear. It is noted that Warren County non-renewed one of its schools for numerous operational reasons. Based upon the information provided, it could not be determined whether the ESC communicates with schools about the consequences for failing to meet performance measures in a timely and systematic manner.

**Section IV: School History & Performance (Note: This section is not scored; it is for informational purposes only)**

16. Provide a list of all community schools for which your organization has been a sponsor and indicate their current status (open; open and on probation; suspended; closed (non-renewed); closed (voluntary); closed (terminated); or contract assumed by another sponsor).

Informational only – no score	
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*Comments:* The Warren County ESC non-renewed Ohio Construction Academy due to various operational issues and concerns. The school now has another sponsor.

17. Indicate which, if any, schools failed to open after payments were initiated. If any, please provide details of why the schools did not open.

Informational only – no score	
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*Comments:* The WCESC has not had any schools that failed to open after payments were initiated.

18. For schools that closed prior to the end of the academic year; provide details of why the schools closed. Did any closed school leave unpaid debts to vendors, staff, ODE, etc.?

Informational only – no score	
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*Comments:* The sponsor has not had any schools that closed prior to the end of the academic year.

19. Indicate which, if any, schools have had findings for recovery and/or been deemed unauditible by the Auditor of State over the past 5 years.

Informational only – no score	
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*Comments:* The sponsor has not had any schools that had findings for recovery or been deemed unauditible by the Auditor of State in the last 5 years.

20. Indicate which schools' contracts have been renewed.

Informational only – no score	
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*Comments:* The sponsor renewed contracts for Akron Digital Academy, Greater Ohio Virtual School, and Imagine Woodbury Academy.



21. Does your organization sell services to any of its schools? If so, what services? How are the services and charges arranged? Are service agreements part of the community school contract?

Informational only – no score

*Comments:* Sponsor provides fiscal services to two of its three schools; these are separate service contracts, since sponsors are not required to provide fiscal services. GOVS' offices are located at the WCESC. Health insurance coverage for GOVS staff and WCESC staff is provided by the same co-op. In addition, while the sponsor indicates that it sells services to its schools, the sponsor's application guidance document on its website states that it does not sell services.

*Follow-up:* Ask the sponsor whether there is an arm's length relationship between the person serving as the school's fiscal officer and the ESC employee reviewing the school's finances each month.

**Section V: Sponsor Oversight & Evaluation**

22. Describe your organization's system for monitoring school accountability and compliance. What is the protocol for on-site school reviews; what information is collected during these reviews? If available, please provide a copy of any guidance documents about the oversight and monitoring process used to explain to sponsored schools.

Poor	Limited	Average	Strong
<ul style="list-style-type: none"> <li>• The sponsor's oversight and evaluation <b>system is reactive, focused</b> only on the school's <b>compliance</b> with laws.</li> <li>• The sponsor <b>rarely enforces consequences</b> for <b>failing to meet compliance</b> requirements or <b>performance</b> expectations.</li> <li>• During an onsite review, <b>data are collected from a school employee</b> available at the school on the day of the review.</li> <li>• The sponsor's onsite <b>reviewers receive very little training</b> on the site visit <b>process</b> and <b>no protocols are used</b>.</li> </ul>	<ul style="list-style-type: none"> <li>• The sponsor's oversight and evaluation <b>system is minimal; focusing mainly</b> on the school's <b>compliance</b> with laws and with <b>limited examination of academic performance</b>.</li> <li>• The sponsor <b>occasionally enforces consequences</b> for <b>failing to meet compliance</b> requirements or <b>performance</b> expectations.</li> <li>• During an onsite review, <b>data are collected from a school employee</b> available at the school on the day of the review.</li> <li>• The sponsor has an <b>onsite visit protocol; however</b>, its onsite <b>reviewers are not trained on the tool</b>; and therefore,</li> <li>• There is <b>no evidence of consistent use of the protocol across reviewers</b>.</li> </ul>	<ul style="list-style-type: none"> <li>• The sponsor's oversight and evaluation <b>system is proactive, collecting and/or accessing and reviewing and/or analyzing data</b> on the school's <b>compliance</b> with laws and against <b>performance targets</b> stated in the contract. Combined, <b>these sources of data inform</b> contract <b>renewal, termination, and intervention decisions</b>.</li> <li>• The sponsor <b>regularly enforces consequences</b> for <b>failing to meet compliance</b> requirements, and <b>sometimes performance expectations</b>.</li> <li>• During an onsite review, <b>data are collected from school administrators and a sample of instructors</b>.</li> <li>• The sponsor's onsite <b>reviewers are trained</b> on and <b>regularly use observation and interview protocols</b>.</li> <li>• There is <b>evidence of consistent use of the protocols across reviewers</b>.</li> </ul>	<ul style="list-style-type: none"> <li>• The sponsor implements a <b>comprehensive performance accountability and compliance monitoring system</b> that is <b>defined by</b> the community school <b>contract</b> and that <b>provides the information necessary to make rigorous and standards-based renewal, termination, and intervention decisions</b>.</li> <li>• The sponsor <b>predetermines intervention actions</b> for failure to meet contract requirements and <b>clearly articulates and enforces stated consequences</b> for <b>failing to meet performance</b> expectations or <b>compliance</b> requirements.</li> <li>• During an onsite review, <b>data are collected consistently from a variety of stakeholders</b>, which <b>may include the community school's governing board members, administrators, teachers, students, parents, and staff from the management company</b> (if applicable).</li> <li>• Reviewers receive <b>ongoing training, formal or informal, on</b></li> </ul>

Poor	Limited	Average	Strong
		<ul style="list-style-type: none"> <li>• Data may be collected through a <b>variety of means and throughout the school year.</b></li> </ul>	<p><b>the purpose, criteria, process and protocols</b> of conducting onsite visits.</p> <ul style="list-style-type: none"> <li>• <b>Additionally, training is provided as needed to remain current with changes in law.</b></li> <li>• <b>Data may be collected through a variety of means and throughout the school year.</b></li> </ul>

**Score: 2**

*Comments:* The response to this question appears to be more of a “desired state” than perhaps actual practice, as the documentation provided by way of oversight and monitoring (monthly reports; year-end report; site visit tool) does not align with the types of questions posed in the oversight response. We note that the 2015 Auditor of State’s Special Audit on Community School Sponsors found that monthly written reports were not completed in 2013 for GOVS, OCA, and Akron Digital Academy, and only five monthly reports were completed for Imagine Woodbury Academy.

*Follow-up:* Is there a guidance or resource guide that pulls this all together? We see that Dr. Baker was responsible for compliance previously, and now it appears that Dr. Malone is overseeing compliance. How was training provided to Dr. Malone?

23. Describe the roles, responsibilities and levels of experience of the staff members who monitor school accountability and compliance. Please provide the names and resumes of those individuals.

Poor	Limited	Average	Strong
<ul style="list-style-type: none"> <li>• The sponsor’s <b>dedicated staff member(s) have little to no experience working in or sponsoring</b> community schools. <b>At least one</b> staff member is <b>trained in school finance, but has limited experience applying the knowledge.</b></li> <li>• <b>No external sources are sought in education related areas for which the sponsoring staff lacks expertise.</b> These areas include: <ul style="list-style-type: none"> <li>○ Community schools;</li> <li>○ Curriculum, instruction and assessment;</li> <li>○ Special education and ELL instruction;</li> <li>○ School accountability;</li> <li>○ School facilities;</li> <li>○ School law;</li> <li>○ School finance; and,</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• The sponsor has <b>at least one dedicated staff member with less than two years</b> of experience working in or sponsoring community schools, and a <b>member who is trained and has limited experience working</b> in the area of <b>school finance.</b></li> <li>• <b>Other staff have limited training and limited experience</b> working in the following areas: <ul style="list-style-type: none"> <li>○ Curriculum, instruction and assessment;</li> <li>○ Special education and ELL instruction;</li> <li>○ School accountability;</li> <li>○ School facilities;</li> <li>○ School law;</li> <li>○ School finance; and,</li> <li>○ School governance.</li> </ul> </li> <li>• <b>When existing staff do not</b></li> </ul>	<ul style="list-style-type: none"> <li>• The sponsor has <b>at least one dedicated staff member with two or more years of experience</b> working in or sponsoring community schools, and a <b>member who is trained and experienced</b> in the area of <b>school finance.</b></li> <li>• <b>Other staff are certified and have experience</b> working in the following areas: <ul style="list-style-type: none"> <li>○ Curriculum, instruction and assessment;</li> <li>○ Special education and ELL instruction;</li> <li>○ School accountability;</li> <li>○ School facilities;</li> <li>○ School law; and,</li> <li>○ School finance; and,</li> <li>○ School governance.</li> </ul> </li> <li>• When existing staff do not have the range of expertise needed, <b>the sponsor</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Many of the sponsoring staff have practiced in community schools or sponsoring community schools for several years, and have diverse expertise in the following areas:</b> <ul style="list-style-type: none"> <li>○ Curriculum, instruction and assessment;</li> <li>○ Special education and ELL instruction;</li> <li>○ School accountability;</li> <li>○ School facilities;</li> <li>○ School law; and,</li> <li>○ School finance; and,</li> <li>○ School governance.</li> </ul> </li> <li>• When existing staff do not have the range of expertise needed, the <b>sponsor contracts with external sources to complete particular aspects of work.</b></li> </ul>

Poor	Limited	Average	Strong
<ul style="list-style-type: none"> <li>o School governance.</li> </ul>	<p><b>have the range of expertise needed, the sponsor sometimes contracts with external sources to complete particular aspects of work.</b></p>	<p><b>contracts with external sources to complete particular aspects of work.</b></p>	

**Score: 3**

Comments: The sponsor’s staff have extensive experience in various educational areas, with at least one staff member have two or more years of experience working on sponsoring activities. While other staff members appear to have significant experience in various educational areas, including curriculum, leadership, data analysis, and special education, no corroborating resumes were provided in the sponsor application. It is unclear how Warren County ESC handles gaps in expertise because no contracts with external sources were provided.

24. How does your organization share monitoring and compliance information with the schools? Please include examples of feedback (e.g., site visit reports, e-mails, and monthly financial/enrollment reports).

Poor	Limited	Average	Strong
<ul style="list-style-type: none"> <li>• The sponsor <b>rarely reviews the monitoring and compliance issues</b> of each school. When or <b>if reviewed</b>, the sponsor <b>provides few details and feedback</b> that is <b>rarely of value to the school</b>.</li> </ul>	<ul style="list-style-type: none"> <li>• The sponsor <b>minimally reviews the monitoring and compliance issues</b> of each school, and <b>provides occasional feedback</b> with <b>limited details</b> and that are of <b>limited use to the school</b>.</li> </ul>	<ul style="list-style-type: none"> <li>• The sponsor <b>reviews and provides monthly feedback on</b> the monitoring and compliance issues of each school.</li> </ul>	<ul style="list-style-type: none"> <li>• The sponsor <b>reviews and provides monthly or more immediate feedback</b> on the monitoring and compliance issues of each school.</li> </ul>

**Score: 3**

Comments: The sponsor visits the schools monthly and provides onsite feedback to the schools at that time. Sponsor also communicates by phone, fax, or email as needed.

25. What circumstances have led or would lead your organization to intervene in a school’s operations? Please provide any examples, if applicable, including corrective action plans, probation or suspension notices.

Poor	Limited	Average	Strong
<ul style="list-style-type: none"> <li>• The sponsor is <b>unaware of its obligation to intervene</b> in accordance with Ohio law.</li> <li>• <b>The conditions that trigger intervention are never articulated</b> by the sponsor to its schools.</li> <li>• The sponsor <b>never or rarely provides schools with timely notice of contract violations</b> and/or provides <b>little to no information on performance</b></li> </ul>	<ul style="list-style-type: none"> <li>• The sponsor is <b>generally aware of its obligation to intervene</b> with a community school in accordance with Ohio law.</li> <li>• The community school <b>contract states the conditions that may trigger</b> intervention.</li> <li>• The sponsor <b>occasionally provides schools with timely notice of contract violations, and/or minimal notice of</b></li> </ul>	<ul style="list-style-type: none"> <li>• The sponsor <b>establishes and makes known to the school in the contract the conditions that may trigger intervention and the types of actions and consequences</b> that may ensue.</li> <li>• The sponsor <b>provides timely notice of contract violations and performance deficiencies</b>.</li> <li>• There is evidence that the</li> </ul>	<ul style="list-style-type: none"> <li>• The sponsor <b>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</b> that may ensue.</li> <li>• The sponsor <b>gives schools clear, adequate, evidence-based, and timely notice of contract violations and performance deficiencies</b>.</li> <li>• The sponsor <b>initiates</b></li> </ul>

Poor	Limited	Average	Strong
<p><b>deficiencies.</b></p> <ul style="list-style-type: none"> <li>There is <b>no evidence that the sponsor</b> (based upon its own oversight or evidence from ODE and/or AOS that a compliance issue(s) exist), <b>intervenes or follows-up on issues with schools in which compliance problems are identified.</b></li> </ul>	<p><b>performance deficiencies.</b></p> <ul style="list-style-type: none"> <li>There is <b>minimal or limited evidence that the sponsor intervenes with problems related to compliance</b> which are identified during its own oversight or when identified by an external agency, such as ODE or AOS.</li> <li>When <b>intervention occurs</b>, it is <b>usually very prescriptive</b> in nature <b>and/or</b> the sponsor <b>defaults to another entity</b>, such as ODE or AOS, <b>for intervention guidance.</b></li> </ul>	<p>sponsor <b>almost always intervenes</b> in the community school's operations <b>to correct compliance issues or problems in the school's overall performance</b>, based <b>upon the sponsor's oversight, or evidence from ODE and/or AOS.</b></p>	<p><b>intervention</b> in the community school's operations <b>in a timely manner and clearly linked to correcting specific deficits</b> in the school's overall <b>performance.</b></p> <ul style="list-style-type: none"> <li>The sponsor <b>allows school reasonable time and opportunity for remediation in non-emergency situations.</b></li> <li><b>Intervention strategies clearly preserve school autonomy and responsibility</b> (e.g., identifying what the school must remedy without prescribing solutions; and understanding that the school may choose a different path).</li> </ul>

**Score: 2**

*Comments:* The ESC took action with Ohio Construction Academy (OCA) but that is not reflected in their response (which could be due to change in personnel at the ESC). The sponsor provided a list of reasons as to why it would intervene in a school's operation. However, not all of the reasons specified in the sponsor's response are evident in the contract. At present, the sponsor has never had to intervene in a school's operation. Some, but not all, contracts with community schools state the conditions that may trigger intervention from the sponsor.

In the sponsor application, Warren County ESC states that "intervention in to any sponsored school's operation has not been necessary." However, in 2015, the ESC decided to non-renew its contract with Ohio Construction Academy. Reasons cited for nonrenewal include under-enrollment, lack of payments to the school's sponsor and operator, failure to comply with the fiscal officer, failure to pay rent, lack of quorum at board meetings, etc. Prior to this decision, the ESC placed OCA on probationary status in August 2014. Furthermore, there is no indication that Akron Digital received intervention, even though the monitoring report indicated significant and unexpected financial loss.

*Follow-up:* Please describe events leading to OCA's probationary status. How did you inform them of this consequence? How did you intervene in this circumstance? Are there other instances of intervention that are missing from this application? Also, please provide more information about what is going on with Akron Digital. How did you determine that no intervention was needed?

26. Describe how your organization ensures the autonomy of its schools while providing appropriate levels of oversight. Please provide, if available, any communications or written documents that may expand upon roles and responsibilities, apart from required contract language.

Poor	Limited	Average	Strong
<ul style="list-style-type: none"> <li>The sponsor is <b>inappropriately overly involved in the day-to-day operational decisions</b> of the schools it sponsors and/or <b>operates more as a</b></li> </ul>	<ul style="list-style-type: none"> <li>The sponsor is <b>inappropriately slightly involved in the day-to-day operational decisions</b> of the schools it sponsors.</li> </ul>	<ul style="list-style-type: none"> <li>The sponsor has <b>limited involvement</b> in the day-to-day operations of the schools it sponsors, <b>targeting those that have demonstrated poor performance or non-</b></li> </ul>	<ul style="list-style-type: none"> <li>The sponsor has <b>no involvement</b> in any school's authority over its day-to-day operations, <b>unless required to as part of its contractual obligations pertaining to</b></li> </ul>

Poor	Limited	Average	Strong
<p><b>“program” of the sponsor.</b></p> <ul style="list-style-type: none"> <li>Regardless of demonstrated success, <b>all schools have limited or no autonomy</b> over decision-making.</li> <li>The sponsor <b>collects data in a manner that is burdensome to the school</b>, without thought to protect students and public interests.</li> <li>The sponsor <b>never examines its own compliance requirements to possibly minimize burden and increase the autonomy</b> of its schools.</li> </ul>	<ul style="list-style-type: none"> <li>The sponsor <b>collects data in a manner that is burdensome</b> to the school, without thought to protect students and public interests.</li> <li>Sponsor <b>may or rarely (no more than once every two years) examines its own compliance requirements</b> to possibly minimize burden and increase the autonomy of its schools.</li> </ul>	<p><b>compliance.</b></p> <ul style="list-style-type: none"> <li>The sponsor <b>collects data in a manner that minimizes administrative burden</b> on the school, and protects student and public interests.</li> <li>Sponsor <b>occasionally (once or twice every two years) examines its own compliance requirements</b> to possibly minimize burden and increase the autonomy of its schools.</li> </ul>	<p><b>intervention.</b></p> <ul style="list-style-type: none"> <li>The sponsor <b>collects data in a manner that minimizes administrative burden</b> on the school, and protects student and public interests.</li> <li>The sponsor <b>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.</b></li> </ul>

**Score: 3**

*Comments:* The ESC seems to value its schools’ autonomy, as is evidenced in their self-described values. The ESC acknowledges that it serves as the fiscal agent for two of its schools and takes steps to ensure that responsibilities for budget oversight and budget decisions are separate, but there are no written policies that document this division. It is unclear if (and how) the sponsor examines its own compliance requirements, and it is also unclear how data is collected from the schools.

**Section VI: Sponsor Termination & Renewal Decision-Making**

27. Describe the process used for renewing a school’s contract. Is a written application required? If so, please provide a sample of the application and rubric.

Poor	Limited	Average	Strong
<ul style="list-style-type: none"> <li>The sponsor <b>does not have an application process for contract renewal.</b></li> </ul>	<ul style="list-style-type: none"> <li>The sponsor <b>may have an application renewal process, but does not consistently require</b> schools to follow the process, <b>nor</b> does it <b>specify criteria for renewal.</b></li> </ul>	<ul style="list-style-type: none"> <li>The sponsor <b>has an application process and requires all</b> schools seeking renewal to <b>apply through a renewal application.</b></li> <li>The <b>guidance</b> regarding the renewal process is <b>non-specific as to criteria, content and/or format;</b></li> <li>The <b>process may allow a school to present additional evidence</b> regarding its performance.</li> </ul>	<ul style="list-style-type: none"> <li>The sponsor <b>has an application process and requires all</b> schools seeking renewal to <b>apply through a renewal application.</b></li> <li>The <b>requirements for renewal are publicly available</b> and include <b>written guidance</b> regarding the process, content and format for renewal applications, as well as <b>criteria/standards used to evaluate</b> the applicant and a timeline.</li> <li>The application <b>provides the school an opportunity</b> and reasonable time to <b>respond</b></li> </ul>

			<b>to the cumulative report;</b> correct the record, if needed; and <b>present additional evidence regarding its performance.</b>
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**Score: 3**

*Comments:* Both Akron Digital Academy and Greater Ohio Virtual School were renewed prior to their expiration dates of 2015. Ohio Construction Academy was non-renewed. While the ESC has a renewal application, it does not appear to have used it yet. The Warren County ESC requires its schools to apply for contract renewal according to a clearly defined process. The timeline, format, and process for submitting the application are articulated, and the renewal process is initiated by the sponsor. The application allows schools ample time to respond to the cumulative report, gather evidence, and create educational, financial and organizational plans for the upcoming contract term. However, the sponsor’s decision to renew or non-renew the contract is not apparent because performance standards are not typically included in the contract beyond boiler plate language. The renewal application does not contain benchmarks for performance or minimum standards that must be met in order to gain renewal. It appears that the WCESC uses a NACSA guidance document as its renewal application. Information regarding the timeline and needed information was included, but no information regarding the rubric used to score the renewal applications was provided.

28. What evidence does your organization consider before deciding to renew or non-renew a school’s contract? Does your organization provide a report to its schools prior to contract renewal? If so, describe how that report is structured and what is included in it.

<b>Poor</b>	<b>Limited</b>	<b>Average</b>	<b>Strong</b>
<ul style="list-style-type: none"> <li>Contract renewal is almost always assumed or made based upon factors other than school performance.</li> <li><b>Does not provide</b> the community school a report on its cumulative performance, <b>other than the Sponsor’s Compliance Review report</b> submitted annually to the department.</li> </ul>	<ul style="list-style-type: none"> <li>The contract <b>renewal decision is based upon a limited body of academic and operational evidence</b> (e.g., recent financial audits, recent compliance monitoring reports, or the school’s most recent state accountability report card).</li> <li><b>May annually provide</b> the community school with a report, <b>but it does not relate to the school’s performance against its contract; and/or</b></li> <li><b>When a report is given, it does not include multiple years</b> of performance data against its contract term.</li> </ul>	<ul style="list-style-type: none"> <li>The contract <b>renewal decision is based upon a substantial body of evidence of legal compliance and performance. These data inform renewal decisions.</b></li> <li><b>Evidence may include</b> at least two of the following: <ul style="list-style-type: none"> <li><b>Multiple years of student achievement;</b></li> <li><b>Multiple measures of student achievement,</b> including statewide assessments and measures;</li> <li><b>Financial audits;</b> or</li> <li><b>Site visit reports and/or other compliance reports.</b></li> </ul> </li> <li><b>Annually provides each community school with a report of its performance;</b></li> <li><b>The report includes multiple years but may not include the school’s entire charter term.</b></li> </ul>	<ul style="list-style-type: none"> <li>The sponsor <b>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.</b></li> <li><b>Evidence includes at least all of the following:</b> <ul style="list-style-type: none"> <li><b>Multiple years of student achievement; multiple measures of student achievement;</b></li> <li><b>Financial audits;</b></li> <li><b>Site visit reports and/or other compliance reports; and,</b></li> <li><b>Status reports on corrective action plans or other required interventions, if necessary.</b></li> </ul> </li> <li>As referenced in the school’s contract, provides each community school, <b>in advance of the renewal decision, a cumulative</b></li> </ul>

			performance report that summarizes the school's performance record over the charter term and states the sponsor's summative findings concerning the school's performance and its prospects for renewal.
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**Score: 3**

*Comments:* The WCESC describes its process as one of reviewing multiple information sources in determining whether or not to renew a school's contract, including assessment data, financial records, budget forecasts, and enrollment and retention data. It provides each school with a cumulative report that summarizes the school's performance over the course of the contract term. It is not clear, however, whether the cumulative reports were in use for the renewal decisions for the three schools. Also, the role that corrective action plans or other forms of intervention may contribute to the renewal decision is not described.

*Follow-up:* Please provide examples of the cumulative reports that the ESC provides to each school. Also, did any of the schools have any corrective action plans or other types of improvement plans?

29. What is the role of your organization's board in deciding to renew or non-renew a school's contract? Please provide examples of board structure, involvement/actions pertaining to such decisions.

Poor	Limited	Average	Strong
<ul style="list-style-type: none"> <li>The sponsor's governing board designates all school renewal or non-renewal decisions to staff and/or accepts contract decision-making recommendations with only a cursory review, taking action perfunctorily as part of routine business.</li> </ul>	<ul style="list-style-type: none"> <li>The sponsor's governing board typically designates school renewal or non-renewal 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 sponsor's broad vision.</li> </ul>	<ul style="list-style-type: none"> <li>The sponsor's governing board, while formally making all school renewal and non-renewal decisions, relies upon their staff to carefully review and recommend contract decisions aligned with their sponsoring vision and plan.</li> </ul>	<ul style="list-style-type: none"> <li>The sponsor's governing board actively participates in all school renewal and non-renewal decisions to ensure that all such actions are consistent with the sponsor's strategic vision and plan for quality sponsoring.</li> </ul>

**Score: 3**

*Comments:* The sponsor indicates that its governing board would rely upon the recommendation of the ESC superintendent and its community school liaisons when deciding whether or not to renew a school's contract.

30. Has your organization ever renewed a contract with a school that did not meet all of the performance standards specified in its contract? Please explain the rationale, and in the case of a renewal of a school that failed to meet performance standards, were additional requirements placed upon the school?

Poor	Limited	Average	Strong
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<ul style="list-style-type: none"> <li>The sponsor <b>grants renewal to all schools regardless of failure</b> to meet the terms and academic achievement targets in their contract, <b>fiscal or organizational problems</b>, or <b>compliance with the law</b>.</li> </ul>	<ul style="list-style-type: none"> <li>The sponsor <b>inconsistently grants renewal to schools, even those that have failed</b> to meet the terms and academic achievement targets in their contract; <b>have fiscal or organizational problems</b>; or <b>have been out of compliance</b> with the law.</li> </ul> <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"> <li>The sponsor <b>grants renewal to schools that are fiscally and organizationally viable and that meet most of the following criteria</b>: <ul style="list-style-type: none"> <li>Achieve their contractual academic standards and targets; or</li> <li>Faithful to the terms of their contract.</li> </ul> </li> </ul> <p><i>Note: Even in the absence of a strong performance framework, the sponsor consistently applies performance-based criteria in making renewal decisions.</i></p>	<ul style="list-style-type: none"> <li>The sponsor <b>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</b>: <ul style="list-style-type: none"> <li>Achieve their contractual academic standards and targets; and</li> <li>Faithful to the terms of their contract.</li> </ul> </li> </ul> <p><i>Note: it is assumed that an exemplary sponsor uses a performance framework with rigorous, specific goals and targets.</i></p>
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**Score: 3**

*Comments:* The sponsor indicates that it has never renewed the contract of a school that did not meet its specified performance standards.

31. Describe your process, including staff and allocation of resources, in completing the closure of a school.

Poor	Limited	Average	Strong
<ul style="list-style-type: none"> <li>The sponsor is unaware of its obligation to oversee school closure.</li> <li>In the event of a school closure, the sponsor has no formal policy or procedure for school's to follow. The closing school might default to the ODE guidance.</li> <li>The sponsor does not oversee the closure process.</li> </ul>	<ul style="list-style-type: none"> <li>The sponsor is <b>aware of its obligation</b> to oversee school closure; however, it <b>lacks the capacity to oversee</b>; when a school has closed, the sponsor <b>may or may not have submitted the Closing Assurances to ODE</b>.</li> <li><b>In the event of a school closure</b>, the sponsor has <b>no formal policy or procedure for school's to follow</b>. The closing school <b>might default to the ODE guidance</b>.</li> <li>The sponsor <b>does ensure that student records are returned to the home school district</b>.</li> </ul>	<ul style="list-style-type: none"> <li>The sponsor is <b>aware of its obligation</b> to oversee school closure.</li> <li>The sponsor <b>may have a formal policy, but at a minimum follows ODE's guidance</b>.</li> <li><b>In the event of a school closure, the sponsor oversees the school's governing board and leadership in carrying out a closure process that</b>: <ul style="list-style-type: none"> <li>Informs parents,</li> <li>Transitions student records to the home school district,</li> <li>Disposes of school funds, property, and assets in accordance with law; and</li> <li>Submits Closing Assurances to ODE</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>The sponsor is <b>aware of its obligation</b> to oversee school closure.</li> <li>The sponsor has a formal policy for overseeing school closure.</li> <li>In the event of a school closure, the sponsor oversees and works with the school's governing board and leadership in <b>carrying out a detailed closure protocol that ensures</b>: <ul style="list-style-type: none"> <li><b>Timely notification to parents</b> including assistance in finding new placements</li> <li><b>Orderly transition of students records</b> to home school district,</li> <li><b>Disposition of school funds, property, and assets</b> in accordance with law; and</li> <li><b>Submits Closing Assurances to ODE</b></li> </ul> </li> <li>The sponsor <b>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</b>.</li> </ul>



**Score: N.A.**

*Comments:* The ESC has not closed a school but lists steps it would take.

**Section VII: Technical Assistance and Sponsor Requirements in Rule & Law**

32. Describe how your organization provides technical assistance to its schools.

<b>Poor</b>	<b>Limited</b>	<b>Average</b>	<b>Strong</b>
<ul style="list-style-type: none"><li>• Technical assistance, if <b>provided</b> to schools, is <b>reactive to problems that arise</b>.</li><li>• The sponsor <b>does not assess</b> the technical assistance <b>needs of the schools</b> it sponsors.</li></ul>	<ul style="list-style-type: none"><li>• <b>Most</b> technical assistance provided by the sponsor is <b>reactive to problems</b>.</li><li>• The sponsor <b>occasionally solicits information about</b> the technical assistance <b>needs of the schools</b> it sponsors.</li><li>• The sponsor <b>sporadically provides the technical assistance identified as needed</b> by the schools.</li></ul>	<ul style="list-style-type: none"><li>• The sponsor <b>routinely provides timely comprehensive technical assistance in response to issues, problems and concerns identified by either the sponsor or the school</b>.</li><li>• The sponsor <b>regularly assesses or solicits information about</b> the technical assistance <b>needs of the schools</b> it sponsors.</li><li>• The sponsor <b>routinely provides the technical assistance identified as needed</b> by the schools.</li><li>• The sponsor <b>regularly solicits feedback</b> on the quality and impact of the technical assistance that it provides to the schools.</li></ul>	<ul style="list-style-type: none"><li>• The sponsor <b>always provides timely comprehensive technical assistance in response to issues, problems and concerns identified by either the sponsor or the school</b>.</li><li>• <b>Almost all</b> technical assistance is <b>proactive, intended to prevent problems</b> from arising in the schools it sponsors.</li><li>• The sponsor <b>regularly assesses or solicits information about</b> the technical assistance <b>needs of the schools</b> it sponsors.</li><li>• The <b>sponsor always provides the technical assistance identified as needed</b> by the schools.</li><li>• The sponsor <b>continuously solicits feedback on the quality and impact of the technical assistance</b> that it provides to the schools it sponsors.</li></ul>

**Score: 3**

*Comments:* The Warren County ESC cites as one of its strengths the wealth of knowledge among its employees and use of multiple opportunities to provide information to its sponsored schools and answer questions. In reviewing the ESC’s website, its staff’s experience, and its response to this question, it seems that the sponsor is able to provide technical assistance on a wide range of topics. Examples cited indicate that most technical assistance is reactive to concerns identified by the school. There is no evidence of the sponsor soliciting information about the needs of its schools or about their satisfaction with the technical assistance provided.

33. Describe the roles, responsibilities and levels of experience of the staff members who provide technical assistance to community schools sponsored by your organization.

Poor	Limited	Average	Strong
<ul style="list-style-type: none"> <li>• <b>Beyond</b> what is stated in the <b>contract</b>, the sponsor <b>cannot explain the distinction in roles and responsibilities</b> between the sponsor staff and the community schools it sponsors.</li> </ul>	<ul style="list-style-type: none"> <li>• While <b>not documented beyond</b> what is in the <b>contract</b>, the sponsor is <b>able to explain in general</b> terms how the roles and responsibilities differ between its staff and the community schools it sponsors.</li> <li>• The community schools it sponsors <b>do not understand</b> the responsibilities of the sponsor.</li> </ul>	<ul style="list-style-type: none"> <li>• While <b>not documented beyond</b> what is in the <b>contract</b>, the sponsor has and is <b>able to clearly explain</b> the roles and responsibilities of its staff relative to those of the community schools it sponsors.</li> <li>• The community schools it sponsors <b>generally understand</b> the responsibilities of the sponsor.</li> </ul>	<ul style="list-style-type: none"> <li>• Roles and responsibilities of the sponsoring staff are <b>clearly separated, documented and delineated</b> from the community schools it sponsors.</li> <li>• The community schools it sponsors <b>clearly understand</b> the responsibilities of the sponsor.</li> </ul>

**Score: Not Scored**

*Comments:* Due to incongruity between question 33 and the corresponding rubric, this question has been omitted for all ESC sponsor applicants.

34. How do you provide legal updates to your sponsored schools? Please provide any sample communications, or other means of disseminating legal updates.

Poor	Limited	Average	Strong
<ul style="list-style-type: none"> <li>• The sponsor <b>never or rarely updates schools</b> on changes to rule and law that impact the schools' operations.</li> </ul>	<ul style="list-style-type: none"> <li>• The sponsor <b>sporadically updates schools</b> on changes to rule and law that impact the schools' operations, but has <b>no process for doing so</b>.</li> <li>• The sponsor's updates <b>may include directing schools to another credible source</b> for this information (e.g., OAPCS).</li> </ul>	<ul style="list-style-type: none"> <li>• The sponsor <b>has a process that it uses to at least annually</b>, informs schools on changes to rule and law that impact the schools' operations.</li> <li>• The sponsor's updates <b>may include directing schools to another credible source</b> for this information (e.g., OAPCS, OCQE).</li> </ul>	<ul style="list-style-type: none"> <li>• The sponsor <b>continually ensures that schools are informed in a timely manner</b> of changes to rule and law that impact the schools' operations, ensuring that schools are in compliance as quickly as needed.</li> <li>• The sponsor's updates <b>may include directing schools to another credible source</b> for this information (e.g., OAPCS, OCQE).</li> </ul>

**Score: 3**

*Comments:* Warren County ESC cites multiple and credible sources of information regarding legal updates and legislative changes. The two compliance officers pass along information, but there is no formal process for doing so. The sponsor's response focused primarily on how its staff obtains legal updates, not on how legal updates are passed on to its schools.

35. How do you make your sponsored schools aware of professional development opportunities?

Poor	Limited	Average	Strong
<ul style="list-style-type: none"> <li>The sponsor <b>never provides information about PD opportunities</b> for its schools.</li> </ul>	<ul style="list-style-type: none"> <li>The sponsor <b>sporadically provides information about PD opportunities</b> for its schools.</li> </ul> <p><i>Or</i></p> <ul style="list-style-type: none"> <li><b>Is prescriptive or mandating that its schools participate</b> in certain PD, <b>excepting</b> a topic-specific training that is a <b>requirement of the contract.</b></li> </ul>	<ul style="list-style-type: none"> <li>The sponsor <b>shares information about PD opportunities</b> for its schools, <b>which may or may not be community school specific.</b></li> <li>The sponsor <b>may provide PD directly on certain topics</b> (e.g., annual meeting for updates)</li> <li>While the sponsor shares information about PD opportunities, <b>it is the school's independent decision as to whether or not it participates, excepting</b> a topic specific training that is a <b>requirement of the contract.</b></li> </ul>	<ul style="list-style-type: none"> <li>The sponsor <b>provides its schools with multiple sources of information</b> about PD opportunities for its schools.</li> </ul> <p><i>Or</i></p> <ul style="list-style-type: none"> <li>The sponsor <b>provides at least some of the PD directly</b> to its schools, <b>based upon school need.</b></li> <li>While the sponsor <b>encourages and promotes high quality PD</b>, it is the <b>school's independent decision as to whether or not it participates, excepting</b> a topic specific training that is a <b>requirement of the contract.</b></li> </ul>

**Score: 4**

*Comments:* The sponsor's compliance officers are the primary means through which the schools are notified about professional development opportunities. Schools are not charged any additional fees for professional development. The sponsor has made its school aware of NACSA principles and the various training opportunities available through that organization.

*Follow-up:* Is a school's participation in professional development activities the school's own decision or is participation a requirement of the contract?

36. Identify those within your organization who serve as the liaisons to the governing authority. Describe how your organization ensures that the roles and responsibilities of the liaisons and governing authority remain separate.

Poor	Limited	Average	Strong
<ul style="list-style-type: none"> <li>Beyond what is stated in the community school contract, the sponsor has no written policy and no explanation that differentiates its roles and responsibilities from those of the community school's governing authority. In the absence of clarity, both parties frequently have misunderstandings and their mutual respect is low.</li> <li>The sponsor rarely works to maintain a solid relationship with their assigned schools'</li> </ul>	<ul style="list-style-type: none"> <li><b>While not documented beyond what is stated in the community school contract, the sponsor is able to explain in general terms how its roles and responsibilities differ</b> from the school's governing authority. <b>However, both parties may view the roles and responsibilities differently.</b></li> <li>While the sponsor tries to maintain a solid relationship with their assigned schools' governing authority members, <b>differing opinions and</b></li> </ul>	<ul style="list-style-type: none"> <li><b>While not documented beyond what is stated in the community school contract, the sponsor and the school's governing authority describe roles and responsibilities that are understood and respected by both parties.</b></li> <li>The sponsor <b>regularly works to maintain a solid relationship</b> with their assigned schools' governing authority members (e.g., <b>regular communication, attending at least two board</b></li> </ul>	<ul style="list-style-type: none"> <li><b>Beyond what is stated in the community school contract, roles and responsibilities of the sponsoring staff are clearly separated, documented and delineated</b> from the governing authorities of the community schools it sponsors. <b>This clear delineation is understood and respected by both parties.</b></li> <li>The sponsor <b>continuously works to maintain a solid relationship</b> with their assigned schools' governing authority members [e.g., <b>frequent communication</b></li> </ul>

<b>Poor</b>	<b>Limited</b>	<b>Average</b>	<b>Strong</b>
<p>governing authority members (e.g., rare communication; no attendance at board meetings).</p> <ul style="list-style-type: none"> <li>The sponsor provides little guidance to its governing authorities.</li> </ul>	<p><b>misunderstandings between</b> the sponsor and governing authorities <b>occasionally leads to a lack of respect between both parties</b> (e.g., limited communication, sporadically or not attending board meetings).</p>	<p><b>meetings annually</b> for each school).</p>	<p>(newsletters, for example), <b>attending as many board meetings as possible; directly informing board members</b> about compliance concerns, high stakes reviews, and so on].</p>

**Score: 3**

*Comments:* The sponsor and its schools understand their roles and responsibilities in the community school process. The sponsor considers itself as a compliance group and an advisor to its schools, stating that it is the school's responsibility to make all needed decisions.

Name of Organization: Warren County ESC

Reviewed by: K. King, J. Hoffman, and S. Cherry

Date: November 17, 2015

**REVIEWER SUMMARY:**

Section	Points Received	Maximum Points Possible
I: Sponsor Commitment & Capacity	13	20
II: Sponsor Application Process & Decision-Making	11	16
III: Sponsor Performance Contracting	11	16
IV: School History & Performance	NA	NA
V: Sponsor Oversight & Evaluation	13	20
VI: Sponsor Termination & Renewal Decision-Making	12	16
VII: Technical Assistance and Sponsor Requirements in Rule & Law	13	16
<b>TOTAL POINTS</b>	<b>73</b>	<b>104</b>
<b>SCORE PERCENTAGE</b>	<b>70.2%</b>	

**APPLICATION SCORING:**

Score Percentage	Standard	Minimum Points Needed (of 104)
90% or Higher	<b>Highly Recommended</b> for an interview: Is clearly aligned with NACSA principles for quality sponsoring. Move forward to an interview.	93.6
75% - 89.9%	<b>Recommended</b> for an interview: Meets standards and is aligned with NACSA principles for quality sponsoring. Move forward to an interview.	78
60% - 74.9%	<b>Not Recommended for an interview without additional information:</b> Partially meets or fails to meet standards and is either slightly aligned or not aligned with NACSA principles for quality sponsoring. Refer for submission of additional information.	62.4
59.9% or Less	<b>Fails to meet standards</b> and is not aligned with NACSA principles for quality sponsoring. Refer for development activities.	<62.4

*Sent via e-mail*

January 20, 2016

Thomas H. Isaacs, Superintendent  
Warren County ESC  
1879 Deerfield Rd.  
Lebanon, OH 45036-9245

Dear Mr. Isaacs:

As you know, House Bill 64 required Educational Service Centers (ESCs) that sponsor conversion community schools to enter into a sponsor agreement with the Ohio Department of Education (ODE) to continue sponsoring community schools (Ohio Revised Code Division [3314.02\(B\)\(2\)](#)). To that end, Warren County ESC submitted a sponsorship application in late October.

In early November, House Bill 2 was signed into law; it becomes effective on February 1, 2016. House Bill 2 amended the provision specifying that ESCs must have a sponsor agreement with ODE by adding an effective date of July 1, 2017. In light of this new deadline, ODE is offering the ESC an opportunity to either accept the initial application score or to withdraw and reapply at a later date.

ODE has reviewed your application; your application scoring rubric is enclosed. Warren County ESC received 73 of a possible 104 points, for a score of 70.2%. A minimum score of 75% is needed to proceed to an interview, which is a prerequisite for approval of a sponsorship agreement. The ESC scored below that threshold and therefore cannot be approved for a sponsorship agreement at this time. The ESC has the following options: continue with the application process; withdraw and reapply later this year; or choose not to continue as a sponsor after June 30, 2017.

As a current sponsor of conversion community schools, if you choose to continue with the application process, the next step is to partner with us in developing a plan toward improvement in your sponsorship practices. Successful completion of the milestones required in the development plan is likely to lead to a sponsor agreement with ODE.

If you decide to withdraw and reapply later this year, the application scoring rubric is an excellent guide for improving practices, which may help you with the upcoming sponsor evaluation. Keep in mind that all sponsors will be evaluated on the three components (academic, compliance and quality practices) and have ratings issued in October 2016. For operating sponsors, portions of the sponsor application may be skipped if the sponsor has a rating of effective or higher on the relevant component, or on an area of the component. In any event, all ESCs must have an approved sponsor agreement with ODE in effect by July 1, 2017 to continue as sponsors.

Please email us with your decision by February 1, 2016. If you have any questions, contact Stacy Cherry ([stacy.cherry@education.ohio.gov](mailto:stacy.cherry@education.ohio.gov) or 614-995-1956) of the Office of Quality School Choice at ODE.

Thank you for your patience and cooperation.

Respectfully,

A handwritten signature in cursive script that reads "Joni Hoffman".

Joni Hoffman  
Director, Sponsor Evaluation  
Office of Quality School Choice

Attachment

cc: Steven Gratz, Senior Executive Director, Center for Student Support and Education Options  
Frank Stoy, Director, Sponsor Development, Office of Quality School Choice  
Kaela King, Evaluator, Office of Quality School Choice  
Deneice Cooper, Lead Consultant, Office of Quality School Choice

Application Status: Pending

Application Rationale: Application is currently in-process with the Ohio Department of Education.