Ohio Community Schools Annual Report

July 1, 2022 -
June 30, 2023

Ohio Department of Education & Workforce

2022 - 2023

Table of Contents

Department of
Education &
Workforce

2022-2023 Executive Summary

In 2023, Ohio celebrated the 25th anniversary of the passage of legislation authorizing the establishment of public community schools. Part of Ohio's long history of providing a range of educational opportunities for students, public community schools offer a variety of instructional models and curricula.

Designed to operate independently of a traditional school district, Ohio community schools are authorized by approved community school sponsor. During the 2022-23 school year, 19 sponsoring organizations authorized 334 community schools that enrolled more than 116,000 students.

All community schools receive a state-issued Ohio School Report Card. Schools which primarily serve students enrolled in a dropout prevention and recovery program receive a specifically designed report card. In contrast, all other community schools receive the same report card as traditional, district-operated schools. Key findings reflected in the report include:

- During the 2022-23 school year, 95% of dropout recovery community schools met or exceeded overall standards.
- Ninety-eight percent of dropout recovery community schools received a Progress rating of met or exceeded standards versus 70% for the 2018-2019 school year.
- Community schools continue to demonstrate improvement with 71% of nondropout recovery community schools meeting or exceeding standards for student progress in 2022-23. During the 2021-2022 school year only 49% of schools met or exceeded the standard for progress.
- More than half of nondropout recovery community schools met or exceeded the standard for the Gap Closing component.
- Just less than half (44%) of nondropout recovery community schools received an overall rating of three stars (three stars is meeting state expectations) or better versus 37% of schools during the 2018-19 school year.

Annual evaluation of community school sponsors continues. All community school sponsors received a rating of effective or exemplary.

Accountability continues to be a priority for the community school sector. After suspension of the closure requirement during the pandemic, Ohio community schools are again subject to closure due to poor academic performance; 11 schools met the at-risk for closure criteria based on the 2022-23 report card. Lastly, the Ohio Auditor of State found no community schools were unauditable.

Although there is a lingering impact from the COVID pandemic, 56% of community school operators received a rating of three stars or better, the equivalent of a grade of "C" or better.

115 community schools received a grant through the Quality Community School Support Grant for fiscal year 2022-23. Eligible schools must meet performance standards, demonstrate better overall achievement than the districts in which they are located or be new schools approved to replicate higher-performing schools.

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Introduction

Each year, the Ohio Department of Education and Workforce's Office of Community Schools releases a report on the state's public community schools — also called "charter schools" in many states. As required by state law, the Department provides this annual report to the Governor, Speaker of the Ohio House of Representatives, President of the Ohio Senate, and the respective Chairpersons of the House and Senate committees principally responsible for primary and secondary education. This report addresses the performance of Ohio's community schools in five key areas:

1. Effectiveness of academic programs;
2. School operations;
3. Performance of sponsors;
4. Legal compliance; and
5. Financial condition.

Unlike traditional public schools, community schools operate independently of school districts. Instead, community schools operate under the authorization of a sponsoring organization. Restricted by law to educationally oriented organizations, community school sponsors approve a school's education plan and set clear academic, fiscal, and operational performance expectations. The Department supports the community school sector by providing technical assistance to community schools and sponsors and administering a comprehensive sponsor evaluation and improvement system.

Ohio's community schools offer additional choices for families seeking nontraditional, K-12 public educational settings for their children. Community schools are public, nonprofit, and nonsectarian schools that receive state and federal funds but no revenue from local property taxes.

Community schools receive school report cards issued by the Department, are subject to annual financial audits completed by the Auditor of State or a private accounting firm, and comply with open meetings and public records statutes. Unlike traditional public schools, a community school can be closed by its sponsor for failure to meet the expectations outlined in its contract or for poor academic performance as defined in state law.

Ohio's community schools offer a variety of instructional delivery models and specialized school programs, primarily serving at-risk students. Types of community schools include language immersion, programs for students who have or are at risk of dropping out of school, expeditionary, visual and performing arts, STE(A)M, programs serving students with special needs, workforce readiness, and general education. In addition, Ohio community schools include online schools, site-based schools (also referred to as "brick-and-mortar" schools), and schools offering blended learning models.

Map of Community Schools in Ohio 2022-2023

○ Brick & Mortar School
● E-School

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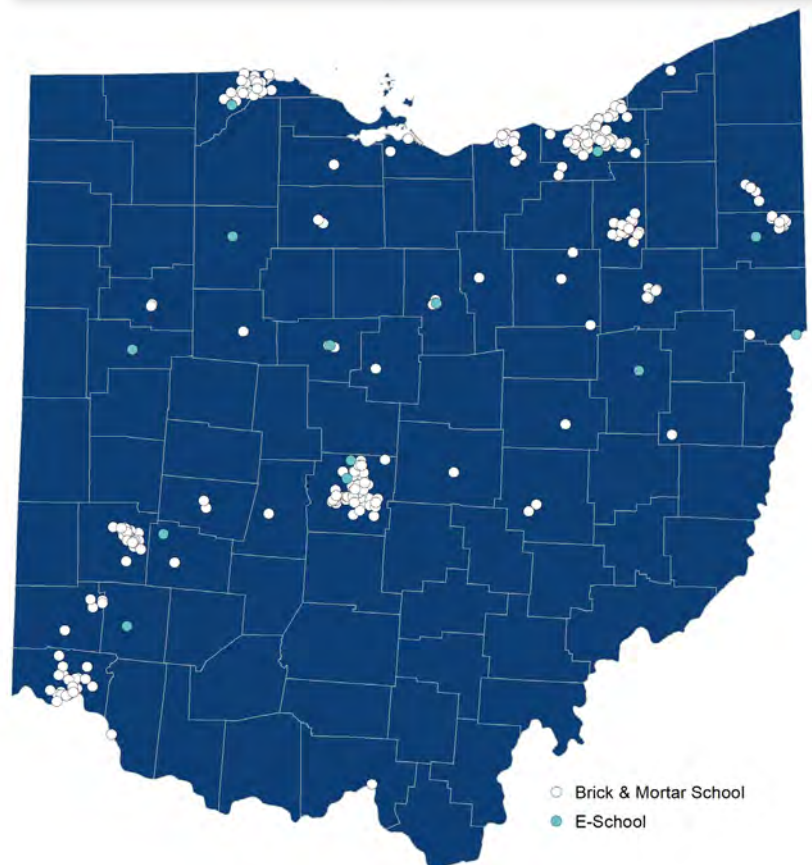
Community School Structure and Governance

Oversight of Community School Sponsors

The Department oversees and evaluates community school sponsors and provides technical assistance to sponsors through its Office of Community Schools.

Ohio law directs the Department to evaluate each community school sponsor on three components:

- Academic performance of students in the sponsor's schools;
- Compliance with state and federal laws; and
- Quality of practices.

The comprehensive sponsor evaluation system results in component and overall ratings for each sponsor. Currently, all 19 community school sponsors have an overall rating of effective or exemplary. Details of the evaluation system are available on the [Community Schools Sponsor Evaluations Tools webpage](#), and each sponsor's ratings for the 2022-2023 school year are available on the [Overall Sponsor Ratings webpage](#).

Ohio law requires each community school sponsor, with limited statutory exceptions, to operate under a written agreement with the Department. The sponsor's prior-year evaluation results heavily influence the Department's agreement with the sponsor. Each agreement stipulates the portion of the state where a sponsor may oversee community schools, the duration of the agreement with the Department, and whether a sponsor may add community schools to its portfolio.

Forming a Community School

Opening a community school in Ohio requires involvement from several entities. The process begins when one or more individuals develop a concept and plan for a community school. The individuals involved in the planning process are referred to as developers. Each group of developers must find a sponsor that approves the school's comprehensive plan and agrees to authorize the community school. Only approved sponsors with effective or exemplary evaluation ratings can authorize new schools.

SPOTLIGHT:

Ohio Connections Academy

Ohio Connections Academy is an online community school for grades K-12 and has educated Ohio students for 20 years. OCA is committed to helping students reach their full potential via distance learning, and their success over time is a testament to the possibilities online learning can create for students and families.

This year, two Ohio Connections Academy graduates returned to OCA as teachers. These graduates' success in college and willingness to return to their alma mater as educators is a testament to the positive impact OCA has continued to have on their growth.

Ohio Connections Academy has demonstrated a commitment to Positive Behavioral Interventions and Supports (PBIS). In the 2022-2023 School Year, OCA was recognized by the Department of Education and Workforce with a PBIS Bronze Award, acknowledging OCA's long-term commitment to high, consistent behavioral expectations for every member of the school community.

Ohio Connections Academy shares the Department's commitment to the Science of Reading, and aims to build a strong foundation for academic success by enhancing early literacy skills.

The school says: "As Ohio Connections Academy celebrates its 20th anniversary, the commitment to excellence remains unwavering. The academy looks forward to continuing to refine its program, staying responsive to the needs of students, and providing a supportive and enriching online learning experience. With a focus on innovation, community, and academic achievement, OCA is poised for continued success in shaping the future of online education.

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If a sponsor approves, the developer enters a contract under [Ohio law](#) with the sponsor that identifies expectations for the community school. When entering the contract with a sponsor, representatives of the community school form a governing authority, which acts similarly to a local board of education of a traditional school district.

Before 2022, startup community schools, which are schools not sponsored by a school district, educational service center or joint vocational school district, could only open in a "challenged" school district. Today, community schools may open and operate in any school district in the state.

A community school governing authority may contract with a nonprofit or for-profit organization, known as a community school operator, to handle some of the daily operations of the school. Community school operators may offer a range of services, including one or two selected administrative activities, such as curriculum or data collection and reporting, or a more comprehensive "turnkey" option.

Types of Community Schools

Ohio classifies each community school in three ways — instructional delivery, curriculum, and governance structure. Each community school is:

1. Either a site-based school (this includes a school utilizing a blended learning model) or online; and
2. Either a general education school, a school serving primarily students with special needs, or a school primarily enrolling students in a dropout prevention and recovery program; and
3. Either a startup school or a conversion school, as defined in state law. Startup community schools are new schools. Conversion schools are "converted" in facilities owned or controlled by educational service centers or school districts. Unlike startup schools, conversion schools always have been permitted to operate anywhere in the state.

Instructional Delivery

In a site-based community school, sometimes called a brick-and-mortar school, students receive instruction from a teacher working in the school building. A site-based community school also may use a blended learning model in which students receive instruction from the teacher and online sources. A community school seeking to use a blended learning model must receive approval from its sponsor and file a declaration with the Department. The contract between the school's governing authority and sponsor must comply with state statutory criteria for blended learning.

An online or e-school is a community school in which students work primarily on non-classroom-based learning opportunities provided via the internet or another computer-based instructional method not reliant on in-person classroom instruction.

2022-2023 School Year Number of Site-Based v. Online Community Schools

- 16 — Online School
- 318 — Site-Based

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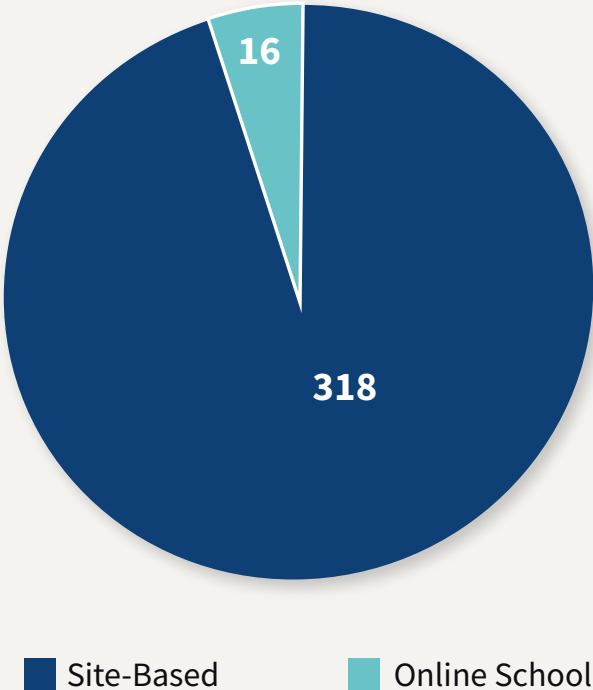
Curriculum and Specialized Programs

Many of Ohio's community schools offer a general education curriculum, but a growing number of community schools specialize in serving students with specific educational needs. Ohio law recognizes two types of community school designations based on the characteristics of the students served. These designations apply to schools that primarily serve either students with individualized education programs (IEPs) receiving special education services or students at risk of dropping out of school or who previously dropped out of school in a dropout prevention and recovery program. During the 2022-23 school year, 77 community schools received the dropout recovery designation and 30 community schools primarily served students with disabilities.

To be designated as a special education school, more than half of a community school's enrolled students must have active IEPs. Though these schools may fall under the same designation, they can be very different. Some of these schools serve only students with certain diagnoses, such as students with specific learning disabilities or students on the autism spectrum. Like all public schools in Ohio, community schools primarily serving students with IEPs receive Ohio School Report Cards. However, a community school primarily serving students with disabilities is exempt from Ohio's automatic closure law.

Schools with the dropout prevention and recovery designation play an essential and growing part in Ohio's community school sector. A community school may apply to receive designation as a dropout prevention and recovery school if it meets either of these criteria:

1. Operates a drug recovery program in cooperation with a court; or
2. Operates a dropout prevention and recovery program and enrolls more than 50% of its students in that program, as verified by the Department.

In addition to Ohio's high school end-of-course tests and other state assessments, a dropout prevention and recovery program must administer a nationally normed test in reading and mathematics.

Community schools with the dropout prevention and recovery designation receive a state-issued report card and are subject to closure due to poor performance.

SPOTLIGHT:

Frederick Douglass High School

Frederick Douglass High School (FDHS), an Oakmont Network school in Cleveland, Ohio, doesn't just meet educational standards—it exceeds them by aligning students with post-graduation opportunities.

In a landscape where a student drops out of high school around every 26 seconds, FDHS stands as a sanctuary, especially for youth facing unique challenges in accessing quality education. Beyond traditional methods, the school adopts a sector-strategy model, engaging educators, industry experts, and partners to customize opportunities for each student, ensuring a high-quality life after graduation.

This year, FDHS Culinary Pathway students made headlines by participating in Forbes 30 under 30 Day of Service, serving the community alongside Forbes A-listers from around the world attending the 30 Under 30 Summit. Another standout moment was Lieutenant Governor Jon Husted's visit, allowing students to share their post-graduation plans and highlight the broader impact of alternative school options.

Schools like Frederick Douglass serve as beacons of hope, proving that understanding students and acknowledging their potential can create a profound impact on humanity.

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Community School Academic Performance

Traditional School Report Card

The Ohio Department of Education and Workforce uses data reported by districts and schools to analyze performance in several categories. Recent legislation made several changes to the traditional school and district Ohio School Report Cards that took effect with the 2021-2022 school year. The Department collects data that are compiled and organized into six components. The components include:

Achievement
This component represents how well students performed on state tests overall.

Early Literacy
This component measures reading improvement and proficiency for students in kindergarten through third grade.

Graduation
This component looks at the four-year adjusted cohort graduation rate and the five-year adjusted cohort graduation rate.

Progress
This component looks at the academic growth all students are making based on their past performances.
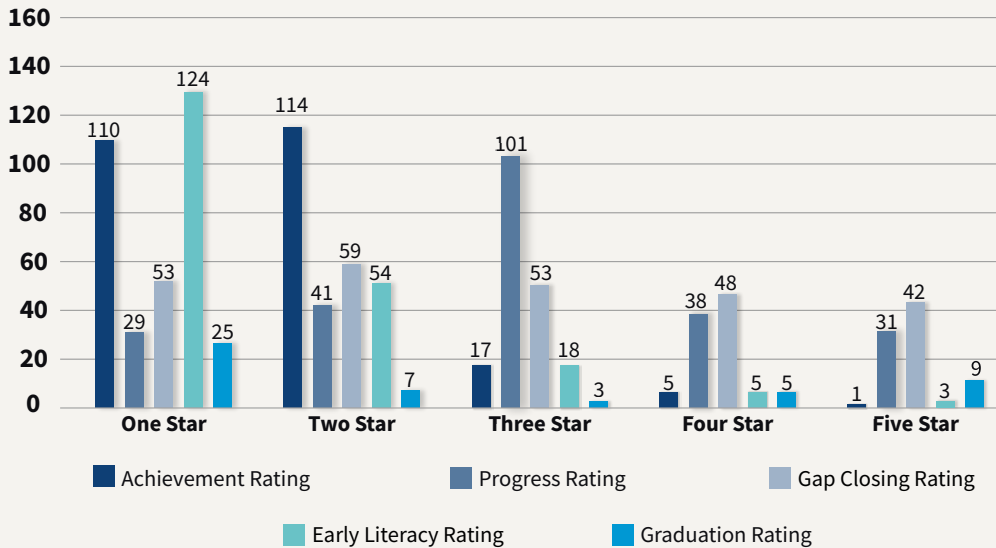
Gap Closing
This component measures the reduction in educational gaps between student subgroups.

The College, Career, Workforce and Military Readiness Component will join the report card for the 2024-2025 school year. All report card components receive 1-5-star ratings based on performance. More detailed information on the traditional school and district report cards is available in the Guide to Ohio School Report Cards.

Although the changes to the general school report card make comparisons difficult, there are positive trends when comparing pre-pandemic results from the 2018-2019 school year and the more recent 2022-23 results:

2022-2023 Community School Report Card Ratings

- Community schools continue to demonstrate improvement, with 71% of nondropout recovery community schools meeting or exceeding standards for student progress in 2022-23. During the 2021-2022 school year, only 49% of schools met or exceeded the standard for progress.

- More than half of nondropout recovery community schools met or exceeded the standard for the Gap Closing component.

- Just less than half (44%) of nondropout recovery community schools received an overall rating of three stars (three stars is meeting state expectations) or better versus 37% of schools during the 2018-19 school year.

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Dropout Prevention and Recovery Report Card

Community schools that serve a majority of their students through dropout prevention and recovery programs receive the Dropout Prevention and Recovery Report Card. These schools receive a rating of Exceeds Standards, Meets Standards, or Does Not Meet Standards for each report card component as well as an overall rating. More detailed information is available in the technical documentation for the Dropout Prevention and Recovery Report Card.

Achievement Component
This rating reports the percentage of students who passed or met the cumulative performance score on all applicable tests required for high school graduation.

Progress Component
This rating is the school's academic growth for its students in math and reading. Progress looks at the growth all students are making.

Gap Closing Component
This rating shows how well schools are meeting the performance expectations for all populations of students in English language arts, math, graduation, and English language proficiency improvement.
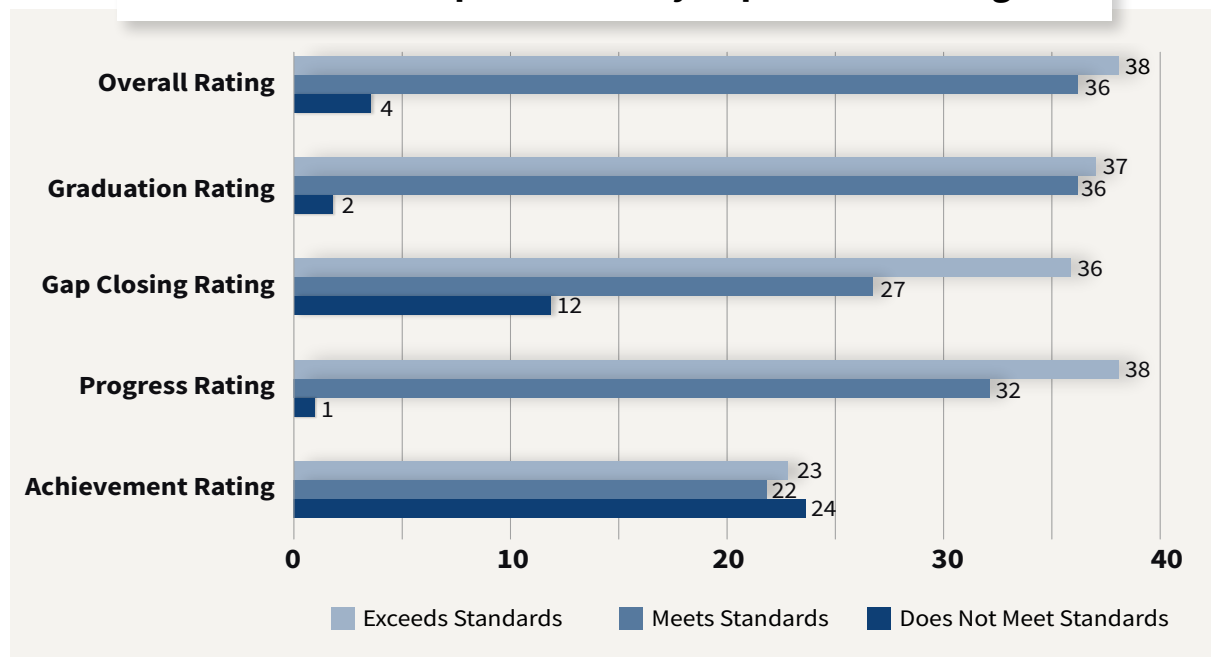
Graduation
This rating reports the number of students graduating from the school in four, five, six, seven, or eight years.

Schools receiving the Dropout Prevention and Recovery Report Card have seen significant improvement over the last several years despite challenges related to the COVID pandemic:

- During the 2022-23 school year, 95% of dropout recovery community schools met or exceeded overall standards.

- Ninety-eight percent of dropout recovery community schools received a Progress rating of met or exceeded standards versus 70% for the 2018-2019 school year.

2022-2023 Dropout Recovery Report Card Ratings

Rating	Exceeds Standards	Meets Standards	Does Not Meet Standards
Overall Rating	38	36	4
Graduation Rating	37	36	2
Gap Closing Rating	36	27	12
Progress Rating	38	32	1
Achievement Rating	23	22	24

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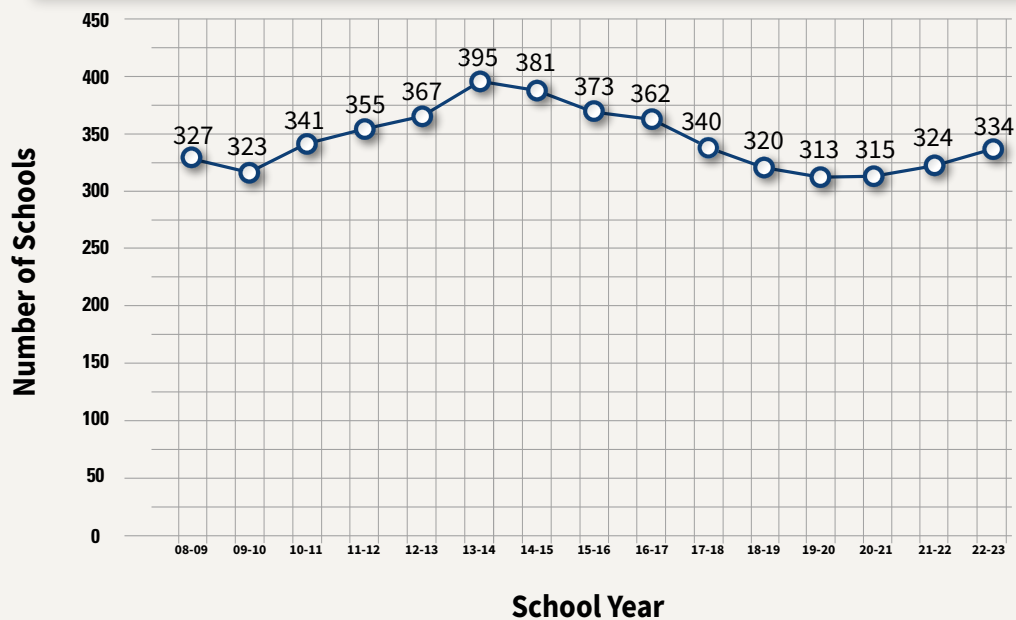
Community School Operations and Accountability

The 2022-23 school year marked Ohio's 25th year of community school operations. Beginning in 1998 with 15 community schools authorized by two sponsors, community school enrollment peaked in the 2013-2014 school year before dropping off. The trend reversed throughout the COVID pandemic as enrollment ticked upward. During the 2022-23 school year, 19 sponsors authorized the operation of 334 community schools serving 116,220 students, or 112,238 full-time equivalent students.

Enrollment in Community Schools 2008-2009 to 2022-2023
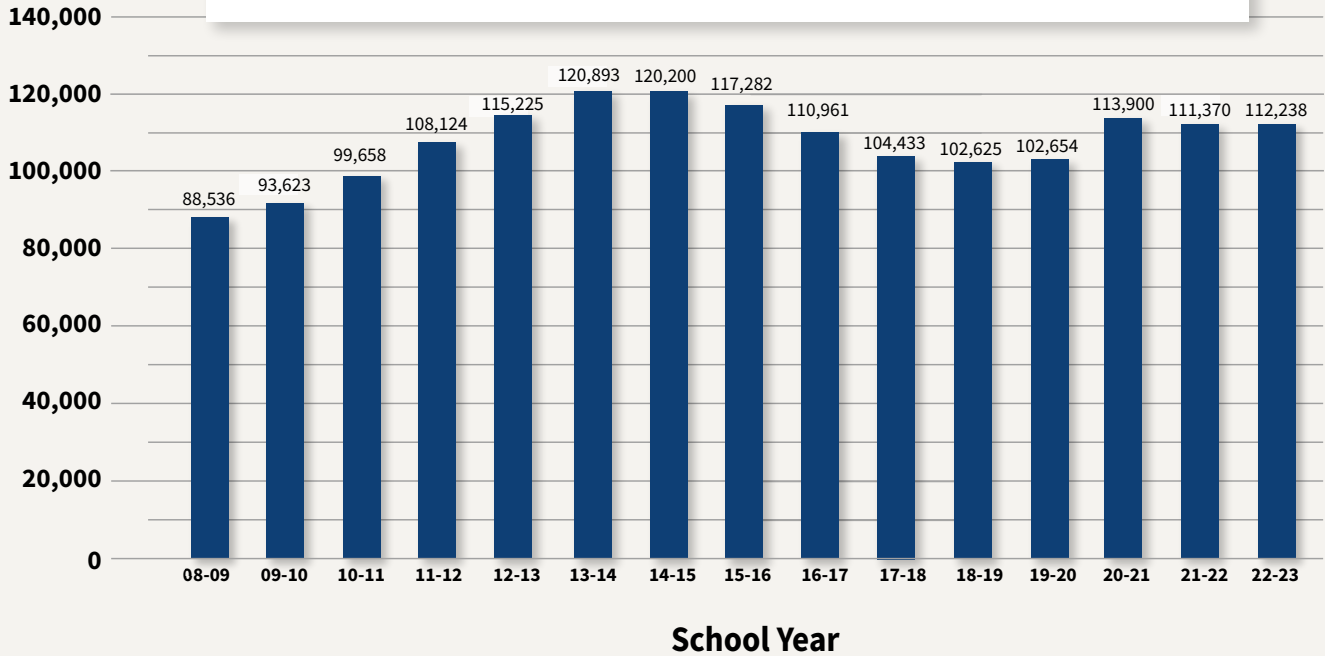
School Year	Enrollment
08-09	88,536
09-10	93,623
10-11	99,658
11-12	108,124
12-13	115,225
13-14	120,893
14-15	120,200
15-16	117,282
16-17	110,961
17-18	104,433
18-19	102,625
19-20	102,654
20-21	113,900
21-22	111,370
22-23	112,238

Number of Community Schools 2008-2009 to 2022-2023

School Year	Number of Schools
08-09	327
09-10	323
10-11	341
11-12	355
12-13	367
13-14	395
14-15	381
15-16	373
16-17	362
17-18	340
18-19	320
19-20	313
20-21	315
21-22	324
22-23	334

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Horizon Science Academy - Columbus

Horizon Science Academy - Columbus is a community school serving 600 students in grades 9-12. This STEM Designated School offers career pathways in Information Technology, Health Science, and Engineering. Students are proud to attend this school, and that pride is bursting from the student-created art on the walls, the enthusiastic, energetic staff, and the buzz from classrooms engaged in meaningful, purposeful learning connected to fields students are passionate about.

In August, Horizon Science Academy - Columbus celebrated the opening of a second campus specially designed for students participating in STEM and CTE programs. Following the ribbon-cutting ceremony, the school's principal, Mr. Zengince, invited attendees to tour the newly renovated building featuring an engineering and robotics lab, a health care classroom and lab, and a media room fully equipped with lighting and sound equipment and a green screen. Horizon Science Academy - Columbus is excited to continue its culture of high expectations resulting in high levels of student achievement at this new facility.

Governing Authority Membership

Governing authority members play an important role in providing oversight of a community school. Functioning like a district board of education, governing authorities adopt the school budget, develop school policies and procedures, and may contract for services on behalf of the school. Ohio law bars any individual employed by a school district or educational service center from serving on the governing authority of a community school sponsored by that district or educational service center. The law also prohibits a community school governing authority member from being a member of a school district board of education and vice versa.

Automatic Closure

Ensuring school quality is a goal for the community school sector. In addition to sponsors closing schools due to failure to meet performance requirements included in the sponsor-school contract, Ohio has one of the most rigorous requirements in the nation for closing community schools based on poor performance. Community schools that fail to meet state performance requirements within five years may be subject to closure. A school's academic performance during its first two years of operation does not count toward automatic closure. However, after the initial two years of operation, schools that demonstrate three consecutive years of poor performance automatically are closed as an operation of law. Additional details about automatic closure are found in Ohio law.

Department of Education & Workforce

Changing Sponsors

To prevent poor-performing community schools from regularly switching sponsors, a practice known as "sponsor hopping," Ohio law prohibits these schools from changing sponsors without the Department's approval. A community school that received a rating of less than three stars on the Achievement Component and a rating of less than three stars for the Progress Component must receive approval from the Department before changing sponsors. A community school that operates a dropout prevention and recovery program and received a rating of "Does Not Meet Standards" for the annual student-growth measure and combined graduation rates also must obtain the Department's approval before changing sponsors.

Operator Performance

Some community schools contract with a management organization or operator to help manage the school's day-to-day operations. An operator works under an agreement with the school's governing authority and acts similarly to the central office of a traditional school district.

A community school operator can be a for-profit or nonprofit organization, a school district, or an educational service center. The contract between a community school's governing authority and its operator also details the school's arrangement for specific services, including curriculum development, staffing, facilities management, technology, marketing, training and development, and financial services.

The Department also annually issues a performance report for each community school operator based on its schools' performance the previous year. Ratings and performance details for community school operators are available on the Department's Community Schools webpage.

SPOTLIGHT:

Greater Summit County Early Learning Center

Greater Summit County Early Learning Center (SCOPE) focuses on intentionally designed project-based learning in which students, families and instructional leaders personally design each student's learning utilizing student interests and talents. Over the past year, the school focused on ensuring that every student met or exceeded literacy and math expectations. This required the school to delve into the data and intentionally structure the school day to include time for small group work to address student needs. As a result, nearly all students were "on-track" for early literacy and the school was one of eight community schools in the state earning four stars or higher on the early literacy report card measure.

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Community School Sponsor Performance

Any sponsor that receives an "ineffective" overall rating cannot sponsor any new or additional community schools, and the sponsor is subject to a quality improvement plan. In addition, any sponsor that receives a "poor" rating or three consecutive "ineffective" ratings is subject to revocation of its sponsorship authority. An appeals process is available to sponsors subject to revocation of their sponsorship authority.

The sponsor evaluation system assists the Department in its oversight of sponsors and helps increase the quality of sponsor practices. The evaluation framework includes three equally weighted components:

- Academic performance of schools in a sponsor's portfolio based on Ohio School Report Card measures;
- Sponsor and schools' compliance with laws and administrative rules; and
- The sponsor's adherence to quality practices.

With the help of independent, outside vendors, the Department calculates ratings individually for a sponsor's academic performance, legal compliance, and quality practices components, and then calculates an overall rating based on the rating of each evaluation component. All Ohio community school sponsors have ratings of effective or exemplary. Data and overall and component ratings for the 2022-23 sponsor evaluation are available on the Department's website.

Academic Component

The Academic Performance component of a sponsor's evaluation combines academic performance data from all schools in the sponsor's portfolio. The Academic Performance component uses data obtained from Ohio School Report Cards to ensure consistent and comparable results.

The Academic Performance component calculation excludes schools operating fewer than two full school years and community schools primarily serving students with IEPs. The performance of all other community schools, including e-schools and dropout prevention and recovery schools, is included when calculating the Academic Component rating.

Legal Compliance Component

Community school sponsors have primary responsibility for schools' compliance with all laws and administrative rules. Each sponsor must certify that each of the schools it sponsors adheres to Ohio laws and administrative rules, with compliance subject to Department verification. To assist sponsors, the Department annually publishes a list of applicable laws and administrative rules with which schools must comply.

The Legal Compliance component of the sponsor evaluation includes a review of the sponsor's compliance with applicable laws and administrative rules, as well as the compliance of each school they sponsor.

The Department also reviews each sponsor's adherence to the requirement to provide technical assistance to its sponsored schools. Ohio is the only state that reviews a sponsor's technical support of its schools.

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Quality Practices Review

The Department reviews each sponsor's practices against quality standards based on principles developed by the National Association of Charter School Authorizers.

The Quality Practice Review focuses on six critical areas of practice:

Organizational commitment and capacity

- This area evaluates sponsorship capacity, internal processes for improvement, sponsor resources, and the sponsor's roles and responsibilities.

Community school application process and decision-making

- This area evaluates the sponsor's application process, rigorous criteria for considering applications, application reviewers and their training, and the application decision-making process.

Performance contracting

- This area evaluates the sponsor's contracting processes, school performance standards, the community school accountability framework, terms for renewal and non-renewal, and terms and processes for amendments and modifications to the contract.

Oversight and evaluation of community schools

- This area evaluates the sponsor's oversight system, including financial and enrollment reviews, on-site reviews, the process for monitoring the community schools' academic performance, intervention guidance and action taken by the sponsor, and yearly reports on the community schools' performance.

Contract termination and renewal decision-making

- This area evaluates the sponsor's renewal application and renewal and non-renewal decisions, including notification, contract termination, and school closure processes.

Technical assistance and sponsor requirements in rule and law

- This area evaluates the technical assistance and legal updates a sponsor provides to its community schools, professional development for schools and the relationships with the schools' governing authorities.

Ohio law includes a set of incentives for sponsors rated "exemplary," as well as a set of consequences for sponsors rated "ineffective" and "poor." For example, a sponsor rated "exemplary" for two consecutive years can take advantage of incentives, including no limit on the number of schools they can sponsor or where a community school can be located.

Financial Condition

Financial Audits

The Department works closely with the Ohio Auditor of State to ensure school financial accountability in community schools. The Ohio Auditor of State performs financial audits annually that review accounts, financial reports, and records to ensure compliance with state and federal laws, regulations, and accounting principles.

If an audit shows misuse, improper accounting for public funds collection, or public property misappropriation, the Ohio Attorney General and the Department take legal action to resolve the issues. The Auditor of State shares audits with school sponsors for their review and follow up if needed. The auditor gives a community school with records that are insufficient for auditing 90 days to bring its records into an "auditable" condition. If the school does not do so, it may lose all state and federal funding. The Auditor of State notifies the sponsor in writing if any school they sponsor is found to have unauditable records and posts the notification on the Auditor of State's website.

The sponsor of an unauditable community school can only enter contracts with additional community schools once the auditor completes a successful financial audit of the school.

Ohio law also requires a new community school to post a bond of $50,000 with the Auditor of State, deposit cash in the amount of $50,000 with the Auditor of State, or provide a written guarantee of payment up to $50,000. These funds ensure that funds are available for a final financial audit.

Copies of community school financial audits are published and available on the Auditor of State's website.

Sponsor's Role in Financial Accountability

A sponsor monitors all aspects of a school's fiscal performance. Ohio law calls for a community school sponsor to communicate with the Auditor of State and for the auditor to include the sponsor during any audit exit conference to discuss a community school's financial audit or financial and enrollment records. In addition, sponsors annually verify the Auditor of State did not issue Findings for Recovery against a person who proposes to create a community school, serves on the governing authority, operates the school, or is an employee of the school. The Auditor of State verifies these during the regular audit of the school's financial records.

The sponsor representative also meets with the school's governing authority or fiscal officer at least monthly to review financial and enrollment records. The sponsor uses this data to review the school's ongoing financial condition and inform contract renewal decisions. The sponsor's financial review focuses on standards for sound financial operations and sustainability. These regular reviews allow sponsors to monitor a school's short-term performance and long-term financial viability.

Financial oversight extends to reporting the details of operators' expenditures. For example, when the cost of services provided by a community school operator or management company totals more than 20 percent of the annual gross revenues of a school, the operator must provide detailed accounting information, including the nature and costs of the services provided to the community school. This information becomes part of the community school's annual financial audit.

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Support for High-Performing Community Schools

Charter Schools Program Grant

Through a federal Charter Schools Program Grant, Ohio is expanding opportunities for its most disadvantaged students to succeed by increasing the number of high-performing, site-based community schools.

Awarded to the Ohio Department of Education in 2015, the Charter School Program (CSP) grant provides both planning and implementation grants for new and expanding community schools. All applicants for CSP grants must conform to the federal definition of a public charter school in the Elementary and Secondary Education Act. Each applicant must plan or implement a high-performing, site-based general education school. Schools with the dropout prevention and recovery designation and e-schools are not eligible for CSP grants.

To ensure oversight and transparency throughout the grant process, the Department created a Grant Implementation Advisory Committee representing key Ohio stakeholders. The committee reviews and comments on grant-related documents and reports and receives regular updates on the status of grant activities.

The 2023-24 school year will be the final year for the current CSP subgrant competition and awards. Additional information and a list of all grant recipients can be found here.

Quality Community School Support Grant

The Quality Community School Support Grant provides additional funding to high-poverty community schools that meet criteria established by the General Assembly. Community schools meeting eligibility criteria in fiscal year 2023 received $1,750 for each pupil identified as economically disadvantaged and $1,000 for each other enrolled student. Payments for each fiscal year are calculated using the final adjusted full-time equivalent number of students enrolled in the community school for the prior fiscal year. If the school is in its first year of operation, the payment is calculated using the adjusted full-time equivalent number of students enrolled in the school for the current fiscal year as of the payment date. The Department makes grant payments to each school meeting the grant criteria in January.

Community schools with sponsors rated effective or exemplary can meet eligibility criteria in one of three ways:

- New schools with a high-performing out-of-state operator that serves at least 50% economically disadvantaged students across all the operator's schools may be eligible for the grant;
- New schools replicating existing high-performing community schools may be eligible for the grant; or
- Existing community schools, with or without an operator, are eligible for the grant if the school's Performance Index exceeds that of the district in which the community school is located for two consecutive years, the school's Progress rating on the report card is four stars or better, and economically disadvantaged students comprise a majority of the school's total enrollment.

One-hundred and seventeen community schools shared $54 million in fiscal year 2023. Find more information about the grant on the Quality Community School Support Fund webpage.

Legislative History of Community Schools

During each session since Ohio established community schools more than 25 years ago, the General Assembly has made legislative changes to the program. View the complete list of community school legislation enacted over this time. This includes legislative summaries that trace the changes by legislative session and bill number.

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