

Jefferson County ESC

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Application for Educational Service Centers Currently Sponsoring Conversion Community Schools

The sponsor application process is designed to determine an applicant's eligibility and capacity to develop high quality community schools. Applicants will be evaluated based on their past and future projections for success in meeting statutory obligations as defined by Ohio Revised Code Section 3314.03 and Ohio Administrative Code Chapter 3301-102, as well as their capacity to meet National Association of Charter School Authorizers' Principles and Standards for Quality Sponsoring. The completion and evaluation of this application represents Phase I of the application process. Phase II will consist of an interview conducted by the Office of Quality School Choice.

This application is for ESCs currently sponsoring conversion community schools, seeking approval to continue that authority through a Sponsor Agreement with the department of education (consistent with Ohio Revised Code Section 3314.02(B)(2)). Applicants are expected to demonstrate:

- Commitment to and capacity for sponsoring;
- Fiduciary capacity to fully support the role of an sponsor; and
- Staff capacity for sponsoring.

The application for charter school sponsorship includes the following sections.

- Application Cover Sheet**
- I. Sponsor Commitment & Capacity**
- II. Sponsor Application Process & Decision-Making (Applies only to those interested in opening additional conversion schools)**
- III. Sponsor Performance Contracting**
- IV. School History & Performance**
- V. Sponsor Oversight & Evaluation**
- VI. Sponsor Termination & Renewal Decision-Making**
- VII. Technical Assistance and Sponsor Requirements in Rule & Law**

Application Timeline, Process, and Interview

Applicants should complete this application and submit it by October 27, 2015. Following its submission, the department will review and score the application within 45 days. Applicants will be notified when the scoring of the application has been completed. Those applicants who receive a qualifying score will be invited to the Ohio Department of Education (25 S. Front Street, Columbus, OH 43215) for interviews, where various elements of the application and related themes will be discussed. Those who do not receive a qualifying score may be asked to submit additional information leading to an interview. Applicants who do not proceed to an interview will be asked to follow a development plan. Applicants who are interviewed will be notified of the department's final decision by the end of January 2016.

Application Submission

Applications and accompanying documentation should be submitted electronically to the Office of Quality School Choice through the Collaboration Center, using your SAFE account. To be considered for review, an application must provide all requested information and documentation. Please ensure that all documents are clearly labeled and paginated.

Application Scoring

Score	Standard
90% or Higher	Highly Recommended for an interview: Is clearly aligned with NACSA principles for quality sponsoring. Move forward to an interview.
75% - 89.9%	Recommended for an interview: Meets standards and is aligned with NACSA principles for quality sponsoring. Move forward to an interview.
60% - 74.9%	Not Recommended for an interview without additional information: Partially meets or fails to meet standards and is either slightly aligned or not aligned with NACSA principles for quality sponsoring. Refer for submission of additional information.
59.9% or Less	Fails to meet standards and is not aligned with NACSA principles for quality sponsoring. Refer for development activities.

Application Approval/Disapproval

A minimum score of 75% must be earned to pass the first part of the application process. Sponsors meeting this threshold will be proceed to an interview. (Note: For organizations seeking approval to authorize schools in the Cleveland Municipal School District, recommendations from the Cleveland Transformation Alliance will be considered by ODE.)

Section I Sponsor Commitment & Capacity

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

JEFFERSON COUNTY EDUCATIONAL SERVICE CENTER

VISION

The Jefferson County Educational Service Center will be recognized as a leader in providing services and programs to political subdivisions.

MISSION

To build capacity, collaborate, and improve.

BELIEF STATEMENTS

We Believe:

- **being financially strong to provide leadership and services that result in educational opportunities for all learners.**
- **our employees drive our success.**
- **providing service-oriented, data-driven, and cost-effective programs.**
- **the importance of increasing student achievement and enhancing teacher instruction.**
- **promoting and modeling collaboration to enrich learning opportunities.**
- **21st Century learning and technology in service and programs.**
- **life-long learning.**

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

The Jefferson County Educational Service Center (JCESC) has an open application process for new or assumed sponsorship. Applicants are thoroughly evaluated on a case

by case basis. If a strong educational need is demonstrated with an exceptional educational plan, JCESC would consider sponsorship. Having been involved in online learning for over a decade, JCESC has a strong interest in working with or developing a high performing E-school.

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

Receipts from 2015-16 sponsorship were \$11,163.47. Personnel cost for two site visits amounted to \$3,540.87. Estimated cost of sponsor personnel attending monthly board meetings are \$4,919.40. It is difficult to put a cost on the numerous meetings and countless hours that Dr. Ash and /or Dr. Kokiko has throughout the year meeting with the Developer and/or the Teacher/Director. Their combined hourly rate is approximately \$130.00 per hour.

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

Staff members belong to the National Association of Charter School Authorizers as well as attend/ present at the Ohio Charter School Conference. Other conferences attended or presented include West Virginia Statewide Technology, Ohio ESC Association Fall/Spring Conferences, Buckeye Association of School Administrators Fall Conference, Indiana Connected Educators, South Carolina Association for Educational Technology, West Virginia Higher Ed Technology Conference, Ohio School Boards Association, International Association for K-12 Online Learning Symposium, Association of Educational Service Agencies Annual Conference, Ohio Educational Technology Conference, North Carolina Technology in Education Society Conference, Michigan Association of Computer Users in Learning Conference, School Law Update (Pepple & Waggoner), and Capital Conference – School Law Workshop.

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

Sample practices include:

Independent Audits

Any purchased service is entered by individual board approved contract at fair market value

No built in purchase agreements in the sponsorship contract

Sample purchase order and policy included in folder 1.

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

The sponsor reviews the schools performance during site visits and develops a report to share with both the community school board as well as the sponsor board. A semiannual meeting is held between the sponsor, developer, and school director to gather input on

the level of services provided. This includes feedback from students and parents via conversations. Specifically to Utica Shale Academy, an Industry Advisory Board meets to make sure the school is preparing students to enter into the job market or further their education if they wish, meeting with the Ohio Department of Education Office of Community Schools, and closely working with ODE staff throughout the process. Supporting documents included in folder 1.

Please include an organizational chart and as requested above, a copy of the organization's budget and expenditures. Additional documentation could include the organization's strategic plan, annual report, independent audits, guidance documents, and/or relevant organizational policies.

Section II

Sponsor Application Process & Decision-Making

Note: If your ESC has not recently opened or planned to open a new school, and has not taken on or has no plans to take sponsorship of existing schools anytime within the next two years, skip this section

7. Describe the application process that developers follow in seeking sponsorship from your organization. Include a timeline. Interested parties request an application for sponsorship and work with the ESC throughout the process as indicated in the application.

See Community School Application for timeline/ procedure.

The process is initiated through a filing of an intent to apply followed up with a developer interview. When applicable, site visits of current community schools are initiated and the application process dialogue continues.

Supporting documents included in folder 2.

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

See Scoring Rubric & Developer Interview.

A resume of the developer, all board members, educational plan, financial plan including secured startup funds, market research, demonstrated educational need, performance goals, and recruitment plan.

Supporting documents included in folder 2.

9. Describe the criteria that your organization considers in reviewing applications for the replication of an existing school; for consideration of a currently operating school from another sponsor. Criteria for replication includes market research, (is there a need for the school?)

Interviews of Developer and Stake holder feedback, Education Plan, Financial Plan, Qualifications of Governing Board. If this is a current school, consideration for assuming sponsorship involves a financial review, academic performance review, interviews with staff, family, and students. A legal review of all current contracts, including sponsor agreement, leases, management, and fiscal agent fees. Site visits are conducted by the JCESC.

Supporting documents included in folder 2.

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

Applications are reviewed by past/current superintendents, treasurer/former auditors, practicing attorneys, special education, gifted education and technology personnel.

Supporting documents and resumes included in folder 2.

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

The JCESC has received nine applications for sponsorship in the past three years and moved forward with one. The approved application demonstrated a clear educational focus, community need and desire, industry partnerships and a level of expertise in education that the JCESC felt comfortable working with. Applications that were denied demonstrated areas of concern which could not be resolved prior to the application deadline. Areas included poor education plans, lack of market research demonstrating a need, insufficient resources to start a school, historically poor academic performance, lack of improvement plans/strategies, and legal concerns over conflicts of interest with the organizational structure. Additional areas of review include board member qualifications, management company agreements, lease agreements, and all other active contracts. Supporting documents included in folder 2.

Section III Sponsor Performance Contracting

ODE will review the performance contracting/accountability sections of each currently operating conversion community school under contract with your organization, comparing them to the expectations of quality sponsor practice as found in the Quality Rubric, Performance Contracting Section, items A through D.

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

The JCESC conducts the two required site visits of the school on a formal basis utilizing the form recommended by the Ohio Department of Education. In addition, several informal site visits are conducted to oversee operations. All board meetings are attended and weekly communication is conducted with the director of the school. Attendance and Academic performance are closely monitored. Testing data as well as attendance data is reported quarterly to the sponsor.
Supporting documents included in folder 3.

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

As there is only one school being sponsored, there are no variances among contracts. JCESC is engaged in the process of adopting a performance framework as recommended by the NACSA.
Supporting documents included in folder 3.

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

The Renewal Application shall contain the following:

1. a report of the progress of the School is achieving the educational objectives set forth in the charter;
2. a detailed financial statement disclosing the cost of administration, instruction, and other spending categories for the School that will allow a comparison of such costs to other schools, both public and private;
3. copies of each of the Annual Reports of the School, including the Ohio Department of Education report cards for the School and the certified financial statements;
4. evidence of parent and student satisfaction; and
5. such other material and information as is required by the Sponsor.

When considering Contract renewal, the Sponsor will examine the School's performance during the term of their Contract. If the Governing Authority does not intend to renew

this Contract, it shall notify the Sponsor in writing of that fact at least one hundred eighty (180) days prior to the Contract's expiration date.
Supporting documents included in folder 3.

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

The Sponsor may suspend the operations of the School if it has failed to meet student performance requirements or generally accepted standards of fiscal management, has violated any contract provision or applicable law, or has provided any other good cause for doing so. Prior to suspending the School's operations for such reasons, the Sponsor shall first issue to the Governing Authority written notice of its intent to suspend, which shall explain the reasons for the proposed suspension and shall provide the Governing Authority with five (5) days to submit to the Sponsor a proposal to remedy the conditions cited as the reasons for the suspension. The Sponsor shall promptly review any proposed remedy timely submitted by the Governing Authority and either approve or disapprove the remedy. If the Governing Authority fails to submit a proposed remedy, if the Sponsor disapproves the remedy proposed by the Governing Authority, or if the Governing Authority fails to implement the remedy approved by the Sponsor, the Sponsor may suspend the operations of the School pursuant to O.R.C. 3314.072(D).

If the operations of the School are suspended, the Governing Authority shall not operate the School while said suspension is in effect. Any such suspension shall remain in effect until the Sponsor notifies the Governing Authority that it is no longer in effect.

If the Sponsor desires to terminate or non-renew this Contract, it shall notify the Governing Authority, in writing, of the proposed action by February 1st of the year in which such action will be effective. The notice shall include the reasons for the proposed action in detail, the effective date of the termination or non-renewal, and a statement that the Governing Authority may, within fourteen (14) days of receiving the notice, request an informal hearing before the Sponsor. Such request shall be in writing. The informal hearing shall be held within fourteen (14) days of the receipt of the hearing request. Within fourteen (14) following the informal hearing, the Sponsor shall issue a written decision either affirming or rescinding the decision to terminate or non-renew this Contract. A decision by the Sponsor to terminate this Contract may be appealed to the State Board of Education, whose decision shall be final.

Supporting documents included in folder 3.

Please include any supporting documentation.

Section IV
School History & Performance

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

<p>16. Provide a list of all community schools for which your organization has been a sponsor and indicate their current status (open; open and on probation; suspended; closed (non-renewed); closed (voluntary); closed (terminated); or contract assumed by another sponsor).</p> <p>Utica Shale Academy Open</p>
<p>17. Indicate which, if any, schools failed to open after payments were initiated. If any, please provide details of why the schools did not open.</p> <p>NA</p>
<p>18. For schools that closed prior to the end of the academic year; provide details of why the schools closed.</p> <p>NA</p>
<p>19. Indicate which, if any, schools have had findings for recovery and/or been deemed unauditible by the Auditor of State over the past 5 years.</p> <p>NA</p>
<p>20. Indicate which schools' contracts have been renewed.</p> <p>Utica Shale Academy is in the 2nd year of a 5 year Contract. Supporting documents included in folder 4.</p>
<p>21. Does your organization sell services to any of its schools? If so, what services? How are the services and charges arranged? Are service agreements part of the community school contract?</p> <p>Services are not part of the community school contract but are available to the school under standard purchased service agreements entered into on an individual bases per request by the school. They include the Online Learning Curriculum per standard school agreement; and EMIS Coordinator at a per student fee. Supporting documents included in folder 4.</p>

Section V Sponsor Oversight & Evaluation

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

See Site Visit Form and Compliance tool kit.
Supporting documents included in folder 5.

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

Evaluation Team Includes:

Dr. Chuck Kokiko

Mr. Jeff Oblak

Ms. Linda Lenzi

Mr. Dan Spahn

Mr. Don Donahue

Mr. Nick Balakas.

Supporting documents included in folder 5.

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

See:

Site Visit Reports

Monthly Financial Statement

Board Updates

Conference Calls

Attorney Email

Enrollment Email

Academic Progress Reports

Supporting documents included in folder 5.

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

Utica Shale Academy is only in the second year of operation, however, the first round of OGT test scores were below state averages so the JCESC met with the school director to examine processes aimed at improving student performance. In year two, the school now has a tutoring program, a test prep program, and early intervention plans in place.

Additional data will be examined as it become available to determine the success of said interventions and additional actions if needed.

Supporting documents included in folder 5.

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

The Utica Shale Academy Board operates independently of the Sponsor in meeting the educational outcomes of the school as set in their Mission and Vision. The JCESC provides guidance or input upon request.

Supporting documents included in folder 5.

Please include an example of a site visit report, if it currently exists, as well as any other supporting documentation. Provide a listing of current staff's resumes/biographies for those who are responsible for oversight, compliance and monitoring.

Section VI

Sponsor Termination & Renewal Decision-Making

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

Although the JCESC has not had to renew a school's contract to date, a written application will be required of any schools wishing to renew. The application has been created and the rubric is under construction.
Supporting documents included in folder 6.

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

Renewal of a charter school is based on affirmative evidence in three areas:

- the success of the academic program,
- the viability of the organization,
- the faithfulness to the terms of the charter.

A fourth area is addressed in the renewal application regarding the school's capacity and plans for the term of the next charter.

The application for renewal of its charter is the school's opportunity to present evidence that demonstrates success in the three areas of charter school accountability. In short, it is the school's explanation of why the Board of Education should renew the school's charter. The application should provide affirmative, credible evidence of the school's success in each of the three accountability areas, as well as compelling information about the school's plans for the future. The application should address what steps have already been taken to improve any areas of weakness, as well as strategies for improvement that are likely to be effective during the next charter term. Schools should view this as an opportunity to advocate for themselves, provide deeper analysis of student academic achievement, underline successes, explain past troubles, and preempt questions that might arise during the renewal process.

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

The JCESC Board is updated quarterly on the status of currently sponsored community schools. Any decision to renew or non-renew a school would require board action. All site visit reports have been shared with board members insuring they are well informed of the school's performance prior to any action taking place. Board members had site visits as well as attending school functions at the community school.
Supporting documents included in folder 6.

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

N/A

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

The JCESC would follow both the community school contract and school closure policy in the event of the closure of a school.

Supporting documents included in folder 6.

Please include examples of written policies for contract renewal and termination, if they currently exist, and any other supporting documentation.

Section VII

Technical Assistance and Sponsor Requirements in Rule & Law

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

Technical assistance is made available to sponsored schools upon request by the school.

Services include but are not limited to:

Professional Development

Resident Educator

Gifted / Special Education

Legal Assistance

Tech Support

Licensure Support

Supporting documents included in folder 7.

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

Professional Development Blair Closser

Gifted Education Linda Lenzi

Special Education Jeff Oblak

Administrative Dr. Chuck Kokiko

Financial Don Donahue

Technical Pat Keenan

Legal Dan Spahn

Supporting documents and resumes included in folder 7.

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

General Legal questions are answered on an as needed basis. All contracts, permission forms, and policies are reviewed by in house Legal (Dan Spahn), Thomas C. Holmes Pepple and Waggoner or Adam Miller Taft Law Offices. Updates or changes in policies occur during Board meetings or are included as mailings.

Supporting documents included in folder 7.

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

Sponsored schools are familiar with the process of registering for JCESC P.D. events and are included at no cost unless there is a state mandated fee. Access to the events is gained through the JCESC website.

<http://www.jcesc.k12.oh.us/PDRegistration.aspx>

P.D. at the state and national level are forwarded to appropriate Community School Staff for their information as well as suggestions made for the overall improvement of the school. Ex. This is the first year USA received Title Funds so the school director was encouraged to attend the State Title Conference, which he did.

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

USA board meetings are attended regularly by Dr. George Ash, CEO; Dr. Charles Kokiko, Superintendent; Mr. Don Donahue, Treasurer. All actions are governed by the JCESC Conflict of Interest Policy. In the event that a conflict of interest should occur matters would be reviewed by legal staff.

Supporting documents included in folder 7.

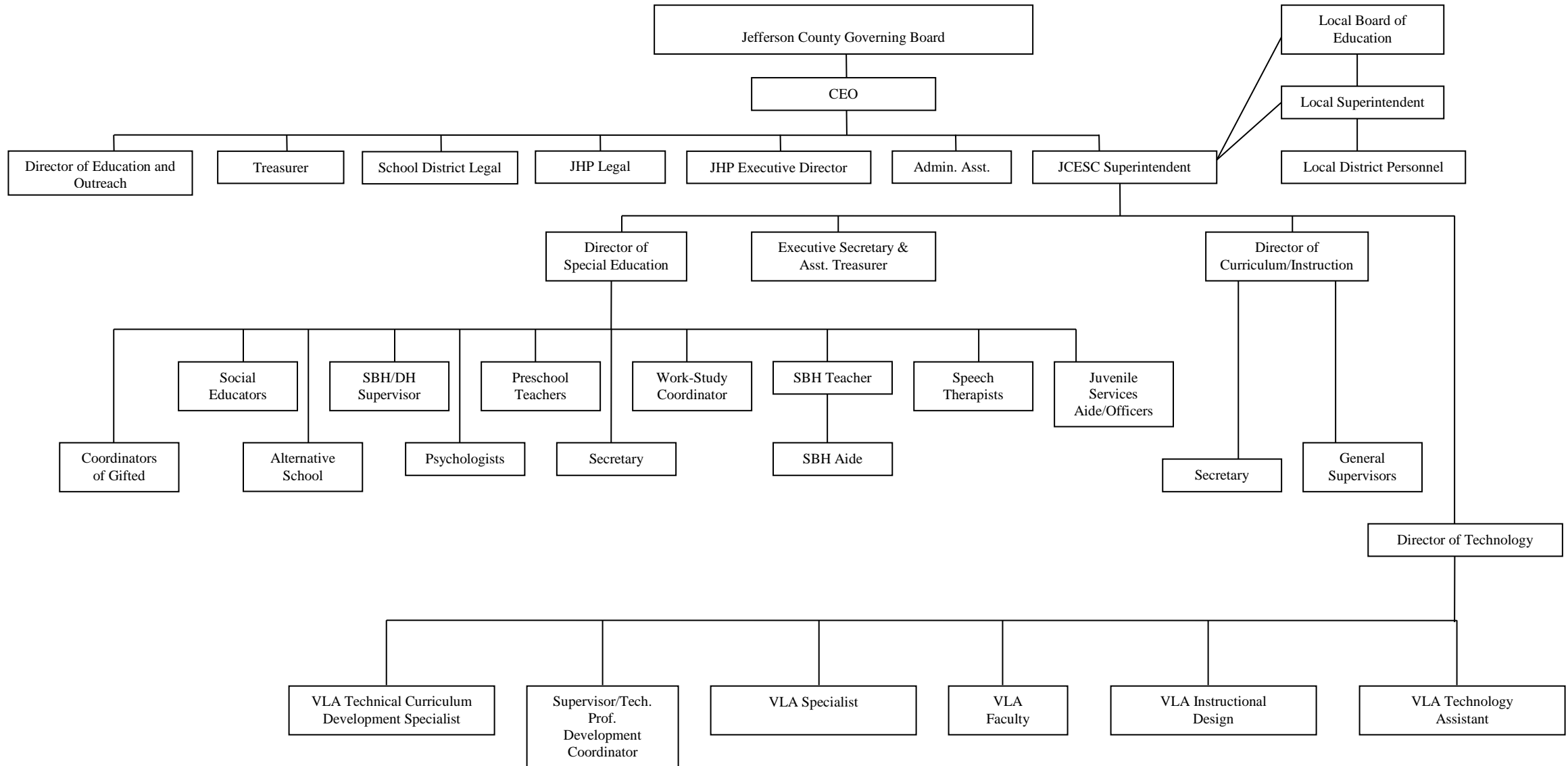
Please include any supporting documentation, including existing staff resumes/biographies and their role(s) in your organization for those who provide technical assistance.

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

1. Responses to all sections; and
2. Supporting documentation check list, including, but not limited to:
 - Mission statement (may include a link to the ESC's website)
 - Strategic plan
 - Board structure and actions, such as resolutions or policies reflecting mission and strategic plan; approval and renewal decisions
 - Annual report
 - Examples related to the board's review of its performance; continuous improvement plan
 - Independent audits
 - Organizational chart
 - Staff resumes/biographies and their role(s) in your organization for those who provide technical assistance, oversight, compliance and/or monitoring
 - Budget of the organization's yearly revenue and expenditures specific to sponsoring activities
 - Guidance documents and policies
 - Specifically, conflict of interest policy and examples of signed conflict of interest statements, if available
 - Application for sponsorship, rubric and interview guide, if available
 - Performance framework, if different from that in the community school's contract
 - List of schools ever sponsored, their status and other information requested in questions 16 through 21
 - Examples of information sent to sponsored schools (questions 24-26)
 - Site visit report
 - Application and rubric for contract renewal; written policies, if available
 - Examples of other reports sent to schools, prior to renewal
 - Examples of legal updates and other information sent to schools.

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

**JEFFERSON COUNTY EDUCATIONAL SERVICE CENTER
 ORGANIZATIONAL CHART**



Conferences attended by JCESC staff

West Virginia Statewide Technology

Ohio ESC Association Fall/Spring Conferences

Buckeye Association of School Administrators Fall Conference

Indiana Connected Educators

South Carolina Association for Educational Technology

West Virginia Higher Ed Technology Conference

Ohio School Boards Association

International Association for K-12 Online Learning Symposium

Association of Educational Service Agencies Annual Conference

Ohio Educational Technology Conference

North Carolina Technology in Education Society Conference

Michigan Association of Computer Users in Learning Conference

STAFF CONFLICT OF INTEREST

Employees are required at all times to follow the letter and spirit of Ohio's laws on ethics and conflicts of interest as they apply to the employees of the Educational Service Center. In accordance with the law, copies of Chapters 102 and 2921 of the Ohio Revised Code will be provided to new employees within fifteen days after beginning the performance of their duties. Violations of such laws include, but are not limited to, the following:

- Employees shall not engage in, or have a financial interest in, any activity which conflicts with their duties and responsibilities with the Educational Service Center.
- Employees shall not engage in work of any type in which information concerning customers or clients originates from any information received by, or available to, them through the Educational Service Center.
- Employees shall not sell textbooks, instructional supplies, equipment, reference books, or any other products or services to the Educational Service Center, and they shall not furnish the names of students or parents to anyone selling these materials.
- Employees shall not authorize, or use their authority or influence to secure, a public contract for themselves, a family member, or business associate.

Work Outside of the Educational Service Center

Employees shall not engage in any activities or outside employment that may result in a conflict of interest. A conflict of interest exists if financial interests or other opportunities for personal benefit may exert a substantial and improper influence upon an employee's professional judgment in exercising or performing any duty or responsibility with the Educational Service Center. Employees shall not use their positions with the Educational Service Center to secure anything of value, financial gain, or personal benefit that would not ordinarily accrue to them in the performance of their official duties, nor shall they accept any compensation from any other agency or individual for work performed in the course of their employment with the Educational Service Center. Violations of this policy include, but are not limited to, the following:

- Employees shall not use public time, facilities, personnel, equipment, or resources in conducting a private business or while engaging in private outside employment.
- Employees shall not use their official title or identification on private business cards or other written materials while soliciting or conducting outside business activities.
- Employees shall not use their relationship with other public officials or employees to secure a favorable decision or action regarding private business interests.

- Employees shall not receive fees for providing services rendered on projects that they recommended in their official capacities.
- Employees shall not use their public positions or authority in any way to secure a benefit for their private outside business.

If an employee is concerned about a potential violation of Ohio's laws on ethics or conflict of interest, that employee should bring the matter to the attention of the Superintendent.

LEGAL REFS: O.R.C. Chapter 102
O .R.C. Chapter 2921

Adopted: _____, 2015

ACKNOWLEDGEMENT OF RECEIPT OF POLICY 3.07
STAFF CONFLICT OF INTEREST

I, _____ (Employee name) _____, acknowledge that I have received and read a copy of Policy 3.07, "Staff Conflict of Interest." I further realize the consequences of violating this policy.

Name of employee (print)

Signature of employee

Date

Signature of Supervisor

Date

GOVERNING BOARD MEMBER CONFLICT OF INTEREST

The Governing Board and individual members will follow the letter and spirit of the law regarding ethics and conflicts of interest.

This policy is designed to prevent placing Board members in positions in which personal interest in the ESC and place of employment might conflict and to avoid appearances of conflict of interest, even though such conflict may not exist.

The law specifically forbids Board members from engaging in certain conduct. These prohibitions include, but are not limited to:

- A. A member from being employed for compensation by the Board;
- B. A member from having, directly or indirectly, any pecuniary interest in any contract with the Board;
- C. A member from voting on a contract with a person as a teacher or instructor, if he/she is related to that person as father, mother, spouse, brother, or sister;
- D. A member from authorizing, or employing the authority or influence of his/her office to secure authorization of, any public contract in which he/she, a member of his/her family or his/her business associates have an interest;
- E. A member from having an interest in the profits or benefits of a public contract entered into by, or for, the use of the ESC; and
- F. A member from occupying any position of profit during his/her term of office or within one year thereafter, in the prosecution of a public contract authorized by him/her or the Governing Board of which he/she was a member at the time of authorization of that contract.

LEGAL REFS: O.R.C. §§102.01 *et seq.*; 2921.01; 2921.42; 3313.13; 3313.33

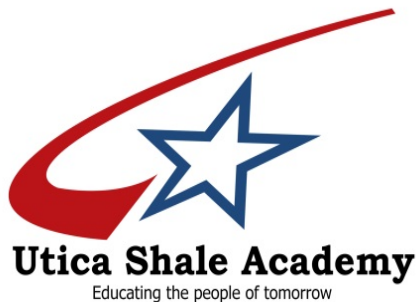
Adopted: _____, 2015

ESC Board Members:

As you recall, at the October Board meeting we decided to move our November meeting to Southern Local School District following the public hearing for Ron Sismondo's re-employment. Please note the following timeline for Tuesday, November 18.

9:30 a.m.	Public Hearing at Jefferson County ESC
9:45 a.m.	Leave Jefferson County ESC (transportation will be provided)
10:30 a.m. - 11:20 a.m.	ESC Board Meeting
11:20 a.m.	Meet other boards at Southern Local Board Office
11:30 a.m.	Tour Utica Shale Academy/meet students/Industry Representative
12:00 p.m. - 12:15 p.m.	Depart for Road House Restaurant
12:30 p.m.	Arrive at Road House (Opportunity for Board members to meet and socialize) – Lunch provided by JCESC
1:30 p.m. - 2:00 p.m.	Depart for JCESC

Please RSVP to Karen Martin by November 12 with your intentions to attend the Board meeting.



BOARD OF EDUCATION

Dr. Charles Joyce, *President*
William Pitts
Christina Wanat
Larry Mayle
Mike Biasi
Don Donahue, *Treasurer*

38095 State Route 39
Salineville, Ohio 43945
330-679-8162
Fax 330-679-3005
www.uticashaleschool.com

Dr. George Ash, *Chief Executive Officer*
740-283-3347
Dr. Chuck Kokio, *Superintendent*
740-283-3347
John Wilson, *Developer*
330-679-2305
Eric Sampson, *Director*
330-679-8162

June 9, 2015

Dr. Ash,

As the inaugural school year for the Utica Shale Academy has come to a close, I would like to thank you and your staff at the Jefferson County ESC for your role in making our school year such a great success. The guidance and support offered by the ESC has been instrumental in helping us realize our goal of preparing students for careers in the oil and gas industry. Your efforts in helping to get our academy off of the ground, guidance in creating board policies, preparing and executing professional development for our staff, aiding in the development of our core curriculum, and providing legal counsel when necessary, has allowed us to offer a comprehensive educational program that prepares students for life after graduation. We at USA look forward to working with you into the future as we explore the possibilities of expansion to make our unique program available to many more students for years to come. From everyone at the Utica Shale Academy, Thank You!

Sincerely,

A handwritten signature in black ink that reads "Eric Sampson". The signature is written in a cursive style with a large initial "E".

Eric Sampson
Director

NICHOLAS S. BALAKOS

Senior Management Professional (MBA) and Certified Fraud Examiner (CFE) with unique combination of Auditing, Executive Management and Turnaround Specialist experience including financial, analytical, procedural, internal controls, human resources/labor relations and governmental management experience of agency with over \$250 million annual budget

SUMMARY OF AUDIT/INTERNAL CONTROLS/TREASURY

- ❑ Reformulated internal controls to take agency from financial insolvency to operating the \$250 million annual budget agency in black for 11 consecutive years
- ❑ Developed & implemented internal controls that improved and enhanced services to the public while reducing payroll expenses by \$1 million
- ❑ Developed mechanisms resulting in over \$20 million in new grant funding for the county
- ❑ Conducted an aggressive campaign to combat welfare fraud which resulted in the closing of two stores for illegal food stamp activity, prosecuting 200 cases of welfare fraud, and implementing new standards for case recipients
- ❑ Directed site teams to audit procedures, prepared and presented findings as indicated according to Federal, State, and local statutes
- ❑ Responsible for collecting delinquent accounts and securing delinquent tax returns within the guidelines established by the Internal Revenue Service (IRS)
- ❑ 9 ½ years' experience as a State Auditor, assuring compliance to government statutes with payroll and benefits
- ❑ Exceptional problem solver, consensus builder, change agent
- ❑ Insightful, attentive to detail and able to implement big picture

CAREER HIGHLIGHTS

HUMAN RESOURCES/LABOR RELATIONS

- ❑ Administration of FMLA and oversaw adherence to regulations and laws
- ❑ Turn around of County health insurance (860 employees) resulting in change from a deficit of \$11 million to a surplus of \$5 million
- ❑ Communicated benefit plans, costs and procedures to employees in group or individual sessions
- ❑ Analyzed benefits vendors' offerings, and served as liaison between employees and providers
- ❑ Extremely knowledgeable of pension and retirement systems, both public and private
- ❑ Candidate interviewing and selection
- ❑ Bargaining and non-bargaining wage calculations and classifications
- ❑ Negotiated four labor agreements with the Communication Workers of America
- ❑ Contract administration including grievance process through arbitration
- ❑ Compensation and benefit analysis and administration
- ❑ Recruitment, hiring, performance evaluations and promotion of personnel
- ❑ Analysis and implementation of two state approved early retirement incentive programs which resulted in net savings of over \$1 million in personnel costs for each program
- ❑ Union steward Chapter 100, National Treasury Employees Union responsible for grievance procedures and following guidelines of national union contract
- ❑ Safety coordinator, District Office, Internal Revenue Service

SENIOR MANAGEMENT/TURNAROUND SPECIALIST

- ❑ Directed an agency that encompassed all public assistance which includes food stamps, cash payments, child care, Medicaid, and related programs, as well as child support enforcement, workforce development, and adult and children's protective services
- ❑ Implemented various new procedures and practices to streamline processes which resulted in agency being awarded three "Best Practices" awards from the State of Ohio
- ❑ Oversaw the redesignation of the Jefferson County Children's Services Board to the Jefferson County Department of Job & Family Services (4/1/2005) which resulted in annual cost savings of at least \$800,000 while increasing the services and direct support personnel available
- ❑ Researched job functions and provided extensive on-the-job training to improve employee performance efficiency which resulted in the State of Ohio efficiency performance rating raising from 67% in 1996 to 97% in 1999 and maintained that consistent level through 2008
- ❑ Cost analysis and vendor selection for various projects in Auditor's and Job and Family Services offices
- ❑ Facilitated transition from paper to computerized record keeping in county auditor office

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DIRECTOR FEBRUARY 1997 – FEBRUARY 2008
JEFFERSON COUNTY (OHIO) DEPARTMENT OF JOB AND FAMILY SERVICES

CHIEF DEPUTY AUDITOR SEPTEMBER 1995 – FEBRUARY 1997
JEFFERSON COUNTY, OHIO

AUDITOR-IN-CHARGE JUNE 1986 – AUGUST 1995
STATE OF OHIO

EDUCATION AND TRAINING/CERTIFICATIONS

MASTER'S DEGREE IN BUSINESS ADMINISTRATION (MBA) STEUBENVILLE, OH
FRANCISCAN UNIVERSITY OF STEUBENVILLE

BACHELOR'S DEGREE IN BUSINESS ADMINISTRATION WEST LIBERTY, WV
WITH AN EMPHASIS IN MANAGEMENT – WEST LIBERTY STATE COLLEGE

VARIOUS CONTINUING EDUCATION COURSES ASSOCIATED WITH CERTIFIED FRAUD EXAMINER (CFE) SUCH AS: FINDING AND INVESTIGATING FRAUD, INTERVIEWING, FORENSICS, FRAUD IN THE 21ST CENTURY, CONDUCTING INTERNAL & FRAUD INVESTIGATIONS AND OTHERS

AFFILIATIONS

- JEFFERSON COUNTY CHAMBER OF COMMERCE BOARD OF DIRECTORS, 2005 – 2008 •
- STEUBENVILLE ROTARY • BOARD MEMBER, STEUBENVILLE MAIN STREET CONVENTION & VISITORS BUREAU • JEFFERSON COUNTY TOWNSHIP ASSOCIATION • STEUBENVILLE HIGH SCHOOL BOOSTERS • NATIONAL ASSOCIATION OF COUNTY OFFICIALS REPRESENTATIVE OF OHIO FOR HUMAN SERVICES • CHAIRMAN OF JEFFERSON COUNTY HEART WALK • MASONIC LODGE # 45 •
- HOLY TRINITY GREEK ORTHODOX CHURCH PARISH COUNCIL

NICHOLAS S. BALAKOS • 238 ANTHONY DRIVE • WINTERSVILLE, OH 43953 • NICKBALAKOS@YAHOO.COM •
HOME (740) 264 – 6249 CELL (740) 275 – 8486

**Jefferson County
Educational Service Center**

Executive Summary



**AdvancED Accreditation
External Review**

March 29 - April 1, 2015

Jefferson County Educational Service Center

Accreditation Executive Summary

Description of the Agency

The Jefferson County Educational Service Center is a nationally accredited educational resource center for districts in Jefferson, Harrison, Carroll, and Columbiana counties in Southeast Ohio. The ESC service area covers more than 2,053 square miles.

Jefferson County ESC's *Mission* is to build capacity, collaborate, and improve. The ESC is dedicated to serving the needs of schools, families, and communities through partnerships and collaborative leadership. Our *Vision* is to be recognized as a leader in providing services and programs to political subdivisions.

We serve nearly 1,339 teachers, aides, and administrators, one vocational school, and one BDD, as well as 11,114 students. Within and beyond our four (4) counties, we have collaborated and partnered with other educational service providers in Ohio and various other states.

Jefferson County is located in Southeast Ohio, along the Ohio River. Our service area is part of the Ohio Appalachian Collaborative, which is a 32-county span, running from the edge of Cincinnati to the edge of Cleveland. (Refer to Map on Page 3)

Agency's Purpose

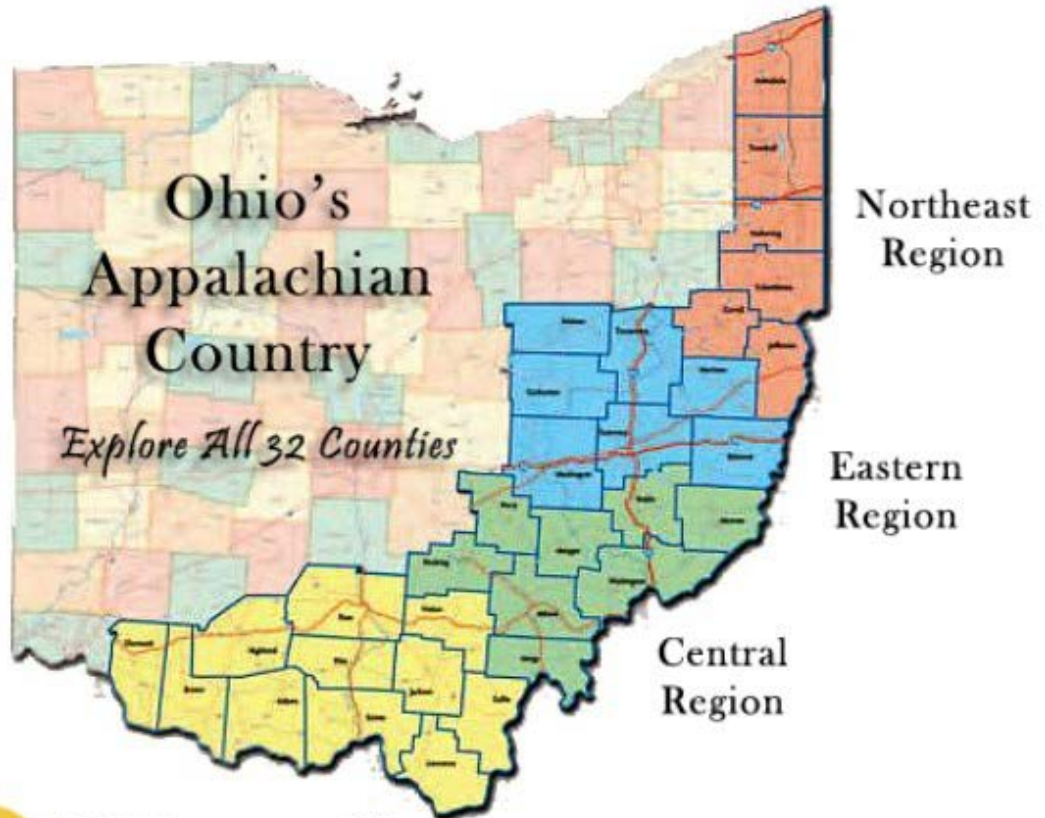
JCESC is committed to supporting and serving districts in their efforts to prepare students for College and Career Readiness. The staff will continue to lead, facilitate, and provide a variety of programs and services that promote high levels of teaching and learning. We will also continue to provide direct services and coordinate with community agencies to provide services to at-risk students.

The ESC provides 31 programs and 65 services that are collaborative, data-driven, and responsive to district stakeholder needs. JCESC staff is committed to working with persistence, professionalism, and a 'sense of urgency' in serving districts and keeping them focused and progressing toward higher levels of learning for ALL students.

Through the development and administration of entrepreneurial initiatives, JCESC will continue to offer high-quality, cost-saving programs and services to all member districts. (Please refer to District Demographics on Page 2)

Jefferson County ESC - Districts' Demographics (9 Districts)				
<i>Participating LEAs</i>	<i>Superintendent</i>	<i>Student Enrollment</i>	<i>% of SWD</i>	<i>% of Econ. Disadv.</i>
Buckeye Local School District	Mr. Mark Miller	1,934	13%	57%
Edison Local School District	Mr. Bill Beattie	1,668	13.2%	59%
Harrison Hills City School District	Mrs. Dana Snider	1,570	15%	41%
Indian Creek Local School District	Dr. T.C. Chappellear	2,185	12.6%	54.3%
Steubenville City School District	Mrs. Melinda Young	2,473	11%	68%
Toronto City School District	Mr. Fred Burns	950	13%	60%
Jefferson County Vocational School	Dr. Todd Phillipson	362	30%	46%
Jefferson County BDD	Mr. Mike Mehalik	80	74%	67%
Southern Local School District	Mr. John Wilson	871	20%	57%

Ohio Appalachian Collaborative



Notable Achievements and Areas of Improvement

Over the past three years, the ESC has collaborated with our districts and facilitated numerous trainings and initiatives: Transition to the Common Core, Ohio's New Learning Standards, eTPES, Ohio Principal Evaluation System, Ohio Teacher Evaluation System, PARCC Assessments, Value-Added, Resident Educator, Student Learning Objectives, Student Growth Measures, Differentiated Instruction, Response-to-Intervention, Ohio Leadership Advisory Council, Beginning Principal Mentoring Program, and Kindergarten Readiness Assessment.

Our Virtual Learning Academy (VLA) is a K-12 Online Curriculum Provider, offering over 100 full year and semester courses for students. VLA is designed for cooperation, not competition, with the school district, providing alternatives to students while they remain fully enrolled in their home districts, thus maintaining state funding. VLA courses are developed by Highly Qualified Teachers and demonstrate the integration of technology skills and 21st Century Learning. VLA can also serve as the online learning component of a blended learning model, supporting both synchronous and asynchronous learning and communication with face-to-face and online teacher-student interaction.

In 2013-2014 the ESC launched the Ohio Cyber Academy. Ohio Cyber Academy is a joint venture between the Jefferson County ESC and the Local School District they serve. The premise of the partnership is to retain local students seeking online learning as well as recruit open enrollment students into the district. JCESC advertises the program and serves as a liaison between the family and school district. Once students are enrolled, the JCESC also assumes the role of student advocate by producing all communications, monitoring student progress and answering any questions the student or family may have.

Started in 1985, The Jefferson Health Plan (JHP), formerly OME-RESA Health Benefits Program, is a non-profit, partially self-insured health care program designed to provide economical health care and related insurance benefits to Ohio public entities through group purchasing. The Jefferson Health Plan provides medical, prescription drug, dental, visual benefits, life insurance, accidental death, and dismemberment insurance. Members can have multiple plan designs with The Jefferson Health Plan. The JHP is dedicated to serving the financial needs of the benefit program while responding to the employees' needs for access to high quality health care. The Jefferson Health Plan, with over 100 members and cash reserves over \$100,000,000, provides stability, security, and claims expertise that will produce more consistent renewals and decrease rate volatility.

In the summer of 2014, the ESC established a Professional Development Center that will accommodate up to 50 participants. This center will allow the ESC staff to provide additional high-quality professional development opportunities and will give the ESC the ability to bring or host Regional and State workshops.

Other Areas of Improvement

- The ESC created a cross-agency team to examine and replace the agency's signage.
- The administration utilized the online kiosk system for more efficient processing of leave requests.
- JCESC re-designed and updated the agency's website to make it more user-friendly.
- The ESC developed and implemented new programs and courses for students.
- The ESC implemented a new process to greet customers and answer the telephone.

Areas of Improvement for the next three (3) years

- Technology will improve our efficiency.
- JCESC will monitor the improvement process using balanced scorecards.
- The ESC will improve its communication component to better articulate and convey to its employees and customers the current financial health of the JCESC.
- As the Jefferson County Educational Service Center moves forward, we will stay true to our mission of building capacity, collaborating, and improving.

"Celebrations"

- The Leadership and Impact of the Jefferson County Educational Service Center.
- The availability of information from the State Report Card, which allows districts and the ESC to make data-driven decisions for school improvement.
- Teachers and Administrators are more focused than ever on student achievement.
- Our courage and expertise to face the brutal facts and to collaborate with teachers, aides, and administrators to re-design instruction and programs, as needed.
- Teachers are teaching, assessing, adjusting instruction and re-teaching to improve student achievement.
- Capacity-Building Opportunities.
- JCESC Online Initiatives: We have made updates to reflect changes in New Learning Standards and expanded our course offerings in our online curriculum to help promote 21st Century Learning, including our Entertainment Technology and Digital Skills courses.
- We have presented at various conferences across the state, as well as out-of-state, providing information on technology skills, online tools, and 21st Century Learning to be implemented in both traditional and online classrooms.
- We provided a turn-key, online option for pre and post-testing in US History and Government for districts.
- We are offering an online computer application to help districts create, track and build Student Learning Objectives.
- The creation of our Professional Development Center that has the capacity to host 40-50 educators for various types of meetings.

Additional Information

- The Jefferson County Educational Service Center employees 54 dedicated professionals.
- The ESC was awarded AdvancEd Accreditation status on August 4, 2010. We were the 4th ESC in Ohio and 8th in the Nation to be accredited.
- The Jefferson County ESC was established in 1914, as a County Office. In 1995, it was renamed ESC.
- JCESC is committed to shared, collaborative services and programs. Because of this, we are able to provide a number of services and programs at a lower cost than districts can implement and do for themselves, particularly in the areas of Preschool, Special Education, Visually-Impaired, Autism, and Attendance.
- The ESC collaborates with districts and submits various grants that will assist in providing various services and programs.
- JCESC's staff is committed to the students, teachers, aides, administrators, and stakeholders. This commitment allows us to provide high-quality programs and services to all our districts and stakeholders.

Dan Spahn

Continuing Legal Education


November 2014	Capital Conference – School Law Workshop	5.0 hours
September 2015	School Law Update 306954 (Pepple & Waggoner)	5.0 hours
November 2015	Capital Conference – School Law Workshop	5.0 hours



JEFFERSON COUNTY EDUCATIONAL SERVICE CENTER

Community School Capacity





Vision-The Jefferson County Educational Service Center will be recognized as a leader in providing services and programs to political subdivisions.

Mission-To build capacity, collaborate, and improve.

We Believe in:

- being financially strong to provide leadership and services that result in educational opportunities for all learners.
- our employees drive our success.
- providing service-oriented, data-driven, and cost-effective programs.
- the importance of increasing student achievement and enhancing teacher instruction.
- promoting and modeling collaboration to enrich learning opportunities.
- 21st Century learning and technology in service and programs.

About JCESC

- established in 1914 by the Ohio General Assembly
- The 4th Ohio ESC to become Advanced Ed certified in 2010 and only one of 8 in the nation.
- Member of the National Association of Charter School Authorizers

- provides high quality professional development embedded in the National Staff Development Standards
- coordinates collaborative programs to eliminate duplication of human and financial resources,
- participates in interagency collaborative programs to provide efficient, cost-effective responses to at-risk student issues,
- collaborates with higher education in leadership initiatives,
- provides collaborative, cost-effective direct services for students with disabilities,
- administers the Virtual Learning Academy, an e-learning program that preserves district student and fiscal bases and has a presence in all 50 states and in 23 countries at the international level, and
- sponsors the OME-RESA Health Benefits Program, a partially self-funded health insurance program serving more than 100 school districts and government entities

Community School

- Due Diligence
- Is there an educational need?
- Developer Interviews
 - Experience
 - Track record
- Education Plan
- Governing Authority qualifications
- Resources
- Facility

Community School

- Vested interest
- Support Capacity
 - Curricular
 - Special Education
 - Fiscal
 - Technology
 - Professional Development

Utica Shale Academy

- Work closely with ODE and the office of Community Schools
- Sponsor and Fiscal agent for the Utica Shale Academy
 - Designed to meet the growing employment opportunities of Ohio's booming oil and gas industry.
 - Alternative pathway enabling at risk students the opportunity to graduate.
- Multiple partnerships with Industry Leaders and Higher Education

What we can offer as a sponsor

- Staff dedicated to oversight

Alternative School

- The Jefferson County Alternative School Program (JCASP) is located at the Jefferson County Justice Center. The JCASP, in collaboration with the Jefferson County Juvenile Court, employs one director, one principal, three teachers, two social educators and two classroom aides. The JCASP provides students an opportunity to succeed academically and progress to graduation outside the traditional class setting.
- The JCASP provides a structured, behaviorally-enhanced approach to students who demonstrate a pattern of maladaptive behaviors that may include poor attendance, aggression toward others, withdrawal, poor peer/adult relationships and court involvement. The primary goal of the program is to teach students the behaviors necessary to return to their home school program and to function within acceptable behavioral norms of the community.

Jefferson Health Plan

- The Jefferson County Governing Board serves as fiscal agent for The Jefferson Health Plan, a partially self-funded insurance program established in 1985, which provides health care and related insurance benefits to over one hundred member organizations throughout the State of Ohio

Virtual Learning Academy

- Established in 2001, VLA is a robust, online educational delivery system. It offers 100 full year and semester courses for students in grades K-12. Each course is fully-aligned to Ohio's Academic Content Standards. VLA can be used to service any student who the superintendent deems necessary including those who are:
 - home-bound
 - home schooled
 - in need of credit reclamation
 - dropped out
 - special needs/at risk
 - assigned to alternative schools

Help Me Grow

- Help Me Grow (HMG) offers two voluntary programs to prenatal women, children, and families:
- **HMG Early Intervention** provides family-centered services for infants and toddlers to age 3 with a developmental delay, disability, or a medical condition likely to result in a delay or disability.
- **HMG Home Visiting** provides first time expectant or new parents the information and support they need to be prepared for the birth of their child and provides ongoing education and support for families to maximize their child's health and development to age 3. Both programs are available in all 88 Ohio counties. when you contact Ohio

EZ-SLO

The computer application that manages SLO workflow for you!

No need to push papers around! **EZ-SLO** is an online application that:

- monitors SLO completion progress
- offers one-click submission for review
- archives completed SLO
- provides template sharing ability
- saves time & paper!

Administrative Support

- **Building Administrative Capacity**
- Building Administrative Leadership Capacity is an ongoing, 10-20 hour, job-embedded professional development program collaboratively developed each year by the district superintendent and ESC professional development staff. .
- **Continuous Improvement Team (CIT)**
- Monthly meetings of participating school district Assistant Superintendents or Administrative Assistants are facilitated by ESC staff. Topics center around instructional leadership issues and planning of professional development for district staff.
- **Ohio Improvement Process (OIP) Facilitation**
- District and building leadership teams are assisted with the self-study process utilizing the “Ohio Decision Framework” model. Salient aspects of this approach include appropriate structure, pace, control, and focus of task. The role of a “critical friend” is assumed while helping personnel study data to improve student performance.
- **Principals' Leadership Academy**
- A collaboration of four presentations by Franciscan University Graduate Education Department staff and ESC staff for elementary and secondary building administrators and district central office staff are planned annually. Topics are determined from needs assessment of stakeholders and are presented in a capacity-building format with a segment of the program centered around networking among participants.
- **Principal Walk-Throughs**
- The Principal Walk-Through professional development program is designed for principals, previously trained, but not fully utilizing the walk-through model.
- **Superintendents' Cabinet Meetings**
- JCESC facilitates monthly meetings for Superintendents, post secondary education leadership representatives, and state regional staff to discuss common policy and procedures, educational initiatives, and other administrative items of managerial nature.
- **Superintendents' Focus Group**

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HOME (740) 264 – 6249 CELL (740) 275 – 8486

From: [Bretta Beveridge](#)
To: [Chuck Kokiko](#)
Cc: [George Ash](#)
Subject: FW: Final Instructions/Logistics For Your Presentation at the 2015 Ohio Charter Schools Conference
Date: Sunday, October 25, 2015 8:43:56 PM

Great – THANKS for confirming Chuck!

: -)

Bretta

--

Bretta Beveridge
Conference Coordinator
2015 Ohio Charter Schools Conference
206-235-8249
bretta@bev-com.com

----- Forwarded Message

From: Charles Kokiko <CKokiko@jcesc.org>
Date: Sat, 24 Oct 2015 23:18:06 +0000
To: Bretta Beveridge <bretta@bev-com.com>
Cc: Charles Kokiko <chuck.kokiko@omeresanet.net>, George Ash <gash@omeresanet.net>
Subject: Re: Final Instructions/Logistics For Your Presentation at the 2015 Ohio Charter Schools Conference

Bretta

Confirming the email. Thank you

Chuck Kokiko

On Oct 24, 2015, at 9:49 AM, Bretta Beveridge <bretta@bev-com.com> wrote:

Final Instructions/Logistics For Your Presentation at the 2015 Ohio Charter Schools Conference Hi Chuck and George,

I am getting back in touch to provide you with some final instructions and logistics re: your presentation **"Fostering Successful Public Relations"** at the 2015 Ohio Charter Schools Conference!

PLEASE CONFIRM RECEIPT OF THIS EMAIL AND SAVE THIS EMAIL FOR YOUR RECORDS! ALSO PLEASE PRINT OUT THIS EMAIL AND BRING IT WITH YOU ONSITE.

Basic Presentation Logistics

ALL presentations will take place in the Ohio Union on The OSU campus. Your presentation will take place as follows:

Day/Time: Thursday November 12, 2015 | 2:45pm – 3:45pm

Location: 3rd Floor – Hays Cape Room

Room Setup: Classroom

Room Capacity: 39

Handouts

If you plan to bring handouts, please refer to your room capacity above to identify the maximum number of handouts to bring.

Bring Your Own Laptop

If you are planning to run a Powerpoint presentation or video clips, you will need to bring your own laptop. I would suggest you coordinate what both of you are planning to present and consolidate all presentation materials into one Powerpoint ahead of time or at least have everything loaded onto ONE laptop.

Audio-Visual Equipment Provided in All Breakout Rooms

Each breakout room will come equipped with the following:

- Screen
- Projector
- Laptop connection
 - VGA by default. **If you are bringing a Mac or a newer PC (HDMI output), it is recommended that you bring your own adapters.**
 - Includes audio connection to ceiling speakers, which are more than adequate for breakout purposes.
- Blu-Ray/DVD player
- Podium with microphone
- Complimentary WiFi (instructions for accessing the WiFi will be on the back of your badge and in the printed program guide.)

If you need additional items such as wired microphones or flipcharts, please let me know however there may be an extra fee associated with these items.

Picking Up Your Badge Onsite

There will be lots of signs onsite directing you to the conference registration counters on the 2nd Floor of the Ohio Union in the Griffin Ballroom Foyer. If you have pre-registered, go to the counter labeled "Pre-Registration - Presenters". If you have not pre-registered, you will be directed to the Onsite Registration counter.

Please Plan to Go To Your Breakout Room At Least An Hour Before Your Session to Test Out Your Laptop

There will be a room monitor for every room – they will have on a bright orange label stating "**ROOM MONITOR.**" If you need AV tech assistance to hook up your laptop to the projector, ask the room monitor for help. They will be able to contact the tech support staff to come help you before or during your presentation. The Ohio Union tech support staff will be wearing black Ohio Union polos so they will be easily identifiable as well.

If You Are Driving To The Ohio Union

For driving directions and parking instructions, please visit the conference website at <http://www.ohiocharterconference.org/#!ohio-union-driving-directions/c1iv8>

Ohio Union parking lot exit vouchers will be available at the Conference Registration Desk. Pick up your voucher when you register or anytime before you leave the facility so your parking will be complimentary. If you do not pick up an exit voucher, the cost for parking is \$6.95 per day.

Onsite Contact – Bretta Beveridge

If you have any last minute emergencies and need to get a hold of me before you get onsite, please text me at 206-235-8249. Please make sure to identify yourself in the text. Once you are onsite, please text me or ask anyone at the the registration desk to contact me.

Questions?

If you have ANY questions between now and the conference, please don't hesitate to email me directly or call me at 206-235-8249. I look forward to seeing you in a few weeks!

: -)

THANKS, Bretta

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Bretta Beveridge
Conference Coordinator
2015 Ohio Charter Schools Conference
206-235-8249
bretta@bev-com.com

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----- End of Forwarded Message

March 29 - April 1, 2015

Jefferson County Educational Service Center

Accreditation Executive Summary

Description of the Agency

The Jefferson County Educational Service Center is a nationally accredited educational resource center for districts in Jefferson, Harrison, Carroll, and Columbiana counties in Southeast Ohio. The ESC service area covers more than 2,053 square miles.

Jefferson County ESC's *Mission* is to build capacity, collaborate, and improve. The ESC is dedicated to serving the needs of schools, families, and communities through partnerships and collaborative leadership. Our *Vision* is to be recognized as a leader in providing services and programs to political subdivisions.

We serve nearly 1,339 teachers, aides, and administrators, one vocational school, and one BDD, as well as 11,114 students. Within and beyond our four (4) counties, we have collaborated and partnered with other educational service providers in Ohio and various other states.

Jefferson County is located in Southeast Ohio, along the Ohio River. Our service area is part of the Ohio Appalachian Collaborative, which is a 32-county span, running from the edge of Cincinnati to the edge of Cleveland. (Refer to Map on Page 3)

Agency's Purpose

JCESC is committed to supporting and serving districts in their efforts to prepare students for College and Career Readiness. The staff will continue to lead, facilitate, and provide a variety of programs and services that promote high levels of teaching and learning. We will also continue to provide direct services and coordinate with community agencies to provide services to at-risk students.

The ESC provides 31 programs and 65 services that are collaborative, data-driven, and responsive to district stakeholder needs. JCESC staff is committed to working with persistence, professionalism, and a 'sense of urgency' in serving districts and keeping them focused and progressing toward higher levels of learning for ALL students.

Through the development and administration of entrepreneurial initiatives, JCESC will continue to offer high-quality, cost-saving programs and services to all member districts. (Please refer to District Demographics on Page 2)

Jefferson County ESC - Districts' Demographics (9 Districts)				
<i>Participating LEAs</i>	<i>Superintendent</i>	<i>Student Enrollment</i>	<i>% of SWD</i>	<i>% of Econ. Disadv.</i>
Buckeye Local School District	Mr. Mark Miller	1,934	13%	57%
Edison Local School District	Mr. Bill Beattie	1,668	13.2%	59%
Harrison Hills City School District	Mrs. Dana Snider	1,570	15%	41%
Indian Creek Local School District	Dr. T.C. Chappellear	2,185	12.6%	54.3%
Steubenville City School District	Mrs. Melinda Young	2,473	11%	68%
Toronto City School District	Mr. Fred Burns	950	13%	60%
Jefferson County Vocational School	Dr. Todd Phillipson	362	30%	46%
Jefferson County BDD	Mr. Mike Mehalik	80	74%	67%
Southern Local School District	Mr. John Wilson	871	20%	57%

Notable Achievements and Areas of Improvement

Over the past three years, the ESC has collaborated with our districts and facilitated numerous trainings and initiatives: Transition to the Common Core, Ohio's New Learning Standards, eTPES, Ohio Principal Evaluation System, Ohio Teacher Evaluation System, PARCC Assessments, Value-Added, Resident Educator, Student Learning Objectives, Student Growth Measures, Differentiated Instruction, Response-to-Intervention, Ohio Leadership Advisory Council, Beginning Principal Mentoring Program, and Kindergarten Readiness Assessment.

Our Virtual Learning Academy (VLA) is a K-12 Online Curriculum Provider, offering over 100 full year and semester courses for students. VLA is designed for cooperation, not competition, with the school district, providing alternatives to students while they remain fully enrolled in their home districts, thus maintaining state funding. VLA courses are developed by Highly Qualified Teachers and demonstrate the integration of technology skills and 21st Century Learning. VLA can also serve as the online learning component of a blended learning model, supporting both synchronous and asynchronous learning and communication with face-to-face and online teacher-student interaction.

In 2013-2014 the ESC launched the Ohio Cyber Academy. Ohio Cyber Academy is a joint venture between the Jefferson County ESC and the Local School District they serve. The premise of the partnership is to retain local students seeking online learning as well as recruit open enrollment students into the district. JCESC advertises the program and serves as a liaison between the family and school district. Once students are enrolled, the JCESC also assumes the role of student advocate by producing all communications, monitoring student progress and answering any questions the student or family may have.

Started in 1985, The Jefferson Health Plan (JHP), formerly OME-RESA Health Benefits Program, is a non-profit, partially self-insured health care program designed to provide economical health care and related insurance benefits to Ohio public entities through group purchasing. The Jefferson Health Plan provides medical, prescription drug, dental, visual benefits, life insurance, accidental death, and dismemberment insurance. Members can have multiple plan designs with The Jefferson Health Plan. The JHP is dedicated to serving the financial needs of the benefit program while responding to the employees' needs for access to high quality health care. The Jefferson Health Plan, with over 100 members and cash reserves over \$100,000,000, provides stability, security, and claims expertise that will produce more consistent renewals and decrease rate volatility.

In the summer of 2014, the ESC established a Professional Development Center that will accommodate up to 50 participants. This center will allow the ESC staff to provide additional high-quality professional development opportunities and will give the ESC the ability to bring or host Regional and State workshops.

Other Areas of Improvement

- The ESC created a cross-agency team to examine and replace the agency's signage.
- The administration utilized the online kiosk system for more efficient processing of leave requests.
- JCESC re-designed and updated the agency's website to make it more user-friendly.
- The ESC developed and implemented new programs and courses for students.
- The ESC implemented a new process to greet customers and answer the telephone.

Areas of Improvement for the next three (3) years

- Technology will improve our efficiency.
- JCESC will monitor the improvement process using balanced scorecards.
- The ESC will improve its communication component to better articulate and convey to its employees and customers the current financial health of the JCESC.
- As the Jefferson County Educational Service Center moves forward, we will stay true to our mission of building capacity, collaborating, and improving.

"Celebrations"

- The Leadership and Impact of the Jefferson County Educational Service Center.
- The availability of information from the State Report Card, which allows districts and the ESC to make data-driven decisions for school improvement.
- Teachers and Administrators are more focused than ever on student achievement.
- Our courage and expertise to face the brutal facts and to collaborate with teachers, aides, and administrators to re-design instruction and programs, as needed.
- Teachers are teaching, assessing, adjusting instruction and re-teaching to improve student achievement.
- Capacity-Building Opportunities.
- JCESC Online Initiatives: We have made updates to reflect changes in New Learning Standards and expanded our course offerings in our online curriculum to help promote 21st Century Learning, including our Entertainment Technology and Digital Skills courses.
- We have presented at various conferences across the state, as well as out-of-state, providing information on technology skills, online tools, and 21st Century Learning to be implemented in both traditional and online classrooms.
- We provided a turn-key, online option for pre and post-testing in US History and Government for districts.
- We are offering an online computer application to help districts create, track and build Student Learning Objectives.
- The creation of our Professional Development Center that has the capacity to host 40-50 educators for various types of meetings.

Additional Information

- The Jefferson County Educational Service Center employees 54 dedicated professionals.
- The ESC was awarded AdvancEd Accreditation status on August 4, 2010. We were the 4th ESC in Ohio and 8th in the Nation to be accredited.
- The Jefferson County ESC was established in 1914, as a County Office. In 1995, it was renamed ESC.
- JCESC is committed to shared, collaborative services and programs. Because of this, we are able to provide a number of services and programs at a lower cost than districts can implement and do for themselves, particularly in the areas of Preschool, Special Education, Visually-Impaired, Autism, and Attendance.
- The ESC collaborates with districts and submits various grants that will assist in providing various services and programs.
- JCESC's staff is committed to the students, teachers, aides, administrators, and stakeholders. This commitment allows us to provide high-quality programs and services to all our districts and stakeholders.

Dan Spahn

Continuing Legal Education

November 2014	Capital Conference – School Law Workshop	5.0 hours
September 2015	School Law Update 306954 (Pepple & Waggoner)	5.0 hours
November 2015	Capital Conference – School Law Workshop	5.0 hours

CONTRACT FOR COMMUNITY SCHOOL

This Contract for Community School (hereinafter referred to as "Contract") is entered into on this 4 day of March, 2014 by and between the Governing Board of the Jefferson County Educational Service Center (hereinafter referred to as "the Sponsor") and the Governing Authority of the Utica Shale Academy of Ohio (hereinafter referred to as "the Governing Authority").

WHEREAS, Ohio law permits any person or group of individuals to propose the establishment of a conversion community school by converting all or a portion of a building operated by an educational service center; and

WHEREAS, the Governing Authority desires to establish and operate a conversion community school, named the Utica Shale Academy of Ohio (hereinafter referred to as "the School), which shall be created by converting a portion of a building operated by the Sponsor; and

WHEREAS, the Sponsor desires to sponsor the School and monitor the School's compliance with all applicable laws and contractual obligations; and

WHEREAS, Ohio law requires the Governing Authority and the Sponsor to enter into a community school contract governing the establishment and operation of the School.

NOW THEREFORE, the Governing Authority and the Sponsor enter into this Contract with the following terms and conditions:

1. The School shall be established and operate as a conversion community school, subject to the terms of this Contract and all applicable laws and regulations.
2. The School shall be established and operate as non-profit, public benefit corporation established under O.R.C. Chapter 1702 and shall, at all times, maintain in good standing its status as a non-profit corporation.
3. The School shall initiate educational services to the minimum number of students required by this Contract no later than September 30th of each school year.
4. The School shall be nonsectarian in its programs, admissions policies, employment practices, and all other operations, and will not be operated by a sectarian school or religious institution.
5. Facilities
 - a. The School shall utilize the portion of the building operated by the Sponsor located at 38095 State Route 39, Salineville, Ohio 43945.

- b. All facilities used by the School shall meet every health and safety standard established by law for school buildings. Public health and safety officials may inspect the facilities of the School at any time and order the facilities closed if it is determined that the facilities are not in compliance with health and safety laws and regulations.
- c. The School shall not enter into a contract with a non-public school to use or rent any facility space at the non-public school for the provision of instructional services to the School's students.

6. Governing Authority

- a. The Governing Authority shall consist of at least five (5) individuals. No individual may be a member of the Governing Authority or operate the School if he/she owes the State of Ohio any money or is in a dispute over whether he/she owes the State of Ohio any money concerning the operation of a community school that has closed. No present or former member, or immediate relative of a present or former member, of the Governing Authority shall be an employee or consultant of the Sponsor, or shall be an owner, employee, or consultant of any non-profit or for-profit operator of a community school as defined in O.R.C. 3314.014, unless at least one (1) year has elapsed since the conclusion of the individual's membership. All Governing Authority members must pass a criminal background check.
- b. The names, addresses, and telephone numbers of the current members of the Governing Authority are attached hereto as Attachment I. The Sponsor shall be promptly notified of any changes to the Governing Authority membership, and shall be provided with the names, addresses, and telephone numbers of all new members.
- c. The Governing Authority shall comply with the standards for financial reporting under O.R.C. 3301.07(B)(2).
- d. The Governing Authority represents that the Governing Authority will disclose any actual or potential conflict between any member of the Governing Authority in his/her individual capacity and the School.
- e. The Governing Authority further represents that the Governing Authority will disclose any actual or potential conflicts, including, but not limited to, disclosure of any legal obligations such as employment or professional services contracts between any individual employed by or retained as a consultant by the Governing Authority and the School.
- f. The Governing Authority agrees that any voting member of the Governing Authority will recuse him/herself and not participate in any decisions or deliberations involving any spouse, blood relative, or business associate who is an

employee of the School, any employee of a management organization or a vendor that services the School, or any independent contractor servicing the School. Servicing the School is defined as any work that relates to the educational mission, operations, or governance of the School. The approved minutes of the Governing Authority will specifically evidence these recusals and reason therefore.

7. The current Director of the School is Eric Sampson. The Governing Authority shall notify the Sponsor of any change in the Director.

8. Fiscal Officer
 - a. In accordance with O.R.C. 3314.011, the School shall have a designated Fiscal Officer. The Fiscal Officer shall be licensed under O.R.C. 3301.074.

 - b. If required by the State Auditor, the Fiscal Officer shall execute a bond in an amount and with surety to be approved by the Governing Authority, payable to the State of Ohio, conditioned for the faithful performance of all of the Fiscal Officer's official duties.

 - c. The Fiscal Officer shall perform the following functions:
 - i. Maintain custody of all funds received by the School;

 - ii. Maintain all accounts of the School;

 - iii. Maintain all financial records of the School and follow procedures for receiving and expending funds, which procedures shall include that the Fiscal Officer shall disburse money only upon receipt of a voucher signed by the Superintendent of the School or his/her designee;

 - iv. Assist the School in meeting all financial reporting requirements established by the State Auditor;

 - v. Invest funds of the School in the same manner as the funds of the Sponsor are invested, but the Fiscal Officer shall not commingle the School's funds with any funds of the Sponsor or any other community school;

 - vi. Serve as clerk for the Governing Authority and perform all duties associated with such position, including but not limited to taking and preparing minutes of meetings and providing the appropriate notices under the Ohio's open meeting (sunshine) law; and

 - vii. Annually report the School's EMIS data.

- d. The Governing Authority shall evaluate the performance of the Fiscal Officer on an annual basis. The Sponsor may participate in such evaluation.

9. Employment Provisions

- a. The Governing Authority may employ teachers and non-teaching employees pursuant to O.R.C. 3314.10 as necessary to carry out its mission and fulfill this Contract. Such employment shall be subject to O.R.C. Chapter 3307 or Chapter 3309 as applicable. However, no contract of employment shall extend beyond the duration of this Contract. The Governing Authority shall be deemed the “public employer” of any employees hired for purposes of O.R.C. Chapter 4117.
- b. Employees hired by the Governing Authority may organize and collectively bargain pursuant to O.R.C. Chapter 4117. However, no collective bargaining agreement shall extend beyond the duration of this Contract. The Governing Authority shall consider a bargaining unit containing teachers and non-teaching employees to be an appropriate unit notwithstanding O.R.C. '4117.06(D)(1).
- c. All teachers employed by the Governing Authority shall be licensed in accordance with O.R.C. 3319.22 through 3319.31. However, the Governing Authority may employ non-certificated persons to teach up to twelve (12) hours per week pursuant to O.R.C. 3319.301.
- d. The Governing Authority shall provide all full-time employees health insurance and other benefits. Said benefits shall be the same as those provided to the teaching and non-teaching employees of the Southern Local School District pursuant to the applicable collective bargaining agreements.
- e. The Sponsor shall adopt a policy in accordance with O.R.C. 3314.10(B) providing for a leave of absence of at least three (3) years to each teacher or non-teaching employee of the Jefferson County Educational Service Center who becomes employed by the Governing Authority. The Sponsor shall not be liable for any action of an individual while he/she is on such leave and employed by the Governing Authority.
- f. If the School is a recipient of moneys from a grant awarded under the federal Race to the Top Program, Division (A), Title XIV, Sections 14005 and 14006 of the American Recovery and Reinvestment Act of 2009, the Governing Authority shall pay teachers based upon performance in accordance with O.R.C. 3317.141 and shall comply with O.R.C. 3319.111 as if it were a school district.

10. Admission Standards

- a. Admission to the School shall be open to students residing within any school district in the State of Ohio who are qualified to enroll in grades nine (9) through twelve (12). Such admission standards may not be changed without the consent of the Sponsor.

- b. There shall be no discrimination in the admission of students on the basis of race, creed, color, handicapping condition, or sex. Upon the admission of a handicapped student, the School shall comply with all federal and state laws pertaining to the education of handicapped students. The School shall not limit admission to students on the basis of intellectual ability, measures of achievement or aptitude, or athletic ability.
 - c. The School shall achieve a racial and ethnic balance reflective of the community it serves by advertising in diversified neighborhoods and in local newspapers reaching all cultures and races.
 - d. The School shall admit the number of students that does not exceed the capacity of its programs, classes, grade levels, or facilities. If the number of applicants exceeds these capacity restrictions, students shall be admitted by lot from all those submitting applications, except preference shall be given to students that attended the School the previous school year. Preference may also be given to siblings of students attending the School the previous school year.
 - e. Notwithstanding the admissions procedures of this Contract, in the event that the racial composition of the School's enrollment is violative of a federal desegregation order, the Governing Authority shall take any and all corrective measures to comply with the desegregation order.
 - f. Except as otherwise permitted under O.R.C. 3314.08(F), tuition in any form shall not be charged for the enrollment of any student. The School shall not solicit contributions either from any student eligible to enroll or enrolled in the School or from any parent or guardian of a student who is enrolled or intending to enroll in the School. Nothing in this section prohibits the imposition of reasonable class fees or the engagement of voluntary fund-raising activities, so long as the School notifies the Sponsor of such fees and activities.
 - g. The Governing Authority shall adopt an admissions policy specifying the aforementioned standards.
11. Transportation shall be provided to the School's students in accordance with O.R.C. 3314.09 and 3314.091.
12. Instructional Program and Educational Philosophy
- a. Each school year, the School shall provide learning opportunities to a minimum of twenty-five (25) students for a minimum of nine hundred twenty (920) hours per school year.
 - b. Attached hereto as Attachment II are the following: (a) the School's education program, including its mission, the characteristics of the students it expects to

attract, the ages and grades of the students, and the focus of the curriculum; (b) the academic goals to be achieved by the School and the method of measurement that will be used to determine progress toward such goals; (c) the performance standards by which the success of the School will be evaluated by the Sponsor; and (d) the classroom-based and non-classroom-based learning opportunities that will be offered to students enrolled in the School. Attachment II is incorporated herein as if fully rewritten. All of the standards, goals, programs, and opportunities specified in Attachment II shall be followed and met by the School.

13. Special Education Services

- a. The School is solely responsible for providing free appropriate public education and developing individualized education programs for any student enrolled in the School who is identified as handicapped. The School and/or the Governing Authority shall be responsible for all costs associated with providing such services.
- b. On or before September 1st of each year, the School shall provide the Sponsor with a plan for providing special education and related services to disabled students enrolled in the School. Within thirty (30) days after receiving said plan, the Sponsor shall certify the following to the Department of Education: (1) a statement of whether the plan is satisfactory to the Sponsor; (2) if the plan is not satisfactory, the Sponsor's assurance that it will promptly assist the School in developing a plan that is satisfactory to the Sponsor; (3) the Sponsor's assurance that it will monitor the implementation of the plan; and (4) the Sponsor's assurance that it will take any necessary corrective action to ensure that the plan is properly and fully implemented. The School's current special education plan is set forth in Attachment III, which is incorporated herein as if fully rewritten.
- c. The Sponsor or its administrators, employees, or agents have no responsibility for providing free appropriate public education or developing individualized education programs for handicapped students enrolled in the School, nor are they responsible for any costs related thereto.
- d. Notwithstanding the foregoing, the Governing Authority may contract with the governing authority of another community school, the board of education of a school district, the governing board of an educational service center (including the Sponsor), a county DD board, or the administrative authority of a non-public school for the provision of services for any disabled student enrolled in the School.

14. Attendance Requirements

- a. A student shall be automatically withdrawn from the School if he/she, without a legitimate excuse, fails to participate in one hundred five (105) consecutive hours of the learning opportunities offered to him/her.

- b. The School shall withdraw any student who, for two (2) consecutive school years, has failed to participate in the spring administration of any assessment prescribed under O.R.C. 3301.0710 or 3301.0712 for the student's grade level and was not excused from the assessment pursuant to O.R.C. 3301.0711(C)(1) or (3), regardless of whether a waiver was granted for the student under O.R.C. 3314.08(P)(3). The School shall report any such student's data verification code, as assigned pursuant to O.R.C. 3301.0714, to the Department of Education.
- c. The School shall adopt an attendance policy specifying the aforementioned requirements.

15. Financial Provisions

- a. The School shall be subject to regular financial audits by the State Auditor. Said audits shall be conducted in accordance with O.R.C. 117.10.
- b. The School's financial records shall be maintained in the same manner as are the financial records of a public school district.
- c. All money received by the School and/or the Governing Authority during the term of this Contract shall be placed in the custody of Fiscal Officer.
- d. The fiscal year of the School shall be July 1st to June 30th.
- e. A representative of the Sponsor knowledgeable in school finance shall meet with the Governing Authority or its Fiscal Officer and review the financial records and enrollment records of the School at least once every month, and shall prepare written reports which shall be made available to the Department of Education upon request.
- f. A financial plan detailing the estimated school budget for each fiscal year of this Contract is attached hereto as Attachment IV and is incorporated herein as if fully rewritten. On or before June 30th of each year of this Contract, a revised school budget shall be submitted to the Sponsor.
- g. With the Sponsor's consent, the Governing Authority may borrow money only to pay necessary and actual expenses in anticipation of receiving payments as permitted by law. The Governing Authority may issue notes to evidence such a borrowing, which shall mature not later than the end of the fiscal year in which money is borrowed. The proceeds from the notes shall be used only for the purpose for which the anticipated receipts may be lawfully expended by the Governing Authority. Except as provided in this subparagraph of this Contract, the Governing Authority may not borrow money.

16. Statutory Compliance

- a. The School may not carry out any act or insure the performance of any function that is not in compliance with the United States Constitution, the Ohio Constitution, Federal law, Ohio law, or the terms of this Contract.
- b. The School shall comply with O.R.C. Sections 9.90, 9.91, 109.65, 121.22, 149.43, 2151.357, 2151.421, 2313.19, 3301.0710, 3301.0711, 3301.0712, 3301.0715, 3313.472, 3313.50, 3313.536, 3313.539, 3313.608, 3313.609, 3313.6012, 3313.6013, 3313.6014, 3313.6015, 3313.643, 3313.648, 3313.6411, 3313.66, 3313.661, 3313.662, 3313.666, 3313.667, 3313.67, 3313.671, 3313.672, 3313.673, 3313.69, 3313.71, 3313.716, 3313.718, 3313.719, 3313.80, 3313.814, 3313.816, 3313.817, 3313.86, 3313.96, 3319.073, 3319.321, 3319.39, 3319.391, 3319.41, 3321.01, 3321.041, 3321.13, 3321.14, 3321.17, 3321.18, 3321.19, 3321.191, 3327.10, 4111.17, 4113.52, and 5705.391 and O.R.C. Chapters 117, 1347, 2744, 3365, 3742, 4112, 4123, 4141, and 4167 as if it was a school district, and shall comply with O.R.C. 3301.0714 in the manner specified in O.R.C. 3314.17.
- c. The School shall comply with O.R.C. Chapter 102 and O.R.C. 2921.42.
- d. The School shall comply with O.R.C. 3313.61, 3313.611, and 3313.614, except that for students who enter ninth grade for the first time before July 1, 2010, the requirement in O.R.C. 3313.61 and 3313.611 that a person must successfully complete the curriculum in any high school prior to receiving a high school diploma may be met by completing the curriculum adopted by the Governing Authority rather than the curriculum specified in O.R.C. Title 33 or any rules of the State Board of Education. Beginning with students who enter ninth grade for the first time on or after July 1, 2010, the requirement in O.R.C. 3313.61 and 3313.611 that a person must successfully complete the curriculum in any high school prior to receiving a high school diploma shall be met by completing the Ohio core curriculum prescribed in O.R.C. 3313.603(C), unless the person qualifies under O.R.C. 3313.603(D) or (F). The School shall comply with the plan for awarding high school credit based on demonstration of subject area competency, adopted by the State Board of Education under O.R.C. 3313.603(J).
- e. The School shall comply with O.R.C. 3313.801 as if it were a school district.
- f. The School shall comply with O.R.C. 3302.04 and 3302.041, except that any action required to be taken by a school district pursuant to those sections shall be taken by the Sponsor. However, the Sponsor shall not be required to take any action described in O.R.C. 3302.04(F).

17. The Sponsor shall perform the following duties:
- a. Immediately notify the Department of Education of the School's identifying information as required by O.A.C. 3301-102-06(A);
 - b. Attend training sessions as required by the Department of Education;
 - c. Prior to the School's opening for instruction, verify by a site visit whether the School complies with all legal and contractual requirements;
 - d. Monitor the School's compliance with all applicable laws and with the terms of this Contract;
 - e. Conduct comprehensive site visits to the School as necessary, but at least twice annually while classes are in session, and make written reports of all information obtained during such site visits, which shall be provided to the Department of Education upon request;
 - f. Monitor and evaluate the academic and fiscal performance and the organization and operation of the School on at least an annual basis;
 - g. Submitted a written report of the evaluations conducted under subsections (d), (e), and (f) above to the parents of students enrolled in the School and to the Department of Education by November 30th of each year;
 - h. Provide technical assistance to the School in complying with all laws and terms of this Contract;
 - i. Comply with the financial reporting requirements as established by the Department of Education, and report the School's financial records in accordance with applicable accounting standards and as prescribed by law;
 - j. Notify the Department of Education within twenty-four (24) hours of the School's failure to comply with an applicable law or contract requirement, as well as any financial difficulties, if such failure to comply or financial difficulties occur and may result in the Sponsor's determination to declare the School to be on probationary status, to suspend the operations of the School, or terminate this Contract. In such circumstances, the Sponsor shall provide written notice to the Department of Education within thirty (30) days of the School's noncompliance or financial difficulties, specifying the exact nature of the problem and the plan for and status of any resolution;
 - k. Take steps to intervene in the School's operations to correct problems in The School's overall performance, declare the School to be on a probationary status pursuant to O.R.C. 3314.073, suspend the operation of the School pursuant to

O.R.C. 3314.072, or terminate this Contract pursuant to O.R.C. 3314.07 as determined necessary by the Sponsor; and

- I. Have in place a plan of action to be undertaken in the event the School experiences financial difficulties or closes prior to the end of a school year.
18. If at any time the Department of Education finds that the Sponsor is not in compliance or is no longer willing to comply with the terms of this Contract or with the Department's rules for sponsorship, the State Board of Education shall conduct a hearing on that matter. If after the hearing the State Board has confirmed the original finding, the Department may revoke the Sponsor's authorization to sponsor the School and assume said sponsorship until the earlier of the expiration of two (2) school years or until a new sponsor is secured by the Governing Authority.
19. Reporting Requirements
- a. Within four (4) months after the end of each school year, the Governing Authority shall submit to the Sponsor and to the parents of all students enrolled in the School a report detailing (a) its financial status and (b) the activities and progress in meeting its academic goals and performance standards.
 - b. The Governing Authority shall collect and provide any data that the Legislative Office of Education Oversight requests in furtherance of any study or research that the General Assembly requires the Office to conduct.
 - c. The Governing Authority shall report annually to the Sponsor and to the Department of Education the following:
 - i. The number of enrolled students in the School who are not receiving special education and related services pursuant to an individualized education program;
 - ii. The number of enrolled students who are receiving special education and related services pursuant to an individualized education program;
 - iii. The number of students reported under subsection (b) above receiving special education and related services pursuant to an individualized education program for a handicap described in O.R.C. 3317.013(A) through (F);
 - iv. The full-time equivalent number of students reported under subsections (a) and (b) above who are enrolled in career-technical education programs or classes described in O.R.C. 3317.014(A) to (E) that are provided by the School;

- v. Twenty per cent (20%) of the number of students reported under subsections (a) and (b) above who are not reported under subsection (d) above but who are enrolled in career-technical education programs or classes described in O.R.C. 3317.014(A) to (E) at a joint vocational school district or another district in the career-technical planning district to which the school is assigned;
 - vi. The number of students reported under O.R.C. 3314.08(B)(2)(a) and (b) who are category one to three limited English proficient students described in O.R.C. 3317.016(A) through (C);
 - vii. The number of students reported under O.R.C. 3314.08(B)(2)(a) and (b) who are economically disadvantaged, as defined by the Department of Education. A student shall not be categorically excluded from the number reported under O.R.C. 3314.08(B)(2)(g) based on anything other than family income.
 - viii. For each student enrolled in the School, the school district that the student is entitled to attend pursuant to O.R.C. 3313.64 or 3313.165;
- d. The Governing Authority shall not include in its report under Section 18(c) above any student for whom tuition is charged pursuant to O.R.C. 3314.08(F).
 - e. The School shall participate in the statewide education management information system established under O.R.C. 3301.0714. The Fiscal Officer shall be responsible for annually reporting the School's EMIS data.
 - f. The Governing Authority shall annually conduct an inventory of all assets of the School and their value, as of the date the inventory was conducted, and submit a copy of the inventory to the Sponsor by September 30th.
20. A policy regarding the suspension, expulsion, removal, and permanent exclusion of students specifying, among other things, the types of misconduct for which a student may be suspended, expelled, removed, or excluded, and the due process related thereto, shall be immediately adopted by the Governing Authority. Such policy and the practices pursuant thereto shall comply with the requirements of O.R.C. 3313.66, 3313.661, and 3313.662. Such policy and practices shall not infringe upon the rights of disabled students as provided by state and federal law.
21. General liability insurance at all times will be maintained by the Governing Authority in amounts not less than One Million Dollars (\$1,000,000) per occurrence and Three Million Dollars (\$3,000,000) in the aggregate. The insurance coverage shall not only be for the School, the Governing Authority, and its employees, but also for the Sponsor and its administrators and employees as additional insureds. The insurance coverage must be occurrence coverage rather than claims-made coverage. The Governing Authority, upon request of the Sponsor, shall provide evidence of such coverage and shall notify the

Sponsor in writing at least thirty (30) days in advance of any material change to, or cancellation of, such coverage.

22. Indemnification

- a. The School and the Governing Authority shall indemnify and hold harmless the Sponsor and its administrators, employees, and agents from any and all claims, demands, actions, suits, causes of action, obligations, losses, costs, expenses, attorney's fees, damages, orders, and liabilities of whatever kind or nature of law, equity, or otherwise arising from any of the following:
 - i. A failure of the School, the Governing Authority, and/or any of its officers, directors, administrators, employees, agents, or contractors to perform any duty, responsibility, or obligation imposed by law or this Contract; or
 - ii. An action or omission by the School, the Governing Authority, and/or any of its officers, directors, administrators, employees, agents, or contractors that results in injury, death, or loss to person or property, breach of contract, or violation of law.
- b. This provision does not eliminate, limit, or reduce any other immunity or defense that the Sponsor or its administrators, employees, or agents may be entitled to under O.R.C. Chapter 2744 or any other applicable state or federal law.
- c. If the Sponsor provides a leave of absence to an individual who is thereafter employed by the Governing Authority, the School and the Governing Authority shall indemnify and hold harmless the Sponsor and its administrators, employees, and agents from any liability arising out of any action or omission of that individual while he/she is on leave and employed by the Governing Authority.

23. The School or the Governing Authority, or any of its officers, directors, administrators, employees, agents, or contractors are not agents for the Sponsor or its administrators, employees, or agents, and therefore lack the express or implied authority to enter into any contractual relationship with third parties or incur any financial obligations on behalf of the Sponsor or its administrators, employees, or agents.

24. Suspension of the School's Operations

- a. If at any time the conditions at the School do not comply with the health and safety standards established by law for school buildings, the Sponsor shall immediately suspend the operations of the School pursuant to O.R.C. 3314.072(D). If the Sponsor fails to take action to suspend the School's operations, the Department of Education may take such action.

- b. The Sponsor may suspend the operations of the School if it has failed to meet student performance requirements or generally accepted standards of fiscal management, has violated any contract provision or applicable law, or has provided any other good cause for doing so. Prior to suspending the School's operations for such reasons, the Sponsor shall first issue to the Governing Authority written notice of its intent to suspend, which shall explain the reasons for the proposed suspension and shall provide the Governing Authority with five (5) days to submit to the Sponsor a proposal to remedy the conditions cited as the reasons for the suspension. The Sponsor shall promptly review any proposed remedy timely submitted by the Governing Authority and either approve or disapprove the remedy. If the Governing Authority fails to submit a proposed remedy, if the Sponsor disapproves the remedy proposed by the Governing Authority, or if the Governing Authority fails to implement the remedy approved by the Sponsor, the Sponsor may suspend the operations of the School pursuant to O.R.C. 3314.072(D).
- c. The Department of Education possesses the authority to suspend the School's operations if it has evidence of conditions or violations of law that pose an imminent danger to the health and safety of students and employees and the Sponsor refuses to take such action.
- d. If the operations of the School are suspended, the Governing Authority shall not operate the School while said suspension is in effect. Any such suspension shall remain in effect until the Sponsor notifies the Governing Authority that it is no longer in effect.

25. Expiration, Nonrenewal, and Termination of Contract

- a. This Contract shall be for a term of five (5) years, beginning July 1, 2014 and ending June 30, 2019.
- b. In addition to any other rights of termination and nonrenewal provided by this Contract or state and federal law, the Sponsor may terminate or nonrenew this Contract for any of the following reasons:
 - i. Failure to meet student performance requirements;
 - ii. Failure to meet generally accepted standards of fiscal management;
 - iii. Failure to obtain adequate financing;
 - iv. Failure to satisfy expenses, debts, and encumbrances when such liabilities become due;
 - v. Failure to timely pay officers, directors, administrators, employees, agents, or contractors for services rendered;

- vi. Insolvency;
 - vii. Violation of any provision of this Contract or applicable state or federal law;
 - viii. Other good cause.
- c. If the Sponsor desires to terminate or non-renew this Contract, it shall notify the Governing Authority, in writing, of the proposed action by February 1st of the year in which such action will be effective. The notice shall include the reasons for the proposed action in detail, the effective date of the termination or nonrenewal, and a statement that the Governing Authority may, within fourteen (14) days of receiving the notice, request an informal hearing before the Sponsor. Such request shall be in writing. The informal hearing shall be held within fourteen (14) days of the receipt of the hearing request. Within fourteen (14) following the informal hearing, the Sponsor shall issue a written decision either affirming or rescinding the decision to terminate or nonrenew this Contract. A decision by the Sponsor to terminate this Contract may be appealed to the State Board of Education, whose decision shall be final.
- d. Not later than November 1st of the calendar year prior to expiration of the Contract, unless such date is waived by the Sponsor at its sole discretion, the Governing Authority shall provide to the Sponsor an application to renew this Contract (hereinafter referred to as “the Renewal Application”). The Renewal Application shall contain the following:
- i. a report of the progress of the School in achieving the educational objectives set forth in the charter;
 - ii. a detailed financial statement disclosing the cost of administration, instruction, and other spending categories for the School that will allow a comparison of such costs to other schools, both public and private;
 - iii. copies of each of the Annual Reports of the School, including the Ohio Department of Education report cards for the School and the certified financial statements;
 - iv. evidence of parent and student satisfaction; and
 - v. such other material and information as is required by the Sponsor.

When considering Contract renewal, the Sponsor will examine the School’s performance during the term of this Contract. If the Governing Authority does not intend to renew this Contract, it shall notify the Sponsor in writing of that fact at least one hundred eighty (180) days prior to the Contract’s expiration date.

- e. The Governing Authority's financial obligations under this Contract survive termination, nonrenewal, and expiration.
26. Rather than terminate this Contract or suspend the School's operations, the Sponsor may, after consulting with the Governing Authority, declare in written notice to the Governing Authority that the School is on probationary status for the remainder of the current school year if it has failed to meet student performance requirements or generally accepted standards of fiscal management, has violated any contract provision or applicable law, or has provided any other good cause for doing so. The notice shall specify the conditions that warrant probationary status. The Sponsor may declare the School to be on probationary status only if it has received reasonable assurances that the Governing Authority can and will take actions necessary to remedy the conditions that have warranted such probationary status. The Sponsor shall monitor the actions taken by the Governing Authority to remedy such conditions, and may take over the operations of the School or may take steps to terminate this Contract or to suspend the operations of the School if the Sponsor finds that the Governing Authority is no longer able or willing to remedy those conditions.
27. In the event that this Contract is terminated or not renewed, the operations of the School as a community school shall cease, and the following requirements and procedures shall apply:
- a. Regarding the disposition of employees, if there is a collective bargaining agreement that applies, the terms of the collective bargaining agreement shall be followed. In the absence of a collective bargaining agreement, the employees shall be laid-off and their positions abolished. Expiring employee contracts shall be non-renewed.
 - b. To the extent permitted by O.R.C. Chapter 1702, the assets of the School shall be distributed first to the retirement funds of its employees, its employees, and private creditors who are owed compensation, and then any remaining funds shall be paid to the state treasury to the credit of the general revenue fund.
 - c. To the extent permitted by O.R.C. Chapter 1702, all computer hardware and software received from the former eTech Ohio Commission or the former Ohio SchoolNet Commission shall be turned over to the Ohio Department of Education.
 - d. If the assets of the School are insufficient to pay all persons or entities to whom compensation is owed, the prioritization of the distribution of assets to individual persons or entities shall be determined by decree of a court in accordance with O.R.C. Chapter 1702 and 3314.074. If monies do not remain available to pay off all of The School' or the Governing Authority's outstanding expenses, debts, and encumbrances, the Sponsor or its administrators, employees, or agents shall not be liable for such outstanding liabilities.

28. Any dispute between the Sponsor and the Governing Authority shall be placed in writing and resolved in the following manner:
 - a. The Governing Authority or the Sponsor shall provide written notice to the other party of their intent to initiate the dispute resolution process;
 - b. Members of the Governing Authority shall meet with representatives of the Sponsor;
 - c. The parties shall make a good faith effort to define the issues, clarify any miscommunications, and resolve all disputes;
 - d. All agreed upon terms and conditions shall be placed in writing and signed by both parties; and
 - e. In the event that the dispute remains unresolved after the exhaustion of the aforementioned dispute resolution process, the issue shall be submitted to binding arbitration if both parties agree to do so. The cost of the arbitration process shall be borne equally by both parties.
29. The Governing Authority shall timely comply with all reasonable requests of the Sponsor.
30. As consideration for sponsoring the School, the Governing Authority shall pay to the Sponsor a sponsorship fee equal to three percent (3%) of the total state foundation payment, based upon student enrollment, received by the School. The total state foundation payment is defined under the applicable regulations promulgated by the office of Community Schools of the Ohio Department of Education in accordance with applicable provisions of Ohio law. For purposes of calculating the sponsorship fee, payments to the Sponsor for services, supplies, staff, or facilities provided to the School shall not be included. The Fiscal Officer shall transfer the sponsorship fee from the School's account to the Sponsor's general fund or another fund designated by the Sponsor on or before the fifteenth (15th) day of each month.
31. Unless authorized by this Contract or otherwise agreed to by the Sponsor or its designee, any contract entered into between the School and another party, except a properly executed collective bargaining agreement or employment contract, shall provide for the School's right to cancel, terminate, or non-renew such agreement on an annual basis. All such contracts shall pose no conflict of interest and, when required by law, be awarded through a competitive bidding process.
32. The Sponsor and the Governing Authority may enter into a separate agreement under which the Sponsor will provide services to the School. Services provided under such an agreement and the amount and manner in which the Governing Authority will pay for such services shall be mutually agreed to in writing between the Sponsor and the Governing Authority. No such agreement may extend beyond the duration of this

Contract. Prior to entering into any such agreement, the Sponsor and the Governing Authority must adopt resolutions approving the agreement. All such agreements shall pose no conflict of interest and, when required by law, be awarded through a competitive bidding process.

- 33. Headings have no substantive meaning and are intended solely for the convenience of the parties.
- 34. This Contract and its terms shall not be assigned or delegated without the expressed written approval of the other party.
- 35. Any notice to one party by the other may be satisfied by personal delivery or delivery via certified mail to the Sponsor's Treasurer (in the case of the Sponsor) and to the School's Fiscal Officer (in the case of the Governing Authority).
- 36. This Contract may not be reformed, altered, or modified in any way by any practice or course of dealing, but may be modified or amended only by an instrument in writing duly executed by both parties.
- 37. Each article, paragraph, provision, term, and condition of this Contract, and any portions thereof, shall be considered severable. If, for any reason, any portion of this Contract is determined to be invalid or contrary to any applicable law, rule, or regulation, the remaining portions of this Contract shall be unimpaired, remain binding on the parties, and continue to be given full force and effect.

Executed this 4 day of March, 2014 in _____, Ohio.

GOVERNING AUTHORITY OF
THE UTICA SHALE ACADEMY
OF OHIO

GOVERNING BOARD OF THE
JEFFERSON COUNTY EDUCATIONAL
SERVICE CENTER

By: Bill Pitts
Governing Authority President

By: [Signature]
Board of Education President

By: Eric Lampson
Director

By: George Ash
Superintendent

By: [Signature]
Fiscal Officer

By: [Signature]
Treasurer

From: karen.martin
To: [Joyce, Charley](#); [Wanat, Chris](#); [Mayle, Larry](#); [Pitts, William](#); [Biasi, Mike](#)
Cc: chuck.kokiko
Subject: Utica Shale Academy Advisory Board
Date: Thursday, March 26, 2015 2:10:09 AM
Attachments: [PetroEd_Catalog-2014_V2 \(9\).pdf](#)

You are invited to attend a meeting of the USA Advisory Board on Wednesday, February 25th, from 9 to 11 to look at year two Utica Shale Academy curriculum and learning opportunities for students. The meeting will be held at the Jefferson County ESC. Those in attendance will meet via phone with Cameron. Please review the current Petro Ed Catalog and come prepared to make curriculum recommendations.

If you have questions, please contact Chuck Kokiko at chuck.kokiko@omeresa.net or call 740-283-3347.

Karen Martin, CEP

Executive Secretary/EMIS Coordinator

Jefferson County ESC

2023 Sunset Boulevard

Steubenville, OH 43952

karen.martin@omeresa.net

PH: 740-283-3347, x132

FAX: 740-283-2709

www.jcesc.k12.oh.us Facebook: [JCESC](#) Twitter: [@JCESC_VLA](#)



For Immediate Release

Officials Brainstorm Ideas for Utica Shale Academy

STEUBENVILLE- Officials from education and industry met on Wednesday to brainstorm ideas for the Utica Shale Academy on how to better prepare students for the oil and gas field.

A dozen people representing the Jefferson County Educational Service Center, Utica Shale Academy, Southern Local School District, Ohio Department of Education, Barnesville Exempted Vocational Service District, Escalys, Express Energy Services, and Utica East Ohio LLC gathered at JCESC for a Utica Shale Academy Advisory Council meeting and discussed ways to fine tune the curriculum to benefit both students and their potential employers. A teleconference was also conducted concerning the OPEN Petroleum Education Network, which provides online courses for the shale school.

“We all have different roles and our goal is to educate kids and get them jobs in oil and gas,” said Dr. Chuck Kokiko, chief academic officer at JCESC, which sponsors the academy at Southern Local High School. “We wanted provide them a link to the industry where they can get jobs. We’ve fulfilled that promise and the kids are learning. The key to being successful is to include folks like you.”

The idea was borne of talks last year between Southern Local Superintendent John Wilson, Dr. Kokiko and JCESC Superintendent Dr. George Ash. Since opening its doors, the program has more than 40 students involved in a blended learning curriculum using a mixture of virtual learning, hands-on activities, lectures from shale industry representatives and field trips to area rig sites. Utica Shale Academy Director Eric Sampson provided a glimpse of a typical day for a student, saying the flexibility of blended learning enables them to work at home or at school to catch up on general classes required for graduation, in addition to shale-related studies.

“Students have core courses and work on their PetroEd modules,” Sampson said, adding that current modules include IADC Rig Pass, Introduction to the Petroleum Industry DIT Drilling Focus, and Introduction to Well Control . “We visit rigs for field trips and supplement with speakers. [REDACTED] of Express Energy Services] has talked four or five times. We have 45 students and 33 are enrolled in PetroEd trying to get certified for jobs or they’re going to college for a degree.”

Sampson said PetroEd had a full catalog of courses but could develop more specific ones if necessary, adding leaders were also looking at career tech certification. Moreover, there were articulation agreements with two colleges but he hoped that will grow even more.

Cameron Thompson, a representative of PetroEd, gave an overview of the course catalog. He said it rains mostly for drilling contractors and has worked with the likes of Chesapeake and Chevron, while the program supplements existing courses at the university and high school levels. He said there were roughly 400 different courses available but more could also be developed to meet specific needs.

-MORE-

Brainstorm-2

Thompson described various modules and explained how students would log into the system to study the programs and perform post-assessments. OPEN worked with such sites as BP, Texas A&M and Halliburton to develop the catalog and uses industry sponsorships to defray costs. Since all of the content is online, it does not require instructors or textbooks. Programs can be translated in languages such as English, Spanish and Vietnamese and it further includes online assessments which are graded in real time. Thompson said pupils would also complete a final assessment. On the administrative side, educators and even industry officials would be able to access test results and related information.

Dr. Kokiko said the group would look at introductory courses and officials should be cognizant of the level of training and skill set for the high school students. He also queried industry reps about what they were looking for in student preparedness. Mark Hay and Chad Butler of the UEO Buckeye fractionation facility in Scio said instrumentation was in demand in this area, while Logue also mentioned mudding and wirelines. Discussion ensued and Kokiko said courses could be designed through PetroEd or some other vendor.

Kevin Williams, who works with agricultural and environmental Pathway systems for ODE, said the blended learning concept was innovative. He said the ODE's Pathways program included four courses from hydraulics and electrical systems to environmental science at a minimum of 450 hours. The oil and gas program was developed with Stark State University and mirrors an introductory course at the college.

Following the two-hour session, the local leaders expressed their pleasure with the conversion school and the opportunities it gives to students and the community. Hay and Butler expressed their desire to work with the conversion school, be it as lecturers or for field trips to the Harrison County facility. Angela Hannah, who represented Barnesville EVSD, said another USA site was being eyed for her area in Belmont County and Dr. Ash noted that five Utica Shale Academy schools were being eyed in the region.

Dr. Kokiko encouraged industry officials to spread the word so more companies could get involved for the betterment of the academy and community.

"We all have different roles and the goal is to educate kids and get them jobs in oil and gas," Dr. Kokiko concluded, saying further discussion would occur over the curriculum.

-30-

(Photo Cutline: Education and oil and gas officials met at the Jefferson County Educational Service Center to discuss honing the Utica Shale Academy curriculum to help meet the needs of the industry.)

BLAIR CLOSSER **41 Years + Experience**

Director of Professional Development & Curriculum - Jefferson County Educational Service Center
41+ Years Experience in Education at all levels – Elementary, Middle School, High School, Central Office

1970 Graduate of Yorkville High School
1974 Graduate of Ohio University (BS Ed)
1977 MS Ed. in Educational Administration from the University of Dayton
1997 High School Principal and Assistant Superintendent Certification from Franciscan University
2003 Superintendent Certification from Salem International University

23 Years Teaching Experience

2 years - Elementary	Mt. Pleasant Elementary (Buckeye Local)	1974 - 1976
21 years - Middle School	Buckeye South / Buckeye Southwest Jr. High	1976 - 1997

12 Years Administrative Experience

2 years - Elementary Principal	Buckeye North Elementary	1997 - 1999
2 years - Assistant HS Principal	Buckeye Local High School	1999 - 2001
3 years - High School Principal	Buckeye Local High School {School of Excellence 2003}	2001 - 2004
5 years - Assistant Superintendent / Director of Special Services		2004 - 2009

6 Years Supervisor Experience

6 years - Director of Professional Development & Curriculum	[JCESC]	2009 - Present
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ESC Duties / My Credentials

- Director of Professional Development & Curriculum serving 9 districts
- LPDC Coordinator for the Jefferson/Harrison LPDC Consortium for 5 districts
- Director of Beginning Principal Mentoring Program for 9 Districts
- Assist with Coordinating the Resident Educator Program
- Coordinate and Chair AdvancED Accreditation process
- External Facilitator / District Support for the Ohio Improvement Process (OIP)
- Assist with All-Schools Spelling Bee
- Chair of Student Success Council (SSC) for 9 Districts
- ESC Representative to BFK / ESC Progress Network
- Member of the JCESC Leadership Team
- Co-Chair of the Principals' Leadership Academy & Collaborative
- Facilitate Monthly Administrative Leadership Meetings for 4 Districts

- SGM-SLO 'State' Trainer
- OTES 'Credentialed' Evaluator
- OPES 'Credentialed' Evaluator
- OLAC 'Certified' Trainer {5-17-2013}
- Provide Walk-Through Training for Administrators
- Co-Chair of the HS-HE Initiative for 8 Districts
- Assist with the Master Teacher Program for 3 Districts
- Developed and Implemented the "Aspiring Principal Program"
- Member of the Franciscan University Advisory Board
- Coordinate Region 12 SST and ODE-Sponsored Trainings
- Monitor ODE and other Educational Websites for Educational Updates and Trends

Educational Organizations / Publications

- | | | |
|---------------|------------------------------|---------------------------|
| • NASSP | • BFK / ESC Progress Network | • District Administration |
| • ASCD (Ohio) | • OAASFEP | • Phi Delta Kappan |
| • OESCA | • Learning Forward | • Education Week |

Community / Civic Organizations

- Mayor, Village of Yorkville (2 years +)
- Yorkville Village Council (26 years)
- Yorkville Board of Public Affairs (12 years)
- Member of the Yorkville Volunteer Fire Department (45 years)
- Member of the Yorkville V.F.W. Post # 4811
- Member of the Jefferson County 911 Board (Appointed by Jefferson County Commissioners)
- Member of Jefferson County Regional Planning Commission
- Community Volunteer for the Monthly Produce / Food Distribution
- Member of the Buckeye Local Touchdown Club
- Member of the Indian Club

**2014-2015 NEW SCHOOL APPLICATION FOR
PRELIMINARY AGREEMENT
FOR
Jefferson County ESC
SPONSORSHIP**

*****NOTE FOR APPLICANTS APPLYING FOR MORE THAN ONE CONTRACT**

PLEASE CONTACT CHUCK KOKIKO AT 740-283-3347 EXT 129
IF YOU ARE IN NEED OF ASSISTANCE OR HAVE ADDITIONAL QUESTIONS

2014-2015 START-UP COMMUNITY SCHOOL APPLICATION FOR SPONSORSHIP JEFFERSON COUNTY ESC

Thank you for your interest in partnering with Jefferson County ESC for sponsorship of an Ohio community school to open for school year 2014-2015. The application for a preliminary agreement for Jefferson County ESC Sponsorship is included in this packet. We have also included a Timeline to provide you with additional information on the application requirements and contract development process with Jefferson County ESC.

Jefferson County ESC takes the role of being an Ohio Community School Sponsor seriously. We have built a comprehensive team of professionals to provide a level of technical support and assistance aimed at sponsoring successful community schools. Armed with this team of professionals as well as our belief in the development of strong partnerships between the sponsor, governing authorities and leadership teams, Jefferson County ESC enables and supports school success. We are a key partner in helping our community schools improve academic performance and obtain successful student outcomes.

Jefferson County ESC will sponsor schools that use various academic models. We will sponsor drop-out recovery models as well as more traditional elementary models and blended models; we do not provide preference based on a school's educational model. Our sponsorship philosophy is to strive to improve academic results for all of Ohio's students by partnering with schools that provide comprehensive academic models and the operational and financial sustainability to ensure consistent delivery of quality education while maintaining school operational compliance and fiscal accountability to stakeholders.

The *Principles and Standards* published by the National Association of Charter School Authorizers (NACSA) encourage quality sponsors to establish a "transparent application process." We honor the spirit and letter of NACSA's Principles and Standards which call for a robust application process. We strive to provide clear communication and guidance regarding the application's content and requirements for moving through the process to reach a fully approved community school contract.

Completion of this application and its subsequent approval by Jefferson County ESC is the first step toward developing a new community school contract between Jefferson County ESC and your school. New school developers whose Application has been approved will sign a preliminary agreement with Jefferson County ESC. "Preliminary Agreement," as defined by statute, means a written agreement and any amendments thereto between a proposing person or group and a sponsor that sets forth the intention of both parties to negotiate in good faith towards the execution of a community school contract in accordance with Chapter 3314 of the Ohio Revised Code (the "Code").

Please review the following documentation to familiarize yourself with the complete Application/Contract process:

- 2014-2015 APPLICATION FOR PRELIMINARY AGREEMENT
- CRITICAL DATES TIMELINE FOR 2014-2015 NEW APPLICANTS

In addition to this application for preliminary agreement, it is important for you, as a potential school developer, to understand Ohio's community school law and requirements for applying and operating a community school. Ohio's community school law can be found in Section 3314 of Ohio Revised Code. Workshops on starting a community school are available through the Ohio Department of Education's Office of Community Schools

New Ohio community school applicants should submit notification of your intent to apply for a new community school contract to me via email at chuck.kokiko@omeres.net

The information provided on these forms will provide a starting point for conversations that will take place with the JCESC community school authorizing staff and the developer of the school. Additional information may be requested throughout the process.

If you have any questions regarding the process, please feel free to contact me through phone or email. I look forward to working with you and welcome the opportunity to answer any additional questions you may have.

Sincerely,

Dr. Chuck Kokiko

Director of Sponsorship Operations
Jefferson County ESC
2023 Sunset Boulevard
Steubenville Ohio 43952
740-381-0732 (cell phone)
740-283-3347 ext 129
chuck.kokiko@omeres.net

2014-2015 Jefferson County ESC Sponsorship

Critical Dates Timeline for New Contract Applicants

The Timeline for submitting a preliminary agreement application, and subsequent final contract and attachments for Jefferson County ESC sponsorship is as follows:

9.1.2013-11.29.2013	Jefferson County ESC, accepting Applications for Preliminary Agreement for 2014-2015 community school sponsorship. All applicants should notify JCESC of their intent to apply. Send notice to Chuck Kokiko, on behalf of Jefferson County ESC via chuck.kokiko@omeresa.net
11.29.2013	Final date to submit Preliminary Application for 2014-2015 school year to be submitted electronically to Chuck Kokiko at chuck.kokiko@omeresa.net .
12.2.2013-12.31.2013	Jefferson County ESC Preliminary Application review timeframe.
1.2.2014-1.17.2014	Jefferson County ESC new applicant/sponsor representative panel interviews.
1.31.2014	Approved applicants will receive: (a) Preliminary Agreement, (b) Sponsor comments/recommendations to applicant for finalizing contract/attachments, (c) Contract template and Attachments.
2.7.2014	Deadline for Applicants to sign, date and return executed Preliminary Agreement via email to chuck.kokiko@omeresa.net . Applicant must work to complete the Contract and all Attachments based on the rubric scoring and previous communications. JCESC is available for consult throughout this
3.15.2014	Board adoption of Community School Contract must be approved by this date. A copy of the approval resolution, signed Contract, and all Attachments via electronic delivery to Ohio Department of Education. Application will be submitted by Thomas Holmes, Esq. Pepple & Waggoner, Ltd.
3.31.2014	Jefferson County ESC final comments communicated to applicants.
4.14.2014	Deadline for all applicants to submit final Contract documents to Charter School Specialists, on behalf of Jefferson County ESC: (A) two (2) originally executed hard copies of the Contract and all Attachments clearly labeled and organized to incorporate any supplemental documentation and necessary revisions, and (B) one fully executed electronic PDF version with Contract template and all Attachments submitted in one complete document on a disk or thumb drive.
4.14.2014-5.2-2014	Jefferson County ESC review final Contracts.
5.2.2014-5.15.2014	Jefferson County ESC to complete ODE Community School Review Sheet for each applicant Contract, and finalize distribution of all signed Contracts to ODE and all applicants

**GENERAL APPLICANT INFORMATION
& ENROLLMENT PROJECTIONS**

NAME OF THE KEY CONTACT FOR THE APPLICATION AND THE ORGANIZATION COMPLETING THE APPLICATION ON BEHALF OF THE SCHOOL:

NAME: John Wilson

ORGANIZATION: Southern Local School District

STREET ADDRESS: 38095 State Route 39

CITY, STATE, ZIP: Salineville, Columbiana County, Ohio 43945

TELEPHONE NUMBER: (330)679-2343 FAX NUMBER: (330) 679-0193

EMAIL ADDRESS: John.Wilson@omeres.net

NAME OF THE SCHOOL: Utica Shale Academy

LOCAL SCHOOL DISTRICT (in which the school will be located): Southern Local Schools

HAVE YOU/WILL YOU FILE AN APPLICATION WITH OTHER SPONSORS? LIST HOW MANY APPLICATIONS YOU WILL SUBMIT TO WHICH SPONSORS:

No

DO YOU HAVE OR HAVE YOU HAD A RELATIONSHIP WITH OTHER SPONSORS, CHARTER SCHOOLS OR THEIR AFFILIATES? PLEASE LIST THE SCHOOL(S) OR ENTITIES AND IDENTIFY THE BASIS OF YOUR RELATIONSHIP (such as contractor, employee of operator, treasurer, board member, etc.):

No

HAS ANY MEMBER OF THE GOVERNING AUTHORITY OR DEVELOPMENT TEAM (INCLUDING MANAGEMENT COMPANY OR TREASURER/FISCAL OFFICER) BEEN INVOLVED WITH AN ENTITY WHO WAS INVOLVED IN A BANKRUPTCY, CLOSURE FOR FINANCIAL REASONS, HAD A FINDING FOR RECOVERY, OR DESIGNATED AS UNAUDITABLE STATUS? PLEASE LIST THE SCHOOL(S) OR ENTITIES AND IDENTIFY THE BASIS OF YOUR RELATIONSHIP: (such as contractor, employee of operator, treasurer, board member, etc.),

No

Identify the grades the school will serve in:

Year 1 **9-12**

Year 2 **9-12**

Year 3 **9-12**

Identify the total projected enrollment:

Year 1

Projected Total Enrollment 25

Year 2

Projected Total Enrollment 30

Year 3

Projected Total Enrollment 35

Describe projected enrollment plans beyond Year 3.

At this time the projected enrollment plan beyond Year 3, is that the enrollment increases up to fifty (50) students by Year 5.

Identify projected student to teacher ratio.

Utica Shale Academy will be using a blended model with a one to one student teacher ratio.
The goal for student training models and simulations will be fifteen (15) to one (1).

1. **APPLICANT EXECUTIVE SUMMARY**

Provide a brief “Executive Summary” of the Application for Sponsorship. The Executive Summary is an overview of the School’s program used to highlight specific content and sections of the Application.

The Executive Summary is to include brief descriptions of the following in no more than 2-4 pages in length. Applicant may write in the text box provided below or upload the Executive Summary as a separate document.

- A. The purpose for the School, Utica Shale Academy, is one of two in either to
 - 1.) Give students the opportunity to train for immediate employment upon graduation.
 - 2.) Give students the opportunity to start on track for their college degree in their chosen job field with emphasis on oil, gas, and stem fields.

- B. The student population to be served will be any student residing in the state of Ohio in grades 9-12 with a particular interest in the S.T.E.M. field.

- C. The School’s educational model and blended learning environment will specialize with both hands on STEM activities as well as simulations aimed at Industrial certifications and degree granting programs.

- D. How the School will demonstrate success.
 - Graduate students on time.
 - 75% will pass certification exams based on completion of applicable course work.
 - 75% of graduates will continue education at a 2 or 4 year institution if not immediately employed upon graduation.

2. GOVERNANCE AND MANAGEMENT

The governing authority formally plays a vital role in the school's success and future existence. The governing authority sets policy, establishes the budget and is the fiduciary agent for the community school. The governing authority is responsible for compliance with the community school contract and applicable local, state and federal laws. The governing authority of the community school will be the responsible entity and contracting party for any community school contract.

Provide information on your school's governance and management in narrative form using the text boxes below. If applicant prefers to upload responses as a separate document, please use the section headings shown below in organizing the written narrative. Questions/statements shown after the headings are meant to provide guidance for items that are to be included in the narrative.

Language in this section should be accurate and concise so it will be easier for the Applicant to incorporate into Attachments 1.5, 2.1, 3.2, and 4.1 of the final Jefferson County ESC Community School Contract.

- A. Governance.** Please provide the names, addresses, telephone numbers, and email addresses of the members of the school's governing authority. Include a bio or resume on each of the governing authority members and provide a narrative to summarize the governance structure and expertise the members bring to the role as well as a description of governing authority recruitment and removal of members as well as future development plans.

If the governing authority has not been fully established, provide the above information for members of the development team and describe the transition to the governing authority.

If members of the governing authority or development team have previously or currently serve on the governing authority of a traditional school, charter school or other not-for-profit organization, please include a description.

Names and addresses of Governing Authority submitted via attachment.
Each board member will submit a resume / curriculum vitae

- B.** Provide the proposed governing authority meeting dates, times and locations for the year.

Governing authority will establish meeting dates and locations once established.

A minimum monthly meeting will occur and the location will be representative of the community they serve.

- C. Management. Educational Service Providers (ESP)/Educational Management Organizations (EMO)/Charter Management Organization (CMO).** If you are partnering with an educational management organization, please describe the organizational reporting structure and include an organizational chart to show how staff working in the school or supporting the school through the management entity is aligned. Summarize and provide data *evidencing the management organization's strong track record and/or successful work* including its (i) experience in starting a school from the ground up; (ii) financial and business acumen; (iii) expertise and proven track record in urban education; (iv)

understanding of Ohio community school law and other relevant laws, including No Child Left Behind, and (v) and describe how you will monitor, measure, and evaluate the organization's performance. Include a spreadsheet listing the EMO managed community schools including their names, addresses, year opened, academic performance index rating and sponsors.

Provide a copy of the management agreement if available. If a management agreement has not been finalized, provide a copy of the EMO/CMO standard agreement. If you are the sole developer, please provide information pertaining to your educational experiences operating a school.

Letter on developer provided with the application.

D. Staffing. Outline the school's organizational chart by providing detail on the positions you will employ including special education needs. Identify the student to teacher ratio and how your organizational structure will lead the program and ensure effectiveness. Identify plans for professional development and teacher recruitment. Detail descriptions will be necessary in the interview process.

Developer

Director of School

Teachers

Special education JCESC

P.D. will be provided through the JCESC as well as OGEEP and other STEM related providers.

Teacher recruitment will occur through the JCESC as well as the ODE website.

3. EDUCATIONAL PROGRAM

Schools sponsored by Jefferson County ESC will have quality educational programs that are aligned with Ohio's New Learning Standards that include Common Core State Standards, revised standards for science, social studies and all other core academic subjects. The school must work to meet Ohio's Accountability Standards under No Child Left Behind, Ohio's ESEA Flexibility Waiver and/or any other legislation or mandates enacted to replace the aforementioned. The community school's educational plan should align with its stated mission and must include specific and measurable goals.

Provide information on your school's educational program in narrative form below. If applicant prefers to upload responses as a separate document, please use the section headings shown below in organizing the written narrative. Questions/statements shown after the headings are meant to provide guidance for items that is to be included in the narrative.

Language in this section should be accurate and concise so it will be easier for the Applicant to incorporate into Attachments 6.3, 6.4 and 3.11 of the final Jefferson County ESC Community School Contract.

- A. **Educational Philosophy and Program.** State the school’s mission, vision and philosophy. Describe the educational program including the instructional design that the school emphasizes. Identify what scientifically-based research practices and/or programs will be used. Identify the core and supplementary resources and materials that the school will use. Provide a general description of the curriculum used identifying how you will verify alignment with Ohio’s core academic content standards. How does the program result in successful student achievement for all students? Identify intervention practices you will use for students not meeting performance standards.

Vision Statement

The Utica Shale Academy, through an innovative high school curriculum will serve as a leading educational institution for all students who seek to explore, develop, and enhance career opportunities as well as further advance their education.

Mission statement

The Utica Shale Academy provides a unique and vigorous learning environment through a specialized academic program which responds to employers’ and industries' current and emerging and changing global workforce needs and expectations through business/school partnerships.

Students will:

- develop work habits that foster independence, self-awareness and commitment to personal growth.
- achieve competency in industry and academic standards

USA will utilize a robust online educational delivery system offering 100 full year and semester courses for students in grades K-12. Each course is fully-aligned to Ohio's Academic Content Standards, which are deeply rooted into the National Academic Content Standards. The curriculum is accredited by North Central Association Commission on Accreditation and School Improvement, (NCA CASI), accreditation divisions of AdvancED. In addition to traditional coursework, USA will have a strong emphasis on Stem related learning by providing opportunities for students and teachers to develop 21st Century Skills in the context and application of the Ohio Grade Level Content Standards. The cloud based STEM program is a multi-mode resource designed for both the whole-class and individualized instruction. The interactive nature of the content will provide a wealth of opportunities to provide engaging STEM teaching. Through the trainer models and hardware packs, students will be placed in real-world problem solving tasks. Content will include multimedia presentations, virtual lab investigations, hands on practical activities, problem solving projects, and academic and technical support tasks. Content will be continuously updated to the International Technology and Engineering Educators Association (ITEEA) standards.

- B. **Special Education, ELL & Gifted.** How will the school ensure they meet the needs of all students, including students with disabilities, LEP, 504, and gifted students? How will you ensure you comply with state and federal laws and requirements?

Adoption of ODE Model policy
Work with JCESC Special Education staff as well as Gifted Staff.

- C. **Testing & Assessments.** Jefferson County ESC requires its sponsored schools to identify and utilize at least one state approved standardized testing tool. Identify the standardized test that your school will use and how often student achievement will be measured and reported from this primary testing tool as well as additional tools the school will use? Include your plan for intervention used for students not proficient with required testing.

Ohio Graduation Tests

- Fall Administration
- Spring Administration
- Summer Administration (optional)
-

Ohio Test of English Language Acquisition (OTELA)

- Spring Administration
-

Alternate Assessment for Students with Severe Cognitive Disabilities (AASCD)

Parent communication is an essential part of USA. The curriculum being used contains a parent access mode in which they may view student lessons, work completed, grades for the courses as well as communicate with the teacher. In addition, the school will regularly communicate with the parents on school related items including school and state assessments of their children as well as the school's overall performance. Parents will be encouraged to be part of their child's learning and will be provided resources to support learning in the home.

If Utica Shale Academy fails to meet the state target goals, the school will show an average increase of at least 2.5 percentage points each year for those requirements not met, or the average results for each appropriate grade level shall equal or exceed the OGT results or other state mandated test. Alternatively, if USA does not meet the standard for each grade set forth above, it will show an average increase of at least 2.5 percentage points for those requirements not met as it tracks students over time and compared to previous cohorts of USA as well as similar demographic school districts.

USA will also provide onsite tutoring to students needing additional assistance.
Depending on remediation needs, may use a vendor service such as one on one learning.

D. **Daily Activities.** Provide the school's proposed calendar and daily bell schedule. Beyond classroom teaching, what additional services are provided (e.g., pre-school, after-school, extra-curricular activities, tutoring, computer training)? What resources are needed in order to offer these services?

School Day will be 8-3. Evening hours are possible depending on student needs.

STEM Learning modules and simulations

- Buckeye Education

Partner with OGEEP for oil and gas related activities

Articulation with local community schools for Post-Secondary Option as well as Dual Credit

- Eastern Gateway Community & Stark State Community

E. **Goals and Measurements.** Provide detail on the school's academic and non-academic goals that support student achievement? How are these goals being measured? What are the performance standards and how will progress be monitored and demonstrated?

(Applicant should have briefly touched on defining and measuring performance in the Executive Summary). Applicant should address the Executive Summary statements and include the following in this Section:

1. A minimum of three (3) Academic performance goals
2. A minimum of two (2) non-academic performance goals.
3. Each goal should be a SMART goal (Specific, Measurable, Attainable, Realistic, Timely)
4. Each goal should include an explanation of how and when the data will be collected, and how often the data will be evaluated, reported, and action will be taken to address the results.

1. On the Ohio Assessment Assessment-meet or exceed the state standard for the percentage of students passing which is 75% in accordance with ORC3302.02.

2. Meet the requirements of the Federal measure of Annual Yearly Progress and/or the Ohio Value-Added measure.

3. Have all academic groups complete one academic program (one year's growth) in each of the Direct Instruction areas each year.

Attendance Goal Measurement

93% or better

Measured through appropriate record keeping (EMIS)

Stakeholders Satisfaction Goal

Students-75% Approval

Teachers 75% Approval

Administrative and Support Staff-75% Approval

Parents 85% Approval

4. DEMOGRAPHIC & MARKET ASSESSMENT

Provide information on your market assessment in narrative form using the text boxes below or as an uploaded separate document. Please use the section headings shown below in organizing the written narrative. Topics shown after the headings are meant to provide guidance for items that are to be included in the narrative.

Language in this section should be accurate and concise so it will be easier for the Applicant to incorporate into Attachment 3.6 of the final Jefferson County ESC Community School Contract.

- A. **School District.** Identify the local district in which the school is to be located and list all other school districts from which the school expects to enroll students.

Southern Local

May draw from surrounding districts in Columbiana County

School is open to any Ohio student in grades 9-12.

- B. **Students & Local Demographics.** Describe the students that the school will serve. Does the school serve a niche population? Include demographic breakdown of the student population and characteristics of the community from which the school's students are drawn, including race, ethnicity, socioeconomic background and primary languages spoken.

Primarily English speaking students based on current demographics

High percentage Caucasian

High Poverty Level

Currently 2nd Highest County in Ohio for gas wells drilled

- C. **Racial & Ethnic Balance.** Describe how the school will monitor student population in comparison to the community and how the school will work to attain a diverse population while being reflective of the community it serves.

The needs of all students, including English Language Learners will be addressed on an individualized basis and given the appropriate support to allow the students to reach their potential academically, emotionally, and socially.

D. **Market Assessment.** Please highlight community support. Identify other schools in the community and their enrollment. Describe the demographic makeup of the community and the need for the school within the community. Provide a copy of your enrollment, recruitment and marketing plans and include any letters of support or promotion you have received from the community.

- Will work with local Media
- Youngstown News
- Steubenville News
- Local News papers
- Web page
- Community Events
- Regional Mailing
- Billboards
- Face to Face Campaign
- Radio spots

5. **COMPLIANCE**

Using the text box below, provide verification that the school has the knowledge and understanding necessary to maintain compliance with state and federal guidelines and appropriate operational procedures. If applicant prefers to upload a separate document with responses, please use the topics shown below in organizing the written narrative.

Language in this section should be accurate and concise so it will be easier for the Applicant to incorporate into Attachments 3.9, 3.10, 3.11, and 8.2 of the final Jefferson County ESC Community School Contract.

A. Provide brief narrative descriptions of the following areas in relation to the school's proposed operation. While these topics will be required sections of the Contract attachments, we are not asking you to include complete policy and benefit manuals or full student handbooks in this section at this time. We are looking for narrative descriptions of how the school will comply with requirements and how the school will run and monitor its operations:

1. Admissions and open enrollment procedures
2. Attendance and withdrawal rules and procedures

A student who fails to participate in one hundred five consecutive hours of learning opportunities will be automatically withdrawn, unless the student's absence is excused. Otherwise, a parent may withdraw a student voluntarily by signing a Voluntary Withdrawal form with the Head administrator or his/her designee.

3. Suspension and expulsion policies including compliance with students with disabilities requirements

Will follow Southern Local Policy / Student Handbook

4. Transportation, food service, and/or other ancillary services policies and procedures

Will follow Southern Local Policy Purchased Service agreements

5. Verify that appropriate benefits will be offered to employees, including STRS/SERS

Will follow Southern Local Policy as staff will be a purchased service

6. OPERATIONAL BUDGET

Prepare and upload a detailed copy of the current budget and 5-year forecast.

In the text box below, or as included with the uploaded budget and forecast, please include a narrative that:

1. Identifies the school's (current or proposed) fiscal officer and appropriate credentials

JCESC will be Fiscal Agent

2. Describes the school's intent to ensure financial stability

Yearly and 5 year Budget proposal submitted via attachment

3. Provides a description of the governing authority's intent to improve the schools financial condition if the school shows a deficit beyond year one

Chesterton Group

4. Includes anticipated contributions and any fundraising efforts and plans that will be utilized to bring in additional funding for the school

Chesterton Group

This section must be an accurate account of expected enrollment, growth, income and expenditures so it will be easier for the Applicant to incorporate into Attachments 9.2, 9.3 and 9.5 of the final Jefferson County ESC Community School Contract.

There will be no consideration of approval for an applicant employing or contracting with a treasurer or fiscal officer who has an affiliation with a school that currently has a finding for recovery or has an unauditable status.

7. FACILITIES

Provide information on your facilities in narrative form using the text box below. If applicant prefers to upload responses as a separate document, please use the questions/statements below in organizing the written narrative. Identify whether or not the Applicant has a building to be used, or describe the building in which the Applicant desires to secure including square footage, number of classrooms, maximum capacity or any specific needs.

Language in this section should be accurate and concise so it will be easier for the Applicant to incorporate into Attachments 5.1 and 10.1 of the final Jefferson County ESC Community School Contract. The Jefferson County ESC will conduct a site visit prior to approval of application.

Site Specifics-Describe the facility and its location, including the address, site plan, and floor plan (if available). Indicate whether the property and/or facility is leased or purchased (including length of terms) as available.

If the facility has been or is currently being secured via mortgage or lease, please provide a copy of the purchase agreement or lease ensuring the following information is included or detailed in the narrative as available:

- Cost of the land and building;
- The entity or individual that owns the property;
- If the facility is a permanent or temporary site;
- Whether the facility is a new construction or was a retrofit;
- How the new construction or retrofit is financed; and
- Whether the owner/lessee is a party to this application.

If the facility is secured, provide a copy of the Insurance Declaration Sheet. If the facility is not yet secured, it must be acknowledged that Jefferson County ESC and Charter School Specialists will be an additional insured on the policy in the amounts as stated and required by contract.

Cite Visit by JCESC.

Insurance quote will be provided and moved by Governing Authority.

UNDERSTANDING OF VOLUNTARY ACCEPTANCE

In submitting this application for sponsorship, I and the GOVERING AUTHORITY for the [Utica Shale Academy] community school recognize that Jefferson County ESC receives this application for sponsorship voluntarily in its role as a community school sponsor in the State of Ohio.

Jefferson County ESC is not obligated to provide any reason, rationale or evaluative metric related to any decisions related to the acceptance or denial of this application for sponsorship.

Applicant Signature _____ Date _____

If more than one applicant, please have additional applicant(s) sign and date below:

Applicant Signature _____ Date _____

Applicant Signature _____ Date _____

Applicant Signature _____ Date _____

Applicant Signature _____ Date _____

Applicant Signature _____ Date _____

APPLICANT CERTIFICATION

I hereby certify the information in this application is complete and accurate to the best of my knowledge and acknowledge my obligation to promptly inform Jefferson County ESC of any material changes.

Applicant Signature _____ Date _____

JEFFERSON COUNTY ESC 2014-2015
START-UP COMMUNITY SCHOOL
APPLICATION SCORING GUIDELINES AND
CRITERIA

Jefferson County ESC and Charter School Specialists uses sponsor representative “new school review team” and a rubric scoring tool to guide the application review process. The applicant’s responses to application requirements are reviewed to ensure applicants have the ability, knowledge and expertise, and critical resources necessary to effectively operate an Ohio community school. The CSS new school review team reviews and scores the application using the attached rubric.

Each of the following key content areas is weighted equally in the final decision for approval.

1. Applicant Information and Enrollment Projections
2. Governance
3. Management and staff
4. Educational Philosophy
5. Program / Educational Delivery Model
6. Testing and Assessments
7. Daily Activities
8. Goals and Measures
9. Demographics and Market Assessment
10. Compliance
11. Operational Budget
12. Facilities

Applicants will be scored as indicated below for each of the application sections referenced above. Scores for individual application sections will be averaged to determine the overall application score. Applicants must achieve an initial average overall score of 1.5 or better to be considered for approval.

- Missing (0 points) - A section/application that falls into this category is missing the required information and falls below a standard of approval.
- Partially Meets (1 point) - A section/application that falls into this rating has failed to adequately address the question and/or has not fully met the established review criteria as designated in the application review document. Applications/sections that score in this range may be encouraged to improve language, content and responses to ensure standards can be met prior to potential approval.
- Meets (2 points) - A section/application that falls into this rating meets the minimum standards for the requirements as designated in the application review document and applications consistently scoring in this range may be approvable with little modifications.
- Exceeds Standard (3 points) - A section/application that scores in this range has exceeded the review criteria established and as identified in the application review document. Applications consistently scoring in this range have provided clear and comprehensive responses to meet and exceed the expectations for designated sections.



JCESC/VLA
The Bridge to Tomorrow

JEFFERSON COUNTY EDUCATIONAL SERVICE CENTER

2023 Sunset Blvd., Steubenville, Ohio 43952 • Phone: 740-283-3347 • Fax: 740-283-2709
www.jcesc.k12.oh.us

DR. GEORGE ASH

Superintendent

BLAIR CLOSSER
Professional Development

DON DONAHUE
Treasurer

CHRISTY KELLEY
Virtual Learning Academy

JEFF OBLAK
Special Education

Utica Shale Academy Meeting

Date : 2/3/2014

Agenda

1. Welcome
2. Preliminary Agreement signed and approved
3. Lease agreement to be signed and approved
 - a. Between JCESC and Southern Local
4. Sublease to be signed and approved
 - a. Between JCESC and USA
5. Indemnification and release agreement to be signed and approved
 - a. Between JCESC, Southern Local and USA
6. Names of 5 Board members
 - a. Set a meeting Date/Time/Location
 - b. Week of March 11-14?
7. Articles of Incorporation to be signed by John Wilson
 - a. Tom Holmes will file (original copies)
8. Steps to be working on:
 - a. Community School Service Contract
 - b. Education Plan
 - c. Budget
 - d. Equipment/furniture lease agreements
 - e. Seed money from investors
 - f. Personnel
 - g. Advertising/Web page etc.
 - h. Articulation with community school / tech prep / post-secondary opt
9. Community School Contracts will need to be approved by JCESC and USA Boards in public meetings. **Must be in place by May 15th, 2014.**
10. Other





JCESC/VLA
The Bridge to Tomorrow

JEFFERSON COUNTY EDUCATIONAL SERVICE CENTER

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DR. GEORGE ASH
Superintendent

BLAIR CLOSSER
Professional Development

DON DONAHUE
Treasurer

CHRISTY KELLEY
Virtual Learning Academy

JEFF OBLAK
Special Education

Utica Shale Academy Meeting

Date: 2/10/2014

Agenda

1. Welcome
2. EGCC involvement.
 - a. CDL's, post-secondary options, tech prep
 - b. Articulation with community school / tech prep / post-secondary opt
3. Buckeye Education and Tech programs
 - a. Computers needed? Furniture?
4. Lease agreement to be signed and approved Returned
 - a. Between JCESC and Southern Local (board meeting this week)
5. Sublease to be signed and approved
 - a. Between JCESC and USA (signed at upcoming meeting TBD)
6. Articles
 - a. Budget
 - i. Personnel, benefits, lease,
 - ii. Donations/loans (Startup account)
 - iii. Computers from Southern? Lease agreement, Number? Dollar amount
 - iv. EMIS coordinator payment
 - v. Liability insurance
 - vi. Advertising/Web page etc.
 - vii. Starter mission and vision statement
 - viii. Contact info/ numbers
 - b. Names of 5 Board members with addresses and phone numbers
 - i. Will call and schedule 1st board meeting
 - c. Governing Authority Policies/Bylaws
 - d. Health Insurance / Benefits
 - e. Education Program/ Academic Goals
 - f. Special Education Plan (must be filled with sponsor, not office of com. Sch.)
7. Community School Contracts will need to be approved by JCESC and USA Boards in public meetings. **Must be in place by May 15th, 2014.**
8. VLA



Donald L. Donahue



- Experience** 2011 – Present: Treasurer, Jefferson County Educational Service Center. Chief Fiscal Officer for a multi-million dollar ESC. Duties include but not limited to financial advisor, annual budgeting, payroll, insurances, asset management, investments
- 1999 – 2011: Business Manager, Buckeye Local School District. Managed both the transportation and food service operations. Directly supervised over fifty (50) employees in both departments. Duties included hiring, budgeting, route scheduling, contract negotiations, disciplinary actions and parent requests and complaints.
- 1993 – 1999: Treasurer, Buckeye Local School District. Chief Fiscal Officer for a multi-million dollar school budget. Duties included but not limited to financial advisor, annual budgeting, payroll, contract negotiations, insurances, asset management.
- 1990 – 1993: Income Tax Auditor, State of Ohio. Duties included auditing corporate franchise tax returns. Also, audited employer state income tax withholdings from employees.
- 1988 – 1990: Accountant, Nemo’s Hauling. Duties included all accounting functions for the company.
- 1986 – 1988: Accountant, Marhefka Auto. Duties included all accounting functions for the company.
- 1977 – 1986: Accountant, James M. Riley, CPA. Duties included accounting and tax service for numerous small businesses.
- Education** 1973 – 1977: College of Steubenville. BS Degree in Accounting.

For Keith Marsh:

Ball State's Office of Charter Schools authorized a number of urban center schools operated by for-profit entities. In several cases, Ball State was forced to non-renew many of these charters.

What were the features of Charter accountability in the initial development phase?

What are some "lessons learned" from the Ball State charter authorization experience?

Entering 2015, what do you believe are the three most critical measures of charter school effectiveness, and why?

For David Wood: Trine's experience with Charters can best be characterized as mixed, with several high profile school closings.

1. What challenges did Trine have to overcome in their charter school projects and what operational, accountability, and policy insights did you glean from that experience? What would you do different and why, or why not?

2. Repeat last question as posed to Mr. Marsh.

More to follow, but these two individuals have the most problematic backgrounds. This could pose a major obstacle on Jefferson County ESC's quest to brand ESC sponsorship as more transparent, student centered, operationally accountable and fiscally efficacious.

Their previous experiences in this domain could be troubling for ODE staffers who will assess their credentials and background to make a preliminary recommendation, and the State Board members who will vote on the ESC sponsorship application - all depending on the details and how its viewed.

Let's talk Friday.

Best regards,

Adam

Sent from my Android phone using TouchDown (www.nitrodesk.com)

> Adam C. Miller / Partner
> Taft Stettinius & Hollister LLP
> 65 E. State Street, Suite 1000
> Columbus, OH 43215
> Tel: 614.221.2838 * Fax: 614.221.2007
> Direct: 614.334.6121
> www.taftlaw.com amiller@taftlaw.com /
> <http://www.linkedin.com/company/41333?trk=tyah>

NICHOLAS S. BALAKOS

Senior Management Professional (MBA) and Certified Fraud Examiner (CFE) with unique combination of Auditing, Executive Management and Turnaround Specialist experience including financial, analytical, procedural, internal controls, human resources/labor relations and governmental management experience of agency with over \$250 million annual budget

SUMMARY OF AUDIT/INTERNAL CONTROLS/TREASURY

- ❑ Reformulated internal controls to take agency from financial insolvency to operating the \$250 million annual budget agency in black for 11 consecutive years
- ❑ Developed & implemented internal controls that improved and enhanced services to the public while reducing payroll expenses by \$1 million
- ❑ Developed mechanisms resulting in over \$20 million in new grant funding for the county
- ❑ Conducted an aggressive campaign to combat welfare fraud which resulted in the closing of two stores for illegal food stamp activity, prosecuting 200 cases of welfare fraud, and implementing new standards for case recipients
- ❑ Directed site teams to audit procedures, prepared and presented findings as indicated according to Federal, State, and local statutes
- ❑ Responsible for collecting delinquent accounts and securing delinquent tax returns within the guidelines established by the Internal Revenue Service (IRS)
- ❑ 9 ½ years' experience as a State Auditor, assuring compliance to government statutes with payroll and benefits
- ❑ Exceptional problem solver, consensus builder, change agent
- ❑ Insightful, attentive to detail and able to implement big picture

CAREER HIGHLIGHTS

HUMAN RESOURCES/LABOR RELATIONS

- ❑ Administration of FMLA and oversaw adherence to regulations and laws
- ❑ Turn around of County health insurance (860 employees) resulting in change from a deficit of \$11 million to a surplus of \$5 million
- ❑ Communicated benefit plans, costs and procedures to employees in group or individual sessions
- ❑ Analyzed benefits vendors' offerings, and served as liaison between employees and providers
- ❑ Extremely knowledgeable of pension and retirement systems, both public and private
- ❑ Candidate interviewing and selection
- ❑ Bargaining and non-bargaining wage calculations and classifications
- ❑ Negotiated four labor agreements with the Communication Workers of America
- ❑ Contract administration including grievance process through arbitration
- ❑ Compensation and benefit analysis and administration
- ❑ Recruitment, hiring, performance evaluations and promotion of personnel
- ❑ Analysis and implementation of two state approved early retirement incentive programs which resulted in net savings of over \$1 million in personnel costs for each program
- ❑ Union steward Chapter 100, National Treasury Employees Union responsible for grievance procedures and following guidelines of national union contract
- ❑ Safety coordinator, District Office, Internal Revenue Service

SENIOR MANAGEMENT/TURNAROUND SPECIALIST

- ❑ Directed an agency that encompassed all public assistance which includes food stamps, cash payments, child care, Medicaid, and related programs, as well as child support enforcement, workforce development, and adult and children's protective services
- ❑ Implemented various new procedures and practices to streamline processes which resulted in agency being awarded three "Best Practices" awards from the State of Ohio
- ❑ Oversaw the redesignation of the Jefferson County Children's Services Board to the Jefferson County Department of Job & Family Services (4/1/2005) which resulted in annual cost savings of at least \$800,000 while increasing the services and direct support personnel available
- ❑ Researched job functions and provided extensive on-the-job training to improve employee performance efficiency which resulted in the State of Ohio efficiency performance rating raising from 67% in 1996 to 97% in 1999 and maintained that consistent level through 2008
- ❑ Cost analysis and vendor selection for various projects in Auditor's and Job and Family Services offices
- ❑ Facilitated transition from paper to computerized record keeping in county auditor office

PROFESSIONAL EXPERIENCE

REVENUE OFFICER JUNE 2009 – PRESENT
DEPARTMENT OF TREASURY, YOUNGSTOWN, OHIO

DIRECTOR FEBRUARY 1997 – FEBRUARY 2008
JEFFERSON COUNTY (OHIO) DEPARTMENT OF JOB AND FAMILY SERVICES

CHIEF DEPUTY AUDITOR SEPTEMBER 1995 – FEBRUARY 1997
JEFFERSON COUNTY, OHIO

AUDITOR-IN-CHARGE JUNE 1986 – AUGUST 1995
STATE OF OHIO

EDUCATION AND TRAINING/CERTIFICATIONS

MASTER'S DEGREE IN BUSINESS ADMINISTRATION (MBA) STEUBENVILLE, OH
FRANCISCAN UNIVERSITY OF STEUBENVILLE

BACHELOR'S DEGREE IN BUSINESS ADMINISTRATION WEST LIBERTY, WV
WITH AN EMPHASIS IN MANAGEMENT – WEST LIBERTY STATE COLLEGE

VARIOUS CONTINUING EDUCATION COURSES ASSOCIATED WITH CERTIFIED FRAUD EXAMINER (CFE) SUCH AS: FINDING AND INVESTIGATING FRAUD, INTERVIEWING, FORENSICS, FRAUD IN THE 21ST CENTURY, CONDUCTING INTERNAL & FRAUD INVESTIGATIONS AND OTHERS

AFFILIATIONS

- JEFFERSON COUNTY CHAMBER OF COMMERCE BOARD OF DIRECTORS, 2005 – 2008 •
- STEUBENVILLE ROTARY • BOARD MEMBER, STEUBENVILLE MAIN STREET CONVENTION & VISITORS BUREAU • JEFFERSON COUNTY TOWNSHIP ASSOCIATION • STEUBENVILLE HIGH SCHOOL BOOSTERS • NATIONAL ASSOCIATION OF COUNTY OFFICIALS REPRESENTATIVE OF OHIO FOR HUMAN SERVICES • CHAIRMAN OF JEFFERSON COUNTY HEART WALK • MASONIC LODGE # 45 •
- HOLY TRINITY GREEK ORTHODOX CHURCH PARISH COUNCIL

NICHOLAS S. BALAKOS • 238 ANTHONY DRIVE • WINTERSVILLE, OH 43953 • NICKBALAKOS@YAHOO.COM •
HOME (740) 264 – 6249 CELL (740) 275 – 8486

**UTICA SHALE ACADEMY
FINANCIAL UPDATE**

CASH BALANCE AS OF:	<u>9/30/2015</u>	<u>ENCUMBRANCES</u>
Utica Shale Academy General Fund	\$159,807.40	\$559.20

RECEIPTS & EXPENDITURES

Receipts:	Month-to-Date	Year-to-Date
Utica Shale Academy General Fund	<u>\$32,187.38</u>	<u>\$94,074.06</u>
TOTAL RECEIPTS:	\$32,187.38	\$94,074.06

Expenditures:	Month-to-Date	Year-to-Date
Utica Shale Academy General Fund	<u>\$11,366.43</u>	<u>\$22,426.17</u>
TOTAL EXPENDITURES:	\$11,366.43	\$22,426.17

	Beginning Balance as of 7/1/15	Current Ending Balance 09/30/15
Utica Shale Academy General Fund	<u>\$88,159.51</u>	<u>\$159,807.40</u>
TOTAL CASH BALANCE:	\$88,159.51	\$159,807.40

Date: 10/08/2015
Time: 1:50 pm

Utica Shale Academy of Ohio
SORT BY CHECK NUMBER
CHECK DATES BETWEEN 09/01/2015 AND 09/30/2015
ALL CHECKS SELECTED

Page: 1
(CHECKPY)

CHECK	TYPE	DATE	VENDOR	VENDOR	STATUS/DATE	BANK CODE	CHECK AMOUNT
000197	W	09/09/2015	Farm & Dairy	001533	RECONCILED:09/30/2015		235.20
000198	W	09/09/2015	The Morning Journal	001540	RECONCILED:09/30/2015		1,322.50
000199	W	09/14/2015	RON SINES	000002	RECONCILED:09/30/2015		432.00
000200	W	09/14/2015	KIMBERLY MANNING	000006	RECONCILED:09/30/2015		315.00
000201	W	09/14/2015	LAURA KRULIK	001527	RECONCILED:09/30/2015		210.00
000202	W	09/14/2015	John Kuczykowski	001541	RECONCILED:09/30/2015		105.00
000204	W	09/18/2015	CARTS	000021	RECONCILED:09/30/2015		418.00
000205	W	09/18/2015	Campbell Signs & Apparel LLC	001542	RECONCILED:09/30/2015		914.00
000206	W	09/18/2015	OAASFEP	001543	RECONCILED:09/30/2015		350.00
000207	W	09/18/2015	Hyatt Regency Columbus	001544			340.20
000208	W	09/30/2015	JUSTIN KRULIK	000001			150.00
000209	W	09/30/2015	RON SINES	000002			516.00
000210	W	09/30/2015	PAUL BAKER	000003			235.00
000211	W	09/30/2015	KAREN CARLIER	000004			105.00
000212	W	09/30/2015	LISA M. CUNNINGHAM	000005			105.00
000213	W	09/30/2015	KIMBERLY MANNING	000006			210.00
000214	W	09/30/2015	JENNA ROSNICK	000015			25.00
000215	W	09/30/2015	GREG TAGLIERI	000016			105.00
000216	W	09/30/2015	LAURA SHEETS	001501			12.00
000217	W	09/30/2015	GREG SABBATO	001508			414.00
000218	W	09/30/2015	LAURA KRULIK	001527			25.00
000219	W	09/30/2015	John Kuczykowski	001541			105.00
000220	W	09/30/2015	COLUMBIANA EXEMPTED VILLAGE SCHOOLS	001545			4,671.53
V VOIDED CHECKS			0	CHECK TOTALS		0.00	
R RECONCILED CHECKS			9	CHECK TOTALS		4,301.70	
W WARRANT CHECKS			23	CHECK TOTALS		11,320.43	

PATRICK DOUGLAS KEENAN



PROFESSIONAL SUMMARY

Twenty years of supervisory experience, including the training and motivation of teams. Over Twenty years of programming, networking, and troubleshooting experience. Strong communication and project management skills. Exceptionally quality driven with a strong work ethic.

WORK EXPERIENCE

IT Director / Building and Grounds Director, 2014- Present

Jefferson County Educational Service Center, Steubenville, OH.

- Provided Network and Technology Assessments to schools and businesses.
- Oversee and maintain the network and mail, print, file, and web servers.
- Maintain SQL Databases as database administrator.
- Program administrator for accounting software (ERP System).
- Coordinate installation, maintenance and repair of all technology.
- Maintain company web page.
- Served as program administrator for all voice systems.
- Facilitated professional development for staff.
- Maintain electronic blueprints and archive data.
- Hyper-V Administrator.
- Facilitated all maintenance and upgrades to all properties owned by the JCESC.
- Applied for and administered technology grants as Grant Coordinator.

IT Manager, 2012- 2014

Selinsky FORCE, North Canton, OH.

- Oversee and maintain the network and Citrix, mail, file, and web servers.
- Maintain SQL Databases as database administrator.
- Program administrator for accounting software (ERP System).
- Coordinate installation, maintenance and repair of computer technology.
- Maintain company web pages.
- Served as program administrator for all voice systems.
- Facilitated professional development for staff.
- Maintain electronic blueprints and archive data.
- VM Ware Administrator.

Team Lead, 2012

CompuCom

- Contracted out to PNC Bank for a hardware refresh.
- Managed and Supervised 6 personnel.
- Installed new computers, Multifunctional Copiers, and Cisco Switches.

PATRICK DOUGLAS KEENAN

IT Manager, Pricing Coordinator, 2010- 2012

Kwik King Food Stores / Riley Petroleum, Toronto, OH.

- Oversee and maintain the network and mail, file, and web servers.
- Maintain SQL Databases as database administrator.
- Program administrator for accounting software (ERP System).
- Coordinate installation, maintenance and repair of computer technology.
- Facilitated professional development for staff.
- Maintain company web pages.
- Served as program administrator for all voice systems.
- Dispatching of company truck force.
- Haz-Mat Trainer for Company.
- Pricing Coordinator for both Kwik King and Riley Petroleum.
- Purchasing Coordinator for Kwik King.
- Maintain records for company vehicles and drivers.

Owner and Operator, 2001-Present

Keenan Computer Services, Toronto, OH.

- Provided contract services to Jefferson County Sheriff's Office, Clarke Funeral Homes, Toronto City Government, and Minova USA.
- Provided LAN and WAN support.

Administrator, Systems and Networks, 2007-2009

Excel Mining Systems, LLC, Bowerston, OH.

\$260 million mining products company with six locations, recently acquired by Minova USA.

- Served as Project Manager for IT integration and IP phone system.
- Oversee and maintain the network and Citrix, mail, file, and web servers.
- Maintain SQL Databases as database administrator.
- Program administrator for accounting software (ERP System).
- Maintain systems on automated production lines (PLC/VFD/DCS).
- Coordinate installation, maintenance and repair of computer technology.
- Manage department budget of \$50,000.
- Server administrator Lotus Notes.
- Facilitated professional development for staff.
- Maintain company web page.
- Served as program administrator for all voice systems.
- Participated in executive merger and acquisition integration team for sale of company to Minova USA.
- Maintain electronic blueprints and archive data.
- Maintain quality control machines (MTest).

PATRICK DOUGLAS KEENAN

Technology Coordinator / System Administrator, 2001-2007

OMERESA, Steubenville, OH.

An Information Technology Center (ITC) of the Ohio Education Computer Network (OECN)

Serving an 11 county area and 45 school districts in Mid-Eastern Ohio.

- Provided Information Technology service to Edison Local School District and also to Carrollton Exempted Village School District on a contract basis.
- Oversaw and maintained the network, mail, file, and web servers.
- Managed department budget.
- Provided professional development for the staff.
- Maintained web page and web applications.
- Repaired both Macintosh and Windows computers.
- Designed computer labs for students.
- Led department in successfully achieving specific district goals resulting in department receiving high marks during state audit.
- Applied for and administered technology grants as Grant Coordinator.

Team Lead / Web Developer / Help Desk Manager 1999 - 2001

Entigo, Pittsburgh, PA.

Team Lead / Programmer 1998 - 1999

Medic Computer Systems, Pittsburgh, PA.

Site Manager / Sales 1993 - 1998

Miller Rental, Toronto, OH.

Sergeant / Squad Leader 1993 - 2001

United States Army Reserve

EDUCATION AND TRAINING

Associates Degree / Specialized Business (Computer Information Management) 1997 - 1999

Computer Tech, Pittsburgh, PA.

Operating Systems - Windows 8 - SCO Unix - Novell NetWare 3 - NT Server - Windows 2007 Enterprise Server - Macintosh - Apple 10 - X Server - Linux

Programming Languages - PC Assembly ADA - HTML - COBOL - C/C++ - JavaScript - Visual Basic 5.0 - Pascal - PL/SQL - SQL - JSP - JAVA

Other - Network Protocols - Troubleshooting PC's - LAN Administration - WAN Administration - Hardware Diagnostics - PC Configurations - Lotus Notes - Acronis - Symantec Norton Enterprise - Microsoft Access - WordPerfect - PhotoShop - MS Office - Director 5.0/6.5 - Crystal Reports - Netscape/I.E. - File Maker Pro - Adobe Acrobat

PROFESSIONAL MEMBERSHIPS

AITP – Association of Information Technology Professionals
American Legion Post 86
Barbershop Harmony Society

COMMUNITY ACTIVITIES

Firefighter - Toronto Volunteer Fire Department
Coach – Toronto Pony Baseball
Coach - Toronto Junior Baseball League
Coach - Toronto Titans Football League
Member – Toronto Boosters

CHUCK KOKIKO

EDUCATION

Robert Morris University Ph.D. in Instructional Leadership Learning to teach: a phenomenological study of alternatively certified teachers in rural Ohio school districts	2009
Franciscan University of Steubenville M.A. in Educational Leadership	2001
University of Akron B.A. in Comprehensive Science Education Areas of Concentration: Chemistry/Physics	1995

EDUCATION EXPERIENCE

Jefferson County Educational Service Center Superintendent/Director of Ohio Cyber Academy/Sponsor of Utica Shale Academy Responsible for local education initiatives, working with school districts in Jefferson, Harrison, and Columbiana counties as well as the Jefferson County Alternative School, and operational matters such as employee management and special education.	2015- Present
Jefferson County Educational Service Center Chief Academic Officer/Director of Ohio Cyber Academy/Sponsor of Utica Shale Academy Developed School Policies/Curriculum, Submitted necessary Ohio Department of Education Paperwork. Created/Implemented marketing plans and budgets. Applied for both State and Federal Grants and supervise staff.	2013- 2015
Adjunct Instructor Franciscan University Developed Course Syllabus/Course Content Taught the following Courses: Curriculum, Curriculum Leadership, Instructional Leadership, Supervision, Models of Teaching, School and Society. Delivered content in face to face instruction as well as online through Black Board. Evaluator for Master's degree Exit conferences.	2010- Present
Curriculum Director Steubenville City Schools. Organized and facilitated all department meetings, text book adoptions, curriculum mapping, state assessments, contract negotiation team, grant writing, blended learning initiative, and staff evaluation.	2010-2013
Elementary Principal Coordinated day to day operations of a 420 student prek-4 building. Supervised/evaluated all certified and non-certified staff. Regulated Building Budget and supervised building maintenance.	2009-2010
High School Assistant Principal Responsible for student discipline in a 600 student 9-12 facility, Staff Evaluations and assisting High School Principal.	2006-2009
Science Teacher Taught all areas of science to 9-12 students. Courses included Physical Science, Chemistry, Chemistry II, A.P. Chemistry, Physics, A.P. Physics, General Science, Integrated Science, and Science and Technology.	1995-2009
Department Head Steubenville City Schools Made recommendations on curriculum, text book adoption, course scope/sequence and course offerings	2003-2010

RELATED EXPERIENCE

Jefferson County Educational Service Center

Course Author**2000 – Present**

Developed online Physical Science Course for the use in the Virtual Learning Academy Coordinated A.P. Course Development

Jefferson County Educational Service Center

Beginning Principals Mentoring Program**2013 – Present**

Program structured to mentor first and second year building level school administrators. Meet with mentor to advise, support, and provide direction. Guest Lecturer

Ohio Department of Education

Grant Reader**2013 – Present**

Scored both programmatic and fiscal sustainability of State Grant initiatives

Ohio Board of Regents

Grant Reader**2013 - Present**

Reviewed and Scored Higher Education Grant Applications

Mt. Pleasant Township

Fiscal Officer**2011-Present**

Create yearly budget for the Township, run payroll, pay all bills, provide spending recommendations, and facilitate monthly meetings

Ohio Department of Education

Regional Content Specialist**2010 – 2011**

Facilitated regional meetings throughout Ohio to k-12 science teachers on Ohio's new learning standards in Science

Linda Lenzi
Gifted Coordinator

Coordinator of gifted services at the JCESC -5 years

3 sessions on leadership and school change at Harvard

Validation k-12 gifted

Supervisor, school administration, elementary education degrees

27 years implementing and teaching gifted education 2-8

13years in the regular classroom

President of local teacher Union (5 year)and OEA uniserv president (7years)

Member of a union negotiation team for 26 years

Member of OAGC (Ohio Association for Gifted Children)

Member of ZaneTrace Gifted Consortium

Attendance at OAGC conferences and workshops

Presented at OAGC conferences, NAGC conferences, NSA conference, Teacher Academy, and others

Conduct 5 workshops for GERD at the JCESC every year on different gifted concepts

Create and deliver workshops on differentiation, gifted education, learning centers, 21st century schools, questioning techniques,

Bloom's higher level thinking, create units for use in gifted classes, PBL, problem-solving, logical reasoning etc.

Jeffrey F. Oblak



Objective To instruct prospective special education teachers concerning the diverse needs of students identified with learning disabilities. To define the role of the special education teacher by differentiating instruction and designing instruction, including supports, to enable access to and participation in the general curriculum/Ohio's Academic Content Standards. To provide professional development for special education teachers regarding best educational practices.

Experience 1978 to Present
Jefferson County Educational Service Center
Steubenville, Ohio

■ 2000 to Present
Director of Special Education

■ 1978 to 2000
Work-Study Coordinator

1974 to 1978
Buckeye Local School District
Rayland, Ohio
Teacher, Developmentally Handicapped Program

Education

- May, 1974 West Liberty State College
B.A., Secondary Education Degree
- July, 1979 University of Dayton
M.S., School of Education, School Counseling and Administration
- October, 2003
Community Mediation Services of Central Ohio

Recent Accomplishments

- Serve as an active liaison between Ohio Department of Education, Office of Special Education and Jefferson County Educational Service Center
- Provide ongoing technical assistance and support to district special administrators and teaching personnel
- Supervise and evaluate performance of Educational Service Center special education related staff and programs
- Develop and facilitate county and district level staff development programs
- Program Manager for Jefferson County Alternative School Challenge Grant
- Jefferson County Juvenile Court Mediator
- Executive Committee member Family & Children First Council
- Jefferson County Opiate Task Force member
- Coordinator Jefferson County Head Start Programs and JCESC Consortium District members

*** References are available upon request**

From: gash@omeresanet.net
To: [Lillian Brown](#)
Cc: [Blair Closser](#); [chuck kokiko](#); [teresa silvestri](#); jherring@thejeffersonhealthplan.org; [jeff. oblak](#); [patrick.keenan](#)
Subject: Re: 400 student community school
Date: Friday, June 19, 2015 12:25:57 PM

Hi Lillian!

Our team of administrator leads are willing to meet with you. Please allow me to introduce you to Blair Closser, Teresa Silvestri, Chuck Kokiko, Jeff Oblak, Pat Keenan and Jim Herring. They cover professional development, education and online learning, technology, special education including gifted, and health care.

Please work with Teresa to set up a meeting and time.

Thank you,

George

On Jun 19, 2015, at 12:10 PM, Lillian Brown <lbrown@cvcschools.org> wrote:

Good morning Mr. Ash, thanks for agreeing to meet with me and my team. We are willing to come to your location if necessary. I tried to contact you at 740-283-3347 with no avail so I left a message. Thanks again for your consideration you can contact me at 216-298-3889. Have a great day

Lillian Brown, MBA, MAET

Chief Executive Officer (CEO)

Cleveland & Villa View Community Schools

1701 East 12th Street

Cleveland, Ohio 44114

Phone 216-523-1133 x112

Fax: 216-505-5192

Cell: 216-543-7727

<http://lbrown@cvcschools.org>

BLAIR CLOSSER **41 Years + Experience**

Director of Professional Development & Curriculum - Jefferson County Educational Service Center
41+ Years Experience in Education at all levels – Elementary, Middle School, High School, Central Office

1970 Graduate of Yorkville High School
1974 Graduate of Ohio University (BS Ed)
1977 MS Ed. in Educational Administration from the University of Dayton
1997 High School Principal and Assistant Superintendent Certification from Franciscan University
2003 Superintendent Certification from Salem International University

23 Years Teaching Experience

2 years - Elementary	Mt. Pleasant Elementary (Buckeye Local)	1974 - 1976
21 years - Middle School	Buckeye South / Buckeye Southwest Jr. High	1976 - 1997

12 Years Administrative Experience

2 years - Elementary Principal	Buckeye North Elementary	1997 - 1999
2 years - Assistant HS Principal	Buckeye Local High School	1999 - 2001
3 years - High School Principal	Buckeye Local High School {School of Excellence 2003}	2001 - 2004
5 years - Assistant Superintendent / Director of Special Services		2004 - 2009

6 Years Supervisor Experience

6 years - Director of Professional Development & Curriculum	[JCESC]	2009 - Present
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ESC Duties / My Credentials

- Director of Professional Development & Curriculum serving 9 districts
- LPDC Coordinator for the Jefferson/Harrison LPDC Consortium for 5 districts
- Director of Beginning Principal Mentoring Program for 9 Districts
- Assist with Coordinating the Resident Educator Program
- Coordinate and Chair AdvancED Accreditation process
- External Facilitator / District Support for the Ohio Improvement Process (OIP)
- Assist with All-Schools Spelling Bee
- Chair of Student Success Council (SSC) for 9 Districts
- ESC Representative to BFK / ESC Progress Network
- Member of the JCESC Leadership Team
- Co-Chair of the Principals' Leadership Academy & Collaborative
- Facilitate Monthly Administrative Leadership Meetings for 4 Districts

- SGM-SLO 'State' Trainer
- OTES 'Credentialed' Evaluator
- OPES 'Credentialed' Evaluator
- OLAC 'Certified' Trainer {5-17-2013}
- Provide Walk-Through Training for Administrators
- Co-Chair of the HS-HE Initiative for 8 Districts
- Assist with the Master Teacher Program for 3 Districts
- Developed and Implemented the "Aspiring Principal Program"
- Member of the Franciscan University Advisory Board
- Coordinate Region 12 SST and ODE-Sponsored Trainings
- Monitor ODE and other Educational Websites for Educational Updates and Trends

Educational Organizations / Publications

- | | | |
|---------------|------------------------------|---------------------------|
| • NASSP | • BFK / ESC Progress Network | • District Administration |
| • ASCD (Ohio) | • OAASFEP | • Phi Delta Kappan |
| • OESCA | • Learning Forward | • Education Week |

Community / Civic Organizations

- Mayor, Village of Yorkville (2 years +)
- Yorkville Village Council (26 years)
- Yorkville Board of Public Affairs (12 years)
- Member of the Yorkville Volunteer Fire Department (45 years)
- Member of the Yorkville V.F.W. Post # 4811
- Member of the Jefferson County 911 Board (Appointed by Jefferson County Commissioners)
- Member of Jefferson County Regional Planning Commission
- Community Volunteer for the Monthly Produce / Food Distribution
- Member of the Buckeye Local Touchdown Club
- Member of the Indian Club

**2014-2015 NEW SCHOOL APPLICATION FOR
PRELIMINARY AGREEMENT
FOR
Jefferson County ESC
SPONSORSHIP**

*****NOTE FOR APPLICANTS APPLYING FOR MORE THAN ONE CONTRACT**

PLEASE CONTACT CHUCK KOKIKO AT 740-283-3347 EXT 129
IF YOU ARE IN NEED OF ASSISTANCE OR HAVE ADDITIONAL QUESTIONS

2014-2015 START-UP COMMUNITY SCHOOL APPLICATION FOR SPONSORSHIP JEFFERSON COUNTY ESC

Thank you for your interest in partnering with Jefferson County ESC for sponsorship of an Ohio community school to open for school year 2014-2015. The application for a preliminary agreement for Jefferson County ESC Sponsorship is included in this packet. We have also included a Timeline to provide you with additional information on the application requirements and contract development process with Jefferson County ESC.

Jefferson County ESC takes the role of being an Ohio Community School Sponsor seriously. We have built a comprehensive team of professionals to provide a level of technical support and assistance aimed at sponsoring successful community schools. Armed with this team of professionals as well as our belief in the development of strong partnerships between the sponsor, governing authorities and leadership teams, Jefferson County ESC enables and supports school success. We are a key partner in helping our community schools improve academic performance and obtain successful student outcomes.

Jefferson County ESC will sponsor schools that use various academic models. We will sponsor drop-out recovery models as well as more traditional elementary models and blended models; we do not provide preference based on a school's educational model. Our sponsorship philosophy is to strive to improve academic results for all of Ohio's students by partnering with schools that provide comprehensive academic models and the operational and financial sustainability to ensure consistent delivery of quality education while maintaining school operational compliance and fiscal accountability to stakeholders.

The *Principles and Standards* published by the National Association of Charter School Authorizers (NACSA) encourage quality sponsors to establish a "transparent application process." We honor the spirit and letter of NACSA's Principles and Standards which call for a robust application process. We strive to provide clear communication and guidance regarding the application's content and requirements for moving through the process to reach a fully approved community school contract.

Completion of this application and its subsequent approval by Jefferson County ESC is the first step toward developing a new community school contract between Jefferson County ESC and your school. New school developers whose Application has been approved will sign a preliminary agreement with Jefferson County ESC. "Preliminary Agreement," as defined by statute, means a written agreement and any amendments thereto between a proposing person or group and a sponsor that sets forth the intention of both parties to negotiate in good faith towards the execution of a community school contract in accordance with Chapter 3314 of the Ohio Revised Code (the "Code").

Please review the following documentation to familiarize yourself with the complete Application/Contract process:

- 2014-2015 APPLICATION FOR PRELIMINARY AGREEMENT
- CRITICAL DATES TIMELINE FOR 2014-2015 NEW APPLICANTS

In addition to this application for preliminary agreement, it is important for you, as a potential school developer, to understand Ohio's community school law and requirements for applying and operating a community school. Ohio's community school law can be found in Section 3314 of Ohio Revised Code. Workshops on starting a community school are available through the Ohio Department of Education's Office of Community Schools

New Ohio community school applicants should submit notification of your intent to apply for a new community school contract to me via email at chuck.kokiko@omeresanet

The information provided on these forms will provide a starting point for conversations that will take place with the JCESC community school authorizing staff and the developer of the school. Additional information may be requested throughout the process.

If you have any questions regarding the process, please feel free to contact me through phone or email. I look forward to working with you and welcome the opportunity to answer any additional questions you may have.

Sincerely,

Dr. Chuck Kokiko

Director of Sponsorship Operations
Jefferson County ESC
2023 Sunset Boulevard
Steubenville Ohio 43952
740-381-0732 (cell phone)
740-283-3347 ext 129
chuck.kokiko@omeresanet

2014-2015 Jefferson County ESC Sponsorship

Critical Dates Timeline for New Contract Applicants

The Timeline for submitting a preliminary agreement application, and subsequent final contract and attachments for Jefferson County ESC sponsorship is as follows:

9.1.2013-11.29.2013	Jefferson County ESC, accepting Applications for Preliminary Agreement for 2014-2015 community school sponsorship. All applicants should notify JCESC of their intent to apply. Send notice to Chuck Kokiko, on behalf of Jefferson County ESC via chuck.kokiko@omeresa.net
11.29.2013	Final date to submit Preliminary Application for 2014-2015 school year to be submitted electronically to Chuck Kokiko at chuck.kokiko@omeresa.net .
12.2.2013-12.31.2013	Jefferson County ESC Preliminary Application review timeframe.
1.2.2014-1.17.2014	Jefferson County ESC new applicant/sponsor representative panel interviews.
1.31.2014	Approved applicants will receive: (a) Preliminary Agreement, (b) Sponsor comments/recommendations to applicant for finalizing contract/attachments, (c) Contract template and Attachments.
2.7.2014	Deadline for Applicants to sign, date and return executed Preliminary Agreement via email to chuck.kokiko@omeresa.net . Applicant must work to complete the Contract and all Attachments based on the rubric scoring and previous communications. JCESC is available for consult throughout this
3.15.2014	Board adoption of Community School Contract must be approved by this date. A copy of the approval resolution, signed Contract, and all Attachments via electronic delivery to Ohio Department of Education. Application will be submitted by Thomas Holmes, Esq. Pepple & Waggoner, Ltd.
3.31.2014	Jefferson County ESC final comments communicated to applicants.
4.14.2014	Deadline for all applicants to submit final Contract documents to Charter School Specialists, on behalf of Jefferson County ESC: (A) two (2) originally executed hard copies of the Contract and all Attachments clearly labeled and organized to incorporate any supplemental documentation and necessary revisions, and (B) one fully executed electronic PDF version with Contract template and all Attachments submitted in one complete document on a disk or thumb drive.
4.14.2014-5.2-2014	Jefferson County ESC review final Contracts.
5.2.2014-5.15.2014	Jefferson County ESC to complete ODE Community School Review Sheet for each applicant Contract, and finalize distribution of all signed Contracts to ODE and all applicants

**GENERAL APPLICANT INFORMATION
& ENROLLMENT PROJECTIONS**

NAME OF THE KEY CONTACT FOR THE APPLICATION AND THE ORGANIZATION COMPLETING THE APPLICATION ON BEHALF OF THE SCHOOL:

NAME: John Wilson

ORGANIZATION: Southern Local School District

STREET ADDRESS: 38095 State Route 39

CITY, STATE, ZIP: Salineville, Columbiana County, Ohio 43945

TELEPHONE NUMBER: (330)679-2343 FAX NUMBER: (330) 679-0193

EMAIL ADDRESS: John.Wilson@omeresanet.net

NAME OF THE SCHOOL: Utica Shale Academy

LOCAL SCHOOL DISTRICT (in which the school will be located): Southern Local Schools

HAVE YOU/WILL YOU FILE AN APPLICATION WITH OTHER SPONSORS? LIST HOW MANY APPLICATIONS YOU WILL SUBMIT TO WHICH SPONSORS:

No

DO YOU HAVE OR HAVE YOU HAD A RELATIONSHIP WITH OTHER SPONSORS, CHARTER SCHOOLS OR THEIR AFFILIATES? PLEASE LIST THE SCHOOL(S) OR ENTITIES AND IDENTIFY THE BASIS OF YOUR RELATIONSHIP (such as contractor, employee of operator, treasurer, board member, etc.):

No

HAS ANY MEMBER OF THE GOVERNING AUTHORITY OR DEVELOPMENT TEAM (INCLUDING MANAGEMENT COMPANY OR TREASURER/FISCAL OFFICER) BEEN INVOLVED WITH AN ENTITY WHO WAS INVOLVED IN A BANKRUPTCY, CLOSURE FOR FINANCIAL REASONS, HAD A FINDING FOR RECOVERY, OR DESIGNATED AS UNAUDITABLE STATUS? PLEASE LIST THE SCHOOL(S) OR ENTITIES AND IDENTIFY THE BASIS OF YOUR RELATIONSHIP: (such as contractor, employee of operator, treasurer, board member, etc.),

No

Identify the grades the school will serve in:

Year 1 **9-12**

Year 2 **9-12**

Year 3 **9-12**

Identify the total projected enrollment:

Year 1

Projected Total Enrollment 25

Year 2

Projected Total Enrollment 30

Year 3

Projected Total Enrollment 35

Describe projected enrollment plans beyond Year 3.

At this time the projected enrollment plan beyond Year 3, is that the enrollment increases up to fifty (50) students by Year 5.

Identify projected student to teacher ratio.

Utica Shale Academy will be using a blended model with a one to one student teacher ratio.
The goal for student training models and simulations will be fifteen (15) to one (1).

1. **APPLICANT EXECUTIVE SUMMARY**

Provide a brief “Executive Summary” of the Application for Sponsorship. The Executive Summary is an overview of the School’s program used to highlight specific content and sections of the Application.

The Executive Summary is to include brief descriptions of the following in no more than 2-4 pages in length. Applicant may write in the text box provided below or upload the Executive Summary as a separate document.

- A. The purpose for the School, Utica Shale Academy, is one of two in either to
 - 1.) Give students the opportunity to train for immediate employment upon graduation.
 - 2.) Give students the opportunity to start on track for their college degree in their chosen job field with emphasis on oil, gas, and stem fields.

- B. The student population to be served will be any student residing in the state of Ohio in grades 9-12 with a particular interest in the S.T.E.M. field.

- C. The School’s educational model and blended learning environment will specialize with both hands on STEM activities as well as simulations aimed at Industrial certifications and degree granting programs.

- D. How the School will demonstrate success.
 - Graduate students on time.
 - 75% will pass certification exams based on completion of applicable course work.
 - 75% of graduates will continue education at a 2 or 4 year institution if not immediately employed upon graduation.

2. GOVERNANCE AND MANAGEMENT

The governing authority formally plays a vital role in the school's success and future existence. The governing authority sets policy, establishes the budget and is the fiduciary agent for the community school. The governing authority is responsible for compliance with the community school contract and applicable local, state and federal laws. The governing authority of the community school will be the responsible entity and contracting party for any community school contract.

Provide information on your school's governance and management in narrative form using the text boxes below. If applicant prefers to upload responses as a separate document, please use the section headings shown below in organizing the written narrative. Questions/statements shown after the headings are meant to provide guidance for items that are to be included in the narrative.

Language in this section should be accurate and concise so it will be easier for the Applicant to incorporate into Attachments 1.5, 2.1, 3.2, and 4.1 of the final Jefferson County ESC Community School Contract.

- A. Governance.** Please provide the names, addresses, telephone numbers, and email addresses of the members of the school's governing authority. Include a bio or resume on each of the governing authority members and provide a narrative to summarize the governance structure and expertise the members bring to the role as well as a description of governing authority recruitment and removal of members as well as future development plans.

If the governing authority has not been fully established, provide the above information for members of the development team and describe the transition to the governing authority.

If members of the governing authority or development team have previously or currently serve on the governing authority of a traditional school, charter school or other not-for-profit organization, please include a description.

Names and addresses of Governing Authority submitted via attachment.
Each board member will submit a resume / curriculum vitae

- B.** Provide the proposed governing authority meeting dates, times and locations for the year.

Governing authority will establish meeting dates and locations once established.

A minimum monthly meeting will occur and the location will be representative of the community they serve.

- C. Management. Educational Service Providers (ESP)/Educational Management Organizations (EMO)/Charter Management Organization (CMO).** If you are partnering with an educational management organization, please describe the organizational reporting structure and include an organizational chart to show how staff working in the school or supporting the school through the management entity is aligned. Summarize and provide data *evidencing the management organization's strong track record and/or successful work* including its (i) experience in starting a school from the ground up; (ii) financial and business acumen; (iii) expertise and proven track record in urban education; (iv)

understanding of Ohio community school law and other relevant laws, including No Child Left Behind, and (v) and describe how you will monitor, measure, and evaluate the organization's performance. Include a spreadsheet listing the EMO managed community schools including their names, addresses, year opened, academic performance index rating and sponsors.

Provide a copy of the management agreement if available. If a management agreement has not been finalized, provide a copy of the EMO/CMO standard agreement. If you are the sole developer, please provide information pertaining to your educational experiences operating a school.

Letter on developer provided with the application.

D. Staffing. Outline the school's organizational chart by providing detail on the positions you will employ including special education needs. Identify the student to teacher ratio and how your organizational structure will lead the program and ensure effectiveness. Identify plans for professional development and teacher recruitment. Detail descriptions will be necessary in the interview process.

Developer

Director of School

Teachers

Special education JCESC

P.D. will be provided through the JCESC as well as OGEEP and other STEM related providers.

Teacher recruitment will occur through the JCESC as well as the ODE website.

3. EDUCATIONAL PROGRAM

Schools sponsored by Jefferson County ESC will have quality educational programs that are aligned with Ohio's New Learning Standards that include Common Core State Standards, revised standards for science, social studies and all other core academic subjects. The school must work to meet Ohio's Accountability Standards under No Child Left Behind, Ohio's ESEA Flexibility Waiver and/or any other legislation or mandates enacted to replace the aforementioned. The community school's educational plan should align with its stated mission and must include specific and measurable goals.

Provide information on your school's educational program in narrative form below. If applicant prefers to upload responses as a separate document, please use the section headings shown below in organizing the written narrative. Questions/statements shown after the headings are meant to provide guidance for items that is to be included in the narrative.

Language in this section should be accurate and concise so it will be easier for the Applicant to incorporate into Attachments 6.3, 6.4 and 3.11 of the final Jefferson County ESC Community School Contract.

- A. **Educational Philosophy and Program.** State the school's mission, vision and philosophy. Describe the educational program including the instructional design that the school emphasizes. Identify what scientifically-based research practices and/or programs will be used. Identify the core and supplementary resources and materials that the school will use. Provide a general description of the curriculum used identifying how you will verify alignment with Ohio's core academic content standards. How does the program result in successful student achievement for all students? Identify intervention practices you will use for students not meeting performance standards.

Vision Statement

The Utica Shale Academy, through an innovative high school curriculum will serve as a leading educational institution for all students who seek to explore, develop, and enhance career opportunities as well as further advance their education.

Mission statement

The Utica Shale Academy provides a unique and vigorous learning environment through a specialized academic program which responds to employers' and industries' current and emerging and changing global workforce needs and expectations through business/school partnerships.

Students will:

- develop work habits that foster independence, self-awareness and commitment to personal growth.
- achieve competency in industry and academic standards

USA will utilize a robust online educational delivery system offering 100 full year and semester courses for students in grades K-12. Each course is fully-aligned to Ohio's Academic Content Standards, which are deeply rooted into the National Academic Content Standards. The curriculum is accredited by North Central Association Commission on Accreditation and School Improvement, (NCA CASI), accreditation divisions of AdvancED. In addition to traditional coursework, USA will have a strong emphasis on Stem related learning by providing opportunities for students and teachers to develop 21st Century Skills in the context and application of the Ohio Grade Level Content Standards. The cloud based STEM program is a multi-mode resource designed for both the whole-class and individualized instruction. The interactive nature of the content will provide a wealth of opportunities to provide engaging STEM teaching. Through the trainer models and hardware packs, students will be placed in real-world problem solving tasks. Content will include multimedia presentations, virtual lab investigations, hands on practical activities, problem solving projects, and academic and technical support tasks. Content will be continuously updated to the International Technology and Engineering Educators Association (ITEEA) standards.

- B. **Special Education, ELL & Gifted.** How will the school ensure they meet the needs of all students, including students with disabilities, LEP, 504, and gifted students? How will you ensure you comply with state and federal laws and requirements?

Adoption of ODE Model policy
Work with JCESC Special Education staff as well as Gifted Staff.

- C. **Testing & Assessments.** Jefferson County ESC requires its sponsored schools to identify and utilize at least one state approved standardized testing tool. Identify the standardized test that your school will use and how often student achievement will be measured and reported from this primary testing tool as well as additional tools the school will use? Include your plan for intervention used for students not proficient with required testing.

Ohio Graduation Tests

- Fall Administration
- Spring Administration
- Summer Administration (optional)
-

Ohio Test of English Language Acquisition (OTELA)

- Spring Administration
-

Alternate Assessment for Students with Severe Cognitive Disabilities (AASCD)

Parent communication is an essential part of USA. The curriculum being used contains a parent access mode in which they may view student lessons, work completed, grades for the courses as well as communicate with the teacher. In addition, the school will regularly communicate with the parents on school related items including school and state assessments of their children as well as the school's overall performance. Parents will be encouraged to be part of their child's learning and will be provided resources to support learning in the home.

If Utica Shale Academy fails to meet the state target goals, the school will show an average increase of at least 2.5 percentage points each year for those requirements not met, or the average results for each appropriate grade level shall equal or exceed the OGT results or other state mandated test. Alternatively, if USA does not meet the standard for each grade set forth above, it will show an average increase of at least 2.5 percentage points for those requirements not met as it tracks students over time and compared to previous cohorts of USA as well as similar demographic school districts.

USA will also provide onsite tutoring to students needing additional assistance.
Depending on remediation needs, may use a vendor service such as one on one learning.

D. **Daily Activities.** Provide the school's proposed calendar and daily bell schedule. Beyond classroom teaching, what additional services are provided (e.g., pre-school, after-school, extra-curricular activities, tutoring, computer training)? What resources are needed in order to offer these services?

School Day will be 8-3. Evening hours are possible depending on student needs.

STEM Learning modules and simulations

- Buckeye Education

Partner with OGEEP for oil and gas related activities

Articulation with local community schools for Post-Secondary Option as well as Dual Credit

- Eastern Gateway Community & Stark State Community

E. **Goals and Measurements.** Provide detail on the school's academic and non-academic goals that support student achievement? How are these goals being measured? What are the performance standards and how will progress be monitored and demonstrated?

(Applicant should have briefly touched on defining and measuring performance in the Executive Summary). Applicant should address the Executive Summary statements and include the following in this Section:

1. A minimum of three (3) Academic performance goals
2. A minimum of two (2) non-academic performance goals.
3. Each goal should be a SMART goal (Specific, Measurable, Attainable, Realistic, Timely)
4. Each goal should include an explanation of how and when the data will be collected, and how often the data will be evaluated, reported, and action will be taken to address the results.

1. On the Ohio Assessment Assessment-meet or exceed the state standard for the percentage of students passing which is 75% in accordance with ORC3302.02.

2. Meet the requirements of the Federal measure of Annual Yearly Progress and/or the Ohio Value-Added measure.

3. Have all academic groups complete one academic program (one year's growth) in each of the Direct Instruction areas each year.

Attendance Goal Measurement

93% or better

Measured through appropriate record keeping (EMIS)

Stakeholders Satisfaction Goal

Students-75% Approval

Teachers 75% Approval

Administrative and Support Staff-75% Approval

Parents 85% Approval

4. DEMOGRAPHIC & MARKET ASSESSMENT

Provide information on your market assessment in narrative form using the text boxes below or as an uploaded separate document. Please use the section headings shown below in organizing the written narrative. Topics shown after the headings are meant to provide guidance for items that are to be included in the narrative.

Language in this section should be accurate and concise so it will be easier for the Applicant to incorporate into Attachment 3.6 of the final Jefferson County ESC Community School Contract.

- A. **School District.** Identify the local district in which the school is to be located and list all other school districts from which the school expects to enroll students.

Southern Local

May draw from surrounding districts in Columbiana County

School is open to any Ohio student in grades 9-12.

- B. **Students & Local Demographics.** Describe the students that the school will serve. Does the school serve a niche population? Include demographic breakdown of the student population and characteristics of the community from which the school's students are drawn, including race, ethnicity, socioeconomic background and primary languages spoken.

Primarily English speaking students based on current demographics

High percentage Caucasian

High Poverty Level

Currently 2nd Highest County in Ohio for gas wells drilled

- C. **Racial & Ethnic Balance.** Describe how the school will monitor student population in comparison to the community and how the school will work to attain a diverse population while being reflective of the community it serves.

The needs of all students, including English Language Learners will be addressed on an individualized basis and given the appropriate support to allow the students to reach their potential academically, emotionally, and socially.

D. **Market Assessment.** Please highlight community support. Identify other schools in the community and their enrollment. Describe the demographic makeup of the community and the need for the school within the community. Provide a copy of your enrollment, recruitment and marketing plans and include any letters of support or promotion you have received from the community.

- Will work with local Media
- Youngstown News
- Steubenville News
- Local News papers
- Web page
- Community Events
- Regional Mailing
- Billboards
- Face to Face Campaign
- Radio spots

5. **COMPLIANCE**

Using the text box below, provide verification that the school has the knowledge and understanding necessary to maintain compliance with state and federal guidelines and appropriate operational procedures. If applicant prefers to upload a separate document with responses, please use the topics shown below in organizing the written narrative.

Language in this section should be accurate and concise so it will be easier for the Applicant to incorporate into Attachments 3.9, 3.10, 3.11, and 8.2 of the final Jefferson County ESC Community School Contract.

A. Provide brief narrative descriptions of the following areas in relation to the school's proposed operation. While these topics will be required sections of the Contract attachments, we are not asking you to include complete policy and benefit manuals or full student handbooks in this section at this time. We are looking for narrative descriptions of how the school will comply with requirements and how the school will run and monitor its operations:

1. Admissions and open enrollment procedures
2. Attendance and withdrawal rules and procedures

A student who fails to participate in one hundred five consecutive hours of learning opportunities will be automatically withdrawn, unless the student's absence is excused. Otherwise, a parent may withdraw a student voluntarily by signing a Voluntary Withdrawal form with the Head administrator or his/her designee.

3. Suspension and expulsion policies including compliance with students with disabilities requirements

Will follow Southern Local Policy / Student Handbook

4. Transportation, food service, and/or other ancillary services policies and procedures

Will follow Southern Local Policy Purchased Service agreements

5. Verify that appropriate benefits will be offered to employees, including STRS/SERS

Will follow Southern Local Policy as staff will be a purchased service

6. OPERATIONAL BUDGET

Prepare and upload a detailed copy of the current budget and 5-year forecast.

In the text box below, or as included with the uploaded budget and forecast, please include a narrative that:

1. Identifies the school's (current or proposed) fiscal officer and appropriate credentials

JCESC will be Fiscal Agent

2. Describes the school's intent to ensure financial stability

Yearly and 5 year Budget proposal submitted via attachment

3. Provides a description of the governing authority's intent to improve the schools financial condition if the school shows a deficit beyond year one

Chesterton Group

4. Includes anticipated contributions and any fundraising efforts and plans that will be utilized to bring in additional funding for the school

Chesterton Group

This section must be an accurate account of expected enrollment, growth, income and expenditures so it will be easier for the Applicant to incorporate into Attachments 9.2, 9.3 and 9.5 of the final Jefferson County ESC Community School Contract.

There will be no consideration of approval for an applicant employing or contracting with a treasurer or fiscal officer who has an affiliation with a school that currently has a finding for recovery or has an unauditable status.

7. FACILITIES

Provide information on your facilities in narrative form using the text box below. If applicant prefers to upload responses as a separate document, please use the questions/statements below in organizing the written narrative. Identify whether or not the Applicant has a building to be used, or describe the building in which the Applicant desires to secure including square footage, number of classrooms, maximum capacity or any specific needs.

Language in this section should be accurate and concise so it will be easier for the Applicant to incorporate into Attachments 5.1 and 10.1 of the final Jefferson County ESC Community School Contract. The Jefferson County ESC will conduct a site visit prior to approval of application.

Site Specifics-Describe the facility and its location, including the address, site plan, and floor plan (if available). Indicate whether the property and/or facility is leased or purchased (including length of terms) as available.

If the facility has been or is currently being secured via mortgage or lease, please provide a copy of the purchase agreement or lease ensuring the following information is included or detailed in the narrative as available:

- Cost of the land and building;
- The entity or individual that owns the property;
- If the facility is a permanent or temporary site;
- Whether the facility is a new construction or was a retrofit;
- How the new construction or retrofit is financed; and
- Whether the owner/lessee is a party to this application.

If the facility is secured, provide a copy of the Insurance Declaration Sheet. If the facility is not yet secured, it must be acknowledged that Jefferson County ESC and Charter School Specialists will be an additional insured on the policy in the amounts as stated and required by contract.

Cite Visit by JCESC.

Insurance quote will be provided and moved by Governing Authority.

UNDERSTANDING OF VOLUNTARY ACCEPTANCE

In submitting this application for sponsorship, I and the GOVERING AUTHORITY for the [Utica Shale Academy] community school recognize that Jefferson County ESC receives this application for sponsorship voluntarily in its role as a community school sponsor in the State of Ohio.

Jefferson County ESC is not obligated to provide any reason, rationale or evaluative metric related to any decisions related to the acceptance or denial of this application for sponsorship.

Applicant Signature _____ Date _____

If more than one applicant, please have additional applicant(s) sign and date below:

Applicant Signature _____ Date _____

Applicant Signature _____ Date _____

Applicant Signature _____ Date _____

Applicant Signature _____ Date _____

Applicant Signature _____ Date _____

APPLICANT CERTIFICATION

I hereby certify the information in this application is complete and accurate to the best of my knowledge and acknowledge my obligation to promptly inform Jefferson County ESC of any material changes.

Applicant Signature _____ Date _____

JEFFERSON COUNTY ESC 2014-2015
START-UP COMMUNITY SCHOOL
APPLICATION SCORING GUIDELINES AND
CRITERIA

Jefferson County ESC and Charter School Specialists uses sponsor representative “new school review team” and a rubric scoring tool to guide the application review process. The applicant’s responses to application requirements are reviewed to ensure applicants have the ability, knowledge and expertise, and critical resources necessary to effectively operate an Ohio community school. The CSS new school review team reviews and scores the application using the attached rubric.

Each of the following key content areas is weighted equally in the final decision for approval.

1. Applicant Information and Enrollment Projections
2. Governance
3. Management and staff
4. Educational Philosophy
5. Program / Educational Delivery Model
6. Testing and Assessments
7. Daily Activities
8. Goals and Measures
9. Demographics and Market Assessment
10. Compliance
11. Operational Budget
12. Facilities

Applicants will be scored as indicated below for each of the application sections referenced above. Scores for individual application sections will be averaged to determine the overall application score. Applicants must achieve an initial average overall score of 1.5 or better to be considered for approval.

- Missing (0 points) - A section/application that falls into this category is missing the required information and falls below a standard of approval.
- Partially Meets (1 point) - A section/application that falls into this rating has failed to adequately address the question and/or has not fully met the established review criteria as designated in the application review document. Applications/sections that score in this range may be encouraged to improve language, content and responses to ensure standards can be met prior to potential approval.
- Meets (2 points) - A section/application that falls into this rating meets the minimum standards for the requirements as designated in the application review document and applications consistently scoring in this range may be approvable with little modifications.
- Exceeds Standard (3 points) - A section/application that scores in this range has exceeded the review criteria established and as identified in the application review document. Applications consistently scoring in this range have provided clear and comprehensive responses to meet and exceed the expectations for designated sections.



JCESC/VLA
The Bridge to Tomorrow

JEFFERSON COUNTY EDUCATIONAL SERVICE CENTER

2023 Sunset Blvd., Steubenville, Ohio 43952 • Phone: 740-283-3347 • Fax: 740-283-2709
www.jcesc.k12.oh.us

DR. GEORGE ASH

Superintendent

BLAIR CLOSSER
Professional Development

DON DONAHUE
Treasurer

CHRISTY KELLEY
Virtual Learning Academy

JEFF OBLAK
Special Education

Utica Shale Academy Meeting

Date : 2/3/2014

Agenda

1. Welcome
2. Preliminary Agreement signed and approved
3. Lease agreement to be signed and approved
 - a. Between JCESC and Southern Local
4. Sublease to be signed and approved
 - a. Between JCESC and USA
5. Indemnification and release agreement to be signed and approved
 - a. Between JCESC, Southern Local and USA
6. Names of 5 Board members
 - a. Set a meeting Date/Time/Location
 - b. Week of March 11-14?
7. Articles of Incorporation to be signed by John Wilson
 - a. Tom Holmes will file (original copies)
8. Steps to be working on:
 - a. Community School Service Contract
 - b. Education Plan
 - c. Budget
 - d. Equipment/furniture lease agreements
 - e. Seed money from investors
 - f. Personnel
 - g. Advertising/Web page etc.
 - h. Articulation with community school / tech prep / post-secondary opt
9. Community School Contracts will need to be approved by JCESC and USA Boards in public meetings. **Must be in place by May 15th, 2014.**
10. Other





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Treasurer

CHRISTY KELLEY
Virtual Learning Academy

JEFF OBLAK
Special Education

Utica Shale Academy Meeting

Date: 2/10/2014

Agenda

1. Welcome
2. EGCC involvement.
 - a. CDL's, post-secondary options, tech prep
 - b. Articulation with community school / tech prep / post-secondary opt
3. Buckeye Education and Tech programs
 - a. Computers needed? Furniture?
4. Lease agreement to be signed and approved Returned
 - a. Between JCESC and Southern Local (board meeting this week)
5. Sublease to be signed and approved
 - a. Between JCESC and USA (signed at upcoming meeting TBD)
6. Articles
 - a. Budget
 - i. Personnel, benefits, lease,
 - ii. Donations/loans (Startup account)
 - iii. Computers from Southern? Lease agreement, Number? Dollar amount
 - iv. EMIS coordinator payment
 - v. Liability insurance
 - vi. Advertising/Web page etc.
 - vii. Starter mission and vision statement
 - viii. Contact info/ numbers
 - b. Names of 5 Board members with addresses and phone numbers
 - i. Will call and schedule 1st board meeting
 - c. Governing Authority Policies/Bylaws
 - d. Health Insurance / Benefits
 - e. Education Program/ Academic Goals
 - f. Special Education Plan (must be filled with sponsor, not office of com. Sch.)
7. Community School Contracts will need to be approved by JCESC and USA Boards in public meetings. **Must be in place by May 15th, 2014.**
8. VLA



Donald L. Donahue

Work Phone: 740-283-3347

Email: don.donahue@omeresanet.net

- Experience** 2011 – Present: Treasurer, Jefferson County Educational Service Center. Chief Fiscal Officer for a multi-million dollar ESC. Duties include but not limited to financial advisor, annual budgeting, payroll, insurances, asset management, investments
- 1999 – 2011: Business Manager, Buckeye Local School District. Managed both the transportation and food service operations. Directly supervised over fifty (50) employees in both departments. Duties included hiring, budgeting, route scheduling, contract negotiations, disciplinary actions and parent requests and complaints.
- 1993 – 1999: Treasurer, Buckeye Local School District. Chief Fiscal Officer for a multi-million dollar school budget. Duties included but not limited to financial advisor, annual budgeting, payroll, contract negotiations, insurances, asset management.
- 1990 – 1993: Income Tax Auditor, State of Ohio. Duties included auditing corporate franchise tax returns. Also, audited employer state income tax withholdings from employees.
- 1988 – 1990: Accountant, Nemo’s Hauling. Duties included all accounting functions for the company.
- 1986 – 1988: Accountant, Marhefka Auto. Duties included all accounting functions for the company.
- 1977 – 1986: Accountant, James M. Riley, CPA. Duties included accounting and tax service for numerous small businesses.
- Education** 1973 – 1977: College of Steubenville. BS Degree in Accounting.

For Keith Marsh:

Ball State's Office of Charter Schools authorized a number of urban center schools operated by for-profit entities. In several cases, Ball State was forced to non-renew many of these charters.

What were the features of Charter accountability in the initial development phase?

What are some "lessons learned" from the Ball State charter authorization experience?

Entering 2015, what do you believe are the three most critical measures of charter school effectiveness, and why?

For David Wood: Trine's experience with Charters can best be characterized as mixed, with several high profile school closings.

1. What challenges did Trine have to overcome in their charter school projects and what operational, accountability, and policy insights did you glean from that experience? What would you do different and why, or why not?

2. Repeat last question as posed to Mr. Marsh.

More to follow, but these two individuals have the most problematic backgrounds. This could pose a major obstacle on Jefferson County ESC's quest to brand ESC sponsorship as more transparent, student centered, operationally accountable and fiscally efficacious.

Their previous experiences in this domain could be troubling for ODE staffers who will assess their credentials and background to make a preliminary recommendation, and the State Board members who will vote on the ESC sponsorship application - all depending on the details and how its viewed.

Let's talk Friday.

Best regards,

Adam

Sent from my Android phone using TouchDown (www.nitrodesk.com)

> Adam C. Miller / Partner
> Taft Stettinius & Hollister LLP
> 65 E. State Street, Suite 1000
> Columbus, OH 43215
> Tel: 614.221.2838 * Fax: 614.221.2007
> Direct: 614.334.6121
> www.taftlaw.com amiller@taftlaw.com /
> <http://www.linkedin.com/company/41333?trk=tyah>

NICHOLAS S. BALAKOS

Senior Management Professional (MBA) and Certified Fraud Examiner (CFE) with unique combination of Auditing, Executive Management and Turnaround Specialist experience including financial, analytical, procedural, internal controls, human resources/labor relations and governmental management experience of agency with over \$250 million annual budget

SUMMARY OF AUDIT/INTERNAL CONTROLS/TREASURY

- ❑ Reformulated internal controls to take agency from financial insolvency to operating the \$250 million annual budget agency in black for 11 consecutive years
- ❑ Developed & implemented internal controls that improved and enhanced services to the public while reducing payroll expenses by \$1 million
- ❑ Developed mechanisms resulting in over \$20 million in new grant funding for the county
- ❑ Conducted an aggressive campaign to combat welfare fraud which resulted in the closing of two stores for illegal food stamp activity, prosecuting 200 cases of welfare fraud, and implementing new standards for case recipients
- ❑ Directed site teams to audit procedures, prepared and presented findings as indicated according to Federal, State, and local statutes
- ❑ Responsible for collecting delinquent accounts and securing delinquent tax returns within the guidelines established by the Internal Revenue Service (IRS)
- ❑ 9 ½ years' experience as a State Auditor, assuring compliance to government statutes with payroll and benefits
- ❑ Exceptional problem solver, consensus builder, change agent
- ❑ Insightful, attentive to detail and able to implement big picture

CAREER HIGHLIGHTS

HUMAN RESOURCES/LABOR RELATIONS

- ❑ Administration of FMLA and oversaw adherence to regulations and laws
- ❑ Turn around of County health insurance (860 employees) resulting in change from a deficit of \$11 million to a surplus of \$5 million
- ❑ Communicated benefit plans, costs and procedures to employees in group or individual sessions
- ❑ Analyzed benefits vendors' offerings, and served as liaison between employees and providers
- ❑ Extremely knowledgeable of pension and retirement systems, both public and private
- ❑ Candidate interviewing and selection
- ❑ Bargaining and non-bargaining wage calculations and classifications
- ❑ Negotiated four labor agreements with the Communication Workers of America
- ❑ Contract administration including grievance process through arbitration
- ❑ Compensation and benefit analysis and administration
- ❑ Recruitment, hiring, performance evaluations and promotion of personnel
- ❑ Analysis and implementation of two state approved early retirement incentive programs which resulted in net savings of over \$1 million in personnel costs for each program
- ❑ Union steward Chapter 100, National Treasury Employees Union responsible for grievance procedures and following guidelines of national union contract
- ❑ Safety coordinator, District Office, Internal Revenue Service

SENIOR MANAGEMENT/TURNAROUND SPECIALIST

- ❑ Directed an agency that encompassed all public assistance which includes food stamps, cash payments, child care, Medicaid, and related programs, as well as child support enforcement, workforce development, and adult and children's protective services
- ❑ Implemented various new procedures and practices to streamline processes which resulted in agency being awarded three "Best Practices" awards from the State of Ohio
- ❑ Oversaw the redesignation of the Jefferson County Children's Services Board to the Jefferson County Department of Job & Family Services (4/1/2005) which resulted in annual cost savings of at least \$800,000 while increasing the services and direct support personnel available
- ❑ Researched job functions and provided extensive on-the-job training to improve employee performance efficiency which resulted in the State of Ohio efficiency performance rating raising from 67% in 1996 to 97% in 1999 and maintained that consistent level through 2008
- ❑ Cost analysis and vendor selection for various projects in Auditor's and Job and Family Services offices
- ❑ Facilitated transition from paper to computerized record keeping in county auditor office

PROFESSIONAL EXPERIENCE

REVENUE OFFICER JUNE 2009 – PRESENT
DEPARTMENT OF TREASURY, YOUNGSTOWN, OHIO

DIRECTOR FEBRUARY 1997 – FEBRUARY 2008
JEFFERSON COUNTY (OHIO) DEPARTMENT OF JOB AND FAMILY SERVICES

CHIEF DEPUTY AUDITOR SEPTEMBER 1995 – FEBRUARY 1997
JEFFERSON COUNTY, OHIO

AUDITOR-IN-CHARGE JUNE 1986 – AUGUST 1995
STATE OF OHIO

EDUCATION AND TRAINING/CERTIFICATIONS

MASTER'S DEGREE IN BUSINESS ADMINISTRATION (MBA) STEUBENVILLE, OH
FRANCISCAN UNIVERSITY OF STEUBENVILLE

BACHELOR'S DEGREE IN BUSINESS ADMINISTRATION WEST LIBERTY, WV
WITH AN EMPHASIS IN MANAGEMENT – WEST LIBERTY STATE COLLEGE

VARIOUS CONTINUING EDUCATION COURSES ASSOCIATED WITH CERTIFIED FRAUD EXAMINER (CFE) SUCH AS: FINDING AND INVESTIGATING FRAUD, INTERVIEWING, FORENSICS, FRAUD IN THE 21ST CENTURY, CONDUCTING INTERNAL & FRAUD INVESTIGATIONS AND OTHERS

AFFILIATIONS

- JEFFERSON COUNTY CHAMBER OF COMMERCE BOARD OF DIRECTORS, 2005 – 2008 •
- STEUBENVILLE ROTARY • BOARD MEMBER, STEUBENVILLE MAIN STREET CONVENTION & VISITORS BUREAU • JEFFERSON COUNTY TOWNSHIP ASSOCIATION • STEUBENVILLE HIGH SCHOOL BOOSTERS • NATIONAL ASSOCIATION OF COUNTY OFFICIALS REPRESENTATIVE OF OHIO FOR HUMAN SERVICES • CHAIRMAN OF JEFFERSON COUNTY HEART WALK • MASONIC LODGE # 45 •
- HOLY TRINITY GREEK ORTHODOX CHURCH PARISH COUNCIL

**UTICA SHALE ACADEMY
FINANCIAL UPDATE**

CASH BALANCE AS OF:	<u>9/30/2015</u>	<u>ENCUMBRANCES</u>
Utica Shale Academy General Fund	\$159,807.40	\$559.20

RECEIPTS & EXPENDITURES

Receipts:	Month-to-Date	Year-to-Date
Utica Shale Academy General Fund	<u>\$32,187.38</u>	<u>\$94,074.06</u>
TOTAL RECEIPTS:	\$32,187.38	\$94,074.06

Expenditures:	Month-to-Date	Year-to-Date
Utica Shale Academy General Fund	<u>\$11,366.43</u>	<u>\$22,426.17</u>
TOTAL EXPENDITURES:	\$11,366.43	\$22,426.17

	Beginning Balance as of 7/1/15	Current Ending Balance 09/30/15
Utica Shale Academy General Fund	<u>\$88,159.51</u>	<u>\$159,807.40</u>
TOTAL CASH BALANCE:	\$88,159.51	\$159,807.40

Date: 10/08/2015
Time: 1:50 pm

Utica Shale Academy of Ohio
SORT BY CHECK NUMBER
CHECK DATES BETWEEN 09/01/2015 AND 09/30/2015
ALL CHECKS SELECTED

Page: 1
(CHECKPY)

CHECK	TYPE	DATE	VENDOR	VENDOR	STATUS/DATE	BANK CODE	CHECK AMOUNT
000197	W	09/09/2015	Farm & Dairy	001533	RECONCILED:09/30/2015		235.20
000198	W	09/09/2015	The Morning Journal	001540	RECONCILED:09/30/2015		1,322.50
000199	W	09/14/2015	RON SINES	000002	RECONCILED:09/30/2015		432.00
000200	W	09/14/2015	KIMBERLY MANNING	000006	RECONCILED:09/30/2015		315.00
000201	W	09/14/2015	LAURA KRULIK	001527	RECONCILED:09/30/2015		210.00
000202	W	09/14/2015	John Kuczykowski	001541	RECONCILED:09/30/2015		105.00
000204	W	09/18/2015	CARTS	000021	RECONCILED:09/30/2015		418.00
000205	W	09/18/2015	Campbell Signs & Apparel LLC	001542	RECONCILED:09/30/2015		914.00
000206	W	09/18/2015	OAASFEP	001543	RECONCILED:09/30/2015		350.00
000207	W	09/18/2015	Hyatt Regency Columbus	001544			340.20
000208	W	09/30/2015	JUSTIN KRULIK	000001			150.00
000209	W	09/30/2015	RON SINES	000002			516.00
000210	W	09/30/2015	PAUL BAKER	000003			235.00
000211	W	09/30/2015	KAREN CARLIER	000004			105.00
000212	W	09/30/2015	LISA M. CUNNINGHAM	000005			105.00
000213	W	09/30/2015	KIMBERLY MANNING	000006			210.00
000214	W	09/30/2015	JENNA ROSNICK	000015			25.00
000215	W	09/30/2015	GREG TAGLIERI	000016			105.00
000216	W	09/30/2015	LAURA SHEETS	001501			12.00
000217	W	09/30/2015	GREG SABBATO	001508			414.00
000218	W	09/30/2015	LAURA KRULIK	001527			25.00
000219	W	09/30/2015	John Kuczykowski	001541			105.00
000220	W	09/30/2015	COLUMBIANA EXEMPTED VILLAGE SCHOOLS	001545			4,671.53
V VOIDED CHECKS			0	CHECK TOTALS		0.00	
R RECONCILED CHECKS			9	CHECK TOTALS		4,301.70	
W WARRANT CHECKS			23	CHECK TOTALS		11,320.43	

PATRICK DOUGLAS KEENAN

PROFESSIONAL SUMMARY

Twenty years of supervisory experience, including the training and motivation of teams. Over Twenty years of programming, networking, and troubleshooting experience. Strong communication and project management skills. Exceptionally quality driven with a strong work ethic.

WORK EXPERIENCE

IT Director / Building and Grounds Director, 2014- Present

Jefferson County Educational Service Center, Steubenville, OH.

- Provided Network and Technology Assessments to schools and businesses.
- Oversee and maintain the network and mail, print, file, and web servers.
- Maintain SQL Databases as database administrator.
- Program administrator for accounting software (ERP System).
- Coordinate installation, maintenance and repair of all technology.
- Maintain company web page.
- Served as program administrator for all voice systems.
- Facilitated professional development for staff.
- Maintain electronic blueprints and archive data.
- Hyper-V Administrator.
- Facilitated all maintenance and upgrades to all properties owned by the JCESC.
- Applied for and administered technology grants as Grant Coordinator.

IT Manager, 2012- 2014

Selinsky FORCE, North Canton, OH.

- Oversee and maintain the network and Citrix, mail, file, and web servers.
- Maintain SQL Databases as database administrator.
- Program administrator for accounting software (ERP System).
- Coordinate installation, maintenance and repair of computer technology.
- Maintain company web pages.
- Served as program administrator for all voice systems.
- Facilitated professional development for staff.
- Maintain electronic blueprints and archive data.
- VM Ware Administrator.

Team Lead, 2012

CompuCom

- Contracted out to PNC Bank for a hardware refresh.
- Managed and Supervised 6 personnel.
- Installed new computers, Multifunctional Copiers, and Cisco Switches.

PATRICK DOUGLAS KEENAN

IT Manager, Pricing Coordinator, 2010- 2012

Kwik King Food Stores / Riley Petroleum, Toronto, OH.

- Oversee and maintain the network and mail, file, and web servers.
- Maintain SQL Databases as database administrator.
- Program administrator for accounting software (ERP System).
- Coordinate installation, maintenance and repair of computer technology.
- Facilitated professional development for staff.
- Maintain company web pages.
- Served as program administrator for all voice systems.
- Dispatching of company truck force.
- Haz-Mat Trainer for Company.
- Pricing Coordinator for both Kwik King and Riley Petroleum.
- Purchasing Coordinator for Kwik King.
- Maintain records for company vehicles and drivers.

Owner and Operator, 2001-Present

Keenan Computer Services, Toronto, OH.

- Provided contract services to Jefferson County Sheriff's Office, Clarke Funeral Homes, Toronto City Government, and Minova USA.
- Provided LAN and WAN support.

Administrator, Systems and Networks, 2007-2009

Excel Mining Systems, LLC, Bowerston, OH.

\$260 million mining products company with six locations, recently acquired by Minova USA.

- Served as Project Manager for IT integration and IP phone system.
- Oversee and maintain the network and Citrix, mail, file, and web servers.
- Maintain SQL Databases as database administrator.
- Program administrator for accounting software (ERP System).
- Maintain systems on automated production lines (PLC/VFD/DCS).
- Coordinate installation, maintenance and repair of computer technology.
- Manage department budget of \$50,000.
- Server administrator Lotus Notes.
- Facilitated professional development for staff.
- Maintain company web page.
- Served as program administrator for all voice systems.
- Participated in executive merger and acquisition integration team for sale of company to Minova USA.
- Maintain electronic blueprints and archive data.
- Maintain quality control machines (MTest).

PATRICK DOUGLAS KEENAN

Technology Coordinator / System Administrator, 2001-2007

OMERESA, Steubenville, OH.

An Information Technology Center (ITC) of the Ohio Education Computer Network (OECN)

Serving an 11 county area and 45 school districts in Mid-Eastern Ohio.

- Provided Information Technology service to Edison Local School District and also to Carrollton Exempted Village School District on a contract basis.
- Oversaw and maintained the network, mail, file, and web servers.
- Managed department budget.
- Provided professional development for the staff.
- Maintained web page and web applications.
- Repaired both Macintosh and Windows computers.
- Designed computer labs for students.
- Led department in successfully achieving specific district goals resulting in department receiving high marks during state audit.
- Applied for and administered technology grants as Grant Coordinator.

Team Lead / Web Developer / Help Desk Manager 1999 - 2001

Entigo, Pittsburgh, PA.

Team Lead / Programmer 1998 - 1999

Medic Computer Systems, Pittsburgh, PA.

Site Manager / Sales 1993 - 1998

Miller Rental, Toronto, OH.

Sergeant / Squad Leader 1993 - 2001

United States Army Reserve

EDUCATION AND TRAINING

Associates Degree / Specialized Business (Computer Information Management) 1997 - 1999

Computer Tech, Pittsburgh, PA.

Operating Systems - Windows 8 - SCO Unix - Novell NetWare 3 - NT Server - Windows 2007 Enterprise Server - Macintosh - Apple 10 - X Server - Linux

Programming Languages - PC Assembly ADA - HTML - COBOL - C/C++ - JavaScript - Visual Basic 5.0 - Pascal - PL/SQL - SQL - JSP - JAVA

Other - Network Protocols - Troubleshooting PC's - LAN Administration - WAN Administration - Hardware Diagnostics - PC Configurations - Lotus Notes - Acronis - Symantec Norton Enterprise - Microsoft Access - WordPerfect - PhotoShop - MS Office - Director 5.0/6.5 - Crystal Reports - Netscape/I.E. - File Maker Pro - Adobe Acrobat

PROFESSIONAL MEMBERSHIPS

AITP – Association of Information Technology Professionals
American Legion Post 86
Barbershop Harmony Society

COMMUNITY ACTIVITIES

Firefighter - Toronto Volunteer Fire Department
Coach – Toronto Pony Baseball
Coach - Toronto Junior Baseball League
Coach - Toronto Titans Football League
Member – Toronto Boosters

CHUCK KOKIKO

EDUCATION

Robert Morris University Ph.D. in Instructional Leadership Learning to teach: a phenomenological study of alternatively certified teachers in rural Ohio school districts	2009
Franciscan University of Steubenville M.A. in Educational Leadership	2001
University of Akron B.A. in Comprehensive Science Education Areas of Concentration: Chemistry/Physics	1995

EDUCATION EXPERIENCE

Jefferson County Educational Service Center Superintendent/Director of Ohio Cyber Academy/Sponsor of Utica Shale Academy Responsible for local education initiatives, working with school districts in Jefferson, Harrison, and Columbiana counties as well as the Jefferson County Alternative School, and operational matters such as employee management and special education.	2015- Present
Jefferson County Educational Service Center Chief Academic Officer/Director of Ohio Cyber Academy/Sponsor of Utica Shale Academy Developed School Policies/Curriculum, Submitted necessary Ohio Department of Education Paperwork. Created/Implemented marketing plans and budgets. Applied for both State and Federal Grants and supervise staff.	2013- 2015
Adjunct Instructor Franciscan University Developed Course Syllabus/Course Content Taught the following Courses: Curriculum, Curriculum Leadership, Instructional Leadership, Supervision, Models of Teaching, School and Society. Delivered content in face to face instruction as well as online through Black Board. Evaluator for Master's degree Exit conferences.	2010- Present
Curriculum Director Steubenville City Schools. Organized and facilitated all department meetings, text book adoptions, curriculum mapping, state assessments, contract negotiation team, grant writing, blended learning initiative, and staff evaluation.	2010-2013
Elementary Principal Coordinated day to day operations of a 420 student prek-4 building. Supervised/evaluated all certified and non-certified staff. Regulated Building Budget and supervised building maintenance.	2009-2010
High School Assistant Principal Responsible for student discipline in a 600 student 9-12 facility, Staff Evaluations and assisting High School Principal.	2006-2009
Science Teacher Taught all areas of science to 9-12 students. Courses included Physical Science, Chemistry, Chemistry II, A.P. Chemistry, Physics, A.P. Physics, General Science, Integrated Science, and Science and Technology.	1995-2009
Department Head Steubenville City Schools Made recommendations on curriculum, text book adoption, course scope/sequence and course offerings	2003-2010

RELATED EXPERIENCE

Jefferson County Educational Service Center

Course Author**2000 – Present**

Developed online Physical Science Course for the use in the Virtual Learning Academy Coordinated A.P. Course Development

Jefferson County Educational Service Center

Beginning Principals Mentoring Program**2013 – Present**

Program structured to mentor first and second year building level school administrators. Meet with mentor to advise, support, and provide direction. Guest Lecturer

Ohio Department of Education

Grant Reader**2013 – Present**

Scored both programmatic and fiscal sustainability of State Grant initiatives

Ohio Board of Regents

Grant Reader**2013 - Present**

Reviewed and Scored Higher Education Grant Applications

Mt. Pleasant Township

Fiscal Officer**2011-Present**

Create yearly budget for the Township, run payroll, pay all bills, provide spending recommendations, and facilitate monthly meetings

Ohio Department of Education

Regional Content Specialist**2010 – 2011**

Facilitated regional meetings throughout Ohio to k-12 science teachers on Ohio's new learning standards in Science

Linda Lenzi
Gifted Coordinator

Coordinator of gifted services at the JCESC -5 years

3 sessions on leadership and school change at Harvard

Validation k-12 gifted

Supervisor, school administration, elementary education degrees

27 years implementing and teaching gifted education 2-8

13years in the regular classroom

President of local teacher Union (5 year)and OEA uniserv president (7years)

Member of a union negotiation team for 26 years

Member of OAGC (Ohio Association for Gifted Children)

Member of ZaneTrace Gifted Consortium

Attendance at OAGC conferences and workshops

Presented at OAGC conferences, NAGC conferences, NSA conference, Teacher Academy, and others

Conduct 5 workshops for GERD at the JCESC every year on different gifted concepts

Create and deliver workshops on differentiation, gifted education, learning centers, 21st century schools, questioning techniques,

Bloom's higher level thinking, create units for use in gifted classes, PBL, problem-solving, logical reasoning etc.

Jeffrey F. Oblak



Objective To instruct prospective special education teachers concerning the diverse needs of students identified with learning disabilities. To define the role of the special education teacher by differentiating instruction and designing instruction, including supports, to enable access to and participation in the general curriculum/Ohio's Academic Content Standards. To provide professional development for special education teachers regarding best educational practices.

Experience 1978 to Present
Jefferson County Educational Service Center
Steubenville, Ohio

■ 2000 to Present
Director of Special Education

■ 1978 to 2000
Work-Study Coordinator

1974 to 1978
Buckeye Local School District
Rayland, Ohio
Teacher, Developmentally Handicapped Program

Education

- May, 1974 West Liberty State College
B.A., Secondary Education Degree
- July, 1979 University of Dayton
M.S., School of Education, School Counseling and Administration
- October, 2003
Community Mediation Services of Central Ohio

Recent Accomplishments

- Serve as an active liaison between Ohio Department of Education, Office of Special Education and Jefferson County Educational Service Center
- Provide ongoing technical assistance and support to district special administrators and teaching personnel
- Supervise and evaluate performance of Educational Service Center special education related staff and programs
- Develop and facilitate county and district level staff development programs
- Program Manager for Jefferson County Alternative School Challenge Grant
- Jefferson County Juvenile Court Mediator
- Executive Committee member Family & Children First Council
- Jefferson County Opiate Task Force member
- Coordinator Jefferson County Head Start Programs and JCESC Consortium District members

*** References are available upon request**

G. Daniel Spahn, Attorney at Law

Bucknell University B.A. Economics	1971
University of Pittsburgh School of Law Juris Doctor Degree	1982
Nineteen years private practice of law General Practice with concentration in School Law and Probate and Estates.	1982-2001
Municipal Court Judge	2002 – July 2014
Jefferson County Educational Service Center Attorney; exclusive School Law Practice Representing the JCESC and 5 School Districts	July 2014 – Present
Adjunct Professor Graduate School of Education: School Law Franciscan University of Steubenville	2005 – 2006 2011 – 2012
Member: Ohio State Bar Association Jefferson County Bar Association Ohio Council of School Board Attorneys	

CONTRACT FOR COMMUNITY SCHOOL

This Contract for Community School (hereinafter referred to as "Contract") is entered into on this 4 day of March, 2014 by and between the Governing Board of the Jefferson County Educational Service Center (hereinafter referred to as "the Sponsor") and the Governing Authority of the Utica Shale Academy of Ohio (hereinafter referred to as "the Governing Authority").

WHEREAS, Ohio law permits any person or group of individuals to propose the establishment of a conversion community school by converting all or a portion of a building operated by an educational service center; and

WHEREAS, the Governing Authority desires to establish and operate a conversion community school, named the Utica Shale Academy of Ohio (hereinafter referred to as "the School), which shall be created by converting a portion of a building operated by the Sponsor; and

WHEREAS, the Sponsor desires to sponsor the School and monitor the School's compliance with all applicable laws and contractual obligations; and

WHEREAS, Ohio law requires the Governing Authority and the Sponsor to enter into a community school contract governing the establishment and operation of the School.

NOW THEREFORE, the Governing Authority and the Sponsor enter into this Contract with the following terms and conditions:

1. The School shall be established and operate as a conversion community school, subject to the terms of this Contract and all applicable laws and regulations.
2. The School shall be established and operate as non-profit, public benefit corporation established under O.R.C. Chapter 1702 and shall, at all times, maintain in good standing its status as a non-profit corporation.
3. The School shall initiate educational services to the minimum number of students required by this Contract no later than September 30th of each school year.
4. The School shall be nonsectarian in its programs, admissions policies, employment practices, and all other operations, and will not be operated by a sectarian school or religious institution.
5. Facilities
 - a. The School shall utilize the portion of the building operated by the Sponsor located at 38095 State Route 39, Salineville, Ohio 43945.

- b. All facilities used by the School shall meet every health and safety standard established by law for school buildings. Public health and safety officials may inspect the facilities of the School at any time and order the facilities closed if it is determined that the facilities are not in compliance with health and safety laws and regulations.
- c. The School shall not enter into a contract with a non-public school to use or rent any facility space at the non-public school for the provision of instructional services to the School's students.

6. Governing Authority

- a. The Governing Authority shall consist of at least five (5) individuals. No individual may be a member of the Governing Authority or operate the School if he/she owes the State of Ohio any money or is in a dispute over whether he/she owes the State of Ohio any money concerning the operation of a community school that has closed. No present or former member, or immediate relative of a present or former member, of the Governing Authority shall be an employee or consultant of the Sponsor, or shall be an owner, employee, or consultant of any non-profit or for-profit operator of a community school as defined in O.R.C. 3314.014, unless at least one (1) year has elapsed since the conclusion of the individual's membership. All Governing Authority members must pass a criminal background check.
- b. The names, addresses, and telephone numbers of the current members of the Governing Authority are attached hereto as Attachment I. The Sponsor shall be promptly notified of any changes to the Governing Authority membership, and shall be provided with the names, addresses, and telephone numbers of all new members.
- c. The Governing Authority shall comply with the standards for financial reporting under O.R.C. 3301.07(B)(2).
- d. The Governing Authority represents that the Governing Authority will disclose any actual or potential conflict between any member of the Governing Authority in his/her individual capacity and the School.
- e. The Governing Authority further represents that the Governing Authority will disclose any actual or potential conflicts, including, but not limited to, disclosure of any legal obligations such as employment or professional services contracts between any individual employed by or retained as a consultant by the Governing Authority and the School.
- f. The Governing Authority agrees that any voting member of the Governing Authority will recuse him/herself and not participate in any decisions or deliberations involving any spouse, blood relative, or business associate who is an

employee of the School, any employee of a management organization or a vendor that services the School, or any independent contractor servicing the School. Servicing the School is defined as any work that relates to the educational mission, operations, or governance of the School. The approved minutes of the Governing Authority will specifically evidence these recusals and reason therefore.

7. The current Director of the School is Eric Sampson. The Governing Authority shall notify the Sponsor of any change in the Director.
8. Fiscal Officer
 - a. In accordance with O.R.C. 3314.011, the School shall have a designated Fiscal Officer. The Fiscal Officer shall be licensed under O.R.C. 3301.074.
 - b. If required by the State Auditor, the Fiscal Officer shall execute a bond in an amount and with surety to be approved by the Governing Authority, payable to the State of Ohio, conditioned for the faithful performance of all of the Fiscal Officer's official duties.
 - c. The Fiscal Officer shall perform the following functions:
 - i. Maintain custody of all funds received by the School;
 - ii. Maintain all accounts of the School;
 - iii. Maintain all financial records of the School and follow procedures for receiving and expending funds, which procedures shall include that the Fiscal Officer shall disburse money only upon receipt of a voucher signed by the Superintendent of the School or his/her designee;
 - iv. Assist the School in meeting all financial reporting requirements established by the State Auditor;
 - v. Invest funds of the School in the same manner as the funds of the Sponsor are invested, but the Fiscal Officer shall not commingle the School's funds with any funds of the Sponsor or any other community school;
 - vi. Serve as clerk for the Governing Authority and perform all duties associated with such position, including but not limited to taking and preparing minutes of meetings and providing the appropriate notices under the Ohio's open meeting (sunshine) law; and
 - vii. Annually report the School's EMIS data.

- d. The Governing Authority shall evaluate the performance of the Fiscal Officer on an annual basis. The Sponsor may participate in such evaluation.

9. Employment Provisions

- a. The Governing Authority may employ teachers and non-teaching employees pursuant to O.R.C. 3314.10 as necessary to carry out its mission and fulfill this Contract. Such employment shall be subject to O.R.C. Chapter 3307 or Chapter 3309 as applicable. However, no contract of employment shall extend beyond the duration of this Contract. The Governing Authority shall be deemed the “public employer” of any employees hired for purposes of O.R.C. Chapter 4117.
- b. Employees hired by the Governing Authority may organize and collectively bargain pursuant to O.R.C. Chapter 4117. However, no collective bargaining agreement shall extend beyond the duration of this Contract. The Governing Authority shall consider a bargaining unit containing teachers and non-teaching employees to be an appropriate unit notwithstanding O.R.C. '4117.06(D)(1).
- c. All teachers employed by the Governing Authority shall be licensed in accordance with O.R.C. 3319.22 through 3319.31. However, the Governing Authority may employ non-certificated persons to teach up to twelve (12) hours per week pursuant to O.R.C. 3319.301.
- d. The Governing Authority shall provide all full-time employees health insurance and other benefits. Said benefits shall be the same as those provided to the teaching and non-teaching employees of the Southern Local School District pursuant to the applicable collective bargaining agreements.
- e. The Sponsor shall adopt a policy in accordance with O.R.C. 3314.10(B) providing for a leave of absence of at least three (3) years to each teacher or non-teaching employee of the Jefferson County Educational Service Center who becomes employed by the Governing Authority. The Sponsor shall not be liable for any action of an individual while he/she is on such leave and employed by the Governing Authority.
- f. If the School is a recipient of moneys from a grant awarded under the federal Race to the Top Program, Division (A), Title XIV, Sections 14005 and 14006 of the American Recovery and Reinvestment Act of 2009, the Governing Authority shall pay teachers based upon performance in accordance with O.R.C. 3317.141 and shall comply with O.R.C. 3319.111 as if it were a school district.

10. Admission Standards

- a. Admission to the School shall be open to students residing within any school district in the State of Ohio who are qualified to enroll in grades nine (9) through twelve (12). Such admission standards may not be changed without the consent of the Sponsor.

- b. There shall be no discrimination in the admission of students on the basis of race, creed, color, handicapping condition, or sex. Upon the admission of a handicapped student, the School shall comply with all federal and state laws pertaining to the education of handicapped students. The School shall not limit admission to students on the basis of intellectual ability, measures of achievement or aptitude, or athletic ability.
 - c. The School shall achieve a racial and ethnic balance reflective of the community it serves by advertising in diversified neighborhoods and in local newspapers reaching all cultures and races.
 - d. The School shall admit the number of students that does not exceed the capacity of its programs, classes, grade levels, or facilities. If the number of applicants exceeds these capacity restrictions, students shall be admitted by lot from all those submitting applications, except preference shall be given to students that attended the School the previous school year. Preference may also be given to siblings of students attending the School the previous school year.
 - e. Notwithstanding the admissions procedures of this Contract, in the event that the racial composition of the School's enrollment is violative of a federal desegregation order, the Governing Authority shall take any and all corrective measures to comply with the desegregation order.
 - f. Except as otherwise permitted under O.R.C. 3314.08(F), tuition in any form shall not be charged for the enrollment of any student. The School shall not solicit contributions either from any student eligible to enroll or enrolled in the School or from any parent or guardian of a student who is enrolled or intending to enroll in the School. Nothing in this section prohibits the imposition of reasonable class fees or the engagement of voluntary fund-raising activities, so long as the School notifies the Sponsor of such fees and activities.
 - g. The Governing Authority shall adopt an admissions policy specifying the aforementioned standards.
11. Transportation shall be provided to the School's students in accordance with O.R.C. 3314.09 and 3314.091.
12. Instructional Program and Educational Philosophy
- a. Each school year, the School shall provide learning opportunities to a minimum of twenty-five (25) students for a minimum of nine hundred twenty (920) hours per school year.
 - b. Attached hereto as Attachment II are the following: (a) the School's education program, including its mission, the characteristics of the students it expects to

attract, the ages and grades of the students, and the focus of the curriculum; (b) the academic goals to be achieved by the School and the method of measurement that will be used to determine progress toward such goals; (c) the performance standards by which the success of the School will be evaluated by the Sponsor; and (d) the classroom-based and non-classroom-based learning opportunities that will be offered to students enrolled in the School. Attachment II is incorporated herein as if fully rewritten. All of the standards, goals, programs, and opportunities specified in Attachment II shall be followed and met by the School.

13. Special Education Services

- a. The School is solely responsible for providing free appropriate public education and developing individualized education programs for any student enrolled in the School who is identified as handicapped. The School and/or the Governing Authority shall be responsible for all costs associated with providing such services.
- b. On or before September 1st of each year, the School shall provide the Sponsor with a plan for providing special education and related services to disabled students enrolled in the School. Within thirty (30) days after receiving said plan, the Sponsor shall certify the following to the Department of Education: (1) a statement of whether the plan is satisfactory to the Sponsor; (2) if the plan is not satisfactory, the Sponsor's assurance that it will promptly assist the School in developing a plan that is satisfactory to the Sponsor; (3) the Sponsor's assurance that it will monitor the implementation of the plan; and (4) the Sponsor's assurance that it will take any necessary corrective action to ensure that the plan is properly and fully implemented. The School's current special education plan is set forth in Attachment III, which is incorporated herein as if fully rewritten.
- c. The Sponsor or its administrators, employees, or agents have no responsibility for providing free appropriate public education or developing individualized education programs for handicapped students enrolled in the School, nor are they responsible for any costs related thereto.
- d. Notwithstanding the foregoing, the Governing Authority may contract with the governing authority of another community school, the board of education of a school district, the governing board of an educational service center (including the Sponsor), a county DD board, or the administrative authority of a non-public school for the provision of services for any disabled student enrolled in the School.

14. Attendance Requirements

- a. A student shall be automatically withdrawn from the School if he/she, without a legitimate excuse, fails to participate in one hundred five (105) consecutive hours of the learning opportunities offered to him/her.

- b. The School shall withdraw any student who, for two (2) consecutive school years, has failed to participate in the spring administration of any assessment prescribed under O.R.C. 3301.0710 or 3301.0712 for the student's grade level and was not excused from the assessment pursuant to O.R.C. 3301.0711(C)(1) or (3), regardless of whether a waiver was granted for the student under O.R.C. 3314.08(P)(3). The School shall report any such student's data verification code, as assigned pursuant to O.R.C. 3301.0714, to the Department of Education.
- c. The School shall adopt an attendance policy specifying the aforementioned requirements.

15. Financial Provisions

- a. The School shall be subject to regular financial audits by the State Auditor. Said audits shall be conducted in accordance with O.R.C. 117.10.
- b. The School's financial records shall be maintained in the same manner as are the financial records of a public school district.
- c. All money received by the School and/or the Governing Authority during the term of this Contract shall be placed in the custody of Fiscal Officer.
- d. The fiscal year of the School shall be July 1st to June 30th.
- e. A representative of the Sponsor knowledgeable in school finance shall meet with the Governing Authority or its Fiscal Officer and review the financial records and enrollment records of the School at least once every month, and shall prepare written reports which shall be made available to the Department of Education upon request.
- f. A financial plan detailing the estimated school budget for each fiscal year of this Contract is attached hereto as Attachment IV and is incorporated herein as if fully rewritten. On or before June 30th of each year of this Contract, a revised school budget shall be submitted to the Sponsor.
- g. With the Sponsor's consent, the Governing Authority may borrow money only to pay necessary and actual expenses in anticipation of receiving payments as permitted by law. The Governing Authority may issue notes to evidence such a borrowing, which shall mature not later than the end of the fiscal year in which money is borrowed. The proceeds from the notes shall be used only for the purpose for which the anticipated receipts may be lawfully expended by the Governing Authority. Except as provided in this subparagraph of this Contract, the Governing Authority may not borrow money.

16. Statutory Compliance

- a. The School may not carry out any act or insure the performance of any function that is not in compliance with the United States Constitution, the Ohio Constitution, Federal law, Ohio law, or the terms of this Contract.
- b. The School shall comply with O.R.C. Sections 9.90, 9.91, 109.65, 121.22, 149.43, 2151.357, 2151.421, 2313.19, 3301.0710, 3301.0711, 3301.0712, 3301.0715, 3313.472, 3313.50, 3313.536, 3313.539, 3313.608, 3313.609, 3313.6012, 3313.6013, 3313.6014, 3313.6015, 3313.643, 3313.648, 3313.6411, 3313.66, 3313.661, 3313.662, 3313.666, 3313.667, 3313.67, 3313.671, 3313.672, 3313.673, 3313.69, 3313.71, 3313.716, 3313.718, 3313.719, 3313.80, 3313.814, 3313.816, 3313.817, 3313.86, 3313.96, 3319.073, 3319.321, 3319.39, 3319.391, 3319.41, 3321.01, 3321.041, 3321.13, 3321.14, 3321.17, 3321.18, 3321.19, 3321.191, 3327.10, 4111.17, 4113.52, and 5705.391 and O.R.C. Chapters 117, 1347, 2744, 3365, 3742, 4112, 4123, 4141, and 4167 as if it was a school district, and shall comply with O.R.C. 3301.0714 in the manner specified in O.R.C. 3314.17.
- c. The School shall comply with O.R.C. Chapter 102 and O.R.C. 2921.42.
- d. The School shall comply with O.R.C. 3313.61, 3313.611, and 3313.614, except that for students who enter ninth grade for the first time before July 1, 2010, the requirement in O.R.C. 3313.61 and 3313.611 that a person must successfully complete the curriculum in any high school prior to receiving a high school diploma may be met by completing the curriculum adopted by the Governing Authority rather than the curriculum specified in O.R.C. Title 33 or any rules of the State Board of Education. Beginning with students who enter ninth grade for the first time on or after July 1, 2010, the requirement in O.R.C. 3313.61 and 3313.611 that a person must successfully complete the curriculum in any high school prior to receiving a high school diploma shall be met by completing the Ohio core curriculum prescribed in O.R.C. 3313.603(C), unless the person qualifies under O.R.C. 3313.603(D) or (F). The School shall comply with the plan for awarding high school credit based on demonstration of subject area competency, adopted by the State Board of Education under O.R.C. 3313.603(J).
- e. The School shall comply with O.R.C. 3313.801 as if it were a school district.
- f. The School shall comply with O.R.C. 3302.04 and 3302.041, except that any action required to be taken by a school district pursuant to those sections shall be taken by the Sponsor. However, the Sponsor shall not be required to take any action described in O.R.C. 3302.04(F).

17. The Sponsor shall perform the following duties:
- a. Immediately notify the Department of Education of the School's identifying information as required by O.A.C. 3301-102-06(A);
 - b. Attend training sessions as required by the Department of Education;
 - c. Prior to the School's opening for instruction, verify by a site visit whether the School complies with all legal and contractual requirements;
 - d. Monitor the School's compliance with all applicable laws and with the terms of this Contract;
 - e. Conduct comprehensive site visits to the School as necessary, but at least twice annually while classes are in session, and make written reports of all information obtained during such site visits, which shall be provided to the Department of Education upon request;
 - f. Monitor and evaluate the academic and fiscal performance and the organization and operation of the School on at least an annual basis;
 - g. Submitted a written report of the evaluations conducted under subsections (d), (e), and (f) above to the parents of students enrolled in the School and to the Department of Education by November 30th of each year;
 - h. Provide technical assistance to the School in complying with all laws and terms of this Contract;
 - i. Comply with the financial reporting requirements as established by the Department of Education, and report the School's financial records in accordance with applicable accounting standards and as prescribed by law;
 - j. Notify the Department of Education within twenty-four (24) hours of the School's failure to comply with an applicable law or contract requirement, as well as any financial difficulties, if such failure to comply or financial difficulties occur and may result in the Sponsor's determination to declare the School to be on probationary status, to suspend the operations of the School, or terminate this Contract. In such circumstances, the Sponsor shall provide written notice to the Department of Education within thirty (30) days of the School's noncompliance or financial difficulties, specifying the exact nature of the problem and the plan for and status of any resolution;
 - k. Take steps to intervene in the School's operations to correct problems in The School's overall performance, declare the School to be on a probationary status pursuant to O.R.C. 3314.073, suspend the operation of the School pursuant to

O.R.C. 3314.072, or terminate this Contract pursuant to O.R.C. 3314.07 as determined necessary by the Sponsor; and

1. Have in place a plan of action to be undertaken in the event the School experiences financial difficulties or closes prior to the end of a school year.
18. If at any time the Department of Education finds that the Sponsor is not in compliance or is no longer willing to comply with the terms of this Contract or with the Department's rules for sponsorship, the State Board of Education shall conduct a hearing on that matter. If after the hearing the State Board has confirmed the original finding, the Department may revoke the Sponsor's authorization to sponsor the School and assume said sponsorship until the earlier of the expiration of two (2) school years or until a new sponsor is secured by the Governing Authority.
19. Reporting Requirements
- a. Within four (4) months after the end of each school year, the Governing Authority shall submit to the Sponsor and to the parents of all students enrolled in the School a report detailing (a) its financial status and (b) the activities and progress in meeting its academic goals and performance standards.
 - b. The Governing Authority shall collect and provide any data that the Legislative Office of Education Oversight requests in furtherance of any study or research that the General Assembly requires the Office to conduct.
 - c. The Governing Authority shall report annually to the Sponsor and to the Department of Education the following:
 - i. The number of enrolled students in the School who are not receiving special education and related services pursuant to an individualized education program;
 - ii. The number of enrolled students who are receiving special education and related services pursuant to an individualized education program;
 - iii. The number of students reported under subsection (b) above receiving special education and related services pursuant to an individualized education program for a handicap described in O.R.C. 3317.013(A) through (F);
 - iv. The full-time equivalent number of students reported under subsections (a) and (b) above who are enrolled in career-technical education programs or classes described in O.R.C. 3317.014(A) to (E) that are provided by the School;

- v. Twenty per cent (20%) of the number of students reported under subsections (a) and (b) above who are not reported under subsection (d) above but who are enrolled in career-technical education programs or classes described in O.R.C. 3317.014(A) to (E) at a joint vocational school district or another district in the career-technical planning district to which the school is assigned;
 - vi. The number of students reported under O.R.C. 3314.08(B)(2)(a) and (b) who are category one to three limited English proficient students described in O.R.C. 3317.016(A) through (C);
 - vii. The number of students reported under O.R.C. 3314.08(B)(2)(a) and (b) who are economically disadvantaged, as defined by the Department of Education. A student shall not be categorically excluded from the number reported under O.R.C. 3314.08(B)(2)(g) based on anything other than family income.
 - viii. For each student enrolled in the School, the school district that the student is entitled to attend pursuant to O.R.C. 3313.64 or 3313.165;
- d. The Governing Authority shall not include in its report under Section 18(c) above any student for whom tuition is charged pursuant to O.R.C. 3314.08(F).
 - e. The School shall participate in the statewide education management information system established under O.R.C. 3301.0714. The Fiscal Officer shall be responsible for annually reporting the School's EMIS data.
 - f. The Governing Authority shall annually conduct an inventory of all assets of the School and their value, as of the date the inventory was conducted, and submit a copy of the inventory to the Sponsor by September 30th.
20. A policy regarding the suspension, expulsion, removal, and permanent exclusion of students specifying, among other things, the types of misconduct for which a student may be suspended, expelled, removed, or excluded, and the due process related thereto, shall be immediately adopted by the Governing Authority. Such policy and the practices pursuant thereto shall comply with the requirements of O.R.C. 3313.66, 3313.661, and 3313.662. Such policy and practices shall not infringe upon the rights of disabled students as provided by state and federal law.
21. General liability insurance at all times will be maintained by the Governing Authority in amounts not less than One Million Dollars (\$1,000,000) per occurrence and Three Million Dollars (\$3,000,000) in the aggregate. The insurance coverage shall not only be for the School, the Governing Authority, and its employees, but also for the Sponsor and its administrators and employees as additional insureds. The insurance coverage must be occurrence coverage rather than claims-made coverage. The Governing Authority, upon request of the Sponsor, shall provide evidence of such coverage and shall notify the

Sponsor in writing at least thirty (30) days in advance of any material change to, or cancellation of, such coverage.

22. Indemnification

- a. The School and the Governing Authority shall indemnify and hold harmless the Sponsor and its administrators, employees, and agents from any and all claims, demands, actions, suits, causes of action, obligations, losses, costs, expenses, attorney's fees, damages, orders, and liabilities of whatever kind or nature of law, equity, or otherwise arising from any of the following:
 - i. A failure of the School, the Governing Authority, and/or any of its officers, directors, administrators, employees, agents, or contractors to perform any duty, responsibility, or obligation imposed by law or this Contract; or
 - ii. An action or omission by the School, the Governing Authority, and/or any of its officers, directors, administrators, employees, agents, or contractors that results in injury, death, or loss to person or property, breach of contract, or violation of law.
- b. This provision does not eliminate, limit, or reduce any other immunity or defense that the Sponsor or its administrators, employees, or agents may be entitled to under O.R.C. Chapter 2744 or any other applicable state or federal law.
- c. If the Sponsor provides a leave of absence to an individual who is thereafter employed by the Governing Authority, the School and the Governing Authority shall indemnify and hold harmless the Sponsor and its administrators, employees, and agents from any liability arising out of any action or omission of that individual while he/she is on leave and employed by the Governing Authority.

23. The School or the Governing Authority, or any of its officers, directors, administrators, employees, agents, or contractors are not agents for the Sponsor or its administrators, employees, or agents, and therefore lack the express or implied authority to enter into any contractual relationship with third parties or incur any financial obligations on behalf of the Sponsor or its administrators, employees, or agents.

24. Suspension of the School's Operations

- a. If at any time the conditions at the School do not comply with the health and safety standards established by law for school buildings, the Sponsor shall immediately suspend the operations of the School pursuant to O.R.C. 3314.072(D). If the Sponsor fails to take action to suspend the School's operations, the Department of Education may take such action.

- b. The Sponsor may suspend the operations of the School if it has failed to meet student performance requirements or generally accepted standards of fiscal management, has violated any contract provision or applicable law, or has provided any other good cause for doing so. Prior to suspending the School's operations for such reasons, the Sponsor shall first issue to the Governing Authority written notice of its intent to suspend, which shall explain the reasons for the proposed suspension and shall provide the Governing Authority with five (5) days to submit to the Sponsor a proposal to remedy the conditions cited as the reasons for the suspension. The Sponsor shall promptly review any proposed remedy timely submitted by the Governing Authority and either approve or disapprove the remedy. If the Governing Authority fails to submit a proposed remedy, if the Sponsor disapproves the remedy proposed by the Governing Authority, or if the Governing Authority fails to implement the remedy approved by the Sponsor, the Sponsor may suspend the operations of the School pursuant to O.R.C. 3314.072(D).
- c. The Department of Education possesses the authority to suspend the School's operations if it has evidence of conditions or violations of law that pose an imminent danger to the health and safety of students and employees and the Sponsor refuses to take such action.
- d. If the operations of the School are suspended, the Governing Authority shall not operate the School while said suspension is in effect. Any such suspension shall remain in effect until the Sponsor notifies the Governing Authority that it is no longer in effect.

25. Expiration, Nonrenewal, and Termination of Contract

- a. This Contract shall be for a term of five (5) years, beginning July 1, 2014 and ending June 30, 2019.
- b. In addition to any other rights of termination and nonrenewal provided by this Contract or state and federal law, the Sponsor may terminate or nonrenew this Contract for any of the following reasons:
 - i. Failure to meet student performance requirements;
 - ii. Failure to meet generally accepted standards of fiscal management;
 - iii. Failure to obtain adequate financing;
 - iv. Failure to satisfy expenses, debts, and encumbrances when such liabilities become due;
 - v. Failure to timely pay officers, directors, administrators, employees, agents, or contractors for services rendered;

- vi. Insolvency;
 - vii. Violation of any provision of this Contract or applicable state or federal law;
 - viii. Other good cause.
- c. If the Sponsor desires to terminate or non-renew this Contract, it shall notify the Governing Authority, in writing, of the proposed action by February 1st of the year in which such action will be effective. The notice shall include the reasons for the proposed action in detail, the effective date of the termination or nonrenewal, and a statement that the Governing Authority may, within fourteen (14) days of receiving the notice, request an informal hearing before the Sponsor. Such request shall be in writing. The informal hearing shall be held within fourteen (14) days of the receipt of the hearing request. Within fourteen (14) following the informal hearing, the Sponsor shall issue a written decision either affirming or rescinding the decision to terminate or nonrenew this Contract. A decision by the Sponsor to terminate this Contract may be appealed to the State Board of Education, whose decision shall be final.
- d. Not later than November 1st of the calendar year prior to expiration of the Contract, unless such date is waived by the Sponsor at its sole discretion, the Governing Authority shall provide to the Sponsor an application to renew this Contract (hereinafter referred to as “the Renewal Application”). The Renewal Application shall contain the following:
- i. a report of the progress of the School in achieving the educational objectives set forth in the charter;
 - ii. a detailed financial statement disclosing the cost of administration, instruction, and other spending categories for the School that will allow a comparison of such costs to other schools, both public and private;
 - iii. copies of each of the Annual Reports of the School, including the Ohio Department of Education report cards for the School and the certified financial statements;
 - iv. evidence of parent and student satisfaction; and
 - v. such other material and information as is required by the Sponsor.

When considering Contract renewal, the Sponsor will examine the School’s performance during the term of this Contract. If the Governing Authority does not intend to renew this Contract, it shall notify the Sponsor in writing of that fact at least one hundred eighty (180) days prior to the Contract’s expiration date.

- e. The Governing Authority's financial obligations under this Contract survive termination, nonrenewal, and expiration.
26. Rather than terminate this Contract or suspend the School's operations, the Sponsor may, after consulting with the Governing Authority, declare in written notice to the Governing Authority that the School is on probationary status for the remainder of the current school year if it has failed to meet student performance requirements or generally accepted standards of fiscal management, has violated any contract provision or applicable law, or has provided any other good cause for doing so. The notice shall specify the conditions that warrant probationary status. The Sponsor may declare the School to be on probationary status only if it has received reasonable assurances that the Governing Authority can and will take actions necessary to remedy the conditions that have warranted such probationary status. The Sponsor shall monitor the actions taken by the Governing Authority to remedy such conditions, and may take over the operations of the School or may take steps to terminate this Contract or to suspend the operations of the School if the Sponsor finds that the Governing Authority is no longer able or willing to remedy those conditions.
27. In the event that this Contract is terminated or not renewed, the operations of the School as a community school shall cease, and the following requirements and procedures shall apply:
- a. Regarding the disposition of employees, if there is a collective bargaining agreement that applies, the terms of the collective bargaining agreement shall be followed. In the absence of a collective bargaining agreement, the employees shall be laid-off and their positions abolished. Expiring employee contracts shall be non-renewed.
 - b. To the extent permitted by O.R.C. Chapter 1702, the assets of the School shall be distributed first to the retirement funds of its employees, its employees, and private creditors who are owed compensation, and then any remaining funds shall be paid to the state treasury to the credit of the general revenue fund.
 - c. To the extent permitted by O.R.C. Chapter 1702, all computer hardware and software received from the former eTech Ohio Commission or the former Ohio SchoolNet Commission shall be turned over to the Ohio Department of Education.
 - d. If the assets of the School are insufficient to pay all persons or entities to whom compensation is owed, the prioritization of the distribution of assets to individual persons or entities shall be determined by decree of a court in accordance with O.R.C. Chapter 1702 and 3314.074. If monies do not remain available to pay off all of The School' or the Governing Authority's outstanding expenses, debts, and encumbrances, the Sponsor or its administrators, employees, or agents shall not be liable for such outstanding liabilities.

28. Any dispute between the Sponsor and the Governing Authority shall be placed in writing and resolved in the following manner:
 - a. The Governing Authority or the Sponsor shall provide written notice to the other party of their intent to initiate the dispute resolution process;
 - b. Members of the Governing Authority shall meet with representatives of the Sponsor;
 - c. The parties shall make a good faith effort to define the issues, clarify any miscommunications, and resolve all disputes;
 - d. All agreed upon terms and conditions shall be placed in writing and signed by both parties; and
 - e. In the event that the dispute remains unresolved after the exhaustion of the aforementioned dispute resolution process, the issue shall be submitted to binding arbitration if both parties agree to do so. The cost of the arbitration process shall be borne equally by both parties.
29. The Governing Authority shall timely comply with all reasonable requests of the Sponsor.
30. As consideration for sponsoring the School, the Governing Authority shall pay to the Sponsor a sponsorship fee equal to three percent (3%) of the total state foundation payment, based upon student enrollment, received by the School. The total state foundation payment is defined under the applicable regulations promulgated by the office of Community Schools of the Ohio Department of Education in accordance with applicable provisions of Ohio law. For purposes of calculating the sponsorship fee, payments to the Sponsor for services, supplies, staff, or facilities provided to the School shall not be included. The Fiscal Officer shall transfer the sponsorship fee from the School's account to the Sponsor's general fund or another fund designated by the Sponsor on or before the fifteenth (15th) day of each month.
31. Unless authorized by this Contract or otherwise agreed to by the Sponsor or its designee, any contract entered into between the School and another party, except a properly executed collective bargaining agreement or employment contract, shall provide for the School's right to cancel, terminate, or non-renew such agreement on an annual basis. All such contracts shall pose no conflict of interest and, when required by law, be awarded through a competitive bidding process.
32. The Sponsor and the Governing Authority may enter into a separate agreement under which the Sponsor will provide services to the School. Services provided under such an agreement and the amount and manner in which the Governing Authority will pay for such services shall be mutually agreed to in writing between the Sponsor and the Governing Authority. No such agreement may extend beyond the duration of this

Contract. Prior to entering into any such agreement, the Sponsor and the Governing Authority must adopt resolutions approving the agreement. All such agreements shall pose no conflict of interest and, when required by law, be awarded through a competitive bidding process.

- 33. Headings have no substantive meaning and are intended solely for the convenience of the parties.
- 34. This Contract and its terms shall not be assigned or delegated without the expressed written approval of the other party.
- 35. Any notice to one party by the other may be satisfied by personal delivery or delivery via certified mail to the Sponsor's Treasurer (in the case of the Sponsor) and to the School's Fiscal Officer (in the case of the Governing Authority).
- 36. This Contract may not be reformed, altered, or modified in any way by any practice or course of dealing, but may be modified or amended only by an instrument in writing duly executed by both parties.
- 37. Each article, paragraph, provision, term, and condition of this Contract, and any portions thereof, shall be considered severable. If, for any reason, any portion of this Contract is determined to be invalid or contrary to any applicable law, rule, or regulation, the remaining portions of this Contract shall be unimpaired, remain binding on the parties, and continue to be given full force and effect.

Executed this 4 day of March, 2014 in _____, Ohio.

GOVERNING AUTHORITY OF
THE UTICA SHALE ACADEMY
OF OHIO

By: Belo Pitts
Governing Authority President

By: Eric Lampson
Director

By: [Signature]
Fiscal Officer

GOVERNING BOARD OF THE
JEFFERSON COUNTY EDUCATIONAL
SERVICE CENTER

By: [Signature]
Board of Education President

By: George Ash
Superintendent

By: [Signature]
Treasurer

Utica Shale Academy Marketing Plan

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Executive Summary

Utica Shale Academy is a conversion community school operating in Columbiana County. The school is open to any student grades 9-12 in the state of Ohio. The state mandates that a total of twenty-five students must be enrolled in the school this fall in order to open this fall. At this point, all of the necessary paperwork has been submitted to the Ohio Department of Education. The next important milestone is the recruitment of students.

Vision Statement

The Utica Shale Academy, through an innovative high school curriculum, will serve as a leading educational institution for all students who seek to explore, develop, and enhance career opportunities as well as further advance their education.

Mission statement

The Utica Shale Academy provides a unique and vigorous learning environment through a specialized academic program which responds to employers' and industries' current and emerging and changing global workforce needs and expectations through business/school partnerships.

Students will:

- develop work habits that foster independence, self-awareness and commitment to personal growth.
- achieve competency in industry and academic standards

Situation analysis

Utica Shale Academy is preparing for its first year of educating students in grades 9-12 specializing in a stem curriculum aimed at preparing students for direct employment in the Oil and Gas related fields or accelerating students in either a degree or certification program.

a. **Market summary**

Although Utica Shale Academy is open to any Ohio student in grades 9-12, the target market region will be a 100 mile radius of the campus in Southern Local Schools. Columbiana County has a population of 108,000. Several school districts draw students from the county. Between 2011 and 2015, Ohio's natural gas and crude oil industry will help create and support more than 204,520 jobs due to the leasing, royalties, exploration, drilling, production and pipeline construction activities for the Utica Shale within Ohio. The goal of Utica Shale Academy is to prepare students for these job markets.

YEAR	JOB
2011	4,614
2012	22,29
2013	102,924
2014	178,088
2015	204,520

b. **Competition**

The school districts serving students from Columbiana County are: Southern Local, East Liverpool, Lisbon Schools, [Wellsville](#), [Beaver Local](#)~~Edison Local~~, Alliance City, West Branch Local, Crestview Local, Marlinton Schools, and the Columbiana County Career Center.

c. **Services**

In addition to traditional coursework, student curriculum will focus on

Practical Trainers and Learning sets:

1. Sustainable Energy Production
2. Structures and Materials
3. Research and Design
4. Electronic Circuits Trainer

Students will be trained using

1. CubeX 3D Printer
2. Zing Laser Engraver
3. Desktop Vinyl Cutter
4. CNC Mill/CNC Machine
5. Solidworks EDU Edition software
6. Mimio Mobile software

d. **Keys to success**

1. Awareness (student/parent)
2. Program customization
 - a. blended learning environment focused on STEM learning
 - b. School day flexibility
 1. Half days
 2. Alternating days
3. Certification Tests
4. Higher Education partners
5. Course Customization
 1. Remediation
 2. Acceleration

Marketing strategy

- a. **Target market**
Ohio Students in grades 9-12 Stem Focus ages 14-18
Adults in the 30- 50 range with school age children

Google AdWords Campaign

“AdWords” differs from traditional forms of advertising. It doesn’t come with price lists or rate cards. Instead, our standard pricing model relies on a cost-per-click (CPC) based auction:

How much you invest is up to you

You’ll start by choosing a daily budget you’re comfortable with, and then change it at any time. There’s no minimum to spend and you’re not locked into a contract.

Only pay for results

With ads on Google you're not charged when your ad is displayed, but only when someone clicks on your ad to go to your website. In other words, you only pay when your advertising works.

You're in control of your cost-per-click

We set cost-per-click prices via an automated auction system. As an advertiser, you get to specify the maximum amount (max CPC bid) you're willing to pay for each prospective customer that visits your website by clicking on your ad. This bid then determines how high up on the search results page your ad appears, which eventually determines how often people notice and click on your ad.

Example:

Your daily budget: \$10

Your maximum cost-per-click bid: \$0.50

Your average actual cost-per-click: \$0.40

Approximate number of clicks per day: 25

U.S Postal Every Door Direct Campaign

With Every Door Direct Mail® service from the U.S. Postal Service®, you can reach the customers who matter the most to your business in nearby neighborhoods. You don't even need to know names or street addresses. Simply identify the neighborhoods you want to target and your printed piece is delivered to every active address in your target area. And now, with demographic filters, your mailings can be even more targeted to the customers you want to reach.

Every Door Direct Mail – Retail® – Most local businesses choose this service because it's our simplest, most cost-effective option. Every Door Direct Mail — Retail® lets you send up to 5,000 mail pieces a day per ZIP Code. And, using the approved Every Door Direct Mail — Retail Indicia, you don't need to purchase a postage permit.

6.25x9" Postcards

Quantity	6.25x9 Printing Only	Mailing Service Fee (optional)	Approx. EDDM Postage*	Order Now
1000	\$240	\$99	\$170.00	Click Here To Order
1250	\$275	\$99	\$212.50	Click Here To Order
2500	\$300	\$99	\$425.00	Click Here To Order
5000	\$399	\$150	\$850.00	Click Here To Order
10000	\$699	\$300	\$1,700.00	Click Here To Order
15000	\$1,069	\$450	\$2,550.00	Click Here To Order

Public Events

Columbiana County Fair

July 28-August 3, 2014

News media

Amy Gareis (Publications Author)

WTOV News 9 Steubenville News (NBC)

WKBN 27 Youngstown News (CBS)

WFMJ 21 Youngstown News (CBS)

Herald Star

The Vindicator

Radio 106.3 The River

Facebook

Twitter

Financials

Advertising Budget

As this is a startup school, no money is currently available for advertising expenses. The responsibility will lie with the sponsor, developer, and private entities that can be solicited in the manner of donations or advances.

Controls & implementation

- Google “Adwords” will be monitored through the Matrix tool options.
- Paper and media campaigns will direct interested parties to the web page and sponsor/director for question and enrollment options.
- Individuals will be asked to state how they learned of the school.

Marketing goals will linked to student enrollment

June goal (10 students)

July goal (15 students)

August goal (20 students)

Contingency plan

If the current plan is falling behind student enrollment goals, a door-to-door informational campaign will begin. All other forms of marketing can be increased depending on the success to this point.

**Jefferson County ESC Charter School Application
Evaluation
Ratings and Sample Scoring Criteria**

Ratings and Criteria

Evaluators will use the following criteria to rate applications. Within each section, specific criteria define the expectations for a well thought out response that “Meets the Standard.” Evaluators will rate the responses by applying the following guidance:

Rating	Characteristics
Meets or Exceeds the Standard	The response reflects a thorough understanding of key issues. It clearly aligns with the mission and goals of the school. The response includes specific and accurate information that shows thorough preparation.
Partially Meets Standard	The response meets the criteria in some aspects, but lacks sufficient detail and/or requires additional information in one or more areas.
Does Not Meet Standard	The response is significantly incomplete; demonstrates lack of preparation; is unsuited to the mission and vision of the school or otherwise raises significant concerns about the viability of the plan or the applicant’s ability to carry it out.

An application that merits a recommendation for approval should present a clear, realistic picture of how the school expects to operate; be detailed in how this school will raise student achievement; and inspire confidence in the applicant’s capacity to successfully implement the proposed academic and operational plans. In addition to meeting the criteria that are specific to that section, each part of the proposal should align with the overall mission, budget, and goals of the application.

Recommendations for approval or denial will be based on the written application (narrative and attachments) and applicant capacity interviews.

Applications that do not meet or exceed standard in every area will be deemed not ready for approval. “The authorizer will (a) Grant charters only to applicants that have provided evidence of competence in each element of the authorizer’s published approval criteria, and in the case of an applicant that currently operates one or more schools in any state or nation, clear evidence that the management or leadership team of the charter school or schools currently operated by the applicant has produced statistically significant gains in student achievement or consistently produced proficiency levels as measured on state achievement test; (b) base decisions on documented evidence collected through the application review process; and (c) follow charter-granting policies and practices that are transparent, based on merit and avoid conflicts of interest or any appearance thereof.” Thus, an initial or amended charter application, to be approved, must be ready to be incorporated into a charter agreement.

Recommendation Summary
Complete this page last

OVERALL RECOMMENDATION

Would you recommend that the JCESC Charter School Authorizer Board approve this application for a public charter school:

Explain your recommendation in the Summary Comments section below.

Check one (required)

Deny

Approve with Appropriate Amendments

Approve

SUMMARY COMMENTS (1,200 character maximum)

Summarize your assessment of the application focusing on key strengths and concerns, as applicable.

Well thought out education plan based on job market demands, student interest, and career pathways. The school has secured a veteran governing authority with individuals all possessing strengths in areas vital to success of the Utica Shale Academy accompanied with an enthusiasm for the opportunities presented to area youth. Goals are ambitious, while be practical and obtainable. Much thought has been placed on staffing needs and individuals who will be place in key roles as they will ultimately contribute to the success of the program. There exists significant opportunities for growth in programs available as enrollment increases.

The first key to success will be a strong student recruitment program, followed by a sound, innovative curriculum, career pathways, job placement, and community/business partnerships.

Evaluator Signature:

Date:

Printed Name:

Section I Culture

Evaluation Detail

- A. Mission, Vision and Educational Philosophy
Check one (required)

- x- Meets the Standard
 ___ Partially Meets the Standard
 ___ Does Not Meet the Standard

For Evaluator's Reference

Evaluation Criteria	Applicant Instructions
A response that meets the standard will: Present a compelling 1-2 sentence mission statement that defines the purpose of the school.	See Attachment 1
Present a coherent and concise vision of what the school will look like in 5-10 years if it is achieving its mission	The school will continue to experience student growth as well as opportunities. 10 cert. programs available. 100 students 9-12
Present a coherent and concise summary of the evidence of community support and need for the school	Letters and emails. ODE/ ODNR/Local Media, Youngstown NBC and Steubenville NBC affiliates.
Present a coherent plan of student recruitment and enrollment, student and community engagement.	Board policy/ Web page, Marketing campaign
Present the plan for establishing a positive culture that reflects the school's discipline philosophy.	Discipline Policy

Strengths

Strong regional need. Business leaders vocal needs. Great opportunity for youth.

Concerns and Additional Questions

Startup cost, Gas and Oil specific programming

Section II Leadership

Evaluation Detail

A. Leadership

Check one (required)

- Meets the Standard
- Partially Meets the Standard
- Does Not Meet the Standard

For Evaluator's Reference

Evaluation Criteria	Applicant Instructions
Demonstrate capacity to oversee the successful development and implementation of the education program presented in the application.	JCESC Education Oversight committee Governing Authority Expertise in Education
Describe the school's leadership and how the leaders and leadership team's performance will be monitored and evaluated.	Employee Resume
Demonstrate capacity to oversee the effective and responsible management of public funds and will be responsible for the school's compliance with legal obligations.	Fiscal Agent contract with JCESC
Generally have the capacity to lead and sustain a quality school.	Past success of new facilities and leadership through coaching/ teaching/ administration

Required Exhibits:
Resumes of Selected Leadership Members and/or Job Descriptions
Organizational Chart
Staff Roster that details positions
Proposed salary ranges (w/benefits and performance bonuses)

Strengths

Experience, Community need, Vision for growth, enthusiasm

Concerns and Additional Questions

Section III Education Program

Evaluation Detail

- A. Education Program
Check one (required)

- x-- Meets the Standard
 ___ Partially Meets the Standard
 ___ Does Not Meet the Standard

For Evaluator's Reference

Evaluation Criteria	Applicant Instructions
A response that meets the standard will:	
Describe the framework for a rigorous, quality academic plan that reflects the needs of the targeted student population and will ensure all students meet or exceed the expectations of the Ohio Dept. of Ed. Curriculum Standards aligned with the Common Core State Standards.	Virtual Learning Academy Attachment STEM Curriculum through Buckeye Education
Demonstrate understanding of relevant instructional strategies by identifying sound research, experience or theoretical base and foundational materials that will guide curriculum development.	Programs are all certified and recognized by the Manufacturing Skills Standards Council MSSC
Present a coherent framework for professional development and instructional material selection.	JCESC P.D. Team See Past opportunities attachment
Demonstrates that the school calendar/day aligns with the school's educational mission and goals.	Southern Local School Calendar Flex Scheduling for students.
Demonstrates that the assessment plan aligns with the school's mission and overall educational priorities.	Will track students' assessment data as well as graduation data. Track those entering the work forces as well as those furthering their education.
Present an assessment plan that shows a clear, credible and sound plan for measuring and reporting the educational performance and progress of individual students, cohorts and the	Board Policy Attachment

charter school as a whole including valid and reliable measures of student outcomes.	
Explain how the school will use assessment data to drive key decisions aimed at improving academic performance.	Board Policy
Demonstrate an understanding of and commitment to comply with assessment requirements applicable to Ohio schools consistent with state and federal law.	Board Policy
Demonstrate an understanding of and capacity to meet state and federal requirements regarding the identification and education of students with disabilities.	Board Policy adopting ODE Special Education recommended Policy
Demonstrate an understanding of and capacity to meet state and federal requirements regarding the identification and education of an ELL population.	Bilingual Staff member. See Resume
Design gifted education services to provide identified students with instructional objectives and strategies that are appropriate to their identified learning needs and are provided on a continuing basis. Specifically look for screening protocols and multi-disciplinary academic programming options.	JCESC Gifted services See Resume
Provide description of any co-curricular/extracurricular programming options and how community resources will be leveraged to support this objective.	N/A

Required Exhibits:
Sample daily schedule for each grade at which the school intends to operate
Annual calendar for the first year of operation

Strengths

Solid, proven curriculum in both core subject areas as well as STEM areas. Experienced support staff. Veteran school board with proven track records of success *in multiple areas, (k-12, higher ed. Community schools, and work force.)*

Concerns and Additional Questions

Section IV Teaching

Evaluation Detail

A. Teaching

Check one (required)

- Meets the Standard
- Partially Meets the Standard
- Does Not Meet the Standard

For Evaluator's Reference

Evaluation Criteria	Applicant Instructions
A response that meets the standard will:	
Present strategies for recruiting and retaining effective teachers.	Advertise with ODE, Interview process, Strong P.D program
Demonstrate a sound understanding of staffing needs that are aligned with the budget and with the school's anticipated enrollment.	1 staff member per 25 students. Purchased service to minimize Heath Benefit cost
Demonstrate a commitment to the effective evaluation of teachers and a feedback protocol that leads to increasing teacher capacity.	Follow OTES/OPES and ETPES in accordance with ODE
Present a clear and coherent framework for teaching and learning-particularly in core academic areas- and will demonstrate alignment with the Common Core State Standards.	Purchased Service with VLA Advanced Ed. Certified and aligned to ODE's new learning standards and national standards where approp.
Present a coherent framework for professional development that is likely to support effective implementation of the selected curriculum and how teachers and students are assessed.	Will ppt in JCES p.d. as well as ODE sponsored p.d

Strengths

Small operating environment, but access to all the services of a large school setting.

Concerns and Additional Questions

Person is Key. Must hire an enthusiastic person who is willing to excite the students, facilitate program growth and work with area business and higher education to maximize school potential.

Section V Governance

Evaluation Detail

A. Governance

Check one (required)

- Meets the Standard
- Partially Meets the Standard
- Does Not Meet the Standard

For Evaluator's Reference

Evaluation Criteria	Applicant Instructions
A response that meets the standard will:	
Present proper documentation of the Board's structure, capacity to oversee the successful development and implementation of the education program presented in the application.	See Board Policy
Demonstrate capacity to oversee the effective and responsible management of public funds; has the capacity to oversee the school's compliance with this legal obligations.	Purchased service. See Resume
Represent the community well.	Board members have experience teaching/coaching and serving this region in both k-12 as well as higher education areas.
Provide clear delineation of the roles and responsibilities for administering the day-to-day activities of the school.	
Present budget priorities that are consistent with and support key parts of the plan, including the school's mission, educational program, staffing and facility.	Service agreement with virtual curriculum and purchased service of STEM curriculum and Student Hands on activities as well as Simulations.
Demonstrate understanding of the school's financial management obligations.	See community School Contract
Demonstrate preparation to meet its insurance, annual audit and other key financial management obligations	Past practices

Reflect a sound understanding of facility's needs.	Site walk through by developer and Sponsor. Also included cite visit by STEM equipment provider
<p>If the applicants have elected to provide transportation, a response that meets the standard will:</p> <ul style="list-style-type: none"> • Present a through and cost effective transportation plan • Provide specific evidence of readiness consistent with the school's budget assumptions <p>If the applicants have elected not to provide transportation, a response that meets the standard will:</p> <ul style="list-style-type: none"> • Present a clear statement of the school's intent not to provide transportation services • Describe viable transportation options for students • Describe a contingency plan for transporting students with disabilities. 	Purchased Service. See Southern Local School District Policy.
Describe a sound understanding of the basic requirements for food service and legal child nutrition guideline compliance.	Purchased Service. See Southern Local School District Policy.

**Required Exhibits:
Prospective Board Member Resumes
Facility Floor Plans**

Strengths

Outstanding Board. Diverse representation will provide leadership in multiple aspects of school operations.

Concerns and Additional Questions

**Jefferson County ESC Charter School Application
Evaluation
Ratings and Sample Scoring Criteria**

Ratings and Criteria

Evaluators will use the following criteria to rate applications. Within each section, specific criteria define the expectations for a well thought out response that “Meets the Standard.” Evaluators will rate the responses by applying the following guidance:

Rating	Characteristics
Meets or Exceeds the Standard	The response reflects a thorough understanding of key issues. It clearly aligns with the mission and goals of the school. The response includes specific and accurate information that shows thorough preparation.
Partially Meets Standard	The response meets the criteria in some aspects, but lacks sufficient detail and/or requires additional information in one or more areas.
Does Not Meet Standard	The response is significantly incomplete; demonstrates lack of preparation; is unsuited to the mission and vision of the school or otherwise raises significant concerns about the viability of the plan or the applicant’s ability to carry it out.

An application that merits a recommendation for approval should present a clear, realistic picture of how the school expects to operate; be detailed in how this school will raise student achievement; and inspire confidence in the applicant’s capacity to successfully implement the proposed academic and operational plans. In addition to meeting the criteria that are specific to that section, each part of the proposal should align with the overall mission, budget, and goals of the application.

Recommendations for approval or denial will be based on the written application (narrative and attachments) and applicant capacity interviews.

Applications that do not meet or exceed standard in every area will be deemed not ready for approval. “The authorizer will (a) Grant charters only to applicants that have provided evidence of competence in each element of the authorizer’s published approval criteria, and in the case of an applicant that currently operates one or more schools in any state or nation, clear evidence that the management or leadership team of the charter school or schools currently operated by the applicant has produced statistically significant gains in student achievement or consistently produced proficiency levels as measured on state achievement test; (b) base decisions on documented evidence collected through the application review process; and (c) follow charter-granting policies and practices that are transparent, based on merit and avoid conflicts of interest or any appearance thereof.” Thus, an initial or amended charter application, to be approved, must be ready to be incorporated into a charter agreement.

Recommendation Summary
Complete this page last

OVERALL RECOMMENDATION

Would you recommend that the JCESC Charter School Authorizer Board approve this application for a public charter school:

Explain your recommendation in the Summary Comments section below.

Check one (required)

Deny

Approve with Appropriate Amendments

Approve

SUMMARY COMMENTS (1,200 character maximum)

Summarize your assessment of the application focusing on key strengths and concerns, as applicable.

Well thought out education plan based on job market demands, student interest, and career pathways. The school has secured a veteran governing authority with individuals all possessing strengths in areas vital to success of the Utica Shale Academy accompanied with an enthusiasm for the opportunities presented to area youth. Goals are ambitious, while be practical and obtainable. Much thought has been placed on staffing needs and individuals who will be place in key roles as they will ultimately contribute to the success of the program. There exists significant opportunities for growth in programs available as enrollment increases.

The first key to success will be a strong student recruitment program, followed by a sound, innovative curriculum, career pathways, job placement, and community/business partnerships.

Evaluator Signature:

Date:

Printed Name:

Section I Culture

Evaluation Detail

- A. Mission, Vision and Educational Philosophy
Check one (required)

- x- Meets the Standard
 ___ Partially Meets the Standard
 ___ Does Not Meet the Standard

For Evaluator's Reference

Evaluation Criteria	Applicant Instructions
A response that meets the standard will: Present a compelling 1-2 sentence mission statement that defines the purpose of the school.	See Attachment 1
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Present a coherent and concise summary of the evidence of community support and need for the school	Letters and emails. ODE/ ODNR/Local Media, Youngstown NBC and Steubenville NBC affiliates.
Present a coherent plan of student recruitment and enrollment, student and community engagement.	Board policy/ Web page, Marketing campaign
Present the plan for establishing a positive culture that reflects the school's discipline philosophy.	Discipline Policy

Strengths

Strong regional need. Business leaders vocal needs. Great opportunity for youth.

Concerns and Additional Questions

Startup cost, Gas and Oil specific programming

Section II Leadership

Evaluation Detail

A. Leadership

Check one (required)

- Meets the Standard
- Partially Meets the Standard
- Does Not Meet the Standard

For Evaluator's Reference

Evaluation Criteria	Applicant Instructions
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Demonstrate capacity to oversee the effective and responsible management of public funds and will be responsible for the school's compliance with legal obligations.	Fiscal Agent contract with JCESC
Generally have the capacity to lead and sustain a quality school.	Past success of new facilities and leadership through coaching/ teaching/ administration

Required Exhibits:
Resumes of Selected Leadership Members and/or Job Descriptions
Organizational Chart
Staff Roster that details positions
Proposed salary ranges (w/benefits and performance bonuses)

Strengths

Experience, Community need, Vision for growth, enthusiasm

Concerns and Additional Questions

Section III Education Program

Evaluation Detail

- A. Education Program
Check one (required)

- x-- Meets the Standard
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Provide description of any co-curricular/extracurricular programming options and how community resources will be leveraged to support this objective.	N/A

Required Exhibits:
Sample daily schedule for each grade at which the school intends to operate
Annual calendar for the first year of operation

Strengths

Solid, proven curriculum in both core subject areas as well as STEM areas. Experienced support staff. Veteran school board with proven track records of success *in multiple areas, (k-12, higher ed. Community schools, and work force.)*

Concerns and Additional Questions

Section IV Teaching

Evaluation Detail

A. Teaching

Check one (required)

- Meets the Standard
 Partially Meets the Standard
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Strengths

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Concerns and Additional Questions

Person is Key. Must hire an enthusiastic person who is willing to excite the students, facilitate program growth and work with area business and higher education to maximize school potential.

Section V Governance

Evaluation Detail

A. Governance

Check one (required)

- Meets the Standard
- Partially Meets the Standard
- Does Not Meet the Standard

For Evaluator's Reference

Evaluation Criteria	Applicant Instructions
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Represent the community well.	Board members have experience teaching/coaching and serving this region in both k-12 as well as higher education areas.
Provide clear delineation of the roles and responsibilities for administering the day-to-day activities of the school.	
Present budget priorities that are consistent with and support key parts of the plan, including the school's mission, educational program, staffing and facility.	Service agreement with virtual curriculum and purchased service of STEM curriculum and Student Hands on activities as well as Simulations.
Demonstrate understanding of the school's financial management obligations.	See community School Contract
Demonstrate preparation to meet its insurance, annual audit and other key financial management obligations	Past practices

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<p>If the applicants have elected to provide transportation, a response that meets the standard will:</p> <ul style="list-style-type: none"> • Present a through and cost effective transportation plan • Provide specific evidence of readiness consistent with the school's budget assumptions <p>If the applicants have elected not to provide transportation, a response that meets the standard will:</p> <ul style="list-style-type: none"> • Present a clear statement of the school's intent not to provide transportation services • Describe viable transportation options for students • Describe a contingency plan for transporting students with disabilities. 	Purchased Service. See Southern Local School District Policy.
Describe a sound understanding of the basic requirements for food service and legal child nutrition guideline compliance.	Purchased Service. See Southern Local School District Policy.

**Required Exhibits:
Prospective Board Member Resumes
Facility Floor Plans**

Strengths

Outstanding Board. Diverse representation will provide leadership in multiple aspects of school operations.

Concerns and Additional Questions

From: [Eric Sampson](#)
To: [chuck.kokiko](#)
Subject: Board Meeting
Date: Wednesday, August 26, 2015 8:05:19 AM

48 students currently enrolled:

13 Seniors
19 Juniors
9 Sophomores
7 Freshman

██████████ will begin coming in the 1st week of Sept.

The vision has come to fruition with the full-time employment of ██████████ at Express Energy.

Eric Sampson
Director
Utica Shale Academy
38095 St. Rte. 39
Salineville, Ohio 43945
uticashaleschool.com
330-679-8162

ESC Board Members:

As you recall, at the October Board meeting we decided to move our November meeting to Southern Local School District following the public hearing for Ron Sismondo's re-employment. Please note the following timeline for Tuesday, November 18.

9:30 a.m.	Public Hearing at Jefferson County ESC
9:45 a.m.	Leave Jefferson County ESC (transportation will be provided)
10:30 a.m. - 11:20 a.m.	ESC Board Meeting
11:20 a.m.	Meet other boards at Southern Local Board Office
11:30 a.m.	Tour Utica Shale Academy/meet students/Industry Representative
12:00 p.m. - 12:15 p.m.	Depart for Road House Restaurant
12:30 p.m.	Arrive at Road House (Opportunity for Board members to meet and socialize) – Lunch provided by JCESC
1:30 p.m. - 2:00 p.m.	Depart for JCESC

Please RSVP to Karen Martin by November 12 with your intentions to attend the Board meeting.

15. Consider: Superintendent recommends the Jefferson County Governing Board adopt a resolution to approve a contract for Family and Children First Council Coordinator Services with the Harrison Hills City School District. (Attachment #15)

Motion by _____, seconded by _____

Roll Call: _____

16. Consider: Superintendent recommends the Jefferson County Governing Board adopt a resolution to approve a Contract for Visually Impaired (VI) Services with Bishop John King Mussio Elemenary and Jr. High Schools. (Attachment #16)

Motion by _____, seconded by _____

Roll Call: _____

17. Consider: Superintendent recommends the Jefferson County Governing Board adopt a resolution to reappoint Robert L. George and Kenneth Simeral to the Jefferson County Joint Vocational School Board for a three-year term, January 2016 through December 2018. (No Attachment)

Motion by _____, seconded by _____

Roll Call: _____

18. Consider: Superintendent recommends the Jefferson County Governing Board adopt a resolution to approve a Community School Closure Plan. (Attachment #18)

Motion by _____, seconded by _____

Roll Call: _____

19. Consider: Superintendent recommends the Jefferson County Governing Board adopt a resolution to accept Franciscan University as a member of the Jefferson County ESC Consortium LPDC. (No Attachment)

Motion by _____, seconded by _____

Roll Call: _____

- 5. Consider: Superintendent recommends the Jefferson County Governing Board adopt a resolution to approve the May 2015 submission of the five-year forecast for the Utica Shale Academy. (Attachment #5)

Motion by _____, seconded by _____

Roll Call: _____

- 6. Consider: Superintendent recommends the Jefferson County Governing Board adopt a resolution to approve membership in the Ohio Educational Service Center Association (OESCA) at a cost of \$2,043. (No Attachment)

Motion by _____, seconded by _____

Roll Call: _____

- 7. Consider: Superintendent recommends the Jefferson County Governing Board adopt a resolution to approve membership in the Association of Educational Service Agencies (AESAs) at a cost of \$430. (No Attachment)

Motion by _____, seconded by _____

Roll Call: _____

- 8. Consider: Superintendent recommends the Jefferson County Governing Board adopt a resolution to approve membership in the Coalition of Rural and Appalachian Schools (CORAS) at a cost of \$325. (No Attachment)

Motion by _____, seconded by _____

Roll Call: _____

- 9. Consider: Superintendent recommends the Jefferson County Governing Board adopt a resolution to approve a one-year subscription to the Ohio School Boards Association *CommunicationPlus* at a cost of \$340. (No Attachment)

Motion by _____, seconded by _____

Roll Call: _____

- 10. Consider: Superintendent recommends the Jefferson County Governing Board adopt a resolution to approve the ESC hosting Jefferson County Family and Children First Council meetings the first Friday of each month at 11:30 a.m. (No Attachment)

Motion by _____, seconded by _____

Roll Call: _____


- 11. Consider: Superintendent recommends the Jefferson County Governing Board adopt a resolution to approve the 2015-16 Authorizer Opening Assurances for the Utica Shale Academy. (No Attachment)

Motion by _____, seconded by _____

Roll Call: _____



Core Performance Framework and Guidance



Academic, Financial, and Organizational
Frameworks for Charter School Accountability

March 2013



nacsa
NATIONAL ASSOCIATION OF
CHARTER SCHOOL AUTHORIZERS



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Core Performance Framework and Guidance

Academic, Financial, and Organizational
Frameworks for Charter School Accountability

March 2013

About NACSA

The National Association of Charter School Authorizers (NACSA) is the trusted resource and innovative leader working with public officials and education leaders to increase the number of high-quality charter schools in cities and states across the nation. NACSA provides training, consulting, and policy guidance to authorizers and education leaders interested in increasing the number of high-quality schools and improving student outcomes.

About the Performance Framework and Pilot Project

The National Association of Charter School Authorizers' (NACSA's) *Core Performance Framework and Guidance* was created as part of the Performance Management, Replication, and Closure (PMRC) project. NACSA researched best practices in Performance Frameworks among seven model authorizers and used the findings along with research from other education institutions, charter school funding organizations, and analysis of common state laws to develop the first draft of the NACSA *Core Performance Framework*.

The Framework was then tested by applying and adapting it to four PMRC demonstration site authorizers, as well as six other pilot sites that were funded through The Fund for Authorizing Excellence. The 10 authorizers in the pilot range from small to large authorizers and are of every organizational type (district, state education agency, nonprofit organization, and higher education institution). NACSA's experience with these 10 sites led to revisions to the NACSA *Core Performance Framework*, as well as the development of this comprehensive guidance document. NACSA is pleased to share this first edition of the *Core Performance Framework and Guidance* and plans to provide additional information and resources on charter school accountability through the Knowledge Core.

NACSA would like to thank the PMRC model authorizers, PMRC demonstration site authorizers, and Fund for Authorizing Excellence pilot sites for their contributions to this project.

PMRC Model Authorizers:

- Central Michigan University's The Governor John Engler Center for Charter Schools
- Chicago Public Schools
- Denver Public Schools
- District of Columbia Public Charter School Board
- Indianapolis Mayor's Office
- State University of New York Charter Schools Institute
- Volunteers of America Minnesota

PMRC Demonstration Site Authorizers:

- Atlanta Public Schools
- Ball State University
- Metropolitan Nashville Public Schools
- New Jersey Department of Education

Fund for Authorizing Excellence Pilot Sites:

- Arizona State Board for Charter Schools
- Colorado Charter School Institute
- Delaware Department of Education
- Friends of Education
- Nevada Public Charter School Authority
- New Mexico Public Education Department

Acknowledgments

NACSA extends its gratitude to our colleagues at Public Impact, MDS Advisors, CliftonLarsonAllen, and Tugboat Education Services for their help in drafting various iterations of the *Core Performance Framework and Guidance*, as well as to the authorizers who piloted the Performance Framework and the many other authorizers and experts in the field who provided input on drafts of this document. This document would not be possible without their contributions.

NACSA sincerely thanks the U.S. Department of Education for its support of this work through NACSA's Performance Management, Replication, and Closure (PMRC) project, which is funded by a Charter Schools Program National Leadership Activities Grant.

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Core Performance Framework and Guidance Introduction

- 2 Overview
- 3 NACSA's Core Performance Framework
- 4 Framework Development and Implementation
- 5 Using the Core Performance Framework and Guidance

Introduction

Overview

Charter school authorizers are responsible for maintaining high standards for school performance, upholding school autonomy, and protecting student and public interests. Using a performance contract as both a guide and a tool, a quality authorizer maintains high standards and manages charter school performance—not by dictating inputs or controlling processes—but by setting expectations and holding schools accountable for results. A quality authorizer engages in responsible and effective performance management by ensuring that schools have the autonomy to which they are entitled and the public accountability for which they are responsible.

Charter school authorizing begins with a bargain for performance. Authorizers agree to entrust a charter school's governing board with public dollars and public school students and to give it broad autonomy over how it achieves agreed-upon goals. In return, the school's board commits to achieving specified results, managing public funds responsibly, complying with its legal obligations, and providing a quality education to the students in its care.

In order for this bargain of autonomy in exchange for accountability to work, it is essential that authorizers establish, maintain, and enforce high performance standards for all schools in their portfolios. This includes not only holding schools accountable for the academic performance of all of their students, which should always be the primary measure of quality, but also holding schools accountable for financial and organizational performance.¹ The critical first step in effective performance management is to set and communicate clear and rigorous expectations for performance. Schools need clearly defined standards so that they know what is expected of them, and authorizers need them to manage performance effectively by holding schools accountable for outcomes without attempting to control inputs.

The National Association of Charter School Authorizers' (NACSA's) *Principles & Standards for Quality Charter School Authorizing* (2012) emphasizes that a quality authorizer establishes standards for school performance that are clear, quantifiable, rigorous, and attainable. NACSA also recommends that authorizers develop and formally adopt a Performance Framework that includes academic, financial, and organizational performance measures for use by schools and authorizers to establish expectations, guide practice, assess progress, and inform decision making over the course of the charter term and at renewal or revocation. In addition, many states have enacted policies that mandate that authorizers develop and use Performance Frameworks, and additional states are considering similar policies.

The three areas of performance covered by the frameworks—academic, financial, and organizational—correspond directly with the three components of a strong charter school application, the three key areas of responsibility outlined in strong state charter laws and strong charter school contracts, and are the three areas on which a charter school's performance should be evaluated.

In each of these three areas, the frameworks ask a fundamental question.

Academic Performance: Is the educational program a success?

Financial Performance: Is the school financially viable?

Organizational Performance: Is the organization effective and well run?

The answers to each of these three questions are essential to a comprehensive evaluation of charter school performance.

¹ In order to comply with the federal government's Charter Schools Program (CSP) assurances, State Education Agencies (SEAs) must ensure that they have state law, regulations, or other policies that direct authorized public charter agencies to use increases in student academic achievement for all groups of students described in section 1111(b)(2)(C)(v) of the Elementary and Secondary Education Act (ESEA) as the most important factor when determining to renew or revoke a school's charter. Non-SEA authorizers should work with their SEAs to ensure that the SEA complies with this and other CSP assurances. The CSP assurances can be accessed at <https://www2.ed.gov/programs/charter/2011/application-package.pdf>.

Once developed, adopted, and incorporated into the charter school contract, the Academic, Financial, and Organizational Performance Frameworks form the backbone of an authorizer's performance management system. Well-designed frameworks enable effective performance management and promote school success by establishing and communicating performance expectations for all schools in an authorizer's portfolio in a way that is objective, transparent, and directly related to school quality.

Performance Frameworks benefit both authorizers and schools and are in the interest of both parties to develop. The frameworks promote transparency and objectivity in authorizing and protect school autonomy. They enable charter school performance contracting to function as intended by providing both charter schools and authorizers with clarity about expected outcomes, objective evidence of achievement, and a comprehensive tool for evaluating results.

The frameworks promote transparency and objectivity by putting the authorizer on record and schools, parents, stakeholders, and the public on notice about the performance standards that will be used to evaluate whether or not a school is successful and is living up to its end of the charter bargain. The frameworks help to establish expectations at the beginning of the school's operation so that there will be no surprises when a school is held accountable for meeting them over the course of the charter term and at renewal.

The frameworks protect school autonomy by clarifying through mutual agreement and in objective terms the performance data the authorizer will collect and the outcomes that it expects and will evaluate. The frameworks help to establish the boundaries of the parties' relationship and define the rights and responsibilities of both the charter school and the authorizer.

NACSA's Core Performance Framework

To assist authorizers in developing high-quality Academic, Financial, and Organizational Performance Frameworks, NACSA has developed the *Core Performance Framework*, which includes frameworks for each area of performance that authorizers can customize to meet their local needs and context. Also included is guidance on how to modify the frameworks in ways that allow for local customization without compromising rigor or utility.

The purpose of the *Core Performance Framework* and the accompanying guidance is to assist authorizers in developing and implementing their own frameworks that are high quality and aligned with NACSA's ***Principles & Standards***.

The frameworks are aligned with and designed to support the three core principles of charter school authorizing—maintaining high standards, upholding school autonomy, and protecting student and public interests. NACSA encourages authorizers to adapt the core frameworks to their own local needs and contexts but also to ensure that any modifications only serve to strengthen and promote these principles.

Each of the three frameworks relates to a distinct area of performance, but all are intended to be used together as a single evaluation tool. As discussed in the **Overview**, authorizers are charged with holding schools accountable for academic performance first and foremost, but also for financial and organizational performance. Monitoring and evaluation of all three of these areas are essential to effective charter school performance management. When joined together, the Academic, Financial, and Organizational Performance Frameworks form a single, comprehensive school Performance Framework.

Each framework also includes a common set of essential components. Each includes indicators, measures, metrics, targets, and ratings.

Indicators: An indicator is a general category of performance such as student achievement, long-term financial sustainability, or governance and reporting.

Measures: Measures are general means to evaluate an aspect of an indicator such as student proficiency on state-mandated tests, debt-to-asset ratio, or governance reporting compliance.

Metrics: Metrics are means of evaluating a measure such as the percentage of students that achieve proficiency on the state's reading exam, current debt-to-asset ratio, or publication of board meetings.

Targets: Targets are goals that signify whether a particular measure has been met, such as 70 percent proficiency on state tests, a debt-to-asset ratio of at least 1:1, and 100 percent publication of all board meetings.

Ratings: A rating is a label given to categorize a particular level of performance such as "Exceeds Standard," "Meets Standard," "Does Not Meet Standard," or "Falls Far Below Standard."

Framework Development and Implementation

In its work with leading authorizers across the country who are developing and implementing Performance Frameworks, NACSA has learned several key lessons.

Engaging Stakeholders

A key benefit of a school Performance Framework is that it creates clarity about expectations for both authorizers and schools. A significant risk in attempting to use the framework to manage performance, especially when using it to make high-stakes decisions such as renewal or revocation, is if the school or other key stakeholders refuse to endorse the objectivity or appropriateness of its contents. It is, therefore, critical that authorizers engage with school leaders, board members, and community groups as they are developing their frameworks so that they can hear a variety of perspectives, share their vision about the importance of rigorous standards, and achieve broad buy-in from the beginning. In designing an engagement strategy, authorizers should consider who has a stake in ensuring school quality, who the framework will impact, who could influence how the framework is used, and who holds the authority to make decisions based on the ratings it produces. While authorizers should consider feedback from stakeholders in the development of the Performance Framework, they ultimately must ensure that the framework maintains rigor and holds schools to a high standard.

Contractual Issues

A strong charter contract includes clearly defined performance standards and makes clear the roles and responsibilities of both the school and the authorizer. Ideally, an authorizer's Performance Framework should be formally adopted in policy, and incorporated by reference and included as an exhibit in the charter contract. Formal adoption and incorporation is the best way to establish mutual agreement about the legitimacy and enforceability of the framework.

Once developed through stakeholder engagement and adopted in policy, the framework should be included in each new school contract and each existing school's contract at renewal, if not before. To avoid inconsistency of performance standards among their portfolios of schools, authorizers should consider whether it is appropriate and feasible to apply the framework to all schools at the same time, either through a contract amendment process or memoranda of understanding. Involving schools in the development of the framework and getting buy-in throughout the process will make early adoption easier. Authorizers may also find that existing schools, especially high performers, will welcome the transparency and predictability that a Performance Framework provides and can be convinced that it is in their interests to support common standards.

Monitoring, Intervention, Reporting, and Decision Making

As the framework is being developed and prior to adoption and implementation, authorizers need to consider how they will collect data and other evidence to feed into the framework, what aspects of the framework will require ongoing monitoring, the protocols for any necessary intervention, when and in what format annual reporting will occur, and how the framework will be used by the authorizer's governing authority to inform its decision making about renewal and revocation.


It is especially important to consider how to reduce reporting burdens for schools in ways that make collection of critical information as easy and efficient as possible. Many data functions can be automated and simplified using effective communication, consistent and transparent reporting requirements, and readily available or easily developed tracking tools.

It is also important for authorizers to recognize and plan for the reality that no matter how strong their Performance Framework is, it will not remove the need for authorizer judgment, nor enforce itself. Authorizers must have the agency capacity and political will to use the framework as it is intended to reap its benefits.

Using the Core Performance Framework and Guidance

The *Core Performance Framework* is provided as a model for authorizers seeking to develop and implement their own school Performance Frameworks. NACSA encourages authorizers to adapt the *Core Performance Framework* to fit their own needs and circumstances and align with their state's charter school law, school accountability system, and other applicable laws and policies. The accompanying guidance is provided to explain the various elements of the framework and to assist authorizers in customizing it for use in evaluation of the schools in their portfolios. While customization of the *Core Performance Framework* is encouraged, authorizers should take care to ensure that any modifications that are made do not lower standards for academic, financial, and organization performance, or otherwise compromise the authorizer's ability to hold schools accountable for successful outcomes.





Core Academic Performance Framework Guidance

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Core Academic Performance Framework Guidance


The Core Academic Performance Framework is intended as a starting point for authorizers to adapt to hold charter schools accountable for academic performance, recognizing that authorizers oversee charter schools in different states, with varied missions, in a variety of political environments. A state or district charter office may be required to use a Performance Framework that is closely aligned with, or at least does not contradict, state or district accountability systems, while other authorizers may have more flexibility in choosing measures of accountability. This guidance document is intended to assist authorizers in tailoring the Core Academic Performance Framework for use in evaluating their specific portfolios of charter schools.

Authorizers are charged with holding charter schools accountable for high standards of academic performance. This framework focuses purposefully on quantitative academic outcomes as a basis for analysis to be used in high-stakes decisions. Qualitative measures, most often inputs like observations of classroom instruction, may provide context for the outcomes that authorizers analyze; however, inputs do not measure the academic performance of the students in the school and so are not included in the Academic Performance Framework.

Authorizers should still evaluate educational processes that are required by law to ensure that the charter organization is meeting high expectations and doing so in a responsible manner. If educational processes are required by law, such elements should be included in the Organizational Framework, and further guidance on the reasoning for this indicator can be found in the [Core Organizational Performance Framework Guidance](#).

Framework Structure

The Academic Performance Framework is organized by indicators, measures, metrics, and targets.

Component	Definition	Example
Indicators	General categories of academic performance	Student achievement
Measures	General means to evaluate an aspect of an indicator	Proficiency on state assessments
Metrics	Method of quantifying a measure	Percentage of students achieving proficiency on specific exams
Targets	Thresholds that signify success in meeting the standard for a specific measure 	80 percent of students achieve proficiency on state assessment
Ratings	Assignment of charter school performance into one of four rating categories, based on how the school performs against the framework targets	If school meets the target proficiency rate of 80 percent, the rating category is “Meets Standard”

Indicators

The framework includes five indicators designed to evaluate the school's overall academic performance.

1. State and Federal Accountability

The framework includes reference to existing state and federal accountability measures and targets. All states have federal Annual Measurable Objectives (AMOs), whether under No Child Left Behind (NCLB) or Elementary and Secondary Education Act (ESEA) waivers. Many states use additional ratings or grading systems to evaluate schools. All authorizers should include state and federal accountability systems in their Performance Frameworks in some form. We discuss in more detail below the options authorizers may consider for how to address these measures within their frameworks.

2. Student Progress Over Time (Growth)

Growth models measure how much students learn and improve over the course of a school year. The inclusion of growth measures in the framework acknowledges that relying solely on a snapshot of student proficiency misses progress that schools may be making over time in bringing students up to grade level, a task that may take more than a single year. Students who enter school behind their peers and students who are not meeting state standards need to make more than a year's worth of growth each year to "catch up." Equally important, students who are already at grade level, or proficient, should continue to make sufficient growth to meet and exceed proficiency standards. The framework considers aggregate growth for each charter school as well as progress of significant subgroups within the school.

3. Student Achievement (Status)

The student achievement indicator focuses on the percentage of students meeting standards for proficiency on state assessments. Charter schools should ultimately be accountable for how well children are mastering fundamental skills and content such as literacy and mathematics. The framework includes an analysis of overall and subgroup proficiency rates in charter schools and compares these rates to the overall state rates and rates of schools that students might otherwise attend, as well as schools serving demographically similar populations.

4. Post-Secondary Readiness (for High Schools)

This indicator examines how well a school's students are prepared for college or employment after graduation. The framework includes SAT/ACT results and graduation rates and recommends additional data-collection efforts to assess post-secondary success of graduates. For many authorizers, the relevant data have limited availability, so the measures of post-secondary success will be aspirational in nature. Many states, however, are improving coordination between K–12 and post-secondary data systems. Thus, NACSA anticipates that these data will become increasingly available to authorizers for inclusion in Academic Performance Frameworks.

5. Mission-Specific Academic Goals

The framework allows for the inclusion of school-specific measures of academic outcomes that are agreed upon by individual schools and authorizers. These measures should be applied only if the goals are **valid, reliable, measurable, and quantifiable** and are not otherwise captured in the Performance Framework. NACSA recommends that mission-specific goals be optional, rather than mandatory, on a school-by-school basis; however, schools with unique missions not captured by traditional measures (e.g., dual language, performing arts) should be expected to develop mission-specific goals.

Measures

For each of the indicators, the framework provides a number of measures to evaluate schools. The combination of measures, taken on the whole, provides the authorizer with a “balanced scorecard” of each school’s performance over time. The measures take the form of questions about the school’s performance. For example,

- Is the school increasing subgroup performance over time?
- Are students achieving proficiency on state examinations in math and reading?
- Are high school graduates gaining admission to post-secondary institutions?

Authorizers will need to evaluate available resources and data sources, as well as authorizer and school missions and priorities, when finalizing measures to be included in the framework.

Metrics

Metrics are the methods of evaluating a measure. For example, to answer the question, “Does students’ performance on the ACT and SAT reflect college readiness?” authorizers may calculate metrics such as,

- Percentage of students participating in the ACT or SAT
- Average SAT or ACT score in the school
- Percentage of students meeting a certain SAT or ACT score that represents college readiness

Authorizers will need to review the available data to determine which metrics are applicable to their charter schools.

Targets and Rating Categories

For each of the measures, targets are set to rate the schools against the framework. The targets establish the levels of performance needed to place each school into the following rating categories:

Exceeds Standard:

Meeting the targets for this rating category implies that the charter school is exceeding expectations and showing exemplary performance. These schools are clearly on track for charter renewal and warrant consideration for the authorizer to encourage expansion or replication.

Meets Standard:

The targets for this rating category set the minimum expectations for charter school performance. Schools earning this rating are performing well and are on track for charter renewal.

Does Not Meet Standard:

Schools in this rating category have failed to meet minimum expectations for performance. At a minimum, they should be subject to closer monitoring, and their status for renewal is in question.

Falls Far Below Standard:

Schools that fall into this rating category are performing well below the authorizer’s expectations and are frequently on par with the lowest-performing schools in the district and state. Schools that fall into this rating category exhibit performance that is so inadequate that they should be subject to non-renewal or revocation of their charters unless they can demonstrate substantial improvement prior to the end of their charter terms. The targets for this rating category should be set at a level that makes a clear case for unacceptable academic performance.

The targets presented in the NACSA model are meant to provide a starting point for authorizers to develop targets appropriate to their schools, state environment, and authorizing mission. Where possible, the NACSA targets are based upon national performance averages; in other cases sample targets are presented. Detail is provided at the beginning of each indicator in the Measures in Detail section.

In establishing targets for the framework, authorizers should begin by setting targets for the “Meets Standard” rating category. The targets for the “Meets Standard” rating category should set the authorizers’ expectations and definitions of a quality school. Targets should be applied consistently to all schools, though alternate methods may be developed for alternative schools or small schools with very low enrollment numbers. Any exceptions to the application of the framework should be clearly communicated to schools, with clear definitions of schools that are eligible for alternative methods of evaluation.

Authorizers may face challenges or feel hesitation in setting targets that are more demanding than expectations of traditional district schools. It is important to remember that charter schools are granted autonomy in exchange for greater accountability, often with the expectation that charter schools will outperform traditional district schools. Authorizers are in a position to raise performance standards in their districts and states.

Alignment with Existing Accountability Systems

Authorizers must consider how closely to align their Performance Frameworks with existing accountability systems. This section focuses on state accountability systems, but similar considerations may apply to federal or district accountability systems. The state accountability system should be considered a starting point in developing a Performance Framework. Benefits of closely aligning the charter school Performance Framework to the state accountability system include:

- Adoption of established state metrics or benchmarks allows authorizers to rely on state data sources and analysis, reducing the resources required of authorizer staff.
- Authorizers can provide some consistency to schools that are held accountable to certain standards by the state’s accountability system. Deviation from state accountability systems may create confusion for stakeholders. Authorizers should create frameworks that are likely to provide a clear picture of performance, but they should recognize that communication efforts will be needed if there are significant differences between the authorizer and state systems.
- Schools that are designated as the worst schools in the state on the state accountability system are similarly designated for non-renewal or revocation on the Performance Framework, ensuring that the Performance Framework does not let schools off the hook for poor performance.

Alignment may, however, present some challenges to authorizers. For example:

- Many state accountability systems create a large category in the middle. Adoption of these categorizations prevents authorizers from setting a clear expectation for charter school performance. For example, in a state that assigns a “C” grade to those schools performing from the 25th to 75th percentile of performance, authorizers may wish to further distinguish between a charter school performing at the 26th percentile from another at the 74th percentile.
- When authorizers do align frameworks or specific measures to state systems, they face the risk of losing important elements of their frameworks as state systems change in the future.
- Some state accountability systems, particularly those in states that have not received Elementary and Secondary Education Act (ESEA) waivers, may not include critical elements, such as student growth or

post-secondary readiness, or appropriately differentiate strong schools from weak, thereby making rigorous charter school accountability difficult. Accountability systems developed through the ESEA waiver process, however, have included the adoption of stronger growth models and expanded post-secondary measures, giving authorizers access to far more detailed academic data through state data warehouses than in the past.

All authorizers should include the state accountability system in their Performance Frameworks; however, based on the pros and cons above, authorizers have several options regarding how to do so:

- If state systems are well suited for high-stakes charter renewal decisions, authorizers may simply adopt state accountability systems as their entire Academic Performance Framework for use in chartering and renewal. This approach is easily understood by stakeholders but requires a state system highly aligned with the authorizer’s mission.
- Authorizers may adopt the state system, with additional or “supplementary” measures. This approach builds upon the state system, which will have broad exposure, and presumably, will be clearly understood by the public, but allows authorizers to add measures that address the charter context. This approach allows for the inclusion of measures, such as comparison to schools serving similar populations or schools that students might otherwise attend that are applicable to charter renewal decisions, as well as mission-specific academic goals. The Core Academic Performance Framework adopts this method, with the state accountability system incorporated as the first indicator. When authorizers roll up their analysis of the Academic Performance Framework, they should be thoughtful about how much weight they give to this indicator. For instance, if the state system is comprehensive and rigorous, authorizers may choose to weight it more heavily. For more information on considerations for weighting, see the subsection **Weighting the Framework**.
- Authorizers that wish to have more flexibility than the state accountability system may choose some measures within the state system that most closely fit their purposes, while adjusting the other measures or substituting them with new measures. For instance, an authorizer may choose to exclude measures of student engagement that may be included in the state system because such measures are not considered academic outcomes. Authorizers taking this approach should work to include rigorous measures within each of the indicators including growth and proficiency. They should also be careful to communicate their reasons for not adopting the state accountability system in its entirety. Authorizers should also ensure that their Performance Framework still identifies the lowest-performing schools in the state for non-renewal or revocation.
- Within each of the options above, authorizers should also consider whether they will include a breakdown of the measures included in the state accountability system as separate measures in the framework. For example, if the state accountability system includes growth and proficiency, authorizers may repeat these measures in the framework or may rely on their inclusion in the state system. Breaking out the measures from the state accountability system may provide more clarity to schools about the authorizers’ expectations, and in some cases, authorizers may choose to set more rigorous targets than those set by the state. However, repeating these measures could lead to certain measures being “double counted,” in which case authorizers should be careful about how much weight they give to the state accountability system as a whole in relation to the individual measures.

The best approach depends upon the quality and composition of existing accountability systems and a frank assessment of authorizers’ expectations for charter school performance. When determining how to incorporate the state accountability system, authorizers should be careful to complement and not contradict the state system and should ensure that the framework truly assesses student performance for accountability and monitoring purposes.

Measures in Detail

Each of the indicators and measures is presented below with factors to consider in using the Academic Performance Framework to evaluate charter schools. Included is an overview of each measure, different methodological options available, factors to consider when setting specific targets, and additional resources on related topics.

The framework is intended to be used in its *entirety*, unless otherwise indicated. Though there may be individual measures that authorizers cannot include due to data accessibility or political considerations, all attempts should be made to find alternative measures or metrics to include all aspects of the framework.

Please note that many of the measures in this document include targets denoted with brackets that were developed based on experience working with authorizers during the pilot of the Performance Framework. Individual authorizers should develop their own specific targets through the trial run process. See section [Testing/Trial Run](#) for more guidance.

Indicator 1: State and Federal Accountability Systems

As mentioned earlier, authorizers should first consider the already existing accountability systems to which charter schools may be held accountable. This allows for authorizers to draw on the expertise of those in their state and simplify accountability for charter schools, and it may help an authorizer build a public case to take action on a school when necessary. Because state accountability systems vary widely, we have included four measures that authorizers should consider, depending on how their state's system is structured. Adequate Yearly Progress (AYP) determinations, Elementary and Secondary Education Act (ESEA) waiver targets, and school ratings in the state accountability system, if available, are included in the Performance Framework to provide information about how the school is evaluated by existing state and federal accountability systems. Authorizers with schools in districts with additional accountability frameworks may consider adding those evaluations to the framework.

While the targets denoted with brackets in the measures below were developed based on experience working with authorizers during the pilot of the Performance Frameworks, individual authorizers should develop their own specific targets through the trial run process. See section [Testing/Trial Run](#) for more guidance.

State Grading or Rating Systems

Measure 1a Is the school meeting acceptable standards according to existing state grading or rating systems?
<p>Exceeds Standard:</p> <input type="checkbox"/> School received the highest grade or rating (A or equivalent) from the state accountability system
<p>Meets Standard:</p> <input type="checkbox"/> School received a passing grade or rating according to the state accountability system
<p>Does Not Meet Standard:</p> <input type="checkbox"/> School did not receive a passing grade or rating according to the state accountability system
<p>Falls Far Below Standard:</p> <input type="checkbox"/> School identified for intervention or considered failing by the state accountability system

Note: This measure applies only to states that have implemented a state grade or rating as part of a school accountability system.

Annual Measurable Objectives (AMOs)

Measure 1b Is school meeting targets set forth by state and federal accountability systems?
Exceeds Standard: <input type="checkbox"/> School met [100 percent] of the Annual Measurable Objectives (AMOs) set by the state
Meets Standard: <input type="checkbox"/> School met [80–99 percent] of the Annual Measurable Objectives (AMOs) set by the state
Does Not Meet Standard: <input type="checkbox"/> School met [60–79 percent] of the Annual Measurable Objectives (AMOs) set by the state
Falls Far Below Standard: <input type="checkbox"/> School met [fewer than 60 percent] of the Annual Measurable Objectives (AMOs) set by the state

State Designations

Measure 1c Is school meeting state designation expectations as set forth by state and federal accountability systems?
Exceeds Standard: <input type="checkbox"/> School was identified as a “Reward” school
Meets Standard: <input type="checkbox"/> School does not have a designation
Does Not Meet Standard: <input type="checkbox"/> School was identified as a “Focus” school
Falls Far Below Standard: <input type="checkbox"/> School was identified as a “Priority” school

Note: State-specific definitions should be evaluated when setting these targets, as states define “Reward,” “Focus,” and “Priority” differently.

Adequate Yearly Progress (AYP)

Measure 1d Did school meet Adequate Yearly Progress (AYP) requirements?
Meets Standard: <input type="checkbox"/> School met AYP
Does Not Meet Standard: <input type="checkbox"/> School did not meet AYP

With changes to federal accountability requirements, authorizers should carefully evaluate how closely to align charter Performance Frameworks with the evaluations carried out by state departments of education. Ideally, state Annual Measurable Objectives (AMOs) can be included in ways that do not make the charter framework obsolete with changes in state and federal requirements. For example, an authorizer that directly includes ESEA waiver-established, school-specific performance targets through 2017 in the framework will need to rewrite the Performance Framework, and possibly charter contracts, after 2017. By including these ratings and AMOs in a separate indicator, authorizers can create alignment with state and federal systems while maintaining freedom to set standards for performance in the rest of the framework.

A state grading system that includes both status and growth may duplicate Measures 2a and 3a, essentially double-counting these measures. Authorizers should be careful about how much weight they give to the state accountability system as a whole in relation to the individual measures. By including a state rating or grade in the framework but giving it a low weight in the overall scoring of the framework, the issue of double counting is minimized while still providing alignment with state evaluation systems. Alternatively, if the state accountability system is rigorous, an authorizer might weight the state system more heavily and give lower weight to the individual measures that are redundant with the state system, or exclude them altogether.

Recommendation: Include district, state, and federal accountability evaluations, and consider their rigor and potential duplicity with other aspects of the framework when weighting the measures. Seek to word measures and targets generally enough so that they do not have to be revised whenever district, state, and federal accountability provisions change.

Setting targets for state and federal accountability measures

Targets should mirror the targets of the rating system (e.g., if a school is deemed passing in the rating system, it should fall into the “Meets Standard” category of the Performance Framework).

Indicator 2: Student Progress Over Time (Growth)

Growth measures assess the progress that individual students have made over time. The framework measures consider both criterion-referenced growth and norm-referenced growth for the school, as well as a focused view of growth of students in demographically significant subgroups. These subgroups should include students with disabilities and English Language Learner (ELL) students. Growth is evaluated separately for reading, math, and any other tested subjects with growth data. If there is a state accountability framework that includes a growth model, authorizers should consider whether those measures could replace the growth measures included in this indicator. Ideally, analysis of growth will include both a norm-referenced and a criterion-referenced growth measure.

While the targets denoted with brackets in the measures below were developed based on experience working with authorizers during the pilot for the Performance Frameworks, individual authorizers should develop their own specific targets through the trial run process. See section [Testing/Trial Run](#) for more guidance. Authorizers should consider normative distributions of growth when developing the specific targets for these measures.

Growth

<p>Measure 2a Are students making sufficient annual academic growth to achieve proficiency (criterion-referenced growth)?</p> <p>Exceeds Standard: <input type="checkbox"/> [At least 85 percent] of students are making sufficient academic growth to achieve, maintain, or exceed proficiency</p> <p>Meets Standard: <input type="checkbox"/> [Between 70–84 percent] of students are making sufficient academic growth to achieve or maintain proficiency</p> <p>Does Not Meet Standard: <input type="checkbox"/> [Between 50–69 percent] of students are making sufficient academic growth to achieve proficiency</p> <p>Falls Far Below Standard: <input type="checkbox"/> [Fewer than 50 percent] of students are making sufficient academic growth to achieve proficiency</p>
<p>Measure 2b Are students making expected annual academic growth compared to their academic peers (norm-referenced growth)?</p> <p>Exceeds Standard: <input type="checkbox"/> [At least 80 percent] of students are making expected growth</p> <p>Meets Standard: <input type="checkbox"/> [Between 65–79 percent] of students are making expected growth</p> <p>Does Not Meet Standard: <input type="checkbox"/> [Between 50–64 percent] of students are making expected growth</p> <p>Falls Far Below Standard: <input type="checkbox"/> [Fewer than 50 percent] of students are making expected growth</p>

Of utmost importance in evaluating school quality is the assessment of how much students are learning over time. While pass rates, or proficiency rates, answer the important question, “Are students meeting grade level expectations?” growth measures address the questions, “How much are students learning, and is that learning sufficient to achieve and maintain proficiency?” Many charter schools enroll students one or more years below grade level; it is appropriate and fair to consider how well they are doing in catching up students. Charter schools may require more than a year to bring students up to grade level if students start out far behind.

Many growth models in use for school evaluation are either “norm-referenced” or “criterion-referenced” in their approach. Norm-referenced models compare the progress made by individual students to the progress made by other students with a similar starting point or performance history. With this approach, a student would be assessed as making less than expected growth, expected growth, or more than expected growth based on the growth of other students in the school, district, state, or nation. Criterion-referenced growth models assess whether students are making sufficient growth to attain a certain status, such as grade level or proficiency, within a defined time period.

Growth models ideally include both norm-referenced and criterion-referenced components—evaluating not only how growth of students within a school compares to growth of other students, but also whether students are making sufficient growth to achieve proficiency in a reasonable period of time. Growth based solely on comparison to a peer group runs the risk of categorizing a student as showing “high growth” when (s)he is outperforming peers, but showing insufficient growth to achieve or maintain proficiency. As an example, a student who makes three-quarters of a year’s growth will compare favorably in a cohort of peers who on average make half a year’s

make half a year's growth. Based solely on peer comparison, the student would seem to have high or exemplary growth, when (s)he is in fact falling behind in reference to grade-level standards.

In 2010, 19 states included a growth measure in their state accountability systems. A number of additional states are piloting growth measures or have plans to introduce growth measures, often as part of Elementary and Secondary Education Act (ESEA) waiver applications. Many states are adopting the Student Growth Percentiles model first used in the Colorado Growth Model. This model involves the calculation of Student Growth Percentiles (SGPs) that rank each student's growth compared to students with the same starting point or performance history. Each student's SGP tells how that student's growth compares to all students across the state with a similar performance history in current and past years. A student with an SGP of 66 shows higher growth than two-thirds of students across the state that started at the same performance level. In addition to the SGP calculation, the Colorado Growth Model includes a calculation of adequate growth. Each student is evaluated to see whether (s)he is on track to achieve proficiency within three years, the target set by the state accountability system. With both SGPs and the adequate growth component, the Colorado Growth Model shows a full picture—how students in a school are progressing compared to their peers across the state, and whether that growth is sufficient to achieve proficiency within a defined time period, three years in this case.

While many states are adopting methodologies similar to the Colorado Growth Model, they typically are using only the SGP component, without the additional calculation of adequate growth. In some cases, the growth model selected by the state or data systems implemented in the state may make adequate growth calculations difficult or impossible (e.g., states without a vertically aligned assessment cannot easily compare an individual student's scores from year to year). It is important to know how growth is calculated and to understand whether available state growth models include a calculation of growth-to-proficiency or are solely norm-referenced in nature.

Authorizers in states with only a norm-referenced growth model should investigate ways to strengthen the growth evaluation for their charter schools by adding a growth-to-proficiency (criterion-referenced) model.

Authorizer options for growth measures in Performance Frameworks include:

Option 1 State Growth Measure

In states that calculate a student growth measure, incorporating that growth measure in Academic Performance Frameworks is generally the most efficient option for authorizers. If the state growth targets are low or the model does not include a growth-to-proficiency component, though, authorizers may want to consider other options, either in addition to or in the place of state growth models.

Option 2 Nationally Normed Tests

Authorizers may choose to require charter schools to administer a nationally normed assessment, such as the Northwest Evaluation Association (NWEA) Measures of Academic Progress (MAP) or TerraNova assessment. Student-level results may be used to assess student growth for all of the authorized charter schools, and to compare charter school students' performance to students nationwide. Where it is possible to link national assessment scores to state assessment proficiency benchmarks, authorizers may also use the national assessments to evaluate growth-to-proficiency.

Option 3 Calculation of Growth Measure with Student-Level State Assessment Data

Depending on available resources, authorizers may calculate growth using student-level state assessment results. The ability to calculate growth measures is dependent on access to student-level data, staff to carry out analyses, characteristics of the state assessment such as "vertical alignment" of scores across grade levels, and, for more sophisticated models, access to certain kinds of statistical software.

There are many models to calculate growth, varying widely in their technical sophistication. While it is clearly advantageous to use the most detailed and exact model, it is better to use the best available growth measure rather than not including growth in the framework. Using student-level data, authorizers may consider:

- *Growth Models*—Analysis of the changes over time in individual student results. Assessment results for each individual student are compared across years to determine whether student scores are improving or declining. Growth measures are aggregated to the school, district, or state level. Depending on the analysis, growth targets may be defined by improvement towards benchmarks for proficiency or improvement compared to peers (based on similar performance history). One common approach to comparing growth to peers is the use of “value-added models,” which compare predicted to actual student performance growth over time. Predicted values take into account student characteristics such as individual performance history. Value-added models sometimes take into account demographic characteristics of students, though this practice should be used with caution because it could have the effect of setting lower growth expectations for some disadvantaged groups of students.
- *Cohort Status Change Models*—Evaluation of changes in proficiency levels over time. For example, the percentage of students at different proficiency levels in a cohort would be compared across multiple years to see whether the number of students at the various proficiency levels is increasing, decreasing, or remaining the same. This type of analysis is the weakest of growth models and only captures change in performance that results in a change in proficiency level. The analysis ignores students who grow (or decline) but do not cross proficiency category lines.

Recommendation: Include a growth measure that addresses growth-to-proficiency (criterion-referenced growth). If this is not provided by the state accountability system, consider other options for assessing growth.

Setting targets for growth

Factors to consider in setting targets for growth measures:

- What is the authorizer’s standard of a minimum acceptable amount of growth, such as a year’s worth of growth or the amount of growth needed to attain or maintain proficiency over time?
- Are there available national, state, or district growth averages for comparison?
- Are there available national, state, or district growth benchmarks for comparison?
- If applicable, what are state accountability targets for state growth models?

Additional resources for growth measures

Ernst, J. and Wenning, R. (2009). *Leave No Charter Behind: An Authorizer’s Guide to the Use of Growth Data*. NACSA Issue Brief. Retrieved from: www.qualitycharters.org/images/stories/publications/Issue_Briefs/July09_Issue_Brief_Growth_Data.pdf

Subgroup Growth

Measure 2c Is the school increasing subgroup academic performance over time?
<p>Exceeds Standard:</p> <input type="checkbox"/> [At least 85 percent] of students in eligible subgroups are making sufficient academic growth to achieve, maintain, or exceed proficiency
<p>Meets Standard:</p> <input type="checkbox"/> [Between 70–84 percent] of students in eligible subgroups are making sufficient academic growth to achieve or maintain proficiency
<p>Does Not Meet Standard:</p> <input type="checkbox"/> [Between 50–69 percent] of students in eligible subgroups are making sufficient academic growth to achieve proficiency
<p>Falls Far Below Standard:</p> <input type="checkbox"/> [Fewer than 50 percent] of students in eligible subgroups are making sufficient academic growth to achieve proficiency

Closing achievement gaps between low-performing subgroups and majority groups is an issue of ongoing national concern. Many charter schools operate with the express mission of closing achievement gaps and providing a high-quality education to underserved students. In addition, it is critical that charter schools serve students with disabilities and English Language Learner (ELL) students well. Given this context, measuring changes in subgroup performance in reading and math is an important component of the Academic Performance Framework. Without this analysis, strong growth on a school-wide growth measure could mask low growth by certain subgroups.

Authorizer options to include subgroup growth in Performance Frameworks:

Option 1: Apply Growth Measure to Subgroups or Non-Proficient Students

If a strong growth measure is available or has been developed for Measure 1a, this same methodology may be used to evaluate growth for eligible subgroups within the school or for the lowest-performing students in the school (students with the lowest baseline assessment scores). Growth within the subgroup may be compared to school-wide and state-wide rates of growth. The subgroup growth may also be compared to majority groups at the school and state level.

Option 2: Calculation of Changes in Subgroup Performance Over Time

In the absence of a strong growth model, authorizers may evaluate subgroup growth through changes in subgroup proficiency rates over time in comparison to majority groups. Analysis of change in proficiency over time, a status change model, is a weak model for growth analysis, but should be used if no other options for evaluating subgroup growth exist.

Because many charter schools serve large numbers of students in eligible subgroups, it is frequently not feasible to calculate performance gaps between groups within a single school. In a charter school with 98 percent economically disadvantaged students, for example, the performance of the two percent of non-economically-disadvantaged students does not provide a strong comparison. For this reason, the analyses may compare a charter school's subgroup proficiency rate to the state majority group proficiency rate for schools serving the same grade levels. The targets for the achievement gap measures can be expressed in the change in the gap over time.

The subgroup measure should be applied to all significant subgroups in the school. If a school has high enrollment of both economically disadvantaged students and students with disabilities, for example, the measure should be calculated for both subgroups.

Recommendation: Evaluate growth of students in eligible subgroups.

Setting targets for subgroup growth

Factors to consider in setting targets for subgroup growth:

- What is the authorizer’s standard of a minimum acceptable amount of growth, such as a year’s worth of growth or the amount of growth needed to attain or maintain proficiency over time?
- What percentage of students starts out non-proficient in the school and thus requires greater than one year of growth each year?
- Are national, state, or district growth averages available for comparison?
- Are national, state, or district growth benchmarks available for comparison?
- If applicable, what are state accountability targets for state growth models?

Indicator 3: Student Achievement (Status)

While it is important to balance an evaluation of both the level at which students are performing and how much growth students are making toward proficiency each year, ultimately charter schools must prove that they can bring students up to and beyond grade level. The Academic Performance Framework includes a number of evaluations of student proficiency rates within each charter school, including overall proficiency, comparison to average proficiency rates for schools students might otherwise attend, comparison to schools serving similar populations, and a focus on proficiency rates of subgroups within the school. The multiple measures allow authorizers to look at school proficiency from different angles in a balanced-scorecard approach. At a minimum, Performance Frameworks should include assessments of reading and mathematics, with targets applied separately for each subject, but accountability for all core subjects is encouraged.

While the targets denoted with brackets in the measures below were developed based on experience working with authorizers during the pilot for the Performance Frameworks, individual authorizers should develop their own specific targets through the trial run process. See section [Testing/Trial Run](#) for more guidance. Given the differences that exist across states in assessment rigor and proficiency benchmark levels, it is not possible to create targets applicable to all states and authorizers.

Measure 3a Are students achieving proficiency on state examinations?
<p>Exceeds Standard:</p> <input type="checkbox"/> [90 percent or more] of students met or exceeded proficiency
<p>Meets Standard:</p> <input type="checkbox"/> [Between 80–89 percent] of students met or exceeded proficiency
<p>Does Not Meet Standard:</p> <input type="checkbox"/> [Between 70–79 percent] of students met or exceeded proficiency
<p>Falls Far Below Standard:</p> <input type="checkbox"/> [Fewer than 70 percent] of students met or exceeded proficiency

Underlying assessments and standards for proficiency vary from state to state. Assuming that state assessments and benchmarks are rigorous, student proficiency is a valuable way to evaluate whether students are meeting state standards. Most states, including those with weaker current standards and assessments, are moving toward implementation of the Common Core standards and related assessments.

Recommendation: Set targets that communicate high expectations for charter school performance.

Setting proficiency targets

The establishment of proficiency targets offers authorizers the best opportunity to set a high bar for charter school performance. By setting targets for performance, authorizers define what makes a quality school and set expectations for charter performance. Authorizers may set absolute (e.g., above 80 percent proficient) or comparative (e.g., above the state average proficiency rate) proficiency targets. There may be external factors that limit how authorizers can set proficiency targets, such as state charter laws or demands of state accountability systems. Some authorizers, for example, may need to align targets for meeting standards to state average school performance, or may be required to link targets to the state accountability system. With these approaches, charter schools are held to the same or similar standards as traditional schools, which may be politically necessary for authorizers. In states with low standards for school performance, however, authorizing rigor may be compromised by alignment with state or district targets.

When deciding whether to set absolute or comparative targets for proficiency, authorizers should consider whether state assessments will be changing to align with Common Core standards. Targets set to percentiles of statewide performance remain relevant even with changes to state assessments but reduce an authorizer's ability to set an absolute performance expectation.

Additional factors to consider in setting proficiency targets

- How rigorous are state assessments and proficiency benchmarks?
- Are there statutory or regulatory requirements for charter school performance assessment, such as requirements that charter schools perform above state performance averages?
- Are targets easy for charter schools and the public to understand?
- What are potential effects of changes in assessment or proficiency benchmarking?
- To what degree do framework targets need to be aligned to state proficiency Annual Measurable Objectives (AMOs)?
- Do targets for the lowest rating category identify the lowest-performing charter schools and provide a case for renewal or revocation decisions on the part of the authorizer?
- Do targets for the highest rating category identify schools that are among the highest-performing schools in the state?
- Will the state adopt new assessments to align with Common Core standards?

Additional resources

Phillips, G. (October 2010). International Benchmarking: State Education Performance Standards. Chicago, IL: AIR. Available at: www.air.org/files/AIR_Int_Benchmarking_State_Ed_Perf_Standards.pdf

Subgroup Proficiency

Measure 3b Are students in demographic subgroups achieving proficiency on state examinations compared to state subgroups?
<p>Exceeds Standard:</p> <p><input type="checkbox"/> School's average subgroup proficiency rate [exceeds the average state performance of students in the same subgroup in the same grades by 15 or more percentage points OR subgroups in the school are outperforming the average state non-subgroup proficiency rates]</p>
<p>Meets Standard:</p> <p><input type="checkbox"/> School's average subgroup proficiency rate [meets or exceeds the average state performance of students in the same subgroup in the same grades by up to 15 percentage points]</p>
<p>Does Not Meet Standard:</p> <p><input type="checkbox"/> School's average subgroup proficiency rate [is less than the average state performance of students in the same subgroup in the same grades by 1–14 percentage points]</p>
<p>Falls Far Below Standard:</p> <p><input type="checkbox"/> School's average subgroup proficiency rate [is less than the average state performance of students in the same subgroup in the same grades by 15 or more percentage points]</p>

While Measure 3a reviews school-level proficiency, it is important to look beyond the school-level proficiency averages to the performance of subgroups within the school. High performance of a majority group may mask poor performance of a subgroup. For example, a school with 10 percent African-American and 90 percent white students could have a high overall proficiency rate; but on closer analysis, the African-American students may have dramatically lower rates of proficiency that are hidden by the performance of the rest of the student body. Evaluating the performance of students with disabilities and English Language Learner (ELL) students is also a critical component of this measure.

In the growth section of the framework, Measure 2b evaluates the change in subgroup performance over time, but it is equally important to evaluate the absolute performance of subgroups in charter schools. While the rate of learning gains must be positive, as measured by growth in subgroups, higher levels of proficiency for all charter school students must ultimately be met.

The subgroup proficiency measure compares the proficiency rates of subgroups within the school to the state average proficiency rate for that same subgroup. This comparison allows authorizers to analyze how charter school students are faring in comparison to similar students across the state. To maintain high expectations for all students, authorizers should not regard better-than-average subgroup performance as “good enough” if subgroups are not meeting overall authorizer targets for proficiency. However, evidence that a school's disadvantaged subgroups are performing at lower levels than their similarly disadvantaged peers around the state should prompt authorizers to take serious action.

Depending on authorizer mission, as well as patterns of district and state proficiency, authorizers may choose to compare to the district average subgroup proficiency, rather than state averages. This may be a preferred method for authorizers with charter schools that are all located in a single metropolitan area, where district performance is on average higher than statewide performance.

Recommendation: Evaluate charter school, district, and state subgroup performance levels in order to set the most discriminating targets possible.

Setting targets for subgroup proficiency

Authorizers should review subgroup performance patterns in the district and state, and set targets based on the higher-performing comparison groups.

Factors to consider when setting targets:

- What are the eligible subgroups within the charter schools?
- Do the targets for the lowest rating category identify schools that are failing subgroups within the school?
- How do district and state average subgroup performance rates compare?

Schools Serving Similar Populations

Measure 3c Are students performing well on state examinations in comparison to students at schools serving similar populations?
<p>Exceeds Standard:</p> <input type="checkbox"/> School's average proficiency rate [exceeds the average performance of students in schools serving similar populations in the same grades by 15 or more percentage points]
<p>Meets Standard:</p> <input type="checkbox"/> School's average proficiency rate [meets or exceeds the average performance of students in schools serving similar populations in the same grades by up to 15 percentage points]
<p>Does Not Meet Standard:</p> <input type="checkbox"/> School's average proficiency rate [is less than the average performance of students in schools serving similar populations in the same grades by 1–14 percentage points]
<p>Falls Far Below Standard:</p> <input type="checkbox"/> School's average proficiency rate [is less than the average performance of students in schools serving similar populations in the same grades by 15 or more percentage points]

Comparison analysis allows authorizers to judge how students are performing in charter schools compared to other schools serving similar student populations. By itself, such a comparison would not provide the basis for a strong accountability system. Ultimately, expectations for schools should not differ based on a school's student population. Comparative information may be useful, however, as part of a balanced-scorecard approach to evaluating school performance. In addition, in the event that a school fails to meet the authorizer's overall performance targets, comparative information can help the authorizer decide on the best course of action.

Identification of comparable schools

A number of states identify “match” schools or calculate a similar school index or composite for all schools. In states without such an option available from the State Education Agency, there are a number of methods for carrying out a comparable schools analysis, presented in order of most rigorous to least rigorous:

1. Creating “virtual” comparable schools by matching and aggregating student-level data for students with similar performance histories
2. Comparing a school’s performance to its “predicted score,” calculated using regression analysis (e.g., California Charter Schools Association Similar Schools Measure [SSM])
3. Selecting comparable schools based on similar student-level performance history
4. Selecting similar schools based on demographic factors
5. Selecting schools in a baseline year based on both demographics and performance in the baseline year; charter school and comparable school performance in subsequent years is compared

Authorizers should select the method that most closely aligns with their mission and available data. In the absence of student-level data and staff to perform advanced analyses, many authorizers may consider selecting similar schools based on demographic factors (Option 4, above). A sample methodology is presented below.

Option 4: Sample methodology for selecting similar schools based on demographic factors

Identify comparable traditional district school(s) for each charter school using the best match for the following criteria:

- Serves the same grade levels and includes the same level of grades tested on assessments
- Percentage of Free or Reduced-price Lunch (FRL) students is within five percentage points of charter school
- Percentage of English Language Learners (ELL) is within five percentage points of charter school (where statewide ELL data is available)
- Percentage of special-education students is within five percentage points of charter school (where statewide special education data is available)

If it is not possible to match schools based on the criteria above, expand matching criteria to 10 percentage points.

Recommendation: Use the most rigorous methodology available to select schools serving similar populations.

Setting targets for comparison to schools serving similar populations

Poor comparative performance is often seen as the strongest argument for closure of charter schools. Targets for the schools serving similar populations measure should clearly call out inadequate performance and show cases where closure should be considered. Authorizers may consider consulting with stakeholders, including charter schools, to foster agreement on what comprises a “similar population” in order to powerfully communicate to the public how charter schools are performing.

Factors to consider in setting targets:

- Which schools provide the most logical comparison for charter schools in terms of performance and represent schools that the public views as options to charter schools?
- Do the targets accurately identify schools performing far below standard? Are the lowest targets useful for critical decision making?
- Do the targets for the highest rating category identify schools performing at the highest levels of excellence?

Comparison of Student Options

<p>Measure 3d Are students in the school performing well on state examinations in comparison to students in schools they might otherwise attend?</p>
<p>Exceeds Standard: <input type="checkbox"/> School's average proficiency rate [exceeds the average performance of students in schools they might otherwise attend by 15 or more percentage points]</p>
<p>Meets Standard: <input type="checkbox"/> School's average proficiency rate [meets or exceeds the average performance of students in schools they might otherwise attend by up to 15 percentage points]</p>
<p>Does Not Meet Standard: <input type="checkbox"/> School's average proficiency rate [is less than the average performance of students in schools they might otherwise attend by 1–14 percentage points]</p>
<p>Falls Far Below Standard: <input type="checkbox"/> School's average proficiency rate [is less than the average performance of students in schools they might otherwise attend by 15 or more percentage points]</p>

Comparison of charter performance to schools students might otherwise attend allows the authorizer to evaluate whether the charter school provides a better option for students. Successful charter schools provide an education that is superior to existing options, while charter schools that perform below such schools arguably are failing to live up to their promises. As with the comparison to schools serving similar populations, a comparison to schools students might otherwise attend would not provide the basis for a strong accountability system on its own. Even schools that significantly outperform other low-performing options may themselves be low performing and should still be considered for closure. Comparative information may be useful, however, in demonstrating whether a school is a higher-performing option for students and may be included as one of many measures as part of a balanced-scorecard approach to evaluating charter school performance.

Below are some strategies for analyzing a school's performance against schools students might otherwise attend, presented in order of most rigorous to least rigorous:

1. Compare the charter school's performance to a weighted average of the schools that its students would otherwise be assigned to attend
2. Compare the school's average proficiency rate to that of a set of schools in close geographic proximity to the charter school for the same grades served (applicable for schools in larger districts)
3. Compare the school's average proficiency rate to that of the district proficiency rate for the same grades served

Authorizers should consider their capacity and data availability for the first option. Very likely, school districts and state departments of education may be the only types of authorizers with the data necessary to analyze this measure. If authorizers do not have ready access to data, but believe it is important to include a proxy measure, the second and third options of a comparison to schools in close geographic proximity or the same district may be useful. However, these options may not truly capture the schools that students might otherwise attend, in which case, authorizers may not want to include this measure in their framework. Authorizers may also want to consider whether the inclusion of this measure creates a case for keeping a school open solely because it is outperforming student options, even if the school is performing poorly on other measures. This measure should not be used to justify poor performance. Thus, if an authorizer chooses to weight this measure, it should be given low weight.

Recommendation: Determine whether you intend to use the student options comparison. If you do plan to use this measure, utilize the most rigorous methodology available to select schools serving similar populations.

Setting targets for student options

In setting targets for the student options measure, the performance of schools students might otherwise attend and/or district performance should be considered. In addition, if using a district comparison, the distribution of performance across the district should be considered to ensure that the district average is truly a fair comparison for a charter school.

Factors to consider in setting targets:

- Does the authorizer have access to data that will allow it to identify the schools that students would have otherwise attended?
- What is the authorizer’s expectation or standard of charter school performance in comparison to the geographic district?

Indicator 4: Post-Secondary Readiness

There is increased national attention both on encouraging and increasing college attendance and on the need to ensure that students are better prepared for college. While data systems in most states that link K–12 and post-secondary data are evolving, authorizers can expect to have improved access to these data in the coming years. As many charter high schools exist with the clearly stated goal of preparing students for college, authorizers should pursue all options to evaluate post-secondary measures of success.

While the targets denoted with brackets in the measures below were developed based on experience working with authorizers during the pilot for the Performance Frameworks, individual authorizers should develop their own specific targets through the trial run process. See section [Testing/Trial Run](#) for more guidance. Targets for several post-secondary readiness measures were developed with reference to nationwide student performance but should be evaluated for applicability for individual authorizers’ schools and state environments.

ACT and SAT

Measure 4a1 Does students’ performance on the ACT and SAT reflect college readiness?
<p>Exceeds Standard:</p> <input type="checkbox"/> The percentage of students meeting benchmarks for ACT or SAT performance [exceeds the national average by at least 20 percent]
<p>Meets Standard:</p> <input type="checkbox"/> The percentage of students meeting benchmarks for ACT or SAT performance [meets or exceeds the national average by up to 20 percent]
<p>Does Not Meet Standard:</p> <input type="checkbox"/> The percentage of students meeting benchmarks for ACT or SAT performance [falls below the national average by up to 20 percent]
<p>Falls Far Below Standard:</p> <input type="checkbox"/> The percentage of students meeting benchmarks for ACT or SAT performance [falls below the national average by at least 20 percent]

Measure 4a2**Are students participating in the ACT or SAT?****Exceeds Standard:**

[More than 90 percent] of students participated in the ACT or SAT

Meets Standard:

[70–89 percent] of students participated in the ACT or SAT

Does Not Meet Standard:

[50–69 percent] of students participated in the ACT or SAT

Falls Far Below Standard:

[Fewer than 50 percent] of students participated in the ACT or SAT

The ACT and SAT are the most commonly known and used college admissions tests; they are included in the framework to indicate how well prepared students are to enter and succeed in college. Schools can impact students' level of college readiness by maintaining academic rigor and by providing challenging coursework for all students. Higher ACT and SAT scores have been associated with enrollment in advanced and AP coursework, as well as with annual enrollment (each year of high school) in math and English courses.²

Both the College Board and ACT have conducted research to understand how ACT and SAT test scores are linked to future success in college. ACT research concluded that a target composite score of 21 is the score that is correlated with a 50 percent chance of earning a B or higher or a 75 percent chance of earning a C or higher in the first year of college.³ According to ACT.org, 25 percent of recent high school graduates met the benchmark in all four subjects. The composite benchmark is an average of all four subjects, so the percentage of graduates that made the composite benchmark would presumably be higher. Similar research by the College Board followed a cohort of students from high school, at the time of participation in the SAT, through college. The results showed that a composite score of 1550 indicates a 65 percent likelihood of achieving a B average or higher in the first year of college and 43 percent of recent high school graduates met the benchmark in all four subjects.⁴

This measure should also address student participation rates in the tests. A charter school in which a small proportion of the student body prepares for and attends college could show a high ACT or SAT result if only those college-bound students are participating in testing. In this case a school could appear to be successfully preparing students for college, when only a small cohort is actually on a college “track.” Attention to participation rates is not necessary for states or schools with mandatory participation in the SAT or ACT.

Though most authorizers have access to either ACT or SAT test results, there are potential issues with the quality and completeness of ACT and SAT data. Authorizers should consider whether multiple test results for a single student are included in data files. If ACT and SAT results are available, it may be a challenge to merge data sources to determine how many students have taken either of the tests. Additionally, authorizers may receive testing data from a variety of sources—testing agencies, self-report by students, or state accountability systems. The consistency and quality of the data source should be considered before targets and weights are applied to this measure. If reliable sources of ACT or SAT results are not available, authorizers may consider including other assessments administered by the state or district, such as EXPLORE or PSAT.

Recommendation: Include the assessment with the highest participation rate and highest quality access to results. Consider tests such as EXPLORE or PSAT if ACT and SAT are not available.

² Tuttle, T. (2004). *High school curriculum, diplomas, and SAT scores. Indiana Project on Academic Success.* Available: www.indiana.edu/~ipas1/documents/hoosierbrief1.pdf

Jackson, K. (2008). *Cash for test scores: The impact of the Texas advanced placement incentive program.* Education Next. Available: educationnext.org/cash-for-test-scores/

Wang, X. and Pennington, J. (2010). *Impact of High School Students' Coursework on their ACT Scores.* Iowa Department of Education, Intersect Working Paper. Available: educateiowa.gov/index.php?option=com_docman&Itemid=4435

³ ACT. (2011). *The Condition of College & Career Readiness 2011.* Available: www.act.org/research/policymakers/cccr11/notes.html

⁴ College Board. (2011). *SAT Benchmarks: Development of a College Readiness Benchmark and its Relationship to Secondary and Postsecondary School Performance.* Available: <http://professionals.collegeboard.com/profdownload/RR2011-5.pdf>

Setting targets for ACT and SAT test results

Targets should be aligned with national benchmarks for college success (see above) as opposed to state averages. Charter schools should focus on proven indicators of post-secondary success. State average SAT or ACT results provide a comparison to national benchmarks but do not necessarily provide goals that indicate high levels of attainment.

High School Graduation Rates

Measure 4b Are students graduating from high school?
<p>Exceeds Standard:</p> <input type="checkbox"/> [At least 90 percent] of students graduated from high school
<p>Meets Standard:</p> <input type="checkbox"/> [80–89 percent] of students graduated from high school
<p>Does Not Meet Standard:</p> <input type="checkbox"/> [70–79 percent] of students graduated from high school
<p>Falls Far Below Standard:</p> <input type="checkbox"/> [Fewer than 70 percent] of students graduated from high school

An important measure of charter high school success is graduation rate. Are charter schools keeping students engaged in the education process and helping them to successfully finish high school? Most states have adopted, or are in the process of adopting, the National Governors' Association (NGA)⁵ method of calculating graduation rate, which measures the percentage of entering ninth graders who graduate from high school within four years. NACSA recommends that authorizers use the NGA four-year cohort method to calculate graduation rates for this Academic Performance Framework. In cases where states are changing methodologies for calculating graduation rates, there may be delays in accessing data from state accountability systems. Authorizers should pay close attention to the reporting methods and data quality of graduation rate reports.

Recommendation: Use the NGA four-year cohort method and set targets based on authorizer standards of quality, as opposed to current state or district average graduation rates.

Setting targets for graduation rate

Factors to consider in setting targets for graduation rate:

- Is a four-year cohort graduation rate available for charter high schools? If not, can schools or authorizers calculate or request this rate?
- What are the goals for charter school graduate attendance to college or university? Graduation rates should meet or exceed these targets.

⁵ www.NGA.org

Enrollment in Post-Secondary Institutions

Measure 4c

Are high school graduates enrolled in post-secondary institutions in the fall following graduation?

Exceeds Standard:

[At least 90 percent] of high school graduates were enrolled in post-secondary institutions in the fall following graduation

Meets Standard:

[70–89 percent] of high school graduates were enrolled in post-secondary institutions in the fall following graduation

Does Not Meet Standard:

[50–69 percent] of high school graduates were enrolled in post-secondary institutions in the fall following graduation

Falls Far Below Standard:

[Fewer than 50 percent] of high school graduates were enrolled in post-secondary institutions in the fall following graduation

The Bureau of Labor Statistics reported that nearly 70 percent of the class of 2010 enrolled in college in the fall of 2010.⁶ College or university attendance is an important indicator of academic success for graduates of all charter schools, but especially college prep charter schools. However, it can prove a challenge for charter school authorizers to access college attendance data. Although there is increasing national attention on the importance of robust data sources for post-secondary success measures, data access is currently limited for most authorizers. Authorizers may employ a number of approaches to collect college attendance data:

- Access state financial-aid systems or existing State Education Agency data systems using a unique student identification number
- Identify private or subscription-based sources of information such as National Student Clearinghouse
- Encourage state efforts to initiate or expand and standardize collection of post-secondary outcomes
- Conduct, or require schools to conduct, surveys of their graduates

Authorizers with strong access to data on post-secondary enrollment may consider adding a measure of persistence, tracking what percentage of charter high school graduates remain enrolled in college or university in the second year after high school graduation.

Recommendation: Authorizers should pursue sources of post-secondary enrollment data as a strong measure of post-secondary success.

Setting targets for post-secondary enrollment

- How do charter post-secondary enrollment rates compare to state and national averages?
- What is the authorizer's goal for charter school graduate post-secondary attendance?

For more information on recommended state initiatives to collect post-secondary data, see:

Schramm, J. B. and Zalesne, E. K. (2011). Seizing the Measurement Moment: Why Now is the Time for States to Help High Schools Get the Postsecondary Data They Need and Want. College Summit. Available at: www.collegesummit.org/images/uploads/CollegeSummitWhitePaper2011.pdf

⁶ BLS News Release. 4/8/2011. www.bls.gov/news.release/pdf/hsgec.pdf

Post-Graduation Employment

Measure 4d

Are high school graduates who did not enroll in post-secondary institutions after graduation employed in the fall following graduation (including military service)?

Exceeds Standard:

[At least 90 percent] of high school graduates who did not enroll in post-secondary institutions after graduation were employed in the fall following graduation

Meets Standard:

[70–89 percent] of high school graduates who did not enroll in post-secondary institutions after graduation were employed in the fall following graduation

Does Not Meet Standard:

[50–69 percent] of high school graduates who did not enroll in post-secondary institutions after graduation were employed in the fall following graduation

Falls Far Below Standard:

[Fewer than 50 percent] of high school graduates who did not enroll in post-secondary institutions after graduation were employed in the fall following graduation

The Bureau of Labor Statistics reported that more than 75 percent of the class of 2010 high school graduates who did not attend college was employed in the fall following graduation.⁷ Although data for this indicator may not currently be available to most authorizers, post-graduate employment is an important indicator of post-secondary success for charter school graduates who do not go on to college. For vocational schools, post-secondary employment holds even greater importance as an indicator of educational success. Authorizers may encourage or require charter schools to follow up with or survey graduates to determine employment status. Authorizers may also support state or district efforts to track post-secondary employment.

Recommendation: Authorizers should pursue sources of post-graduation employment data as a strong measure of post-secondary success.

Setting targets for post-secondary employment

Authorizers should review both national and state post-secondary employment rates. Local employment conditions should be evaluated as well.

⁷ BLS News Release. 4/8/2011. www.bls.gov/news.release/pdf/hsgec.pdf

Remediation Rate

Measure 4e

Are high school graduates adequately prepared for post-secondary academic success?

Exceeds Standard:

School remediation rate for graduates attending post-secondary institutions [was 15 percentage points or more below the statewide remediation rate]

Meets Standard:

School remediation rate for graduates attending post-secondary institutions [met or fell below the statewide remediation rate by up to 15 percentage points]

Does Not Meet Standard:

School remediation rate for graduates attending post-secondary institutions [was up to 15 percentage points above the statewide remediation rate]

Falls Far Below Standard:

School remediation rate for graduates attending post-secondary institutions [was 15 percentage points or more above the statewide remediation rate]

Many high school graduates arrive at colleges and universities ill prepared for the rigor of post-secondary coursework and require remedial coursework in math, reading, and writing. The methods for identifying students for remedial coursework vary from state to state and can rely on ACT scores, high school GPA, college entrance exams, or other state-specific factors. Nationwide, remediation rates are quite high, with estimates of the proportion of students requiring at least one remedial class ranging from a quarter to a third of all college freshmen.⁸

Recommendation: Pursue sources of remediation rates for charter school graduates. Consider whether methods for identifying students for remediation duplicate other measures in the framework, such as ACT scores.

Setting targets for post-secondary remediation

Factors to consider in setting targets for post-secondary remediation:

- How are students identified for remediation in the state? Does the method of identification duplicate any of the framework measures, such as ACT score?
- What are state average remediation rates?
- What are authorizer goals for remediation rates for charter school graduates?

⁸ Available for download at www.americanprogress.org/issues/2009/01/academic_preparation.html

Indicator 5: Mission-Specific Academic Goals

A charter school and the authorizer may want to add measures, in addition to those included in the first four indicators, that capture the school's accomplishment of its specific mission, where applicable. Mission-specific goals may be considered in cases where schools have goals for student achievement that are not captured by the existing framework measures, and authorizers should expect schools with unique outcome-oriented missions not captured by traditional measures (e.g., dual language, performing arts) to develop mission-specific goals. Mission-specific goals are particularly important for alternative schools or programs (see section **Considerations for Alternative Schools/Programs**). Mission-specific goals should be measurable and should encompass academic performance outcomes. While authorizers may want to track such input measures as teacher retention or parent satisfaction, these types of measures should not be included in the Academic Performance Framework, which is designed to evaluate student academic outcomes and measures of academic performance. In addition, mission-specific goals should measure and demonstrate learning and achievement, not merely participation rates or effort. Ultimately, mission-specific goals should also not be used to reduce or lower expectations for charter schools.

Mission-Specific Academic Goals

Measure 5a Is the school meeting mission-specific academic goals?
<p>Exceeds Standard:</p> <input type="checkbox"/> School surpassed its mission-specific academic goal(s)
<p>Meets Standard:</p> <input type="checkbox"/> School met its mission-specific academic goal(s)
<p>Does Not Meet Standard:</p> <input type="checkbox"/> School did not meet its mission-specific academic goal(s)
<p>Falls Far Below Standard:</p> <input type="checkbox"/> School fell far below its mission-specific academic goal(s)

Examples of mission-specific school goals include:

- A foreign-language school measuring language proficiency through a reliable assessment tool
- A college-preparatory academy measuring growth in percentage of students passing AP/IB tests
- A school that enrolls students for short periods of time (e.g., students transitioning to foster care) measuring weekly growth in reading and math on a school-administered assessment

Authorizers will need to determine whether to include mission-specific goals in their Academic Performance Framework, based on an assessment of the appropriateness and feasibility of assessing mission-specific measures. Mission-specific measures are most likely to work when schools can purchase already developed, off-the-shelf assessments or when measurement of an outcome is relatively straightforward. While experience suggests that some schools have faced significant challenges in developing their own measures that meet common tests of reliability and validity, authorizers can make the process easier by encouraging schools to consider two things: 1) Focus on developing one or two strong mission-specific goals rather than a large number, and

2) Consult national educational or professional organizations or networks, as well as colleges and universities, for standards and goals. Standards exist in areas ranging from arts to leadership to environmental science, and schools should not re-invent the wheel. The process of establishing and approving mission-specific goals is complex and beyond the scope of this guidance document.

For a how-to resource on this topic, see:

Lin, Margaret Y. (Central Michigan University: Center for Charter Schools: 2008). *Making the Mission Matter: Charting a Map to School Mission Success*. Accessed at www.shopnationalcharterschools.org/Products/Making-the-Mission-Matter_BK_MtMM.aspx.

Considerations for Alternative Schools/Programs

Authorizers can use the Academic Performance Framework measures to address schools that serve highly specialized populations or schools that are defined as alternative. However, authorizers will need to modify their standard frameworks to better fit alternative schools/programs. Authorizers should modify frameworks only for schools that are officially designated or clearly identifiable as alternative (e.g., state laws define alternative schools/programs as schools that serve a specific threshold of special populations such as drop-out recovery youth, adjudicated youth, or students who qualify for special-education services). If a state definition does not exist, authorizers should develop a definition and adopt it into policy to ensure that only truly alternative schools are eligible for a modified Performance Framework. The definition should not include socioeconomic status or minority students, as these are not appropriate categories for defining alternative schools or programs.

Authorizers may choose to modify the framework in the following ways:

- **Add additional, measurable, mission-specific goals.** Schools may implement an alternative assessment that the authorizer can use to evaluate the school's performance against expectations that are closely aligned with the mission of the school. If reliable, measurable data can be collected using district or state information systems, authorizers and schools may also agree upon additional program or mission-specific measures to assess performance, such as an increase in school attendance rates from students' rates at their previous schools or a reduction in rates of in- or out-of-school suspension. These measures may also focus on student engagement and career readiness, which are often important goals of alternative schools and programs.
- **Adjust the weighing structure.** Authorizers will almost certainly need to modify their weighting scheme for alternative schools or programs. Authorizers may place more weight on mission-specific measures, particularly for schools for which the state accountability system cannot calculate a rating (e.g., schools with incredibly high turnover and/or very small numbers of students tested). Authorizers may also place greater emphasis on performance against growth measures, since a greater number of students may be far below grade level. A challenge with increased weight on growth is that for many schools in this category, student retention is a challenge, making the pool of students that authorizers are able to measure significantly smaller.
- **Add measures of nationally normed assessments to get additional information on growth.** To apply a growth model to alternative schools (or to look for a more robust model), authorizers may choose to require a nationally normed assessment that measures growth, especially for high schools. Many of these assessments, such as Northwestern Evaluation Association's Measures of Academic Progress (NWEA

MAP), Scantron, or Acuity can be taken multiple times within a year, allowing the school to capture growth for students who may be in the school for only a short time. These measures should be used in addition to any state growth model in place.

- **Maintain standards for post-secondary/career readiness.** Post-secondary measures may need to be adjusted to provide greater weight on certain measures such as post-secondary employment, but the framework should maintain expectations of post-secondary readiness and success should students choose to enroll in post-secondary institutions. As mentioned earlier, it is important to maintain high standards for performance, a central principle in NACSA's *Principles & Standards for Quality Charter School Authorizing* (2012). The authorizer might also consider adding measures such as credit completion, dropout rate, average daily attendance, career certification, and truancy for alternative schools or programs.

Testing/Trial Run

Once the measures and targets for the authorizer-specific framework have been developed, but prior to adoption by the authorizing entity, a trial run should be conducted, testing the framework against actual charter school performance data. Depending on the number of schools and the office's capacity, an authorizer may decide to look at all charter schools, a subset of charter schools showing a range of performance, or only those schools up for renewal in the next review cycle. The trial run is instrumental in:

- **Confirming the availability of necessary data elements for measures across the framework.** An authorizer may find that special data requests must be submitted to state data systems or may find that certain metrics cannot be constructed using available data. There may be quality or reporting issues with certain elements that may not be revealed until an analysis is carried out.
- **Testing the validity of measures and targets.** Through a trial run, an authorizer may find that targets set in the first draft of the framework are too rigorous or too lax when held against both charter school performance and performance of comparable schools across the state. Combined with knowledge of individual charter schools gained through previous analyses, authorizers may gauge whether measures and targets are accurately assessing quality. Likewise, the trial run may reveal strengths or weaknesses in charter performance that warrant extra attention in the framework. If, for example, the trial run shows that there are subgroups within schools that are lagging far behind, an authorizer may wish to increase or strengthen the measures within the framework that focus attention on subgroup performance and growth.
- **Reviewing weighting decisions and overall weighting schemes.** In adopting the framework, authorizers need to make decisions about how to weight individual measures. The trial run allows for a review of the weighting system. An authorizer may see in a trial run, for example, that available growth measures are weak and should be given lower weight in the overall framework. See the [Weighting the Framework](#) section for more information on weighting.
- **Providing an accurate estimate of the time and resources required to complete the framework for charter schools.** Annual analysis of charter schools against the framework requires resources. Authorizers need to assess their ability to perform analyses internally, contract with outside organizations, or request specific measures from state accountability or data offices.

Academic Data

The following data elements are needed to complete the Academic Framework Analysis:

- Growth measures for charter schools, and possibly all schools in the state, where available
- Subgroup or current non-proficient student growth measures for charter schools, and possibly all schools in the state, where available
- Overall proficiency rates for all schools in the state
- District and state average proficiency rates
- District and state average proficiency rates for Free or Reduced-price Lunch (FRL), English Language Learners (ELL), and special education students (SPED), as well as for students in any other relevant subgroups
- Subgroup proficiency rates for FRL, ELL, and SPED students, as well as for students in any other relevant subgroups, for all schools in the state, where eligible subgroups exist
- FRL, ELL, and SPED enrollment, as well as enrollment for other relevant subgroups, for all schools in the state (used for similar schools' selection, if applicable)
- SAT results and participation rates, where available
- ACT results and participation rates, where available
- Graduation rate
- College attendance and persistence rates, where available
- Remediation rates for charter school graduates enrolled in post-secondary institutions, where available
- Student-level assessment data, if available (needed only if growth measures are calculated by the authorizer)
- Data for mission-specific goals, where applicable

The consistent, annual collection, analysis, and presentation of academic performance data help to ensure that all charter schools are held to high standards. A rigorously constructed Academic Performance Framework gives authorizers a vehicle to communicate expectations, monitor performance, and exercise oversight.

Considerations for Using the Core Academic Performance Framework

Once all of the components of the Academic Performance Framework are finalized, authorizers must decide how to summarize, view, and present the results. These decisions may differ depending upon the intended use of the framework. Broadly speaking, authorizers use academic performance data for three purposes (see the **Use of the Core Performance Framework** section for additional information):

- Annual or other periodic reviews
- Public reporting
- High-stakes decisions

Authorizers use academic performance information to make internal decisions about how to treat each school both at the time of renewal and periodically during the school's charter term. For example, an authorizer may reward excellent schools with more autonomy, recognition, funding, or the chance to expand. It may flag other schools for review because of evidence of performance challenges. And, of course, it will use performance data to make high-stakes decisions about renewal and revocation of charters.⁹ Authorizers also use performance data for public reporting to various stakeholders, such as schools, policymakers, students and families, and the public.

⁹ In order to comply with the federal government's Charter Schools Program (CSP) assurances, State Education Agencies (SEAs) must ensure that they have state law, regulations, or other policies that direct authorized public charter agencies to use increases in student academic achievement for all groups of students described in section 1111(b)(2)(C)(v) of the Elementary and Secondary Education Act (ESEA) as the most important factor when determining to renew or revoke a school's charter. Non-SEA authorizers should work with their SEAs to ensure that the SEA complies with this and other CSP assurances. The CSP assurances can be accessed at <https://www2.ed.gov/programs/charter/2011/application-package.pdf>.

Aggregating the Framework

For each of the framework uses, authorizers must come to some overall conclusion about school quality by aggregating the results of the Academic Performance Framework, whether mathematically or through an internal “gut decision.” While the “gut decision” may leave the authorizer more room for discretion, it also limits transparency and could lead to inconsistent evaluations of schools. Authorizers should calculate a final grade or score that leads to certain predictable decisions and potential consequences that could help an authorizer make more objective, data-driven decisions that are consistent across schools, across time, and across personnel in the authorizing office. It also gives transparency to schools regarding how the authorizer makes decisions; and a clear, quantitative threshold for schools that will be considered for non-renewal or closure may make it more feasible politically for some authorizers to non-renew or close schools.

However, the final grade or score does not have to tie an authorizer’s hands when it comes to decision making. An authorizer can use ratings to identify a school for certain consequences, and then make a judgment about how to apply the consequences. Performance is complex and multifaceted, and authorizers should not assume that their calculations will give them a perfect answer in every situation; however, the calculation should give an authorizer a meaningful recommendation regarding a school’s performance status to which the authorizer can then apply professional judgment. For example, an authorizer could use a summary rating to identify schools for potential non-renewal; schools receiving a score of less than 70 on a 100-point scale, for example, might be flagged for potential non-renewal. But that flag triggers another set of reviews and scrutiny that informs the decision. This kind of two-step process can give authorizers “the best of both worlds”: a transparent, data-driven method of placing schools in different categories of reward, review, or consequence, and the ability to exercise judgment.

Currently, many states calculate an overall school grade or score for all schools, including Florida (letter grade), Massachusetts (Composite Index Score, or CPI), and California (Academic Performance Index, or API). The District of Columbia Public Charter School Board recently released its report card for charter schools, which clearly shows how each school performs on each of its framework measures and assigns an overall rating.¹⁰ Charter schools in New York City¹¹ and Chicago receive an overall score and rating based on the Performance Frameworks adopted by those cities for all schools in the district.

When authorizers calculate a final overall rating for each school, the overall rating may take the form of a letter grade, a number score, or a category. The table below shows two options: letter grades and color-coded categories. Another possibility would be to sort schools into performance categories based on their results, such as “School of Excellence” or “School Under Review.”

¹⁰ DC Public Charter School Board progress reports may be viewed online at <http://www.dcpubliccharter.com/PCSB-Publications/PMF-Results.aspx>

¹¹ NYC Department of Education school progress reports may be viewed online at <http://schools.nyc.gov/Accountability/tools/report/default.htm#FindPR>

Sample Aggregated View of School Data

	State Accountability	Growth			Status				Post-Secondary Readiness (High Schools Only)					State Grade	Performance Framework Rating	
	1 State Accountability	2a Criterion-Referenced Growth	2b Norm-Referenced Growth	2c Subgroup Growth	3a Proficiency	3b Subgroup Comparison	3c Similar Schools Comparison	3d Student Options Comparison	4a ACT/SAT	4b Graduation Rate	4c Post-Secondary	4d Employment	4e Remediation			5a Mission-Specific
School 1	E	D	M	D	E	E	E	E	M	M	M	M	D	M	A	M
School 2	D	M	M	M	D	D	F	D	-	-	-	-	-	D	C	D
School 3	M	E	E	E	D	M	M	E	-	-	-	-	-	M	B	M
School 4	D	F	F	F	F	F	D	F	-	-	-	-	-	D	F	F

E	Exceeds Standard	M	Meets Standard	D	Does Not Meet Standard	F	Falls Far Below Standard
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Weighting the Framework

In order to aggregate the Performance Framework measures to an overall score or rating, authorizers must consider a system for assigning weight to each of the framework's measures. Of particular interest and national debate is how to weight growth versus proficiency in assessing schools. Colorado charter schools are assessed under a state accountability model that gives growth three times the weight of achievement (proficiency), while the state of Louisiana bases its school grades mainly on proficiency, with growth represented by a "+" or "-" based on whether schools met growth targets. As states develop and implement more sophisticated models for calculating student growth, authorizers using these data may wish to give them more importance in assessing charter school performance. In considering how to weight each measure, the relative strength of state assessments and growth measures should be taken into consideration. The weighting scheme below provides one example of "scoring" the framework (individual and specific measures will differ by authorizer and framework). It is critical that authorizers thoughtfully develop their own weighting schemes, considering the strength of various measures and data points, values as an authorizer, and other contextual factors.

Sample Weighting Scheme (to be customized by each authorizer)

Measure	Weight— Elementary and Middle	Weight— High Schools
1 State/Federal Accountability	5%	5%
2a Growth (Criterion-referenced)	15%	10%
2b Growth (Norm-referenced)	15%	10%
2c Subgroup Growth	15%	10%
3a Overall Proficiency	15%	7.5%
3b Subgroup Proficiency	10%	7.5%
3c Proficiency Comparison: Schools Serving Similar Populations	10%	7.5%
3d Proficiency Comparison: Student Options	10%	7.5%
5 Mission-specific Academic	5%	5%
For High Schools:		
4a SAT/ACT	NA	6%
4b Graduation rate	NA	6%
4c Post-secondary Attendance	NA	6%
4d Post-secondary Employment	NA	6%
4e Post-secondary Remediation	NA	6%

Calculating an Overall Score or Rating

When calculating an overall score or rating, authorizers should apply weights in such a way that the calculation is sensitive to schools that may be just above or just below a threshold for a rating category for an individual measure. For example, if an authorizer has two schools in the “Does Not Meet” category for the growth measure, one of which is one point below the “Meets” threshold and one of which is 10 points below the “Meets” threshold, the authorizer should ensure that these two schools do not receive the same number of points in the weighting scheme.

In order for the weighting calculation to be sensitive to these differences, authorizers should assign points based on the underlying metric. Below is an example of how an authorizer could calculate two schools' points for the target categories commonly used for student growth percentiles, using the recommended most sensitive method.

Sample Weighting Calculation

Measure 2b Are schools making adequate growth based on the school's median Student Growth Percentile (SGP)?
<p>Exceeds Standard:</p> <input type="checkbox"/> The median SGP of the school is 65 or higher
<p>Meets Standard:</p> <input type="checkbox"/> The median SGP of the school is from 50–64
<p>Does Not Meet Standard:</p> <input type="checkbox"/> The median SGP of the school is from 35–49
<p>Falls Far Below Standard:</p> <input type="checkbox"/> The median SGP of the school is below 35

Assume that the authorizer wants to use a 100 overall point scale for this measure, giving even overall points breakdowns to each of the four ratings categories: 76–100 points for “Exceeds,” 51–75 points for “Meets,” 26–50 points for “Does Not Meet,” and 0–25 points for “Falls Far Below.” However, the percentile ranges for each category do not fall into such neat 25 point groupings. Instead, the range of percentile points for “Exceeds” is 36 (100-65+1 [adding one because the range is inclusive of 65]), “Meets” is 15 (64-50+1), “Does Not Meet” is 15 (49-35+1), and “Falls Far Below” is 34 (34-1+1). See table below:

Rating	Possible Overall	Percentile Targets	Percentile Points
Exceeds Standard	76–100	65-100	36
Meets Standard	51–75	50-64	15
Does Not Meet Standard	26–50	35-49	15
Falls Far Below Standard	0–25	1-34	34

Now assume that the authorizer has two schools, School One and School Two. School One has a median Student Growth Percentile (SGP) of 46, and School Two has a median SGP of 37, both of which would fall into the “Does Not Meet” category.

School One would receive 45 overall points for this measure, based on the calculation below:

School One received $46-35+1$ (add one because the range is inclusive of 35)=12 percentile points in the range. This is 80 percent of the possible percentile points in the range (12/15), which means that the school receives 80 percent of the 25 possible overall points in this target range, 20 points. The school also received all 25 of the points available in the “Falls Far Below” category (because it covered the whole 1–34 percentile point range), so School One earns a total of 45 overall points on this measure.

School Two would receive 30 overall points for this measure, based on the calculation below:

School Two received $37-35+1$ (add one because the range is inclusive of 35)=3 percentile points in the range. This is 20 percent of the possible percentile points in the range (3/15), which means that the school receives 20 percent of the 25 possible overall points in this target range, 5 points. The school also received all 25 of the points available in the “Falls Far Below” category (because it covered the whole 1–34 percentile point range), so School One earns a total of 30 overall points on this measure.

Thus, School One, which scored near the top of the “Does Not Meet” range, earned 45 points; and School Two, which scored near the bottom of the “Does Not Meet” range, earned 30 points, demonstrating the schools’ differences, despite their same ratings. Though this calculation may seem a bit complicated, it gives great sensitivity to the weighting scheme. Imagine if any school that received a “Does Not Meet” rating on an individual measure received 50 points. School One and School Two both would have received 50 points, though it is obvious that the two schools’ performances are quite different. Authorizers must make sophisticated decisions about whether to renew a school or revoke its charter, and they may need sophisticated calculations to aid in these decisions.

The final step is for authorizers to determine the total points ranges for a final rating of “Exceeds,” “Meets,” “Does Not Meet,” or “Falls Far Below” standards. The following is an example of final rating targets:

Overall Rating	Point Range
Exceeds Standard	> or = to 89
Meets Standard	< 89, but > or = to 63
Does Not Meet Standard	< 63, but > or = to 39
Falls Far Below Standard	< 39

Authorizers will need to be thoughtful in determining which targets they will ultimately use, keeping in mind that the final ratings will provide an initial recommendation to consider a school for recognition, intervention, renewal, non-renewal, or revocation but that the authorizer ultimately maintains discretion in making final decisions.

Conclusion

The creation and implementation of an Academic Performance Framework requires consideration of a number of factors on the part of the authorizer, including what data is available, the quality of the data, what information will support authorizers in making high-stakes decisions, and how multiple measures of academic performance ultimately impact high-stakes decisions. However, the work of developing a strong framework is critical for setting clear expectations for schools and for making high-stakes decisions more clear-cut and transparent. The work on the front end necessary to develop a rigorous framework will pay off on the back end with stronger accountability, easier decision making, and, in the longer term, a higher-quality charter school portfolio.



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Core Financial Performance Framework Guidance


The Core Financial Performance Framework is intended as a starting point for authorizers to adapt to evaluate charter schools' financial performance as part of ongoing monitoring and renewal decision making. Charter schools have the autonomy to manage their finances consistent with state and federal law; however, authorizers must ensure that the schools they authorize are financially stable. Authorizers, by renewing or not renewing a charter school, determine whether that school is not only academically and organizationally sound, but also financially viable.

The Financial Performance Framework provides authorizers tools to recognize schools currently in or trending towards financial difficulty and to more proactively evaluate or address the problem. The guidance aligns with NACSA's *Principles & Standards for Quality Charter School Authorizing* (2012), which states that authorizers should, through a Performance Framework, set clear expectations for "financial performance and sustainability."¹²

The Financial Performance Framework was derived through a review of model authorizer practices, charter school lender guidance, and expertise in the field. While the framework does not specifically mirror any single source, it was created to provide a clear picture of a school's past financial performance, current financial health, and potential financial trajectory.

Framework Structure

The Financial Performance Framework gauges both near-term financial health and longer-term financial sustainability. The framework includes five main levels of information: Indicators, Measures, Metrics, Targets, and Ratings.

Component	Definition	Example
Indicators	General categories of financial performance	Near Term
Measures	General means to evaluate an aspect of an indicator	Current Ratio
Metrics	Method of quantifying a measure	Current ratio is the school's current liabilities over current assets
Targets	Thresholds that signify success in meeting the standard for a specific measure 	Current ratio greater than 1.1
Ratings	Assignment of charter school performance into one of three rating categories, based on how the school performs against the framework targets	If school meets the target of 1.1 the rating category is "Meets Standard"

¹² *Principles & Standards for Quality Charter School Authorizing*. National Association of Charter School Authorizers, (2012).

Indicators

The Financial Performance Framework includes two indicators, or general categories, used to evaluate schools' financial performance.

1. Near-Term

The portion of the framework that tests a school's near-term financial health is designed to depict the school's financial position and viability in the upcoming year. Schools meeting the desired standards demonstrate a low risk of financial distress in the coming year. Schools that fail to meet the standards may currently be experiencing financial difficulties and/or are at high risk for financial hardship in the near term. These schools may require additional review and immediate corrective action on the part of the authorizer.

2. Sustainability

The framework also includes longer-term financial sustainability measures and is designed to depict a school's financial position and viability over time. Schools that meet the desired standards demonstrate a low risk of financial distress in the future. Schools that fail to meet the standards may be at high risk for financial hardship in the future.

Measures

Measures are the means to evaluate an aspect of an indicator. Eight measures are used in the framework: Current Ratio, Unrestricted Days Cash, Enrollment Variance, Debt Default, Total Margin, Debt to Asset Ratio, Cash Flow, and Debt Service Coverage Ratio.

Metrics

Metrics are the methods for calculating measures. An example of a metric is Current Ratio equals Current Assets divided by Current Liabilities. Each metric is detailed in the [Measures in Detail](#) section of this guidance.

Targets

Targets are the thresholds that signify success for a specific measure. An example of a target is "Current Ratio is greater than 1.1." Each target and formula is detailed in the Financial Performance Framework. The basis for forming many of the targets is industry standard, which is the commonly accepted target level for the ratio in financial analysis. Differences in the charter school financing and funding environment have been considered and included in alterations from industry standard, where necessary.

Ratings

For each measure a school receives one of three ratings based on evaluation of the established metrics:¹³

Meets Standard:

The school's performance on this component does not signal a financial risk to the school and meets the authorizer's standard. A school that meets the standard based on an initial review requires no follow-up action by the authorizer. For the purposes of annual reporting and high-stakes decision making, an authorizer may also give a "Meets Standard" rating to schools that did not meet standards on the initial review of their financials if, upon follow-up review, the authorizer concludes that concerns initially raised have been addressed and performance indicates sound financial viability.

¹³ Similar to the Organizational Framework, the Financial Framework does not have an "Exceeds Standard" rating. Because the Financial Framework is designed to allow authorizers to determine a school's financial viability and health, the measurements do not lend themselves to identifying—nor is it applicable to categorize—schools as exceeding the standards.

Does Not Meet Standard:

The school's performance on this component signals a potential financial risk to the school and does not meet the authorizer's expectation. If a school does not meet standards based on an initial review of the school's financials, the authorizer should follow up to determine if the school is truly a financial risk for the purposes of annual reporting, intervention, and high-stakes decision making. Schools that are a financial risk may be eligible for notice of unsatisfactory performance, probation, or other forms of intervention. Schools that do not meet the standard across more than one area may be considered for non-renewal.

Falls Far Below Standard:

The school's performance on this component signals a significant financial risk to the school and does not meet the authorizer's expectation. If a school falls far below standards based on an initial review of the school's financials, the authorizer should follow up to determine the severity of the risk for the purposes of annual reporting, intervention, and high-stakes decision making. Schools that are a significant financial risk may require probation, intervention, non-renewal, or revocation.

The Financial Performance Framework is designed to be a stand-alone document that clearly identifies each school's financial standing in the context of the eight measures. However, if a school receives an initial "Does Not Meet Standard" or "Falls Far Below Standard" rating on any one measure, it may or may not be in financial distress. The Financial Performance Framework is meant to flag potential problem areas for further investigation, and it is important that authorizers follow up with schools that fall below the standard before making high-stakes decisions or publicly reporting on school performance. For this reason, authorizers may consider utilizing a two-tiered review and reporting process that incorporates a fourth rating, "Requires Further Analysis." The "Requires Further Analysis" rating would be given to a school that, upon initial review, did not meet the standard for a measure. The "Requires Further Analysis" would be granted only until the authorizer could complete a follow-up analysis of the school's financial health. Based on the follow-up analysis (see [Additional follow up](#) section for more information), the authorizer could give the school a final rating of "Meets Standard," "Does Not Meet Standard," or "Falls Far Below Standard" based on whether the school's performance on the measure indicates a financial risk based on more up-to-date and detailed financial information.

Considerations for Using the Core Financial Performance Framework

As with the Academic and Organizational Performance Frameworks, authorizers should use the Financial Performance Framework to collect evidence of performance, to evaluate schools at least annually, to monitor schools throughout their charter terms, to report to schools and the public annually, to intervene in schools that do not meet expectations, and to make high-stakes decisions whether to renew, non-renew, or revoke a school's charter or to expand or replicate a school. See the [Use of the Core Performance Framework](#) section for additional information.

Collecting Evidence and Evaluating Schools on the Financial Performance Framework

The Financial Performance Framework is a monitoring tool that provides authorizers with key data to assess the financial health and viability of charter schools in their portfolios and to determine whether deeper analysis or monitoring is required. The framework summarizes the charter school's current financial health while taking into account the school's financial trends over a period of three years. The measures are designed to be complementary, as no single measure gives a full picture of the financial situation of a school. Together they provide a comprehensive assessment of the school's financial health based on a school's historic trends, near-term financial situation, and future viability.

Sources

All authorizers implementing the framework must require the charter schools they authorize to submit to an independent annual financial audit using accrual-based accounting. Cash-based audits will not provide the correct information needed for the framework. Authorizers will specifically need the following information to use the framework:

- Audited balance sheet*
- Audited income statement*
- Audited statement of cash flows
- Notes to the audited financial statements
- Charter school board-approved budget with enrollment targets
- Actual enrollment information
- Annual debt schedule indicating the total principal and interest due

* Throughout this document financial statements will be referred to in the common, for-profit nomenclature. Statements reported in nonprofit or governmental audits use the following corresponding names:

Generic (For Profit)	Nonprofit	Governmental
Balance Sheet	Statement of Financial Position	Statement of Net Assets
Income Statement	Statement of Activities and Changes in Net Assets	Statement of Activities

In order to effectively conduct ongoing monitoring of financial stability, authorizers should also regularly require schools to provide current financial information in addition to audited information. Examples of current data that should be collected include monthly or quarterly balance sheets and cash flow statements. See the [Ongoing Monitoring](#) section for more information. As discussed throughout this document, it is critical that authorizers do not rely only on audited financial statements especially when making high-stakes decisions, conducting ongoing monitoring, and assessing whether a school is in immediate financial distress.

Schools that may be in immediate financial distress

Schools that fail the near-term indicators are at high risk for financial distress or closure. As such, they require additional monitoring and/or corrective action. Authorizers should determine the severity of the problem, assess changes in the school's financial performance and health since the date of the audited financial statements, and require that the school take actions to stabilize its financial position.

Schools experiencing negative financial trends

Schools may be failing the sustainability indicators for multiple reasons. They may be trending toward financial distress, or they could have a sound rationale for failing to meet the standards in a given year. For example, a school that is otherwise financially sound could fail to meet the cash flow measure if it made a one-time large capital investment. Authorizers need to determine if the school's failure to meet the standards was a result of a one-time event or represents an underlying structural problem with the school's financial performance. To this end, authorizers should collect and analyze additional information from the school and perform more in-depth due diligence.

Additional follow up

If a school receives two or more ratings of “Does Not Meet Standard” or one or more ratings of “Falls Far Below Standard” based on an initial analysis of the school’s audit, authorizers should conduct a more comprehensive review of the school’s finances. It is critical to conduct additional analysis before making high-stakes decisions, as information used to develop initial findings may be dated, given the lag in audited financial data, or it may not tell the whole story of the school’s financial health. Authorizers should consider requesting the following information for follow-up analysis:

- Year-to-date unaudited financial statements
- Year-to-date budget variance reports
- Updated budget projections for the remainder of the fiscal year

This information will help the authorizer to better understand the short- and long-term viability of the school. In addition, authorizers may wish to request additional information that is specific to the standard that the school failed to meet. It is important to note that any interim financial information will not be audited, and thus its accuracy is not guaranteed.

If additional information is needed regarding a school’s financial health, it may be necessary to contact the school’s auditor, who often has an ongoing relationship and/or dialogue regarding plans to address financial issues and general financial sustainability. Please note that although the auditor works closely with the school, auditors are independent and thus able to provide an unbiased evaluation of the school’s finances.

The following chart provides examples of additional information an authorizer could request as part of a comprehensive review for schools that fall below the standard. The chart includes additional information to request for the comprehensive review and what to look for in the additional data to identify signs of progress toward a more financially healthy school.

Measure	Additional Information to Request	Look For
1a Current Ratio	Monthly financial statements	Monthly current ratio trending upwards
1b Days Cash	Actual to-date cash flow and cash flow projections through the end of the fiscal year Monthly financial statements	Increases in unrestricted cash and days cash on hand approaching the target <i>Note: It is important to review the cash flow monthly due to irregular funding streams</i>
1c Enrollment Variance	Budget revised to reflect lower enrollment Monthly (new) budget variance reports	Budget demonstrates a net surplus and few, if any, variances are present <i>Note: Review that the school has adjusted staffing expenses to align with enrollment</i>
1d Debt Default	Copies of default-related documents the school received from the lender	Proof that the school is no longer in default, the lender has waived covenants, or the school has a plan to meet the covenants
2a Total Margin	Revised budget Monthly (new) budget variance report	Budget demonstrates a net surplus and few, if any, variances are present

Measure	Additional Information to Request	Look For
2b Debt to Asset Ratio	Action plan and updated budget to increase the school's net assets Monthly financial statements	Monthly Debt to Asset Ratio trending upward Alignment among the action plan, budget, and financial statements
2c Cash Flow	Actual to-date cash flow and cash flow projections through the end of the fiscal year	Increases in cash balance over the course of the year
2d Debt Service Coverage Ratio	Revised budget Monthly (new) budget variance report	Budget demonstrates a net surplus such that the debt service coverage ratio is greater than 1.1

The authorizer should:

1. Contact the school's governing board, executive director, and finance director (or similar personnel) to inform them of their school's status
2. Request up-to-date financial information from the school as the year-end framework analysis uses audited information, which requires a minimum lag time of four to six months for the audit to be finalized
3. Run the up-to-date (interim) financial information through the framework; current information may reveal steps the school has taken to mitigate any issues the framework highlighted, but it is important to note that this information has not been audited and therefore does not have the same level of credibility¹⁴
4. Inquire about the measures of concern with the executive and finance directors to identify any strategies employed to mitigate issues or strategic choices the school made with the understanding that their financial stability would be compromised for a period of time (e.g., invested in a new building through heavy debt financing in the year of concern, thus severely impacting ratings on any balance sheet measures)

Authorizers should note that when a school qualifies for an additional review it may be either in immediate distress, financially trending negatively, both, or neither. The school could have made a strategic financial decision that resulted in ratings that qualified it for additional review, but upon additional questioning has sufficient reasons for the financial results in the given year and is not in immediate distress or negative financial trending. Authorizers can often validate reasoning provided regarding large events (significant purchase, natural disaster, etc.) in the notes to the financial statements from the prior year, which indicate any significant items shortly after year end.

Annual review and reporting

The framework is designed to assist authorizers in monitoring the financial health of a school on an ongoing basis and in making an assessment of the school's health for annual reporting purposes. Following the issuance of an annual audit, authorizers can calculate a school's initial standing on each measure and gain concise yet comprehensive insights to the school's financial standing. However, it is critical that authorizers not stop at the audit review when publishing an annual report or making high-stakes decisions for schools that do not meet standards on the initial assessment. Authorizers must conduct follow-up analysis based on the audit review to determine if a school is truly in distress. Authorizers should use this follow-up review to determine if a school deserves a "Meets Standard," "Does Not Meet Standard," or "Falls Far Below Standard" rating on its annual report based on its financial health. See the [Ratings](#) and [Additional follow up](#) sections for more information.

¹⁴ Authorizers should be aware that interim financial data may be reported on an accrual, modified accrual, or cash basis, while financial audit data are reported on a full accrual basis. Results of the analysis may be different based on the reporting method and not the school's financial performance. It may be useful for the authorizer to seek guidance from the school's auditor to better understand the reporting methods used. For more information on analyzing interim financial data, see the section [Ongoing Monitoring](#).

Authorizer capacity

Authorizers that use the Financial Performance Framework must have the capability to accurately make calculations and analyze performance results. Authorizers should have the capacity to evaluate schools' financial performance through internal staffing time and expertise, the use of consultants, or other resources. The first series of testing will be fairly time intensive due to the need to both fully understand the complexities of the audits and to collect three years of data the initial testing year. But because most audits are relatively standardized within a state and subsequent to the first year authorizers will only need to add one year of data to the testing, the resources required will decline over time. Authorizers should be prepared to annually collect the audits, as well as additional current financial data, from each charter school they authorize and use the Financial Performance Framework to run the analysis on each school. Because the indicators are calculated primarily using data gathered from audited financial statements for year-end reviews, authorizers should analyze all authorized schools on the framework annually using the most recent three years' audited financial statements, once completed and submitted by schools. Authorizers will also need to complete follow-up analysis of schools that do not meet standards to determine whether they are truly at financial risk. In addition, authorizers should be prepared to conduct regular monitoring of current financial data throughout the school year.

Intervention

Authorizers can use the framework and additional follow-up analysis to identify schools whose financial stability is in danger and intervene. This intervention could be in the form of communication of unsatisfactory performance, increased monitoring, mid-year financial check-ins, or requests for additional testing.

For schools that are determined to be in financial distress following the comprehensive review described above, authorizers should consider requiring increased ongoing reporting to monitor continuous financial performance. In a serious situation, authorizers may consider withholding funds or moving to close or terminate the contract, although those actions are most extreme and should be employed only following other corrective actions or if the situation warrants it.

High-Stakes Decision Making

Authorizers should use the Financial Performance Framework and additional follow-up analysis for making high-stakes decisions, including renewal, non-renewal, or revocation. However, in many cases financial performance may be secondary to academic performance or severe organizational non-compliance in building a case for non-renewal or revocation. If a school is high-performing academically but does not meet all standards for financial performance, its authorizer might determine that the school should continue operating until it comes to a point of being unable to continue quality operations. In this case, authorizers should use the evaluation of financial performance as a way to communicate unsatisfactory performance, as a basis for intervention, or as secondary evidence when making the case for closure. Only when the school falls far below the standard, which would indicate major concerns with financial viability, should an authorizer consider findings on the Financial Performance Framework as the primary reason for non-renewal or revocation. Regardless of the point in the life of the charter, whether during an interim review or at the time of renewal, schools that have multiple occurrences where they fall below the standards should be considered for non-renewal or revocation, especially if these instances indicate that the school may not have the financial resources to provide a quality program through the end of the school year.

Ongoing Monitoring

Authorizers should conduct general monitoring of schools' finances by requiring submission of reporting on an interim basis more frequently than the annual audit. Because there is a significant lag between the school's year end and when the authorizer receives the audit, year-end Financial Performance Framework assessment is indicative of performance from at least four to six months back. Using audited financials for the comparative testing is important for data accuracy and consistency, but ongoing monitoring can assist the authorizer in identifying pressing financial concerns. The extent and frequency of this monitoring, however, should be carefully determined in order to maintain the balance between oversight and autonomy.

The most useful financial reports for the authorizer to review on a periodic (generally quarterly) basis are:

- Income statement and balance sheet showing year-to-date actual, year-to-date budget, variance, and year-end budget
- Year-to-date statement of cash flows and cash flow projection through year end

Interim reviews are key to identifying new and unresolved problems, as well as items that, due to timing of the audit, may not have triggered a review in the framework. Because a number of the measures include balance sheet figures (a snapshot of a point in time), these measures can be manipulated, intentionally or unintentionally, due to timing. For example, management may choose not to pay a large invoice before year end to inflate its cash balance, or revenue from the state may come just before year end in one year and after in another. Interim reviews will assist the authorizer in avoiding undue reliance on what might be skewed data.

Because of the potential for different bases of accounting, as well as the impact of timing on many of the measures, authorizers should be aware of potential inaccuracies of data when using the framework on an interim basis. The measures may be used to identify major discrepancies from targets, but identifying large budget variances to discuss with management can also serve as a useful, and less time-intensive, general monitoring tool.

Measures in Detail

Each of the measures included in the Financial Performance Framework are described in the following pages. It is important to note that the framework excludes measures of how a school manages and expends its funds, as the framework is not designed to evaluate a school's spending decisions. For example, there are no measures that address what portion of a school's costs are for instruction; rather, the measures focus on the overall expenses of a school versus the offsetting revenues. Furthermore, this framework does not include indicators of strong financial management practices, which are laid out in the Organizational Performance Framework. The Financial Performance Framework analyzes the financial performance of a charter school, not its processes for managing that performance.

The targets used in the following measures are generally based on industry standards for determining a school's financial risk, and they dictate an initial rating for schools based on audited financial information. However, it is critical that authorizers not stop at the initial audit review when publishing an annual report or making high-stakes decisions for schools that do not meet standards on the initial assessment. Authorizers must conduct follow-up analysis based on the audit review to determine if a school is truly in distress. Authorizers should use this follow-up review to determine if a school deserves a "Meets Standard," "Does Not Meet Standard," or "Falls Far Below Standard" rating on its annual report based on its financial health. See the [Ratings](#) and [Additional follow up](#) sections for more information.

Indicator 1: Near-Term Measures

Current Ratio

Definition: The current ratio depicts the relationship between a school's current assets and current liabilities.

The current ratio measures a school's ability to pay its obligations over the next 12 months. A current ratio of greater than 1.0 indicates that the school's current assets exceed its current liabilities, thus indicating ability to meet current obligations. A ratio of less than 1.0 indicates that the school does not have sufficient current assets to cover the current liabilities and is not in a satisfactory position to meet its financial obligations over the next 12 months.

Data source

Audited balance sheet

Measure 1a Current Ratio: Current Assets divided by Current Liabilities
<p>Meets Standard:</p> <p><input type="checkbox"/> Current Ratio is greater than or equal to 1.1 or <input type="checkbox"/> Current Ratio is between 1.0 and 1.1 and one-year trend is positive (current year ratio is higher than last year's)</p> <p><i>Note: For schools in their first or second year of operation, the current ratio must be greater than or equal to 1.1.</i></p>
<p>Does Not Meet Standard:</p> <p><input type="checkbox"/> Current Ratio is between 0.9 and 1.0 or equals 1.0 or <input type="checkbox"/> Current Ratio is between 1.0 and 1.1 and one-year trend is negative</p>
<p>Falls Far Below Standard:</p> <p><input type="checkbox"/> Current ratio is less than or equal to 0.9</p>

Basis for target level

The general rule of thumb for a current ratio is that it should be a minimum of 1.0. An upward trend of a current ratio that is greater than 1.0 indicates greater financial health, hence the greater than or equal to 1.1 target to meet standard. A current ratio that is less than or equal to 0.9 is a serious financial health risk, based on common standards.

Unrestricted Days Cash

Definition: The unrestricted days cash on hand ratio indicates how many days a school can pay its expenses without another inflow of cash.

The unrestricted days cash ratio tells authorizers whether or not the school has sufficient cash to meet its cash obligations. Depreciation expense is removed from the total expenses denominator because it is not a cash expense. This critical measure takes on additional importance in states and localities where the timing of school payments is irregular and/or can be delayed.

Data source

Audited balance sheet and income statement. Note that if cash is restricted due to legislative requirements, donor restrictions, or other reasons, the restriction should be listed in the audit.

Measure 1b**Unrestricted Days Cash: Unrestricted Cash divided by ((Total Expenses minus Depreciation Expense) / 365)****Meets Standard:**

- 60 Days Cash
- or
- Between 30 and 60 Days Cash and one-year trend is positive

*Note: Schools in their first or second year of operation must have a minimum of 30 Days Cash.***Does Not Meet Standard:**

- Days Cash is between 15–30 days
- or
- Days Cash is between 30–60 days and one-year trend is negative

Falls Far Below Standard:

- Fewer than 15 Days Cash

Basis for target level

At least one month of operating expenses cash on hand is a standard minimum measure of financial health of any organization. Due to the nature of charter school cash flow and the sometimes-irregular receipts of revenue, a 60-day threshold was set for schools to meet the standard. Still, schools showing a growing cash balance from prior years and who have enough cash to pay at least one month's expenses are also financially stable enough and show positive trending, therefore meeting the standard. If a school has fewer than 15 days of cash on hand, it will not be able to operate for more than a few weeks without another cash inflow and is at high risk for immediate financial difficulties.

Enrollment Variance

Definition: Enrollment variance tells authorizers whether or not the school is meeting its enrollment projections. As enrollment is a key (often *the* key) driver of revenues, variance is important to track the sufficiency of revenues generated to fund ongoing operations.

The enrollment variance depicts actual versus projected enrollment. A school budgets based on projected enrollment but is funded based on actual enrollment; therefore, a school that fails to meet its enrollment targets may not be able to meet its budgeted expenses. Although enrollment is not the singular driver of revenues for a school, it is highly correlated at a minimum. As school budgets are generally designed to match expenses with projected revenues, a poor enrollment variance is a substantial indicator of potential financial issues. It is critical to capture this information as early in the school year as possible to determine whether an authorizer may need to take action or intervene in some way.

Schools fewer than five years old may have greater fluctuations in their enrollment numbers because they have not yet established themselves in the community. However, mature schools with large, unexplained fluctuations in enrollment numbers may be in financial distress if they are not able to adjust accordingly. Often, financially stable schools will purposefully underestimate enrollment so that they may budget more conservatively.

Many authorizers use enrollment variance as a way not only to evaluate a charter school's financial health, but also to monitor how savvy the school's board and management are at forecasting. Thus, while enrollment variance is a primary measure of financial health, it can also be seen as a secondary measure for organizational aptitude.

Data source

- Projected enrollment—Charter school board-approved enrollment budget for the year in question
- Actual enrollment

Measure 1c

Enrollment Variance: Actual Enrollment divided by Enrollment Projection in Charter School Board-Approved Budget

Meets Standard:

- Enrollment Variance equals or exceeds 95 percent in the most recent year

Does Not Meet Standard:

- Enrollment Variance is between 85–95 percent in the most recent year

Falls Far Below Standard:

- Enrollment Variance is less than 85 percent in the most recent year

Basis for target level

Enrollment variance of less than 85 percent indicates that a significant amount of funding on which a school set its expense budget is no longer available, and thus the school is at a significant financial risk. Schools that achieve at least 95 percent of projected enrollment generally have the operating funds necessary to meet all expenses and thus are not at a significant risk of financial distress.

Debt Default

Definition: Debt default indicates whether or not a school is meeting debt obligations or covenants.

Each authorizer can determine the exact application of this definition. Authorizers may consider a school in default only when it is not making payments on its debt, or when it is out of compliance with other requirements in its debt covenants. Additionally, a school that has exceeded the state maximum debt limit, if the limit exists, or a school that is holding employee 403b contributions to aid cash flow could be considered in default. This metric addresses whether or not a school is meeting its loan covenants and/or is delinquent with its debt service payments. A school that cannot meet the terms of its loan may be in financial distress.

Data source

Notes to the audited financial statements

Measure 1d
Default**Meets Standard:**

- School is not in default of loan covenant(s) and/or is not delinquent with debt service payments

Does Not Meet Standard:

- Not applicable

Falls Far Below Standard:

- School is in default of loan covenant(s) and/or is delinquent with debt service payments

Basis for target level

Schools that are not meeting financial obligations, either through missed payments or violations of debt covenants, are at risk of financial distress. Debt environments do vary from state to state, so authorizers should individually determine if violations of debt covenants should be considered a qualification for falling below or far below standards.

Indicator 2: Sustainability Measures**Total Margin and Aggregated Three-Year Total Margin**

Definition: Total margin measures the deficit or surplus a school yields out of its total revenues; in other words, it measures whether or not the school is living within its available resources.

The total margin measures whether a school operates at a surplus (more total revenues than expenses) or a deficit (more total expenses than revenues) in a given time period. The total margin is important to track, as schools cannot operate at deficits for a sustained period of time without risk of closure. Though the intent of a school is not to make money, it is important for charters to build, rather than deplete, a reserve to support growth or sustain the school in an uncertain funding environment.

The aggregated three-year total margin is helpful for measuring the long-term financial stability of the school by smoothing the impact of single-year fluctuations on the single-year total margin indicator. The performance of the school in the most recent year, however, is indicative of the sustainability of the school, thus the school must have a positive total margin in the most recent year to meet the standard.

Data source

Three years of audited income statements

Measure 2a Total Margin: Net Income divided by Total Revenue Aggregated Total Margin: Total Three-Year Net Income divided by Total Three-Year Revenues
<p>Meets Standard:</p> <p><input type="checkbox"/> Aggregated Three-Year Total Margin is positive and the most recent year Total Margin is positive or <input type="checkbox"/> Aggregated Three-Year Total Margin is greater than -1.5 percent, the trend is positive for the last two years, and the most recent year Total Margin is positive</p> <p><i>Note: For schools in their first or second year of operation, the cumulative Total Margin must be positive.</i></p>
<p>Does Not Meet Standard:</p> <p><input type="checkbox"/> Aggregated Three-Year Total Margin is greater than -1.5 percent, but trend does not “Meet Standard”</p>
<p>Falls Far Below Standard:</p> <p><input type="checkbox"/> Aggregated Three-Year Total Margin is less than or equal to -1.5 percent or <input type="checkbox"/> The most recent year Total Margin is less than -10 percent</p>

Basis for target level

General preference in any industry is that total margin is positive, but organizations can make strategic choices to operate at a deficit for a year for a large operating expenditure or other planned expense. The targets set allow for flexibility over a three-year timeframe in the aggregate total margin but require a positive total margin for the most recent year to meet standard. A margin in any year of less than -10 percent or an aggregate three-year total margin less than or equal to -1.5 percent is an indicator of financial risk.

Debt to Asset Ratio

Definition: The debt to asset ratio measures the amount of liabilities a school owes versus the assets they own; in other words, it measures the extent to which the school relies on borrowed funds to finance its operations.

The debt to asset ratio compares the school's liabilities to its assets. Simply put, the ratio demonstrates what a school owes against what it owns. A lower debt to asset ratio generally indicates stronger financial health.

Data source

Audited balance sheet

Measure 2b Debt to Asset Ratio: Total Liabilities divided by Total Assets
<p>Meets Standard:</p> <input type="checkbox"/> Debt to Asset Ratio is less than 0.9
<p>Does Not Meet Standard:</p> <input type="checkbox"/> Debt to Asset Ratio is between 0.9 and 1.0
<p>Falls Far Below Standard:</p> <input type="checkbox"/> Debt to Asset Ratio is greater than 1.0

Basis for target level

A debt to asset ratio greater than 1.0 is a generally accepted indicator of potential long-term financial issues, as the organization owes more than it owns, reflecting a risky financial position. A ratio less than 0.9 indicates a financially healthy balance sheet, both in the assets and liabilities, and the implied balance in the equity account.

Cash Flow

Definition: The cash flow measure indicates a school's change in cash balance from one period to another.

Cash flow indicates the trend in the school's cash balance over a period of time. This measure is similar to days cash on hand but indicates long-term stability versus near-term. Since cash flow fluctuations from year to year can have a long-term impact on a school's financial health, this metric assesses both multi-year cumulative cash flow and annual cash flow. The preferred result is greater than zero. Similar to total margin, this measure is not intended to encourage amassing resources instead of deploying them to meet the mission of the organization, but rather to provide for stability in an uncertain funding environment.

Data source

Three years of audited balance sheets

Measure 2c**Cash Flow:**

Multi-Year Cash Flow = Year 3 Total Cash – Year 1 Total Cash

One-Year Cash Flow = Year 2 Total Cash – Year 1 Total Cash

Meets Standard (in one of two ways):

- Multi-Year Cumulative Cash Flow is positive and Cash Flow is positive each year
or
 Multi-Year Cumulative Cash Flow is positive, Cash Flow is positive in one of two years, and Cash Flow in the most recent year is positive

Note: Schools in their first or second year of operation must have positive cash flow.

Does Not Meet Standard:

- Multi-Year Cumulative Cash Flow is positive, but trend does not “Meet Standard”

Falls Far Below Standard:

- Multi-Year Cumulative Cash Flow is negative

Basis for target level

A positive cash flow over time generally indicates increasing financial health and sustainability of a charter school.

Debt Service Coverage Ratio

Definition: The debt service coverage ratio indicates a school’s ability to cover its debt obligations in the current year.

This ratio measures whether or not a school can pay the principal and interest due on its debt based on the current year’s net income. Depreciation expense is added back to the net income because it is a non-cash transaction and does not actually cost the school money. The interest expense is added back to the net income because it is one of the expenses an entity is trying to pay, which is why it is included in the denominator.

Data source

- Net income: audited income statement
- Depreciation expense: audited cash flow statement
- Interest expense: audited cash flow statement and/or income statement
- Annual principal and interest obligations: provided from the school

Measure 2d

Debt Service Coverage Ratio: (Net Income + Depreciation + Interest Expense)/(Annual Principal, Interest, and Lease Payments)

Meets Standard:

- Debt Service Coverage Ratio is equal to or exceeds 1.1

Does Not Meet Standard:

- Debt Service Coverage Ratio is less than 1.1

Falls Far Below Standard:

- Not Applicable

Basis for target level

Debt Service Coverage Ratio is commonly used as a debt covenant measure across industries. A ratio of 1.1 or greater is industry standard for identifying organizations healthy enough to meet obligations and generate a surplus.

Additional Considerations When Evaluating Schools

The Financial Performance Framework focuses on the charter school, the entity to which the authorizer has a legal relationship through the charter contract. In some locales with one charter contract for multiple schools or independent campuses, the authorizer should hold each school or campus independently accountable. Each charter school or campus should have its own independent audit and financial statements that can be evaluated by the authorizer, or, if an umbrella entity has a single consolidated audit for multiple schools or campuses, each school or campus's financials should be independently represented in the consolidated audit.

If a school contracts with an Education Service Provider (ESP), the Financial Performance Framework should still apply. The school should have an independent audit that shows the individual school's finances, with any fees to the ESP clearly delineated. Authorizers should not permit schools to operate with what are commonly called "sweeps contracts," which require schools to transmit all of their revenues to an ESP without accounting for revenues and expenditures at the school level. NACSA's *Principles & Standards for Quality Charter School Authorizing* (2012) includes recommendations for what information should be included in schools' contracts with ESPs and for how authorizers should oversee charter schools with ESP contracts.

Conclusion

Because evaluation of financial performance is largely based on industry standards, this section may not need to be adapted as much as other sections of the Performance Framework. However, authorizers should be mindful of unique circumstances in state laws that may require modification to the NACSA Financial Performance Framework (e.g., charter schools may not be allowed to carry debt). This framework is a means to evaluate whether current and continued investment in each charter school is a responsible and beneficial use of public funds, and modifications should be made with this purpose in mind.

Glossary A: Terms Used in the Financial Performance Framework

Assets: A probable future economic benefit obtained or controlled by a particular entity as a result of past transactions or events. These economic resources can be tangible or intangible.

Audit: A systematic collection of the sufficient, competent evidential matter needed to attest to the fairness of management's assertions in the financial statements or to evaluate whether management has efficiently and effectively carried out its responsibilities. The auditor obtains this evidential matter through inspection, observation, inquiries, and confirmations with third parties.

Balance Sheet: A financial statement that discloses the assets, liabilities, and equities of an entity at a specified date in conformity with generally accepted accounting principles (GAAP). Also referred to as the Statement of Financial Position or Statement of Net Assets.

Basis of Accounting: This refers to the methodology and timing of when revenues and expenditures or expenses are recognized in the accounts and reported in the financial statements.

Cash Basis: A basis for accounting whereby revenues are recorded only when received, and expenses are recorded only when paid without regard to the period in which they were earned or incurred.

Consultant: An independent individual or entity contracting with an agency to perform a personal service or render an opinion or recommendation according to the consultant's methods and without being subject to the control of the agency except as to the result of the work. The agency monitors progress under the contract and authorizes payment.

Current Assets: Resources that are available, or can readily be made available, to meet the cost of operations or to pay current liabilities.

Current Liabilities: Those obligations that are payable within one year from current assets or current resources.

Current Ratio: A financial ratio that measures whether or not an entity has enough resources to pay its debts over the next 12 months. It compares an entity's current assets to its current liabilities and is expressed as follows: $\text{current ratio} = \text{current assets} \div \text{current liabilities}$.

Debt: An obligation resulting from the borrowing of money or from the purchase of goods and services. Debts of the entity include bonds, accounts payable, and other liabilities.

Debt Service: The cash that is required for a particular time period to cover the repayment of interest and principal on a debt. Debt service is often calculated on a yearly basis.

Debt Service Default: Occurs when the borrower has not made a scheduled payment of interest or principal.

Debt Service Coverage Ratio: Also known as "debt coverage ratio," is the ratio of cash available for debt servicing to interest, principal, and lease payments.

Debt to Asset Ratio: A financial ratio that measures the proportion of an entity's assets that are financed through debt. It compares an entity's total assets to its total liabilities and is measured by dividing the total liabilities by the total assets. If the ratio is less than one, most of the entity's assets are financed through equity. If the ratio is greater than one, most of the entity's assets are financed through debt.

Financial Audit: An audit made by an independent external auditor for the purpose of issuing an audit opinion on the fair presentation of the financial statements of the entity in conformity with Generally Accepted Accounting Principles.

Fiscal Period: Any period at the end of which an entity determines its financial position and the results of its operations.

GAAP: Refer to Generally Accepted Accounting Principles.

General Fund: The general fund is used to account for the general financial activities of the entity when reporting under governmental accounting. The general fund is used for funds not required to be accounted for in another account.

Generally Accepted Accounting Principles (GAAP): These are the uniform minimum standards for financial accounting and reporting. They govern the form and content of the financial statements of an entity. GAAP encompass the conventions, rules, and procedures necessary to define accepted accounting practice at a particular time. They include not only broad guidelines of general application, but also detailed practices and procedures. The primary authoritative body on the application of Generally Accepted Accounting Principles (GAAP) to state and local governments is the Governmental Accounting Standards Board.

Governmental Accounting: The composite activity of analyzing, recording, summarizing, reporting, and interpreting the financial transactions of a governmental entity.

Income Statement: A financial statement that shows revenues and expenditures of an entity at a specified date in conformity with Generally Accepted Accounting Principles (GAAP). Also referred to as the Statement of Activities and Changes in Net Assets or the Statement of Activities.

Indicator: General category of financial performance.

Interest Payable: A liability account reflecting the amount of interest owed by the entity. In governmental funds, interest is to be recognized as an expenditure in the accounting period in which it becomes due and payable, and the liability is to be recorded as interest payable at that time. In proprietary and trust funds, interest payable is recorded as it accrues, regardless of when payment is actually due.

Interim Financial Statement: A financial statement prepared before the end of the current fiscal period and covering only financial transactions during the period to date.

Liabilities: Probable future sacrifices of economic benefits, arising from present obligations of a particular entity to transfer assets or provide services to other entities in the future as a result of past transactions or events. The term does not include encumbrances.

Margin: The difference between revenues and expenses. The margin can refer to the gross margin (operating revenues less operating expenses) or the total margin (see Total Margin).

Measure: General means to evaluate an aspect of an indicator.

Metric: Method of quantifying a measure.

Net Assets: The difference between assets and liabilities.

Net Income: A term used in accounting for proprietary funds to designate the excess of total revenues and operating transfers in divided by total expenses and operating transfers out for an accounting period.

Principal: The amount of the loan excluding any interest.

Statement of Activities: A government-wide financial statement that reports the net (expense) revenue of its individual functions. An objective of using the net (expense) revenue format is to report the relative financial burden of each of the reporting government's functions on its taxpayers.

Statement of Cash Flows: A GAAP financial statement for proprietary funds that provides relevant information about the cash receipts and cash payments of a government during a period. It categorizes cash activity as resulting from operating, noncapital financing, capital financing, and investing activities.

Statement of Activities and Changes in Net Assets: The financial statement that is the GAAP operating statement for pension and investment trust funds. It presents additions and deductions in net assets held for pension benefits and investment pool participants. It reconciles net assets held at the beginning and end of the financial period, explaining the relationship between the operating statement and the balance sheet.

Statement of Net Assets: A government-wide financial statement that reports the difference between assets and liabilities as net assets, not fund balances or equity. Assets are reported in order of liquidity, or how readily they are expected to be converted to cash and whether restrictions limit the government's ability to use the resources. Liabilities are reported based on their maturity, or when cash is expected to be used to liquidate them. Net assets are displayed in three components: invested in capital assets, net of related debt; restricted; and unrestricted.

Target: Threshold that signifies success for a specific measure.

Total Margin: Total revenues less total expenses.

Glossary B: Other Useful Accounting Terms

Accounting Period: Any period of time designated for which financial statements are prepared.

Cost Accounting: The method of accounting that provides for accumulating and recording of all the elements of cost incurred to accomplish a purpose, to carry on an activity or operation, or to complete a unit of work or a specific job.

Deficit: 1) The excess of the liabilities and reserves of a fund over its assets. 2) The excess of expenditures over revenues during an accounting period or, in the case of proprietary funds, the excess of expenses over revenues during an accounting period.

Fund Balance: In governmental funds, this is the difference between fund assets and fund liabilities. Governmental fund balances should be segregated into reserved and unreserved amounts.

Long-Term Obligations: Those obligations expected to mature at some future date and therefore not expected to be liquidated with currently existing resources or current assets. The long-term liabilities of specific enterprise, internal service, and trust funds are to be accounted for through those funds. All other un-matured, general, long-term liabilities are to be accounted for in the General Long-Term Obligations Subsidiary Account.

Modified Accrual Basis: The basis of accounting under which expenditures, whether paid or unpaid, are formally recognized when incurred against the account, but revenues are recognized only when they become both measurable and available to finance expenditures of the current accounting period. All governmental funds use the modified accrual basis of accounting.

Operating Budget: A plan of current expenditures and the proposed means of financing them. The operating budget is the primary means to ensure that the financing, acquisition, spending, and service delivery activities of the entity are controlled.

Operating Expenses: Proprietary fund expenses that are directly related to the fund's principal operations.

Operating Income: The excess of proprietary fund operating revenues over operating expenses.

Operating Revenue: Proprietary fund revenues that are directly related to the fund's principal operations. They consist primarily of user charges for goods and services.

Operating Statement: The financial statement disclosing the financial results of operations of a governmental unit during an accounting period in conformity with Generally Accepted Accounting Principles (GAAP).

Reserved Fund Balance: Those portions of fund balance that are not appropriated for expenditure or that are legally segregated for a specific future use.

Restricted Assets: Assets whose use is subject to constraints that are either a) externally imposed by creditors (such as through debt covenants), grantors, contributors, or laws or regulations of other governments or b) imposed by law through constitutional provisions or enabling legislation.

Restricted Net Assets: One of the three components of net assets reported in government-wide and proprietary fund financial statements. Net assets should be restricted when constraints are placed on net asset use either 1) externally imposed by creditors, grantors, contributors, or laws or regulations of other governments or 2) imposed by law through constitutional provisions or enabling legislation.

Single Audit: A financial, internal control, and compliance audit of a nonfederal entity administering federal assistance awards including the financial statements of the entity.

Statement of Changes in Fiduciary Net Assets: The fund financial statement that presents information about the changes in net assets for each fiduciary fund.

Statement of Fiduciary Net Assets: The fund financial statement that presents information about the assets, liabilities, and net assets for each fiduciary fund type.

Statement of Revenues, Expenditures, and Changes in Fund Balance: The financial statement that is the Generally Accepted Accounting Principles (GAAP) operating statement for governmental funds. It presents the inflows, outflows, and balances of current financial resources. It reconciles fund balance at the beginning and end of the financial period, explaining the relationship between the operating statement and the balance sheet.

Statement of Revenues, Expenses, and Changes in Fund Net Assets or Fund Equity: The financial statement that is the Generally Accepted Accounting Principles (GAAP) operating statement for proprietary funds. It distinguishes between operating and non-operating revenues and expenses, and separately presents revenues from capital contributions and additions to the principal of permanent and term endowments, special and extraordinary items, and transfers. It reconciles fund net assets or fund equity at the beginning and end of the financial period, explaining the relationship between the operating statement and the balance sheet/statement of net assets.

Unreserved Fund Balance: Unreserved fund balance is that portion of governmental fund equity that is neither legally segregated for a specific future use nor unavailable for appropriation. It may be either designated or undesignated. Designations may be established to indicate tentative plans for financial resource utilization in a future period. Unreserved, undesignated fund balance is available for appropriation.

Unrestricted Net Assets: One of the three components of net assets reported in government-wide and proprietary fund financial statements. It represents that portion of net assets that is neither restricted nor invested in capital assets (net of related debt).





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Core Organizational Performance Framework Guidance

The Core Organizational Performance Framework is intended as a starting point for authorizers to adapt to hold charter schools accountable for organizational performance. The Organizational Performance Framework defines the operational standards to which a charter school should be accountable to its authorizer and the public. It is designed to treat all schools as though they are the same only in terms of meeting minimum legal and ethical requirements. This enables schools to retain the flexibility and autonomy to be different in the ways that matter most for a school's mission, vision, and educational program.

The expectations set out in the Organizational Framework derive from state and federal law as well as the operating terms that the school has proposed in the charter application. Of the three frameworks, the Organizational Framework is most closely aligned with the charter contract in terms of documenting operational expectations such as special education, accounting practices, reporting requirements, and the like.

One of the authorizer's core responsibilities with respect to charter schools is to protect the public interest. The Organizational Framework is the primary lever for carrying out this responsibility. It enables the authorizer to ensure that charter schools are respecting rights of students, staff, and families within the schools as well as the interests of the general public in ensuring that charter schools meet the legal obligations that state and federal legislatures have determined should apply.

Of the three frameworks, the Organizational Framework abuts most closely against school autonomy. The central premise of charter school autonomy is that the authorizer will articulate the expected outcomes, and the school will have maximum flexibility to determine the best way to achieve those outcomes. In other words, the authorizer articulates the ends and the school decides the means of getting there. Whereas the Academic and Financial Frameworks focus almost exclusively on results, the Organizational Framework inevitably mandates process. Whether it is meeting requirements for minimum instructional days and minutes or ensuring that the facility meets applicable health and safety codes, the Organizational Framework is the place where the school becomes externally accountable for how it operates.

However, this process-focused accountability should be limited to those processes that are mandated by law, rules, regulations, or policies. Because organizational requirements focus largely on school operations, they have the greatest potential to infringe inappropriately on school autonomy. In K–12 education, we are accustomed to systems of school evaluation that focus primarily, if not exclusively, on process. Thus, evaluation systems consider whether school leadership is strong, how well data are being used, whether the instructional materials are rigorous, and whether classroom instruction is effective. Because this process-focused approach is familiar and common—indeed the norm—it is easy for authorizers to fall into process-based oversight routines. Despite the fact that these processes are undeniably critical to school success, they are generally not the authorizer's purview. In the charter model, these process decisions are central to school autonomy and should remain the responsibility of the school's governing board and leadership.

Another red herring with respect to evaluation of organizational performance is the reluctance of authorizers to impose uniformity on schools. Authorizers and schools alike sometimes have the sense that if schools have uniform expectations they are somehow being stifled in their flexibility, autonomy, and ability to innovate. The opposite is true. In fact, the more detailed and school-specific the operational requirements become, the more the school's autonomy is likely to be constrained.

All expectations set out in the Performance Frameworks or the charter contract bind in some way the school's ability to adapt and manage outcomes as it sees fit. The best way for authorizers to maximize school operational autonomy is to establish a base set of operational expectations that are common to all schools and to limit those requirements primarily to what is required by legal or ethical conduct. Everything else related to school operations can remain within the school's purview to manage, control, and change as school leadership sees fit. The more that the authorizer's operational requirements stray beyond fundamental legal or ethical obligations—including by being tailored to familiar notions of what the educational process should look like in general or for a particular school—the more that the authorizer infringes on a charter school's appropriate autonomy.

Even though many educational or organizational process measures may not be appropriate for performance-based accountability, they retain a critical place in school oversight. Authorizers can use process-related information gained from site visits and other means for several purposes, including:

- Monitoring schools that may not yet have sufficient outcome or compliance data
- Determining the degree to which issues reflected in the Performance Framework are systemic
- Providing supplemental information for high-stakes decisions

The performance of schools on the Performance Framework should drive authorizers' decisions, but additional information can serve as a useful supplement, particularly when authorizers are making high-stakes decisions such as non-renewal or revocation. Collection of process-related information can be resource intensive for both authorizers and schools; therefore, authorizers should focus resources first on collecting necessary performance-focused data to populate the Performance Framework and then on collecting additional information as warranted.

NACSA's *Principles & Standards* (2012) states that

“A Quality Authorizer implements an accountability system that effectively streamlines federal, state, and local...compliance requirements while protecting schools' legally entitled autonomy and minimizing schools' administrative and reporting burdens” (p. 17).

Framework Structure

The Organizational Framework is divided into indicators, measures, metrics, and ratings, which are explained below.

Indicators

The framework includes six indicators or categories used to evaluate the school's organizational performance and compliance.

1. Education Program

The Education Program section assesses the school's adherence to the material terms of its proposed education program. As a legal term, something is “material” if it is relevant and significant. For purposes of defining educational program accountability, the authorizer should consider whether the information would be relevant and significant to decisions about whether to renew, non-renew, or revoke a charter.

In addition to capturing material terms of the education program, this section also captures certain aspects of an education program that are required by law (e.g., content standards, assessments, special education requirements, etc.).

2. Financial Management and Oversight

While the Financial Framework is used to analyze the school's financial performance, authorizers use this section of the Organizational Framework to set expectations for the school's management and oversight of its finances, without regard to financial performance. Audit results and audit findings are critical sources of evidence when evaluating schools against this indicator.

3. Governance and Reporting

A charter school must practice sound governance and adhere to reporting requirements of the authorizer and other responsible entities. In this section the authorizer sets forth expectations of the charter board's compliance with governance-related laws as well as the board's own bylaws and policies. Additionally, this indicator includes a measure to evaluate the extent to which the board oversees the individuals or organizations to which it delegates the duties of implementing the program, a fiduciary responsibility of the board.

4. Students and Employees

While charter schools may be exempt from certain laws and allowed to function with greater autonomy, they still must adhere to federal and state laws regarding treatment of individuals within the organization. In this section, the authorizer measures charter school compliance with a variety of laws related to students and employees, including the rights of students and employees as well as operational requirements such as teacher licensing and background checks.

5. School Environment

Charter schools must also follow laws related to the school's physical plant and the health and safety of students and the charter community. This section addresses the school's facility, transportation, food service, and health services, among other things.

6. Additional Obligations

The final indicator ensures that the authorizer has the authority to hold the charter school accountable for any laws or requirements that are not explicitly stated in the Organizational Framework. The measures and metrics outlined in this Framework represent the authorizer's priorities, thus certain, lower priority requirements may not be explicitly called out in the framework and would instead be captured in the Additional Obligations section. This indicator also captures any requirements that may have been enacted or changed after the Performance Framework was adopted into the charter contract.

Measures

For each of the indicators, the framework provides a number of measures by which to evaluate schools. The measures take the form of questions about each school's performance. For example:

- Is the school implementing the material terms of the education program as defined in the current charter contract?
- Is the school protecting the rights of English Language Learner (ELL) students?
- Is the school meeting financial management and oversight requirements?

Information and guidance specific to each measure is provided below in the [Measures in Detail](#) section.

Metrics

Metrics are expectations set forth in evaluating a measure. For example, to evaluate the question, “Is the school following Generally Accepted Accounting Principles?” authorizers should look to a number of areas where the school must meet existing expectations established by laws, rules, regulations, or provisions of the charter contract. Examples of metrics for this measure are:

- An unqualified audit opinion
- An audit devoid of significant findings and conditions, material weaknesses, or significant internal control weaknesses
- An audit that does not include a going concern disclosure in the notes or an explanatory paragraph within the audit report

Throughout the Organizational Framework, we set forth the metrics for evaluating the different measures within the “Meets Standard” rating.

Authorizers will need to evaluate federal and state laws and authorizer policies when finalizing measures and metrics to include in the Organizational Framework. It is important that the Organizational Framework aligns with existing laws, rules, and regulations, which vary from state to state. The Framework should be adapted to align with state-established expectations. In addition, the authorizer should evaluate the charter contract and ensure that the language and expectations are consistent with the Framework. Authorizers may use the charter contract to set additional expectations of charter schools that are not stated in law and may emphasize specific areas of compliance (e.g., the charter contract should establish detailed reporting requirements for schools), though additional obligations should be kept to a minimum to respect school autonomy.

Targets and Ratings

For each measure a school receives one of three ratings based on evaluation of the established metrics.¹⁵

Meets Standard:

The “Meets Standard” rating is defined by the threshold of success for the measure, or the target the school is expected to meet. In the Organizational Framework, this rating provides the detailed metrics against which the charter school is judged. If the school meets the target, then the authorizer does not need to follow up with the school or require corrective action. Schools do not meet the standard if failures are material in nature, meaning they are relevant to the authorizer’s accountability decisions.

Does Not Meet Standard:

The “Does Not Meet Standard” rating remains consistent for each measure in the Organizational Framework and reads:

“The school has failed to implement the program in the manner described above; the failure(s) were material, but the board has instituted remedies that have resulted in compliance or prompt and sufficient movement toward compliance to the satisfaction of the authorizer.”

This means that the school has materially failed to meet the target at any point during the evaluation period; however, the failure(s) were not significant to the viability of the school and the board has either brought the school into compliance or has made sufficient progress toward compliance. Schools with a number of “Does Not Meet Standard” designations may be considered for non-renewal.

¹⁵ Similar to the Financial Framework, the Organizational Framework does not have an “Exceeds Standard” rating. Because the Organizational Framework is largely driven by compliance with laws and the charter contract, charter schools are judged by whether they are in or out of compliance.

Falls Far Below Standard:

The “Falls Far Below Standard” rating also remains consistent for each measure in the Organizational Framework and reads:

“The school failed to implement the program in the manner described above; the failure(s) were material and significant to the viability of the school, or regardless of the severity of the failure(s), the board has not instituted remedies that have resulted in prompt and sufficient movement toward compliance to the satisfaction of the authorizer.”

“Falls Far Below Standard” means the school is not meeting the authorizer’s expectation of satisfactory performance, and follow up by the authorizer is necessary to determine authorizer action or accountability decisions. A school should receive this rating if it is currently not in material compliance with the requirement and that noncompliance impacts its ability to implement its program effectively and in a manner consistent with expectations outlined in the contract. A school may also receive this rating if it has been chronically out of compliance throughout the evaluation period and/or is not making satisfactory progress toward compliance. A school with one or more “Falls Far Below Standard” designations may be considered for non-renewal or revocation of its charter.

Considerations for Using the Core Organizational Performance Framework

As with the Academic and Financial Performance Frameworks, authorizers should use the Organizational Performance Framework to collect evidence of performance and to evaluate schools at least annually, to monitor schools throughout their charter terms, to report to schools and the public annually, to intervene in schools that do not meet expectations, and to make high-stakes decisions, including whether to renew, non-renew, or revoke a school’s charter or to expand or replicate a school. See the [Use of the Core Performance Framework](#) section for additional information.

Collecting Evidence and Evaluating Schools on the Organizational Performance Framework

The data required for an authorizer to use the Organizational Performance Framework may not be the same across authorizers. Authorizers should determine the amount of evidence that is necessary to determine whether the school is meeting each target and assess staff capacity when deciding how best to evaluate school organizational performance. Some measures in the Organizational Framework require periodic monitoring to ensure compliance, while others can be analyzed annually during site visits or through reports submitted to the authorizer. Others still may only require an assurance of compliance by the charter school board but may require follow up if concerns are raised.

Due to the complexity in verifying compliance with some metrics, evidence of compliance may be determined only after the collection and analysis of multiple data points. For example, the authorizer may periodically evaluate whether a school is compliant with special-education requirements by gathering evidence through multiple sources at different points in the school year (e.g., the authorizer may annually verify compliance by review of special-education audits conducted by the State Education Agency as well as through site visit observations and analysis of school records).

The sections below outline common ways that authorizers may collect data to evaluate charter schools’ organizational performance, beginning with the least intensive approach. Authorizers will have to determine which approach is most appropriate for evaluating each section of the Organizational Framework based on their authorizing values, capacity, and local environments.

Assurance of compliance by the charter board

The Organizational Framework provides a space for the authorizer to report any credible cases of noncompliance in areas where it may not routinely evaluate the school. The authorizer should require that the school maintain a file of official assurance of compliance by the charter school board. This documentation by the charter board provides an assurance to the authorizer that the board is aware of its legal obligations to the organization. The charter school board should approve this document annually. Accompanying this assurance should be evidence of compliance or direct reference to evidence (e.g., reference to board minutes or policies, reference to school procedures, or certificates). The assurance and evidence could be organized in a file or binder that the authorizer can access at the school site upon request.

The authorizer should review the file at least annually or when deemed necessary (e.g., the authorizer may review this report and request follow-up information on some measures during an annual site visit). For instance, an authorizer may require that the charter school board assure it is complying with employment law. Evidence of compliance would include the board-approved assurance and would be verified annually by the authorizer; in this case, compliance would be assumed unless determined otherwise. A complaint to the authorizer may warrant more direct review or investigation of an issue, but the burden of providing evidence of compliance lies with the charter school board that has assured compliance to the authorizer.

Required reporting

The authorizer may also require that the charter school report or verify compliance to the authorizer, in which case evidence of compliance would be at the disposal of the authorizer for reference during monitoring. For example, the authorizer may require that the charter school submit a list of teachers' proof of credentials on an annual basis. Note, however, that the authorizer should be careful to verify the accuracy and quality of self-reported data.

Excessive required reports may be burdensome on both the school and authorizer and could cause the authorizer to spend more time and resources monitoring reporting requirements than evaluating the school's performance outcomes. To ease the burden, the authorizer should establish a calendar of required reports to clearly communicate regular reporting deadlines to its charter schools. The calendar should outline which reports the authorizer requires, the form the reports should take, and the point(s) in the year when reports are due to the authorizer.

Third-party reviews

Another way to verify compliance is to seek reviews from a third-party reviewer (e.g., an authorizer may rely on the special-education division of the State Education Agency for part of its assessment of compliance with special-education laws). This allows for the authorizer to access expert opinions while at the same time reducing redundancy in review and evaluation of the school, which could tend to lower charter school autonomy. Another form of third-party review could be the hiring of a consultant with the necessary expertise to verify compliance. For instance, if an authorizer through initial review has reasonable suspicion of noncompliance with graduation requirements, it may hire a consultant to review a school's transcripts, credit assignments, and written graduation requirements.

Observed practice

The authorizer may verify compliance for certain measures in the Organizational Framework through direct observation. For example, the authorizer may observe mandatory state assessments to ensure compliance

with required procedures. If the authorizer seeks verification in this form, then it is critical that the authorizer has the capacity and expertise to appropriately evaluate performance. Authorizers should be careful of using this type of monitoring except when necessary and should, wherever possible, seek additional evidence to substantiate observed practice.

Investigations

At times authorizers may receive complaints or assertions from individuals that a school is not in compliance. The authorizer should generally refer the complainant to the charter school board, which is responsible for investigating such cases. However, from time to time the authorizer may receive complaints that it must investigate directly, especially if the complaint is a major infraction (e.g., school leadership is accused of cheating on state assessments) or if it involves the charter school board (e.g., accused violations of open meeting law). In some instances, the authorizer itself may be required by law to take action or notify appropriate authorities, including the State Education Agency, of its findings. The Organizational Framework allows space for the authorizer to investigate potential grievances and determine whether or not the school is meeting organizational expectations.

High-Stakes Decision Making

The Academic Performance Framework should generally be seen as the primary tool for accountability decisions largely because authorizers use this framework to measure schools' academic outcomes; the Organizational Framework is used to measure compliance, which is not always directly related to school performance. In most cases, authorizers should use the evaluation of the Organizational Framework as a way to communicate unsatisfactory performance, as a basis for intervention, or as secondary evidence when making the case for closure. Only when the school falls far below the standard, which would indicate major concerns with organizational effectiveness, should an authorizer consider findings on organizational effectiveness as the primary reason for non-renewal or revocation. Regardless of the point in the life of the charter, whether during an interim review or at the time of renewal, schools that have multiple occurrences where they fall below the standards should be considered for non-renewal or revocation, especially if these instances put students in danger, are pervasive within the charter school, or are egregious in nature.

At the end of a charter term, the authorizer should analyze both static and trend data related to organizational performance using the Organizational Framework. It is important to analyze whether the school's performance in the one area is trending upward or downward, as that may impact both intervention and renewal decisions. A school may show a pattern of sporadic noncompliance throughout the life of the charter and in the most recent year. In this case, the authorizer must evaluate the school's organizational effectiveness and determine whether the issues are systemic and if the school is likely to remain unstable in the next charter term.

Measures in Detail

The Organizational Framework catalogs in one place the various requirements that the charter school must meet according to state or federal law, rules, regulations, and provisions of the charter contract. This section will help the authorizer better understand the origin of each measure and therefore more clearly communicate these expectations to the schools in its portfolio. Below are definitions of the measures included in the Organizational Framework and background information to help authorizers better understand each measure and where to find evidence to evaluate schools against the measures.

Indicator 1: Education Program

The Organizational Framework includes measures of the school's educational program that are legal or contractual requirements that the school must adhere to when implementing its educational program. These measures are different from the Academic Performance Framework in that they measure educational compliance rather than performance outcomes and should remain separate from the Academic Performance Framework.

Material Terms of the Charter Contract

The Education Program section assesses the school's adherence to the material terms of its proposed education program. As a legal term, something is "material" if it is relevant and significant. For purposes of defining educational program accountability, the authorizer should consider whether the information would be relevant and significant to decisions about whether to renew, non-renew, or revoke a charter.

In particular, this indicator assesses the school's education-program-related requirements as established in law and through the school's charter school application. Once an approved school becomes operational, the authorizer should expect the educational program to be reasonably consistent with the one proposed in the application. This expectation, sometimes called "fidelity to the program," is important because the school was approved on the premise that the educational program specifically proposed was likely to be successful.

The other consideration is that the authorizer needs to be able to vouch for the school being what it purports to be. Families and their children will choose to attend based, in part, on the school's description of its program. The public will believe that the program is being implemented as advertised. Thus, part of the authorizer's public accountability role is to ensure that the school is being reasonably accurate in how it presents itself.

Thus, we recommend that authorizers extract from the approved application the essential elements of the educational program to which the school will be held accountable. For example, if the school proposes to have a math and science focus, the school should be accountable for the educational program having a recognizable emphasis on math and science. If the school promises to place a high priority on character development, then the authorizer's oversight should include consideration of whether character development is identifiable in the day-to-day educational program. Similarly, many charter applicants now promote educational program decisions such as an extended school day and school year as the keys to their promised success. In such cases the authorizer's definition of the material terms might simply revolve around the school providing additional instructional time as promised.

It is important that authorizers place appropriate limits on the scope of the educational program review. The assessment of educational program terms should generally be a "truth in advertising" standard. In other words, the authorizer should establish objective measures that do not require a determination of how well the school is doing whatever it promised to do. For example, the school that promises to achieve success through an extended school day and year should be evaluated based on whether there is, in fact, extended time as advertised. The authorizer need not hold the school accountable for how well that extra time is being used. The school's ultimate academic performance on either standard or mission-specific measures is evaluated through the Academic Performance Framework.

Incongruent as a minimal standard may seem to be, there are several reasons why it is important for the authorizer to approach educational program accountability in this way. One reason is expertise. Authorizers generally do not have either the expertise to conduct in-depth qualitative evaluation for a wide range of educational programs or the resources to engage others to do so.

Another reason to maintain a minimal standard is school autonomy. If schools are to be held accountable for educational outcomes, they must have maximum autonomy and flexibility over the educational process. Maintaining a minimum standard for the essential program elements serves to maximize the school's ability to make changes and adjustments needed to achieve the educational outcomes that should be the authorizer's primary focus for educational accountability. The understanding should be that any program elements not stated in the contract or accompanying policies remain within the school's purview to change.

Finally, authorizers must maintain respect for school choice. An important part of the charter school idea is giving families educational options. Authorizers should be cautious about inserting their own views about whether a program is good enough—in terms of the educational process—when a prominent objective of most charter school laws is to provide families expanded options for such programs.

This measure does not evaluate the performance of the school, which is the focus of the Academic Performance Framework. This measure only addresses the program itself, the organization's fidelity to that program, and organizationally whether the school is appropriately notifying the authorizer of and gaining approval for major changes to the education program.

Measure 1a

Is the school implementing the material terms of the education program as defined in the current charter contract?

Meets Standard:

The school implemented the material terms of the education program in all material respects and the education program in operation reflects the material terms as defined in the charter contract, or the school has gained approval for a charter modification to the material terms.

Data source

Authorizers may verify implementation of the material terms through site visit observations, interviews with stakeholders in the charter community, and required reports from the charter school (including annual reports and renewal applications).

Education Requirements

Some elements of a public school's education program are fixed in law and may not be waived for charter schools. This measure evaluates the school's adherence to education requirements, such as content standards.

Measure 1b

Is the school complying with applicable education requirements?

Meets Standard:

The school materially complies with applicable laws, rules, regulations, and provisions of the charter contract relating to education requirements, including but not limited to:

- Instructional days or minutes requirements
- Graduation and promotion requirements
- Content standards, including Common Core
- State assessments
- Implementation of mandated programming as a result of state or federal funding

Data source

The authorizer could choose to require an assurance from the charter school board of compliance and follow up if complaints or reports from the State Education Agency indicate noncompliance. Follow-up review could include requests of data to verify compliance such as school calendars, student records, or reports the school may submit to the State Education Agency (e.g., reports to verify state assessment compliance).

When evaluating the requirement that the school implemented “mandated programming as a result of state or federal funding,” the authorizer could work with divisions within the State Education Agency that oversee these programs (e.g., Title IV), as they likely have processes in place to evaluate and report findings of noncompliance.

Students with Disabilities

Charter schools must follow state and federal special-education laws and provide a high-quality learning environment for all students. In addition to an evaluation of how well a school is educating students with special needs (a component of the Academic Performance Framework), the Organizational Performance Framework should include an evaluation of how well the school is meeting its legal obligations regarding services to these students and protecting their rights under state and federal law. The elements within this measure include but are not limited to requirements for access and identification of students with disabilities, appropriate staffing, proper management and implementation of Individualized Education Plans (IEP) and Section 504 plans, and appropriate use of categorical funds.

Requirements of this measure will vary depending on whether the charter school is identified as a Local Education Agency or a school within a district Local Education Agency. The authorizer should adjust this measure based on the schools’ definition within its portfolio. In developing an appropriate measure, the authorizer—particularly an authorizer that is a State Education Agency or Local Education Agency for special-education purposes—should also consider the interaction between the school’s responsibilities and its own responsibilities for identification, admissions, placement, delivery of services, transfer of records, and oversight. Authorizers may want to reference the Authorizer SPED Rubric for Local Education Agencies (LEAs)¹⁶ and Authorizer SPED Rubric for Non-Local Education Agencies (Non-LEAs)¹⁷ for more guidance on overseeing charter schools’ services for students with disabilities.

¹⁶ Accessed at <http://www.charterschoolcenter.org/resource/authorizer-sped-rubric-local-education-agencies-leas>

¹⁷ Accessed at <http://www.charterschoolcenter.org/resource/authorizer-sped-rubric-non-local-education-agencies-non-leas>

Measure 1c**Is the school protecting the rights of students with disabilities?*****Meets Standard:***

Consistent with the school's status and responsibilities as either a Local Education Agency (LEA) or school in a district LEA, the school materially complies with applicable laws, rules, regulations, and provisions of the charter contract (including the Individuals with Disabilities Education Act, Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act) relating to the treatment of students with identified disabilities and those suspected of having a disability, including but not limited to:

- Equitable access and opportunity to enroll
- Identification and referral
- Appropriate development and implementation of Individualized Education Plans and Section 504 plans
- Operational compliance, including provision of services in the least restrictive environment and appropriate inclusion in the school's academic program, assessments, and extracurricular activities
- Discipline, including due process protections, manifestation determinations, and behavioral intervention plans
- Access to the school's facility and program to students in a lawful manner and consistent with students' IEPs or Section 504 plans
- Appropriate use of all available, applicable funding

Data source

Authorizers may evaluate this measure through data from student information systems or other regular reporting mechanisms, site visit observations, record reviews, interviews of stakeholders, or third-party reports or monitoring. Data sources may vary depending on the school's status as a Local Education Agency or a school within a Local Education Agency.

Authorizers may also coordinate oversight activities and data collection with other entities that are responsible for ensuring appropriate provision of services to students with special needs such as a district special education department, a special education collaborative, board of cooperative services, or State Education Agency.

English Language Learner (ELL) students

Similar to their responsibilities regarding special education, charter schools must follow state and federal laws governing access and services for students who are English Language Learners (ELLs). In addition to an evaluation of how well a school is educating ELL students (a component of the Academic Performance Framework), the Organizational Performance Framework should include an evaluation of how well the school is meeting its legal obligations regarding services to these students and is protecting their rights under state and federal law. The elements within this measure include but are not limited to requirements for access and identification of ELL students, testing, exit and tracking requirements, appropriate staffing, support provision, communication with family members in their native languages, and appropriate use of categorical funds.

Measure 1d**Is the school protecting the rights of English Language Learner (ELL) students?****Meets Standard:**

The school materially complies with applicable laws, rules, regulations, and provisions of the charter contract (including Title III of the Elementary and Secondary Education Act [ESEA] and U.S. Department of Education authorities) relating to requirements regarding English Language Learners (ELLs), including but not limited to:

- Equitable access and opportunity to enroll
- Required policies related to the service of ELL students
- Compliance with native language communication requirements
- Proper steps for identification of students in need of ELL services
- Appropriate and equitable delivery of services to identified students
- Appropriate accommodations on assessments
- Exiting of students from ELL services
- Ongoing monitoring of exited students

Data source

Authorizers may evaluate this measure through data from student information systems or other regular reporting mechanisms, review of school policies, site visit observations, record audits, interviews of stakeholders, or third-party reports or monitoring.

Authorizers may also coordinate oversight activities and data collection with other entities that are responsible for ensuring appropriate provision of services to ELL students such as ELL specialists in a school district, a board of cooperative services, or State Education Agency.

Indicator 2: Financial Management and Oversight

The Financial Performance Framework includes measures used to evaluate a school's financial health, while the measures in this section assess a school's ability to manage its finances appropriately, regardless of viability. Measures included in this indicator, because they evaluate compliance rather than financial performance outcomes, should be kept separate from the Financial Performance Framework, which is solely focused on performance outcomes.

Financial Reporting and Compliance

The financial reports included in this measure are used as a basis for the analysis of a school's financial viability (i.e., Financial Performance Framework) and financial management (see Measure 2b below). The purpose of this measure is to determine whether the school is submitting accurate and timely information to the authorizer. Reporting requirements such as financial audits and budget reports are often required by state law. Charter schools are public organizations that use public funds, and authorizers are the entities charged with ensuring that schools are responsible stewards of those funds. Authorizers require charter schools to report on their financial positions through annual budgets, periodic (e.g., quarterly) financial reports, financial audits, etc.

Additionally, if the school contracts with an Education Service Provider (ESP), sometimes referred to as a Charter Management Organization or Education Management Organization, the authorizer should include additional contractual provisions in the charter contract that “ensure...the school's financial independence from the external provider.”¹⁸ The authorizer may assess this independence by requiring additional financial reports.

¹⁸ *Principles & Standards for Quality Charter School Authorizing*. National Association of Charter School Authorizers, (2012).

Measure 2a**Is the school meeting financial reporting and compliance requirements?*****Meets Standard:***

The school materially complies with applicable laws, rules, regulations, and provisions of the charter contract relating to financial reporting requirements, including but not limited to:

- Complete and on-time submission of financial reports, including annual budget, revised budgets (if applicable), periodic financial reports as required by the authorizer, and any reporting requirements if the board contracts with an Education Service Provider (ESP)
- On-time submission and completion of the annual independent audit and corrective action plans, if applicable
- All reporting requirements related to the use of public funds

Data source

The authorizer should maintain a record of schools' adherence to reporting requirements, including financial reports.

Financial Management and Oversight

Critical to an organization's health and stability is its ability to manage its finances well. Authorizers have a responsibility to protect the public's interest and must evaluate the extent to which the charter school is responsibly managing its finances. Charter schools should have an unqualified, or "clean," financial audit. This means that the auditor found the financial statements to be accurate and complete, which is necessary for evaluating a school's financial health.

Auditors evaluate an organization's financial statements and processes against Generally Accepted Accounting Principles (GAAP). Schools that do not meet these standards will have findings in their financial audits. Findings may be considered deficient, significant, or material. Material weaknesses are findings that are considered more severe because there is a reasonable possibility that a material misstatement of the school's financial statements will not be prevented or detected and corrected on a timely basis.

Certain findings are more adverse than others, and authorizers should specifically look for material weaknesses on internal controls. This means that the charter school does not have systems in place to minimize the risk of financial mismanagement. Smaller charter schools may struggle to meet this expectation because they have fewer people and resources available to manage their finances (e.g., schools can get internal controls findings if they do not have a system in place for different people to open the mail, record the billing, write the checks, etc.). However, because of the challenges the charter school sector has experienced with mismanagement and fraud involving public funds, authorizers should expect all of their charter schools, regardless of size, to meet this expectation on internal controls.

Finally, audits may include a "going concern disclosure," which is a paragraph in the auditor's opinion. Organizations that are considered a "going concern" are, in the opinion of the auditor, financially viable to operate for at least one year. If an audit includes a paragraph with a "going concern disclosure" then the auditor has concerns about the organization's viability, which should be a major concern for the authorizer.

Measure 2b**Is the school following Generally Accepted Accounting Principles (GAAP)?****Meets Standard:**

The school materially complies with applicable laws, rules, regulations, and provisions of the charter contract relating to financial management and oversight expectations as evidenced by an annual independent audit, including but not limited to:

- An unqualified audit opinion
- An audit devoid of significant findings and conditions, material weaknesses, or significant internal control weaknesses
- An audit that does not include a going concern disclosure in the notes or an explanatory paragraph within the audit report

Data source

The authorizer should require charter schools to conduct and submit an annual financial audit. The authorizer should have documented scope of audit requirements to ensure the financial audit includes information necessary to evaluate schools' financial management practices and viability.

Indicator 3: Governance and Reporting

Governance Requirements

Charter school boards hold fiduciary responsibility for the charter schools they oversee and must comply with applicable governance requirements. Boards may have different governance requirements based on how they are legally structured, but the list in this measure should be viewed as a starting point for authorizers to tailor based on their charter requirements and the laws in their states.

Measure 3a**Is the school complying with governance requirements?****Meets Standard:**

The school materially complies with applicable laws, rules, regulations, and provisions of the charter contract relating to governance by its board, including but not limited to:

- Board policies, including those related to oversight of an Education Service Provider (ESP), if applicable
- Board bylaws
- State open meetings law
- Code of ethics
- Conflicts of interest
- Board composition and/or membership rules (e.g., requisite number of qualified teachers, ban on employees or contractors serving on the board, etc.)
- Compensation for attendance at meetings

Data source

Governance requirements enumerated in this measure are purposefully narrow, in that they are requirements to which an authorizer can legally hold the board accountable.

Authorizers should seek to verify board compliance through analysis of board packets, including board minutes, and assurances of compliance. The authorizer should collect and review the school's board policies and bylaws. Additionally, the authorizer may require a statement of assurances of compliance with conflicts of interest and board membership requirements, among other things. When warranted, periodic attendance by the authorizer at board meetings may allow the authorizer to verify compliance with some elements of this measure beyond evidence that is collected through assurances or review of policies and other board reports.

If the authorizer, through monitoring or evaluation, finds that it needs to follow up and monitor board governance more closely, it can look for additional evidence through the following, which are often viewed as best practices of governing boards:¹⁹

- Strategic plan that includes goals and objectives for meeting the school's mission
- Board oversight and evaluation of the performance of the charter school

Management Accountability

The central role of the charter school board is to responsibly delegate the work of actualizing the board's vision and mission. To that end, the board has a responsibility to oversee and hold accountable the charter school management, whether it chooses to contract with a management organization or hire an individual. Authorizers should have at their disposal the means to hold charter school boards accountable for their oversight of management.

For charter schools that contract with an Education Service Provider (ESP), the charter contract between the authorizer and the board should, "clearly identify the school governing board as the party ultimately responsible for the success or failure of the school" and "condition charter approval on authorizer review and approval of the third-party contract." The authorizer should ensure that the third-party contract or written performance agreement with an ESP includes, among other things, "performance measures, consequences, and mechanisms by which the school governing board will hold the provider accountable for performance, aligned with the performance measures in the charter contract" and "financial reporting requirements and provisions for the school governing board's financial oversight."²⁰

Measure 3b

Is the school holding management accountable?

Meets Standard:

The school materially complies with applicable laws, rules, regulations, and provisions of the charter contract relating to oversight of school management, including but not limited to:

- (For Education Service Providers [ESPs]) maintaining authority over management, holding it accountable for performance as agreed under a written performance agreement, and requiring annual financial reports of the ESP
- (For Others) oversight of management that includes holding it accountable for performance expectations which may or may not be agreed to under a written performance agreement

Data source

Expectations for the board to hold the school management accountable should be established in a written performance agreement to which the authorizer should require access. Depending on state laws and the authorizer's ability to hold the charter school accountable for this measure, the authorizer may also seek to evaluate a school's Request for Proposals process for seeking Education Service Providers.

¹⁹ Cornell-Feist, Marci. *Board Meetings: A Guide for Charter Schools*. The High Bar, August 2011.

²⁰ *Principles & Standards for Quality Charter School Authorizing*. National Association of Charter School Authorizers, (2012).

Reporting Requirements

Reports from schools are required in order to allow the authorizer to monitor and evaluate the school's academic and operational performance and form the basis for renewal recommendations. Authorizers, in order to effectively evaluate charter school performance, must receive reports from the charter schools they authorize. Additionally, charter schools are responsible to other entities, including the State Education Agency, for certain reporting requirements. Many reporting requirements may be fixed in law while others are outlined in the charter contract or are required by the authorizer for monitoring purposes (e.g., required reports for intervention).

This measure includes broad categories of reports, the collection of which the authorizer should monitor. The authorizer should expand this to include specific reports required by the authorizer and/or state.

Measure 3c

Is the school complying with reporting requirements?

Meets Standard:

The school materially complies with applicable laws, rules, regulations, and provisions of the charter contract relating to relevant reporting requirements to the school's authorizer, State Education Agency (SEA), district education department, and/or federal authorities, including but not limited to:

- Accountability tracking
- Attendance and enrollment reporting
- Compliance and oversight
- Additional information requested by the authorizer

Data source

To help monitor this measure, authorizers should develop a reporting calendar to track all required reports to the authorizer, State Education Agency, and any other relevant parties; this will help both the authorizer and school keep track of when reports are due, which will minimize duplicative reporting.

Indicator 4: Students and Employees

Rights of students

Charter schools must protect the rights of the students they serve. The authorizer has a responsibility to ensure that the charter school is in compliance with a range of requirements from admissions policies to protections of students' civil rights.

Measure 4a**Is the school protecting the rights of all students?****Meets Standard:**

The school materially complies with applicable laws, rules, regulations, and provisions of the charter contract relating to the rights of students, including but not limited to:

- Policies and practices related to admissions, lottery, waiting lists, fair and open recruitment, and enrollment (including rights to enroll or maintain enrollment)
- The collection and protection of student information (that could be used in discriminatory ways or otherwise contrary to law)
- Due process protections, privacy, civil rights, and student liberties requirements, including First Amendment protections and the Establishment Clause restrictions prohibiting public schools from engaging in religious instruction
- Conduct of discipline (discipline hearings and suspension and expulsion policies and practices)

Note: Proper handling of discipline processes for students with disabilities is addressed more specifically in Section 1c.

Data source

Each authorizer should evaluate this measure through reports to the authorizer and/or the State Education Agency, charter school board policies and examples of forms (e.g., student enrollment form), and site visit observations and interviews with charter school community stakeholders. The authorizer may also need to require that the board assures compliance with certain elements of this measure that may be difficult to verify unless through investigation (e.g., implementation of discipline policies).

Attendance Goals

In most states charter schools are required to meet attendance expectations. Attendance goals are often established at the state level through a school's No Child Left Behind (NCLB) requirements or Elementary and Secondary Education Act (ESEA) waivers, and are usually set at 90 percent. However, an authorizer may choose to establish its own attendance expectations in the charter contract.

Attendance is an important leading indicator of a quality education program, but it is not included in the Academic Performance Framework because it is not in itself an academic performance outcome. The authorizer should evaluate the school's attendance rates through the lens of organizational effectiveness. Schools with strong attendance are more financially and organizationally stable. Schools that struggle to meet attendance goals, especially if chronically, may be at risk of academic or financial failure.

If state law does not stipulate attendance goals, authorizers should consider whether this is an appropriate expectation to set for schools in the charter contract.

Measure 4b**Is the school meeting attendance goals?****Meets Standard:**

The school materially complies with applicable laws, rules, regulations, and provisions of the charter contract relating to attendance goals.

Data source

Authorizers should evaluate this measure through reports to the authorizer and/or the State Education Agency.

Staff Credentials

Public schools must employ appropriately qualified and credentialed staff including administrative, teaching, and educational support staff as required by law. For schools that receive Title II funding, staff must meet Highly Qualified Teacher and Paraprofessional requirements. Charter schools may be exempt from some credentialing requirements, which authorizers should consider when evaluating schools against this measure.

Measure 4c

Is the school meeting teacher and other staff credentialing requirements?

Meets Standard:

The school materially complies with applicable laws, rules, regulations, and provisions of the charter contract (including the federal Highly Qualified Teacher and Paraprofessional requirements within Title II of the Elementary and Secondary Education Act [ESEA]) relating to state certification requirements.

Data source

Authorizers should evaluate this measure through reports to the authorizer and/or the State Education Agency. Through an annual report, the authorizer may require the charter school to submit a list of their staff's license numbers for review. The State Education Agency likely already collects this information, in which case the authorizer could work with the State Education Agency to verify compliance with this measure.

Employee Rights

Charter schools must follow applicable employment law, which is vast and complex. Authorizers often find that this measure, in particular, may be administratively burdensome to oversee, and authorizers may need to assume a school's compliance unless there is evidence to the contrary. Note that allegations of violations of employee rights may not be evidence of noncompliance. Authorizers should not take sole responsibility for investigating allegations and should use the investigations and rulings of third parties to substantiate ratings of "Does Not Meet Standard" or "Falls Far Below Standard." Despite challenges in evaluating a school's performance on this measure, we include this measure in the Performance Framework because 1) it is an existing legal requirement, 2) its inclusion communicates to schools that the authorizer expects schools to be in compliance, and 3) it provides the authorizer with a place to capture noncompliance in the event it can be substantiated.

Measure 4d

Is the school complying with laws regarding employee rights?

Meets Standard:

The school materially complies with applicable laws, rules, regulations, and provisions of the charter contract relating to employment considerations, including those relating to the Family Medical Leave Act, the Americans with Disabilities Act, and employment contracts. The school does not interfere with employees' rights to organize collectively or otherwise violate staff collective bargaining rights.

Data source

Authorizers may evaluate this measure through board assurance of compliance and/or third-party reports such as court rulings.

Background Checks

Charter schools must conduct background checks, or ensure background checks have been completed, as an assurance of credentialing for certain employees within the school. Additionally, state law or the authorizer may require through the charter contract that certain individuals in the charter community, such as volunteers and board members, submit to background checks.

Measure 4e

Is the school completing required background checks?

Meets Standard:

The school materially complies with applicable laws, rules, regulations, and provisions of the charter contract relating to background checks of all applicable individuals (including staff and members of the charter community, where applicable).

Data source

Authorizers may evaluate this measure through assurance of compliance by the board and periodic record checks either annually or during site visits. The authorizer may elect to review a random sample of files for a variety of individuals, such as teachers, volunteers, board members, etc.

Indicator 5: School Environment

Facilities and Transportation

Authorizers should ensure that the school's physical plant is safe for occupancy as a school and that the school complies with laws related to the provision of transportation services.

Measure 5a

Is the school complying with facilities and transportation requirements?

Meets Standard:

The school materially complies with applicable laws, rules, regulations, and provisions of the charter contract relating to the school facilities, grounds, and transportation, including but not limited to:

- Americans with Disabilities Act (ADA)
- Fire inspections and related records
- Viable certificate of occupancy or other required building use authorization
- Documentation of requisite insurance coverage
- Student transportation

Data source

Authorizers may evaluate this measure through assurance of compliance by the board, review of relevant documentation, and periodic verification of compliance, possibly during site visits.

Health and Safety

Charter schools must meet state and federal health and safety requirements related to health services and food services, whether these services are provided by a Local Education Agency or contracted independently. Some charter schools, depending on their legal structures, may access additional health and/or safety services from traditional school districts. The authorizer, when adapting this framework, should consider including other district services that charter schools may be accessing.

Measure 5b

Is the school complying with health and safety requirements?

Meets Standard:

The school materially complies with applicable laws, rules, regulations, and provisions of the charter contract relating to safety and the provision of health-related services, including but not limited to:

- Appropriate nursing services and dispensing of pharmaceuticals
- Food service requirements
- Other district services, if applicable

Data source

Authorizers may evaluate this measure through assurance of compliance by the board and periodic verification of compliance during site visits and/or third-party reviews.

Information Management

Both charter school boards and school management must appropriately handle sensitive information, which often includes student-level data protected under federal law. Additionally, charter school boards may receive requests for documentation from stakeholders or the media and must comply with Freedom of Information law. State law may also stipulate the reporting or distribution of information to stakeholders either through disclosure on the school's website or by direct distribution, which may be the case for charter school annual reports. Authorizers should evaluate a school's adherence to the various requirements for information management and distribution.

Measure 5c

Is the school handling information appropriately?

Meets Standard:

The school materially complies with applicable laws, rules, regulations, and provisions of the charter contract relating to the handling of information, including but not limited to:

- Maintaining the security of and providing access to student records under the Family Educational Rights and Privacy Act and other applicable authorities
- Accessing documents maintained by the school under the state's Freedom of Information law and other applicable authorities
- Transferring of student records
- Proper and secure maintenance of testing materials

Data source

Authorizers may evaluate this measure through board assurance of compliance, authorizer investigation, and/or review of third-party investigations.

Indicator 6: Additional Obligations**Additional Obligations**

Designed to be a “catch-all,” this measure ensures that the school is held accountable to obligations that are not explicitly stated in the Organizational Framework but that the school is held accountable to through some other account. Additionally, this captures any new requirements that may come after both parties agree to the performance agreements. For example, if state laws change to require charter school board training, which was not required at the time of the agreement, the authorizer would use this section of the framework to evaluate the charter school against that new requirement.

Authorizers should use this measure with caution and generally limit additional obligations to those that are established in law, required by other accountability agencies (e.g., court decisions), or are the basis for intervention set forth by an authorizer’s finding of unsatisfactory performance.

Measure 6a

Is the school complying with all other obligations?

Meets Standard:

The school materially complies with all other material legal, statutory, regulatory, or contractual requirements contained in its charter contract that are not otherwise explicitly stated herein, including but not limited to requirements from the following sources:

- Revisions to state charter law
- Consent decrees
- Intervention requirements by the authorizer
- Requirements by other entities to which the charter school is accountable (e.g., State Education Agency [SEA])

Data source

Sources to verify compliance will depend on the requirement being evaluated.

Conclusion

The Organizational Performance Framework is designed to evaluate schools against existing requirements in law, rules, regulations, or charter contracts, not to create new requirements for schools. While schools would be accountable for compliance with most existing requirements even without the Organizational Framework, the framework allows the authorizer to transparently communicate the primary areas for compliance through one document. The Core Organizational Performance Framework should provide a strong starting point for developing and implementing an Organizational Framework, but authorizers must adapt it to their own contexts. Once the framework is complete, authorizers will also need to develop a monitoring and evaluation plan based on their own authorizing values, capacity, and local environments.



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Use of the Core Performance Framework

The Performance Framework should be the backbone of an authorizer's accountability system. This section provides an overview of how authorizers should collect evidence of performance or compliance and evaluate schools at least annually, monitor schools throughout their charter terms, report to schools and the public annually, intervene in schools that do not meet expectations, and make high-stakes decisions, including whether to renew, non-renew, or revoke a school's charter or to expand or replicate a school. The Academic, Financial, and Organizational Performance Frameworks may be utilized slightly differently for some accountability activities; authorizers should refer to the [Considerations for Using the Core Academic Performance Framework](#), [Considerations for Using the Core Financial Performance Framework](#), and [Considerations for Using the Core Organizational Performance Framework](#) sections in this guidance document for more detailed information on these differences.

Collecting Evidence and Evaluating Schools on the Performance Framework

Authorizers must determine what evidence to collect in order to evaluate schools using the Performance Framework. Information for the Academic Performance Framework is generally available once a year, and while authorizers should be collecting and evaluating financial performance information regularly throughout the year, the financial audit used for a year-end Financial Performance Framework assessment is completed only annually. Meanwhile, information for the Organizational Framework is often available throughout the year. Authorizers should develop reporting calendars to ensure that the authorizer and its schools have a clear, common understanding of expectations. Ultimately, authorizers should evaluate schools against the Performance Framework at least annually.

Collecting Evidence and Evaluating Schools on the Academic Performance Framework

The majority of the information needed for the Academic Performance Framework comes from state testing data, which is generally available in the fall or winter following spring testing. The following data elements are needed to complete the Academic Performance Framework analysis:

- Growth measures for charter schools, and possibly all schools in the state, where available
 - Subgroup or current non-proficient student growth measures for charter schools, and possibly all schools in the state, where available
 - Overall proficiency rates for all schools in the state
 - District and state average proficiency rates
 - District and state average proficiency rates for Free or Reduced-price Lunch (FRL), English Language Learners (ELL), and special education students (SPED), as well as for students in any other relevant subgroups
 - Subgroup proficiency rates for FRL, ELL, and SPED students, as well as for students in any other relevant subgroups, for all schools in the state, where eligible subgroups exist
 - FRL, ELL, and SPED enrollment, as well as enrollment for other relevant subgroups, for all schools in the state (used for similar schools' selection, if applicable)
 - SAT results and participation rates, where available
 - ACT results and participation rates, where available
 - Graduation rates
-

- College attendance and persistence rates, where available
- Remediation rates for charter school graduates enrolled in post-secondary institutions, where available
- Student-level assessment data, if available (needed only if growth measures are calculated by the authorizer)
- Data for mission-specific measures, where applicable

As most academic performance data is only available once a year, authorizers should evaluate schools against the Academic Performance Framework on an annual basis.

Collecting Evidence and Evaluating Schools on the Financial Performance Framework

All authorizers implementing the Financial Performance Framework must require the charter schools they authorize to submit to an independent annual financial audit using accrual-based accounting. Cash-based audits will not provide the correct information needed for the framework. Authorizers will specifically need the following information to use the framework:

- Audited balance sheet
- Audited income statement
- Audited statement of cash flows
- Notes to the audited financial statements
- Charter school board-approved budget with enrollment targets
- Actual enrollment information
- Annual debt schedule indicating the total principal and interest due

In order to effectively conduct ongoing monitoring of financial stability, authorizers should also regularly require schools to provide current financial information in addition to audited information. Examples of current data that should be collected include monthly or quarterly balance sheets and cash flow statements. See the [Ongoing Monitoring](#) section for more information. As discussed throughout this document, it is critical that authorizers do not rely only on audited financial statements especially when making high-stakes decisions, conducting ongoing monitoring, and assessing whether a school is in immediate financial distress.

Schools that may be in immediate financial distress

Schools that fail the near-term indicators are at high risk for financial distress or closure. As such, they require additional monitoring and/or corrective action. Authorizers should determine the severity of the problem, assess changes in the school's financial performance and health since the date of the audited financial statements, and require that the school take actions to stabilize its financial position.

Schools experiencing negative financial trends

Schools may be failing the sustainability indicators for multiple reasons. They may be trending toward financial distress, or they could have a sound rationale for failing to meet the standards in a given year. For example, a school that is otherwise financially sound could fail to meet the cash flow measure if it made a one-time large capital investment. Authorizers need to determine if the school's failure to meet the standards was a result of a one-time event or represents an underlying structural problem with the school's financial performance. To this end, authorizers should collect and analyze additional information from the school and perform more in-depth due diligence.

Additional follow up

If a school receives two or more ratings of “Does Not Meet Standard” or one or more ratings of “Falls Far Below Standard” based on an initial analysis of the school’s audit, authorizers should conduct a more comprehensive review of the school’s finances. It is critical to conduct additional analysis before making high-stakes decisions, as information used to develop initial findings may be dated, given the lag in audited financial data, or it may not tell the whole story of the school’s financial health. Authorizers should consider requesting the following information for follow-up analysis:

- Year-to-date unaudited financial statements
- Year-to-date budget variance reports
- Updated budget projections for the remainder of the fiscal year

This information will help the authorizer to better understand the short- and long-term viability of the school. In addition, authorizers may wish to request additional information that is specific to the standard that the school failed to meet. It is important to note that any interim financial information will not be audited, and thus its accuracy is not guaranteed.

If additional information is needed regarding a school’s financial health, it may be necessary to contact the school’s auditor, who often has an ongoing relationship and/or dialogue regarding plans to address financial issues and general financial sustainability. Please note that although the auditor works closely with the school, auditors are independent and thus able to provide an unbiased evaluation of the school’s finances.

The following chart provides examples of additional information an authorizer could request as part of a comprehensive review for schools that fall below the standard. The chart includes additional information to request for the comprehensive review and what to look for in the additional data to identify signs of progress toward a more financially healthy school.

Measure	Additional Information to Request	Look For
1a Current Ratio	Monthly financial statements	Monthly current ratio trending upwards
1b Days Cash	Actual to-date cash flow and cash flow projections through the end of the fiscal year Monthly financial statements	Increases in unrestricted cash and days cash on hand approaching the target <i>Note: It is important to review the cash flow monthly due to irregular funding streams</i>
1c Enrollment Variance	Budget revised to reflect lower enrollment Monthly (new) budget variance reports	Budget demonstrates a net surplus and few, if any, variances are present <i>Note: Review that the school has adjusted staffing expenses to align with enrollment</i>
1d Debt Default	Copies of default-related documents the school received from the lender	Proof that the school is no longer in default, the lender has waived covenants, or the school has a plan to meet the covenants
2a Total Margin	Revised budget Monthly (new) budget variance report	Budget demonstrates a net surplus and few, if any, variances are present

Measure	Additional Information to Request	Look For
2b Debt to Asset Ratio	Action plan and updated budget to increase the school's net assets Monthly financial statements	Monthly Debt to Asset Ratio trending upward Alignment among the action plan, budget, and financial statements
2c Cash Flow	Actual to-date cash flow and cash flow projections through the end of the fiscal year	Increases in cash balance over the course of the year
2d Debt Service Coverage Ratio	Revised budget Monthly (new) budget variance report	Budget demonstrates a net surplus such that the debt service coverage ratio is greater than 1.1

The authorizer should:

1. Contact the school's governing board, executive director, and finance director (or similar personnel) to inform them of their school's status
2. Request up-to-date financial information from the school as the year-end framework analysis uses audited information, which requires a minimum lag time of four to six months for the audit to be finalized
3. Run the up-to-date (interim) financial information through the framework; current information may reveal steps the school has taken to mitigate any issues the framework highlighted, but it is important to note that this information has not been audited and therefore does not have the same level of credibility²¹
4. Inquire about the measures of concern with the executive and finance directors to identify any strategies employed to mitigate issues or strategic choices the school made with the understanding that their financial stability would be compromised for a period of time (e.g., invested in a new building through heavy debt financing in the year of concern, thus severely impacting ratings on any balance sheet measures)

Authorizers should note that when a school qualifies for an additional review it may be either in immediate distress, financially trending negatively, both, or neither. The school could have made a strategic financial decision that resulted in ratings that qualified it for additional review, but upon additional questioning has sufficient reasons for the financial results in the given year and is not in immediate distress or negative financial trending. Authorizers can often validate reasoning provided regarding large events (significant purchase, natural disaster, etc.) in the notes to the financial statements from the prior year, which indicate any significant items shortly after year end.

Collecting Evidence and Evaluating Schools on the Organizational Performance Framework

The data required for an authorizer to use the Organizational Performance Framework may not be the same across authorizers. Authorizers should determine the amount of evidence that is necessary to determine whether the school is meeting each target and assess staff capacity when deciding how best to evaluate school organizational performance. Some measures in the Organizational Framework require periodic monitoring to ensure compliance, while others can be analyzed annually during site visits or through reports submitted to the authorizer. Others still may only require an assurance of compliance by the charter school board but may require follow up if concerns are raised.

Due to the complexity in verifying compliance with some metrics, evidence of compliance may be determined only after the collection and analysis of multiple data points. For example, the authorizer may periodically evaluate whether a school is compliant with special-education requirements by gathering evidence through

²¹ Authorizers should be aware that interim financial data may be reported on an accrual, modified accrual, or cash basis, while financial audit data are reported on a full accrual basis. Results of the analysis may be different based on the reporting method and not the school's financial performance. It may be useful for the authorizer to seek guidance from the school's auditor to better understand the reporting methods used. For more information on analyzing interim financial data, see the section [Ongoing Monitoring](#).

multiple sources at different points in the school year (e.g., the authorizer may annually verify compliance by review of special-education audits conducted by the State Education Agency as well as through site visit observations and analysis of school records).

The sections below outline common ways that authorizers may collect data to evaluate charter schools' organizational performance, beginning with the least intensive approach. Authorizers will have to determine which approach is most appropriate for evaluating each section of the Organizational Framework based on their authorizing values, capacity, and local environments.

Assurance of compliance by the charter board

The Organizational Framework provides a space for the authorizer to report any credible cases of noncompliance in areas where it may not routinely evaluate the school. The authorizer should require that the school maintain a file of official assurance of compliance by the charter school board. This documentation by the charter board provides an assurance to the authorizer that the board is aware of its legal obligations to the organization. The charter school board should approve this document annually. Accompanying this assurance should be evidence of compliance or direct reference to evidence (e.g., reference to board minutes or policies, reference to school procedures, or certificates). The assurance and evidence could be organized in a file or binder that the authorizer can access at the school site upon request.

The authorizer should review the file at least annually or when deemed necessary (e.g., the authorizer may review this report and request follow-up information on some measures during an annual site visit). For instance, an authorizer may require that the charter school board assure that it is compliant with employment law. Evidence of compliance would include the board-approved assurance and would be verified annually by the authorizer; in this case, compliance would be assumed unless determined otherwise. A complaint to the authorizer may warrant more direct review or investigation of an issue, but the burden of providing evidence of compliance lies with the charter school board that has assured compliance to the authorizer.

Required reporting

The authorizer may also require that the charter school report or verify compliance to the authorizer, in which case evidence of compliance would be at the disposal of the authorizer for reference during monitoring. For example, the authorizer may require that the charter school submit a list of teachers' proof of credentials on an annual basis. Note, however, that the authorizer should be careful to verify the accuracy and quality of self-reported data.

Excessive required reports may be burdensome on both the school and authorizer and could cause the authorizer to spend more time and resources monitoring reporting requirements than evaluating the school's performance outcomes. To ease the burden, the authorizer should establish a calendar of required reports to clearly communicate regular reporting deadlines to its charter schools. The calendar should outline which reports the authorizer requires, the form the reports should take, and the point(s) in the year when reports are due to the authorizer.

Third-party reviews

Another way to verify compliance is to seek reviews from a third-party reviewer (e.g., an authorizer may rely on the special-education division of the State Education Agency for part of their assessment of compliance with special-education laws). This allows for the authorizer to access expert opinions while at the same time reducing redundancy in review and evaluation of the school, which could tend to lower charter school autonomy. Another form of third-party review could be the hiring of a consultant with the necessary expertise to verify

compliance. For instance, if an authorizer through initial review has reasonable suspicion of noncompliance with graduation requirements, it may hire a consultant to review a school's transcripts, credit assignments, and written graduation requirements.

Observed practice

The authorizer may verify compliance for certain measures in the Organizational Framework through direct observation. For example, the authorizer may observe mandatory state assessments to ensure compliance with required procedures. If the authorizer seeks verification in this form, then it is critical that the authorizer has the capacity and expertise to appropriately evaluate performance. Authorizers should be careful of using this type of monitoring except when necessary and should, wherever possible, seek additional evidence to substantiate observed practice.

Investigations

At times authorizers may receive complaints or assertions from individuals that a school is not in compliance. The authorizer should generally refer the complainant to the charter school board, which is responsible for investigating such cases. However, from time to time the authorizer may receive complaints that it must investigate directly, especially if the complaint is a major infraction (e.g., school leadership is accused of cheating on state assessments) or if it involves the charter school board (e.g., accused violations of open meeting law). In some instances, the authorizer itself may be required by law to take action or notify appropriate authorities, including the State Education Agency, of its findings. The Organizational Framework allows space for the authorizer to investigate potential grievances and determine whether or not the school is meeting organizational expectations.

Ongoing Monitoring

In addition to collecting evidence and evaluating schools on the Performance Framework on an annual basis, authorizers will need to determine what additional monitoring is necessary to oversee schools. Authorizers may consider differentiating monitoring based on schools' performance on the Performance Frameworks. For example, schools that consistently meet or exceed expectations may earn additional autonomy and experience less monitoring than those that fail to meet expectations.

Ongoing Academic and Organizational Performance Framework Monitoring

The Academic Performance Framework was intentionally designed to evaluate a school's academic outcomes, rather than their educational processes. In the same spirit, the Organizational Performance Framework is meant to evaluate a school's compliance with existing requirements and to consider organizational processes only to the extent that they are mandated by law, rules, or regulations. (See the **Collecting Evidence and Evaluating Schools on the Organizational Performance Framework** section for more information on monitoring strategies.) However, even though many educational or organizational process measures may not be appropriate for performance-based accountability, they retain a critical place in school oversight. Authorizers can use process-related information gained from site visits and other means for several purposes, including:

- Monitoring schools that may not yet have sufficient outcome or compliance data
- Determining the degree to which issues reflected in the Performance Framework are systemic
- Providing supplemental information for high-stakes decisions

The performance of schools on the Performance Framework should drive authorizers' decisions, but additional information can serve as a useful supplement, particularly when authorizers are making high-stakes decisions such as non-renewal or revocation. Collection of process-related information can be resource-intensive for both authorizers and schools; therefore, authorizers should focus resources first on collecting necessary performance-focused data to populate the Performance Framework and then on collecting additional information as warranted.

Ongoing Financial Performance Framework Monitoring

Authorizers should conduct general monitoring of schools' finances by requiring submission of reporting on an interim basis more frequently than the annual audit. Because there is a significant lag between the school's year end and when the authorizer receives the audit, year-end Financial Performance Framework assessment is indicative of performance from at least four to six months back. Using audited financials for the comparative testing is important for data accuracy and consistency, but ongoing monitoring can assist the authorizer in identifying pressing financial concerns. The extent and frequency of this monitoring, however, should be carefully determined in order to maintain the balance between oversight and autonomy.

The most useful financial reports for the authorizer to review on a periodic (generally quarterly) basis are:

- Income statement and balance sheet showing year-to-date actual, year-to-date budget, variance, and year-end budget
- Year-to-date statement of cash flows and cash flow projection through year end

Interim reviews are key to identifying new and unresolved problems, as well as items that, due to timing of the audit, may not have triggered a review in the framework. Because a number of the measures include balance sheet figures (a snapshot of a point in time), these measures can be manipulated, intentionally or unintentionally, due to timing. For example, management may choose not to pay a large invoice before year end to inflate its cash balance, or revenue from the state may come just before year end in one year and after in another. Interim reviews will assist the authorizer in avoiding undue reliance on what might be skewed data.

Because of the potential for different bases of accounting, as well as the impact of timing on many of the measures, authorizers should be aware of potential inaccuracies of data when using the framework on an interim basis. The measures may be used to identify major discrepancies from targets, but identifying large budget variances to discuss with management can also serve as a useful, and less time-intensive, general monitoring tool.

Annual Reporting

Each year and at the time of renewal, the authorizer should report on the findings of its evaluation of the school's performance against the academic, financial, and organizational expectations. This report should clearly demonstrate to both charter schools and the public how each school has performed on the Performance Framework. The annual report acts as an important tool to notify schools of their strengths and areas for improvement so that schools understand where they need to improve and are not surprised by intervention, revocation, or non-renewal. The report also gives transparency to charter school accountability and provides important information about charter school quality to the public as a whole, but in particular to students and families who are searching for a high-quality school. The annual report also provides an opportunity for the authorizer to document the school's shortcomings, should it need evidence of systemic issues with organizational effectiveness as a reason for recommending closure.

The annual report should provide a summary assessment of a school's performance on each of the three Performance Framework sections. See the [Considerations for Using the Core Academic Performance Framework](#) for more information on giving schools a final academic rating. Also see the [Annual review and reporting](#) section of the Financial Performance Framework for more information on giving schools final financial performance ratings based on follow-up analysis.

Intervention

Authorizers should have comprehensive intervention policies that guide their actions if a charter school is not meeting authorizer expectations. The interventions should complement the Performance Frameworks, be tied to the charter contract, and allow the authorizer to take action if the school does not meet expectations or progress at a pace that is satisfactory to the authorizer.

It is important to note that the authorizer must maintain an “arm’s length” from the charter school during periods of intervention. Dictating a specific means of remedying a problem may hurt the authorizer’s ability to make an impartial decision on renewal or revocation. Below are some examples of interventions that authorizers could employ when they find a school is not meeting organizational expectations.

Notice of concern

Regardless of whether an authorizer requires specific action by the charter school, it must communicate its concerns in a formal way that clearly states what the authorizer deems as unsatisfactory. To maintain transparency, the authorizer’s findings should be aligned with the expectations outlined in the Performance Framework. Documentation of such concerns is critical for two reasons: 1) it provides the charter school with feedback on its performance and allows for transparent communication of expectations, and 2) it allows the authorizer to maintain a historical record of performance to help inform its accountability decisions.

Corrective action

Beyond communicating a concern, the authorizer should require the school to take corrective action in order to remedy the deficiency. The authorizer should dictate the timeframe in which the charter school should improve its performance or come into compliance, and then reevaluate the school’s adherence to expectations.

The authorizer may or may not choose to set forth specific requirements for corrective action. However, as noted earlier, an authorizer should use caution when requiring the charter school to act in a specific way, careful not to impede on the charter school’s autonomy and the authorizer’s ability to make impartial accountability decisions.

There are a number of different actions that the authorizer could require of a charter school. The authorizer may require that the charter school review its policies, investigate the infraction or poor performance and report its findings, or seek technical assistance outside the organization. If the infraction or performance requires time to correct, the authorizer may require the charter school to develop a plan to come into compliance that includes periodic reports on progress to the authorizer.

It is critical that the authorizer clearly state its expectation that the charter school increase performance or come into compliance within the timeframe determined by the authorizer. This allows the authorizer to hold the charter school accountable and also provides the authorizer the opportunity to reevaluate performance and document progress toward meeting the expectations in the Performance Framework.

The authorizer should be aware that in some instances when the school is below the standard, particularly in the case of non-compliance with components of the Organizational Performance Framework, the authorizer may be required to provide notice to the State Education Agency or another public body, as a finding may require action outside the purview of the authorizer.

Probation

If a school's performance is far below standards or performance does not improve over time, the authorizer may choose to place the school on probation. The authorizer might increase the frequency and depth of monitoring activities, including additional reporting and more frequent site visits, depending on the situation. Schools that do not improve while on probation may be considered for revocation or non-renewal.

High-Stakes Decision Making

The Performance Framework should be the primary tool for making high-stakes decisions, such as renewal, non-renewal, closure, or replication. Authorizers should consider the collective record of a school's academic, financial, and organizational performance when making high-stakes decisions, though academic performance will be the most important factor in most decisions.²² If a school is not providing a high-quality education to students, it has no business being a school. However, if a school is high performing academically but does not meet all standards for financial performance, its authorizer might determine that the school should continue to operate until it comes to a point of being unable to continue quality operations. Similarly, if a school is high-performing academically but is not in compliance with all of the organizational expectations, but non-compliance is not severe or systemic, the authorizer may require that the school come into compliance but may not immediately choose to close the school. In these cases, authorizers should use the evaluation of financial or organizational performance as a way to communicate unsatisfactory performance, as a basis for intervention, or as secondary evidence when making the case for closure. Only when the school falls far below the standard, which would indicate major concerns with financial viability or organizational effectiveness, should an authorizer consider findings on the Financial or Organizational Performance Frameworks as the primary reasons for non-renewal or revocation. Regardless of the point in the life of the charter, whether during an interim review or at the time of renewal, schools that have multiple occurrences where they fall below the standards should be considered for non-renewal or revocation, especially if these instances indicate that the school may not have the financial resources to provide a quality program through the end of the school year, put students in danger, indicate pervasive issues within the charter school, or are egregious in nature. At the other extreme, schools that consistently meet or exceed Performance Framework expectations should be considered for replication or expansion.

At the end of a charter term, the authorizer should analyze both static and trend data related to academic, financial, and organizational performance using the Performance Framework. It is important to analyze whether the school's performance in any one area is trending upward or downward, as that may impact both intervention and renewal decisions. A school may show a pattern of sporadic unsatisfactory performance throughout the life of the charter and in the most recent year, particularly as it relates to financial or organizational performance. In this case, the authorizer must evaluate the school's financial and organizational effectiveness and determine whether the issues are systemic and whether the school is likely to remain unstable in the next charter term. Ultimately, a quality authorizer, "Does not make renewal decisions, including granting probationary or short-term renewals, on the basis of political or community pressure or solely on promises of future improvement."²³

²² In order to comply with the federal government's Charter Schools Program (CSP) assurances, State Education Agencies (SEAs) must ensure that they have state law, regulations, or other policies that direct authorized public charter agencies to use increases in student academic achievement for all groups of students described in section 1111(b)(2)(C)(v) of the Elementary and Secondary Education Act (ESEA) as the most important factor when determining to renew or revoke a school's charter. Non-SEA authorizers should work with their SEAs to ensure that the SEA complies with this and other CSP assurances. The CSP assurances can be accessed at <https://www2.ed.gov/programs/charter2011/application-package.pdf>.

²³ *Principles & Standards for Quality Charter School Authorizing*. National Association of Charter School Authorizers, (2012).

Conclusion

Developing and adopting a Performance Framework is only the first step in creating and implementing a high-quality charter school accountability system. Authorizers must also develop policies and practices for evaluating schools on the Performance Framework, monitoring schools on an ongoing basis, reporting on schools annually, intervening in schools when necessary, and making high-stakes decisions. While implementation may not be easy or immediate, it is critical in order for authorizers to hold schools accountable and ultimately develop a higher-performing portfolio of charter schools.





Appendix: Performance Framework

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Appendix: Performance Framework

Academic Performance Framework

The targets denoted with brackets in the measures below were developed based on experience working with authorizers during the pilot for the Performance Frameworks. Individual authorizers should develop their own specific targets.

1. State and Federal Accountability Systems

<p>Measure 1a Is the school meeting acceptable standards according to existing state grading or rating system?</p> <p>Exceeds Standard: <input type="checkbox"/> School received the highest grade or rating (A or equivalent) from the state accountability system</p> <p>Meets Standard: <input type="checkbox"/> School received a passing grade or rating according to the state accountability system</p> <p>Does Not Meet Standard: <input type="checkbox"/> School did not receive a passing grade or rating according to the state accountability system</p> <p>Falls Far Below Standard: <input type="checkbox"/> School identified for intervention or considered failing by the state accountability system</p>
<p>Measure 1b Is school meeting targets set forth by state and federal accountability systems?</p> <p>Exceeds Standard: <input type="checkbox"/> School met [100 percent] of the Annual Measureable Objectives (AMOs) set by the state</p> <p>Meets Standard: <input type="checkbox"/> School met [80–99 percent] of the Annual Measureable Objectives (AMOs) set by the state</p> <p>Does Not Meet Standard: <input type="checkbox"/> School met [60–79 percent] of the Annual Measureable Objectives (AMOs) set by the state</p> <p>Falls Far Below Standard: <input type="checkbox"/> School met [fewer than 60 percent] of the Annual Measureable Objectives (AMOs) set by the state</p>
<p>Measure 1c Is school meeting state designation expectations as set forth by state and federal accountability systems?</p> <p>Exceeds Standard: <input type="checkbox"/> School was identified as a “Reward” school</p> <p>Meets Standard: <input type="checkbox"/> School does not have a designation</p> <p>Does Not Meet Standard: <input type="checkbox"/> School was identified as a “Focus” school</p> <p>Falls Far Below Standard: <input type="checkbox"/> School was identified as a “Priority” school</p>

Measure 1d

Did school meet Adequate Yearly Progress (AYP) requirements?

Meets Standard: School met AYP**Does Not Meet Standard:** School did not meet AYP

2. Student Progress Over Time (Growth)

Measure 2a

Are students making sufficient annual academic growth to achieve proficiency (criterion-referenced growth)?

Exceeds Standard: [At least 85 percent] of students are making sufficient academic growth to achieve, maintain, or exceed proficiency**Meets Standard:** [Between 70–84 percent] of students are making sufficient academic growth to achieve or maintain proficiency**Does Not Meet Standard:** [Between 50–69 percent] of students are making sufficient academic growth to achieve proficiency**Falls Far Below Standard:** [Fewer than 50 percent] of students are making sufficient academic growth to achieve proficiency**Measure 2b**

Are students making expected annual academic growth compared to their academic peers (norm-referenced growth)?

Exceeds Standard: [At least 80 percent] of students are making expected growth**Meets Standard:** [Between 65–79 percent] of students are making expected growth**Does Not Meet Standard:** [Between 50–64 percent] of students are making expected growth**Falls Far Below Standard:** [Fewer than 50 percent] of students are making expected growth**Measure 2c**

Is the school increasing subgroup academic performance over time?

Exceeds Standard: [At least 85 percent] of students in eligible subgroups are making sufficient academic growth to achieve, maintain, or exceed proficiency**Meets Standard:** [Between 70–84 percent] of students in eligible subgroups are making sufficient academic growth to achieve or maintain proficiency**Does Not Meet Standard:** [Between 50–69 percent] of students in eligible subgroups are making sufficient academic growth to achieve proficiency**Falls Far Below Standard:** [Fewer than 50 percent] of students in eligible subgroups are making sufficient academic growth to achieve proficiency

3. Student Achievement (Status)

<p>Measure 3a Are students achieving proficiency on state examinations?</p>
<p>Exceeds Standard: <input type="checkbox"/> [90 percent or more] of students met or exceeded proficiency</p>
<p>Meets Standard: <input type="checkbox"/> [Between 80–89 percent] of students met or exceeded proficiency</p>
<p>Does Not Meet Standard: <input type="checkbox"/> [Between 70–79 percent] of students met or exceeded proficiency</p>
<p>Falls Far Below Standard: <input type="checkbox"/> [Fewer than 70 percent] of students met or exceeded proficiency</p>
<p>Measure 3b Are students in demographic subgroups achieving proficiency on state examinations compared to state subgroups?</p>
<p>Exceeds Standard: <input type="checkbox"/> School's average subgroup proficiency rate [exceeds the average state performance of students in the same subgroup in the same grades by 15 or more percentage points OR subgroups in the school are outperforming the average state non-subgroup proficiency rates]</p>
<p>Meets Standard: <input type="checkbox"/> School's average subgroup proficiency rate [meets or exceeds the average state performance of students in the same subgroup in the same grades by up to 15 percentage points]</p>
<p>Does Not Meet Standard: <input type="checkbox"/> School's average subgroup proficiency rate [is less than the average state performance of students in the same subgroup in the same grades by 1–14 percentage points]</p>
<p>Falls Far Below Standard: <input type="checkbox"/> School's average subgroup proficiency rate [is less than the average state performance of students in the same subgroup in the same grades by 15 or more percentage points]</p>
<p>Measure 3c Are students performing well on state examinations in comparison to students at schools serving similar populations?</p>
<p>Exceeds Standard: <input type="checkbox"/> School's average proficiency rate [exceeds the average performance of students in schools serving similar populations in the same grades by 15 or more percentage points]</p>
<p>Meets Standard: <input type="checkbox"/> School's average proficiency rate [meets or exceeds the average performance of students in schools serving similar populations in the same grades by up to 15 percentage points]</p>
<p>Does Not Meet Standard: <input type="checkbox"/> School's average proficiency rate [is less than the average performance of students in schools serving similar populations in the same grades by 1–14 percentage points]</p>
<p>Falls Far Below Standard: <input type="checkbox"/> School's average proficiency rate [is less than the average performance of students in schools serving similar populations in the same grades by 15 or more percentage points]</p>

Measure 3d

Are students in the school performing well on state examinations in comparison to students in schools they might otherwise attend?

Exceeds Standard:

School's average proficiency rate [exceeds the average performance of students in schools they might otherwise attend by 15 or more percentage points]

Meets Standard:

School's average proficiency rate [meets or exceeds the average performance of students in schools they might otherwise attend by up to 15 percentage points]

Does Not Meet Standard:

School's average proficiency rate [is less than the average performance of students in schools they might otherwise attend by 1–14 percentage points]

Falls Far Below Standard:

School's average proficiency rate [is less than the average performance of students in schools they might otherwise attend by 15 or more percentage points]

4. Post-Secondary Readiness (Required for High Schools Only)

Measure 4a1

Does students' performance on the ACT and SAT reflect college readiness?

Exceeds Standard:

The percentage of students meeting benchmarks for ACT or SAT performance [exceeds the national average by at least 20 percent]

Meets Standard:

The percentage of students meeting benchmarks for ACT or SAT performance [meets or exceeds the national average by up to 20 percent]

Does Not Meet Standard:

The percentage of students meeting benchmarks for ACT or SAT performance [falls below the national average by up to 20 percent]

Falls Far Below Standard:

The percentage of students meeting benchmarks for ACT or SAT performance [falls below the national average by at least 20 percent]

Measure 4a2

Are students participating in the ACT or SAT?

Exceeds Standard:

[More than 90 percent] of students participated in the ACT or SAT

Meets Standard:

[70–89 percent] of students participated in the ACT or SAT

Does Not Meet Standard:

[50–69 percent] of students participated in the ACT or SAT

Falls Far Below Standard:

[Fewer than 50 percent] of students participated in the ACT or SAT

<p>Measure 4b Are students graduating from high school?</p>
<p>Exceeds Standard: <input type="checkbox"/> [At least 90 percent] of students graduated from high school</p>
<p>Meets Standard: <input type="checkbox"/> [80–89 percent] of students graduated from high school</p>
<p>Does Not Meet Standard: <input type="checkbox"/> [70–79 percent] of students graduated from high school</p>
<p>Falls Far Below Standard: <input type="checkbox"/> [Fewer than 70 percent] of students graduated from high school</p>
<p>Measure 4c Are high school graduates enrolled in post-secondary institutions in the fall following graduation?</p>
<p>Exceeds Standard: <input type="checkbox"/> [At least 90 percent] of high school graduates were enrolled in post-secondary institutions in the fall following graduation</p>
<p>Meets Standard: <input type="checkbox"/> [70–89 percent] of high school graduates were enrolled in post-secondary institutions in the fall following graduation</p>
<p>Does Not Meet Standard: <input type="checkbox"/> [50–69 percent] of high school graduates were enrolled in post-secondary institutions in the fall following graduation</p>
<p>Falls Far Below Standard: <input type="checkbox"/> [Fewer than 50 percent] of high school graduates were enrolled in post-secondary institutions in the fall following graduation</p>
<p>Measure 4d Are high school graduates who did not enroll in post-secondary institutions after graduation employed in the fall following graduation (including military service)?</p>
<p>Exceeds Standard: <input type="checkbox"/> [More than 90 percent] of high school graduates who did not enroll in post-secondary institutions after graduation were employed in the fall following graduation</p>
<p>Meets Standard: <input type="checkbox"/> [70–89 percent] of high school graduates who did not enroll in post-secondary institutions after graduation were employed in the fall following graduation</p>
<p>Does Not Meet Standard: <input type="checkbox"/> [50–69 percent] of high school graduates who did not enroll in post-secondary institutions after graduation were employed in the fall following graduation</p>
<p>Falls Far Below Standard: <input type="checkbox"/> [Fewer than 50 percent] of high school graduates who did not enroll in post-secondary institutions after graduation were employed in the fall following graduation</p>

Measure 4e

Are high school graduates adequately prepared for post-secondary academic success?

Exceeds Standard:

School remediation rate for graduates attending post-secondary institutions [was 15 percentage points or more below the statewide remediation rate]

Meets Standard:

School remediation rate for graduates attending post-secondary institutions [met or fell below the statewide remediation rate by up to 15 percentage points]

Does Not Meet Standard:

School remediation rate for graduates attending post-secondary institutions [was up to 15 percentage points above the statewide remediation rate]

Falls Far Below Standard:

School remediation rate for graduates attending post-secondary institutions [was 15 percentage points or more above the statewide remediation rate]

5. Mission-Specific Academic Goals

Measure 5a

Is the school meeting mission-specific academic goals?

Exceeds Standard:

School surpassed its mission-specific academic goal(s)

Meets Standard:

School met its mission-specific academic goal(s)

Does Not Meet Standard:

School did not meet its mission-specific academic goal(s)

Falls Far Below Standard:

School fell far below its mission-specific academic goal(s)

Financial Performance Framework

1. Near-Term Measures

<p>Measure 1a Current Ratio: Current Assets divided by Current Liabilities</p>
<p>Meets Standard:</p> <p><input type="checkbox"/> Current Ratio is greater than or equal to 1.1 or <input type="checkbox"/> Current Ratio is between 1.0 and 1.1 and one-year trend is positive (current year ratio is higher than last year's)</p> <p><i>Note: For schools in their first or second year of operation, the current ratio must be greater than or equal to 1.1.</i></p>
<p>Does Not Meet Standard:</p> <p><input type="checkbox"/> Current Ratio is between 0.9 and 1.0 or equals 1.0 or <input type="checkbox"/> Current Ratio is between 1.0 and 1.1 and one-year trend is negative</p>
<p>Falls Far Below Standard:</p> <p><input type="checkbox"/> Current ratio is less than or equal to 0.9</p>
<p>Measure 1b Unrestricted Days Cash: Unrestricted Cash divided by ((Total Expenses minus Depreciation Expense) / 365)</p>
<p>Meets Standard:</p> <p><input type="checkbox"/> 60 Days Cash or <input type="checkbox"/> Between 30 and 60 Days Cash and one-year trend is positive</p> <p><i>Note: Schools in their first or second year of operation must have a minimum of 30 Days Cash.</i></p>
<p>Does Not Meet Standard:</p> <p><input type="checkbox"/> Days Cash is between 15–30 days or <input type="checkbox"/> Days Cash is between 30–60 days and one-year trend is negative</p>
<p>Falls Far Below Standard:</p> <p><input type="checkbox"/> Fewer than 15 Days Cash</p>
<p>Measure 1c Enrollment Variance: Actual Enrollment divided by Enrollment Projection in Charter School Board-Approved Budget</p>
<p>Meets Standard:</p> <p><input type="checkbox"/> Enrollment Variance equals or exceeds 95 percent in the most recent year</p>
<p>Does Not Meet Standard:</p> <p><input type="checkbox"/> Enrollment Variance is between 85–95 percent in the most recent year</p>
<p>Falls Far Below Standard:</p> <p><input type="checkbox"/> Enrollment Variance is less than 85 percent in the most recent year</p>

Measure 1d**Default****Meets Standard:**

School is not in default of loan covenant(s) and/or is not delinquent with debt service payments

Does Not Meet Standard:

Not applicable

Falls Far Below Standard:

School is in default of loan covenant(s) and/or is delinquent with debt service payments

2. Sustainability Measures

Measure 2a

Total Margin: Net Income divided by Total Revenue

Aggregated Total Margin: Total Three-Year Net Income divided by Total Three-Year Revenues

Meets Standard:

Aggregated Three-Year Total Margin is positive and the most recent year Total Margin is positive
or
 Aggregated Three-Year Total Margin is greater than -1.5 percent, the trend is positive for the last two years, and the most recent year Total Margin is positive

Note: For schools in their first or second year of operation, the cumulative Total Margin must be positive.

Does Not Meet Standard:

Aggregated Three-Year Total Margin is greater than -1.5 percent, but trend does not “Meet Standard”

Falls Far Below Standard:

Aggregated Three-Year Total Margin is less than or equal to -1.5 percent
or
 The most recent year Total Margin is less than -10 percent

Measure 2b

Debt to Asset Ratio: Total Liabilities divided by Total Assets

Meets Standard:

Debt to Asset Ratio is less than 0.9

Does Not Meet Standard:

Debt to Asset Ratio is between 0.9 and 1.0

Falls Far Below Standard:

Debt to Asset Ratio is greater than 1.0

Measure 2c**Cash Flow:**

Multi-Year Cash Flow = Year 3 Total Cash – Year 1 Total Cash

One-Year Cash Flow = Year 2 Total Cash – Year 1 Total Cash

Meets Standard:

- Multi-Year Cumulative Cash Flow is positive and Cash Flow is positive each year
or
 Multi-Year Cumulative Cash Flow is positive, Cash Flow is positive in one of two years, and Cash Flow in the most recent year is positive

Note: Schools in their first or second year of operation must have positive Cash Flow.

Does Not Meet Standard:

- Multi-Year Cumulative Cash Flow is positive, but trend does not “Meet Standard”

Falls Far Below Standard:

- Multi-Year Cumulative Cash Flow is negative

Measure 2d

Debt Service Coverage Ratio: (Net Income + Depreciation + Interest Expense) / (Annual Principal, Interest, and Lease Payments)

Meets Standard:

- Debt Service Coverage Ratio is equal to or exceeds 1.1

Does Not Meet Standard:

- Debt Service Coverage Ratio is less than 1.1

Falls Far Below Standard:

- Not Applicable

Organizational Performance Framework

The purpose of the Organizational Performance Framework is to communicate to the charter school and public the compliance-related standards that the charter school must meet. The Organizational Framework lists the standards that the charter school is already required to meet through state and federal law, rules, regulations, or the charter contract.

NACSA's *Principles & Standards (2012)* states that

“A Quality Authorizer implements an accountability system that effectively streamlines federal, state, and local...compliance requirements while protecting schools’ legally entitled autonomy and minimizing schools’ administrative and reporting burdens” (p. 17).

For each measure a school receives one of three ratings.

Meets Standard: The school materially meets the expectations outlined below.

Does Not Meet Standard: The school has failed to implement the program in the manner described above; the failure(s) were material, but the board has instituted remedies that have resulted in compliance or prompt and sufficient movement toward compliance to the satisfaction of the authorizer.

Falls Far Below Standard: The school failed to implement the program in the manner described above; the failure(s) were material and significant to the viability of the school, or regardless of the severity of the failure(s), the board has not instituted remedies that have resulted in prompt and sufficient movement toward compliance to the satisfaction of the authorizer.

1. Education Program

Measure 1a

Is the school implementing the material terms of the education program as defined in the current charter contract?

Meets Standard:

The school implemented the material terms of the education program in all material respects and the education program in operation reflects the material terms as defined in the charter contract, or the school has gained approval for a charter modification to the material terms.

Measure 1b

Is the school complying with applicable education requirements?

Meets Standard:

The school materially complies with applicable laws, rules, regulations, and provisions of the charter contract relating to education requirements, including but not limited to:

- Instructional days or minutes requirements
- Graduation and promotion requirements
- Content standards, including Common Core
- State assessments
- Implementation of mandated programming as a result of state or federal funding

Measure 1c**Is the school protecting the rights of students with disabilities?*****Meets Standard:***

Consistent with the school's status and responsibilities as either a Local Education Agency (LEA) or school in a district LEA, the school materially complies with applicable laws, rules, regulations, and provisions of the charter contract (including the Individuals with Disabilities Education Act, Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act) relating to the treatment of students with identified disabilities and those suspected of having a disability, including but not limited to:

- Equitable access and opportunity to enroll
- Identification and referral
- Appropriate development and implementation of Individualized Education Plans and Section 504 plans
- Operational compliance, including provision of services in the least restrictive environment and appropriate inclusion in the school's academic program, assessments, and extracurricular activities
- Discipline, including due process protections, manifestation determinations, and behavioral intervention plans
- Access to the school's facility and program to students in a lawful manner and consistent with students' IEPs or Section 504 plans
- Appropriate use of all available, applicable funding

Measure 1d**Is the school protecting the rights of English Language Learner (ELL) students?*****Meets Standard:***

The school materially complies with applicable laws, rules, regulations, and provisions of the charter contract (including Title III of the Elementary and Secondary Education Act [ESEA] and U.S. Department of Education authorities) relating to requirements regarding English Language Learners (ELLs), including but not limited to:

- Equitable access and opportunity to enroll
- Required policies related to the service of ELL students
- Compliance with native-language communication requirements
- Proper steps for identification of students in need of ELL services
- Appropriate and equitable delivery of services to identified students
- Appropriate accommodations on assessments
- Exiting of students from ELL services
- Ongoing monitoring of exited students

2. Financial Management and Oversight

Measure 2a

Is the school meeting financial reporting and compliance requirements?

Meets Standard:

The school materially complies with applicable laws, rules, regulations, and provisions of the charter contract relating to financial reporting requirements, including but not limited to:

- Complete and on-time submission of financial reports, including annual budget, revised budgets (if applicable), periodic financial reports as required by the authorizer, and any reporting requirements if the board contracts with an Education Service Provider (ESP)
- On-time submission and completion of the annual independent audit and corrective action plans, if applicable
- All reporting requirements related to the use of public funds

Measure 2b

Is the school following Generally Accepted Accounting Principles (GAAP)?

Meets Standard:

The school materially complies with applicable laws, rules, regulations, and provisions of the charter contract relating to financial management and oversight expectations as evidenced by an annual independent audit, including but not limited to:

- An unqualified audit opinion
- An audit devoid of significant findings and conditions, material weaknesses, or significant internal control weaknesses
- An audit that does not include a going concern disclosure in the notes or an explanatory paragraph within the audit report

3. Governance and Reporting

Measure 3a

Is the school complying with governance requirements?

Meets Standard:

The school materially complies with applicable laws, rules, regulations, and provisions of the charter contract relating to governance by its board, including but not limited to:

- Board policies, including those related to oversight of an Education Service Provider (ESP), if applicable
- Board bylaws
- State open meetings law
- Code of ethics
- Conflicts of interest
- Board composition and/or membership rules (e.g., requisite number of qualified teachers, ban on employees or contractors serving on the board, etc.)
- Compensation for attendance at meetings

Measure 3b**Is the school holding management accountable?****Meets Standard:**

The school materially complies with applicable laws, rules, regulations, and provisions of the charter contract relating to oversight of school management, including but not limited to:

- (For Education Service Providers [ESPs]) maintaining authority over management, holding it accountable for performance as agreed under a written performance agreement, and requiring annual financial reports of the ESP
- (For Others) oversight of management that includes holding it accountable for performance expectations that may or may not be agreed to under a written performance agreement

Measure 3c**Is the school complying with reporting requirements?****Meets Standard:**

The school materially complies with applicable laws, rules, regulations, and provisions of the charter contract relating to relevant reporting requirements to the school's authorizer, State Education Agency (SEA), district education department, and/or federal authorities, including but not limited to:

- Accountability tracking
- Attendance and enrollment reporting
- Compliance and oversight
- Additional information requested by the authorizer

4. Students and Employees

Measure 4a**Is the school protecting the rights of all students?****Meets Standard:**

The school materially complies with applicable laws, rules, regulations, and provisions of the charter contract relating to the rights of students, including but not limited to:

- Policies and practices related to admissions, lottery, waiting lists, fair and open recruitment, and enrollment (including rights to enroll or maintain enrollment)
- The collection and protection of student information (that could be used in discriminatory ways or otherwise contrary to law)
- Due process protections, privacy, civil rights, and student liberties requirements, including First Amendment protections and the Establishment Clause restrictions prohibiting public schools from engaging in religious instruction
- Conduct of discipline (discipline hearings and suspension and expulsion policies and practices)

Note: Proper handling of discipline processes for students with disabilities is addressed more specifically in Section 1c.

Measure 4b**Is the school meeting attendance goals?****Meets Standard:**

The school materially complies with applicable laws, rules, regulations, and provisions of the charter contract relating to attendance goals.

Measure 4c**Is the school meeting teacher and other staff credentialing requirements?****Meets Standard:**

The school materially complies with applicable laws, rules, regulations, and provisions of the charter contract (including the federal Highly Qualified Teacher and Paraprofessional requirements within Title II of the Elementary and Secondary Education Act [ESEA]) relating to state certification requirements.

Measure 4d**Is the school respecting employee rights?****Meets Standard:**

The school materially complies with applicable laws, rules, regulations, and provisions of the charter contract relating to employment considerations, including those relating to the Family Medical Leave Act, the Americans with Disabilities Act, and employment contracts. The school does not interfere with employees' rights to organize collectively or otherwise violate staff collective bargaining rights.

Measure 4e**Is the school completing required background checks?****Meets Standard:**

The school materially complies with applicable laws, rules, regulations, and provisions of the charter contract relating to background checks of all applicable individuals (including staff and members of the charter community, where applicable).

5. School Environment

Measure 5a**Is the school complying with facilities and transportation requirements?****Meets Standard:**

The school materially complies with applicable laws, rules, regulations, and provisions of the charter contract relating to the school facilities, grounds, and transportation, including but not limited to:

- Americans with Disabilities Act (ADA)
- Fire inspections and related records
- Viable certificate of occupancy or other required building use authorization
- Documentation of requisite insurance coverage
- Student transportation

Measure 5b**Is the school complying with health and safety requirements?*****Meets Standard:***

The school materially complies with applicable laws, rules, regulations, and provisions of the charter contract relating to safety and the provision of health-related services, including but not limited to:

- Appropriate nursing services and dispensing of pharmaceuticals
- Food service requirements
- Other district services, if applicable

Measure 5c**Is the school handling information appropriately?*****Meets Standard:***

The school materially complies with applicable laws, rules, regulations, and provisions of the charter contract relating to the handling of information, including but not limited to:

- Maintaining the security of and providing access to student records under the Family Educational Rights and Privacy Act and other applicable authorities
- Accessing documents maintained by the school under the state's Freedom of Information law and other applicable authorities
- Transferring of student records
- Proper and secure maintenance of testing materials

6. Additional Obligations

Measure 6a**Is the school complying with all other obligations?*****Meets Standard:***

The school materially complies with all other legal, statutory, regulatory, or contractual requirements contained in its charter contract that are not otherwise explicitly stated herein, including but not limited to requirements from the following sources:

- Revisions to state charter law
- Consent decrees
- Intervention requirements by the authorizer
- Requirements by other entities to which the charter school is accountable (e.g., State Education Agency [SEA])



National Association of Charter
School Authorizers

105 W. Adams Street, Suite 3500
Chicago, IL 60603-6253
Phone: 312.376.2300
Fax: 312.376.2400

www.qualitycharters.org

From: [Eric Sampson](#)
To: [chuck.kokiko](#)
Subject: Board Meeting
Date: Wednesday, August 26, 2015 8:05:19 AM

48 students currently enrolled:

13 Seniors
19 Juniors
9 Sophomores
7 Freshman

██████████ will begin coming in the 1st week of Sept.

The vision has come to fruition with the full-time employment of ██████████ at Express Energy.

Eric Sampson
Director
Utica Shale Academy
38095 St. Rte. 39
Salineville, Ohio 43945
uticashaleschool.com
330-679-8162

ESC Board Members:

As you recall, at the October Board meeting we decided to move our November meeting to Southern Local School District following the public hearing for Ron Sismondo's re-employment. Please note the following timeline for Tuesday, November 18.

9:30 a.m.	Public Hearing at Jefferson County ESC
9:45 a.m.	Leave Jefferson County ESC (transportation will be provided)
10:30 a.m. - 11:20 a.m.	ESC Board Meeting
11:20 a.m.	Meet other boards at Southern Local Board Office
11:30 a.m.	Tour Utica Shale Academy/meet students/Industry Representative
12:00 p.m. - 12:15 p.m.	Depart for Road House Restaurant
12:30 p.m.	Arrive at Road House (Opportunity for Board members to meet and socialize) – Lunch provided by JCESC
1:30 p.m. - 2:00 p.m.	Depart for JCESC

Please RSVP to Karen Martin by November 12 with your intentions to attend the Board meeting.

15. Consider: Superintendent recommends the Jefferson County Governing Board adopt a resolution to approve a contract for Family and Children First Council Coordinator Services with the Harrison Hills City School District. (Attachment #15)

Motion by _____, seconded by _____

Roll Call: _____

16. Consider: Superintendent recommends the Jefferson County Governing Board adopt a resolution to approve a Contract for Visually Impaired (VI) Services with Bishop John King Mussio Elemenary and Jr. High Schools. (Attachment #16)

Motion by _____, seconded by _____

Roll Call: _____

17. Consider: Superintendent recommends the Jefferson County Governing Board adopt a resolution to reappoint Robert L. George and Kenneth Simeral to the Jefferson County Joint Vocational School Board for a three-year term, January 2016 through December 2018. (No Attachment)

Motion by _____, seconded by _____

Roll Call: _____

18. Consider: Superintendent recommends the Jefferson County Governing Board adopt a resolution to approve a Community School Closure Plan. (Attachment #18)

Motion by _____, seconded by _____

Roll Call: _____

19. Consider: Superintendent recommends the Jefferson County Governing Board adopt a resolution to accept Franciscan University as a member of the Jefferson County ESC Consortium LPDC. (No Attachment)

Motion by _____, seconded by _____

Roll Call: _____

- 5. Consider: Superintendent recommends the Jefferson County Governing Board adopt a resolution to approve the May 2015 submission of the five-year forecast for the Utica Shale Academy. (Attachment #5)

Motion by _____, seconded by _____

Roll Call: _____

- 6. Consider: Superintendent recommends the Jefferson County Governing Board adopt a resolution to approve membership in the Ohio Educational Service Center Association (OESCA) at a cost of \$2,043. (No Attachment)

Motion by _____, seconded by _____

Roll Call: _____

- 7. Consider: Superintendent recommends the Jefferson County Governing Board adopt a resolution to approve membership in the Association of Educational Service Agencies (AESAs) at a cost of \$430. (No Attachment)

Motion by _____, seconded by _____

Roll Call: _____

- 8. Consider: Superintendent recommends the Jefferson County Governing Board adopt a resolution to approve membership in the Coalition of Rural and Appalachian Schools (CORAS) at a cost of \$325. (No Attachment)

Motion by _____, seconded by _____

Roll Call: _____

- 9. Consider: Superintendent recommends the Jefferson County Governing Board adopt a resolution to approve a one-year subscription to the Ohio School Boards Association *CommunicationPlus* at a cost of \$340. (No Attachment)

Motion by _____, seconded by _____

Roll Call: _____

- 10. Consider: Superintendent recommends the Jefferson County Governing Board adopt a resolution to approve the ESC hosting Jefferson County Family and Children First Council meetings the first Friday of each month at 11:30 a.m. (No Attachment)

Motion by _____, seconded by _____

Roll Call: _____

- 11. Consider: Superintendent recommends the Jefferson County Governing Board adopt a resolution to approve the 2015-16 Authorizer Opening Assurances for the Utica Shale Academy. (No Attachment)

Motion by _____, seconded by _____

Roll Call: _____

JEFFERSON COUNTY EDUCATIONAL SERVICE CENTER

2023 Sunset Blvd., Steubenville, Ohio 43952 • Phone: 740-283-3347 • Fax: 740-283-2709
www.jcesc.k12.oh.us



JCESC/VLA

The Bridge to Tomorrow

Preliminary Annual Report

Office of Community Schools
25 South Front Street, Mail Stop 307
Columbus, Ohio 43215

To Whom It May Concern

The Jefferson County Educational Service Center conducted a preliminary annual report in an effort to ensure Utica Shale Academy (USA) is operating in a manner consistent with ODE guidelines as well as meeting the needs of the students. Although significant data is premature at this point, several measurable benchmarks are observable. As the sponsor of USA, we are pleased to see how the school is meeting the needs of a diverse 9-12 student population, working with industry to remain relevant, and fulfilling the promise of earning industry recognized credentials and doing so while placing foremost focus on student graduation.

The vision of USA officials is to utilize an innovative high school curriculum and serve as a leading educational institution for all students who seek to explore, develop, and enhance career opportunities as well as further advance their education. USA's Mission is to provide a unique and vigorous learning environment through a specialized academic program which responds to employers' and industries' current and emerging and changing global workforce needs and expectations through business/school partnerships. Students will develop work habits that foster independence, self-awareness and commitment to personal growth as well as achieve competency in industry and academic standards.

In response to the schools mission and vision, the school had a 97.6% testing rate of the fall OGT's and all students are on tract academically in terms of course completion as of November 2014. A total of 42 students are enrolled with 30 participating in the industry curriculum. Eight International Association of Drilling Contractor (IADC) certificates have been obtained. The school is also keeping true to the mission of remaining relevant to industry needs. An advisory committee comprised of a USA board member, Higher Education, Financial Institution, and Industry Executives was created and meets biannually to examine what the school currently offers, where industry is going, and make recommendations to the USA board on future programs/courses of study.

Students of Utica Shale Academy had four industry guest presentations in the first three months and made a site visit to an operational drilling site. A second trip is proposed in December to a cementing operation. The hands on demonstrations and site trips are an integral part of connecting the education taking place in the classroom and real world application. As this is the first year of the school, all students are starting with no working knowledge of industry and are at the same academic level. With this said, the school is creating multiple pathways for 2nd, 3rd and 4th year students and currently has articulation agreements with two Colleges for those who may be able to begin college coursework while in high school and have a head start on college certificates and degrees.



UTICA SHALE ACADEMY

PRELIMINARY REPORT NOVEMBER 2014

Learning is a lifelong process that extends beyond the classroom. So, why restrict yourself to traditional settings?

At Utica Shale Academy, we focus on education that's far-reaching. We bring it wherever you are. By combining the fantastic power of contemporary technology with tried-and-true teaching methods, we provide our students real opportunity.



INSIDE THIS ISSUE:

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<i>Mission</i>	2
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<i>Performance Standards</i>	3
<i>Financial Report</i>	3
<i>Enrollment</i>	3
<i>Board Members</i>	4

Who Is Utica Shale Academy (USA) ?

Founded in 2014, Non-Profit Organization

USA is a tuition-free publicly funded school where students are taught through blended instruction provided via online curriculum and on-site learning. At USA, all students will utilize a state-of-the-art digital curriculum for both their traditional course work, as well as specialty courses targeting the oil and gas industry. Students take classes designed to move at the student's own pace with certified teachers as well as those certified by the International Association of Drilling Contractors (IADC).

LEARNING IS A
LIFELONG
PROCESS THAT
EXTENDS BEYOND
THE CLASSROOM.
SO, WHY RESTRICT
YOURSELF TO
TRADITIONAL
SETTINGS?

Our Vision

The Utica Shale Academy, through an innovative high school curriculum will serve as a leading educational institution for all students who seek to explore, develop, and enhance career opportunities as well as further advance their education.

Our Mission

The Utica Shale Academy provides a unique and vigorous learning environment through a specialized academic program which responds to employers' and industries' current and emerging and changing global workforce needs and expectations through business/school partnerships.

Students will:

- A. develop work habits that foster independence, self-awareness and commitment to personal growth.
- B. achieve competency in industry and academic standards.

Performance Standards

Utica Shale Academy intends to meet all of Ohio’s benchmark’s including attendance, graduation, and state assessment benchmarks. As this is the first year of operation, such data is not available. Please view this section in the future as such information becomes available to the school. In addition to state benchmarks, the mission of preparing students for industry. At the time of this publication, eight IADC certifications have been earned by USA students. The only senior participating in the program has already received job offers pending graduation and his 18th birthday.

Income

USA receives state foundation funding. In addition, attempts are being made to secure private grants, however, anticipated revenue from those grants are not reflected since funds are not secured. Below is a summary of our anticipated income from the state foundation funding.

Financial Report

State foundation:	\$314,080.00		
Total anticipated revenue	\$314,080.00		
<u>Anticipated Expenses</u> (total)	\$305,700.00		
Online Instruction (teachers)	\$50,000.00	Support Purchased Services	\$76,000.00
Online Curriculum	\$30,000.00	Fees/Insurance	\$26,000.00
Board Services	\$7,200.00	Fiscal Services	\$12,600.00
Administrative Services	\$ 98,600.00	Supplies	\$4,500.00

Enrollment

The initial goal of Utica Shale Academy was to meet the state statute and serve a minimum of 25 students. The school is please to announce they have surpassed this with an enrollment of 43 students. Original projects estimated an enrollment increase of 5 students per year. Based on the first year success and student interest, the school fully expects to be serving 50 students in year two.

UTICA SHALE ACADEMY

Utica Shale Academy
38095 State route 39
Salineville, Ohio 43945

Phone: 1-330-679-8162
E-mail:
info@uticashaleschool.com
www.uticashaleschool.com

Utica Shale Academy Board

President Mr. Bill Pitts
V President Dr. Mark Furda
Dr. Charles Joyce
Mrs. Christina Wanat
Mr. Larry Mayle



Jefferson County ESC
2023 Sunset Blvd
Steubenville, Ohio 43952

Phone: 1-740-283-3347
Email: info@jcesc.k12.oh.us
www.jcesc.k12.oh.us

Jefferson County ESC Board

President Kenneth Simeral
Vice President Robert George
Barbara Cunningham
William Lollini
William Schaefer

Superintendent Dr. George Ash





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www.jcesc.k12.oh.us

April 21st 2015

Date of Visit April 7th 2015

Summary

1. USA has met all indicators on the JCESC On Site Review Form
2. School has maintained 43 students throughout the year
 - a. Lost 2 and gained 2
3. 10 IADC certificates have been earned by students
4. 13 students are set to graduate on May 21st
5. 24 Students have taken state tests and 2 have make ups
6. Grants awarded this year
 - a. Chesapeake Energy \$1925 (Fire retardant clothing)
 - b. Turning Foundation \$1010 (instructional materials)
7. Donations to the school
 - a. Petro Set – Equipment valued at \$500
 - b. Express Energy - Equipment valued at \$850
8. 7 guest speakers to date
9. 3 field trips taken and 1 scheduled
 - a. Enervest Drilling Rig
 - b. PetroSet Facility tour
 - c. Express Energy Facility tour
 - d. Nobel Energy Drilling Rig (scheduled)

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JCESC/LA

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PARTICIPATION AGREEMENT

This Agreement is entered into between the Governing Board of the Jefferson County Educational Service Center (JCESC) and the _____ Board of Education (District) for a period of **12 months beginning July 1, 2015 and ending June 30, 2016**. The provision for the summer school program applies for the term beginning June 1, 2015 to August 31, 2015.

WHEREAS, the JCESC has developed a Virtual Learning Academy (VLA), an internet-based educational curriculum and delivery system designed for grade K-12 which provides alternative educational opportunities for credit deficiencies; alternative programs; summer school programs, including but not limited to gifted, special needs and home schooled students; and

WHEREAS, the District desires to contract with the JCESC to enable its students to participate in the VLA when appropriate;

NOW THEREFORE, in consideration of the mutual covenants and agreements contained in this Agreement, it is understood and agreed by the parties as follows:

1. JCESC shall provide the following services:
 - a) curriculum and delivery system
 - b) development and maintenance of the school district VLA database, including registration of students and faculty
 - c) professional development and system training
 - d) daily on-line VLA technical support
 - e) marketing consultation
 - f) treasurer's office/EMIS support
 - g) intervention support
2. The District agrees to provide an administrator to serve as a "point of contact" between the District and the JCESC for coordination and administration of the VLA program.
3. Students enrolled in the VLA shall remain part of the districts ADM.
4. Fees for Service:
 - a) The District shall pay the sum of \$2000 to the JCESC for a one year VLA contract, payable as arranged by the parties.
 - b) The District may obtain a customized login page for a one-time fee of \$2000, payable as arranged by the parties.
 - c) Student License fees are the responsibility of the District. The License Fee is \$185 for the period July 1, 2015 – June 30, 2016. The Student License Fee enables a student to enroll in an unlimited number of courses for a period of 365 days.
Additional fees are required for the following courses:
\$40 for English 120, Math 120 and Math 110



JEFFERSON COUNTY EDUCATIONAL SERVICE CENTER

\$50 for any Microsoft® courses and OGT Science; and

\$60 for Chemistry, ACT Preparation and Aviation.

The Student License Fee for the Summer School session is \$85. Fees are payable.

5. **Teacher Stipends:** Teacher stipends are the responsibility of the District. If the JCESC provides the teacher, the rate is \$250 for a full year course and \$125 for a semester course. The stipend is payable to the JCESC. If the District provides the teacher, payment arrangement shall be between the District and teacher.

6. **Independent Contractor Status:** Each party hereto shall be deemed an independent contractor, and neither party is nor shall be considered an agent, employee, or representative of the other.

7. **Cooperation:** Upon either party's request, the other party shall provide, without charge, copies of all information, data, records, and/or reports which the requesting party deems necessary to the provision of the Staffing Services. Appropriate conferences shall also be scheduled at convenient times with essential administrative personnel of both parties for the purpose of discussing necessary information.

8. **Limitation on Warranties:** This Agreement is a service contract. Accordingly, JCESC disclaims all expressed, implied, and/or statutory warranties, including but not limited to warranties of merchantability and fitness for a particular purpose.

9. **Compliance with Law:** Both parties shall comply with all applicable Federal, State, and Local laws, ordinances, codes, regulations, and policies, including but not limited to those governing the disclosure of confidential information regarding students and/or their family members, such as the Family Educational Rights and Privacy Act (20 U.S.C.§1232g).

10. **Confidentiality:** During the course of this Agreement the District and its students and employees may have access to curriculum and materials developed by the VLA which may be considered proprietary and confidential. The District agrees to maintain the confidentiality of this information and to take all reasonable steps to insure that its employees, agents, students and like entities will do the same. Specifically except as otherwise required by law the District, its students, employees, and agents will not copy or use the curriculum and materials for reproduction or its own purposes. Nor will the District make such information available to third parties for any purpose without the express written consent of the JCESC. This obligation to maintain confidentiality shall survive the termination of this Agreement.

11. **Amendment:** This Agreement may not be reformed, altered, or modified in any way by any practice or course of dealing, but may be modified or amended only by an instrument in writing duly executed by both parties.

12. **Assignment:** Neither party may assign or otherwise transfer, voluntarily or by operation of law, this Agreement without the prior written consent of the other party.

13. **Entirety:** This Agreement contains the entire agreement between the parties, and there are no oral promises or other representations inducing its execution or qualifying its terms. Any prior



JEFFERSON COUNTY EDUCATIONAL SERVICE CENTER

service contract or similar type of agreement between the parties, oral or written, is hereby superseded and terminated.

14. **Governing Law:** The laws of the state of Ohio shall govern the validity, performance, and enforcement of this Agreement.

15. **Severability:** Each article, paragraph, provision, term, and condition of this Agreement, and any portions thereof, shall be considered severable. If, for any reason, any portion of this Agreement is determined to be invalid or contrary to any applicable law, rule, or regulation, the remaining portions of this Agreement shall be unimpaired, remain binding on the parties, and continue to be given full force and effect.

16. **Section Headings:** The section headings contained in this Agreement are for convenience of reference only and shall not affect the meaning or interpretation of this Agreement.

IN WITNESS WHEREOF, the parties hereto have executed this Agreement on the date first written above.

BOARD OF EDUCATION OF
_____ SCHOOL DISTRICT

GOVERNING BOARD OF THE
JEFFERSON COUNTY EDUCATIONAL
SERVICE CENTER

By: _____
Board President

By: _____
Board President

By: _____
Fiscal Officer

By: _____
Treasurer

By: _____
Superintendent

By: _____
Superintendent

STAFFING AGREEMENT

This Staffing Agreement (hereinafter referred to as “Agreement”) is entered into on this ____ day of _____, 2014 by and between the Board of Education of the Jefferson County Educational Service Center (hereinafter referred to as “JCESC”) and the Governing Authority of the Utica Shale Academy of Ohio (hereinafter referred to as “Academy”) upon the following terms and conditions.

WHEREAS, the Academy is a conversion community school established pursuant to O.R.C. Chapter 3314; and

WHEREAS, pursuant to 3314.01(B), the Academy is legally authorized to contract with JCESC for various services; and

WHEREAS, the Academy desires that JCESC provide it with certain staffing services pursuant to the terms and conditions set forth herein; and

WHEREAS, JCESC desires to provide the Academy with certain staffing services pursuant to the terms and conditions set forth herein.

NOW, THEREFORE, for mutually acceptable consideration, the parties hereto agree as follows:

1. Services: JCESC shall provide the Academy with following (hereinafter referred to as “Staffing Services”):
 - One (1) EMIS Coordinator and assign him/her to the Academy. JCESC shall pay the EMIS Coordinator an annual salary of \$10 per month per student. The EMIS Coordinator shall perform all EMIS related responsibilities related to the Utica Shale Academy.
2. Additional Services: Additional staffing services not specified in Section 1 shall be provided by JCESC only upon mutual agreement of the parties through the execution of an addendum to this Agreement.
3. Payment for Services: As consideration for providing the Staffing Services, the Academy shall reimburse JCESC all compensation paid by JCESC to the individual specified in Section 1 plus all fringe benefits, criminal background check, retirement, Medicare, workers’ compensation, and/or unemployment compensation costs and charges paid by JCESC on behalf of such individual. JCESC shall issue invoices to the Academy on a monthly basis, and each invoice shall be paid in full by the Academy within thirty (30) days of receipt thereof.
4. Term: This Agreement shall be for a term of 12 months, commencing on August 1st, 2014 and ending on July 31st, 2015. Notwithstanding the foregoing, either party may terminate this Agreement at any time without cause by providing the other party with at least thirty (30) days advanced written notice of said termination. In the event that this Agreement is terminated, the Academy shall pay all outstanding compensation owed to JCESC for the Staffing Services provided through the effective date of the termination.

5. Personnel Obligations: JCESC shall be responsible for all employment decisions of those individuals specified in Section 1.
6. Cooperation: Upon either party's request, the other party shall provide, without charge, copies of all information, data, records, and/or reports which the requesting party deems necessary to the provision of the Staffing Services. Appropriate conferences shall also be scheduled at convenient times with essential administrative personnel of both parties for the purpose of discussing necessary information.
7. Limitation on Warranties: This Agreement is a service contract. Accordingly, JCESC disclaims all expressed, implied, and/or statutory warranties, including but not limited to warranties of merchantability and fitness for a particular purpose.
8. Compliance with Law: Both parties shall comply with all applicable Federal, State, and Local laws, ordinances, codes, regulations, and policies, including but not limited to those governing the disclosure of confidential information regarding students and/or their family members, such as the Family Educational Rights and Privacy Act (20 U.S.C. §1232g).
9. Breach: If either party breaches a provision of this Agreement, the non-breaching party shall provide the breaching party with written notice of said breach. If the breach is remedied within fifteen (15) days of receipt of the breach notice, said notice shall be void. If the breach is not remedied within fifteen (15) days of receipt of the breach notice, the non-breaching party shall have the right to terminate this Agreement upon expiration of said remedy period. If this Agreement is terminated due to a breach, the breaching party shall be liable for all damages, including but not limited to any incidental and consequential damages, incurred as a result of said breach. However, neither party shall be responsible to the other for any losses or failure to perform its respective obligations under this Agreement when such loss or failure is caused by conditions beyond the party's control, such as fire, explosion, water, act of God, civil disorder or disturbance, labor dispute, vandalism, war, riot, sabotage, weather or energy related closing, governmental regulations, or other similar causes. In the event that this Agreement is terminated pursuant to this provision, the Academy shall pay all outstanding compensation owed to JCESC for the Staffing Services provided through the effective date of the termination.
10. No Waiver: No failure of either party to exercise any power reserved to it by this Agreement or to insist upon strict compliance by the other party with any obligation or condition hereunder and no custom or practice of the parties at variance with the terms hereof shall constitute a waiver of either party's right to demand strict compliance with any of the terms of this Agreement. Waiver by either party of any particular default shall not affect or impair either party's right to exercise any or all of its rights and powers herein, nor shall that constitute a waiver by that party of any right hereunder, or of its right upon any subsequent breach or default to terminate this Agreement prior to the expiration of its term.

11. Amendment: This Agreement may not be reformed, altered, or modified in any way by any practice or course of dealing, but may be modified or amended only by an instrument in writing duly executed by both parties.
12. Assignment: Neither party may assign or otherwise transfer, voluntarily or by operation of law, this Agreement without the prior written consent of the other party.
13. Entirety: This Agreement contains the entire agreement between the parties, and there are no oral promises or other representations inducing its execution or qualifying its terms. Any prior service contract or similar type of agreement between the parties, oral or written, is hereby superseded and terminated.
14. Governing Law: The laws of the state of Ohio shall govern the validity, performance, and enforcement of this Agreement.
15. Notices: Any notice required or permitted herein shall be in writing and deemed given if delivered personally or if sent via certified U.S. mail.
16. Severability: Each article, paragraph, provision, term, and condition of this Agreement, and any portions thereof, shall be considered severable. If, for any reason, any portion of this Agreement is determined to be invalid or contrary to any applicable law, rule, or regulation, the remaining portions of this Agreement shall be unimpaired, remain binding on the parties, and continue to be given full force and effect.
17. Section Headings: The section headings contained in this Agreement are for convenience of reference only and shall not affect the meaning or interpretation of this Agreement.

IN WITNESS WHEREOF, the parties hereto have executed this Agreement on the date first written above.

Governing Authority of the Utica
Shale Academy of Ohio

Board of Education of the JCESC

By: _____
Board President

By: _____
Board President

By: _____
Fiscal Officer

By: _____
Treasurer

By: _____
Director

By: _____
Superintendent

**UTICA SHALE ACADEMY
FINANCIAL UPDATE**

CASH BALANCE AS OF:	<u>9/30/2015</u>	<u>ENCUMBRANCES</u>
Utica Shale Academy General Fund	\$159,807.40	\$559.20

RECEIPTS & EXPENDITURES

Receipts:	Month-to-Date	Year-to-Date
Utica Shale Academy General Fund	<u>\$32,187.38</u>	<u>\$94,074.06</u>
TOTAL RECEIPTS:	\$32,187.38	\$94,074.06

Expenditures:	Month-to-Date	Year-to-Date
Utica Shale Academy General Fund	<u>\$11,366.43</u>	<u>\$22,426.17</u>
TOTAL EXPENDITURES:	\$11,366.43	\$22,426.17

	Beginning Balance as of 7/1/15	Current Ending Balance 09/30/15
Utica Shale Academy General Fund	<u>\$88,159.51</u>	<u>\$159,807.40</u>
TOTAL CASH BALANCE:	\$88,159.51	\$159,807.40

Date: 10/08/2015
Time: 1:50 pm

Utica Shale Academy of Ohio
SORT BY CHECK NUMBER
CHECK DATES BETWEEN 09/01/2015 AND 09/30/2015
ALL CHECKS SELECTED

Page: 1
(CHECKPY)

CHECK	TYPE	DATE	VENDOR	VENDOR	STATUS/DATE	BANK CODE	CHECK AMOUNT
000197	W	09/09/2015	Farm & Dairy	001533	RECONCILED:09/30/2015		235.20
000198	W	09/09/2015	The Morning Journal	001540	RECONCILED:09/30/2015		1,322.50
000199	W	09/14/2015	RON SINES	000002	RECONCILED:09/30/2015		432.00
000200	W	09/14/2015	KIMBERLY MANNING	000006	RECONCILED:09/30/2015		315.00
000201	W	09/14/2015	LAURA KRULIK	001527	RECONCILED:09/30/2015		210.00
000202	W	09/14/2015	John Kuczykowski	001541	RECONCILED:09/30/2015		105.00
000204	W	09/18/2015	CARTS	000021	RECONCILED:09/30/2015		418.00
000205	W	09/18/2015	Campbell Signs & Apparel LLC	001542	RECONCILED:09/30/2015		914.00
000206	W	09/18/2015	OAASFEP	001543	RECONCILED:09/30/2015		350.00
000207	W	09/18/2015	Hyatt Regency Columbus	001544			340.20
000208	W	09/30/2015	JUSTIN KRULIK	000001			150.00
000209	W	09/30/2015	RON SINES	000002			516.00
000210	W	09/30/2015	PAUL BAKER	000003			235.00
000211	W	09/30/2015	KAREN CARLIER	000004			105.00
000212	W	09/30/2015	LISA M. CUNNINGHAM	000005			105.00
000213	W	09/30/2015	KIMBERLY MANNING	000006			210.00
000214	W	09/30/2015	JENNA ROSNICK	000015			25.00
000215	W	09/30/2015	GREG TAGLIERI	000016			105.00
000216	W	09/30/2015	LAURA SHEETS	001501			12.00
000217	W	09/30/2015	GREG SABBATO	001508			414.00
000218	W	09/30/2015	LAURA KRULIK	001527			25.00
000219	W	09/30/2015	John Kuczykowski	001541			105.00
000220	W	09/30/2015	COLUMBIANA EXEMPTED VILLAGE SCHOOLS	001545			4,671.53
V VOIDED CHECKS			0	CHECK TOTALS		0.00	
R RECONCILED CHECKS			9	CHECK TOTALS		4,301.70	
W WARRANT CHECKS			23	CHECK TOTALS		11,320.43	

Acknowledgement of receipt of Auditor of State fraud-reporting system information


Pursuant to Ohio Revised Code 117.103(B)(1), a public office shall provide information about the Ohio fraud-reporting system and the means of reporting fraud to each new employee upon employment with the public office.

Each new employee has thirty days after beginning employment to confirm receipt of this information.

By signing below, you are acknowledging Jefferson County Educational Service Center provided you information about the fraud-reporting system as described in Section 117.103(A) of the Revised Code, and that you read and understand the information provided. You are also acknowledging you have received and read the information regarding Section 124.341 of the Revised Code and the protections you are provided as a classified or unclassified employee if you use the before-mentioned fraud-reporting system.

I, Charles Joyce, have read the information provided by my employer regarding the fraud-reporting system operated by the Ohio Auditor of State's office. I further state that the undersigned signature acknowledges receipt of this information.

Charles Joyce, Board Member
PRINT NAME, TITLE, AND DEPARTMENT


PLEASE SIGN NAME

10-15-2015
DATE

From: [George Ash](#)
To: [Chuck Kokiko](#); [Don Donahue](#); [karen.martin](#); [eric.sampson@omeresa.net](#)
Subject: FW: Sponsor Compliance Review -- ON HOLD
Date: Tuesday, August 11, 2015 8:35:52 AM
Attachments: [image002.jpg](#)

Please see below. There will be no site review. G. Ash

From: Deneice.Cooper@education.ohio.gov [mailto:Deneice.Cooper@education.ohio.gov]

Sent: Tuesday, August 11, 2015 8:32 AM

To: Deneice.Cooper@education.ohio.gov

Subject: Sponsor Compliance Review -- ON HOLD

Good morning Sponsor Representatives and Community School Leaders,

As you may understand, at this time the Sponsor Compliance Reviews are ON HOLD. I do want to thank you for all your help to date towards the completion of the Compliance Review by such things as uploading the Compliance Instrument and/or scheduling the school visit. However for reasons beyond my control, please do not feel that you need to comply with the Compliance Review Letter that I sent to you previously until further notice.

Thanks for understanding.

Have a wonderful day.

Deneice L. Cooper

Compliance Manager/Lead Consultant

Office of Quality School Choice

25 South Front Street | Columbus, Ohio 43215-4183

(614) 387-2244 | (877) 644-6338

Deneice.Cooper@education.ohio.gov

ODE_Signature_image



From: [Karen Martin](#)
To: [Eric Sampson](#)
Cc: [Chuck Kokiko](#)
Subject: Fwd: "*NEW" 15.0.0 Student Services Webinars have been posted
Date: Tuesday, July 14, 2015 8:42:35 AM

Eric,

You may want to check these out, especially StudentInformation and GradeBook.

Karen Martin, CEP
Executive Secretary/EMIS Coordinator
Jefferson County ESC
2023 Sunset Boulevard
Steubenville, OH 43952

----- Forwarded message -----

From: **Bernie Grabits** <bernie.grabits@omeresanet.net>
Date: Tue, Jul 14, 2015 at 8:29 AM
Subject: "*NEW" 15.0.0 Student Services Webinars have been posted
To: "sdc.dis" <sdc.dis@omeresanet.net>, "mail_emis.dis" <mail_emis@omeresanet.net>, "pbpoc.dis" <pbpoc.dis@omeresanet.net>, "spspoc.dis" <spspoc.dis@omeresanet.net>

Good morning,

We have just posted new webinars regarding the upcoming 15.0 software release to our website. We will be installing the release soon, so please view these webinars to familiarize yourself with what's included in the release.

The webinars can be found on our website under ***Professional Development-Student Services Webinars:***

15.0.0 What's New in ProgressBook StudentInformation

15.0.0 What's New in ProgressBook GradeBook, VirtualClassroom and ParentAccess

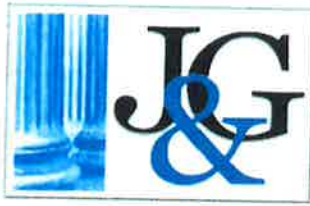
15.0.0 What's New in ProgressBook SpecialServices and DataMap

Thank you!

Bernie Grabits

*OME-RESA
Student Services
2023 Sunset Blvd.
Steubenville, Ohio 43952*

[740-283-2050 ext. 106](#)



Julian & Grube, Inc.
Serving Ohio Local Governments

333 County Line Rd. West, Westerville, OH 43082 Phone: 614.846.1899 Fax: 614.846.2799

September 10, 2015

Mr. Don Donahue, Treasurer
Utica Shale Academy
38095 State Route 39
Salineville, Ohio 43945

Dear Mr. Donahue:

We greatly appreciate the opportunity to submit our proposal to assist the Utica Shale Academy (the "Academy") in compiling its basic financial statements (BFS) in compliance with accounting principles generally accepted in the United States of America (GAAP) for the year ended June 30, 2015. We will compile, from information you provide, the annual financial statements and issue an accountant's report thereon in accordance with Statements on Standards for Accounting and Review Services issued by the American Institute of Certified Public Accountants (AICPA).

Julian & Grube, Inc. (J&G) takes pride in its commitment to providing quality accounting and advisory services to the public sector. Your request represents a significant opportunity for us and a cost-effective means for the Academy to achieve excellence in financial reporting. We have enclosed for your information a complete list of our public sector clients; please feel free to contact any of them.

The following proposal explains the GAAP reporting rules issued by the Auditor of State. We then set forth the approach and scope of our assistance based on our understanding of your needs, and finally, the fee schedule.

RULES FOR REPORTING ON A GAAP-BASIS

The Auditor of State has issued various Administrative Rules calling for Ohio governmental entities to begin preparing their "Annual Financial Report" (AFR) in accordance with GAAP. GAAP-basis reporting provides users of the financial statements with a comprehensive view of the Academy's overall financial position as well as the results of its operations. GAAP-basis reporting also provides significant details as to the Academy's accounting policies and activities.

Mr. Don Donahue, Treasurer
Utica Shale Academy
September 10, 2015
Page 2

In order to comply with the Auditor of State's requirement to issue a GAAP-basis AFR, the Academy has two options. The first option is to issue basic financial statements (BFS) which consist of government-wide and fund financial statements, a management's discussion and analysis (MD&A) and appropriate note disclosures. The second option is to prepare a comprehensive annual financial report (CAFR). The CAFR, prepared under the guidelines of the Certificate of Achievement for Excellence in Financial Reporting program, would include the items mentioned above as well as an introductory section, combining statements and schedules and a statistical section. This proposal was prepared under the assumption that the Academy plans to issue a BFS for the fiscal year ended June 30, 2015.

The Academy should experience various benefits from preparing GAAP-basis BFS in addition to complying with the requirements set forth by the Auditor of State.

These benefits include:

- The Academy's elected officials and managers will benefit from the improved quality of the financial information available.
- Improved financial information will be available to the public.
- The Academy will be perceived to be more accountable for its actions by the public.
- The project will require the implementation of procedures to account for annual additions and deletions of capital assets as well as depreciation accounting for all capital assets.
- Should the Academy enter the capital funds market in the future, it could benefit from improved bond and note ratings as a result of improved accountability and quality of financial information. It should be noted that when issuing bonded debt GAAP-basis financial information is frequently requested and necessary.
- Since the Academy previously prepared a GAAP-basis statements, a more accurate analysis of results of operations from year to year will be possible.

Mr. Don Donahue, Treasurer
Utica Shale Academy
September 10, 2015
Page 3

PROJECT APPROACH

Although the preparation of the GAAP-basis BFS is the responsibility of the Academy Treasurer, the project will require the cooperation of almost all the Academy departments. Cooperation is essential to the success of the GAAP-conversion. The key to bringing about cooperation is proper planning and coordination of all aspects of the project.

We consider meetings of those Academy personnel involved with various aspects of the project, shared information, and on-going status updates of project completion to be the most important aspects in a successful conversion. In addition to being valuable planning tools for the project, the above will help identify any additional resources or information that may be needed. Our suggested approach to preparing your GAAP-basis financial statements can be summarized in three basic phases:

I. Review

Review the Academy's current accounting and financial reporting procedures for compliance with GAAP for governments. Define the procedures and resources necessary to convert the Academy's financial report from its cash-basis format to compliance with GAAP.

II. Planning

Using the information obtained during the review phase, we will identify specific tasks necessary for the completion of the BFS. The Treasurer should delineate responsibility for completing all tasks and specify a timetable for completion of the tasks.

III. BFS Preparation

The year-end cash-basis financial statements (reports) will be converted to GAAP-basis through analysis of (1) financial transactions necessary to prepare accrual entries (2) the effect of reversing prior year accrual entries, and (3) other information pertinent to the BFS (debt transactions, capital asset activity, investment activity, etc.).

At the completion of this phase, unaudited BFS with appropriate note disclosures will have been prepared. Additionally, various workpapers and schedules will have been prepared to enable the Independent Public Accountant (IPA) to review and audit the adjustments.

Mr. Don Donahue, Treasurer
Utica Shale Academy
September 10, 2015
Page 4

PROJECT SCOPE

J&G would assist the Academy in the preparation of its BFS. Our role would be primarily to:

- Perform the review of the Academy's current accounting and financial reporting procedures and determine changes necessary to comply with GAAP.
- Delineate responsibility for completing the tasks in the project after consulting with the Academy Treasurer and other personnel.
- Provide technical assistance, consultation and review during the term of the project.
- Post reversing journal entries to the cash-basis financial statements.
- Prepare adjusting journal entries for posting to the cash-basis financial statements.
- Prepare all footnote disclosures and assist the Academy with the preparation of the MD&A.
- File the BFS with the Auditor of State prior to November 27, 2015.
- Act as the Academy's liaison with its IPA on matters related to the preparation of the GAAP- basis BFS. We will provide the IPA access to our workpapers and we will ultimately post all agreed-upon audit adjustments. We would assist the IPA by answering various inquiries and explaining our procedures. Should the IPA request additional assistance or work to be performed by J&G beyond the scope of our engagement, we would only perform such tasks with the approval of the Treasurer.

This proposal was prepared based on the assumption that the Academy would accumulate/gather the information necessary to prepare the various adjusting journal entries. J&G will provide consultation related to the above tasks and our assistance will be tailored to meet your specific needs. Additionally, J&G will generate appropriate year-end reports from the Academy's accounting, files by accessing the Academy's database via the Internet using terminal emulation software. This will require that you authorize us to have "read only" access to your files at the Academy's "A-site".

Mr. Don Donahue, Treasurer
Utica Shale Academy
September 10, 2015
Page 5

ACADEMY'S RESPONSIBILITIES

The Academy Treasurer is responsible for:

- The preparation and fair presentation of the financial statements in accordance with GAAP.
- Management decisions and functions and for assigning an individual with suitable skill, knowledge, or experience to oversee the GAAP-conversion services provided by J&G
- Evaluating the adequacy and results of the services performed and accepting responsibility for such services.
- Designing, implementing, and maintaining internal control relevant to the preparation and fair presentation of the financial statements.
- Preventing and detecting fraud.
- Identifying and ensuring that the entity complies with the laws and regulations applicable to its activities.
- Making all financial records and related information available to us.

J&G'S RESPONSIBILITIES

We are responsible for conducting the engagement in accordance with Statements on Standards for Accounting and Review Services issued by the AICPA.

ERRORS, FRAUD, OR ILLEGAL ACTS

Our engagement cannot be relied upon to disclose errors, fraud, or illegal acts. However, we will inform the appropriate level of management of any material errors, and of any evidence or information that comes to our attention during the performance of our compilation procedures that fraud may have occurred. In addition, we will report to you any evidence or information that comes to our attention during the performance of our compilation procedures regarding illegal acts that may have occurred, unless they are nearly inconsequential.

OBJECTIVE OF A COMPILATION

The objective of a compilation is to assist you in presenting financial information in the form of financial statements. We will utilize information that is your representation without undertaking to obtain or provide any assurance that there are no material modifications that should be made to the financial statements in order for the statements to be in conformity with GAAP.

TIMING

In accordance with Ohio Revised Code Section 117.38, the Academy is required to file its GAAP-basis annual financial report 150 days after fiscal year-end, or by November 27, 2015. Failure to do so may result in a maximum penalty of \$750 assessed by the Auditor of State. In order to meet this required deadline, J&G *must* receive all requested source data from the District by October 15, 2015 to ensure completion by November 27, 2015.

Based on our discussions with you we would assist the Academy in preparing its “unaudited” fiscal 2015 BFS by November 27, 2015 for filing with the Auditor of State. It is important to note that the Academy should take a complete materials and supplies inventory and update capital asset information prior to June 30, 2015.

PROFESSIONAL FEES

You may choose between a one-year or multi-year contract. In either case, this is a fixed fee (i.e., you will not be billed additional amounts for any out-of-pocket expenses we may incur). You will be billed upon report completion each year.

- 1. FY15 BFS\$1,700
- 2. Two-year engagement.....\$1,600
- 3. Three-year engagement.....\$1,500

We at J&G are dedicated to quality service and client satisfaction. If, during the course of a multi-year contract, the Academy is dissatisfied with our services, and it is a situation that cannot be rectified, the Academy may cancel the remaining portion of the contract. Both J&G and the Academy reserve the right to cancel the remaining portion of any contract period with a 90 day written notice to the other party. If, for any reason, we are unable to complete the compilation of your financial statements, we will not issue a report on such statements as a result of this engagement.

Mr. Don Donahue, Treasurer
Utica Shale Academy
September 10, 2015
Page 7

We greatly appreciate this opportunity to be of assistance to the Academy. We believe there are many benefits to converting to GAAP-basis financial reporting. The Academy will not only be in compliance with the requirements set forth by the Auditor of State, but the public should perceive better accountability of the Academy's financial resources.

The terms as stated in this proposal will remain open until September 30, 2015. If the proposed terms are acceptable, please sign, date, and return one copy.

Should you have any questions please contact me at 614.846.1899. Thank you again.

Very truly yours,



Carrie M. Simmons, CPA
Julian & Grube, Inc.

I accept your proposal to provide compilation services to the Utica Shale Academy during our GAAP-conversion. I have chosen fee option 3 (1, 2 or 3).



Treasurer

9/10/15

Date

Office of School Sponsorship
On-site Review Form

School:
Date of Visit:

Compliance Area00s	Compliance Reference: ORC, OAC, Contract	Documentation	Fall/Spring	Notes
PROGRAM				
Implementation of Education Program	Sponsor Contract 6.1	Review educational plan as stated in Contract. Verify compliance with plan through school tour, review of student/teacher ratio and classroom observations. Use of primary curriculum and supplemental materials should be noted.	Fall <input type="checkbox"/> Desk check <input type="checkbox"/> Compliant <input type="checkbox"/> Non-compliant Spring <input type="checkbox"/> Desk check <input type="checkbox"/> Compliant <input type="checkbox"/> Non-compliant	
School Improvement – OIP Meetings	ORC 3302.04	View agendas and minutes to verify that OIP meetings are being held as indicated in the schedule.	Fall <input type="checkbox"/> Compliant <input type="checkbox"/> Non-compliant Spring <input type="checkbox"/> Compliant <input type="checkbox"/> Non-compliant	
Achievement Tests & Diagnostic Assessments	ORC 3301.0710; 3301.0715; 3301.0711; Sponsor Contract 6.3	Identify tests and assessments used. Review the school’s plan and procedure for administering	Fall <input type="checkbox"/> Desk check <input type="checkbox"/> Compliant	

		the achievement tests and diagnostic assessments.	<input type="checkbox"/> Non-compliant	
Graduation Requirements	3313.61; 3313.611; Sponsor Contract 6.11	Verify that graduation requirements are in compliance with current law.	Fall <input type="checkbox"/> Desk check <input type="checkbox"/> Compliant <input type="checkbox"/> Non-compliant	
School Calendar		The school has not modified the school calendar without prior written notice to the sponsor.	Fall <input type="checkbox"/> Desk check of SOES calendar <input type="checkbox"/> Compliant <input type="checkbox"/> Non-compliant Spring <input type="checkbox"/> Desk check of SOES calendar <input type="checkbox"/> Compliant <input type="checkbox"/> Non-compliant	
Attendance Rate	ORC 3302.02	Review status of school's monthly attendance rate.	Fall <input type="checkbox"/> Desk check <input type="checkbox"/> Compliant <input type="checkbox"/> Non-compliant Spring <input type="checkbox"/> Desk check <input type="checkbox"/> Compliant <input type="checkbox"/> Non-compliant	
Attendance, Withdrawal, and Truancy	ORC 3314.037(A)(6)(b); 3321.191; Sponsor Contract 6.12	Review board approved attendance, withdrawal, and truancy policies. Withdrawals by student are to be reported annually to the sponsor.	Fall: Policies <input type="checkbox"/> Compliant <input type="checkbox"/> Non-compliant Spring: Numbers <input type="checkbox"/> Compliant <input type="checkbox"/> Non-compliant	
Suspension & Expulsion – Policies and Reporting	ORC 3313.66; 3313.661; 3313.662; 3313.34; 3313.613; 20 USC 7151; Sponsor Contract 6.7	Verify published policies regarding suspension and expulsion. School must show a compilation of all suspensions and expulsions for all students differentiating any special education students.	Fall: Policies <input type="checkbox"/> Compliant <input type="checkbox"/> Non-compliant Spring: Numbers <input type="checkbox"/> Compliant <input type="checkbox"/> Non-compliant	
Child Find Policy	ORC 3323.03; OAC 3301-51-03	Review board approved Child Find policy and verification of procedures followed. Ensure that notice is published annually	Fall <input type="checkbox"/> Desk check <input type="checkbox"/> Compliant	

		and that it is posted on the school's website if it has one.	<input type="checkbox"/> Non-compliant	
Breakfast/Lunch Program & Food and Beverage Policy	42USC1751; Nat'l Lunch Act as amended by the Child Nutrition Act of 1966; 3313.813; Wellness Policy- section 204 of the "Child Nutrition Act and WIC Reauthorization Act of 2004"; ORC 3313.814	A school wellness policy identifying food and beverage guidelines must be in place. The school must adopt and enforce standards governing the types of food and beverage that may be sold at school.	Fall <input type="checkbox"/> Desk check: CACFP & NSLP <input type="checkbox"/> Compliant <input type="checkbox"/> Non-compliant Spring <input type="checkbox"/> Desk check: CACFP & NSLP <input type="checkbox"/> Compliant <input type="checkbox"/> Non-compliant	
Student Medication Dispensing Procedures, Records, and Storage Implementation	ORC 3313.716; 3313.718; 3314.14; 3313.713	Policy needs to state that students are permitted to self-administer asthma medication and epinephrine, and must require contact with emergency personnel if epinephrine is administered. If the school administers prescription drugs to students, we highly recommend adopting a policy and procedures as outlined in ORC 3313.713.	Fall: Policy <input type="checkbox"/> Desk check <input type="checkbox"/> Compliant <input type="checkbox"/> Non-compliant Spring: Storage <input type="checkbox"/> Compliant <input type="checkbox"/> Non-compliant	
Health Screening – BMI and Weight Screening	ORC 3313.674	Review school plan to comply with all requirements of screenings and reporting; or request for waiver. Verify waiver submitted every year if applicable.	Fall <input type="checkbox"/> Compliant <input type="checkbox"/> Non-compliant Spring <input type="checkbox"/> Compliant <input type="checkbox"/> Non-compliant	
Student Records Review	ORC 3313.50 & 3313.69 (vision & hearing); 3313.67; 3313.671 (immunization); 3313.712 (emergency medical authorization)	Review a sample of student records in each grade level utilizing student file checklist. Record and extrapolate the results. Verify grade levels for vision and hearing checks.	Fall <input type="checkbox"/> Compliant <input type="checkbox"/> Non-compliant Spring <input type="checkbox"/> Compliant <input type="checkbox"/> Non-compliant	
STAFF				
Safety & Violence Prevention Training for Employees	ORC 3319.073; Sponsor Contract 8.1	Verify on the employee roster that each person employed by the school as a nurse, teacher, counselor, school psychologist	Fall <input type="checkbox"/> Compliant <input type="checkbox"/> Non-compliant Spring	

		or administrator, or any employee regularly interacting with the students has completed in-service training for the prevention of child abuse, violence & substance abuse w/i 2 years of employment & every 5 years thereafter.	<input type="checkbox"/> Compliant <input type="checkbox"/> Non-compliant	
Heimlich Maneuver Training	ORC 3313.815	Any school district or nonpublic school that operates a food service program pursuant to section 3313.81 or 3313.813 of the ORC shall require at least one employee who has received instruction in methods to prevent choking and has demonstrate an ability to perform the Heimlich Maneuver to be present while students are being served food. Verify names and positions of employees trained on the employee roster.	Fall <input type="checkbox"/> Compliant <input type="checkbox"/> Non-compliant Spring <input type="checkbox"/> Compliant <input type="checkbox"/> Non-compliant	
Bloodborne Pathogens Training	OSHA	Verify staff trained in the employee roster.	Fall <input type="checkbox"/> Compliant <input type="checkbox"/> Non-compliant Spring <input type="checkbox"/> Compliant <input type="checkbox"/> Non-compliant	
Highly Qualified Teacher and ParaPro Documentation	ORC 3319.074; NCLB	Review EMIS report showing HQT status and verify staff roster is accurately documented.	Fall <input type="checkbox"/> Compliant <input type="checkbox"/> Non-compliant Spring <input type="checkbox"/> Compliant <input type="checkbox"/> Non-compliant	
Title 1 Attestation Form for the Title 1 Teachers and Title 1 ParaPros	NCLB 33119	Review signed Principal's Attestation Form documenting HQT status of all Title 1 teachers and ParaPros teaching in the building.	Fall <input type="checkbox"/> Compliant <input type="checkbox"/> Non-compliant Spring <input type="checkbox"/> Compliant <input type="checkbox"/> Non-compliant	

Resident Educator Program; Mentor Program	ORC 3319.223	Ensure the school has a resident educator program mentor on staff and verify approved mentor status of the employee. Review documentation of the training received.	Fall <input type="checkbox"/> Desk check <input type="checkbox"/> Compliant <input type="checkbox"/> Non-compliant Spring <input type="checkbox"/> Desk check <input type="checkbox"/> Compliant <input type="checkbox"/> Non-compliant	
Local Professional Development Committee (LPDC)	ORC 3319.22	View evidence of an active LPDC committee including list of committee members, dates of meetings, minutes of those meetings, and completion of required professional development by staff.	Fall <input type="checkbox"/> Compliant <input type="checkbox"/> Non-compliant Spring <input type="checkbox"/> Compliant <input type="checkbox"/> Non-compliant	
Roster of Staff, Faculty, and Administrators	Annually to facilitate compliance with ORC 3319.39 and 3319.22	Copy of annual school year roster checklist. (Updates and changes in the information contained in the staff roster checklist should be submitted to the sponsor as they occur.)	Fall <input type="checkbox"/> Desk check <input type="checkbox"/> Compliant <input type="checkbox"/> Non-compliant Spring <input type="checkbox"/> Desk check <input type="checkbox"/> Compliant <input type="checkbox"/> Non-compliant	
Licensed Employees	ORC 3319.22-.31; Sponsor Contract 8.1	Verify that all classroom teachers are licensed in accordance with ORC.	Fall <input type="checkbox"/> Desk check <input type="checkbox"/> Compliant <input type="checkbox"/> Non-compliant Spring <input type="checkbox"/> Desk check <input type="checkbox"/> Compliant <input type="checkbox"/> Non-compliant	
Licensed for PhysEd	ORC 3319.22; Sponsor Contract 8.1.2	(effective July 1, 2013) Verify licensed in accordance with ORC.	Fall <input type="checkbox"/> Compliant <input type="checkbox"/> Non-compliant Spring <input type="checkbox"/> Compliant <input type="checkbox"/> Non-compliant	
Criminal Background	ORC 3319.39; Sponsor Contract 8.4	BCI&I and FBI results must be in place for all staff. Results	Fall <input type="checkbox"/> Compliant <input type="checkbox"/> Non-compliant	

Checks (BCI&I and FBI)		must be on file within 60 days of hire.	Spring <input type="checkbox"/> Compliant <input type="checkbox"/> Non-compliant	
Bus Driver Qualifications	ORC 3327.10	School must provide qualifications of bus drivers if they are employees of the school. School must certify that driver is at least 18 years of age, is of good moral character and is qualified physically and otherwise for such positions. School must provide annual physical exam for driver. If school contracts for services, contract must include contractor's responsibility to ensure compliance of qualification requirements.	N/A <input type="checkbox"/> Doesn't provide transportation Fall <input type="checkbox"/> Compliant <input type="checkbox"/> Non-compliant Spring <input type="checkbox"/> Compliant <input type="checkbox"/> Non-compliant	
Improper Conduct of Licensed Employee	ORC 3314.40; 3314.401	Discuss with administration whether any staff has been accused of any improprieties. Discuss requirements of school to document and report to ODE.	Fall <input type="checkbox"/> Compliant <input type="checkbox"/> Non-compliant Spring <input type="checkbox"/> Compliant <input type="checkbox"/> Non-compliant	
NOTICES				
Parental Involvement Policy	ORC 3313.472	Verify that the school has a parent involvement policy that is reviewed by the board and shared with the parents annually.	Fall <input type="checkbox"/> Compliant <input type="checkbox"/> Non-compliant Spring <input type="checkbox"/> Compliant <input type="checkbox"/> Non-compliant	
Parent Notice-Community School & Statewide Testing & Compulsory Attendance	ORC 3314.041	Verify that the school has published an annual written notice to parents stating they are a Community School, conduct Statewide Testing & require Compulsory Attendance. (No mailing requirement)	Fall <input type="checkbox"/> Compliant <input type="checkbox"/> Non-compliant Spring <input type="checkbox"/> Compliant <input type="checkbox"/> Non-compliant	
Parent Right to Know Letter	ORC 3319.074	Verify that the school has annually published a notice stating that the parents/guardians may request	Fall <input type="checkbox"/> Compliant <input type="checkbox"/> Non-compliant	

		information on professional qualifications of each classroom teacher.	Spring <input type="checkbox"/> Compliant <input type="checkbox"/> Non-compliant	
Parent Notice – HQT Status	NCLB 1111(h)	For Title 1 schools – verify that the school has sent timely notice to parents of students who have been assigned to, or have been taught for 4 or more consecutive weeks by a teacher who is no highly qualified. The letter must include the level of achievement of the individual child for each of the state’s achievement assessments.	Fall <input type="checkbox"/> Compliant <input type="checkbox"/> Non-compliant Spring <input type="checkbox"/> Compliant <input type="checkbox"/> Non-compliant	
Fourth Grade Reading Capability	ORC 3313.608	Verify notification to parents for intervention and parental involvement. If students are diagnosed below grade level in reading skills at end of 3 rd grade, school must notify parents and provide intervention.	Fall <input type="checkbox"/> Compliant <input type="checkbox"/> Non-compliant Spring <input type="checkbox"/> Compliant <input type="checkbox"/> Non-compliant	
FACILITIES				
School Emergency Evacuation – Tornado- School Safety Drill	ORC 3737.73(A),(D)(2)(b); Ohio Fire Code 405.1.1.1 and 408.3.2	At least (9) Emergency Evacuation drills must be conducted in the school year and at least (1) must occur within the first 10 days of school. Not later than the fifth day of December each year, the Principal or person in charge of each public or private school or educational institution shall provide written certification by mail of the date time each school safety drill was conducted to the police chief or other similar chief law enforcement officer in the municipal corporation, township, or the township police district in which the school or institution is located. Form must be	Fall <input type="checkbox"/> Compliant <input type="checkbox"/> Non-compliant Spring <input type="checkbox"/> Compliant <input type="checkbox"/> Non-compliant	<input type="checkbox"/> Desk check – prior to visit

		submitted to the State Fire Marshall Bureau of Compliance at the mid-point of the school and year end as specified by the State Fire Marshall. Ensure evacuation maps are clearly displayed in the building and classrooms. Review drill logs.		
Safety Plan	ORC 3313.536	Verify that the school has a written Safety Plan and that the plan has been submitted to local law enforcement agency with blueprints and Attorney General's office with floor plan. Verify date sent and document the required update every 3 years (or when major modifications to building require changes).	Fall <input type="checkbox"/> Compliant <input type="checkbox"/> Non-compliant	Date of submission:
Display of Donated National & State Motto	ORC 3313.801	View and verify with school leadership that donations are appropriately marked. Applies specifically to copies of the mottos "In God We Trust" and "With God, All Things Are Possible" that have been donated.	Fall <input type="checkbox"/> Compliant <input type="checkbox"/> Non-compliant Spring <input type="checkbox"/> Compliant <input type="checkbox"/> Non-compliant	
Display of the National Flag	ORC 3313.80	All boards of education, all proprietors or principals of private schools, and all authorities in control of parochial school or other educational institutions shall display the United States flag, not less than five feet in length, over, near or within all schoolhouses under their control, during each day such schools are in session.	Fall <input type="checkbox"/> Compliant <input type="checkbox"/> Non-compliant Spring <input type="checkbox"/> Compliant <input type="checkbox"/> Non-compliant	
Use of Facilities	ORC 3314.05	Verify appropriate use of facility including assuring compliance with law if same grade level served in multiple building.	Fall <input type="checkbox"/> Compliant <input type="checkbox"/> Non-compliant Spring	

			<input type="checkbox"/> Compliant <input type="checkbox"/> Non-compliant	
Workers Compensation Certificate	ORC 4123	Valid Workers Compensation Certificate on display at the school.	Fall <input type="checkbox"/> Compliant <input type="checkbox"/> Non-compliant Spring <input type="checkbox"/> Compliant <input type="checkbox"/> Non-compliant	
GOVERNING AUTHORITY				
Governing Authority Approved Meeting Minutes and Resolutions; signed & available to the public	ORC 121.22	Board book is a public record and must be available to the public. Review appropriate procedures and board book for board meeting minutes.	Fall <input type="checkbox"/> Desk check <input type="checkbox"/> Compliant <input type="checkbox"/> Non-compliant Spring <input type="checkbox"/> Desk check <input type="checkbox"/> Compliant <input type="checkbox"/> Non-compliant	
Governing Authority Public Announcement of Meetings	ORC 121.22(F)	Provide copies of legal public notice since last site visit. Verify sponsor has been notified of all board meetings.	Fall <input type="checkbox"/> Desk check <input type="checkbox"/> Compliant <input type="checkbox"/> Non-compliant Spring <input type="checkbox"/> Desk check <input type="checkbox"/> Compliant <input type="checkbox"/> Non-compliant	
Governing Authority Public Announcement of Meetings – Policy	ORC 121.22	Ohio Sunshine Law Manual states that interpretation of the State of Ohio Auditor and State of Ohio Attorney General that the Open Meetings Act requires public bodies to adopt rules establishing methods for notification. View policy to verify that notices are consistent with policy and in how they reach the public.	Fall <input type="checkbox"/> Desk check <input type="checkbox"/> Compliant <input type="checkbox"/> Non-compliant Spring <input type="checkbox"/> Desk check <input type="checkbox"/> Compliant <input type="checkbox"/> Non-compliant	
Governing Authority Member Documentation	Sponsor Contract 2.3; 2.8	Verify all board members have current resume and BCI/FBI check on file. Also, verify that new members have obtained training as required by contract.	Fall <input type="checkbox"/> Compliant <input type="checkbox"/> Non-compliant Spring	

			<input type="checkbox"/> Compliant <input type="checkbox"/> Non-compliant	
Racial & Ethnic Balance Assessment	ORC 3314.06; 3314.03(A)(7); Sponsor Contract 6.5	In order to comply with Admission procedures required under 3314.06, the governing authority must assess the racial balance of the school on a regular basis. View minutes or documentation verifying such.	Spring <input type="checkbox"/> Desk check <input type="checkbox"/> Compliant <input type="checkbox"/> Non-compliant	
PRIOR TO FALL COMPLIANCE VISIT BEING COMPLETED, WE MUST RECEIVE THE FOLLOWING DOCS VIA EMAIL				
Annual Budget		Submit annual budget as approved by the board prior to year end (June 30). Include date approved by board.	Fall <input type="checkbox"/> Desk check <input type="checkbox"/> Compliant <input type="checkbox"/> Non-compliant	
5 Year Forecast	Sponsor Contract 9.5	Submit the 5 year forecast including: 1) the date that it was approved by the board, and 2) the date that it was submitted to ODE prior to October 31.	Fall <input type="checkbox"/> Desk check <input type="checkbox"/> Compliant <input type="checkbox"/> Non-compliant	
Annual Report done for and by the school	ORC 3314.03(A)(11)(g); 117.38	Receive and review school annual report. Verify deliver method and date sent to parents, students, board, sponsor, and ODE. Verify public notice of availability of report in newspaper.	<input type="checkbox"/> Delivered by October 31	
School Improvement Team Documentation	ORC 3302.04	Verify receipt of OIP committee and meeting documentation, Intervention Plan, Testing and Assessment Information and CCIP assurance.	Fall <input type="checkbox"/> Desk check <input type="checkbox"/> Compliant <input type="checkbox"/> Non-compliant	

Classroom Observations

Teacher:	Grade Level:	Subject:
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Observed Practices		
Instruction	Behavior	Accommodations

Teacher:	Grade Level:	Subject:
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Observed Practices		
Instruction	Behavior	Accommodations

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Interviews

Fall: Administrator

Question

Notes

Where does the school excel?

In what areas is improvement needed? What are the necessary steps to make improvements?

How is the staff working together toward school goals?

Spring: Teachers (Group)

Grade Levels/Subjects:

Question

Notes

How does the administrative team support the teachers?

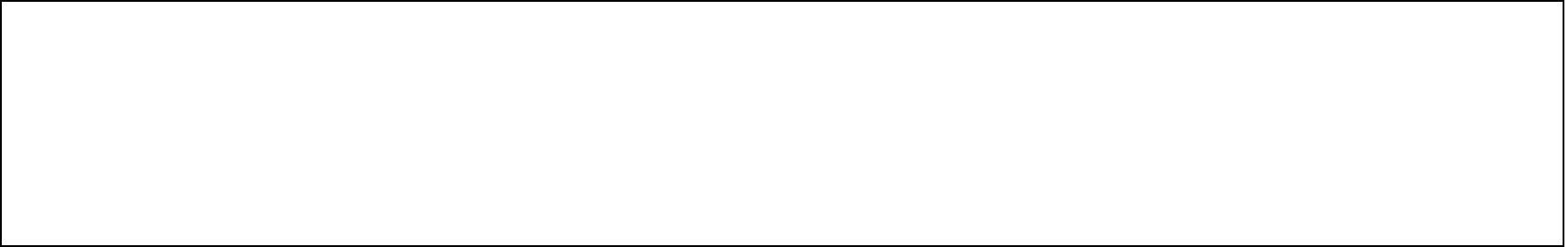
Where does the school excel?

In what areas is improvement needed? What are the necessary steps to make improvements?

Spring: Students (Group)

Grade Levels:

Question	Notes
Why do you enjoy coming to school each morning?	
How are disruptive students disciplined? Is it effective?	
How does this school challenge you? How do teachers keep you engaged?	
Site Observations	
Question	Notes
Are students actively engaged in learning?	
Does the evidence of the visit match the school's written claims?	
How does the school use assessment and other data toward improving instruction and operations?	
Are there lapses in school operations that should be addressed?	
Are there any "early warning" indicators such as attendance or teacher absences that could affect student performance?	
Additional Notes:	



From: [Linda Lenzi](#)
To: [Eric Sampson](#); [Chuck Kokiko](#); [Patty Ferrell](#); [Linda Lenzi](#)
Subject: Re: Gifted policy
Date: Thursday, August 20, 2015 9:37:36 AM

Eric,

We will try to help in any way we can. The things I listed have to be part of your things for parents. The testing list is on ODE but we can send you one. It is the approved list of tests for gifted. (Is that really what you are looking for?) We really need to make a list of forms and things you need and we can recreate or use what Southern has. All their forms are being revamped from The past ESC to ours. Acceleration is a must to be covered. They are looking at that a lot from the state since they are pushing acceleration and early graduation(which you will be using the most) is important to follow policy.

Rambling ... I do well. If you need to do a meeting let us know. Like we said we would do any thing help. Do not reinvent the wheel just yet.

Have a great day and we hope to hear from you soon.

Linda and Patty

On Thu, Aug 20, 2015 at 9:20 AM, Eric Sampson <ericb.sampson@southern.k12.oh.us> wrote:

Good morning,

Thank you for your suggestions on our Gifted Policy. I am not familiar with any of this and was hoping you could help.

I am not aware of what the "list for parents of services" is. I checked ODE and found a "Facts for Parents" sheet. Not sure if this is it.

Also, I am not aware of the testing list.

Please advise.

Eric Sampson
Director
Utica Shale Academy
38095 St. Rte. 39
Salineville, Ohio 43945
uticashaleschool.com
[330-679-8162](tel:330-679-8162)

On Tue, Aug 18, 2015 at 9:32 PM, Chuck Kokiko <chuck.kokiko@omeresanet.net> wrote:

Please see Linda's thoughts

Chuck Kokiko

Begin forwarded message:

From: Linda Lenzi <linda.lenzi@omeresanet.net>
Date: August 18, 2015 at 8:47:32 PM EDT

To: Chuck Kokiko <chuck.kokiko@omeres.net>
Subject: Re: Gifted policy

Chuck,

The policy looks ok ... But could use some work . It doesn't say southern. We will be updating it eventually when we see how the program goes.

You should be able to use this first time around. You need to file all this with ODE.

The list for parents of services and the testing list are 2 forms that need to be in policy. So you need to pull those in. You talked about them but need the list for both...

There is an acceleration policy that I will be going over with psychologist tomorrow at 10 I can get you a copy of that.

I also like to have the forms in the policy and on the web. The last time we were audited in Toronto that is something they suggested.

Not sure this helps but my suggestions. When did you want to do this with the board?

I can talk to you more after the psych meeting if you want

Enjoy your night and Congratson new position

Linda

On Tuesday, August 18, 2015, Chuck Kokiko <chuck.kokiko@omeres.net> wrote:

Linda,

Can you please look at the attachment that Eric sent and let me know if this is OK for USA board to adopt. Also, is their spate language for Acceleration?

Thanks

Chuck

----- Forwarded message -----

From: Eric Sampson <ericb.sampson@southern.k12.oh.us>

Date: Tue, Aug 18, 2015 at 12:02 PM

Subject: Gifted policy

To: "chuck.kokiko" <chuck.kokiko@omeres.net>

Attached is Southern's gifted policy. I checked through and do not believe it says Southern at all.

Eric Sampson

Director

Utica Shale Academy

38095 St. Rte. 39

Salineville, Ohio 43945

uticashaleschool.com

[330-679-8162](tel:330-679-8162)

--

Linda J. Lenzi
Coordinator of Gifted Services
Jefferson County Educational Service Center
2023 Sunset Boulevard, Steubenville, OH 43952
linda.lenzi@omeresanet.net
[740-283-3347](tel:740-283-3347) ext .135
www.jcesc.k12.oh.us Facebook: [JCESC](#) Twitter: [@JCESC_VLA](#)

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From: [Eric Sampson](#)
To: [chuck.kokiko](#)
Subject: Board Meeting
Date: Wednesday, August 26, 2015 8:05:19 AM

48 students currently enrolled:

13 Seniors
19 Juniors
9 Sophomores
7 Freshman

██████████ will begin coming in the 1st week of Sept.

The vision has come to fruition with the full-time employment of ██████████ at Express Energy.

Eric Sampson
Director
Utica Shale Academy
38095 St. Rte. 39
Salineville, Ohio 43945
uticashaleschool.com
330-679-8162

ESC Board Members:

As you recall, at the October Board meeting we decided to move our November meeting to Southern Local School District following the public hearing for Ron Sismondo's re-employment. Please note the following timeline for Tuesday, November 18.

9:30 a.m.	Public Hearing at Jefferson County ESC
9:45 a.m.	Leave Jefferson County ESC (transportation will be provided)
10:30 a.m. - 11:20 a.m.	ESC Board Meeting
11:20 a.m.	Meet other boards at Southern Local Board Office
11:30 a.m.	Tour Utica Shale Academy/meet students/Industry Representative
12:00 p.m. - 12:15 p.m.	Depart for Road House Restaurant
12:30 p.m.	Arrive at Road House (Opportunity for Board members to meet and socialize) – Lunch provided by JCESC
1:30 p.m. - 2:00 p.m.	Depart for JCESC

Please RSVP to Karen Martin by November 12 with your intentions to attend the Board meeting.

15. Consider: Superintendent recommends the Jefferson County Governing Board adopt a resolution to approve a contract for Family and Children First Council Coordinator Services with the Harrison Hills City School District. (Attachment #15)

Motion by _____, seconded by _____

Roll Call: _____

16. Consider: Superintendent recommends the Jefferson County Governing Board adopt a resolution to approve a Contract for Visually Impaired (VI) Services with Bishop John King Mussio Elemenary and Jr. High Schools. (Attachment #16)

Motion by _____, seconded by _____

Roll Call: _____

17. Consider: Superintendent recommends the Jefferson County Governing Board adopt a resolution to reappoint Robert L. George and Kenneth Simeral to the Jefferson County Joint Vocational School Board for a three-year term, January 2016 through December 2018. (No Attachment)

Motion by _____, seconded by _____

Roll Call: _____

18. Consider: Superintendent recommends the Jefferson County Governing Board adopt a resolution to approve a Community School Closure Plan. (Attachment #18)

Motion by _____, seconded by _____

Roll Call: _____

19. Consider: Superintendent recommends the Jefferson County Governing Board adopt a resolution to accept Franciscan University as a member of the Jefferson County ESC Consortium LPDC. (No Attachment)

Motion by _____, seconded by _____

Roll Call: _____

- 5. Consider: Superintendent recommends the Jefferson County Governing Board adopt a resolution to approve the May 2015 submission of the five-year forecast for the Utica Shale Academy. (Attachment #5)

Motion by _____, seconded by _____

Roll Call: _____

- 6. Consider: Superintendent recommends the Jefferson County Governing Board adopt a resolution to approve membership in the Ohio Educational Service Center Association (OESCA) at a cost of \$2,043. (No Attachment)

Motion by _____, seconded by _____

Roll Call: _____

- 7. Consider: Superintendent recommends the Jefferson County Governing Board adopt a resolution to approve membership in the Association of Educational Service Agencies (AESAs) at a cost of \$430. (No Attachment)

Motion by _____, seconded by _____

Roll Call: _____

- 8. Consider: Superintendent recommends the Jefferson County Governing Board adopt a resolution to approve membership in the Coalition of Rural and Appalachian Schools (CORAS) at a cost of \$325. (No Attachment)

Motion by _____, seconded by _____

Roll Call: _____

- 9. Consider: Superintendent recommends the Jefferson County Governing Board adopt a resolution to approve a one-year subscription to the Ohio School Boards Association *CommunicationPlus* at a cost of \$340. (No Attachment)

Motion by _____, seconded by _____

Roll Call: _____

- 10. Consider: Superintendent recommends the Jefferson County Governing Board adopt a resolution to approve the ESC hosting Jefferson County Family and Children First Council meetings the first Friday of each month at 11:30 a.m. (No Attachment)

Motion by _____, seconded by _____

Roll Call: _____

- 11. Consider: Superintendent recommends the Jefferson County Governing Board adopt a resolution to approve the 2015-16 Authorizer Opening Assurances for the Utica Shale Academy. (No Attachment)

Motion by _____, seconded by _____

Roll Call: _____

**UTICA SHALE ACADEMY
FINANCIAL UPDATE**

CASH BALANCE AS OF:	<u>9/30/2015</u>	<u>ENCUMBRANCES</u>
Utica Shale Academy General Fund	\$159,807.40	\$559.20

RECEIPTS & EXPENDITURES

Receipts:	Month-to-Date	Year-to-Date
Utica Shale Academy General Fund	<u>\$32,187.38</u>	<u>\$94,074.06</u>
TOTAL RECEIPTS:	\$32,187.38	\$94,074.06

Expenditures:	Month-to-Date	Year-to-Date
Utica Shale Academy General Fund	<u>\$11,366.43</u>	<u>\$22,426.17</u>
TOTAL EXPENDITURES:	\$11,366.43	\$22,426.17

	Beginning Balance as of 7/1/15	Current Ending Balance 09/30/15
Utica Shale Academy General Fund	<u>\$88,159.51</u>	<u>\$159,807.40</u>
TOTAL CASH BALANCE:	\$88,159.51	\$159,807.40

Date: 10/08/2015
Time: 1:50 pm

Utica Shale Academy of Ohio
SORT BY CHECK NUMBER
CHECK DATES BETWEEN 09/01/2015 AND 09/30/2015
ALL CHECKS SELECTED

Page: 1
(CHECKPY)

CHECK	TYPE	DATE	VENDOR	VENDOR	STATUS/DATE	BANK CODE	CHECK AMOUNT
000197	W	09/09/2015	Farm & Dairy	001533	RECONCILED:09/30/2015		235.20
000198	W	09/09/2015	The Morning Journal	001540	RECONCILED:09/30/2015		1,322.50
000199	W	09/14/2015	RON SINES	000002	RECONCILED:09/30/2015		432.00
000200	W	09/14/2015	KIMBERLY MANNING	000006	RECONCILED:09/30/2015		315.00
000201	W	09/14/2015	LAURA KRULIK	001527	RECONCILED:09/30/2015		210.00
000202	W	09/14/2015	John Kuczykowski	001541	RECONCILED:09/30/2015		105.00
000204	W	09/18/2015	CARTS	000021	RECONCILED:09/30/2015		418.00
000205	W	09/18/2015	Campbell Signs & Apparel LLC	001542	RECONCILED:09/30/2015		914.00
000206	W	09/18/2015	OAASFEP	001543	RECONCILED:09/30/2015		350.00
000207	W	09/18/2015	Hyatt Regency Columbus	001544			340.20
000208	W	09/30/2015	JUSTIN KRULIK	000001			150.00
000209	W	09/30/2015	RON SINES	000002			516.00
000210	W	09/30/2015	PAUL BAKER	000003			235.00
000211	W	09/30/2015	KAREN CARLIER	000004			105.00
000212	W	09/30/2015	LISA M. CUNNINGHAM	000005			105.00
000213	W	09/30/2015	KIMBERLY MANNING	000006			210.00
000214	W	09/30/2015	JENNA ROSNICK	000015			25.00
000215	W	09/30/2015	GREG TAGLIERI	000016			105.00
000216	W	09/30/2015	LAURA SHEETS	001501			12.00
000217	W	09/30/2015	GREG SABBATO	001508			414.00
000218	W	09/30/2015	LAURA KRULIK	001527			25.00
000219	W	09/30/2015	John Kuczykowski	001541			105.00
000220	W	09/30/2015	COLUMBIANA EXEMPTED VILLAGE SCHOOLS	001545			4,671.53

V VOIDED CHECKS	0	CHECK TOTALS	0.00
R RECONCILED CHECKS	9	CHECK TOTALS	4,301.70
W WARRANT CHECKS	23	CHECK TOTALS	11,320.43

Acknowledgement of receipt of Auditor of State fraud-reporting system information


Pursuant to Ohio Revised Code 117.103(B)(1), a public office shall provide information about the Ohio fraud-reporting system and the means of reporting fraud to each new employee upon employment with the public office.

Each new employee has thirty days after beginning employment to confirm receipt of this information.

By signing below, you are acknowledging Jefferson County Educational Service Center provided you information about the fraud-reporting system as described in Section 117.103(A) of the Revised Code, and that you read and understand the information provided. You are also acknowledging you have received and read the information regarding Section 124.341 of the Revised Code and the protections you are provided as a classified or unclassified employee if you use the before-mentioned fraud-reporting system.

I, Charles Joyce, have read the information provided by my employer regarding the fraud-reporting system operated by the Ohio Auditor of State's office. I further state that the undersigned signature acknowledges receipt of this information.

Charles Joyce, Board Member
PRINT NAME, TITLE, AND DEPARTMENT


PLEASE SIGN NAME

10-15-2015
DATE

From: [Karen Martin](#)
To: [Eric Sampson](#)
Cc: [Chuck Kokiko](#)
Subject: Fwd: "*NEW" 15.0.0 Student Services Webinars have been posted
Date: Tuesday, July 14, 2015 8:42:35 AM

Eric,

You may want to check these out, especially StudentInformation and GradeBook.

Karen Martin, CEP
Executive Secretary/EMIS Coordinator
Jefferson County ESC
2023 Sunset Boulevard
Steubenville, OH 43952

----- Forwarded message -----

From: **Bernie Grabits** <bernie.grabits@omeresanet.net>
Date: Tue, Jul 14, 2015 at 8:29 AM
Subject: "*NEW" 15.0.0 Student Services Webinars have been posted
To: "sdc.dis" <sdc.dis@omeresanet.net>, "mail_emis.dis" <mail_emis@omeresanet.net>, "pbpoc.dis" <pbpoc.dis@omeresanet.net>, "spspoc.dis" <spspoc.dis@omeresanet.net>

Good morning,

We have just posted new webinars regarding the upcoming 15.0 software release to our website. We will be installing the release soon, so please view these webinars to familiarize yourself with what's included in the release.

The webinars can be found on our website under ***Professional Development-Student Services Webinars:***

15.0.0 What's New in ProgressBook StudentInformation

15.0.0 What's New in ProgressBook GradeBook, VirtualClassroom and ParentAccess

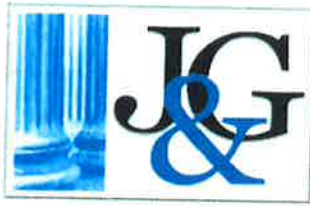
15.0.0 What's New in ProgressBook SpecialServices and DataMap

Thank you!

Bernie Grabits

*OME-RESA
Student Services
2023 Sunset Blvd.
Steubenville, Ohio 43952*

[740-283-2050 ext. 106](#)



Julian & Grube, Inc.
Serving Ohio Local Governments

333 County Line Rd. West, Westerville, OH 43082 Phone: 614.846.1899 Fax: 614.846.2799

September 10, 2015

Mr. Don Donahue, Treasurer
Utica Shale Academy
38095 State Route 39
Salineville, Ohio 43945

Dear Mr. Donahue:

We greatly appreciate the opportunity to submit our proposal to assist the Utica Shale Academy (the "Academy") in compiling its basic financial statements (BFS) in compliance with accounting principles generally accepted in the United States of America (GAAP) for the year ended June 30, 2015. We will compile, from information you provide, the annual financial statements and issue an accountant's report thereon in accordance with Statements on Standards for Accounting and Review Services issued by the American Institute of Certified Public Accountants (AICPA).

Julian & Grube, Inc. (J&G) takes pride in its commitment to providing quality accounting and advisory services to the public sector. Your request represents a significant opportunity for us and a cost-effective means for the Academy to achieve excellence in financial reporting. We have enclosed for your information a complete list of our public sector clients; please feel free to contact any of them.

The following proposal explains the GAAP reporting rules issued by the Auditor of State. We then set forth the approach and scope of our assistance based on our understanding of your needs, and finally, the fee schedule.

RULES FOR REPORTING ON A GAAP-BASIS

The Auditor of State has issued various Administrative Rules calling for Ohio governmental entities to begin preparing their "Annual Financial Report" (AFR) in accordance with GAAP. GAAP-basis reporting provides users of the financial statements with a comprehensive view of the Academy's overall financial position as well as the results of its operations. GAAP-basis reporting also provides significant details as to the Academy's accounting policies and activities.

Mr. Don Donahue, Treasurer
Utica Shale Academy
September 10, 2015
Page 2

In order to comply with the Auditor of State's requirement to issue a GAAP-basis AFR, the Academy has two options. The first option is to issue basic financial statements (BFS) which consist of government-wide and fund financial statements, a management's discussion and analysis (MD&A) and appropriate note disclosures. The second option is to prepare a comprehensive annual financial report (CAFR). The CAFR, prepared under the guidelines of the Certificate of Achievement for Excellence in Financial Reporting program, would include the items mentioned above as well as an introductory section, combining statements and schedules and a statistical section. This proposal was prepared under the assumption that the Academy plans to issue a BFS for the fiscal year ended June 30, 2015.

The Academy should experience various benefits from preparing GAAP-basis BFS in addition to complying with the requirements set forth by the Auditor of State.

These benefits include:

- The Academy's elected officials and managers will benefit from the improved quality of the financial information available.
- Improved financial information will be available to the public.
- The Academy will be perceived to be more accountable for its actions by the public.
- The project will require the implementation of procedures to account for annual additions and deletions of capital assets as well as depreciation accounting for all capital assets.
- Should the Academy enter the capital funds market in the future, it could benefit from improved bond and note ratings as a result of improved accountability and quality of financial information. It should be noted that when issuing bonded debt GAAP-basis financial information is frequently requested and necessary.
- Since the Academy previously prepared a GAAP-basis statements, a more accurate analysis of results of operations from year to year will be possible.

Mr. Don Donahue, Treasurer
Utica Shale Academy
September 10, 2015
Page 3

PROJECT APPROACH

Although the preparation of the GAAP-basis BFS is the responsibility of the Academy Treasurer, the project will require the cooperation of almost all the Academy departments. Cooperation is essential to the success of the GAAP-conversion. The key to bringing about cooperation is proper planning and coordination of all aspects of the project.

We consider meetings of those Academy personnel involved with various aspects of the project, shared information, and on-going status updates of project completion to be the most important aspects in a successful conversion. In addition to being valuable planning tools for the project, the above will help identify any additional resources or information that may be needed. Our suggested approach to preparing your GAAP-basis financial statements can be summarized in three basic phases:

I. Review

Review the Academy's current accounting and financial reporting procedures for compliance with GAAP for governments. Define the procedures and resources necessary to convert the Academy's financial report from its cash-basis format to compliance with GAAP.

II. Planning

Using the information obtained during the review phase, we will identify specific tasks necessary for the completion of the BFS. The Treasurer should delineate responsibility for completing all tasks and specify a timetable for completion of the tasks.

III. BFS Preparation

The year-end cash-basis financial statements (reports) will be converted to GAAP-basis through analysis of (1) financial transactions necessary to prepare accrual entries (2) the effect of reversing prior year accrual entries, and (3) other information pertinent to the BFS (debt transactions, capital asset activity, investment activity, etc.).

At the completion of this phase, unaudited BFS with appropriate note disclosures will have been prepared. Additionally, various workpapers and schedules will have been prepared to enable the Independent Public Accountant (IPA) to review and audit the adjustments.

Mr. Don Donahue, Treasurer
Utica Shale Academy
September 10, 2015
Page 4

PROJECT SCOPE

J&G would assist the Academy in the preparation of its BFS. Our role would be primarily to:

- Perform the review of the Academy's current accounting and financial reporting procedures and determine changes necessary to comply with GAAP.
- Delineate responsibility for completing the tasks in the project after consulting with the Academy Treasurer and other personnel.
- Provide technical assistance, consultation and review during the term of the project.
- Post reversing journal entries to the cash-basis financial statements.
- Prepare adjusting journal entries for posting to the cash-basis financial statements.
- Prepare all footnote disclosures and assist the Academy with the preparation of the MD&A.
- File the BFS with the Auditor of State prior to November 27, 2015.
- Act as the Academy's liaison with its IPA on matters related to the preparation of the GAAP- basis BFS. We will provide the IPA access to our workpapers and we will ultimately post all agreed-upon audit adjustments. We would assist the IPA by answering various inquiries and explaining our procedures. Should the IPA request additional assistance or work to be performed by J&G beyond the scope of our engagement, we would only perform such tasks with the approval of the Treasurer.

This proposal was prepared based on the assumption that the Academy would accumulate/gather the information necessary to prepare the various adjusting journal entries. J&G will provide consultation related to the above tasks and our assistance will be tailored to meet your specific needs. Additionally, J&G will generate appropriate year-end reports from the Academy's accounting, files by accessing the Academy's database via the Internet using terminal emulation software. This will require that you authorize us to have "read only" access to your files at the Academy's "A-site".

Mr. Don Donahue, Treasurer
Utica Shale Academy
September 10, 2015
Page 5

ACADEMY'S RESPONSIBILITIES

The Academy Treasurer is responsible for:

- The preparation and fair presentation of the financial statements in accordance with GAAP.
- Management decisions and functions and for assigning an individual with suitable skill, knowledge, or experience to oversee the GAAP-conversion services provided by J&G
- Evaluating the adequacy and results of the services performed and accepting responsibility for such services.
- Designing, implementing, and maintaining internal control relevant to the preparation and fair presentation of the financial statements.
- Preventing and detecting fraud.
- Identifying and ensuring that the entity complies with the laws and regulations applicable to its activities.
- Making all financial records and related information available to us.

J&G'S RESPONSIBILITIES

We are responsible for conducting the engagement in accordance with Statements on Standards for Accounting and Review Services issued by the AICPA.

ERRORS, FRAUD, OR ILLEGAL ACTS

Our engagement cannot be relied upon to disclose errors, fraud, or illegal acts. However, we will inform the appropriate level of management of any material errors, and of any evidence or information that comes to our attention during the performance of our compilation procedures that fraud may have occurred. In addition, we will report to you any evidence or information that comes to our attention during the performance of our compilation procedures regarding illegal acts that may have occurred, unless they are nearly inconsequential.

OBJECTIVE OF A COMPILATION

The objective of a compilation is to assist you in presenting financial information in the form of financial statements. We will utilize information that is your representation without undertaking to obtain or provide any assurance that there are no material modifications that should be made to the financial statements in order for the statements to be in conformity with GAAP.

TIMING

In accordance with Ohio Revised Code Section 117.38, the Academy is required to file its GAAP-basis annual financial report 150 days after fiscal year-end, or by November 27, 2015. Failure to do so may result in a maximum penalty of \$750 assessed by the Auditor of State. In order to meet this required deadline, J&G *must* receive all requested source data from the District by October 15, 2015 to ensure completion by November 27, 2015.

Based on our discussions with you we would assist the Academy in preparing its “unaudited” fiscal 2015 BFS by November 27, 2015 for filing with the Auditor of State. It is important to note that the Academy should take a complete materials and supplies inventory and update capital asset information prior to June 30, 2015.

PROFESSIONAL FEES

You may choose between a one-year or multi-year contract. In either case, this is a fixed fee (i.e., you will not be billed additional amounts for any out-of-pocket expenses we may incur). You will be billed upon report completion each year.

- 1. FY15 BFS\$1,700
- 2. Two-year engagement.....\$1,600
- 3. Three-year engagement.....\$1,500

We at J&G are dedicated to quality service and client satisfaction. If, during the course of a multi-year contract, the Academy is dissatisfied with our services, and it is a situation that cannot be rectified, the Academy may cancel the remaining portion of the contract. Both J&G and the Academy reserve the right to cancel the remaining portion of any contract period with a 90 day written notice to the other party. If, for any reason, we are unable to complete the compilation of your financial statements, we will not issue a report on such statements as a result of this engagement.

Mr. Don Donahue, Treasurer
Utica Shale Academy
September 10, 2015
Page 7

We greatly appreciate this opportunity to be of assistance to the Academy. We believe there are many benefits to converting to GAAP-basis financial reporting. The Academy will not only be in compliance with the requirements set forth by the Auditor of State, but the public should perceive better accountability of the Academy's financial resources.

The terms as stated in this proposal will remain open until September 30, 2015. If the proposed terms are acceptable, please sign, date, and return one copy.


Should you have any questions please contact me at 614.846.1899. Thank you again.

Very truly yours,



Carrie M. Simmons, CPA
Julian & Grube, Inc.

I accept your proposal to provide compilation services to the Utica Shale Academy during our GAAP-conversion. I have chosen fee option 3 (1, 2 or 3).



Treasurer

9/10/15

Date

Office of School Sponsorship
On-site Review Form

School:
Date of Visit:

Compliance Area00s	Compliance Reference: ORC, OAC, Contract	Documentation	Fall/Spring	Notes
PROGRAM				
Implementation of Education Program	Sponsor Contract 6.1	Review educational plan as stated in Contract. Verify compliance with plan through school tour, review of student/teacher ratio and classroom observations. Use of primary curriculum and supplemental materials should be noted.	Fall <input type="checkbox"/> Desk check <input type="checkbox"/> Compliant <input type="checkbox"/> Non-compliant Spring <input type="checkbox"/> Desk check <input type="checkbox"/> Compliant <input type="checkbox"/> Non-compliant	
School Improvement – OIP Meetings	ORC 3302.04	View agendas and minutes to verify that OIP meetings are being held as indicated in the schedule.	Fall <input type="checkbox"/> Compliant <input type="checkbox"/> Non-compliant Spring <input type="checkbox"/> Compliant <input type="checkbox"/> Non-compliant	
Achievement Tests & Diagnostic Assessments	ORC 3301.0710; 3301.0715; 3301.0711; Sponsor Contract 6.3	Identify tests and assessments used. Review the school’s plan and procedure for administering	Fall <input type="checkbox"/> Desk check <input type="checkbox"/> Compliant	

		the achievement tests and diagnostic assessments.	<input type="checkbox"/> Non-compliant	
Graduation Requirements	3313.61; 3313.611; Sponsor Contract 6.11	Verify that graduation requirements are in compliance with current law.	Fall <input type="checkbox"/> Desk check <input type="checkbox"/> Compliant <input type="checkbox"/> Non-compliant	
School Calendar		The school has not modified the school calendar without prior written notice to the sponsor.	Fall <input type="checkbox"/> Desk check of SOES calendar <input type="checkbox"/> Compliant <input type="checkbox"/> Non-compliant Spring <input type="checkbox"/> Desk check of SOES calendar <input type="checkbox"/> Compliant <input type="checkbox"/> Non-compliant	
Attendance Rate	ORC 3302.02	Review status of school's monthly attendance rate.	Fall <input type="checkbox"/> Desk check <input type="checkbox"/> Compliant <input type="checkbox"/> Non-compliant Spring <input type="checkbox"/> Desk check <input type="checkbox"/> Compliant <input type="checkbox"/> Non-compliant	
Attendance, Withdrawal, and Truancy	ORC 3314.037(A)(6)(b); 3321.191; Sponsor Contract 6.12	Review board approved attendance, withdrawal, and truancy policies. Withdrawals by student are to be reported annually to the sponsor.	Fall: Policies <input type="checkbox"/> Compliant <input type="checkbox"/> Non-compliant Spring: Numbers <input type="checkbox"/> Compliant <input type="checkbox"/> Non-compliant	
Suspension & Expulsion – Policies and Reporting	ORC 3313.66; 3313.661; 3313.662; 3313.34; 3313.613; 20 USC 7151; Sponsor Contract 6.7	Verify published policies regarding suspension and expulsion. School must show a compilation of all suspensions and expulsions for all students differentiating any special education students.	Fall: Policies <input type="checkbox"/> Compliant <input type="checkbox"/> Non-compliant Spring: Numbers <input type="checkbox"/> Compliant <input type="checkbox"/> Non-compliant	
Child Find Policy	ORC 3323.03; OAC 3301-51-03	Review board approved Child Find policy and verification of procedures followed. Ensure that notice is published annually	Fall <input type="checkbox"/> Desk check <input type="checkbox"/> Compliant	

		and that it is posted on the school's website if it has one.	<input type="checkbox"/> Non-compliant	
Breakfast/Lunch Program & Food and Beverage Policy	42USC1751; Nat'l Lunch Act as amended by the Child Nutrition Act of 1966; 3313.813; Wellness Policy- section 204 of the "Child Nutrition Act and WIC Reauthorization Act of 2004"; ORC 3313.814	A school wellness policy identifying food and beverage guidelines must be in place. The school must adopt and enforce standards governing the types of food and beverage that may be sold at school.	Fall <input type="checkbox"/> Desk check: CACFP & NSLP <input type="checkbox"/> Compliant <input type="checkbox"/> Non-compliant Spring <input type="checkbox"/> Desk check: CACFP & NSLP <input type="checkbox"/> Compliant <input type="checkbox"/> Non-compliant	
Student Medication Dispensing Procedures, Records, and Storage Implementation	ORC 3313.716; 3313.718; 3314.14; 3313.713	Policy needs to state that students are permitted to self-administer asthma medication and epinephrine, and must require contact with emergency personnel if epinephrine is administered. If the school administers prescription drugs to students, we highly recommend adopting a policy and procedures as outlined in ORC 3313.713.	Fall: Policy <input type="checkbox"/> Desk check <input type="checkbox"/> Compliant <input type="checkbox"/> Non-compliant Spring: Storage <input type="checkbox"/> Compliant <input type="checkbox"/> Non-compliant	
Health Screening – BMI and Weight Screening	ORC 3313.674	Review school plan to comply with all requirements of screenings and reporting; or request for waiver. Verify waiver submitted every year if applicable.	Fall <input type="checkbox"/> Compliant <input type="checkbox"/> Non-compliant Spring <input type="checkbox"/> Compliant <input type="checkbox"/> Non-compliant	
Student Records Review	ORC 3313.50 & 3313.69 (vision & hearing); 3313.67; 3313.671 (immunization); 3313.712 (emergency medical authorization)	Review a sample of student records in each grade level utilizing student file checklist. Record and extrapolate the results. Verify grade levels for vision and hearing checks.	Fall <input type="checkbox"/> Compliant <input type="checkbox"/> Non-compliant Spring <input type="checkbox"/> Compliant <input type="checkbox"/> Non-compliant	
STAFF				
Safety & Violence Prevention Training for Employees	ORC 3319.073; Sponsor Contract 8.1	Verify on the employee roster that each person employed by the school as a nurse, teacher, counselor, school psychologist	Fall <input type="checkbox"/> Compliant <input type="checkbox"/> Non-compliant Spring	

		or administrator, or any employee regularly interacting with the students has completed in-service training for the prevention of child abuse, violence & substance abuse w/i 2 years of employment & every 5 years thereafter.	<input type="checkbox"/> Compliant <input type="checkbox"/> Non-compliant	
Heimlich Maneuver Training	ORC 3313.815	Any school district or nonpublic school that operates a food service program pursuant to section 3313.81 or 3313.813 of the ORC shall require at least one employee who has received instruction in methods to prevent choking and has demonstrate an ability to perform the Heimlich Maneuver to be present while students are being served food. Verify names and positions of employees trained on the employee roster.	Fall <input type="checkbox"/> Compliant <input type="checkbox"/> Non-compliant Spring <input type="checkbox"/> Compliant <input type="checkbox"/> Non-compliant	
Bloodborne Pathogens Training	OSHA	Verify staff trained in the employee roster.	Fall <input type="checkbox"/> Compliant <input type="checkbox"/> Non-compliant Spring <input type="checkbox"/> Compliant <input type="checkbox"/> Non-compliant	
Highly Qualified Teacher and ParaPro Documentation	ORC 3319.074; NCLB	Review EMIS report showing HQT status and verify staff roster is accurately documented.	Fall <input type="checkbox"/> Compliant <input type="checkbox"/> Non-compliant Spring <input type="checkbox"/> Compliant <input type="checkbox"/> Non-compliant	
Title 1 Attestation Form for the Title 1 Teachers and Title 1 ParaPros	NCLB 33119	Review signed Principal's Attestation Form documenting HQT status of all Title 1 teachers and ParaPros teaching in the building.	Fall <input type="checkbox"/> Compliant <input type="checkbox"/> Non-compliant Spring <input type="checkbox"/> Compliant <input type="checkbox"/> Non-compliant	

Resident Educator Program; Mentor Program	ORC 3319.223	Ensure the school has a resident educator program mentor on staff and verify approved mentor status of the employee. Review documentation of the training received.	Fall <input type="checkbox"/> Desk check <input type="checkbox"/> Compliant <input type="checkbox"/> Non-compliant Spring <input type="checkbox"/> Desk check <input type="checkbox"/> Compliant <input type="checkbox"/> Non-compliant	
Local Professional Development Committee (LPDC)	ORC 3319.22	View evidence of an active LPDC committee including list of committee members, dates of meetings, minutes of those meetings, and completion of required professional development by staff.	Fall <input type="checkbox"/> Compliant <input type="checkbox"/> Non-compliant Spring <input type="checkbox"/> Compliant <input type="checkbox"/> Non-compliant	
Roster of Staff, Faculty, and Administrators	Annually to facilitate compliance with ORC 3319.39 and 3319.22	Copy of annual school year roster checklist. (Updates and changes in the information contained in the staff roster checklist should be submitted to the sponsor as they occur.)	Fall <input type="checkbox"/> Desk check <input type="checkbox"/> Compliant <input type="checkbox"/> Non-compliant Spring <input type="checkbox"/> Desk check <input type="checkbox"/> Compliant <input type="checkbox"/> Non-compliant	
Licensed Employees	ORC 3319.22-.31; Sponsor Contract 8.1	Verify that all classroom teachers are licensed in accordance with ORC.	Fall <input type="checkbox"/> Desk check <input type="checkbox"/> Compliant <input type="checkbox"/> Non-compliant Spring <input type="checkbox"/> Desk check <input type="checkbox"/> Compliant <input type="checkbox"/> Non-compliant	
Licensed for PhysEd	ORC 3319.22; Sponsor Contract 8.1.2	(effective July 1, 2013) Verify licensed in accordance with ORC.	Fall <input type="checkbox"/> Compliant <input type="checkbox"/> Non-compliant Spring <input type="checkbox"/> Compliant <input type="checkbox"/> Non-compliant	
Criminal Background	ORC 3319.39; Sponsor Contract 8.4	BCI&I and FBI results must be in place for all staff. Results	Fall <input type="checkbox"/> Compliant <input type="checkbox"/> Non-compliant	

Checks (BCI&I and FBI)		must be on file within 60 days of hire.	Spring <input type="checkbox"/> Compliant <input type="checkbox"/> Non-compliant	
Bus Driver Qualifications	ORC 3327.10	School must provide qualifications of bus drivers if they are employees of the school. School must certify that driver is at least 18 years of age, is of good moral character and is qualified physically and otherwise for such positions. School must provide annual physical exam for driver. If school contracts for services, contract must include contractor's responsibility to ensure compliance of qualification requirements.	N/A <input type="checkbox"/> Doesn't provide transportation Fall <input type="checkbox"/> Compliant <input type="checkbox"/> Non-compliant Spring <input type="checkbox"/> Compliant <input type="checkbox"/> Non-compliant	
Improper Conduct of Licensed Employee	ORC 3314.40; 3314.401	Discuss with administration whether any staff has been accused of any improprieties. Discuss requirements of school to document and report to ODE.	Fall <input type="checkbox"/> Compliant <input type="checkbox"/> Non-compliant Spring <input type="checkbox"/> Compliant <input type="checkbox"/> Non-compliant	
NOTICES				
Parental Involvement Policy	ORC 3313.472	Verify that the school has a parent involvement policy that is reviewed by the board and shared with the parents annually.	Fall <input type="checkbox"/> Compliant <input type="checkbox"/> Non-compliant Spring <input type="checkbox"/> Compliant <input type="checkbox"/> Non-compliant	
Parent Notice-Community School & Statewide Testing & Compulsory Attendance	ORC 3314.041	Verify that the school has published an annual written notice to parents stating they are a Community School, conduct Statewide Testing & require Compulsory Attendance. (No mailing requirement)	Fall <input type="checkbox"/> Compliant <input type="checkbox"/> Non-compliant Spring <input type="checkbox"/> Compliant <input type="checkbox"/> Non-compliant	
Parent Right to Know Letter	ORC 3319.074	Verify that the school has annually published a notice stating that the parents/guardians may request	Fall <input type="checkbox"/> Compliant <input type="checkbox"/> Non-compliant	

		information on professional qualifications of each classroom teacher.	Spring <input type="checkbox"/> Compliant <input type="checkbox"/> Non-compliant	
Parent Notice – HQT Status	NCLB 1111(h)	For Title 1 schools – verify that the school has sent timely notice to parents of students who have been assigned to, or have been taught for 4 or more consecutive weeks by a teacher who is no highly qualified. The letter must include the level of achievement of the individual child for each of the state’s achievement assessments.	Fall <input type="checkbox"/> Compliant <input type="checkbox"/> Non-compliant Spring <input type="checkbox"/> Compliant <input type="checkbox"/> Non-compliant	
Fourth Grade Reading Capability	ORC 3313.608	Verify notification to parents for intervention and parental involvement. If students are diagnosed below grade level in reading skills at end of 3 rd grade, school must notify parents and provide intervention.	Fall <input type="checkbox"/> Compliant <input type="checkbox"/> Non-compliant Spring <input type="checkbox"/> Compliant <input type="checkbox"/> Non-compliant	
FACILITIES				
School Emergency Evacuation – Tornado- School Safety Drill	ORC 3737.73(A),(D)(2)(b); Ohio Fire Code 405.1.1.1 and 408.3.2	At least (9) Emergency Evacuation drills must be conducted in the school year and at least (1) must occur within the first 10 days of school. Not later than the fifth day of December each year, the Principal or person in charge of each public or private school or educational institution shall provide written certification by mail of the date time each school safety drill was conducted to the police chief or other similar chief law enforcement officer in the municipal corporation, township, or the township police district in which the school or institution is located. Form must be	Fall <input type="checkbox"/> Compliant <input type="checkbox"/> Non-compliant Spring <input type="checkbox"/> Compliant <input type="checkbox"/> Non-compliant	<input type="checkbox"/> Desk check – prior to visit

		submitted to the State Fire Marshall Bureau of Compliance at the mid-point of the school and year end as specified by the State Fire Marshall. Ensure evacuation maps are clearly displayed in the building and classrooms. Review drill logs.		
Safety Plan	ORC 3313.536	Verify that the school has a written Safety Plan and that the plan has been submitted to local law enforcement agency with blueprints and Attorney General's office with floor plan. Verify date sent and document the required update every 3 years (or when major modifications to building require changes).	Fall <input type="checkbox"/> Compliant <input type="checkbox"/> Non-compliant	Date of submission:
Display of Donated National & State Motto	ORC 3313.801	View and verify with school leadership that donations are appropriately marked. Applies specifically to copies of the mottos "In God We Trust" and "With God, All Things Are Possible" that have been donated.	Fall <input type="checkbox"/> Compliant <input type="checkbox"/> Non-compliant Spring <input type="checkbox"/> Compliant <input type="checkbox"/> Non-compliant	
Display of the National Flag	ORC 3313.80	All boards of education, all proprietors or principals of private schools, and all authorities in control of parochial school or other educational institutions shall display the United States flag, not less than five feet in length, over, near or within all schoolhouses under their control, during each day such schools are in session.	Fall <input type="checkbox"/> Compliant <input type="checkbox"/> Non-compliant Spring <input type="checkbox"/> Compliant <input type="checkbox"/> Non-compliant	
Use of Facilities	ORC 3314.05	Verify appropriate use of facility including assuring compliance with law if same grade level served in multiple building.	Fall <input type="checkbox"/> Compliant <input type="checkbox"/> Non-compliant Spring	

			<input type="checkbox"/> Compliant <input type="checkbox"/> Non-compliant	
Workers Compensation Certificate	ORC 4123	Valid Workers Compensation Certificate on display at the school.	Fall <input type="checkbox"/> Compliant <input type="checkbox"/> Non-compliant Spring <input type="checkbox"/> Compliant <input type="checkbox"/> Non-compliant	
GOVERNING AUTHORITY				
Governing Authority Approved Meeting Minutes and Resolutions; signed & available to the public	ORC 121.22	Board book is a public record and must be available to the public. Review appropriate procedures and board book for board meeting minutes.	Fall <input type="checkbox"/> Desk check <input type="checkbox"/> Compliant <input type="checkbox"/> Non-compliant Spring <input type="checkbox"/> Desk check <input type="checkbox"/> Compliant <input type="checkbox"/> Non-compliant	
Governing Authority Public Announcement of Meetings	ORC 121.22(F)	Provide copies of legal public notice since last site visit. Verify sponsor has been notified of all board meetings.	Fall <input type="checkbox"/> Desk check <input type="checkbox"/> Compliant <input type="checkbox"/> Non-compliant Spring <input type="checkbox"/> Desk check <input type="checkbox"/> Compliant <input type="checkbox"/> Non-compliant	
Governing Authority Public Announcement of Meetings – Policy	ORC 121.22	Ohio Sunshine Law Manual states that interpretation of the State of Ohio Auditor and State of Ohio Attorney General that the Open Meetings Act requires public bodies to adopt rules establishing methods for notification. View policy to verify that notices are consistent with policy and in how they reach the public.	Fall <input type="checkbox"/> Desk check <input type="checkbox"/> Compliant <input type="checkbox"/> Non-compliant Spring <input type="checkbox"/> Desk check <input type="checkbox"/> Compliant <input type="checkbox"/> Non-compliant	
Governing Authority Member Documentation	Sponsor Contract 2.3; 2.8	Verify all board members have current resume and BCI/FBI check on file. Also, verify that new members have obtained training as required by contract.	Fall <input type="checkbox"/> Compliant <input type="checkbox"/> Non-compliant Spring	

			<input type="checkbox"/> Compliant <input type="checkbox"/> Non-compliant	
Racial & Ethnic Balance Assessment	ORC 3314.06; 3314.03(A)(7); Sponsor Contract 6.5	In order to comply with Admission procedures required under 3314.06, the governing authority must assess the racial balance of the school on a regular basis. View minutes or documentation verifying such.	Spring <input type="checkbox"/> Desk check <input type="checkbox"/> Compliant <input type="checkbox"/> Non-compliant	
PRIOR TO FALL COMPLIANCE VISIT BEING COMPLETED, WE MUST RECEIVE THE FOLLOWING DOCS VIA EMAIL				
Annual Budget		Submit annual budget as approved by the board prior to year end (June 30). Include date approved by board.	Fall <input type="checkbox"/> Desk check <input type="checkbox"/> Compliant <input type="checkbox"/> Non-compliant	
5 Year Forecast	Sponsor Contract 9.5	Submit the 5 year forecast including: 1) the date that it was approved by the board, and 2) the date that it was submitted to ODE prior to October 31.	Fall <input type="checkbox"/> Desk check <input type="checkbox"/> Compliant <input type="checkbox"/> Non-compliant	
Annual Report done for and by the school	ORC 3314.03(A)(11)(g); 117.38	Receive and review school annual report. Verify deliver method and date sent to parents, students, board, sponsor, and ODE. Verify public notice of availability of report in newspaper.	<input type="checkbox"/> Delivered by October 31	
School Improvement Team Documentation	ORC 3302.04	Verify receipt of OIP committee and meeting documentation, Intervention Plan, Testing and Assessment Information and CCIP assurance.	Fall <input type="checkbox"/> Desk check <input type="checkbox"/> Compliant <input type="checkbox"/> Non-compliant	

Classroom Observations

Teacher:	Grade Level:	Subject:
----------	--------------	----------

Observed Practices		
Instruction	Behavior	Accommodations

Teacher:	Grade Level:	Subject:
----------	--------------	----------

Observed Practices		
Instruction	Behavior	Accommodations

--	--	--

Interviews

Fall: Administrator

Question

Notes

Where does the school excel?

In what areas is improvement needed? What are the necessary steps to make improvements?

How is the staff working together toward school goals?

Spring: Teachers (Group)

Grade Levels/Subjects:

Question

Notes

How does the administrative team support the teachers?

Where does the school excel?

In what areas is improvement needed? What are the necessary steps to make improvements?

Spring: Students (Group)

Grade Levels:

Question	Notes
Why do you enjoy coming to school each morning?	
How are disruptive students disciplined? Is it effective?	
How does this school challenge you? How do teachers keep you engaged?	
Site Observations	
Question	Notes
Are students actively engaged in learning?	
Does the evidence of the visit match the school's written claims?	
How does the school use assessment and other data toward improving instruction and operations?	
Are there lapses in school operations that should be addressed?	
Are there any "early warning" indicators such as attendance or teacher absences that could affect student performance?	
Additional Notes:	



From: [Linda Lenzi](#)
To: [Eric Sampson](#); [Chuck Kokiko](#); [Patty Ferrell](#); [Linda Lenzi](#)
Subject: Re: Gifted policy
Date: Thursday, August 20, 2015 9:37:36 AM

Eric,

We will try to help in any way we can. The things I listed have to be part of your things for parents. The testing list is on ODE but we can send you one. It is the approved list of tests for gifted. (Is that really what you are looking for?) We really need to make a list of forms and things you need and we can recreate or use what Southern has. All their forms are being revamped from The past ESC to ours. Acceleration is a must to be covered. They are looking at that a lot from the state since they are pushing acceleration and early graduation(which you will be using the most) is important to follow policy.

Rambling ... I do well. If you need to do a meeting let us know. Like we said we would do any thing help. Do not reinvent the wheel just yet.

Have a great day and we hope to hear from you soon.

Linda and Patty

On Thu, Aug 20, 2015 at 9:20 AM, Eric Sampson <ericb.sampson@southern.k12.oh.us> wrote:

Good morning,

Thank you for your suggestions on our Gifted Policy. I am not familiar with any of this and was hoping you could help.

I am not aware of what the "list for parents of services" is. I checked ODE and found a "Facts for Parents" sheet. Not sure if this is it.

Also, I am not aware of the testing list.

Please advise.

Eric Sampson
Director
Utica Shale Academy
38095 St. Rte. 39
Salineville, Ohio 43945
uticashaleschool.com
[330-679-8162](tel:330-679-8162)

On Tue, Aug 18, 2015 at 9:32 PM, Chuck Kokiko <chuck.kokiko@omeresanet.net> wrote:

Please see Linda's thoughts

Chuck Kokiko

Begin forwarded message:

From: Linda Lenzi <linda.lenzi@omeresanet.net>
Date: August 18, 2015 at 8:47:32 PM EDT

To: Chuck Kokiko <chuck.kokiko@omeresanet>
Subject: Re: Gifted policy

Chuck,

The policy looks ok ... But could use some work . It doesn't say southern. We will be updating it eventually when we see how the program goes.

You should be able to use this first time around. You need to file all this with ODE.

The list for parents of services and the testing list are 2 forms that need to be in policy. So you need to pull those in. You talked about them but need the list for both...

There is an acceleration policy that I will be going over with psychologist tomorrow at 10 I can get you a copy of that.

I also like to have the forms in the policy and on the web. The last time we were audited in Toronto that is something they suggested.

Not sure this helps but my suggestions. When did you want to do this with the board?

I can talk to you more after the psych meeting if you want

Enjoy your night and Congratson new position

Linda

On Tuesday, August 18, 2015, Chuck Kokiko <chuck.kokiko@omeresanet> wrote:

Linda,

Can you please look at the attachment that Eric sent and let me know if this is OK for USA board to adopt. Also, is their spate language for Acceleration?

Thanks

Chuck

----- Forwarded message -----

From: Eric Sampson <ericb.sampson@southern.k12.oh.us>

Date: Tue, Aug 18, 2015 at 12:02 PM

Subject: Gifted policy

To: "chuck.kokiko" <chuck.kokiko@omeresanet>

Attached is Southern's gifted policy. I checked through and do not believe it says Southern at all.

Eric Sampson

Director

Utica Shale Academy

38095 St. Rte. 39

Salineville, Ohio 43945

uticashaleschool.com

[330-679-8162](tel:330-679-8162)

--

Linda J. Lenzi
Coordinator of Gifted Services
Jefferson County Educational Service Center
2023 Sunset Boulevard, Steubenville, OH 43952
linda.lenzi@omeresanet.net
[740-283-3347](tel:740-283-3347) ext .135
www.jcesc.k12.oh.us Facebook: [JCESC](#) Twitter: [@JCESC_VLA](#)

--

Linda J. Lenzi
Coordinator of Gifted Services
Jefferson County Educational Service Center
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From: Chuck Kokiko
To: [Eric Sampson](#)
Cc: [Doug Velasquez](#)
Subject: Site Visit
Date: Tuesday, October 13, 2015 8:03:00 AM
Attachments: [image001.png](#)

Eric,

We would like to conduct our site visit on Tuesday October 27th at 10:00 am for USA site 1 followed by Columbiana at around 11:30.

Thanks

chuck

Dr. Charles M. Kokiko

Superintendent

Jefferson County Educational Service Center
2023 Sunset Boulevard, Steubenville, Ohio 43952

ckokiko@jcesc.org

740.283.3347 x122 (office)

740.391-0903 (cell)

www.jcesc.k12.oh.us Facebook: [JCESC](#) Twitter: [@JCESC_VLA](#)

JCESC_logo_small



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Jefferson County Educational Service Center

Charter School Department

School Closure Plan Implementation

SUMMARY

Required Actions	Responsible Party	Deadline Date	Status
Establish Transition Team: 1. Lead person from authorizer staff 2. Charter school board chair 3. Charter school lead administrator 4. Charter school lead finance person			
Establish a Meeting and Reporting Schedule: 1. Reassignment of students 2. Disposition of assets 3. Transfer of student records 4. Notification to entities doing business with the school 5. Status of school's finances 6. Submission of all required data to authorizer and/or state			
Submit Final Report School submits final report to ODE Community School Office, detailing completion of closure plan			

GOVERNANCE AND OPERATIONS

Required Actions	Responsible Party	Deadline Date	Status
Maintain Identifiable Location Maintain the school's current location through the winding up of its affairs or relocate all records and remaining assets to an identifiable location			

Required Actions	Responsible Party	Deadline Date	Status
<p>Terminate Management Agreement (MA)(if applicable) Review management agreement and take steps necessary to terminate the agreement:</p> <ol style="list-style-type: none"> 1. Clear agreement between school and MA regarding educational services through last day of instruction 2. Clear agreement between school and MA regarding when other services will end 3. Agreement regarding when MA will provide school with a final invoice and accounting, including any retained school funds and the status of grant funds 			
<p>Notify Lenders/Investors Notify banks, bondholders, etc. of the school's closure, a likely date as to when an event of default will occur, and the projected date of the last payment by the school toward its debt</p>			
<p>Maintain Corporate Records:</p> <ol style="list-style-type: none"> 1. Organizational documents (articles of incorporation, bylaws, etc.) 2. Governance documents (board minutes, resolutions, etc.) 3. Contracts 4. Leases 5. Assets and asset distribution 6. Grants 7. Employee records 8. Employee benefit programs 9. Loans, bonds, mortgages, and other financing documents 10. Accounting and bank records 11. Tax records, including tax status documents 			
Required Actions	Responsible Party	Deadline Date	Status

<p>Notify Employees and Benefit Providers Formally notify all employees of termination of employment, including date of final salary payment and date of termination of all benefits in accordance with applicable laws (<i>i.e.</i>, COBRA). Notify benefit providers of pending termination of all employees, including:</p> <ol style="list-style-type: none"> 1. Medical, dental, and vision plans 2. Life insurance 3. Retirement plans 4. Other benefits 			
<p>Notify Contractors and Terminate Contracts</p> <ol style="list-style-type: none"> 1. Notify all contractors of school closure 2. Retain records of all contracts and payments 3. Terminate contracts for goods and services as of the last date such goods and services will be needed 			
<p>Transfer Student Records Send student records to appropriate entity, including:</p> <ol style="list-style-type: none"> 1. IEPs and all records regarding special education and supplemental services 2. Student health/immunization records 3. Attendance records 4. Any testing materials required to be maintained by the school 5. Student transcripts and report cards 6. All other student records <p>Document the transfer of records, including:</p> <ol style="list-style-type: none"> 1. Number of general and special education records transferred 2. Date of transfer 3. Signature and printed name of charter school representative releasing records 4. Signature and printed name of representative receiving records 			
Required Actions	Responsible Party	Deadline Date	Status

<p>Inventory Assets Inventory school assets, and identify items:</p> <ol style="list-style-type: none"> 1. Loaned from other entities 2. Encumbered by terms of a contingent gift or grant, or a security interest 3. Owned by MA 4. Purchased with Public Charter School Program grant funds <p>Dispose of assets as required by applicable source and document asset disposition</p>			
--	--	--	--

FINANCE

Required Actions	Responsible Party	Deadline Date	Status
<p>Review and Revise School Budget:</p> <ol style="list-style-type: none"> 1. Review school budget and overall financial condition 2. Revise budget to reflect closure and associated expenses 3. Identify use of reserve funds, beginning with repayment of outstanding Common School Loan balance 			
<p>Maintain IRS 501(c)(3) Status:</p> <ol style="list-style-type: none"> 1. Notify IRS regarding address change 2. File required final tax returns 			
<p>Notify all Funding Sources:</p> <ol style="list-style-type: none"> 1. Notify all state and federal agencies of last date of operation 2. Notify all charitable partners of last date of operation 			

Creditors and Debtors: <ol style="list-style-type: none"> 1. List all creditors and debtors, including amounts owed 2. Notify all creditors of school's closure and request a final invoice 3. Notify all debtors of amounts owed and request payment 			
Required Actions	Responsible Party	Deadline Date	Status
Itemize Financials Review, prepare, and make available the following: <ol style="list-style-type: none"> 1. Fiscal year-end financial statements 2. Cash analysis 3. Bank statements for the final year, investments, payables, unused checks, petty cash, and payroll reports 4. Collect and void all unused checks 5. Destroy all credit and debit cards 6. Close all accounts after transactions have cleared 			
Close Out All Grants: <ol style="list-style-type: none"> 1. Prepare final accounting for all grant funds 2. File all final reports required by grants 			
Retain Auditor to Prepare Final Financial Statements			

REPORTING

Required Actions	Responsible Party	Deadline Date	Status
-------------------------	--------------------------	----------------------	---------------

<p>Prepare and Submit all End-of-Year Reports Required by:</p> <ol style="list-style-type: none"> 1. Authorizer 2. State Department of Education 			
<p>Prepare Final Report Cards and Student Records Notice Provide parents/guardians with copies of final report cards and notice of where student records will be sent</p>			

DISSOLUTION

Required Actions	Responsible Party	Deadline Date	Status
<p>Dissolve the Charter School:</p> <ol style="list-style-type: none"> 1. Charter school board adopts resolution to dissolve that indicates to whom the assets of the non-profit corporation will be distributed after all creditors have been paid 2. Unless otherwise provided in the bylaws, the members or board votes on a resolution to dissolve the corporation 			

<p>Notify the Secretary of State: After authorizing the resolution to dissolve, dissolve the corporation by delivering to the Secretary of State for filing articles of dissolution setting forth:</p> <ol style="list-style-type: none"> 1. The name of the non-profit corporation 2. The address of the non-profit corporation's principal office 3. The date dissolution was authorized 4. Any other information the Secretary of State may require 			
<p>End Corporate Existence A dissolved non-profit corporation continues its corporate existence only to carry on activities appropriate to wind up and liquidate its affairs, including:</p> <ol style="list-style-type: none"> 1. Collecting its assets 2. Transferring its assets 3. Discharging its liabilities 			
<p>Notify IRS Notify the IRS of dissolution of the education corporation and its 501(c)(3) status and furnish a copy to the authorizer</p>			



JCESC/VLA

The Bridge to Tomorrow

Community School Renewal Application

Jefferson County
Education Service Center
2023 Sunset Boulevard
Steubenville, Ohio
43952

COMMUNITY SCHOOL RENEWAL APPLICATION PART A

A Snapshot of Community School

Overview of Enrollment

Data Table A1: Grade Level Enrollment Projections					
Enrollment Projections By Grade	2014-15	2015-16	2016-17	2017-18	2018-19
ECE					
K					
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					
11					
12					

Enrollment Explanation:

Enrollment explanation

Academic Performance

Performance Indicators					
Measures/Metrics	20-		20-	20-	
Academic Achievement (Status)	Description: % Proficient/Advanced	Reading			
		Math			
		Writing			
		Science			

Performance Indicators					
Measures/Metrics	20-		20-	20-	
Academic Growth	TCAP Median Growth Percentile	Reading			
		Math			
		Writing			

Data Table A4: Disaggregated Status						
Performance Indicators	Measures/ Metrics			20-	20-	20-
Academic Achievement By Demographic Group (Status)	Description: %Proficient /Advanced	Reading	Minority Students			
			ELL Students			
			Special Education			
		Math	Minority Students			
			ELL Students			
			Special Education			

Data Table A6: Growth					
Performance Indicators	Measures/Metrics		20-	20-	20-
Language Development (Growth) ¹	Description: Median Growth Percentile	Total ELL			

Data Table A7: Performance					
Performance Indicators	Measures/Metrics		20-	20-	20-
Early Literacy (Status)	Description: Percent of Students At or Above Grade Level	K			
		1			
		2			
		3			

Post-Secondary Readiness

Please insert any additional data you feel will inform the renewal decision. (OPTIONAL)

Data Table A8: Post-Secondary Readiness				
Performance Indicators	Measures/Metrics	20-	20-	20-
Post-Secondary Readiness	Graduation Rate			
	Dropout Rate			
	Average ACT Score (Rdg/Math/English/Science)			
	% On Track to Graduation			

School Culture

Please insert any additional data you feel will inform the renewal decision. (OPTIONAL)

Data Table A9: Parental Involvement				
Performance Indicators	Measures/Metrics	20-	20-	20-
Parent Satisfaction and Involvement	Parent Survey Response Rate			
	Parent Satisfaction Rate			
	PTA Meetings Held			
	Average PTA Meeting Attendance			
	Average Parent (Big House) Attendance			

Data Table A10: Student Engagement				
Performance Indicators	Measures/Metrics	20-	20-	20-
Student Engagement	Attendance--All Students			
	Attendance--Male/Female			
	Attendance--Special Education			
	Attendance--ELL Students			
	Student Satisfaction--All Students			

Description Transient Population at SCHOOL:

Transient Population

Description

20-

Description

20-

Description

Data Table A11: Student Behavior				
Performance Indicators	Measures/Metrics	20-	20-	20-
Student Behavior	Suspensions--All Students (In school/Out of School)			
	Suspensions--Male/Female			
	Suspensions--Special Education			
	Suspensions--ELL Students			
	Expulsions--All Students			
	Expulsions--Male/Female			
	Expulsions--Special Education			
	Expulsions--ELL Students			

1 Discuss any progress your school has made towards closing the achievement gap.

Description

2 How has innovation status enabled you to implement strategies to close achievement gaps?

Description

3 What strategies, if any, will the school implement to close achievement gaps in the future?

Description

4 Within your innovation plan there are specific academic performance objectives and other goals noted. Please list the specific objectives and goals from your plan and reflect on your school's progress towards meeting them.

Description

**Goal Setting
(all schools)**

Performance Indicators	Measures/Metrics		20-	20-	20-
Academic Achievement (Status)	Description: % Proficient/Advanced	Reading			
		Math			
		Writing			
		Science			

Performance Indicators	Measures/Metrics		20-	20-	20-
Academic Growth	Median Growth Percentile	Reading			
		Math			
		Writing			

Data Table A14:						
Performance Indicators	Measures/ Metrics			20-	20-	20-
Academic Achievement By Demographics (Status)	Description: % Proficient /Advanced	Reading	Minority Students			
			ELL Students			
			Special Education Students			
		Math	Minority Students			
			ELL Students			
			Special Education Students			

Data Table A15: Performance Goals					
Performance Indicators	Measures/Metrics		20-	20-	20-
Early Literacy (Status)	DRA Description: Percent of Students At	K			
	Above Grade Level				
		1			
		2			
		3			

Data Table A16: Post-Secondary Readiness Performance Goals				
Performance Indicators	Measures/Metrics	20-	20-	20-
Post-Secondary Readiness	Graduation Rate			
	Dropout Rate			
	Average ACT Score (Reading/Math/English/Science)			
	% On Track to Graduation			

Data Table A17: Parental Involvement Goals				
Performance Indicators	Measures/Metrics	20-	20-	20-
Parent Satisfaction and	Parent Survey Response Rate			
	Parent Satisfaction Rate			

Data Table A18: Student Engagement Goals				
Performance Indicators	Measures/Metrics	20-	20-	20-
Student Engagement	Attendance Rate			
	Student Satisfaction Rate			

Data Table A19: Re- Enrollment Goals				
Performance Indicators	Measures/Metrics	20-	20-	20-
Overall Enrollment	Enrollment Rate (as a rate of our school capacity)			
Re-Enrollment	Re-Enrollment Rate			

Re-enrollment rates for 1st two years:

Description

Section 2: Teaching Quality

- 4 **Describe instructional techniques that the site visit team might observe in your school. This can include type of teaching method, differentiation, use of objectives, etc.**

Description

- 5 **What was your teacher retention rate from 20-?**

Description

Key Evidence for schools only

6. **When thinking about *Teaching Quality* in your school, please describe one practice that you believe is an exemplar that can be shared with other schools.**

Description

Section 3: Leadership

Questions for all schools

- 7 Discuss the leadership philosophy and management theory of your school and provide examples of this philosophy and theory in action.**

Description

- 8 What are your plans to strengthen your school leadership model moving forward?**

Principal/Teacher Evaluation:

Description

Compensation Structure:

9.

Description

Key Evidence

- 10 When thinking about *Leadership* in your school, please describe one practice that you believe is an exemplar that can be shared with other schools.**

Description

Section 4: Education Program

Questions for all schools

11 Reflect on the performance of ELL students on assessments. Discuss any changes you have recently made or plan to make to your ELA program.

Description

12 Please describe how you utilize District-provided ELA supports.

Description

13 Reflect on the performance of special education students on assessments. Discuss any changes you have recently made or plan to make to your special education program.

Description

14 Please describe how you utilize Title supports if applicable.

Description

15 Describe how your education program (i.e., curriculum; interim assessments) has evolved to improve student achievement.

Description

Key Evidence

16 When thinking about the *Education Program* in your school, please describe one practice that you believe is an exemplar that can be shared with other schools.

Description

Section 5: School Culture

17 Describe any school-wide classroom management strategies the site visit team can expect to observe.

Description

18 What are the key tenets of your school culture? Describe the rituals and routines utilized to strengthen the culture.

Description

19 Describe steps you have taken to reduce discipline disproportionately, including any District resources you have utilized.

Description

Key Evidence

20 When thinking about *School Culture* in your school, please describe one practice that you believe is an exemplar that can be shared with other schools.

Description

Section 6: Governance and Organizational Health

Questions for all schools

21 Describe your school governance model and how it has promoted collaboration, transparency and accountability.

Description

Section 7: Other

22 If you are not proposing changes to your school plan (i.e., modify existing or replacement policies) to implement the improvements described above, please reflect on your responses in this application and summarize any strategic changes that will enable the school to improve student achievement?

Description

23 Please provide any additional information you would like to be considered as part of the renewal decision.

Description

24 The site visit has been confirmed for [date].

Description

Appendix A: Required Documents

Please submit the following documents to JCESC along with the completed Part A of your application. If you do not have these items in regular use at your school do not create them for this process; the goal is to understand what you are using at your school on a regular basis. In addition, if you are using the district systems/processes without adaptation, there is no need to provide the related documentation. All attachments should be submitted as individual files labeled in the format "School Name_Attachment Name". Attachment name should correspond to the name listed below (i.e., "PD Plan".)

- Teacher Quality
 - PD Plan (including schedule, topics, participants, and facilitator)
 - Classroom Observation Protocol and Schedule (Including type of feedback provided and frequency)

- Leadership
 - Organizational Chart
 - Staff Handbook
 - Annual Report (If the school has one; please do not create for this purpose)
- **Instruction**
 - Curriculum Overview
 - Sample Data Analysis Template
 - *If You Have An Assessment Waiver*: Assessment Plan (including baseline, formative, and summative assessments; the subject, frequency, and grades; as well as purpose); (using the attached template if needed)
 - ELA Self-Reflection
 - *If Different from District-Wide*: Graduation Requirements (High Schools Only)
- School Culture
 - Discipline Policy
 - Parent/Student Handbooks

Jefferson County Educational Service Center

Charter School Department

School Closure Plan Implementation

SUMMARY

Required Actions	Responsible Party	Deadline Date	Status
Establish Transition Team: <ol style="list-style-type: none"> 1. Lead person from authorizer staff 2. Charter school board chair 3. Charter school lead administrator 4. Charter school lead finance person 			
Establish a Meeting and Reporting Schedule: <ol style="list-style-type: none"> 1. Reassignment of students 2. Disposition of assets 3. Transfer of student records 4. Notification to entities doing business with the school 5. Status of school's finances 6. Submission of all required data to authorizer and/or state 			
Submit Final Report School submits final report to ODE Community School Office, detailing completion of closure plan			

GOVERNANCE AND OPERATIONS

Required Actions	Responsible Party	Deadline Date	Status
Maintain Identifiable Location Maintain the school's current location through the winding up of its affairs or relocate all records and remaining assets to an identifiable location			

Required Actions	Responsible Party	Deadline Date	Status
<p>Terminate Management Agreement (MA)(if applicable) Review management agreement and take steps necessary to terminate the agreement:</p> <ol style="list-style-type: none"> 1. Clear agreement between school and MA regarding educational services through last day of instruction 2. Clear agreement between school and MA regarding when other services will end 3. Agreement regarding when MA will provide school with a final invoice and accounting, including any retained school funds and the status of grant funds 			
<p>Notify Lenders/Investors Notify banks, bondholders, etc. of the school's closure, a likely date as to when an event of default will occur, and the projected date of the last payment by the school toward its debt</p>			
<p>Maintain Corporate Records:</p> <ol style="list-style-type: none"> 1. Organizational documents (articles of incorporation, bylaws, etc.) 2. Governance documents (board minutes, resolutions, etc.) 3. Contracts 4. Leases 5. Assets and asset distribution 6. Grants 7. Employee records 8. Employee benefit programs 9. Loans, bonds, mortgages, and other financing documents 10. Accounting and bank records 11. Tax records, including tax status documents 			
Required Actions	Responsible Party	Deadline Date	Status

<p>Notify Employees and Benefit Providers Formally notify all employees of termination of employment, including date of final salary payment and date of termination of all benefits in accordance with applicable laws (<i>i.e.</i>, COBRA). Notify benefit providers of pending termination of all employees, including:</p> <ol style="list-style-type: none"> 1. Medical, dental, and vision plans 2. Life insurance 3. Retirement plans 4. Other benefits 			
<p>Notify Contractors and Terminate Contracts</p> <ol style="list-style-type: none"> 1. Notify all contractors of school closure 2. Retain records of all contracts and payments 3. Terminate contracts for goods and services as of the last date such goods and services will be needed 			
<p>Transfer Student Records Send student records to appropriate entity, including:</p> <ol style="list-style-type: none"> 1. IEPs and all records regarding special education and supplemental services 2. Student health/immunization records 3. Attendance records 4. Any testing materials required to be maintained by the school 5. Student transcripts and report cards 6. All other student records <p>Document the transfer of records, including:</p> <ol style="list-style-type: none"> 1. Number of general and special education records transferred 2. Date of transfer 3. Signature and printed name of charter school representative releasing records 4. Signature and printed name of representative receiving records 			
Required Actions	Responsible Party	Deadline Date	Status

<p>Inventory Assets Inventory school assets, and identify items:</p> <ol style="list-style-type: none"> 1. Loaned from other entities 2. Encumbered by terms of a contingent gift or grant, or a security interest 3. Owned by MA 4. Purchased with Public Charter School Program grant funds <p>Dispose of assets as required by applicable source and document asset disposition</p>			
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FINANCE

Required Actions	Responsible Party	Deadline Date	Status
<p>Review and Revise School Budget:</p> <ol style="list-style-type: none"> 1. Review school budget and overall financial condition 2. Revise budget to reflect closure and associated expenses 3. Identify use of reserve funds, beginning with repayment of outstanding Common School Loan balance 			
<p>Maintain IRS 501(c)(3) Status:</p> <ol style="list-style-type: none"> 1. Notify IRS regarding address change 2. File required final tax returns 			
<p>Notify all Funding Sources:</p> <ol style="list-style-type: none"> 1. Notify all state and federal agencies of last date of operation 2. Notify all charitable partners of last date of operation 			

Creditors and Debtors: <ol style="list-style-type: none"> 1. List all creditors and debtors, including amounts owed 2. Notify all creditors of school's closure and request a final invoice 3. Notify all debtors of amounts owed and request payment 			
Required Actions	Responsible Party	Deadline Date	Status
Itemize Financials Review, prepare, and make available the following: <ol style="list-style-type: none"> 1. Fiscal year-end financial statements 2. Cash analysis 3. Bank statements for the final year, investments, payables, unused checks, petty cash, and payroll reports 4. Collect and void all unused checks 5. Destroy all credit and debit cards 6. Close all accounts after transactions have cleared 			
Close Out All Grants: <ol style="list-style-type: none"> 1. Prepare final accounting for all grant funds 2. File all final reports required by grants 			
Retain Auditor to Prepare Final Financial Statements			

REPORTING

Required Actions	Responsible Party	Deadline Date	Status
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<p>Prepare and Submit all End-of-Year Reports Required by:</p> <ol style="list-style-type: none"> 1. Authorizer 2. State Department of Education 			
<p>Prepare Final Report Cards and Student Records Notice Provide parents/guardians with copies of final report cards and notice of where student records will be sent</p>			

DISSOLUTION

Required Actions	Responsible Party	Deadline Date	Status
<p>Dissolve the Charter School:</p> <ol style="list-style-type: none"> 1. Charter school board adopts resolution to dissolve that indicates to whom the assets of the non-profit corporation will be distributed after all creditors have been paid 2. Unless otherwise provided in the bylaws, the members or board votes on a resolution to dissolve the corporation 			

<p>Notify the Secretary of State: After authorizing the resolution to dissolve, dissolve the corporation by delivering to the Secretary of State for filing articles of dissolution setting forth:</p> <ol style="list-style-type: none"> 1. The name of the non-profit corporation 2. The address of the non-profit corporation's principal office 3. The date dissolution was authorized 4. Any other information the Secretary of State may require 			
<p>End Corporate Existence A dissolved non-profit corporation continues its corporate existence only to carry on activities appropriate to wind up and liquidate its affairs, including:</p> <ol style="list-style-type: none"> 1. Collecting its assets 2. Transferring its assets 3. Discharging its liabilities 			
<p>Notify IRS Notify the IRS of dissolution of the education corporation and its 501(c)(3) status and furnish a copy to the authorizer</p>			



JCESC/VLA

The Bridge to Tomorrow

Community School Renewal Application

Jefferson County
Education Service Center
2023 Sunset Boulevard
Steubenville, Ohio
43952

COMMUNITY SCHOOL RENEWAL APPLICATION PART A

A Snapshot of Community School

Overview of Enrollment

Data Table A1: Grade Level Enrollment Projections					
Enrollment Projections By Grade	2014-15	2015-16	2016-17	2017-18	2018-19
ECE					
K					
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					
11					
12					

Enrollment Explanation:

Enrollment explanation

Academic Performance

Performance Indicators					
Measures/Metrics	20-	20-	20-	20-	20-
Academic Achievement (Status)	Description: % Proficient/Advanced	Reading			
		Math			
		Writing			
		Science			

Performance Indicators					
Measures/Metrics	20-	20-	20-	20-	20-
Academic Growth	TCAP Median Growth Percentile	Reading			
		Math			
		Writing			

Data Table A4: Disaggregated Status						
Performance Indicators	Measures/ Metrics			20-	20-	20-
Academic Achievement By Demographic Group (Status)	Description: %Proficient /Advanced	Reading	Minority Students			
			ELL Students			
			Special Education			
		Math	Minority Students			
			ELL Students			
			Special Education			

Data Table A6: Growth					
Performance Indicators	Measures/Metrics		20-	20-	20-
Language Development (Growth) ¹	Description: Median Growth Percentile	Total ELL			

Data Table A7: Performance					
Performance Indicators	Measures/Metrics		20-	20-	20-
Early Literacy (Status)	Description: Percent of Students At or Above Grade Level	K			
		1			
		2			
		3			

Post-Secondary Readiness

Please insert any additional data you feel will inform the renewal decision. (OPTIONAL)

Data Table A8: Post-Secondary Readiness				
Performance Indicators	Measures/Metrics	20-	20-	20-
Post-Secondary Readiness	Graduation Rate			
	Dropout Rate			
	Average ACT Score (Rdg/Math/English/Science)			
	% On Track to Graduation			

School Culture

Please insert any additional data you feel will inform the renewal decision. (OPTIONAL)

Data Table A9: Parental Involvement				
Performance Indicators	Measures/Metrics	20-	20-	20-
Parent Satisfaction and Involvement	Parent Survey Response Rate			
	Parent Satisfaction Rate			
	PTA Meetings Held			
	Average PTA Meeting Attendance			
	Average Parent (Big House) Attendance			

Data Table A10: Student Engagement				
Performance Indicators	Measures/Metrics	20-	20-	20-
Student Engagement	Attendance--All Students			
	Attendance--Male/Female			
	Attendance--Special Education			
	Attendance--ELL Students			
	Student Satisfaction--All Students			

Description Transient Population at SCHOOL:

Transient Population

Description

20-

Description

20-

Description

Data Table A11: Student Behavior				
Performance Indicators	Measures/Metrics	20-	20-	20-
Student Behavior	Suspensions--All Students (In school/Out of School)			
	Suspensions--Male/Female			
	Suspensions--Special Education			
	Suspensions--ELL Students			
	Expulsions--All Students			
	Expulsions--Male/Female			
	Expulsions--Special Education			
	Expulsions--ELL Students			

1 Discuss any progress your school has made towards closing the achievement gap.

Description

2 How has innovation status enabled you to implement strategies to close achievement gaps?

Description

3 What strategies, if any, will the school implement to close achievement gaps in the future?

Description

4 Within your innovation plan there are specific academic performance objectives and other goals noted. Please list the specific objectives and goals from your plan and reflect on your school's progress towards meeting them.

Description

**Goal Setting
(all schools)**

Performance Indicators	Measures/Metrics		20-	20-	20-
Academic Achievement (Status)	Description: % Proficient/Advanced	Reading			
		Math			
		Writing			
		Science			

Performance Indicators	Measures/Metrics		20-	20-	20-
Academic Growth	Median Growth Percentile	Reading			
		Math			
		Writing			

Data Table A14:						
Performance Indicators	Measures/ Metrics			20-	20-	20-
Academic Achievement By Demographics (Status)	Description: % Proficient /Advanced	Reading	Minority Students			
			ELL Students			
			Special Education Students			
		Math	Minority Students			
			ELL Students			
			Special Education Students			

Data Table A15: Performance Goals					
Performance Indicators	Measures/Metrics		20-	20-	20-
Early Literacy (Status)	DRA Description: Percent of Students At	K			
	Above Grade Level				
		1			
		2			
		3			

Data Table A16: Post-Secondary Readiness Performance Goals				
Performance Indicators	Measures/Metrics	20-	20-	20-
Post-Secondary Readiness	Graduation Rate			
	Dropout Rate			
	Average ACT Score (Reading/Math/English/Science)			
	% On Track to Graduation			

Data Table A17: Parental Involvement Goals				
Performance Indicators	Measures/Metrics	20-	20-	20-
Parent Satisfaction and	Parent Survey Response Rate			
	Parent Satisfaction Rate			

Data Table A18: Student Engagement Goals				
Performance Indicators	Measures/Metrics	20-	20-	20-
Student Engagement	Attendance Rate			
	Student Satisfaction Rate			

Data Table A19: Re- Enrollment Goals				
Performance Indicators	Measures/Metrics	20-	20-	20-
Overall Enrollment	Enrollment Rate (as a rate of our school capacity)			
Re-Enrollment	Re-Enrollment Rate			

Re-enrollment rates for 1st two years:

Description

Section 2: Teaching Quality

- 4 **Describe instructional techniques that the site visit team might observe in your school. This can include type of teaching method, differentiation, use of objectives, etc.**

Description

- 5 **What was your teacher retention rate from 20-?**

Description

Key Evidence for schools only

6. **When thinking about *Teaching Quality* in your school, please describe one practice that you believe is an exemplar that can be shared with other schools.**

Description

Section 3: Leadership

Questions for all schools

- 7 Discuss the leadership philosophy and management theory of your school and provide examples of this philosophy and theory in action.**

Description

- 8 What are your plans to strengthen your school leadership model moving forward?**

Principal/Teacher Evaluation:

Description

Compensation Structure:

- 9.**

Description

Key Evidence

- 10 When thinking about *Leadership* in your school, please describe one practice that you believe is an exemplar that can be shared with other schools.**

Description

Section 4: Education Program

Questions for all schools

11 Reflect on the performance of ELL students on assessments. Discuss any changes you have recently made or plan to make to your ELA program.

Description

12 Please describe how you utilize District-provided ELA supports.

Description

13 Reflect on the performance of special education students on assessments. Discuss any changes you have recently made or plan to make to your special education program.

Description

14 Please describe how you utilize Title supports if applicable.

Description

15 Describe how your education program (i.e., curriculum; interim assessments) has evolved to improve student achievement.

Description

Key Evidence

16 When thinking about the *Education Program* in your school, please describe one practice that you believe is an exemplar that can be shared with other schools.

Description

Section 5: School Culture

17 Describe any school-wide classroom management strategies the site visit team can expect to observe.

Description

18 What are the key tenets of your school culture? Describe the rituals and routines utilized to strengthen the culture.

Description

19 Describe steps you have taken to reduce discipline disproportionately, including any District resources you have utilized.

Description

Key Evidence

20 When thinking about *School Culture* in your school, please describe one practice that you believe is an exemplar that can be shared with other schools.

Description

Section 6: Governance and Organizational Health

Questions for all schools

21 Describe your school governance model and how it has promoted collaboration, transparency and accountability.

Description

Section 7: Other

22 If you are not proposing changes to your school plan (i.e., modify existing or replacement policies) to implement the improvements described above, please reflect on your responses in this application and summarize any strategic changes that will enable the school to improve student achievement?

Description

23 Please provide any additional information you would like to be considered as part of the renewal decision.

Description

24 The site visit has been confirmed for [date].

Description

Appendix A: Required Documents

Please submit the following documents to JCESC along with the completed Part A of your application. If you do not have these items in regular use at your school do not create them for this process; the goal is to understand what you are using at your school on a regular basis. In addition, if you are using the district systems/processes without adaptation, there is no need to provide the related documentation. All attachments should be submitted as individual files labeled in the format "School Name_Attachment Name". Attachment name should correspond to the name listed below (i.e., "PD Plan".)

- Teacher Quality
 - PD Plan (including schedule, topics, participants, and facilitator)
 - Classroom Observation Protocol and Schedule (Including type of feedback provided and frequency)
- Leadership
 - Organizational Chart
 - Staff Handbook
 - Annual Report (If the school has one; please do not create for this purpose)
- **Instruction**
 - Curriculum Overview
 - Sample Data Analysis Template
 - *If You Have An Assessment Waiver*: Assessment Plan (including baseline, formative, and summative assessments; the subject, frequency, and grades; as well as purpose); (using the attached template if needed)
 - ELA Self-Reflection
 - *If Different from District-Wide*: Graduation Requirements (High Schools Only)
- School Culture
 - Discipline Policy
 - Parent/Student Handbooks

WHEREAS, the Utica Shale Academy (USA) as part of its academic program has the opportunity for its students to view various drilling sites in the vicinity, including but not limited to Accent Inc., Cambridge, Ohio; and

WHEREAS, the managers of the drilling sites require a waiver of liability, and insurance regulations require parental permission; and

WHEREAS, the undersigned is the parent or legal guardian of _____ a student at the USA who desires to visit the drilling site referred to herein;

NOW THEREFORE, the undersigned gives permission for _____ to visit the drilling site Accent Inc., with the USA for academic purposes, and in doing so the undersigned agrees to hold the USA, its officers, agents and employees as well as the owners of the drilling site, PetroSet Inc. and their officers, agents and employees, harmless from any and all claims, demands, damages, actions, or causes of action, together with any and all losses, costs, or expenses in connection therewith, or related thereto which may arise as a result of the drilling site visit in connection with the USA activities.

Executed this ____ day of _____ 2015.

Parent/Legal Guardian

- SGM-SLO 'State' Trainer
- OTES 'Credentialed' Evaluator
- OPES 'Credentialed' Evaluator
- OLAC 'Certified' Trainer {5-17-2013}
- Provide Walk-Through Training for Administrators
- Co-Chair of the HS-HE Initiative for 8 Districts
- Assist with the Master Teacher Program for 3 Districts
- Developed and Implemented the "Aspiring Principal Program"
- Member of the Franciscan University Advisory Board
- Coordinate Region 12 SST and ODE-Sponsored Trainings
- Monitor ODE and other Educational Websites for Educational Updates and Trends

Educational Organizations / Publications

- | | | |
|---------------|------------------------------|---------------------------|
| • NASSP | • BFK / ESC Progress Network | • District Administration |
| • ASCD (Ohio) | • OAASFEP | • Phi Delta Kappan |
| • OESCA | • Learning Forward | • Education Week |

Community / Civic Organizations

- Mayor, Village of Yorkville (2 years +)
- Yorkville Village Council (26 years)
- Yorkville Board of Public Affairs (12 years)
- Member of the Yorkville Volunteer Fire Department (45 years)
- Member of the Yorkville V.F.W. Post # 4811
- Member of the Jefferson County 911 Board (Appointed by Jefferson County Commissioners)
- Member of Jefferson County Regional Planning Commission
- Community Volunteer for the Monthly Produce / Food Distribution
- Member of the Buckeye Local Touchdown Club
- Member of the Indian Club

STAFF CONFLICT OF INTEREST

Employees are required at all times to follow the letter and spirit of Ohio's laws on ethics and conflicts of interest as they apply to the employees of the Educational Service Center. In accordance with the law, copies of Chapters 102 and 2921 of the Ohio Revised Code will be provided to new employees within fifteen days after beginning the performance of their duties. Violations of such laws include, but are not limited to, the following:

- Employees shall not engage in, or have a financial interest in, any activity which conflicts with their duties and responsibilities with the Educational Service Center.
- Employees shall not engage in work of any type in which information concerning customers or clients originates from any information received by, or available to, them through the Educational Service Center.
- Employees shall not sell textbooks, instructional supplies, equipment, reference books, or any other products or services to the Educational Service Center, and they shall not furnish the names of students or parents to anyone selling these materials.
- Employees shall not authorize, or use their authority or influence to secure, a public contract for themselves, a family member, or business associate.

Work Outside of the Educational Service Center

Employees shall not engage in any activities or outside employment that may result in a conflict of interest. A conflict of interest exists if financial interests or other opportunities for personal benefit may exert a substantial and improper influence upon an employee's professional judgment in exercising or performing any duty or responsibility with the Educational Service Center. Employees shall not use their positions with the Educational Service Center to secure anything of value, financial gain, or personal benefit that would not ordinarily accrue to them in the performance of their official duties, nor shall they accept any compensation from any other agency or individual for work performed in the course of their employment with the Educational Service Center. Violations of this policy include, but are not limited to, the following:

- Employees shall not use public time, facilities, personnel, equipment, or resources in conducting a private business or while engaging in private outside employment.
- Employees shall not use their official title or identification on private business cards or other written materials while soliciting or conducting outside business activities.
- Employees shall not use their relationship with other public officials or employees to secure a favorable decision or action regarding private business interests.

- Employees shall not receive fees for providing services rendered on projects that they recommended in their official capacities.
- Employees shall not use their public positions or authority in any way to secure a benefit for their private outside business.

If an employee is concerned about a potential violation of Ohio's laws on ethics or conflict of interest, that employee should bring the matter to the attention of the Superintendent.

LEGAL REFS: O.R.C. Chapter 102
O .R.C. Chapter 2921

Adopted: _____, 2015

ACKNOWLEDGEMENT OF RECEIPT OF POLICY 3.07
STAFF CONFLICT OF INTEREST

I, _____ (Employee name) _____, acknowledge that I have received and read a copy of Policy 3.07, “Staff Conflict of Interest.” I further realize the consequences of violating this policy.

Name of employee (print)

Signature of employee

Date

Signature of Supervisor

Date

GOVERNING BOARD MEMBER CONFLICT OF INTEREST

The Governing Board and individual members will follow the letter and spirit of the law regarding ethics and conflicts of interest.

This policy is designed to prevent placing Board members in positions in which personal interest in the ESC and place of employment might conflict and to avoid appearances of conflict of interest, even though such conflict may not exist.

The law specifically forbids Board members from engaging in certain conduct. These prohibitions include, but are not limited to:

- A. A member from being employed for compensation by the Board;
- B. A member from having, directly or indirectly, any pecuniary interest in any contract with the Board;
- C. A member from voting on a contract with a person as a teacher or instructor, if he/she is related to that person as father, mother, spouse, brother, or sister;
- D. A member from authorizing, or employing the authority or influence of his/her office to secure authorization of, any public contract in which he/she, a member of his/her family or his/her business associates have an interest;
- E. A member from having an interest in the profits or benefits of a public contract entered into by, or for, the use of the ESC; and
- F. A member from occupying any position of profit during his/her term of office or within one year thereafter, in the prosecution of a public contract authorized by him/her or the Governing Board of which he/she was a member at the time of authorization of that contract.

LEGAL REFS: O.R.C. §§102.01 *et seq.*; 2921.01; 2921.42; 3313.13; 3313.33

Adopted: _____, 2015

From: [Karen Martin](#)
To: [Eric Sampson](#)
Cc: [Chuck Kokiko](#)
Subject: Fwd: "*NEW" 15.0.0 Student Services Webinars have been posted
Date: Tuesday, July 14, 2015 8:42:35 AM

Eric,

You may want to check these out, especially StudentInformation and GradeBook.

Karen Martin, CEP
Executive Secretary/EMIS Coordinator
Jefferson County ESC
2023 Sunset Boulevard
Steubenville, OH 43952

----- Forwarded message -----

From: **Bernie Grabits** <bernie.grabits@omeresanet.net>
Date: Tue, Jul 14, 2015 at 8:29 AM
Subject: "*NEW" 15.0.0 Student Services Webinars have been posted
To: "sdc.dis" <sdc.dis@omeresanet.net>, "mail_emis.dis" <mail_emis@omeresanet.net>, "pbpoc.dis" <pbpoc.dis@omeresanet.net>, "spspoc.dis" <spspoc.dis@omeresanet.net>

Good morning,

We have just posted new webinars regarding the upcoming 15.0 software release to our website. We will be installing the release soon, so please view these webinars to familiarize yourself with what's included in the release.

The webinars can be found on our website under ***Professional Development-Student Services Webinars:***

15.0.0 What's New in ProgressBook StudentInformation

15.0.0 What's New in ProgressBook GradeBook, VirtualClassroom and ParentAccess

15.0.0 What's New in ProgressBook SpecialServices and DataMap

Thank you!

Bernie Grabits

*OME-RESA
Student Services
2023 Sunset Blvd.
Steubenville, Ohio 43952*

[740-283-2050 ext. 106](#)

Mr. Don Donahue, Treasurer
Utica Shale Academy
September 10, 2015
Page 2

In order to comply with the Auditor of State's requirement to issue a GAAP-basis AFR, the Academy has two options. The first option is to issue basic financial statements (BFS) which consist of government-wide and fund financial statements, a management's discussion and analysis (MD&A) and appropriate note disclosures. The second option is to prepare a comprehensive annual financial report (CAFR). The CAFR, prepared under the guidelines of the Certificate of Achievement for Excellence in Financial Reporting program, would include the items mentioned above as well as an introductory section, combining statements and schedules and a statistical section. This proposal was prepared under the assumption that the Academy plans to issue a BFS for the fiscal year ended June 30, 2015.

The Academy should experience various benefits from preparing GAAP-basis BFS in addition to complying with the requirements set forth by the Auditor of State.

These benefits include:

- The Academy's elected officials and managers will benefit from the improved quality of the financial information available.
- Improved financial information will be available to the public.
- The Academy will be perceived to be more accountable for its actions by the public.
- The project will require the implementation of procedures to account for annual additions and deletions of capital assets as well as depreciation accounting for all capital assets.
- Should the Academy enter the capital funds market in the future, it could benefit from improved bond and note ratings as a result of improved accountability and quality of financial information. It should be noted that when issuing bonded debt GAAP-basis financial information is frequently requested and necessary.
- Since the Academy previously prepared a GAAP-basis statements, a more accurate analysis of results of operations from year to year will be possible.

Mr. Don Donahue, Treasurer
Utica Shale Academy
September 10, 2015
Page 3

PROJECT APPROACH

Although the preparation of the GAAP-basis BFS is the responsibility of the Academy Treasurer, the project will require the cooperation of almost all the Academy departments. Cooperation is essential to the success of the GAAP-conversion. The key to bringing about cooperation is proper planning and coordination of all aspects of the project.

We consider meetings of those Academy personnel involved with various aspects of the project, shared information, and on-going status updates of project completion to be the most important aspects in a successful conversion. In addition to being valuable planning tools for the project, the above will help identify any additional resources or information that may be needed. Our suggested approach to preparing your GAAP-basis financial statements can be summarized in three basic phases:

I. Review

Review the Academy's current accounting and financial reporting procedures for compliance with GAAP for governments. Define the procedures and resources necessary to convert the Academy's financial report from its cash-basis format to compliance with GAAP.

II. Planning

Using the information obtained during the review phase, we will identify specific tasks necessary for the completion of the BFS. The Treasurer should delineate responsibility for completing all tasks and specify a timetable for completion of the tasks.

III. BFS Preparation

The year-end cash-basis financial statements (reports) will be converted to GAAP-basis through analysis of (1) financial transactions necessary to prepare accrual entries (2) the effect of reversing prior year accrual entries, and (3) other information pertinent to the BFS (debt transactions, capital asset activity, investment activity, etc.).

At the completion of this phase, unaudited BFS with appropriate note disclosures will have been prepared. Additionally, various workpapers and schedules will have been prepared to enable the Independent Public Accountant (IPA) to review and audit the adjustments.

Mr. Don Donahue, Treasurer
Utica Shale Academy
September 10, 2015
Page 4

PROJECT SCOPE

J&G would assist the Academy in the preparation of its BFS. Our role would be primarily to:

- Perform the review of the Academy's current accounting and financial reporting procedures and determine changes necessary to comply with GAAP.
- Delineate responsibility for completing the tasks in the project after consulting with the Academy Treasurer and other personnel.
- Provide technical assistance, consultation and review during the term of the project.
- Post reversing journal entries to the cash-basis financial statements.
- Prepare adjusting journal entries for posting to the cash-basis financial statements.
- Prepare all footnote disclosures and assist the Academy with the preparation of the MD&A.
- File the BFS with the Auditor of State prior to November 27, 2015.
- Act as the Academy's liaison with its IPA on matters related to the preparation of the GAAP- basis BFS. We will provide the IPA access to our workpapers and we will ultimately post all agreed-upon audit adjustments. We would assist the IPA by answering various inquiries and explaining our procedures. Should the IPA request additional assistance or work to be performed by J&G beyond the scope of our engagement, we would only perform such tasks with the approval of the Treasurer.

This proposal was prepared based on the assumption that the Academy would accumulate/gather the information necessary to prepare the various adjusting journal entries. J&G will provide consultation related to the above tasks and our assistance will be tailored to meet your specific needs. Additionally, J&G will generate appropriate year-end reports from the Academy's accounting, files by accessing the Academy's database via the Internet using terminal emulation software. This will require that you authorize us to have "read only" access to your files at the Academy's "A-site".

Mr. Don Donahue, Treasurer
Utica Shale Academy
September 10, 2015
Page 5

ACADEMY'S RESPONSIBILITIES

The Academy Treasurer is responsible for:

- The preparation and fair presentation of the financial statements in accordance with GAAP.
- Management decisions and functions and for assigning an individual with suitable skill, knowledge, or experience to oversee the GAAP-conversion services provided by J&G
- Evaluating the adequacy and results of the services performed and accepting responsibility for such services.
- Designing, implementing, and maintaining internal control relevant to the preparation and fair presentation of the financial statements.
- Preventing and detecting fraud.
- Identifying and ensuring that the entity complies with the laws and regulations applicable to its activities.
- Making all financial records and related information available to us.

J&G'S RESPONSIBILITIES

We are responsible for conducting the engagement in accordance with Statements on Standards for Accounting and Review Services issued by the AICPA.

ERRORS, FRAUD, OR ILLEGAL ACTS

Our engagement cannot be relied upon to disclose errors, fraud, or illegal acts. However, we will inform the appropriate level of management of any material errors, and of any evidence or information that comes to our attention during the performance of our compilation procedures that fraud may have occurred. In addition, we will report to you any evidence or information that comes to our attention during the performance of our compilation procedures regarding illegal acts that may have occurred, unless they are nearly inconsequential.

Mr. Don Donahue, Treasurer
Utica Shale Academy
September 10, 2015
Page 6

OBJECTIVE OF A COMPILATION

The objective of a compilation is to assist you in presenting financial information in the form of financial statements. We will utilize information that is your representation without undertaking to obtain or provide any assurance that there are no material modifications that should be made to the financial statements in order for the statements to be in conformity with GAAP.

TIMING

In accordance with Ohio Revised Code Section 117.38, the Academy is required to file its GAAP-basis annual financial report 150 days after fiscal year-end, or by November 27, 2015. Failure to do so may result in a maximum penalty of \$750 assessed by the Auditor of State. In order to meet this required deadline, J&G *must* receive all requested source data from the District by October 15, 2015 to ensure completion by November 27, 2015.

Based on our discussions with you we would assist the Academy in preparing its “unaudited” fiscal 2015 BFS by November 27, 2015 for filing with the Auditor of State. It is important to note that the Academy should take a complete materials and supplies inventory and update capital asset information prior to June 30, 2015.

PROFESSIONAL FEES

You may choose between a one-year or multi-year contract. In either case, this is a fixed fee (i.e., you will not be billed additional amounts for any out-of-pocket expenses we may incur). You will be billed upon report completion each year.

- 1. FY15 BFS\$1,700
- 2. Two-year engagement.....\$1,600
- 3. Three-year engagement.....\$1,500

We at J&G are dedicated to quality service and client satisfaction. If, during the course of a multi-year contract, the Academy is dissatisfied with our services, and it is a situation that cannot be rectified, the Academy may cancel the remaining portion of the contract. Both J&G and the Academy reserve the right to cancel the remaining portion of any contract period with a 90 day written notice to the other party. If, for any reason, we are unable to complete the compilation of your financial statements, we will not issue a report on such statements as a result of this engagement.

Mr. Don Donahue, Treasurer
Utica Shale Academy
September 10, 2015
Page 7

We greatly appreciate this opportunity to be of assistance to the Academy. We believe there are many benefits to converting to GAAP-basis financial reporting. The Academy will not only be in compliance with the requirements set forth by the Auditor of State, but the public should perceive better accountability of the Academy's financial resources.

The terms as stated in this proposal will remain open until September 30, 2015. If the proposed terms are acceptable, please sign, date, and return one copy.

Should you have any questions please contact me at 614.846.1899. Thank you again.

Very truly yours,



Carrie M. Simmons, CPA
Julian & Grube, Inc.

I accept your proposal to provide compilation services to the Utica Shale Academy during our GAAP-conversion. I have chosen fee option 3 (1, 2 or 3).



Treasurer

9/10/15

Date

Building

Room #

Rack

Brand / Model

Uplink

Install Date

IP Address

OS Version

Warranty

Attached to UPS

Purpose

Anti-Virus

Update Schedule

RAM

HDD Size

Processor

District Name

Technology Coordinator

Technology Assistant #1

Technology Assistant #2

Technology Assistant #3

E-Rate Discount

Overall number of PCs

Overall number of iPads

Overall number of Chromebooks

Overall number of Labs

Overall number of Misc. devices

Managed IT Provider

VoIP Service Provider

Wireless Service Provider

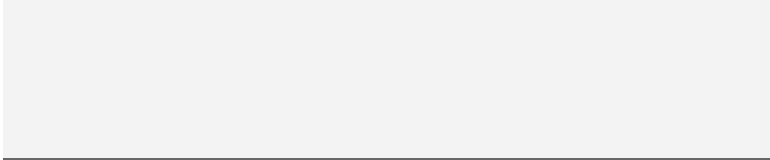
Internet Service Provider

Person completing assessment

Date assessment completed

Full-Time

Other Roles?



Building

Uplink BW

Uplink to Who

Uplink Carrier

Comments

Question

Do you have a tech plan?
capacity/bandwidth?

Are you using any type of backup?

Are you using any off-site or cloud-based backup?

Are you using in-house or cloud-based email?

Are you using in-house or cloud-based file storage?

Are you using a centrally managed anti-virus solution?

Are you using DHCP? What is the source?

Do you maintain a district firewall?

Do you run active directory?

How many domain controllers do you maintain?

Do you run a district Internet filter?

Do you have video conference units? (How many?)

How often are VC units in use?

Are you currently using any VoIP?

Are you currently using any IP cameras?

Do you currently have any wireless?

Do you currently have the capacity to go 1:1?

Are you looking to offer 1:1?

Are you looking to offer BYOD?

How many APs do you utilize?

What radios are used on these APs?

What security are you using on SSIDs?

Are APs centrally managed? (i.e., Controller-based)

Does your district allow video/audio streaming (i.e., YouTube, Pandora, etc)

Are there any PtP Wireless Bridges? (Outside of school bldg uplink)

Is your HVAC system connected to the network?

Do you have an access-control system that utilizes the network?

Do you currently use NaviGate Prepared or another First Responder system?

Do you maintain a current physical inventory of equipment?

Do you have a current network topology documentation?

Do you have static IP address assignments documented?

Do you have a disaster recovery plan?

Do you have device passwords documented?

Answer

Software/Device Used

Room No.	Question	Answer
----------	----------	--------

- Do you have adequate power?
- Do you have adequate cooling?
- Do you have adequate UPS?
- What type of UPS? (120 vs. 240)
- What type of Copper Cabling is used?
- What type of Fiber Cabling is used?
- How many unused rack units?
- Open conduit space?
- Is closet secure?
- Is closet multi-purposed?

Comments

Question

Answer

Do you currently utilize any virtualization technology?

Do you have the capacity to bring additional VMs online?

Do you have some type of SAN or NAS?

What is the capacity of the SAN or NAS?

Are you running iSCSI or Fibre Channel?

Comments

Building	Room #	Rack
<i>Sample Elementary</i>	<i>120B</i>	<i>1</i>

Brand / Model	Total Ports	Open Ports	Layer
<i>Cisco 3560G</i>	48	25	3

PoE

Managed

Uplink Speed / Type

Manuf. / Install Date

N

1000 MM Fiber

May 2002

IP Address	Firmware	Maintenance	Attched to UPS?
<i>10.0.0.5</i>	<i>8.7.0560</i>	<i>N</i>	<i>Y</i>

Comments

VLAN Number

VLAN Name

VLAN Subnet

Comments

From: [Chuck Kokiko](#)
To: [Dan Spahn](#)
Subject: Re: Gifted Professional Development
Date: Thursday, September 24, 2015 7:57:53 PM

Great thanks Dan

Chuck Kokiko

On Sep 24, 2015, at 9:58 AM, Dan Spahn <dan.spahn@omeresanet.net> wrote:

Chuck

Regarding the Gifted Professional Development Plan, such is not required by the Revised Code but recommended by the ODE pursuant to its Operating Standards for Identifying and Serving Gifted Students. Districts are required by the code to identify gifted, have a plan in place and implement a policy, either the ODE model or one approved by the ODE, according to 3324.04, 3324.07 and 3324.10.

Thus the information you forwarded is not required by statute but recommended by the ODE.

If any questions, please ask.

Thank you.

Dan

On Wed, Sep 23, 2015 at 7:35 PM, Chuck Kokiko <CKokiko@jcesc.org> wrote:

Dan this is the ode form Linda was speaking of. I do not see a statute anywhere
Thanks

Chuck Kokiko

Begin forwarded message:

From: Linda Lenzi <linda.lenzi@omeresanet.net>
Date: September 23, 2015 at 4:02:20 PM EDT
To: Chuck Kokiko <chuck.kokiko@omeresanet.net>, Linda Lenzi <linda.lenzi@omeresanet.net>
Subject: Gifted Professional Development

This is the form Chuck

--

Linda J. Lenzi
Coordinator of Gifted Services
Jefferson County Educational Service Center

2023 Sunset Boulevard, Steubenville, OH 43952
linda.lenzi@omeresanet
740-283-3347 ext .135
www.jcesc.k12.oh.us Facebook: [JCESC](https://www.facebook.com/JCESC) Twitter: [@JCESC_VLA](https://twitter.com/JCESC_VLA)

This e-mail transmission contains confidential information and is solely for the use of the individual or entity identified above as the recipient. If you are not the intended recipient, you are hereby notified that any dissemination, distribution, use, or copying of this e-mail transmission is strictly prohibited. If you have received this transmission in error, please immediately notify us by email or telephone and delete the transmission. Thank you. PLEASE NOTE: This message and any response to it may constitute a public record, and therefore may be available upon request in accordance with Ohio public records law. (ORC 149.43)

--

Dan Spahn

Attorney, Jefferson County Educational Service Center
2023 Sunset BLVD
Steubenville OH 43952
Phone: 740.283.3347 x124
Cell: 740.381.0843
Fax: 740.283.2709
dan.spahn@omeresanet

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WHEREAS, the Utica Shale Academy (USA) as part of its academic program has the opportunity for its students to view various drilling sites in the vicinity, including but not limited to Accent Inc., Cambridge, Ohio; and

WHEREAS, the managers of the drilling sites require a waiver of liability, and insurance regulations require parental permission; and

WHEREAS, the undersigned is the parent or legal guardian of _____ a student at the USA who desires to visit the drilling site referred to herein;

NOW THEREFORE, the undersigned gives permission for _____ to visit the drilling site Accent Inc., with the USA for academic purposes, and in doing so the undersigned agrees to hold the USA, its officers, agents and employees as well as the owners of the drilling site, PetroSet Inc. and their officers, agents and employees, harmless from any and all claims, demands, damages, actions, or causes of action, together with any and all losses, costs, or expenses in connection therewith, or related thereto which may arise as a result of the drilling site visit in connection with the USA activities.

Executed this ____ day of _____ 2015.

Parent/Legal Guardian

STAFF CONFLICT OF INTEREST

Employees are required at all times to follow the letter and spirit of Ohio's laws on ethics and conflicts of interest as they apply to the employees of the Educational Service Center. In accordance with the law, copies of Chapters 102 and 2921 of the Ohio Revised Code will be provided to new employees within fifteen days after beginning the performance of their duties. Violations of such laws include, but are not limited to, the following:

- Employees shall not engage in, or have a financial interest in, any activity which conflicts with their duties and responsibilities with the Educational Service Center.
- Employees shall not engage in work of any type in which information concerning customers or clients originates from any information received by, or available to, them through the Educational Service Center.
- Employees shall not sell textbooks, instructional supplies, equipment, reference books, or any other products or services to the Educational Service Center, and they shall not furnish the names of students or parents to anyone selling these materials.
- Employees shall not authorize, or use their authority or influence to secure, a public contract for themselves, a family member, or business associate.

Work Outside of the Educational Service Center

Employees shall not engage in any activities or outside employment that may result in a conflict of interest. A conflict of interest exists if financial interests or other opportunities for personal benefit may exert a substantial and improper influence upon an employee's professional judgment in exercising or performing any duty or responsibility with the Educational Service Center. Employees shall not use their positions with the Educational Service Center to secure anything of value, financial gain, or personal benefit that would not ordinarily accrue to them in the performance of their official duties, nor shall they accept any compensation from any other agency or individual for work performed in the course of their employment with the Educational Service Center. Violations of this policy include, but are not limited to, the following:

- Employees shall not use public time, facilities, personnel, equipment, or resources in conducting a private business or while engaging in private outside employment.
- Employees shall not use their official title or identification on private business cards or other written materials while soliciting or conducting outside business activities.
- Employees shall not use their relationship with other public officials or employees to secure a favorable decision or action regarding private business interests.

- Employees shall not receive fees for providing services rendered on projects that they recommended in their official capacities.
- Employees shall not use their public positions or authority in any way to secure a benefit for their private outside business.

If an employee is concerned about a potential violation of Ohio's laws on ethics or conflict of interest, that employee should bring the matter to the attention of the Superintendent.

LEGAL REFS: O.R.C. Chapter 102
O .R.C. Chapter 2921

Adopted: _____, 2015

ACKNOWLEDGEMENT OF RECEIPT OF POLICY 3.07
STAFF CONFLICT OF INTEREST

I, _____ (Employee name) _____, acknowledge that I have received and read a copy of Policy 3.07, “Staff Conflict of Interest.” I further realize the consequences of violating this policy.

Name of employee (print)

Signature of employee

Date

Signature of Supervisor

Date

GOVERNING BOARD MEMBER CONFLICT OF INTEREST

The Governing Board and individual members will follow the letter and spirit of the law regarding ethics and conflicts of interest.

This policy is designed to prevent placing Board members in positions in which personal interest in the ESC and place of employment might conflict and to avoid appearances of conflict of interest, even though such conflict may not exist.

The law specifically forbids Board members from engaging in certain conduct. These prohibitions include, but are not limited to:

- A. A member from being employed for compensation by the Board;
- B. A member from having, directly or indirectly, any pecuniary interest in any contract with the Board;
- C. A member from voting on a contract with a person as a teacher or instructor, if he/she is related to that person as father, mother, spouse, brother, or sister;
- D. A member from authorizing, or employing the authority or influence of his/her office to secure authorization of, any public contract in which he/she, a member of his/her family or his/her business associates have an interest;
- E. A member from having an interest in the profits or benefits of a public contract entered into by, or for, the use of the ESC; and
- F. A member from occupying any position of profit during his/her term of office or within one year thereafter, in the prosecution of a public contract authorized by him/her or the Governing Board of which he/she was a member at the time of authorization of that contract.

LEGAL REFS: O.R.C. §§102.01 *et seq.*; 2921.01; 2921.42; 3313.13; 3313.33

Adopted: _____, 2015

From: [Karen Martin](#)
To: [Eric Sampson](#)
Cc: [Chuck Kokiko](#)
Subject: Fwd: "*NEW" 15.0.0 Student Services Webinars have been posted
Date: Tuesday, July 14, 2015 8:42:35 AM

Eric,

You may want to check these out, especially StudentInformation and GradeBook.

Karen Martin, CEP
Executive Secretary/EMIS Coordinator
Jefferson County ESC
2023 Sunset Boulevard
Steubenville, OH 43952

----- Forwarded message -----

From: **Bernie Grabits** <bernie.grabits@omeresa.net>
Date: Tue, Jul 14, 2015 at 8:29 AM
Subject: "*NEW" 15.0.0 Student Services Webinars have been posted
To: "sdc.dis" <sdc.dis@omeresa.net>, "mail_emis.dis" <mail_emis@omeresa.net>, "pbpoc.dis" <pbpoc.dis@omeresa.net>, "spspoc.dis" <spspoc.dis@omeresa.net>

Good morning,

We have just posted new webinars regarding the upcoming 15.0 software release to our website. We will be installing the release soon, so please view these webinars to familiarize yourself with what's included in the release.

The webinars can be found on our website under ***Professional Development-Student Services Webinars:***

15.0.0 What's New in ProgressBook StudentInformation

15.0.0 What's New in ProgressBook GradeBook, VirtualClassroom and ParentAccess

15.0.0 What's New in ProgressBook SpecialServices and DataMap

Thank you!

Bernie Grabits

*OME-RESA
Student Services
2023 Sunset Blvd.
Steubenville, Ohio 43952*

[740-283-2050 ext. 106](#)

Dan Spahn

Continuing Legal Education

November 2014	Capital Conference – School Law Workshop	5.0 hours
September 2015	School Law Update 306954 (Pepple & Waggoner)	5.0 hours
November 2015	Capital Conference – School Law Workshop	5.0 hours

District Name

Technology Coordinator

Technology Assistant #1

Technology Assistant #2

Technology Assistant #3

E-Rate Discount

Overall number of PCs

Overall number of iPads

Overall number of Chromebooks

Overall number of Labs

Overall number of Misc. devices

Managed IT Provider

VoIP Service Provider

Wireless Service Provider

Internet Service Provider

Person completing assessment

Date assessment completed

Question

Do you have a tech plan?
capacity/bandwidth?

Are you using any type of backup?

Are you using any off-site or cloud-based backup?

Are you using in-house or cloud-based email?

Are you using in-house or cloud-based file storage?

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Do you maintain a current physical inventory of equipment?

Do you have a current network topology documentation?

Do you have static IP address assignments documented?

Do you have a disaster recovery plan?

Do you have device passwords documented?

Answer

Software/Device Used

Room No.	Question	Answer
----------	----------	--------

Do you have adequate power?
Do you have adequate cooling?
Do you have adequate UPS?
What type of UPS? (120 vs. 240)
What type of Copper Cabling is used?
What type of Fiber Cabling is used?
How many unused rack units?
Open conduit space?
Is closet secure?
Is closet multi-purposed?

Question

Answer

Do you currently utilize any virtualization technology?

Do you have the capacity to bring additional VMs online?

Do you have some type of SAN or NAS?

What is the capacity of the SAN or NAS?

Are you running iSCSI or Fibre Channel?

Building	Room #	Rack
<i>Sample Elementary</i>	<i>120B</i>	<i>1</i>

Brand / Model	Total Ports	Open Ports	Layer
<i>Cisco 3560G</i>	48	25	3

PoE

Managed

Uplink Speed / Type

Manuf. / Install Date

N

1000 MM Fiber

May 2002

IP Address	Firmware	Maintenance	Attched to UPS?
<i>10.0.0.5</i>	<i>8.7.0560</i>	<i>N</i>	<i>Y</i>

From: [Chuck Kokiko](#)
To: [Dan Spahn](#)
Subject: Re: Gifted Professional Development
Date: Thursday, September 24, 2015 7:57:53 PM

Great thanks Dan

Chuck Kokiko

On Sep 24, 2015, at 9:58 AM, Dan Spahn <dan.spahn@omeresanet.net> wrote:

Chuck

Regarding the Gifted Professional Development Plan, such is not required by the Revised Code but recommended by the ODE pursuant to its Operating Standards for Identifying and Serving Gifted Students.

Districts are required by the code to identify gifted, have a plan in place and implement a policy, either the ODE model or one approved by the ODE, according to 3324.04, 3324.07 and 3324.10.

Thus the information you forwarded is not required by statute but recommended by the ODE.

If any questions, please ask.

Thank you.

Dan

On Wed, Sep 23, 2015 at 7:35 PM, Chuck Kokiko <CKokiko@jcesc.org> wrote:

Dan this is the ode form Linda was speaking of. I do not see a statute anywhere
Thanks

Chuck Kokiko

Begin forwarded message:

From: Linda Lenzi <linda.lenzi@omeresanet.net>
Date: September 23, 2015 at 4:02:20 PM EDT
To: Chuck Kokiko <chuck.kokiko@omeresanet.net>, Linda Lenzi <linda.lenzi@omeresanet.net>
Subject: Gifted Professional Development

This is the form Chuck

--

Linda J. Lenzi
Coordinator of Gifted Services
Jefferson County Educational Service Center

2023 Sunset Boulevard, Steubenville, OH 43952
linda.lenzi@omeresa.net
740-283-3347 ext .135
www.jcesc.k12.oh.us Facebook: [JCESC](https://www.facebook.com/JCESC) Twitter: [@JCESC_VLA](https://twitter.com/JCESC_VLA)

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--

Dan Spahn

Attorney, Jefferson County Educational Service Center
2023 Sunset BLVD
Steubenville OH 43952
Phone: 740.283.3347 x124
Cell: 740.381.0843
Fax: 740.283.2709
dan.spahn@omeresa.net

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Entity has not yet received a sponsorship agreement, and therefore has not been evaluated.

Jefferson County ESC Application Rubric Highlights

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

Question	Follow-Up
Section I: Sponsor Commitment & Capacity	
3	Please provide a budget of your organization’s yearly revenue and expenditures specific to sponsoring activities.
4	Please describe how you determine which professional development you will attend related to sponsoring responsibilities. Also, submit documents that evidence your presentations at OAPCS.
6	Please describe how the AdvancedED process relates to how the ESC evaluates its function as sponsor, as well as any other methods the ESC uses to evaluate its own performance.
Section II: Application Process & Decision-Making	
7	Is the Scoring Rubric provided your most up-to-date version? Do you share the Scoring Rubric with applicants? If so, at what point in the application process does this occur? Please submit evidence along with your response.
8	One application document states that to be considered, the applicant must achieve an average score of 1.5, where 2.0 means “meets the minimum standards”. On the Evaluation Ratings and Sample Scoring Criteria, it states the applicant must score at least “meets” in each category to be approved. Please clarify the minimum score an applicant must earn in order to enter into contract with the sponsor.
Section V: Sponsor Oversight & Evaluation	
23	Please provide the resume for Nick Balakas.
25	Please describe any occurrences of Utica Shale Academy failing to meet compliance with the law or contract, if any. Also explain the steps that were taken to resolve the issue.
Section VII: Technical Assistance and Sponsor Requirements in Rule & Law	
32	Please describe how you decide what technical assistance is needed.

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

**EDUCATIONAL SERVICE CENTER (ESC) SPONSORSHIP
APPLICATION RUBRIC**

Name of Organization: Jefferson County ESC

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

Date: November 16, 2015

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

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

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

Section I: Sponsor Commitment & Capacity

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

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

Score: 1

Comments: The ESC has a vision and mission with respect to providing services and programs to its members. Their vision and mission also include belief statements, but there is no reference to sponsoring community schools.

2. Do you intend to open additional or assume sponsorship of existing conversion schools? If so, describe your organization’s plan for sponsoring additional community schools. How many and what type of additional

community schools do you plan to sponsor in the future? In which counties and districts will the schools be located?

Informational only – no score

Comments: The ESC is open to sponsoring new and assuming sponsorship of currently operating community schools. The ESC states that it has an application process in place for both scenarios and is particularly interested in eSchools. There is no specific plan as to the number of schools it might be interested in sponsoring or any time frame for pursuing or initiating additional sponsorship activities.

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

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

Score: 2

Comments: The ESC sponsors one school and states that its anticipated sponsorship fees for the 2015-2016 school year are just over \$11,000. Sponsor personnel attend board meetings and two site visits and the cost of those visits is provided (\$3,540.67 in total). There is no reference to the pre-opening visit or other visits to the school, other than the minimum required. The sponsor’s costs for technical assistance hours are not calculated. From the information provided, it appears that the sponsor is under-resourced to fully carry out its obligations (e.g., monthly enrollment and financial reporting). No actual budget for the ESC was provided.

Possible follow-up: Please provide a budget of your organization’s yearly revenue and expenditures specific to sponsoring activities.

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

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

		conferences with PD focus (e.g., NACSA, iNACOL, etc.)	
--	--	--	--

Score: 3

Comments: The ESC is a member of both NACSA and OACSA, and staff also attends a variety of PD opportunities, which are primarily focused on the use of technology in instructional delivery. However, there is no information about the frequency and the individuals attending.

Possible follow-up: Please describe how you determine which professional development you will attend related to sponsoring responsibilities. Also, submit documents that evidence your presentations at OAPCS.

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

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

Score: 2

Comments: We acknowledge that JCESC has conflict of interest policies for both its board members and its staff members. Staff members are required to sign a statement acknowledging their receipt of the conflict of interest policy and understanding of the resulting consequences if they violate the policy. It is not clear, however, if board members are required to sign a statement of acknowledgement. While services are not part of the contract, the school does purchase services from the JCESC through a service agreement. It is noted that the ESC’s treasurer also serves as the school’s fiscal officer, making it impossible to have an arm’s length arrangement for purposes of monitoring.

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

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

Score: N.A.

Comments: The information provided pertains to the sponsor’s school, not to the sponsor itself. This question is about how the sponsor assesses its own performance.

It is notable that the ESC has engaged in continuous improvement and goal setting through the AdvancED Accreditation External Review process. There are two documents referencing the AdvancED process. In the first, there is no reference to sponsorship as a function of the ESC. In the second, the title is “Community School Capacity” and there is reference to the ESC’s work with community schools, as well as the alternative school and other initiatives.

Possible follow-up: Please describe how the AdvancED process relates to how the ESC evaluates its function as sponsor, as well as any other methods the ESC uses to evaluate its own performance.

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

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

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

Score: 3

Comments: Although there is nothing on the ESC’s website to indicate that it sponsors community schools, the strength of JCESC’s application process, which is defined and well-documented, outweighs the availability of the application. The timeline is ample, and the sponsor clearly states its priorities in the application. It appears that at least one interview is part of the process. If the application is for a school seeking to change sponsors, the ESC states that it also interviews staff, family and students.

While the majority of the directions and questions included in the application are specific, there is little guidance on the expected content or format of the application (general guidelines are provided for Section 3 – Education Program). The scoring guide provided in the application is general and applies to all sections, and therefore does not provide clear guidance. The Scoring Rubric offers more specific criteria for each application section, but it is not

directly aligned to the sections in the application. It is also unclear if this document is shared with applicants during the application process, or if it is used solely by the application reviewers.

Possible follow-up: Is the Scoring Rubric provided your most up-to-date version? Do you share the Scoring Rubric with applicants? If so, at what point in the application process does this occur? Please submit evidence along with your response.

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

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

Score: 3

Comments: The application covers the main areas of school planning, and is written so that if approved, the information can be incorporated into a community school contract efficiently. While the application contains some questions that are comprehensive, very detailed and request specific data, it also contains some questions that are more general and simply suggest attachments. The Education Plan and Governance sections, for example, contain

many questions that require the applicant to demonstrate careful, specific planning. Other sections, such as Finance and Accountability, allow applicants to provide a more general plan.

Possible follow-up: One application document states that to be considered, the applicant must achieve an average score of 1.5, where 2.0 means “meets the minimum standards”. On the Evaluation Ratings and Sample Scoring Criteria, it states the applicant must score at least “meets” in each category to be approved. Please clarify the minimum score an applicant must earn in order to enter into contract with the sponsor.

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

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

Poor	Limited	Average	Strong
			<ul style="list-style-type: none"> The application process may include visiting the school and/or attending a board meeting. The sponsor does not consider contracting with a community school that is being non-renewed by its current sponsor. The sponsor's process to consider sponsoring a currently operating school is publicly available.

Score: 2

Comments: Based on the information provided by the sponsor, it is difficult to determine exactly what is considered when evaluating a replicator applicant. The sponsor says that it examines the academic and financial performance of the school, but exactly how this information is used to make a decision is not clear. The ESC calls for interviews and the review of education and financial plans and stakeholder feedback, but there is no mention of specific indicators for academic, organizational, or financial success to earn approval. Similarly, the ESC does not appear to request a growth plan, business plan, nor do they seem to inquire about never-opened, non-renewed, or terminated schools.

For community schools changing sponsors, the ESC interviews students, staff and families, completes a legal review of existing contracts, conducts a site visit, and considers the school's capacity and performance targets. It is unclear if the ESC considers schools being non-renewed or if interviews with the operator/sponsor are conducted.

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

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

Poor	Limited	Average	Strong
		application review.	

Score: 3

Comments: The review team is comprised of ESC personnel and contracted staff. Combined, their level of expertise covers several different areas, such school operations, governance, law, and gifted education. The concern, which holds for any new sponsor, is the level of experience with working in or sponsoring community schools. The ESC is in its second year of sponsoring and several of its staff have been in roles related to sponsoring for the entire time. However, the sponsor does not provide specific information on which staff members review the applications or how many staff members are used to review an application.

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

Informational only – no score

Comments: The ESC has approved 1 of 9 applications in the past three years. The response indicates that the ESC critically examined why 8 of the applications had to be denied, demonstrating commitment to a careful vetting process.

Section III: Sponsor Performance Contracting

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

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

Score: 3

Comments: JCESC conducts two formal reviews of the school each year. The onsite review protocol is composed almost entirely of standard compliance issues. There is nothing that indicates that the sponsor is actively comparing the school’s performance against the standards included in the contract. The sponsor uses several methods to gather information, including interviews with school staff and parents. The sponsor indicates (in a previous response) that it develops a report for the school based on the site visits, but whether this report is given to the school at the end of the year or after each site visit is not clear.

The ESC attends all community school board meetings, has weekly communications, and conducts informal as well as formal site visits. In addition, it is using the site visit protocol developed by the Office of School Sponsorship at ODE. It states that academic performance is monitored closely; testing and attendance data are reviewed quarterly. However, the performance framework in the community school contract is not strong or specific with regard to performance expectations, growth and consequences. That weakens the information that the ESC can provide to the school. Though the school is in its second year, per the contract, testing data are to be reviewed quarterly.

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

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

Score: 1

Comments: There is currently no performance framework that evidences metrics and targets. The ESC is updating the performance framework as recommended by NACSA. The renewal application calls for detailed information about all students and subgroups, but these data points are not reflected in the community school’s contract.

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

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

Score: 2

Comments: The contract describes the types of evidence that will be reviewed in making renewal decisions, such as progress toward educational objectives, financial information, annual reports, Local Report Cards, and annual audits. However, the contract doesn't state the level of performance that must be reached. The school must complete a renewal application which is heavy on data, but no standards are defined.

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

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

Score: 2

Comments: The contract contains the standard language with regard to probation, suspension and termination. The school is new and the sponsor has not had to intervene formally, but there are comments about coaching the school following poor test scores. Because the sponsor has not shared details with regards to performance expectations, it cannot define any consequences other than those included in the standard contract language.

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

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

Informational only – no score	
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Comments: Utica Shale Academy is the only sponsored school; it is currently open.

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

Informational only – no score	
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Comments: The sponsor indicates that it does not have any such schools.

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

Informational only – no score	
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Comments: None of the sponsor's schools closed prior to the academic year.

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

Informational only – no score	
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Comments: The sponsor's portfolio does not include a school that is unauditible or that has a findings for recovery.

20. Indicate which schools' contracts have been renewed.

Informational only – no score	
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Comments: Utica Shale Academy is in the 2nd year of a 5-year contract.

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

Informational only – no score	
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Comments: The ESC does sell services, but they are not part of the community school contract nor are they mandated. The sponsor currently provides paid services to the school in the form of the online curriculum and the EMIS coordinator.

Section V: Sponsor Oversight & Evaluation

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

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

Score: 2

Comments: The sponsor has developed a tool for monitoring accountability and compliance during on-site visits, but it does not appear to measure the performance standards in the contract. The sponsor’s method for data collection and reviewer training remains unclear. The site review protocol used by the sponsor includes a review of all of the state-required compliance issues. However, there does not appear to be any specific attention given to checking the school against the performance standards listed in the contract. In addition, the sponsor failed to explain how site visits are carried out or who the contact person(s) at the school is.

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

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

Score: 3

Comments: The Jefferson County ESC has been sponsoring Utica Shale Academy for two years, and the sponsor’s staff have been involved in working with the school for both years. Staff members have demonstrated experience in a wide range of fields, including special education, curriculum, and law.

Possible follow-up: Please provide the resume for Nick Balakas.

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

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

Score: 2

Comments: Jefferson County provided examples (e.g. monthly financial reports and enrollment reports) of how they collect data regularly from the school, but it is not always clear how this data is analyzed or what feedback is provided to the school. While there appears to be a monthly review of the school’s financial statement, there is no indication that any other type of compliance or monitoring review is done on a monthly basis. Also, as it appears that the treasurer of the JCESC is also the fiscal officer of the school, the credibility of the school’s monthly financial reviews is somewhat compromised.

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

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

Poor	Limited	Average	Strong
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Score: 2

Comments: The ESC does not clearly establish the conditions that may trigger intervention in the contract with the school. However, the ESC intervened when the school achieved below average scores on the state assessment. The sponsor helped the school develop a corrective plan that was implemented the following school year.

Possible follow-up: Please describe any occurrences of Utica Shale Academy failing to meet compliance with the law or contract, if any. Also explain the steps that were taken to resolve the issue.

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

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

Score: 2

Comments: The sponsor has a representative at each of the school’s board meetings, which is a best practice. As the school and sponsor have same treasurer, it is unclear whether the sponsor is included in the day-to-day operations of the school. Also unclear is whether the sponsor reviews its own compliance requirements to minimize the burden of its schools.

Section VI: Sponsor Termination & Renewal Decision-Making

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

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

Score: N.A.

Comments: The ESC has developed a renewal application which calls for specific indicators of the school’s academic performance. However, the indicators are not reflected in the school’s contract. In addition, no renewal application rubric was submitted.

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

Poor	Limited	Average	Strong
<ul style="list-style-type: none"> Contract renewal is almost always assumed or made based upon factors other than school performance. Does not provide the community school a report on its cumulative performance, other than the Sponsor’s Compliance Review report submitted annually to the department. 	<ul style="list-style-type: none"> The contract renewal decision is based upon a limited body of academic and operational evidence (e.g., recent financial audits, recent compliance monitoring reports, or the school’s most recent state accountability report card). May annually provide the community school with a report, but it does not relate to the school’s performance 	<ul style="list-style-type: none"> The contract renewal decision is based upon a substantial body of evidence of legal compliance and performance. These data inform renewal decisions. Evidence may include at least two of the following: <ul style="list-style-type: none"> Multiple years of student achievement; Multiple measures of student achievement, 	<ul style="list-style-type: none"> The sponsor bases the renewal process and renewal decisions on thorough analysis of a comprehensive body of objective evidence defined by the performance framework in the charter contract. Evidence includes at least all of the following: <ul style="list-style-type: none"> Multiple years of student achievement; multiple

	<p>against its contract; and/or</p> <ul style="list-style-type: none"> • When a report is given, it does not include multiple years of performance data against its contract term. 	<p>including statewide assessments and measures;</p> <ul style="list-style-type: none"> ○ Financial audits; or ○ Site visit reports and/or other compliance reports. <ul style="list-style-type: none"> • Annually provides each community school with a report of its performance; • The report includes multiple years but may not include the school’s entire charter term. 	<p>measures of student achievement;</p> <ul style="list-style-type: none"> ○ Financial audits; ○ Site visit reports and/or other compliance reports; and, ○ Status reports on corrective action plans or other required interventions, if necessary. <ul style="list-style-type: none"> • As referenced in the school’s contract, provides each community school, in advance of the renewal decision, a cumulative performance report that summarizes the school’s performance record over the charter term and states the sponsor’s summative findings concerning the school’s performance and its prospects for renewal.
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Score: N.A.

Comments: JCESC has not gone through the contract renewal process yet with the school it sponsors. However, it does appear to have a renewal process in place, one that reviews the following: 1) the success of the school’s academic program, 2) the viability of the school, 3) the faithfulness of the school to the terms of its charter, and 4) the school’s capacity and plans for its next contract term. There is no mention in the response to this question or in the contract as to whether the JCESC will provide a report to the school prior to renewal. The ESC’s first annual report for Utica Shale Academy, however, was not comprehensive.

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

Poor	Limited	Average	Strong
<ul style="list-style-type: none"> • The sponsor’s governing board designates all school renewal or non-renewal decisions to staff and/or accepts contract decision-making recommendations with only a cursory review, taking action perfunctorily as part of routine business. 	<ul style="list-style-type: none"> • The sponsor’s governing board typically designates school renewal or non-renewal decisions to staff, which provides the board with general recommendations for which contracts to approve. Decisions are typically made with limited information provided by the staff and without consideration of the sponsor’s broad vision. 	<ul style="list-style-type: none"> • The sponsor’s governing board, while formally making all school renewal and non-renewal decisions, relies upon their staff to carefully review and recommend contract decisions aligned with their sponsoring vision and plan. 	<ul style="list-style-type: none"> • The sponsor’s governing board actively participates in all school renewal and non-renewal decisions to ensure that all such actions are consistent with the sponsor’s strategic vision and plan for quality sponsoring.

Score: N.A.

Comments: Jefferson County ESC has not yet encountered an application for contract renewal. However, there is evidence that the board actively participates in the oversight of the school and in offering technical assistance, so we anticipate that the board will also be highly involved in the contract renewal process.

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

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

Score: N.A.

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

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

Poor	Limited	Average	Strong
			to carry out the closure to the extent possible if school's governing authority fails to carry out the protocols.

Score: N.A.

Comments: The ESC is to be commended for having its own closure process. While there are some actions that go above ODE's closure guidance, not everything on ODE's closure guidance is included in the ESC's closure process. Although the sponsor has not yet participated in a school closure, the policy outlines procedures according to best practices, and has the capacity to carry out the closure according to these protocols.

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

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

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

Score: 2

Comments: The sponsor provides technical assistance once it is requested by the school. There is no evidence to suggest that the sponsor solicits information from the school as to what technical assistance is needed. Available technical assistance appears to cover several topical areas, such as gifted education, special education, legal assistance, and licensure support.

Possible follow-up: Please describe how you decide what technical assistance is needed.

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

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

Score: N.A.

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

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

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

Score: 2

Comments: JCESC indicated that legal updates are provided to the school through the school's board meetings or as mailings. While the sponsor appears to provide the school with needed updates, there is no evidence that there is an actual process in place for doing so.

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

Poor	Limited	Average	Strong
<ul style="list-style-type: none"> • The sponsor never provides 	<ul style="list-style-type: none"> • The sponsor sporadically 	<ul style="list-style-type: none"> • The sponsor shares information 	<ul style="list-style-type: none"> • The sponsor provides its

<p>information about PD opportunities for its schools.</p>	<p>provides information about PD opportunities for its schools.</p> <p><i>Or</i></p> <ul style="list-style-type: none"> • Is prescriptive or mandating that its schools participate in certain PD, excepting a topic-specific training that is a requirement of the contract. 	<p>about PD opportunities for its schools, which may or may not be community school specific.</p> <ul style="list-style-type: none"> • The sponsor may provide PD directly on certain topics (e.g., annual meeting for updates) • While the sponsor shares information about PD opportunities, it is the school's independent decision as to whether or not it participates, excepting a topic specific training that is a requirement of the contract. 	<p>schools with multiple sources of information about PD opportunities for its schools.</p> <p><i>Or</i></p> <ul style="list-style-type: none"> • The sponsor provides at least some of the PD directly to its schools, based upon school need. • While the sponsor encourages and promotes high quality PD, it is the school's independent decision as to whether or not it participates, excepting a topic specific training that is a requirement of the contract.
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Score: 4

Comments: JCESC provides multiple opportunities to its schools for professional development. The schools sign up for professional development through the JCESC website, which lists the topics, the length of the PD session, as well as whether there are any required fees to participate. Most of the professional development is free. JCESC appears to encourage and suggest various professional development opportunities to the community school without requiring them to participate.

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

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

Score: 3

Comments: The sponsor regularly attends board meetings and appears to have a solid working relationship with board members. While it appears that both the sponsor and school are aware of the separation of roles and responsibilities of the sponsor and governing authority, there is no written policy or language in the contract that verifies this. However, the sponsor has demonstrated an understanding of its roles and responsibilities in sponsorship, and can articulate how these roles differ from those of the school's governing authority.

REVIEWER SUMMARY:

Section	Points Received	Maximum Points Possible
I: Sponsor Commitment & Capacity	8	16
II: Sponsor Application Process & Decision-Making	11	16
III: Sponsor Performance Contracting	8	16
IV: School History & Performance	NA	NA
V: Sponsor Oversight & Evaluation	11	20
VI: Sponsor Termination & Renewal Decision-Making	NA	NA
VII: Technical Assistance and Sponsor Requirements in Rule & Law	11	16
TOTAL POINTS	49	84
SCORE PERCENTAGE	58.3%	

APPLICATION SCORING:

Score Percentage	Standard	Minimum Points Needed (of 84)
90% or Higher	Highly Recommended for an interview: Is clearly aligned with NACSA principles for quality sponsoring. Move forward to an interview.	75.6
75% - 89.9%	Recommended for an interview: Meets standards and is aligned with NACSA principles for quality sponsoring. Move forward to an interview.	63
60% - 74.9%	Not Recommended for an interview without additional information: Partially meets or fails to meet standards and is either slightly aligned or not aligned with NACSA principles for quality sponsoring. Refer for submission of additional information.	50.4
59.9% or Less	Fails to meet standards and is not aligned with NACSA principles for quality sponsoring. Refer for development activities.	<50.4

John R. Kasich, Governor
Dr. Lonny J. Rivera, Interim Superintendent of Public Instruction

Sent via e-mail

January 20, 2016

Dr. Charles M. Kokiko, Superintendent
Jefferson County ESC
2023 Sunset Blvd.
Steubenville, OH 43952-1349

Dear Dr. Kokiko:

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

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

ODE has reviewed your application; your application scoring rubric is enclosed. Jefferson County ESC received 49 of a possible 84 points, for a score of 58.3%. A minimum score of 75% is needed to proceed to an interview, which is a prerequisite for approval of a sponsorship agreement. The ESC scored below that threshold and therefore cannot be approved for a sponsorship agreement at this time. The ESC has the following options: continue with the application process; withdraw and reapply later this year; or choose not to continue as a sponsor after June 30, 2017.

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

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

ESCs must have an approved sponsor agreement with ODE in effect by July 1, 2017 to continue as sponsors.

Please e-mail us with your decision by February 1, 2016. If you have any questions, contact Kaela King (kaela.king@education.ohio.gov or 614-387-2262), Office of Quality School Choice at ODE.

Thank you for your patience and cooperation.

Respectfully,

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

Joni Hoffman
Director, Sponsor Evaluation
Office of Quality School Choice

Attachment

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

Application Status: Pending

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