

Lawrence County ESC

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

Application Cover Sheet

Name of Organization

Lawrence County Educational Service Center

Contact Information

Address: 111 South Fourth Street, Ironton, Ohio 45638

Phone: (740) 532-4223

Email: james.payne@lc.k12.oh.us

Primary Contact

Name: James A. Payne, Ph.D.

Phone: (740) 532-4223 ext.228

Email: james.payne@lc.k12.oh.us

Name and IRN of Each Currently Sponsored Conversion Community School:

Lawrence County Academy (014094)

Section 1

Sponsor Commitment & Capacity

1. Describe your organizations' 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, strategic plan, board resolutions or policies; feel free to use hyperlinks to the organization's website.
 - a. Mission Statement: The Lawrence County Academy (LCA) strives to offer students a non-traditional approach for reaching educational goals. The Academy seeks to enhance and facilitate student learning among non-traditional student populations while utilizing a variety of innovative resources and educational strategies, which are customized to meet the needs of individual students and develop by the school on an ongoing basis. These initiatives are geared toward providing the most conducive environment for success that will support each student in pursuing the goal of being career and college ready.
 - b. The values of the Lawrence County Education Service Center (LCESC) are that every student should have the opportunity to pursue a high school diploma and post-secondary education or employment. We also recognize that in our communities that several factors hinder a population of students from being successful in obtaining this goal. By sponsoring The LCA we have extended our vision to the non-traditional student; this population includes but is not limited to students from poor home environments, raising their own family, situations that hinder them in their resident district school, need to make-up lost credits or have been out of the traditional school setting. Because each student is unique the Academy has the ability to provide a flexible school schedule and educational plan.
2. Do you intend to open additional or assume sponsorship of existing conversion schools?
 - a. No, we do not plan on expanding our role into any other conversion community schools. It is our sole purpose to provide support only to the LCA and the programs it now offers.
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.
 - a. Attached is the Sponsor's budget for the upcoming school year dedicated to professional development, conferences, and travel. These monies will be used by the sponsor to keep abreast of the current status of community school rules and regulations.
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?
 - a. Director – The director of the LCA has attended and will continue to attend ODE conferences at the state and regional level that relates directly to the community school. An example of these workshops would include the recent conference sponsored by the Ohio Auditor of State's Office on August 11, 2015, monthly meeting with personnel from ODE's EMIS Department and the local ITC's workshops.

5. What policies and practices has your organization implemented to avoid possible conflicts of interest in working with the schools it sponsors? Please provide a copy of the conflict of interest policy and examples of signed conflict of interest statements, if available.
 - a. Attached is the conflict of interest policy of the Lawrence County Educational Service Center.

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...
 - a. See attached OGT comparison table
 - b. See attached graduation comparison
 - c. See attached passing rate comparison
 - d. See attached attendance comparison

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.

Sponsor's Budget
Lawrence County Academy
2015/2016

Professional Development/Conference	\$ 2,000.00
Travel	\$ 500.00
Total	<u>\$ 2,500.00</u>

CONFLICT OF INTEREST - PRIVATE PRACTICE

- A. The proper performance of school business is dependent upon the maintenance of unquestionably high standards of honesty, integrity, impartiality, and professional conduct by Governing Board employees. Further, such characteristics are essential to the Board's commitment to earn and keep the public's confidence in the Educational Service Center. For these reasons, the Board adopts the following guidelines to assure that conflicts of interest do not occur. These guidelines are not intended to be all inclusive, nor to substitute for good judgment on the part of all employees.
1. No employee shall engage in or have a financial interest, directly or indirectly, in any activity that conflicts or raises a reasonable question of conflict with his/her duties and responsibilities in the school system.
 2. Employees shall not engage in business, private practice of their profession, the rendering of services, or the sale of goods of any type where advantage is taken of any professional relationship they may have with any student, client, or parents of such students or clients in the course of their employment with the Educational Service Center.

Included, by way of illustration rather than limitation are the following:

- a. the provision of any private lessons or services for a fee
- b. the use, sale, or improper divulging of any privileged information about a student or client gained in the course of the employee's employment or through his/her access to Educational Service Center records
- c. the referral of any student or client for lessons or services to any private business or professional practitioner if there is any expectation of reciprocal referrals, sharing of fees, or other remuneration for such referrals

policy

**GOVERNING BOARD
LAWRENCE COUNTY EDUCATIONAL SERVICE CENTER**

ADMINISTRATION
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- d. the requirement of students or clients to purchase any private goods or services provided by an employee or any business or professional practitioner with whom any employee has a financial relationship, as a condition of receiving any grades, credits, promotions, approvals, or recommendations
 3. Employees shall not make use of materials, equipment, or facilities of the Educational Service Center in private practice. Examples would be the use of facilities before, during, or after regular business hours for service to private practice clients, or the checking out of items from an instructional materials center for private practice.
- B. Exceptions to this policy shall be approved by the Superintendent **before** entering into any private relationship.

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 continues improvement plan, if applicable; or stakeholder input about services provided; etc..
 - a. See attached OGT comparison table
 - b. See attached graduation comparison
 - c. See attached passing rate comparison
 - d. See Attached attendance comparison

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.

OGT Comparison
2014 to 2015 Spring Test

Test	Year	% Limited	% Basic	% Proficient	% Accerlerated	% Advanced
Reading	2014	39	13	34	13	0
	2015	53	6	29	12	0
Math	2014	59	18	18	0	0
	2015	38	28	18	13	5
Science	2014	71	24	6	0	0
	2015	39	39	17	0	5
Social Studies	2014	71	24	6	0	0
	2015	45	25	18	10	3
Writing	2014	36	36	29	0	0
	2015	40	13	45	3	0

Graduation Comparison 13/14 to 14/14
(excluding NECCO unit students)

2014 - 3 of 13 = 23%

2015 - 11/25 = 44% plus 4 of 4 listed below total 15 of 25 = 60%

Also in 2015 – 4 of 4 = 100% of seniors that did not graduate in the 2014 count, but return to graduate in 2015

Passing Course Rate Comparison for
13/14 to 14/15

Result of students passing individual courses:

2014 = 45% of total courses passed

2015 = 60% of total courses passed

Attendance Comparison for
13/14 to 14/15

Includes NECCO(residential treatment facility) and Collins Career Center classroom attendance

2014

Grade 7 = 95%

Grade 8 = 97.6%

Grade 9 = 97.7%

Grade 10 = 97.1%

Grade 11 = 95.3%

Grade 12 = 96.5%

Total for school year = 96.7%

2015

Grade 7 = 100% (all NECCO students)

Grade 8 = 97.5%

Grade 9 = 98.3%

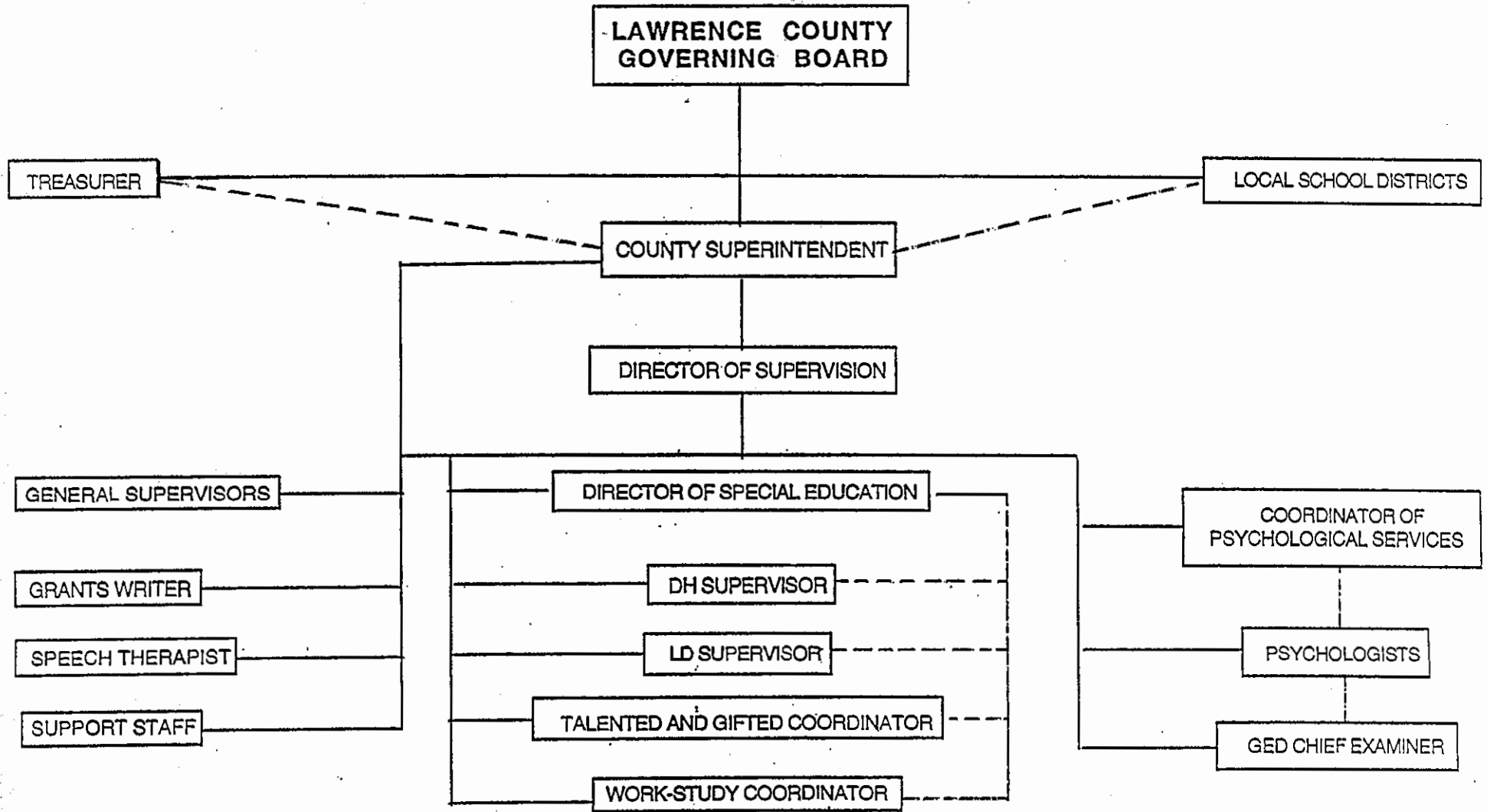
Grade 10 = 97.2%

Grade 11 = 96.5%

Grade 12 = 96.3%

Total for school year = 97.2%

XIII ORGANIZATIONAL CHART



Section II
Sponsor Application Process & Decision-Making

**No, the Lawrence County ESC is not seeking additional sponsorships
at this time.**

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.

8. Describe your organization's process and the frequency for reviewing school performance against measures included in the contract on an annual basis.
 - a. The Sponsor makes itself available to the School regarding all school laws and accountability measures on an as needed basis, but usually communicates with the school at least three times per week by phone and daily by email.
 - b. The Board of Directors of the School meet monthly to discuss the progress of the School and provide direction to the School and provide direction on an as needed basis.
 - c. The Sponsor is available to discuss and review technical assistance on a daily basis.
 - d. If warranted, the Sponsor would intervene at an appropriate time if it felt the School was not performing in accordance with the contract specifications. Also, the Sponsor would take steps to place the School on probationary status ORC 3314.073; suspend the School's operation according to ORC 3314.072; or terminate the contract pursuant to ORC 3314.07 as deemed necessary by the Sponsor.
 - e. The Sponsor, the School and the Treasurer meet monthly to go over the financial data of the Community School. At each meeting the Director of the School goes over the enrollment figures, students who were terminated and why, and the tendencies for new enrollment opportunities. Each month everyone at this meeting understands the total financial picture of the School, and then this information is given to the Board of Directors.
 - f. At the beginning of each school year, the Director, teachers and the Sponsor meet with our parents and students at our annual "Parent Night". This meeting is held at the Collins Career Center which houses our Community School. At this meeting, the Director takes the opportunity to go over the responsibilities of the School, the parents and the students. The students go over the Handbook with their parents and each sign that they have read the material and understand the consequences for non-compliance. They also understand the positive consequences for complying with the handbook. In addition, the Director and Sponsor make themselves available to parents and students to resolve problems on a daily basis. We believe strongly that if issues are addressed quickly that students will benefit.
 - g. The Sponsor feels strongly that classroom visits, interviews with teachers, governing board members and parents have the ability to meet individually to discuss issues on a daily basis if requested; the frequency of review within the system happen on a daily, weekly and monthly basis; planning for potential issues therefore is very proactive and positive; and therefore the School is economically sound, all parties are well informed and parents and students know what is required and have complied in a positive manner.

9. Describe the breadth and scope of the performance measurers set forth in the school (s) contracts. Are these measures differentiated among contracts? If so, how and why?
 - a. The School aspires to meet the following performance standards, while recognizing that actual levels of academic achievement and attendance are likely to vary from

- year to year and depend in part upon the particular needs and past experiences of the students who enroll in the School.
- b. It is expected the 75% of students will pass the Ohio achievement assessments (or alternate assessments, as applicable for certain students with disabilities as determined by the IEP team) when such test/assessments are administered at individually-appropriate times (i.e., upon completion of the applicable curriculum).
 - c. The School will achieve an overall attendance rate (i.e., compliance with participation requirements) of 93% or above.
 - d. The School will achieve a graduation rate of 90% or above.
10. Describe the performance standards and criteria a school must achieve in order for its contract to be renewed.
- a. The overview of the School's educational program is to assist students in a non-traditional environment in: credit recovery, credit retention, dropout prevention, enhanced learning and home schooling curriculum. It is intended to compliment the traditional school environment while providing students with alternative methods of achieving academic success.
 - b. Over the contract period the Sponsor, Governing Board of Directors, Treasurer and the Director of the School will collectively analyze the financial plan; the educational plan; the management and administration plan; accountability/assessment plan; and if these items are trending over time in a positive direction, but most specifically for student performance and success; the Sponsor believes strongly that the contract would be renewed.
 - c. Student accountability would encompass 75% passage on the Ohio achievement tests; 93% attendance rate; and a 90% graduation rate.
11. Are there consequences for failing to meet the standards and metrics in the contract? If so, how are these communicated to the school?
- a. The success of the School, and the School's progress with respect to achievement of the academic goals described below shall be evaluated according to the standards, using the methods of measurement, described above, among others. Due consideration shall be given to the academic achievement of the students at the time they enter the School that may affect the performance of the students while enrolled. The goals and methods of measurement may be augmented or modified from time by agreement of the parties.
 - b. This has been communicated to the School on a regular basis since the beginning of the School in 2013-2014 school year.

Section IV

School History & Performance

16. Provide a list of all community schools for which your organization has been a sponsor and indicated their status (open; open and on probation; suspended; closed(non-renewed); closed(voluntary); closed(terminated); or contract assumed by another sponsor.
 - a. The Lawrence County Academy – 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.
 - a. Not applicable to LCESC

18. For schools that closed prior to the end of the academic year, provide details of why the school closed.
 - a. Not applicable to LCESC

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.
 - a. Not applicable to LCESC

20. Indicate which schools' contracts have been renewed.
 - a. Not applicable to LCESC

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?
 - a. Yes, the sponsor does sell services to the school in the areas of fiscal services, professional development, curriculum supervision, administrative, technological and psychological services, if needed.
 - b. The director, classroom supervisor and intervention specialist are employed by the LCESC and contracted to the Lawrence County Academy.
 - c. The services would be requested by the Lawrence County Academy, and the Sponsor would contract either on an hourly basis or by the job.
 - d. The agreements are arranged on an as needed basis.

Section V Sponsor Oversight & Evaluation

12. 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.
- a. The Sponsor's oversight system is proactive. The Sponsor meets every nine weeks with the director to go over concerns of the School in general, but also focuses on review of student data and the progress students are making to meet the goals of the organization. These goals include performance measurers that include past performance of passing the Ohio achievement test; attendance goals of 93%; graduation rate of 90%; reviewing passage of course rate from 2013-14 to 2014-15 school year; and OGT passage rate comparisons from 2013-13 to 2014-15 school years. After review of this information we develop action plans to improve our test scores and attendance rates.
 - b. Included for your review is a template used for our discussion of the topics listed above. First, "Discussion Points for Initial Meeting" is used in the Fall of the year to identify strengths and weaknesses, but also to review areas of focus, supports needed as well as expectations moving forward. Second, we utilize a "Performance Assistance Plan" to identify action plans, timeline for the activity, documentation and resources needed to make it happen. Third, we establish a "Next meeting date" to go over progress of the plan and any adjustments that need to be made. This structure helps the Sponsor and the School remain focused to achieve the goal.
13. 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.
- a. Sponsor- contact person is James Payne, Ph.D. with twenty-nine years of administrative experience in the State of Ohio. Of those twenty-nine years of experience, Dr. Payne has extensive experience in school accountability, curriculum, instruction and assessment; school facilities; school law; school finance and school governance. I have led districts to Excellent ratings, Schools of Promise, National Blue Ribbon award winning schools, have provided oversight on two different OSFC school building projects, and have managed school budgets in the black for the entire time as a district Superintendent. Currently, the Sponsor contact is beginning his third year of sponsoring a community school.
 - b. School- the Director of the School is in his third year of operating a community school. The Director has over thirty years as a classroom teacher and guidance counselor in Ohio's educational system. He has expertise in listening to students and helping them to achieve their educational goals. He also has expertise in the EMIS system to ensure financial accountability and maintaining student academic records. The Director is in his third year of directing activities in a community school.
 - c. School- we have two teachers at the community school who provide hands on learning opportunities. Debbie Chapman has over thirty years of Ohio teaching experience in the area of Special Education and provides individual assistance to students with disabilities. She is in her second year of community school experience. Also, we have Mark Crawford who has approximately five years of teaching experience and does an excellent job of keeping the students focused

and productive in the classroom. He is in his third year of community school experience.

- d. Out sourcing- during the process of educating students, if we do not have the expertise or capacity to do the work we out-source the work to highly qualified teachers.

14. 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.

- a. Because of our proactive communication with the School we have never experienced a circumstance that would have led us to that conclusion.
- b. In our quarterly meetings, the Sponsor makes it clear as to our performance expectations and reviews issues and action plans to address them. In a small operation, we have had twenty-five graduates in two years. This in my view is outstanding.
- c. In our quarterly meetings, we review the expectations of our performance criteria in our contract and provide resources as necessary to exceed our expectations.
- d. At this point, the Sponsor hasn't had to initiate intervention into our community school's activities.
- e. As in our documents for review, we have established a timeline for expected results if and when we needed to initiate such a plan.
- f. Example: school must achieve a 93% attendance rate; if attendance was lower than the expectation we would provide supports with an expectation of improvement by a date specific. Continue to review until the expectation is met.

15. 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.

- a. The Sponsor has no involvement in the day-to-day operations of the School.
- b. The Sponsor has contact with the School on a regular basis (Monthly/Quarterly) to ensure compliance. We collect data, review documents, discuss issues but maintain the integrity of the School. We want to assist, not be a burden to the School.
- c. The Sponsor is in a continuous evaluation mode with the School. Our quarterly/monthly meetings allow for free and open discussion, and to plan for improvement that meets or exceeds the Sponsor's expectations in our contract.

Discussion Points for Initial Meeting

Staff: _____

Date: _____

Strengths:

Challenges:

Hope to Accomplish:

Area(s) of focus:

Supports needed:

Expectations :

Performance Assistance Plan

Staff : _____ Date _____

Specific Concerns:

Action Plan and Timeline:

Method of Documentation:

Resources/Support Needed:

Next Date for Progress Review:

Signature _____ Date _____

Signature _____ Date _____

Staff Member Comments:

Supervisor Recommendation:

_____ Concern is resolved.

_____ Concern is not resolved. This staff member continues on the Performance Assistance Plan.

Supervisor Comments:

Staff Member Signature _____ Date _____

Supervisor Signature _____ Date _____

Section VI Sponsor Termination & Renewal Decision-Making

- | |
|---|
| <p>16. 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.</p> <ol style="list-style-type: none">a. Our current contract says provided this contract has not been terminated or not renewed by the Sponsor as provided herein, or as otherwise permitted by law, and further provided that the Sponsor has determined that the School's compliance with applicable laws and terms of this contract and the Schools progress in meeting the academic goals prescribed herein have been satisfactory, this contract may be renewed by affirmative action of the parties; or shall automatically renew for successive one-year terms, except that this contract shall not automatically renew if written notice of intent not to renew is given by the Sponsor by February 1, or by the School by December 31, preceding the expiration of the then current term of this contract. Currently, we are in the third year of a five year contract. |
| <p>17. 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.</p> <ol style="list-style-type: none">a. The Sponsor would highly consider the analysis of data over the period of the contract to review the School's performance as to the accountability measurers set forth in the contract. The Sponsor would also consider teachers, parents and students input as to the School's overall effectiveness. After analyzing all aspects of the community school's performance over time, the Sponsor would provide the School with a written report regarding its findings and the possibility of the renewal.b. At this time, we still have at least two years before a report would have to be issued. Therefore, the Sponsor does not have a report to share at this time. |
| <p>18. 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.</p> <ol style="list-style-type: none">a. The Sponsor Board of Education would be ultimately deciding the fate of the community school. All of the information would be presented to them well in advance of a decision. Conversation would take place, the Sponsor Superintendent would recommend either renewal or non-renewal of the contract, and the Sponsor Board of Education would vote. It is my belief that the ESC governing board would take the language in our contract very seriously and review the academic targets as being very significant. |
| <p>19. 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 filed to meet performance standards, were additional requirements placed upon the school?</p> <ol style="list-style-type: none">a. No, the Lawrence County ESC has never had the opportunity to renew a community school contract. |
| <p>20. Describe your process, including staff, in completing the closure of a school.</p> <ol style="list-style-type: none">a. In the event that this contract is terminated or not renewed by the Sponsor as provided in the contract, or as otherwise permitted by law, the School agrees not to contest such termination or non-renewal in any forum, and the School further |

agrees that the exercise of such option shall not be considered, nor shall it give rise to any rights on the part of the School associated with a termination or non-renewal as such term is used in connection with the community school sponsorship contracts in ORC 3314.07 or any other section of the Ohio Revised Code, which rights are hereby expressly waived to the School.

- b. Proper notification will be provided by the Sponsor to the Governing Board of the School; to the employees of the School; the students and parents of the School so that timely preparation may be given for the following school year. Also, ODE would be included in any and all correspondence between the Sponsor and the School in this event.
- c. The Sponsor would also be responsible to dispose of any and all assets of the School in accordance with the Ohio Revised Code.

Section VII

Technical Assistance and Sponsor Requirements in Rule & Law

32. Describe how your organization provides technical assistance to its schools.
 - a. The LCESC has an agreement that the Collins Career Center IT department will assist in maintaining LCA's equipment and internet service in proper working order.
 - b. The LCESC will provide an additional tech support with an outside contractor if it is deemed necessary by the Academy.
 - c. The LCESC has oversight of the Academy's contract with the provider of the curriculum that insures additional tech support with such items as computer reimaging and repair. They online vendor also will provide staff and students with a helpdesk that is available by phone or online.
 - d. THE LCESC also maintains the LCA membership in the ITC site for Southeastern Central Ohio.
33. Describe the roles, responsibilities and levels of experience of the staff members who provide technical assistance to community schools sponsored by your organization.
 - a. The Collins Career Center staff director has a degree in network management and repair; he currently has 4 assistances that work with him with varying degrees of experience.
 - b. The outside contractor has a degree in networking and several years of experience in the business field in addition to his current experience in the school setting (17 years)
 - c. The online vendor of the curriculum has several staff members that work the help desk with varying degrees, certificates and work experience.
34. How do you provide legal updates to your sponsored schools? Please provide any sample communications, or other means of disseminating legal updates.
 - a. The LCESC has place a law firm under retainer to answer legal questions that may arise from our sponsorship of the Academy, the academy also has access to this firm.
 - b. The director is included in the emailing of the Ohio Ed connections publications that are communicated directly from ODE, this often sends updates of any legal issues that arise across the state.
 - c. The superintendent of the LCESC and Director of the LCA have open lines of communication on at least weekly and very often more. These communications include face-to-face meetings, emails and text messages.
35. How do you make your sponsored schools aware of professional development opportunities?
 - a. THE LCESC prepares a booklet each spring that is sent to all school in the county as well as to the LCA that outlines professional development opportunities that are being offered.
 - b. The LCESC maintains updated information our website as to possible professional development opportunities.
 - c. The LCESC sends communications to each district's administration to be released to all staff members as to upcoming professional development.
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.

- a. Due to budget restrictions the LCESC Superintendent, Dr. James Payne, serves as the sponsor's liaison to the governing authority.
- b. The liaison attends all governing board meetings without voting privileges. The liaison may make a recommendation from time to time, but does not try to overly influence the governing board's vote.
- c. The liaison maintains the separation from the governing board as provided by legal council and the Ohio Revised Code.

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

James A. Payne, Ph.D.

james.payne@lc.k12.oh.us

Education-

- **Graduate- Ironton High School- 1972**
- **Graduate- Mississippi State University BS- 1977**
- **Graduate- Ohio University MA- 1983**
- **Graduate- Ohio University Ph.D.- 1998**

Experience-

- **Classroom Teacher- Lawrence County Joint Vocational School 1978-1981**
- **Lawrence County Treasurer 1981-1985**
- **Lawrence County Auditor 1985-1987**
- **Superintendent- Symmes Valley Local Schools 1987-1993**
- **Superintendent- Ironton City Schools 1993-1999**
- **Superintendent- Dawson-Bryant Local Schools 1999-2009**
- **Superintendent- Lawrence County Educational Service Center 2009-**

Memberships-

- **United Methodist Church**
- **Bellefonte Hospital Physicians Board**
- **Ohio University Southern's Coordinating Council**
- **South Central Ohio Computer Association Board**
- **Lawrence County Insurance Consortium Governing Board**

Dr. James Payne
Superintendent, Lawrence County Educational Service Center
Career Highlights

- 1. Graduated from Ironton High School in 1972**
 - * Lettered in four sports- Football, Basketball, Baseball, Track**
 - * Member of the 1972 State Baseball Championship Team**
 - * Signed a full scholarship to play Football at Mississippi State University**

- 2. Graduated from Mississippi State University in 1977**
 - * Graduated with a Bachelor of Science Degree in Education**
 - * Member of the 1974 Sun Bowl Championship Team- Beat North Carolina**

- 3. Began Teaching at the Lawrence County Joint Vocational School in 1978**

- 4. Elected Lawrence County Treasurer in 1980**

- 5. Received my in Master's Degree Education from Ohio University in 1981**

- 6. Served/Elected Lawrence County Auditor from 1985-1987**

- 7. Appointed Assistant Superintendent then Superintendent at Symmes Valley Local from 1987-1993**
 - * Ran a successful levy campaign in 1990 and completed the Symmes Valley Multi-Purpose facility in 1993 (\$12,000,000 project)**

- 8. Appointed Superintendent of Ironton City Schools from 1993-1999**

- 9. Earned my Ph.D. from Ohio University in 1998 in Educational Administration**


- 10. Appointed Superintendent of the Dawson-Bryant Local Schools 1999-2009**
 - * National Blue Ribbon School- Dawson-Bryant Elementary 2004**
 - * Ohio Designation of Excellence for all schools in Dawson-Bryant**
 - * Completed building construction project 2006 (\$20,000,000)**

- 11. Appointed Superintendent of the Lawrence County Educational Service Center 2009-**
 - * Provide professional development for teachers in the region**
 - * Provide cooperative special education classes for all districts in Lawrence County**
 - * Instituted a blended community school 2013 (Lawrence County Academy)**

designed to assist students to graduate from high school. All monies left over will be credited back to the participating home school district where the student resides.

- 12. Most proud- my wife Julie; children Laura (son-in-law Mark) and Allison (son-in-law A.J.); grandson Miles; and my parents Dr. Burton (Leona) Payne.**

Robert Wilds


bob.wilds@lc.k12.oh.us

Work Experience

Lawrence County Academy, Chesapeake, OH
Director, August 2013 to Present

- Duties included complete start up program in student software (DASL), EMIS and SOES
- Enrolling new students into DASL and EMIS systems
- Submitting information into the State cross-reference system, SOES and community school contact system.
- Advising and forming plans with students on achieving a high school diploma and either post-secondary education or entering the workforce
- Tracking student attendance and work submitted to the online curriculum vendor(VCS)
- Maintaining a relationship with the online curriculum vendor
- Engaging parents into the educational process of their children, by offering an annual parent/student night, giving parents access to progress reports provided by the online vendor and scheduling meetings with parents concerning attendance issues or academic problems
- Oversight of the local staff at LCA
- Maintaining an open line of communication with the sponsor (Lawrence County ESC)

Rock Hill Local School District, Ironton, OH
Teacher, Coach, Athletic Director, Guidance Counselor and Assistance Principal August 1981 to May 2013

- August 1981 to July 1992 – Classroom teacher at Rock Hill High School – Responsibilities include developing and delivering lessons in the areas of general science, health and physical education
- August 1981 to May 2013 – Served in various coaching roles at Rock Hill High School
- August 1992 to May 2013 – Served as the district Athletic Director – Responsible for all sports and sporting activities at Rock Hill Middle School and Rock Hill High School. Some of the duties include scheduling of games, scheduling of game officials, hiring law enforcement to monitor varsity contest, hiring workers for the athletic contest, recommending the hiring of all coaching staff and monitoring all home contest.
- July 1992 to February 2010 – Guidance Counselor at Rock Hill High School – responsible for grades 9 to 12. Assisted students in developing plans to obtain a high school diploma and successful post-secondary opportunities. Responsible for entering information into the DASL and EMIS systems for grades 9 to 12.
- February 2010 to May 2013 – Assistance Principal at Rock Hill High School – responsible for discipline and attendance for grades 9 to 12 and other duties associated with the daily operation of the high school. Also continued to assist guidance counselor in entering information into DASL and EMIS systems

Education

Bluffton College (University), Bluffton, OH

Bachelor of Arts, May 1981

- Teaching certificate in general science, health and physical education

University of Dayton, Dayton, OH

Master of Science

- Certificate as Ohio School Guidance Counselor

Marshall University, Huntington, WV

- Additional course work to obtain an Ohio Principal Certificate



Objectives

My goal is to connect with students and develop an environment in which learning can be facilitated and brought across in a universal and systematic approach while also providing a differentiated learning atmosphere. This goal is to include all of the students under my instruction. Furthermore, I hope to act as a mentor and guide to young adult and adolescent students.

Education

Bachelor of Science in Education: Integrated Social Studies (2003-2007)

Ohio University (Athens, OH)

- ▶ Magna Cum Laude graduate maintaining a 3.8 GPA (4.0 scale)
- ▶ Repeated Dean's List honors

Symmes Valley High School (1999-2003)

Willow Wood, OH

- ▶ Magna Cum Laude graduate

Experience

Teacher/Mentor Online Instruction (2013- Present)

Lawrence County Academy

Facilitated the online learning of Lawrence County students drawn from all of the area schools. This work includes motivating student achievement, monitoring online grades and attendance, as well as providing one on one instruction for students in all subject areas.

Online Adjunct Teacher (2015- Present)

Virtual Community Schools

Conducted the course administration for online learners through Virtual Community Schools (VCS). In this capacity I modified, graded, and evaluated learner achievement and instruction through Blackboard Online.

Social Studies Instructor and Credit Recovery Instructor (2008 – 2014)

Collins Career Center (LCJVSD)

I have taught social studies for Collins Career Center and served as department chair. I also served as a teacher leader, resident educator mentor, and CIP (Continuous Improvement Plan) leader during my tenure. I also pioneered the online learning tool, Moodle, that is now used school wide for online instruction. I was the first to develop an online course students could take for a social studies credit at Collins Career Center.

Memberships and Recognitions

- ▶ The National Council for the Social Studies
- ▶ Educational Testing Service Recognition of Excellence in Social Studies Content Knowledge (Praxis)
- ▶ Magna Cum Laude Graduate of Ohio University including several Dean's List recognitions
- ▶ Resident Educator Mentor Program
- ▶ High Schools That Work

References

- ▶ Christie Kerns: High School Administrator; FCCC, Hicksville 43502 (740) 646-3962
- ▶ Bob Wilds: Director, Lawrence County Academy Chesapeake 45619 (740) 867-6641 ext. 399

Educator Profile
Educator Search
Demographic Info
Application Status
Credentials
Assignment Data
BC/FBI
Disciplinary Info
Educator Data by Dist.
eSigner Data
User Manual
SAFE Account Sign In

Credentials

Educator: Riggs, Deborah C

Credential SummarySort By: ▼

Credential

Credential: 5 Year Professional License - Education of the Handicapped (K-12) Status: Issued
 Effective Year: 2010 Original Issue Date: 07/15/2010 Last Print Date: 07/16/2010
 Effective Date: 07/01/2010 Expiration Date: 06/30/2015

Teaching Fields:

Developmentally Handicapped (196125) Issue Date: 07/15/2010

Credential: 5 Year Professional License - Education of the Handicapped (K-12) Status: Expired
 Effective Year: 2005 Original Issue Date: 07/29/2005 Last Print Date: 07/29/2005
 Effective Date: 07/01/2005 Expiration Date: 06/30/2010

Teaching Fields:

Developmentally Handicapped (196125) Issue Date: 07/29/2005

Credential: 4 Year Provisional Certificate - Education of the Handicapped (K-12) Status: Expired
 Effective Year: 2001 Original Issue Date: 12/18/2001 Last Print Date: 12/18/2001
 Effective Date: 07/01/2001 Expiration Date: 06/30/2005

Teaching Fields:

Developmentally Handicapped (196125) Issue Date: 12/18/2001

Credential: 4 Year Provisional Certificate - Education of the Handicapped (K-12) Status: Expired
 Effective Year: 1997 Original Issue Date: 04/10/1998 Last Print Date: 04/10/1998
 Effective Date: 07/01/1997 Expiration Date: 06/30/2001

Teaching Fields:

Developmentally Handicapped (196125) Issue Date: 04/10/1998

Credential: 4 Year Provisional Certificate - Education of the Handicapped (K-12) Status: Expired
 Effective Year: 1993 Original Issue Date: 08/18/1993 Last Print Date: 08/18/1993
 Effective Date: 07/01/1993 Expiration Date: 06/30/1997

Teaching Fields:

Developmentally Handicapped (196125) Issue Date: 08/18/1993

Credential: 8 Year Professional Certificate - Elementary (1-8) Status: Expired
 Effective Year: 1993 Original Issue Date: 07/09/1993 Last Print Date: 07/09/1993
 Effective Date: 07/01/1993 Expiration Date: 06/30/2001

Credential: 8 Year Professional Certificate - Elementary (1-8) Status: Expired
 Effective Year: 1985 Original Issue Date: 04/29/1985 Last Print Date: 04/29/1985
 Effective Date: 07/01/1985 Expiration Date: 06/30/1993

Credential: 4 Year Provisional Certificate - Education of the Handicapped (K-12) Status: Expired
 Effective Year: 1981 Original Issue Date: 08/31/1981 Last Print Date: 08/31/1981
 Effective Date: 07/01/1981 Expiration Date: 06/30/1985

Teaching Fields:

Developmentally Hnd (196120) Issue Date: 08/31/1981

Credential: 4 Year Provisional Certificate - Elementary (1-8) Status: Expired Credential Number: 241991
 Effective Year: 1981 Original Issue Date: 08/21/1981 Last Print Date: 08/21/1981
 Effective Date: 07/01/1981 Expiration Date: 06/30/1985

Credential: 4 Year Provisional Certificate - Education of the Handicapped (K-12) Status: Expired
 Effective Year: 1977 Original Issue Date: 10/26/1977 Last Print Date: 10/26/1977
 Effective Date: 07/01/1977 Expiration Date: 06/30/1981

Teaching Fields:

Developmentally Hnd (196120) Issue Date: 10/26/1977

Limitations:

Occ Omr Emr* *** (889260) Issue Date: 10/26/1977

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DEBORAH CHAPMAN

SUMMARY

Dedicated and compassionate Special Education Teacher focused on building each student's strength and confidence, as well as giving students firm guidelines, regularity and dependability to foster their social and academic growth.

HIGHLIGHTS

ACCOMPLISHMENTS

- . Received the Walter Horn Special Educator Award from Ohio Department of Education.
- . Worked with over 660 special education students, grades K through 12 for 37 years.

EXPERIENCE

10/2014

Intervention Specialist

Lawrence County Academy - Chesapeake, OH

- . Assisting students with their online class assignments.
- . Wrote and presented documents for Individual Education Plan conferences.

10/1977 to 06/2012

Intervention Specialist

Chesapeake Union Exempt Village School Board - Chesapeake, OH

- . Conducted small group and individual classroom activities with students based on differentiated learning needs. Serviced SLD, BD, Autistic, and Developmentally Delayed students.
- . Led instruction resource services at the elementary level in all subject areas.
- . Established and communicated clear objectives for all lessons, units and projects to both students and parents.

08/1977 to 10/1977

Special Education Instructor

Boone County Board of Education - Madison, WV

- . Taught in a self contained elementary classroom.
- . Encouraged students to be understanding of others.

01/1977 to 06/1977

Substitute Teacher

Cabell County Board of Education - Huntington, WV

- . Reported as a substitute teacher in various schools through out Cabell County.

EDUCATION

1976

Bachelor of Arts: Elementary Education and Special Education

Marshall University - Huntington, WV, U.S.

GPA of 3.8

Coursework in Psychology was chosen as electives.

Entity has not yet received a sponsorship agreement, and therefore has not been evaluated.

Lawrence 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	Per the contract, the ESC receives a 3% sponsor fee. Please describe the total revenue the ESC receives for its sponsoring activities. Also explain how the ESC covers the costs of monitoring (such as monthly fiscal and enrollment reviews, twice annual site visits) and technical assistance needed to fulfil the sponsor's obligations.
4	Clarify professional development participation, including dates and subjects of trainings and the names of staff members in attendance.
Section III: Sponsor Performance Contracting	
12	Please explain what actions and/or processes are in place for following-up with the school regarding school performance, particularly as aligned with performance measures in the contract.
15	Please provide examples of the communication with the school.
Section IV: School History & Performance	
21	It appears that the ESC's treasurer is also the school's treasurer. If this is accurate, please explain. Also, we note that a legislative change disallows the sponsor from selling services to a sponsored school. Please outline your plan for replacing the services provided by the ESC to the school, once the current service contracts have expired.
Section V: Sponsor Oversight & Evaluation	
23	If other staff at Lawrence County ESC participate in the sponsorship of Lawrence County Academy, please submit this information.
24	Please complete question 24 ("How does your organization share monitoring and compliance information with the schools?") Include examples of feedback (e.g. site visit reports, emails, and monthly financial/enrollment reports") and re-submit.
Section VII: Technical Assistance and Sponsor Requirements in Rule & Law	
32	Please review the definition above and provide evidence that demonstrates how the ESC provides comprehensive technical assistance to its school.
33	Please list each ESC staff member who directly supports sponsoring responsibilities (e.g. compliance monitoring, governing board liaising, technical assistance delivery) and describe their roles on the sponsor team.
34	Please describe any additional processes the ESC uses to provide legal updates to its school. The ESC's legal firm is known to provide regular updates on legislative changes – does the ESC pass along this information? Please also state if the ESC is a member of OACSA, OAPCS, or OCQE, as each of these organizations also provides regular updates of legal changes related to community schools.

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: Lawrence County ESC

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

Date: October 29, 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

- 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 shares its sponsored school’s mission and its own values for students, but it did not provide the ESC’s mission. In checking the ESC’s website, there is both a mission and vision, but no reference to being a sponsor.

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 does not plan to expand its sponsorship to additional schools.

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: 1

Comments: The budget does not indicate any resources set aside for monitoring the school or providing technical assistance. It does set aside funds for professional development and conferences, and for travel.

Follow-up: Per the contract, the ESC receives a 3% sponsor fee. Please describe the total revenue the ESC receives for its sponsoring activities. Also explain how the ESC covers the costs of monitoring (such as monthly fiscal and enrollment reviews, twice annual site visits) and technical assistance needed to fulfil the sponsor’s obligations.

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?

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 conferences with PD focus (e.g., NACSA, INACOL, etc.) 	<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.

Score: 1

Comments: It appears that the school’s director is the one participating in PD, and no one on behalf of the sponsor is described as engaged in professional development related to sponsoring.

Follow-up: Clarify professional development participation, including dates and subjects of trainings and the names of staff members in attendance.

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: 1

Comments: A Conflict of Interest policy is provided, but there are no signed conflict of interest statements. The superintendent of the ESC is also the superintendent of the conversion community school. Please note that the single conflict of interest policy is insufficient to describe the practices the sponsor uses to avoid

conflicts of interest. There are numerous passages in the community school contract that remove autonomy from the school and give sole authority to the sponsor (e.g., Article I, division A; Article III, Divisions B and C; Article V, Division A; Article VIII, Article G).

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: Cannot be scored at this time

Comments: The information provided pertains to the sponsor’s school. The question is about how the sponsor assesses 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 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: N.A.

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. 	<ul style="list-style-type: none"> General application questions, covering four main areas of school planning and 	<ul style="list-style-type: none"> Comprehensive, detailed application questions cross-reference the four main areas

Poor	Limited	Average	Strong
	<ul style="list-style-type: none"> 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. 	<p>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> <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>	<p>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> <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: N.A.

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 	<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 	<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

Poor	Limited	Average	Strong
<p>successfully.</p>		<p>financial audits; and</p> <ul style="list-style-type: none"> ○ 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 its 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>financial audits; and</p> <ul style="list-style-type: none"> ○ Meet multiple indicators of effectiveness in all of the following areas: high academic, organization, and financial success to earn approval for replication. <p><i>Examples of success include: never had an un-auditable school; no general education or special education school rated below the top two LRC categories; no dropout prevention and recovery schools rated below "meets", etc.</i></p> <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. • 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: N.A.

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 	<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 	<ul style="list-style-type: none"> • The sponsor has at least one dedicated reviewer with two or more years of experience working in or sponsoring community schools. 	<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

Poor	Limited	Average	Strong
<p>trained in school finance, but has limited experience applying the knowledge.</p> <ul style="list-style-type: none"> 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. 	<p>schools, and at least one other reviewer who may have limited knowledge in one or more of the following areas:</p> <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. <ul style="list-style-type: none"> 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"> 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 application review. 	<p>certification where appropriate) in the following areas:</p> <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. <ul style="list-style-type: none"> 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.

Score: N.A.

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

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 	<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 annually.	school receives a report about its performance following each review.
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Score: 3

Comments: The sponsor appears to be continually engaged in gathering information about its school from multiple sources, including classroom observations and interviews with board members, teachers and parents. These inputs seem to inform collaboration between the sponsor and its school, but it is not clear how they are used by the sponsor to oversee and monitor the school’s legal and performance compliance.

Follow-up: Please explain what actions and/or processes are in place for following-up with the school regarding school performance, particularly as aligned with performance measures in the contract.

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: 3

Comments: For the most part, the sponsor’s performance frameworks reflect multiple measures and specific metrics and targets. We note that other than a reference to students with disabilities, targets for subgroups of students are not specified.

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 language states that the contract will be renewed so long as the school has complied with laws and the terms of the contract and has made “satisfactory” progress. There are specific performance thresholds cited in the accountability section. Renewal language should be plainly linked to these thresholds and the definition of “satisfactory” described in terms of meeting the thresholds to ensure that renewal conditions are clear to both the sponsor and the school.

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 ESC states that it has regularly communicated consequences to the school but did not submit evidence of these interactions.

Follow-up: Please provide examples of the communication with the school.

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

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

Informational only – no score	
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Comments: The ESC sponsors only one school, which 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 ESC has not sponsored a school that failed to open after payments were initiated.

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

Informational only – no score	
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Comments: The ESC has not sponsored a school that closed prior to the end of an 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: No audit has been released yet for the sponsor's sole school.

20. Indicate which schools' contracts have been renewed.

Informational only – no score	
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Comments: The ESC has not yet renewed its contract with its school.

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

Informational only – no score

Comments: The sponsor sells services to the school.

Follow-up: It appears that the ESC’s treasurer is also the school’s treasurer. If this is accurate, please explain. Also, we note that a legislative change disallows the sponsor from selling services to a sponsored school. Please outline your plan for replacing the services provided by the ESC to the school, once the current service contracts have expired.

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 	<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

Poor	Limited	Average	Strong
		year.	onsite visits. <ul style="list-style-type: none"> • 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 proactively monitors school accountability; however, the procedures for collecting school data and conducting the onsite review seem to be undefined. Additionally, consequences for failing to meet compliance are not prescribed. Reviewer training is unclear.

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: 2

Comments: The sponsor does have at least one dedicated staff member with relevant community school experience. Based on the staff members cited in the application, it appears that Dr. Payne is the sole staff member working as the sponsor.

Follow-up: If other staff at Lawrence County ESC participate in the sponsorship of Lawrence County Academy, please submit this information.

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: Cannot be scored at this time

Comments: This question was not answered.

Follow-up: Please complete question 24 (“How does your organization share monitoring and compliance information with the schools?”) Include examples of feedback (e.g. site visit reports, emails, and monthly financial/enrollment reports”) and re-submit.

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 	<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 	<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

Poor	Limited	Average	Strong
<p>compliance problems are identified.</p>	<p>ODE or AOS.</p> <ul style="list-style-type: none"> 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. 		<p>opportunity for remediation in non-emergency situations.</p> <ul style="list-style-type: none"> 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).

Score: 2

Comments: The sponsor states that there have been no conditions to warrant intervention. We note that the graduation rate falls below metric outlined in the contract. Also the contract does not specify the conditions that may trigger intervention, nor does it outline the types of actions or consequences the sponsor would use to intervene.

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"> The sponsor is inappropriately slightly involved in the day-to-day operational decisions of the schools it sponsors. 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: 1

Comments: While the sponsor states that it is not involved in the school's operations, the school's superintendent is also the ESC's superintendent. Numerous responses in the sponsorship application indicate that the sponsor is heavily involved in daily happenings and in operational decisions.

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: 1

Comments: It is possible that the ESC has not yet considered an application process due to its relative newness as a sponsor. However, having the process in place at the time the first contract is executed makes it fully transparent to the school. With clear renewal expectations, both the sponsor and the school know where the renewal prospects. The contract language states that the contract may be renewed if the sponsor determines that the school has been in compliance and progress toward meeting the academic goals has been satisfactory. (Please see earlier comments regarding the performance framework). There is also language regarding an automatic renewal for successive one-year terms. The expected practice for an intentional contract renewal process is described in the rubric for this question.

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 annually provide the community school 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 against its contract; and/or • When a report is given, it does not include multiple years of performance data against its contract term. 	<ul style="list-style-type: none"> • The contract renewal decision is based upon a substantial body of evidence of legal compliance and performance. These data inform renewal decisions. • Evidence may include at least two of the following: <ul style="list-style-type: none"> ○ Multiple years of student achievement; ○ Multiple measures of student achievement, including statewide assessments and measures; ○ Financial audits; or ○ Site visit reports and/or other compliance reports. • 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. 	<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 measures of student achievement; ○ Financial audits; ○ Site visit reports and/or other compliance reports; and, ○ Status reports on corrective action plans or other required interventions, if necessary. • 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.

Score: N.A.

Comments: The ESC has not yet encountered contract renewal with its school. The sponsor should work now to define the data and expected outcomes for its school in order to ensure transparency in decision-making before the contract term expires. The sponsor should provide the school with an annual report on its performance, which reviews academic performance, legal compliance, fiscal health and organizational structure. Such annual reports collectively inform the cumulative report generated at the end of the contract term.

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: The ESC has only one sponsored school and the school’s contract is not up for renewal for two more years; the ESC’s board has not had to take action yet.

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 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 sponsor has not yet closed a school, but it does appear to be aware of its obligation to oversee school closure. It describes only in general terms some of the necessary steps it would need to take in the event of a closure.

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: Cannot be scored at this time

Comments: Lawrence County ESC’s response included evidence only of services purchased to support the school’s technological infrastructure, but does not address other critical components of technical assistance.

Technical assistance to charter schools (as defined in OAC 3301-1-2-02(T)): *The provision of targeted and customized supports by professionals with subject matter expertise relevant to the operations of a community school toward successfully fulfilling its obligations under applicable rules, laws and terms of its community school contract. Technical assistance may be formal or informal; provided directly by the authorizer or facilitated by the authorizer or the authorizer’s representative. In general, technical assistance includes any help and support provided to assist in the operation and management of the community school, and in the areas of academic, organizational and financial performance.*

Follow-up: Please review the definition above and provide evidence that demonstrates how the ESC provides comprehensive technical assistance to its school.

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: Cannot be scored at this time

Comments: Resumes and roles that were included in the application pertain primarily to community school staff. We note that several responses in this application indicate that Lawrence County ESC does not fully understand its responsibilities as a sponsor, nor has it clearly distinguished between its role and the role of community school staff.

Follow-up: Please list each ESC staff member who directly supports sponsoring responsibilities (e.g. compliance monitoring, governing board liaising, technical assistance delivery) and describe their roles on the sponsor team.

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: 1

Comments: The ESC has an informal and close relationship with its school, which can be helpful but in this instance does not indicate that the ESC uses outside sources other than EdConnections to provide update. EdConnections is not a reliable source of information specific to community school legal changes, because its intended audience is broader.

Follow-up: Please describe any additional processes the ESC uses to provide legal updates to its school. The ESC’s legal firm is known to provide regular updates on legislative changes – does the ESC pass along this information? Please also state if the ESC is a member of OACSA, OAPCS, or OCQE, as each of these organizations also provides regular updates of legal changes related to community schools.

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 information about PD opportunities for its schools. 	<ul style="list-style-type: none"> The sponsor sporadically provides information about PD opportunities for its schools. <p><i>Or</i></p> <ul style="list-style-type: none"> Is prescriptive or mandating that its schools participate in certain PD, excepting a topic-specific training that is a requirement of the contract. 	<ul style="list-style-type: none"> The sponsor shares information about PD opportunities for its schools, which may or may not be community school specific. 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. 	<ul style="list-style-type: none"> The sponsor provides its schools with multiple sources of information about PD opportunities for its schools. <p><i>Or</i></p> <ul style="list-style-type: none"> The 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.

Score: 3

Comments: The ESC shares PD opportunities with its school according to the same procedure it shares professional development with all of its constituent districts and schools. This includes emails and a published booklet. The ESC states that it also keeps record of upcoming sessions on its website, but we could not find any such information when visiting the website.

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 ESC’s response indicates that it remains current and informed of school operations through ongoing communication and attending all board meetings. It states that it may make recommendations without undue influence on the board’s decisions. No additional documentation was provided to confirm whether roles and responsibilities are clearly delineated other than in the contract language.

Name of Organization: Lawrence County ESC

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

Date: October 29, 2015

REVIEWER SUMMARY:

Section	Points Received	Maximum Points Possible
I: Sponsor Commitment & Capacity	4	16
II: Sponsor Application Process & Decision-Making	NA	NA
III: Sponsor Performance Contracting	9	16
IV: School History & Performance	NA	NA
V: Sponsor Oversight & Evaluation	7	16
VI: Sponsor Termination & Renewal Decision-Making	NA	NA
VII: Technical Assistance and Sponsor Requirements in Rule & Law	7	12
TOTAL POINTS	27	60
SCORE PERCENTAGE	45.0%	

APPLICATION SCORING:

Score Percentage	Standard	Minimum Points Needed (of 64)
90% or Higher	Highly Recommended for an interview: Is clearly aligned with NACSA principles for quality sponsoring. Move forward to an interview.	57.6
75% - 89.9%	Recommended for an interview: Meets standards and is aligned with NACSA principles for quality sponsoring. Move forward to an interview.	48
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.	38.4
59.9% or Less	Fails to meet standards and is not aligned with NACSA principles for quality sponsoring. Refer for development activities.	<38.4

John R. Kasich, Governor
Dr. Lonny J. Rivera, Interim Superintendent of Public Instruction

Sent via e-mail

January 20, 2016

Dr. James A. Payne, Superintendent
Lawrence County ESC
111 South Fourth Street
Ironton, OH 45638-1522

Dear Dr. Payne:

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, Lawrence 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. Lawrence County ESC received 27 of a possible 60 points, for a score of 45%. 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) of the Office of Quality School Choice at ODE.

Thank you for your patience and cooperation.

Respectfully,

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

Joni Hoffman
Director, Sponsor Evaluation
Office of Quality School Choice

Attachment

cc: Steven Gratz, Senior Executive Director, Center for Student Support and Education Options
Frank Stoy, Director, Sponsor Development, Office of Quality School Choice
Stacy Cherry, Evaluator, Office of Quality School Choice
Jia Pan, Lead Consultant, Office of Quality School Choice

Application Status: Pending

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