



2015-2016
Annual Report

2015-2016

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December 31, 2016

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

RE: 2015-2016 Annual Report on Ohio Community Schools

Dear Governor Kasich:

The Ohio Department of Education is pleased to provide you with the 14th Annual Report on Community Schools Operating in Ohio. Ohio Revised Code §3314.015(A)(4) requires the Department to submit this report each year to the governor, speaker of the House of Representatives, president of the Senate and chairpersons of the House and Senate committees principally responsible for education matters.

During the 2015-2016 school year, more than 117,000 students attended Ohio community schools — about 7 percent of the total public school enrollment in our state. This report helps Ohio citizens gain an understanding of the operation and role of community schools in our public education system.

A number of tables and graphs accompany the narrative of this report. You also will find links to related pages on the Ohio Department of Education website. To view the tables and the accompanying narrative, please [click here](#).

Sincerely,

A handwritten signature in black ink that reads "Paolo A. DeMaria". The signature is written in a cursive, flowing style.

Paolo DeMaria
Superintendent of Public Instruction
Ohio Department of Education

2015-2016

Executive Summary

14th Annual Report on Community Schools Operating in Ohio

More than 117,000 public school students in Ohio chose to attend a public community, or charter, school during the 2015-2016 school year. Community schools give Ohio students and families an important option to help meet their individual educational needs. Community schools are public, nonprofit, nonsectarian schools operating independently from traditional school districts. Each has a contract, or charter, with a sponsor that is approved by Ohio statute or a direct contract with the Ohio Department of Education.

During the 2015-2016 school year, 373 community schools operated in Ohio. Each of these schools is classified as either a new startup (as defined in Ohio Revised Code §3314.02 (A)(5)) or a conversion school; either site-based or an e-school; and is considered a general education school, special education school or a dropout prevention school.

Charter schools can serve a variety of needs. They empower parents by giving them more educational options from which to choose. Also, they can give educators opportunities to use innovative, new approaches to teaching and learning, and they provide the flexibility to create special schools for specific types of learners. Community schools are free to pursue their own missions and visions within the context of their contracts with their sponsors.

Part of the accountability that is built into the relationship between Ohio's community schools and their sponsors is that poor-performing community schools will be closed by the sponsor or can be closed voluntarily by the governing authority (or school board) of the school. Twenty community schools closed by the end of the 2015-2016 school year. The Ohio Department of Education provided sponsors with closing guidance and helped students receive assistance as they transitioned to new schools. Only two of these schools closed primarily for financial reasons. It is clear that sponsors and governing authorities are working together to ensure that community schools live up to the terms of their contracts and Ohio law. Eleven schools closed because sponsors did not renew them. This was due to a variety of reasons, including academic underperformance.

A major milestone for the 2015-2016 school year was Ohio's first comprehensive evaluation of sponsors. Sponsors bear the primary responsibility for overseeing the operations and quality of community schools. The sponsor evaluation system assists the Ohio Department of Education in its oversight of sponsors and helps increase the quality of sponsor practices. The Department released the results of 2014-2015 and 2015-2016 [sponsor evaluations](#) in October 2016.

The Auditor of State performs community school financial audits annually. These audits provide a detailed review of accounts, financial reports, records and files to determine if a community school has complied with state and federal laws, regulations and accounting principles. The Auditor of State regularly shares audits with community schools and sponsors for their review and follow up.

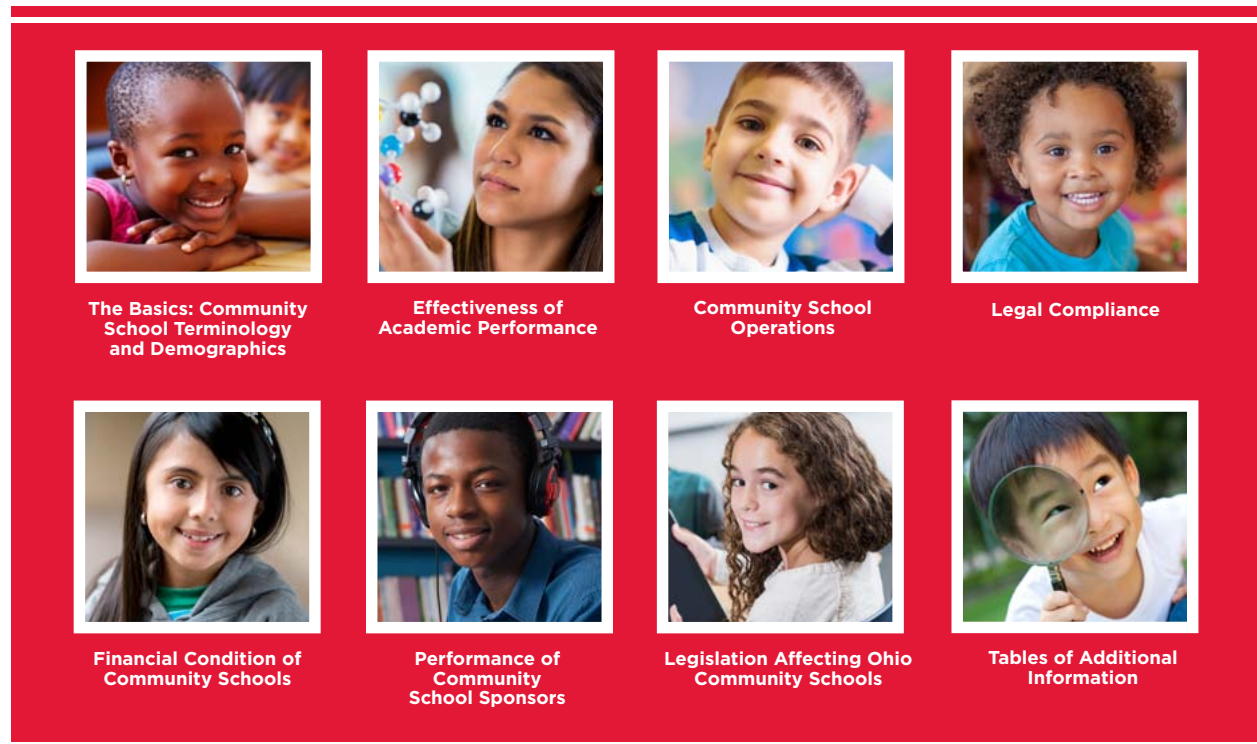
2015-2016 Annual Report Ohio Community Schools

Introduction

Each year, the Ohio Department of Education develops an annual report on Ohio's community schools, known in other states as public charter schools. The 2015-2016 report, required by Ohio Revised Code Section 3314.015(A)(4), describes the status of community schools according to four elements considered essential to high-quality community school performance:

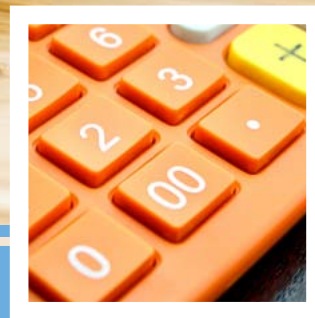
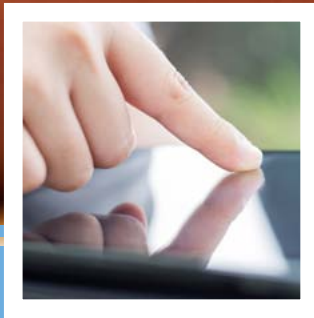
1. Effectiveness of academic programs;
2. School operations;
3. Legal compliance; and
4. Financial condition.

The report is organized in eight sections:



Supplementary tables featuring additional information about school academics, demographics, funding and school closure are [here](#).

The Ohio Department of Education focuses on sponsor performance and improved practices through technical assistance targeted at specific needs. The Department uses information from a comprehensive evaluation system to strengthen the quality of Ohio's community schools.



The Basics:

Community School Terminology and Demographics

Community Schools in 2015-2016

In Ohio, community schools are created when individuals (called developers) who want to open a new community school enter into a contract (also referred to as the charter) with a sponsor. When the sponsor and community school developers enter into a contract, the school representatives, known as the governing authority, operate similar to a local board of education.

Since the Ohio General Assembly passed the first law establishing community schools in 1997, these public schools have offered choices for families seeking a different educational environment for their children. The Ohio Department of Education operates on the principle that all students are entitled to a free, high-quality public education. A top priority of the Department, therefore, is sustaining high-quality, high-performing community schools through exemplary sponsor practices.

Community Schools Are Public, Nonprofit, Nonsectarian Schools

Community schools are public, nonprofit, nonsectarian schools operating independently of any school district but under contract with a sponsor. Generally, the Ohio Department of Education approves a sponsor and establishes its authority. Community schools receive state and federal funds. The law is designed to give greater operational autonomy to community schools than traditional public schools, and this leads to greater flexibility in educational programs and instructional delivery. The law also holds community schools accountable for academic and operational goals. A sponsor may choose not to renew a community school's contract, and a school may be closed for not adhering to the terms of its contract.

Community School Oversight

Community school sponsors directly monitor community schools for compliance with state and federal laws and the terms of their contracts. Ohio law requires sponsors to conduct a pre-opening site visit of each school, every year, before school begins. During this visit, the sponsor is to confirm that the school has current, locally issued health and safety inspections; the teachers are properly licensed; and all school staff members, as well as the governing authority, passed criminal background checks. The sponsor is expected to ensure the school has enrolled the minimum number of students; has the capacity and a plan to provide special education services to students with disabilities; and school personnel are trained and equipped to report all information the Ohio Department of Education requires throughout the year. Sponsors are to report the results of these annual, pre-opening visits to the Department.

As part of the Ohio Department of Education's sponsor evaluation rating, the Department developed and implemented a comprehensive evaluation system to provide information on the sponsor's monitoring of each school's legal compliance with all applicable laws and rules.

Ohio law requires that sponsors meet with each school's governing authority monthly to review school enrollment and finances and provide a written financial report to the community school's governing authority. Sponsors are required by statute to conduct comprehensive site visits a minimum of twice a year while school is in session to observe school practices, collect and confirm compliance information and provide technical assistance. **By law**¹, sponsors must evaluate their schools in four areas – academic performance, fiscal performance, legal compliance, and organization and operation – and report the results to the Ohio Department of Education, the school and parents. The Department also evaluates sponsors and operators.

The Auditor of State audits every community school for each fiscal year, publishing the audits on the Auditor of State website.

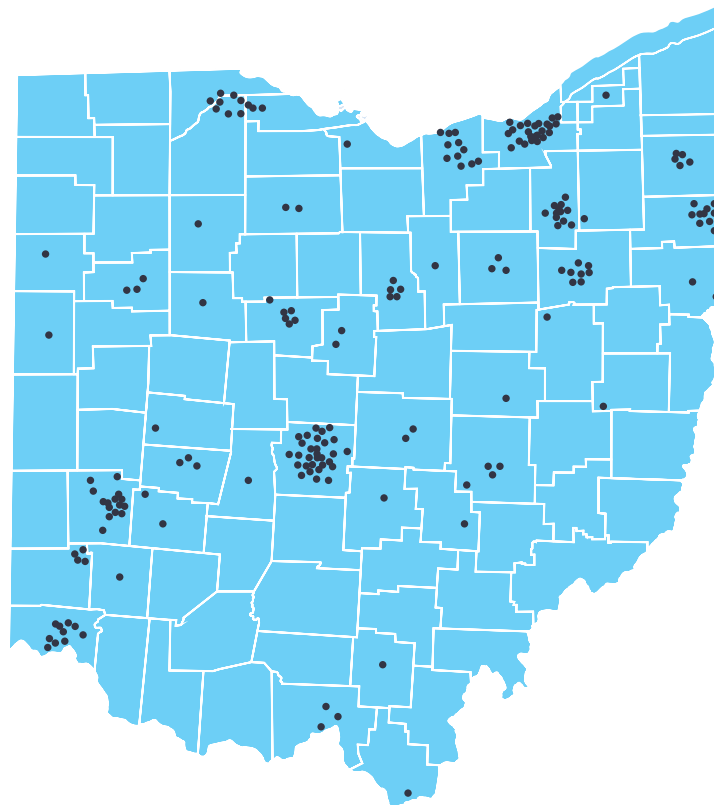
¹Ohio Revised Code 3314.023

The Department’s Office of Community Schools provides technical assistance to developers and sponsors of community schools, approves organizations that want to sponsor community schools and oversees all sponsors.

Sponsors have crucial roles in monitoring the academic performance, financial operations and governance of their sponsored schools. Equally important roles for sponsors include establishing new schools that have the highest likelihood of success and making decisions about probation, suspension, renewal or termination of schools. The Department supports sponsors’ capacities to help their schools succeed. This benefits not only sponsors and their schools but also the students and families who depend on them.

FIGURE 1

Map of Community Schools in Ohio: 2015-2016



2015-2016 Number of Community Schools by Headquarter County

Allen.....3	Franklin.....79	Licking 4	Seneca.....2
Ashland1	Greene2	Lorain 11	Stark7
Belmont1	Guernsey1	Lucas.....38	Summit19
Butler..... 6	Hamilton26	Madison.....1	Trumbull.....5
Champaign.....1	Hancock.....1	Mahoning.....12	Tuscarawas.....1
Clark.....3	Hardin.....1	Marion..... 6	Van Wert.....1
Columbiana.....2	Harrison.....1	Montgomery31	Warren.....1
Coshocton1	Jackson.....1	Morrow2	Wayne.....3
Cuyahoga.....82	Jefferson.....1	Muskingum..... 4	Total: 373
Erie.....1	Lake.....1	Richland.....5	
Fairfield1	Lawrence.....1	Scioto.....3	

Figure 1 displays the locations of the 373 community schools operating in Ohio during the 2015-2016 school year. Data Source: 2015-2016 Ohio School Report Cards.

Community Schools and Enrollment

FIGURE 2

Full-Time Equivalent (FTE) of Community School Students: 1998-1999 to 2015-2016

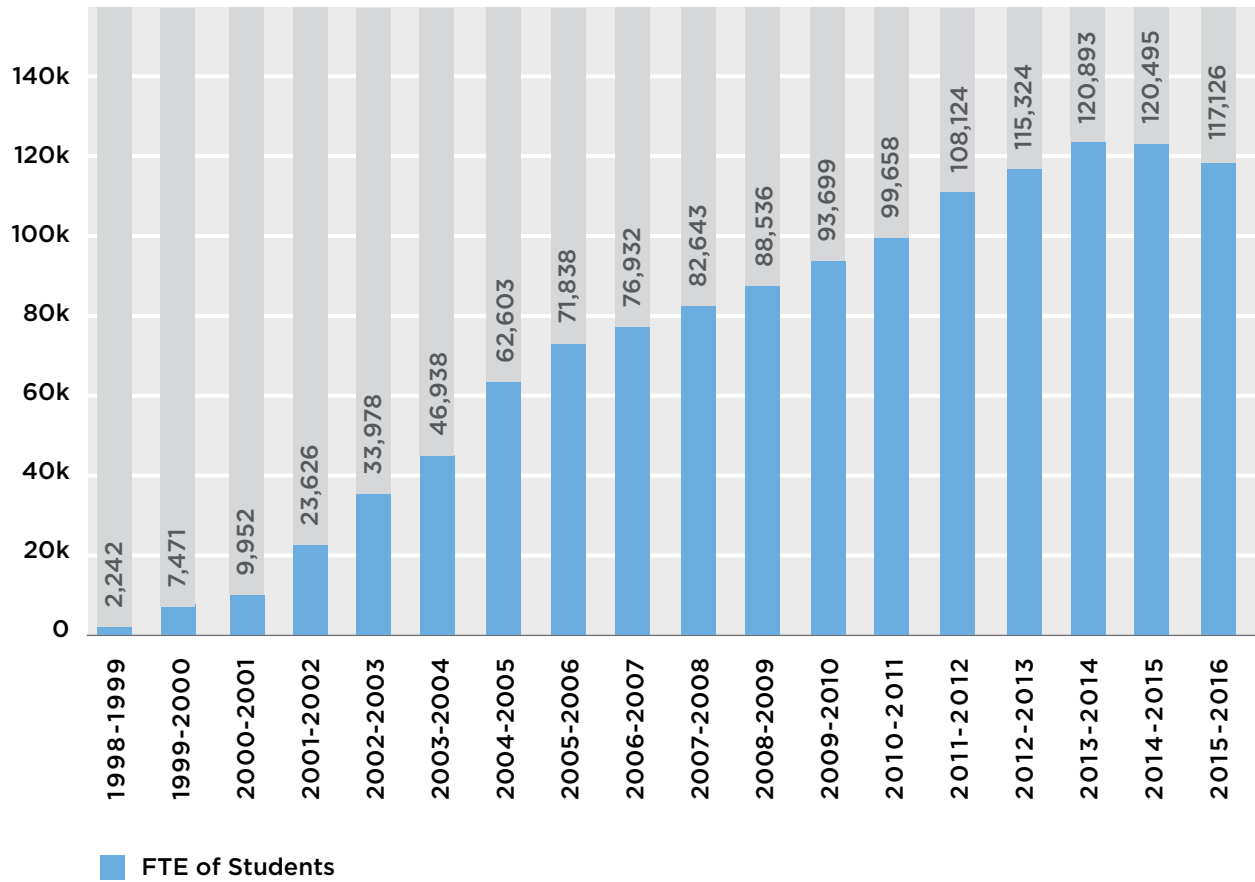


Figure 2. reports the full-time equivalent enrollment of students in community schools. It shows that enrollment in Ohio community schools decreased slightly during the 2015-2016 school year. Data source: 2015-2016 community school [payment reports](#) subject to adjustment based on the final FTE reconciliation.

In the 2015-2016 school year, 117,126 Ohio students were enrolled in community schools. As shown in Figure 2, this was a slight decrease from some previous years. Eight new community schools opened during the 2015-2016 school year, which was down from the 11 new schools that opened the prior year. No new e-schools opened in 2014-2015 and 2015-2016. This kept the ratio of site-based schools to e-schools about the same over the last two years.

FIGURE 3

Number of Community Schools: 1998-1999 to 2015-2016

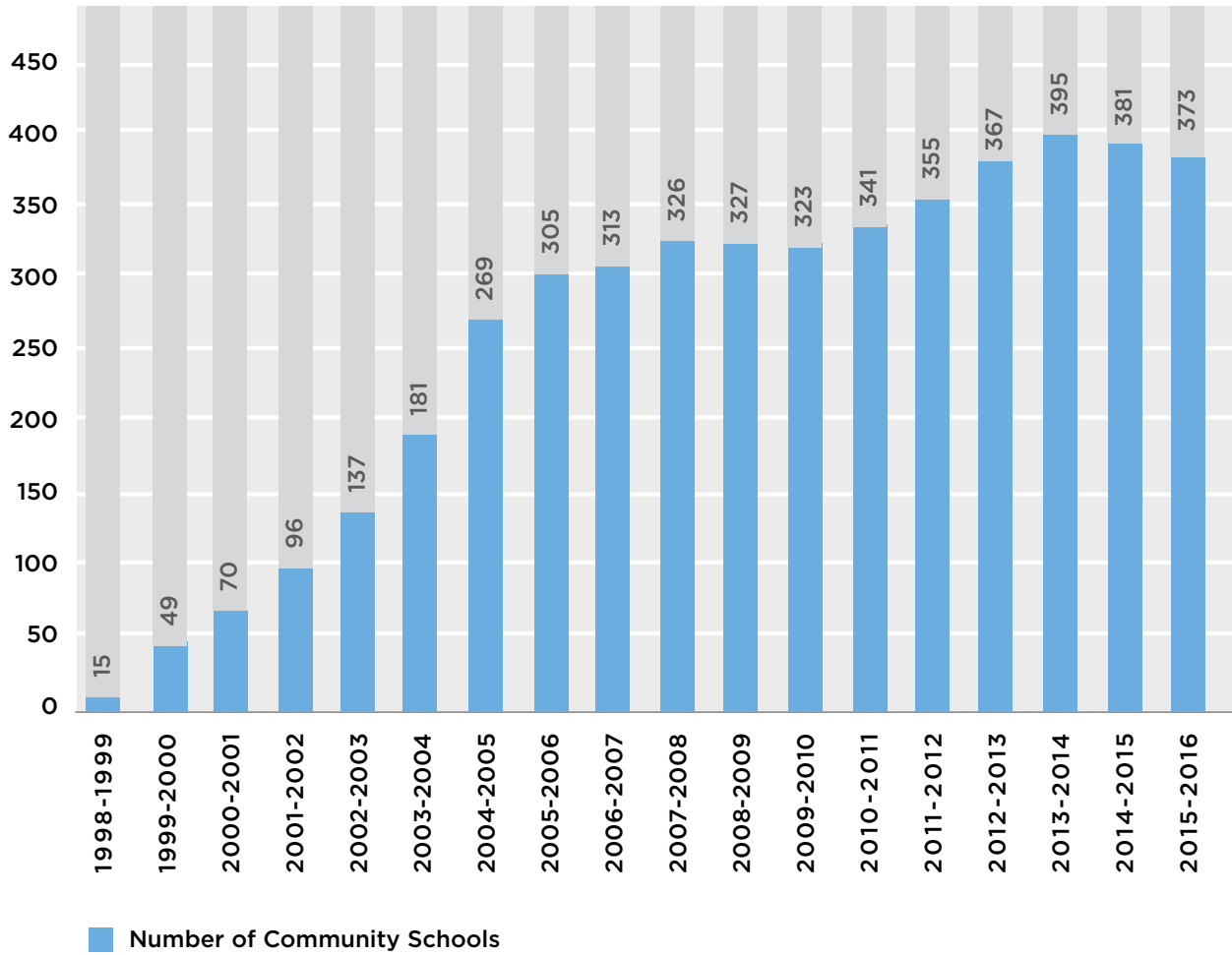


Figure 3 shows a general upward trend in the number of community schools operating in Ohio over time, with a slight decrease during the 2014-2015 and 2015-2016 school years. Data Source: 2015-2016 Ohio School Report Cards.

Classifications of Community Schools

The classification of each community school includes type, location and curriculum. Each community school is: 1) either a new startup (as defined in [state law](#)²) or a [conversion school](#); 2) either a site-based school (whether blended learning or traditional) or an e-school; and 3) a general education school, a special education school or a dropout prevention and recovery school. In recent years, a few schools have been classified as both special education and dropout prevention and recovery schools.

Type: Community Schools are Either Conversion or Startup Schools

Conversion Schools

A public school district, joint vocational school district or educational service center transforms all or part of an existing traditional building into a community school that is independent of the district and authorized by a sponsor. Conversion community schools can open in any public school district in the state.

Startup Schools

A new startup community school may be located only in a district that conforms to the definition of a “challenged” school district *at the time the community school developer enters into a preliminary agreement with a sponsor*. [Ohio Law](#) defines challenged districts as:

- The “Ohio 8” urban public school districts: Akron, Canton, Cincinnati, Cleveland, Columbus, Dayton, Toledo and Youngstown, which have high numbers of economically disadvantaged students;
- School districts located in the Lucas County pilot;
- On March 22, 2013, school districts designated in Academic Emergency or Academic Watch on the 2011-2012 Local Report Card;
- School districts that receive D or F grades on the Ohio School Report Cards Performance Index (which shows how all students performed on all state tests) and F grades on Value-Added (which shows student knowledge growth over time) for two of the following school years: 2012-2013, 2013-2014, 2014-2015 and 2015-2016. However, Ohio’s Safe Harbor provisions prevent the Department from applying the criteria for the 2014-2015 and 2015-2016 school years. Passed into law by the Ohio General Assembly, Safe Harbor gives schools, teachers and students time to adjust to the new state tests and suspends many of the consequences of the tests for schools for the 2014-2015, 2015-2016 and 2016-2017 school years;
- School districts with overall grades of D’s or F’s in the 2016-2017 school year or later (Safe Harbor prevents the Department from applying the criteria for the 2016-2017 school year);
- School districts with F grades on Value-Added for at least two of the three most recent school years, including 2016-2017 and beyond (Safe Harbor prevents the Department from applying the criteria for the 2016-2017 school year); and,
- The lowest 5 percent of districts in Performance Index score rankings (Safe Harbor prohibits the Department from creating a ranking based on Performance Index scores for 2014-2015, 2015-2016 and 2016-2017).

²Ohio Revised Code 3314.02(A)(5)

FIGURE 4

Count and Percentage of Community Schools by Startup and Conversion: 2015-2016

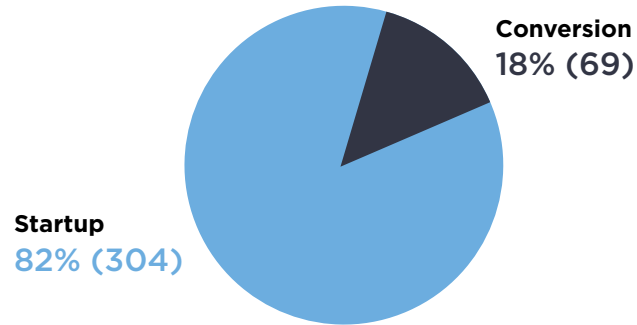


Figure 4 shows that the overwhelming majority of community schools were startup community schools in the 2015-2016 school year. Data Source: 2015-2016 Ohio School Report Cards.

FIGURE 5

Community School Enrollment by Startup and Conversion: 2015-2016

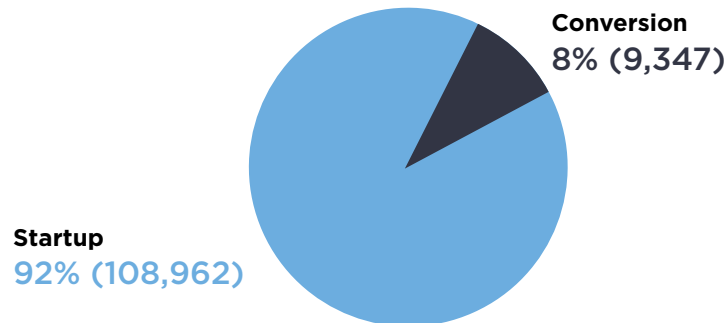


Figure 5 shows that the overwhelming majority of community school students were enrolled in startup community schools in the 2015-2016 school year. Data Source: 2015-2016 Ohio School Report Cards.

Location: Community Schools are Either Site-Based or E-schools

Site-Based

Site-based community schools (sometimes called brick and mortar schools) are those in which students receive classroom instruction led by a teacher. A site-based community school may be designated a blended learning school. Such a school offers learning in both a supervised physical location, such as a classroom, and online, where the student has some element of control over time, place, path or pace of learning. There is a process for ensuring that a blended learning declaration has been submitted and is consistent with statutory requirements and that the school's contract between the governing authority and the sponsor is in compliance with the statutory criteria for blended learning.

Brick and mortar community schools may use more than one blended learning model as long as all methods of instructional delivery are identified and agreed upon in the community school contract and are reflected in the school's education and performance and accountability plans.

E-schools

E-schools are community schools in which students work online, primarily from their homes. E-school students can receive career-technical education in physical classrooms.

Students graduating from either site-based community schools or e-schools receive high school diplomas like all other Ohio public school students.

FIGURE 6

Count and Percentage of Community Schools by Site-Based and E-school: 2015-2016

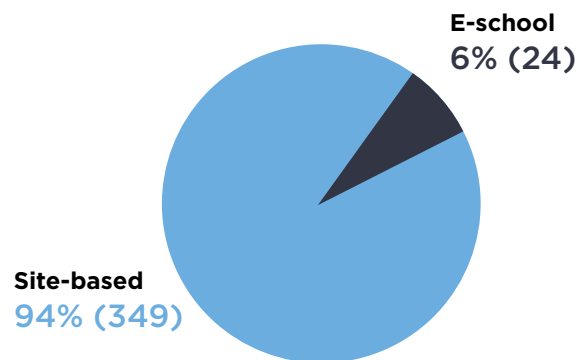


Figure 6 shows that overwhelmingly, in the 2015-2016 school year, community schools were site-based. There were no new e-schools. Data Source: 2015-2016 Ohio School Report Cards.

FIGURE 7

Community School Enrollment by Site-Based and E-school: 2015-2016

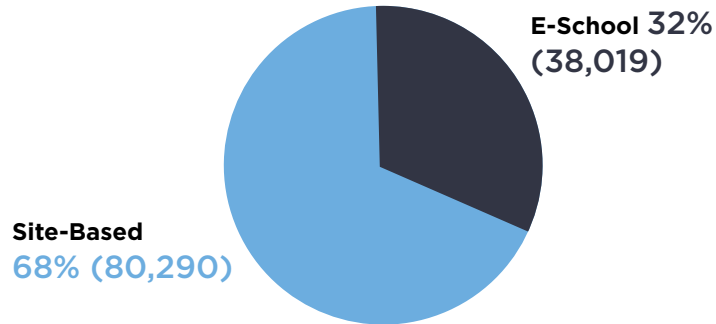


Figure 7 shows that more than two-thirds of community school students were enrolled in site-based schools in the 2015-2016 school year. Data Source: 2015-2016 Ohio School Report Cards.

Curriculum: Community Schools Provide Curricula that Focus on General Education, Special Education or Dropout Prevention and Recovery

The majority of community schools offer general education curriculum. However, there are community schools that provide both special education and dropout prevention and recovery curricula.

Special Education and/or Dropout Prevention and Recovery Schools

Ohio law designates two special community school categories based on characteristics of the enrolled students: special education schools and dropout prevention and recovery schools.

Special education schools are community schools that report more than half of their students as having individualized education programs (IEPs) during the school year. Special education schools are exempt from closure based on academic performance under [state law](#).³ Like general education community schools, special education community schools receive graded Ohio School Report Cards, as do all traditional public schools in Ohio.

A dropout prevention and recovery school is a community school that meets one of these definitions:

1. It operates a drug recovery program in cooperation with a court; or
2. A majority of its students are enrolled in a dropout prevention and recovery program operated by the school.

Dropout prevention and recovery schools are required to administer an additional state test and receive [Dropout Recovery Community Schools Report Cards](#) in place of the graded Ohio School Report Cards.

FIGURE 8

Count and Percentage of Community Schools by Student Population Focus: 2015-2016

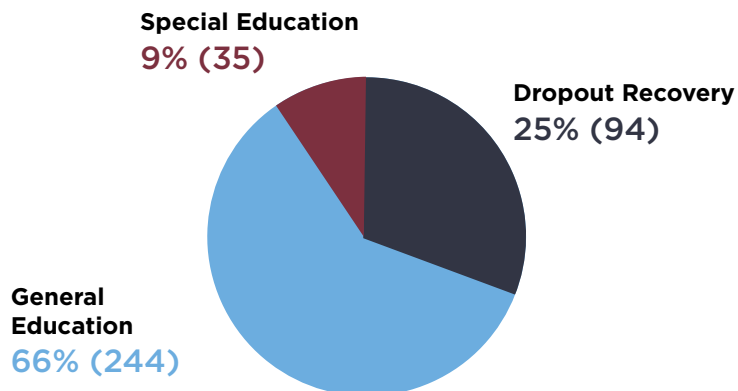


Figure 8 shows that the majority of community schools in Ohio offer a general education program, while about one-fourth are dropout prevention and recovery schools. Community schools focused on serving special education students make up slightly less than 10 percent of community schools. Data Source: 2015-2016 Ohio School Report Cards.

³Ohio Revised Code 3314.35

FIGURE 9

Community School Enrollment by Student Population Focus: 2015-2016

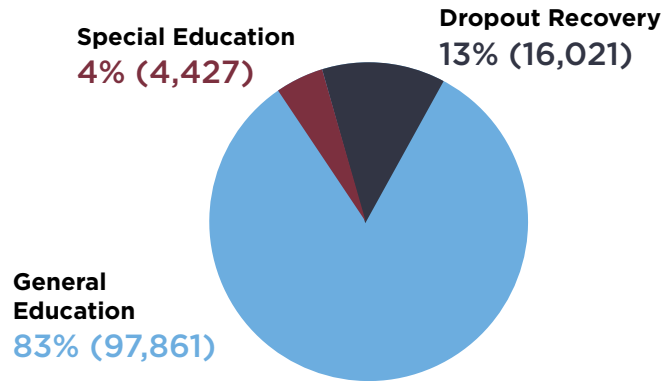
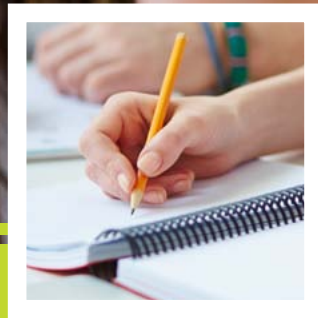
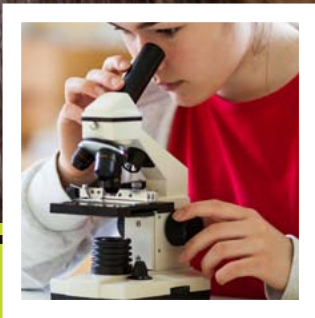


Figure 9 shows that for 2015-2016, more than three-fourths of community school students were enrolled in a general education program. Data Source: 2015-2016 Ohio School Report Cards.



Effectiveness of Academic Performance

Effectiveness of Academic Performance

All community schools are subject to the state's accountability system and receive Ohio School Report Cards annually. School sponsors use information from their schools' report cards, along with other academic performance measures agreed to by the sponsors and schools, to measure school effectiveness.

The closure law for general education community schools was implemented at the end of the 2007-2008 school year, with the first community schools required to close at the end of the 2008-2009 school year. To date, prior to Safe Harbor, 24 community schools have closed under the law.

2015-2016 Ohio School Report Cards

Ohio School Report Cards hold all traditional public schools and districts, as well as community schools, accountable for the performance of their students. Community schools with a general education or special education focus receive the standard report card. Dropout prevention and recovery community schools receive an alternative report card with measures appropriate to that population of students. Detailed information about measures, grades and ratings for each type is available on the Ohio Department of Education website at reportcard.education.ohio.gov.

Student scores on Ohio's state tests drive school and district grades on certain measures of the Ohio School Report Cards. Included in the system of statewide assessments for the 2015-2016 school year were:

- Ohio's State Tests in mathematics for grades 3 through 8; English language arts for grades 3 through 8; science for grades 5 and 8; and social studies for grades 4 and 6;
- End-of-course exams in English Language Arts 1 and 2, Algebra 1, Geometry, Integrated Math 1 and 2, Biology, American Government and American History;
- Northwest Evaluation Association's Measures of Academic Progress (MAP) Tests for students in dropout prevention and recovery schools only; and
- The Ohio Graduation Tests in reading, writing, mathematics, science and social studies for students who started high school before July 1, 2014, and who have not already passed all five of these sections.

Explanation of Ohio School Report Cards

Ohio School Report Cards include six components, each comprised of one or more measures. The components are:

Achievement - This component represents whether student performance on state tests met established thresholds and how well students performed on tests overall.

Progress - This component looks closely at the growth that all students are making based on their past performances on state tests.

K-3 Literacy - This component shows how successfully the school is getting struggling readers on track to proficiency in third grade and beyond.

Gap Closing - This component shows how well schools are meeting the performance expectations for our most vulnerable populations of students in English language arts, mathematics and graduation.

Graduation Rate - This component looks at the percentage of students who are finishing high school with a diploma in four or five years.

Prepared for Success - This component looks at how well prepared students are for all future opportunities, whether they include training in a technical field or preparing for work or college.

All report card components received a grade for the first time on the 2015-2016 report cards. Measures found within the components have been graded since the 2012-2013 school year. The 2017-2018 Ohio School Report Cards will include an overall grade for each community school that is calculated from the six component grades.

School Recognition

Based on the results of the Ohio School Report Cards, there are five recognitions for schools – including community schools – that are performing at high levels or making progress in closing achievement gaps (differences in academic achievement between distinct subgroups of students, such as minority or economically disadvantaged, and all students).

- **Schools of Promise** identify and highlight schools that recognize at least 40 percent of their students as economically disadvantaged and are making substantial progress in ensuring high achievement for all students.
- **High Performing Schools of Honor** are Title 1-eligible (high-poverty) schools that have sustained high student achievement while serving 40 percent or more economically disadvantaged students.
- **High Progress Schools of Honor** are Title 1-eligible schools that have sustained substantial student *progress* (knowledge growth over time) while serving 40 percent or more economically disadvantaged students.
- **All A Award schools** earned straight A grades on all of their report card measures.
- **Momentum Award** schools are exceeding expectations for student growth. Momentum schools must earn straight A grades on all the Value-Added measures shown on the report card.

For the 2015-2016 school year, 12 community schools received one or more of these awards. To see the selection criteria for each award and a list of all schools, including community schools, recognized in 2016, go to education.ohio.gov and search *school recognition*.

Dropout Recovery Community Schools Report Cards

The Dropout Recovery Community Schools Report Cards evaluate schools serving students who are returning to high school after having dropped out, as well as students who are likely to drop out of school due to a history of poor attendance, disciplinary problems or suspensions. The measures on the 2015-2016 Dropout Recovery Community Schools Report Cards include:

- A high school test-passage rate for 12th-graders and students who are close to aging out of the public education system (age 22);
- Annual Measurable Objectives that demonstrate whether schools are closing gaps in academic achievement between subgroups of students and all students;
- Four-, five-, six-, seven- and eight-year graduation rates; and,
- A Value-Added growth measure similar to the Progress measure used for general education-focused community schools (new in the 2014-2015 school year).

When fully phased in, the Dropout Recovery Community Schools Report Cards will include a number of reported student outcomes, including military enlistment and job placement.

Community schools receive the Dropout Recovery Community Schools Report Cards in place of traditional report cards if they meet the strict requirements to be considered a dropout prevention and recovery school in [state law](#).⁴ Table 1B in the supplemental tables details their performance on the Dropout Recovery Community Schools Report Cards. Ninety-four community schools received Dropout Recovery Community Schools Report Cards at the end of the 2015-2016 school year. The schools received Exceeds Standards, Meets Standards and Does Not Meet Standards determinations both on measures and as overall school ratings for the 2015-2016 school year.

⁴Ohio Administrative Code 3301-102-10

FIGURE 10

Traditional Community School Academic Performance	A	B	C	D	F
Achievement Component Grade	3		8	73	181
Performance Index Grade	3	1	9	103	147
Indicators Met Grade	4		1	4	250
Graduation Component Grade	4	2	4	1	46
4-year Graduation Rate Grade	5	2	2	1	45
5-year Graduation Rate Grade	5	2	2	5	37
Progress Component Grade	33	49	58	67	46
Overall Value-Added Grade	51	17	56	27	102
Gifted Value-Added Grade			1		
Students in Lowest 20% of Achievement Value-Added Grade	44	17	68	32	68
Students with Disabilities Value-Added Grade	21	18	58	22	27
Highly Mobile Value-Added Grade	10	7	19	7	34
Gap Closing Component Grade	3	1	1	2	230
Annual Measurable Objectives Grade	3	1	1	2	230
Success Component Grade			1	8	53
K-3 Literacy Improvement Grade	2	4	5	22	134
Total Schools:	279				

Figure 10 shows the grades community schools achieved for each measure. Data Source: 2015-2016 Ohio School Report Cards.

FIGURE 11

Dropout Prevention and Recovery Community School Academic Performance	Exceeds Standards	Meets Standards	Does Not Meet Standards
Overall Rating	9	47	38
Value-Added Rating	7	18	69
Assessment Passage Rate Rating	18	42	4
Combined Graduation Rate Rating	27	49	16
4-year Graduation Rate Rating	25	42	25
5-year Graduation Rate Rating	27	43	20
6-year Graduation Rate Rating	31	46	12
7-year Graduation Rate Rating	32	44	8
8-year Graduation Rate Rating	24	49	8
Annual Measurable Objectives Rating	14	31	27
Total Schools		94	

Figure 11 shows that 56 Dropout Prevention and Recovery Community Schools met or exceeded standards. Thirty-eight Dropout Prevention and Recovery Community Schools did not meet standards. Data Source: 2015-2016 Ohio School Report Cards.

Comparing Academic Performance of Ohio 8 Community Schools and Ohio 8 Traditional Public Schools on Components of the Ohio School Report Cards

Due to rules limiting where new community schools can open, comparison of community and traditional public schools in Ohio is limited to traditional public schools in the Ohio 8 school districts. The majority of community schools that operated in the 2015-2016 school year were located within an Ohio 8 school district.

Achievement Component

FIGURE 12

Ohio 8 Traditional Public School Achievement Component Grade: 2015-2016

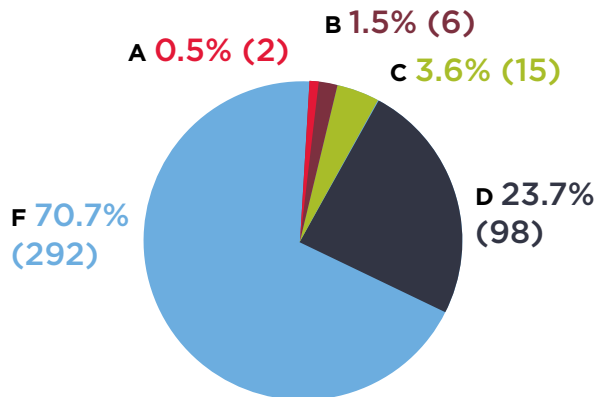
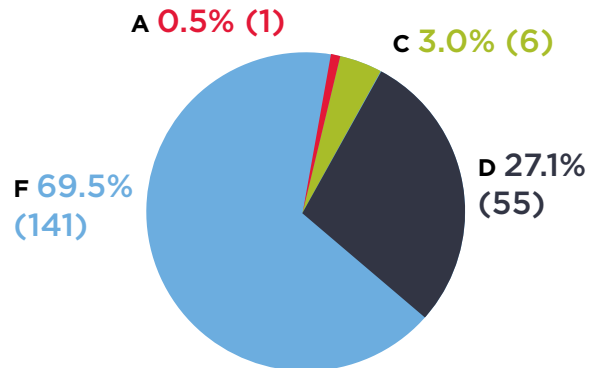


FIGURE 13

Ohio 8 Community School Achievement Component Grade: 2015-2016



Figures 12 and 13 show that in the 2015-2016 school year, performance on the report card Achievement component was similar among traditional public schools and community schools in the state's eight large urban school districts. Within what is called the "Ohio 8," 98 percent of traditional public schools and 99 percent of community schools received C's or lower in Achievement. Data Source: 2015-2016 Ohio School Report Cards.

Progress Component

FIGURE 14

Ohio 8 Traditional Public School
Progress Component Grade: 2015-2016

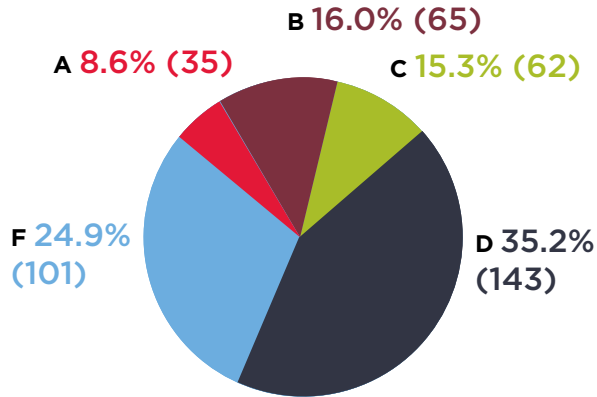
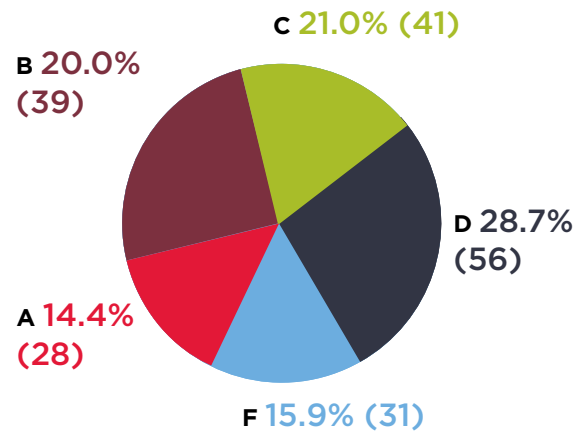


FIGURE 15

Ohio 8 Community School Progress
Component Grade: 2015-2016



Figures 14 and 15 indicate that when comparing Progress component grades, Ohio 8 community school students showed more growth than Ohio 8 traditional public schools students in the 2015-2016 school year, with 34 percent of Ohio 8 community schools and 24 percent of Ohio 8 traditional public schools receiving A's or a B's on the Progress component. Data Source: 2015-2016 Ohio School Report Cards.

Gap Closing Component

FIGURE 16

Ohio 8 Traditional Public School
Gap Closing Component Grade: 2015-2016

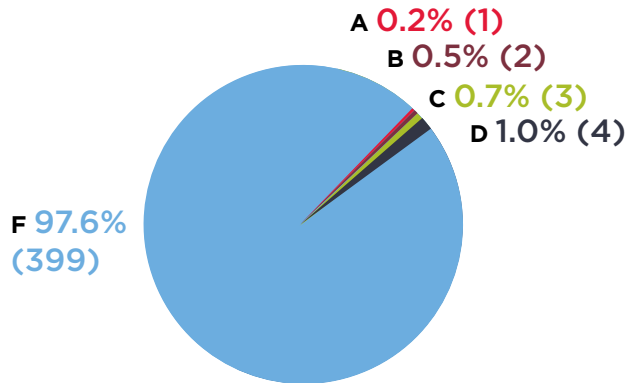
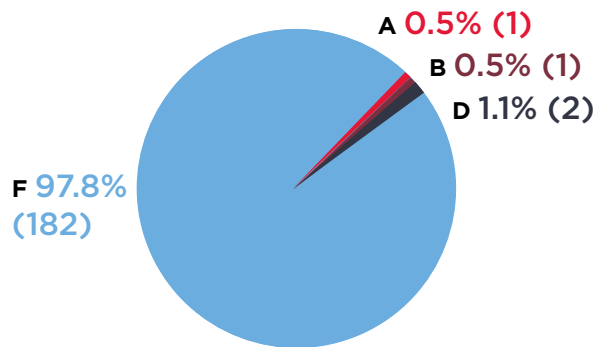


FIGURE 17

Ohio 8 Community School Gap Closing
Component Grade: 2015-2016



Figures 16 and 17 show the Gap Closing component comparison. This indicates whether every student is succeeding regardless of income, race, ethnicity or ability level. Performance on this component was similar among Ohio 8 community schools and traditional public schools. More than 90 percent of both traditional public schools and community schools located in the Ohio 8 received F's on the Gap Closing component. Data Source: 2015-2016 Ohio School Report Cards.

Graduation Rate Component

FIGURE 18

Ohio 8 Traditional Public School Graduation Rate Component Grade: 2015-2016

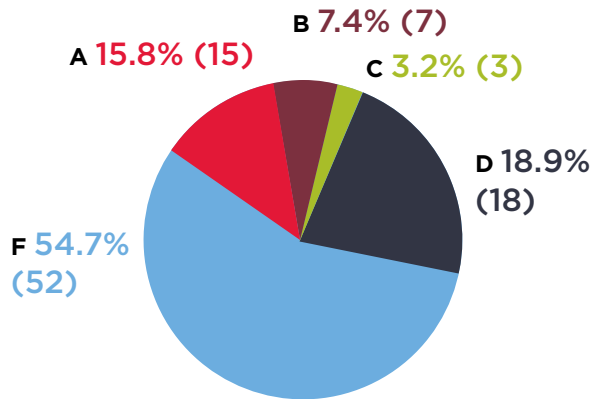
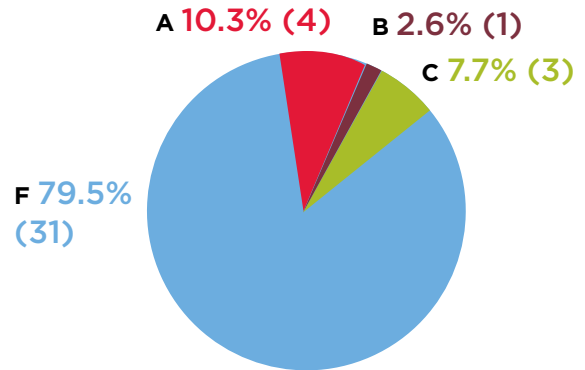


FIGURE 19

Ohio 8 Community School Graduation Rate Component Grade: 2015-2016



Figures 18 and 19 show that performance on the Graduation Rate component for the 2015-2016 school year was lower among Ohio 8 community schools than Ohio 8 traditional public schools. Twenty-three percent of Ohio 8 traditional public schools and slightly less than 13 percent of Ohio 8 community schools received B's or higher on the Graduation Rate component. Data Source: 2015-2016 Ohio School Report Cards.

K-3 Literacy Component

FIGURE 20

Ohio 8 Traditional Public School K-3 Literacy Component Grade: 2015-2016

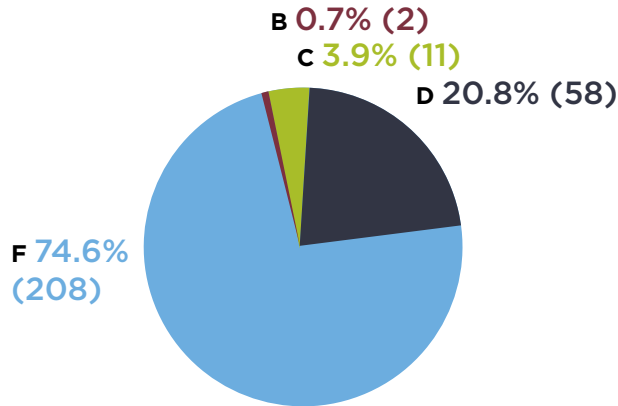
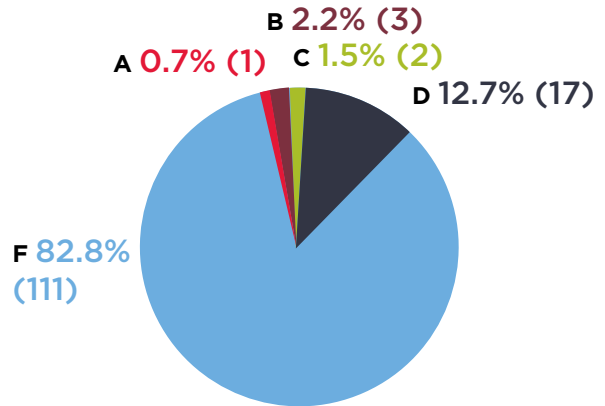


FIGURE 21

Ohio 8 Community School K-3 Literacy Component Grade: 2015-2016



Figures 20 and 21 show that performance on the K-3 Literacy component was similar among Ohio 8 community schools and traditional public schools. Less than 5 percent of both traditional public schools and community schools located in the Ohio 8 received C's or higher on the K-3 Literacy component. Data Source: 2015-2016 Ohio School Report Cards.

Prepared for Success Component

FIGURE 22

Ohio 8 Traditional Public School Prepared for Success Component Grade: 2015-2016

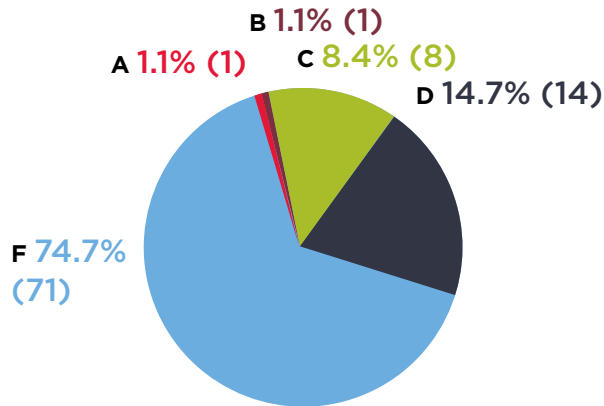
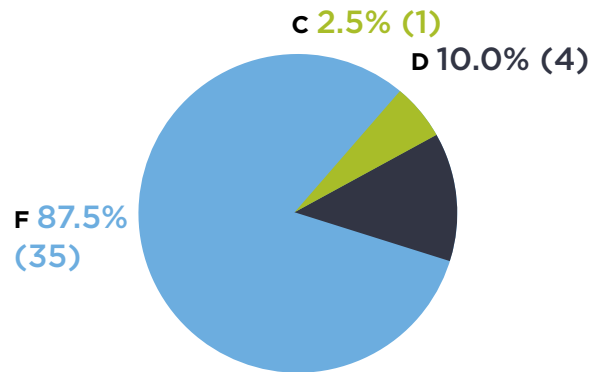
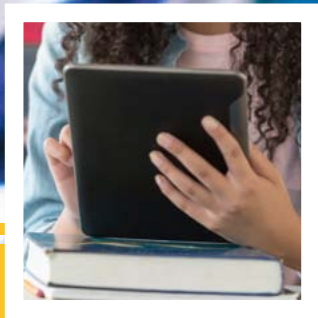
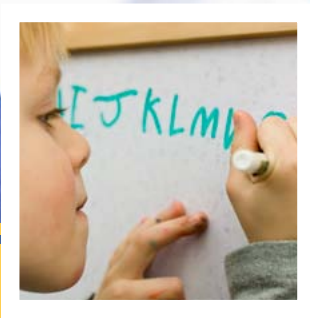


FIGURE 23

Ohio 8 Community School Prepared for Success Component Grade: 2015-2016



Figures 22 and 23 indicate that Ohio 8 community schools showed lower performance on the Prepared for Success component grade than Ohio 8 traditional public schools. Eighty-nine percent of traditional public schools and slightly more than 97 percent of Ohio 8 community schools received D's or F's on the Prepared for Success component in 2015-2016. Data Source: 2015-2016 Ohio School Report Cards.



Community School Operations

Community School Operations

The 2015-2016 school year marked the 18th year of community school operations in Ohio. Beginning in 1998 with 15 community schools between two sponsors, Ohio's community school movement has grown to 373 schools and 65 sponsors.

Significant legislative, operational and policy changes have taken place during the 2015-2016 school year. These developments bolstered the goal of Ohio having high-quality public charter schools, especially for our most vulnerable students. The General Assembly overwhelmingly passed House Bill 2, which provided landmark revisions to the state's community school oversight system. The law gives the Department greater authority to ensure that only high-quality sponsors can oversee schools and provides incentives to sponsors that have track records of success.

Also, House Bill 2 provides that community school governing authority members who are employees of a school district or educational service center are not permitted to serve on the governing authority of any community school sponsored by the district or the educational service center. Additionally, the law prohibits a community school governing authority member from being a member of a school district board of education and prohibits a district board member from serving on a community school governing authority.

The Department now annually evaluates and rates each sponsor on three components, which are compliance with rule and law, adherence to quality practices, and academic performance. Beginning in the 2016-2017 school year, each sponsor will submit to the Department and its governing authority an annual report describing the amount and type of expenditures it made to provide monitoring, oversight and technical assistance.

Schools that received a "D" or "F" for Performance Index and an overall "D" or "F" for the value-added measure on its last Ohio School Report Card may not change sponsors. This also includes a dropout prevention and recovery school that was rated "does not meet standards" for the student growth measure and combined graduation rates on its last Ohio School Report Card.

To increase transparency, the Department will publish information on its website, such as each community school that closed during the year and the reason for closing; each entity that applied to be a sponsor, along with the entity's application and most recent evaluation; sponsor ratings and a list of the sponsors that are prohibited from sponsoring new schools.

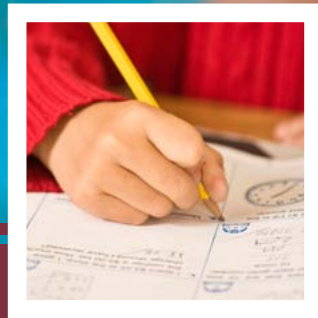
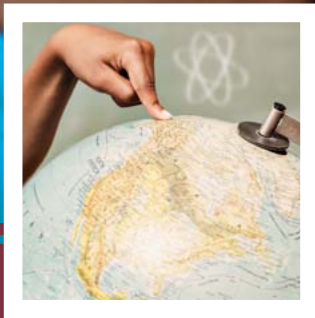
Twenty community schools closed during the 2015-2016 school year. Eleven schools' contracts were not renewed by their sponsors, and none of these schools continued operating under other sponsors. None of the 20 schools closed mid-year.

Annual Performance Report for Community School Operators

Many community schools choose to contract with operators to manage the daily operations of their community schools. This is similar to the central office of a traditional district. An operator also may be a nonprofit organization that provides programmatic oversight and support to a community school.

These services vary by school. The contract between the community school governing authority and its operator details their arrangement for services. Examples of services that operators provide to community schools may include curriculum development, staffing, facilities management, technology, training and development, treasurer and financial services, and marketing.

The Department has developed and published an annual performance report for all operators of community schools in the state based on their performances the previous year. Statute requires the Department to post the report on its website. It is under Public Documents and Reports on the [webpage](#) for Community Schools at education.ohio.gov.



Legal Compliance

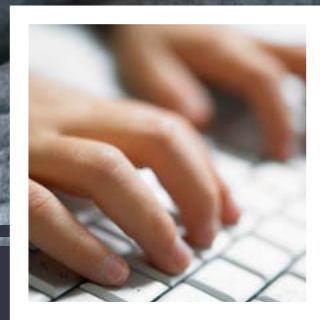
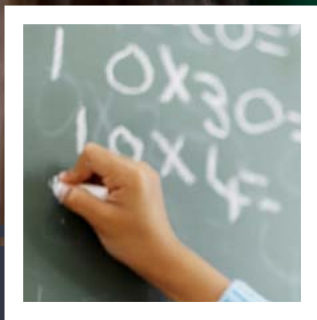
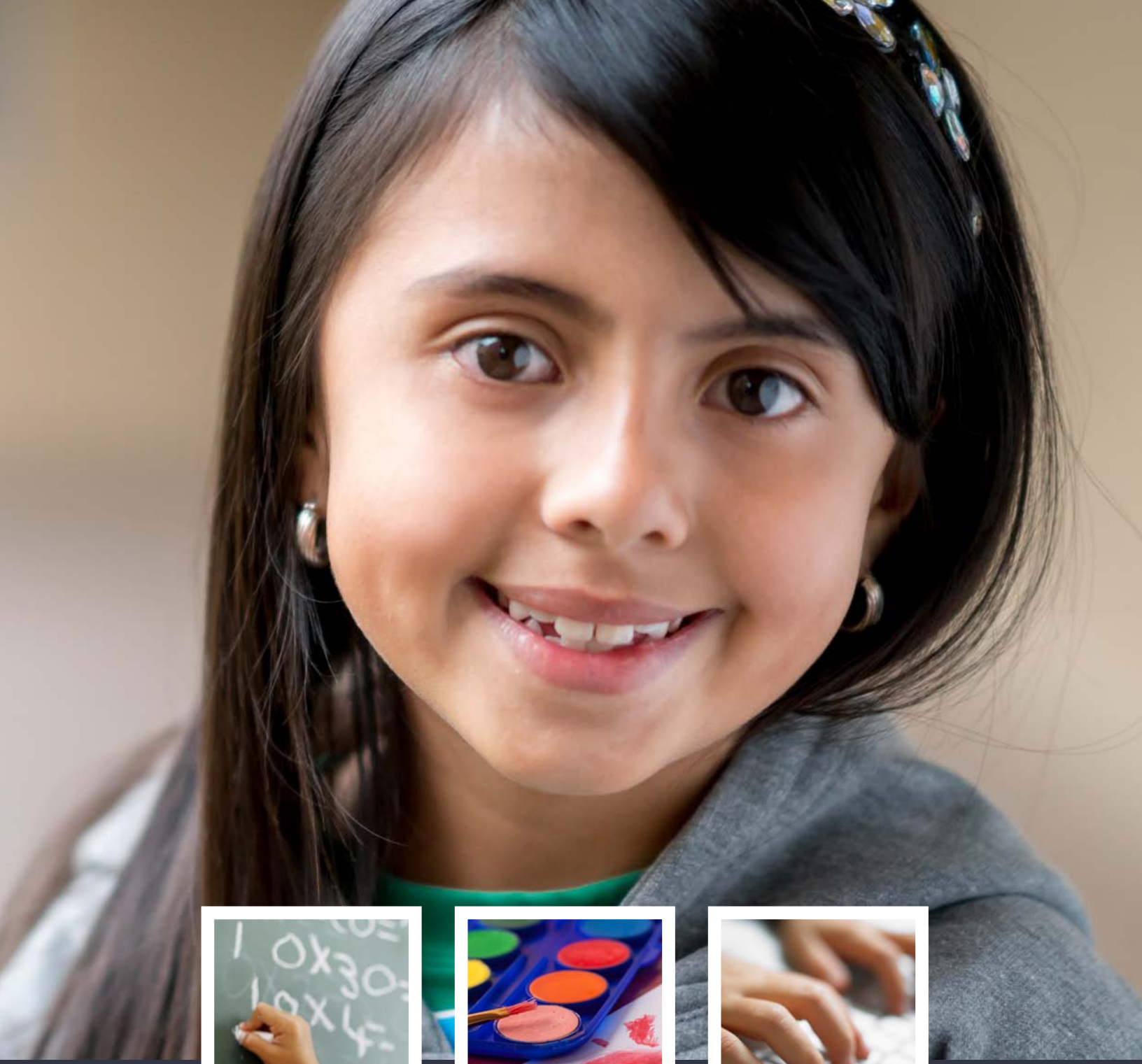
Legal Compliance

Community school sponsors directly monitor community schools for compliance with state and federal laws and the terms of their contracts. Ohio law requires sponsors to conduct a pre-opening site visit of each school, every year, before school begins. During this visit, the sponsor is to confirm that the school has current, locally issued health and safety inspections; the teachers are properly licensed; and all school staff members, as well as the governing authority, passed criminal background checks. The sponsor is expected to ensure the school has enrolled the minimum number of students and has the capacity and a plan to provide special education services to students with disabilities, and that school personnel are trained and equipped to report all information the Ohio Department of Education requires throughout the year. Sponsors are to report the results of these annual, pre-opening visits to the Department.

As part of the Department of Education's sponsor evaluation rating, the Department developed and implemented a **comprehensive evaluation system** to provide information on the sponsor's monitoring of its school's legal compliance with all applicable laws and rules.

Ohio law requires that sponsors meet with each school's governing authority monthly to review school enrollment and finances and provide a written financial report to the community school's governing authority. State law requires sponsors to conduct comprehensive site visits a minimum of twice a year while school is in session to observe school practices, collect and confirm compliance information, and provide technical assistance. **By law**⁵, sponsors must evaluate their schools in four areas - academic performance, fiscal performance, legal compliance, and organization and operation - and report the results to the Ohio Department of Education, the school and parents. The Department also evaluates sponsors and operators.

⁵Ohio Revised Code 3314.023



Financial Condition of Community Schools

Financial Condition of Community Schools

The financial condition of community schools can be measured in a number of ways. One is by the number and percentage of schools that close due to lack of financial viability in a given year. Twenty community schools closed by the end of the 2015-2016 school year. Of the 20 closed schools, two were specified as having financial issues as part of the reasons for their closings. In comparison, during the 2014-2015 school year, 15 schools closed solely, or in part, because they were not financially viable.

Strengthened Community School Financial Accountability

The Ohio Auditor of State performs community school financial audits every year. These audits review accounts, financial reports, records and files to determine if the community school has complied with state and federal laws, regulations and accounting principles. If an audit shows misuse, improper accounting for collection of public funds or misappropriation of public property, the Attorney General and Department of Education will take legal action to resolve issues. The Auditor of State regularly shares audits with school sponsors for their review and follow-up, if needed. Audits are posted on the Auditor of State website, which is accessible to the public. A community school with records that are not in sufficient condition to be audited is given 90 days to bring its records into an “auditable” condition or face withdrawal of all state and federal funding.

House Bill 2 also requires that a new community school must post a bond in the amount 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 the amount of \$50,000.

Community schools are expected to provide their financial data to the Department and their sponsors. This forms the basis of evidence for evaluation, both ongoing and for contract renewal. This evaluation focuses on standards for sound financial operations and sustainability. Schools provide reports that allow auditors and sponsors to monitor their short-term performance and long-term financial viability. Also, a sponsor representative meets with the governing authority or fiscal officer of the school at least once each month to review financial and enrollment records.

Management companies, referred to as operators, can provide services to community schools. When the cost of services amounts to more than 20 percent of annual gross revenues of the school, the operator must provide detailed accounting, including the nature and costs of the services it provides to the community school.

Community schools receive Opportunity Grants that provide \$5,900 in funding to educate each student. A Targeted Assistance Fund helps provide supplemental services to students identified as failing or at risk of failing. Additional financial support is provided for special education and related services, K-3 literacy support, limited English proficiency students, career-technical education and transportation. Opportunity Grants include \$150 per student to support the cost of facilities for brick and mortar community schools.

Supporting Financial Accountability and Oversight of Community School Sponsors

Ohio has taken several important steps to improve financial accountability of community schools. Recent legislation calls for the community school sponsor to communicate with the Auditor of State and for the Auditor of State to include the community school sponsor during the exit conference to discuss a community school's financial audits or the condition of the school's financial and enrollment records. Sponsors also must verify annually that 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 employed by the school. The sponsor also must give a detailed accounting of expenditures by the operator. This will be verified when the school's records are examined during its regular audit.

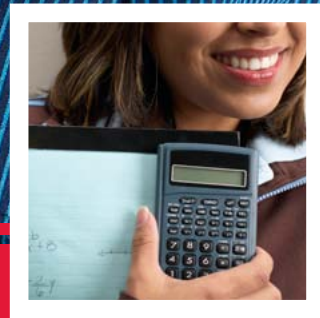
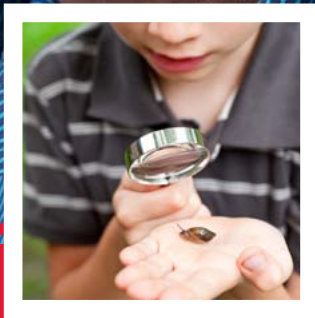
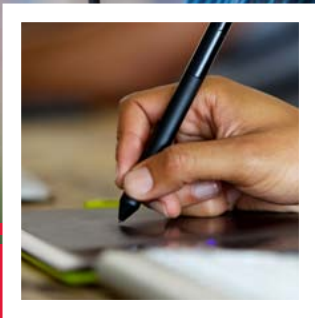
Sponsors are required to monitor all aspects of a school's fiscal, academic and operational performance. This includes compliance with applicable laws, rules and all terms outlined in the community school's contract. The sponsor provides technical assistance to help the school comply with state and federal laws and terms of the contract.

As noted earlier, there have been a number of changes in legislation to ensure the sound financial operations and performance accountability of community schools. If the Auditor of State finds a community school's financial data unauditably, the Auditor of State is required to provide written notification to the school, its sponsor and the Ohio Department of Education. Notification also must be posted on the Auditor's website. Any community school declared unauditably has 90 days to bring its records into an auditable condition or face withdrawal of all state and federal funding.

The sponsor of an unauditably community school cannot enter into contracts with additional community school governing authorities until the auditor completes a successful financial audit of the school (as indicated by the "Dates Released"). The Department continues to work with the Auditor of State on community school financial matters to promote sound financial practices in community schools.

Vetting of New Community Schools Applying for Sponsorship

The Ohio Department of Education reviews the applications and supporting documents of all sponsors' proposed community schools with the submission of preliminary agreements. Factors such as historical performance of developers, market research and financial viability are considered. The Department also reviews the school's business plan, including its five-year forecast. It takes these steps to reduce the risk of opening a school that cannot sustain its operations.



Performance of Community School Sponsors

Sponsor Evaluation System

The Ohio Department of Education, with input from stakeholders, the National Association of Charter School Authorizers and an impartial panel of experts, has created one of the most comprehensive sponsor evaluation systems in the country, which will lead to more high-quality options for Ohio students. The evaluation system and other measures in Ohio's community school reform law significantly strengthen the accountability structures that govern Ohio's community schools, state oversight of sponsors and operator transparency.

The three components of the evaluation system are:

- Alignment of academic performance to Ohio's School Report Cards;
- Compliance with laws and administrative rules; and
- Adherence to quality sponsor practice measures.

A Comprehensive System

Ohio conducted its first evaluation of community school sponsors, for both 2014-2015 and 2015-2016, during 2016. The state released overall and component ratings on Oct. 13, 2016. While two years of ratings were released, only the 2015-2016 ratings have consequences for sponsors. Each evaluation component receives a score and the three scores combine equally to form one of the following overall ratings: Exemplary, Effective, Ineffective or Poor. Of the 65 sponsors rated for the 2015-2016 school year, none were rated Exemplary overall, five were rated Effective overall, 39 were rated Ineffective overall and 21 were rated Poor overall. By law, sponsors rated Poor overall have their authority revoked. If a sponsor's authority is revoked, the school continues to operate with the Department's Office of School Sponsorship as its sponsor. Sponsors rated Ineffective overall must complete a quality improvement plan to address deficiencies. The Department will monitor each sponsor's quality improvement plan for success in achieving the individual sponsor's objectives and milestones. A sponsor's failure to comply with this plan may result in consequences. Ineffective sponsors have three years to improve their overall rating to Effective or higher. As long as they are rated ineffective, they are not permitted to sponsor additional community schools.

2015-2016 Sponsor Evaluation Ratings	
Overall	Number of Sponsors by Rating
Exemplary	0
Effective	5
Ineffective	39
Poor	21

Data Source: 2015-2016 Community School Sponsor Evaluations.

Review of the Three Components of the Sponsor Evaluation

The state calculates ratings for each component, then calculates an overall rating from the component ratings. A full description of the procedure used in calculating a rating for each component, as well as for the overall rating, is posted at education.ohio.gov; search keywords “Sponsor Ratings Framework.” Each component’s scope and calculation is explained in general terms below.

Academic Performance Review

In the sponsor evaluation, the Academic Performance component aligns to the Ohio School Report Cards. This ensures a coherent state accountability evaluation of academic performance. It includes all applicable report card measures and is weighted by the number of students enrolled in each school. The Academic Performance component meets statutory requirements in Ohio law (Ohio Revised Code 3314.016) about which schools are included or excluded. Excluded are community schools that have been in operation for not more than two full school years and special needs community schools described in law (Ohio Revised Code 3314.35(A)(4)(b)). Included are all other community schools, including e-schools and Dropout Prevention and Recovery Community Schools.

The majority of sponsors received C’s on the academic performance component. Of the sponsors that received A’s, each sponsored one conversion community school, six of the eight schools are dropout recovery schools and one of the eight schools is an e-school.

2015-2016 Sponsor Evaluation Ratings – Academic Component	
Academic Component Rating	Number of Sponsors by Rating
A	8
B	2
C	23
D	11
F	15
Not Applicable (due to exclusions in law)	6

Data Source: 2015-2016 Community School Sponsor Evaluations.

Compliance Monitoring Review

Consistent with HB 2, the Department conducts for each sponsor a comprehensive review of the list of all applicable laws and rules, which is subject to verification. The review must be based on a sponsor's certification of adherence to ALL relevant and current laws and rules.

2015-2016 Sponsor Evaluation Ratings – Compliance Component	
Compliance Component Rating	Number of Sponsors by Rating
Exemplary	30
Effective	17
Ineffective	18

Data Source: 2015-2016 Community School Sponsor Evaluations.

Quality Practice Review

The Ohio Department of Education's review of sponsor adherence to quality practices is built upon quality principles and standards of sponsoring endorsed by the National Association of Charter School Authorizers. Also built into the review, and unique to Ohio, is adherence to the specific legal requirement that sponsors provide technical assistance to their sponsored schools. Six resulting areas of practice are the focus of the review:

1. Organizational commitment and capacity;
2. Community school application process and decision making;
3. Performance contracting;
4. Oversight and evaluation of community schools;
5. Contract termination and renewal decision making; and
6. Technical assistance and sponsor requirements in rule and law.

While a majority of sponsors received the lowest possible rating on this component, nine achieved Meets Standards or Exceeds Standards. These nine sponsors oversee 60 percent of all community schools. Six of them received their authority to sponsor through sponsorship agreements with the Department of Education.

2015-2016 Sponsor Evaluation Ratings – Quality Component	
Quality Component Rating	Number of Sponsors by Rating
Exceeds Standards	1
Meets Standards	8
Progressing Towards Standards	1
Below Standards	3
Significantly Below Standards	52

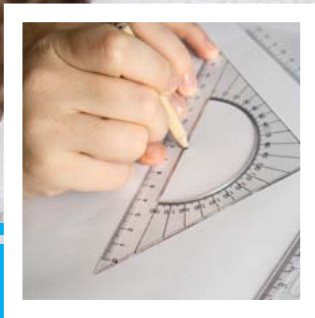
Data Source: 2015-2016 Community School Sponsor Evaluations.

2015-2016 Community Schools Overall Sponsor Ratings

Sponsor Name	Overall Rating	Academic Performance Rating	Compliance Rating	Quality Practices Rating
Auglaize County ESC	Ineffective	C	Effective	Significantly Below Standards
Barnesville Exempted Village School District	Ineffective	N/A	Exemplary	Significantly Below Standards
Bowling Green State University	Ineffective	C	Exemplary	Significantly Below Standards
Buckeye Community Hope Foundation	Effective	D	Exemplary	Meets Standards
Buckeye Local School District	Ineffective	N/A	Effective	Significantly Below Standards
Cardington-Lincoln Local School District	Ineffective	C	Effective	Significantly Below Standards
Cincinnati City School District	Poor	F	Exemplary	Significantly Below Standards
Cleveland Municipal School District	Ineffective	D	Effective	Meets Standards
Coshocton City School District	Ineffective	N/A	Effective	Significantly Below Standards
Cuyahoga Falls City School District	Ineffective	A	Exemplary	Significantly Below Standards
Dayton City School District	Ineffective	C	Effective	Significantly Below Standards
Educational Resource Consultants of Ohio	Ineffective	D	Ineffective	Meets Standards
ESC of Central Ohio	Effective	D	Exemplary	Meets Standards
ESC of Lake Erie West	Ineffective	F	Exemplary	Progressing Toward Standards
Fairborn City School District	Ineffective	A	Effective	Significantly Below Standards
Findlay City School District	Ineffective	C	Effective	Significantly Below Standards
Franklin Local School District	Ineffective	A	Effective	Significantly Below Standards
Groveport Madison Local School District	Poor	A	Ineffective	Significantly Below Standards
Hamilton Local School District	Poor	C	Ineffective	Significantly Below Standards
Jackson City School District	Poor	F	Effective	Significantly Below Standards
Jefferson County ESC	Effective	N/A	Exemplary	Below Standards
Kids Count of Dayton, Inc.	Ineffective	D	Effective	Significantly Below Standards

Sponsor Name	Overall Rating	Academic Performance Rating	Compliance Rating	Quality Practices Rating
Lakewood City School District	Ineffective	C	Exemplary	Significantly Below Standards
Lakewood Local School District	Poor	F	Ineffective	Significantly Below Standards
Lawrence County ESC	Poor	F	Exemplary	Significantly Below Standards
Lima City School District	Poor	F	Ineffective	Significantly Below Standards
London City School District	Poor	C	Ineffective	Significantly Below Standards
Lorain City School District	Poor	F	Ineffective	Significantly Below Standards
Mahoning County ESC	Poor	D	Ineffective	Significantly Below Standards
Margaretta Local School District	Ineffective	C	Exemplary	Significantly Below Standards
Marion City School District	Ineffective	B	Exemplary	Significantly Below Standards
Massillon City School District	Ineffective	C	Effective	Significantly Below Standards
Maysville Local School District	Ineffective	A	Effective	Significantly Below Standards
Miamisburg City School District	Ineffective	C	Exemplary	Significantly Below Standards
Mid-Ohio ESC	Ineffective	C	Exemplary	Significantly Below Standards
Montgomery County ESC	Ineffective	C	Exemplary	Significantly Below Standards
New Philadelphia City School District	Ineffective	C	Effective	Significantly Below Standards
Newark City School District	Poor	B	Ineffective	Significantly Below Standards
North Central Ohio ESC	Ineffective	D	Exemplary	Below Standards
Northmont City School District	Ineffective	A	Effective	Significantly Below Standards
Norwood City School District	Poor	N/A	Ineffective	Significantly Below Standards
Ohio Department of Education's Office of School Sponsorship	Ineffective	F	Exemplary	Meets Standards
Oregon City School District	Poor	F	Ineffective	Significantly Below Standards
Pickerington Local School District	Poor	C	Ineffective	Significantly Below Standards
Pleasant Local School District	Ineffective	A	Exemplary	Significantly Below Standards

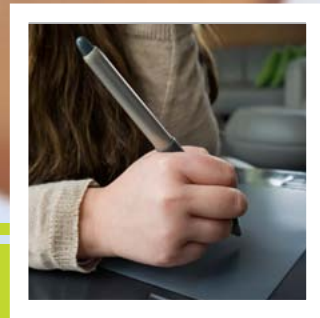
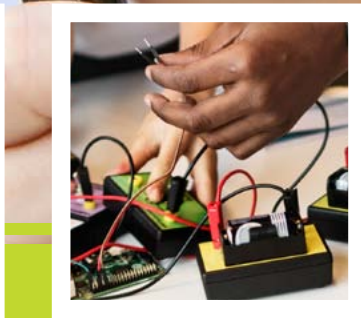
Sponsor Name	Overall Rating	Academic Performance Rating	Compliance Rating	Quality Practices Rating
Reynoldsburg City School District	Poor	F	Ineffective	Below Standards
Richland Academy	Ineffective	F	Exemplary	Meets Standards
Ridgedale Local School District	Ineffective	D	Exemplary	Significantly Below Standards
Rittman Exempted Village School District	Poor	F	Ineffective	Significantly Below Standards
Rolling Hills Local School District	Poor	N/A	Ineffective	Significantly Below Standards
Scioto County Career Technical Center	Ineffective	C	Exemplary	Significantly Below Standards
Southwest Licking Local School District	Poor	F	Effective	Significantly Below Standards
St Aloysius Orphanage	Effective	D	Exemplary	Exceeds Standards
Summit County ESC	Poor	A	Ineffective	Significantly Below Standards
Thomas B. Fordham Foundation	Effective	D	Exemplary	Meets Standards
Toledo City School District	Ineffective	C	Exemplary	Significantly Below Standards
Tri-County ESC	Ineffective	D	Exemplary	Significantly Below Standards
Tri-Rivers	Ineffective	C	Exemplary	Significantly Below Standards
University of Toledo	Ineffective	F	Exemplary	Meets Standards
Urbana City School District	Ineffective	C	Exemplary	Significantly Below Standards
Van Wert City School District	Poor	C	Ineffective	Significantly Below Standards
Warren County ESC	Ineffective	C	Effective	Significantly Below Standards
West Carrollton City School District	Ineffective	C	Exemplary	Significantly Below Standards
Youngstown City School District	Poor	F	Ineffective	Significantly Below Standards
Zanesville City School District	Ineffective	C	Exemplary	Significantly Below Standards



Legislation

Legislation

During each session since Ohio established community schools 19 years ago, the General Assembly has made legislative changes to the program. A complete list of community school legislation enacted over the last 19 years is available [here](#). This includes legislative summaries that trace the changes by legislative session and bill number.



Tables of Additional Information

Additional Components of the Community School Annual Report

The remainder of this report presents tables describing school academic and demographic data, enrollment and finance. It also presents the sponsors' assessments of community school compliance, along with the Ohio Department of Education's sponsor evaluation. Many of the tables include historic information for previous school years as well as data for the 2015-2016 school year. To view the tables and the accompanying narration, visit education.ohio.gov and search keywords "Community Schools Annual Report."

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