2016-2017
Annual Report

Ohio | **Department of Education**

Ohio Community Schools

2016-2017
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Ohio | Department of Education

December 31, 2017

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

RE: 2016-2017 Annual Report on Ohio Community Schools

Dear Governor Kasich:

I am pleased to provide you with the Ohio Department of Education's 15th Annual Report on Community Schools Operating in Ohio. Ohio Revised Code §3314.015(A)(4) requires the Department to submit this report each year to the governor, speaker of the House of Representatives, president of the Senate and chairpersons of the House and Senate committees principally responsible for education matters.

During the 2016-2017 school year, more than 111,000 students attended Ohio community schools — about 7 percent of the total public school enrollment in our state. This report will help Ohio citizens understand the operation, role and general performance of community schools in our public education system.

Several tables and graphs accompany the narrative of this report. You also will find links to related pages on the Department's website. To view the tables and the accompanying narrative, please **click here.**

Sincerely,

Paolo DeMaria
Superintendent of Public Instruction
Ohio Department of Education

2016-2017
Executive Summary

15th Annual Report on Community Schools Operating in Ohio

Ohio supports quality educational opportunities for all students in both traditional districts and community schools and continues working to ensure that its students have access to high-quality options. All Ohio schools should be safe, conducive to learning and accountable for the success of their students. Where these options are limited or nonexistent, Ohio makes opportunities available to develop new, high-quality community schools.

In the 2016-2017 school year, Ohio continued its efforts to improve the community school sector. A key effort was the Ohio Department of Education's continued focus on quality community school oversight through the sponsor evaluation and improvement process. All Ohio community school sponsors participated in the second year of annual sponsor evaluation. Poorly rated sponsors had their sponsorship authority revoked subject to appeal. Sponsors rated Ineffective in the 2015-2016 sponsor evaluation participated in the Quality Improvement Process to develop clear action steps to improve their performance. Results are available on **page 36.**

The Department also continued to pursue improvement in community school academic performance and saw positive results between 2016 to 2017 in certain areas. The percentage of first time test-takers who scored proficient or higher in English language arts, mathematics and social studies rose, while the percentage of first time test takers scoring proficient or higher fell slightly in science. The Performance Index, an Ohio School Report Cards measure factored from the achievement of every student on Ohio's State Tests, increased by 2.8 points for community schools. This compared favorably to a 2.5 increase from 2016 to 2017 for all students in all Ohio schools.

Ohio made its first awards in 2017 under Ohio's federal Charter Schools Program Grant. The Department distributed more than $1 million to three community schools in their first year of operation, under subgrants awarded as part of the first round of the Charter Schools Program Grant. The goal of this competitive grant is to "significantly increase access to high-performing public charter education opportunities for Ohio's most disadvantaged boys and girls." Community schools in Cincinnati and Columbus received funds to help develop startup community schools.

The Department also coordinated the Community Schools Classroom Facilities Grant Program. Eight high-performing community schools received more than $17 million in the first round of Community Schools Classroom Facilities Grants to improve learning environments for their students. The grants are designed to help high-quality community schools purchase, construct, reconstruct, renovate, remodel or expand classroom facilities. The Ohio Facilities Construction Commission and the Department of Education now are developing program eligibility guidelines, application criteria and a timeline for a second round of the Community Schools Classroom Facilities Grants.

2016-2017
Annual Report
Ohio Community Schools

Introduction

Each year, the Ohio Department of Education develops an annual report on its public community schools — called charter schools in many states. This school year 2016-2017 report, required by **Ohio law**, reflects the performance of Ohio's community schools in five areas:

1. Effectiveness of academic programs;

2. School operations;

3. Performance of sponsors;

4. Legal compliance; and

5. Financial condition.

A community school may operate only under the oversight of a sponsor the Department has approved*. Community school sponsors, in turn, hold their schools accountable for performing well in each of the areas listed above. A community school sponsor agrees to take responsibility for setting clear, high expectations for its schools. The Department helps ensure high-quality community schools by providing technical assistance for sponsors, targeted at specific needs, as well as by operating a comprehensive sponsor evaluation and improvement system.

*Effective July 1, 2017 Ohio law requires each community school sponsor, with limited statutory exceptions, to have a written agreement with Department.
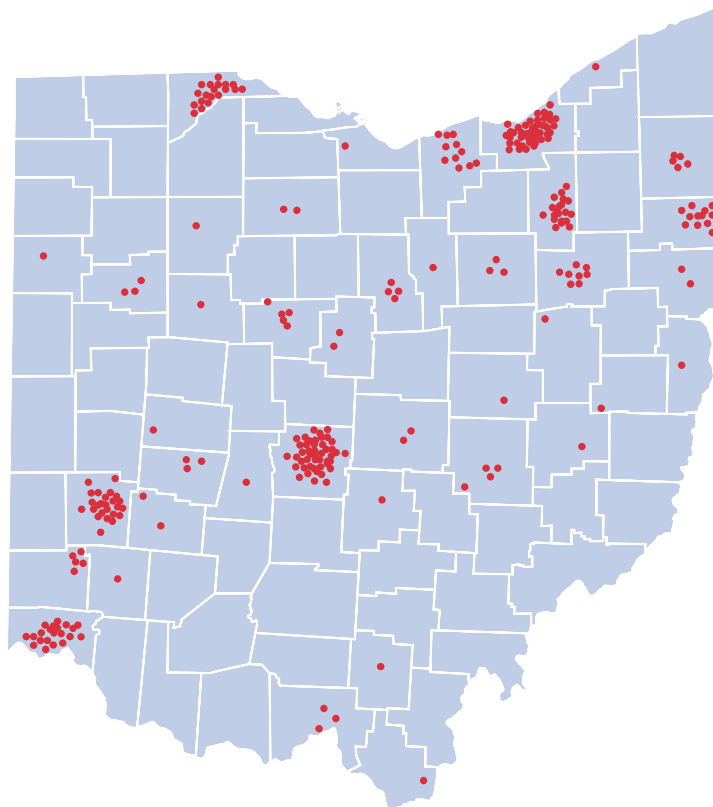
Community Schools:
The Basics

Community Schools in 2016-2017

Ohio's community schools offer choices for families seeking nontraditional, K-12 public educational settings for their children. These learning institutions are public, nonprofit, nonreligious schools that receive state and federal funds but are independent of traditional school districts. By law, each Ohio community school must offer a learning environment in which all its students can make academic progress each school year. This means the school must ensure not only quality instruction but also the academic services and interventions its students need to succeed. A sponsor can close the school for not meeting the expectations outlined in its contract with the sponsor.

FIGURE 1

Map of Community Schools in Ohio: 2016-2017

2016-2017 Ohio Community Schools by County

Allen 3	Greene 2	Lorain 11	Stark 8
Ashland 1	Guernsey 1	Lucas 38	Summit 19
Butler 5	Hamilton 22	Madison 1	Trumbull 5
Champaign 1	Hancock 1	Mahoning 12	Tuscarawas 1
Clark 3	Hardin 1	Marion 5	Van Wert 1
Columbiana 2	Harrison 1	Montgomery 32	Warren 1
Coshocton 1	Jackson 1	Morrow 2	Wayne 3
Cuyahoga 81	Jefferson 1	Muskingum 4	**Total: 362**
Erie 1	Lake 1	Richland 4	
Fairfield 1	Lawrence 1	Scioto 3	
Franklin 77	Licking 2	Seneca 2	

Figure 1 displays the locations of the 362 community schools operating in Ohio.

Community Schools and Enrollment

FIGURE 2

Full-Time Equivalent (FTE) of Community School Students: 2007-2008 to 2016-2017

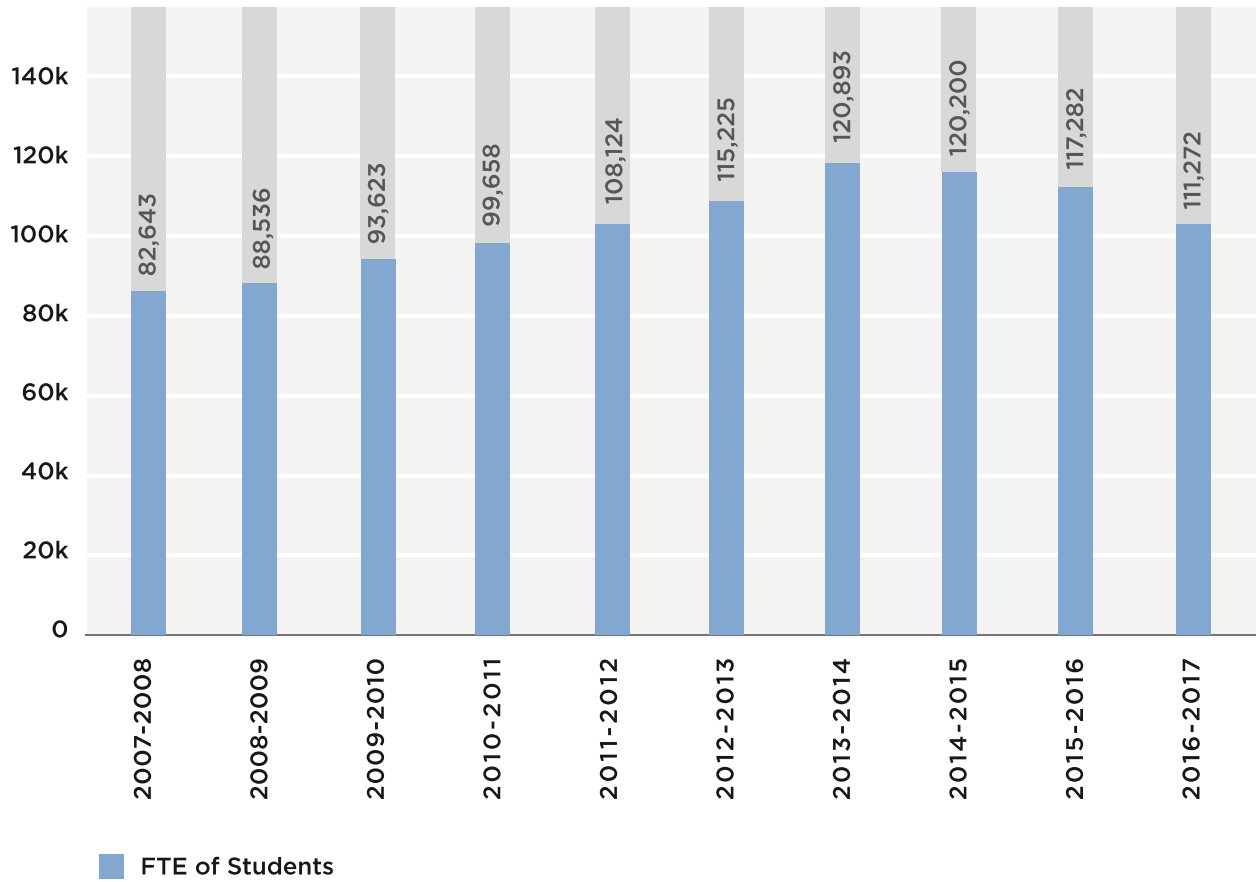| Year	FTE
2007-2008	82,643
2008-2009	88,536
2009-2010	93,623
2010-2011	99,658
2011-2012	108,124
2012-2013	115,225
2013-2014	120,893
2014-2015	120,200
2015-2016	117,282
2016-2017	111,272

■ FTE of Students

Figure 2 reports the enrollment of full time equivalent students in Ohio community schools. It shows that enrollment in the state's community schools has declined since the 2013-2014 school year. Data source: 2016-2017 community school **payment reports**, subject to adjustment based on the final FTE reconciliation.

Number of Community Schools: 1998-1999 to 2016-2017

```
400                                                              395
                                                                   381
350                                                         367      373
                                                      355              362
                                                341
300                              326  327  323
                            313
                      305
250        269

200        181

150
                137
100          96
          70
50      49
      15
0
   1998-1999
   1999-2000
   2000-2001
   2001-2002
   2002-2003
   2003-2004
   2004-2005
   2005-2006
   2006-2007
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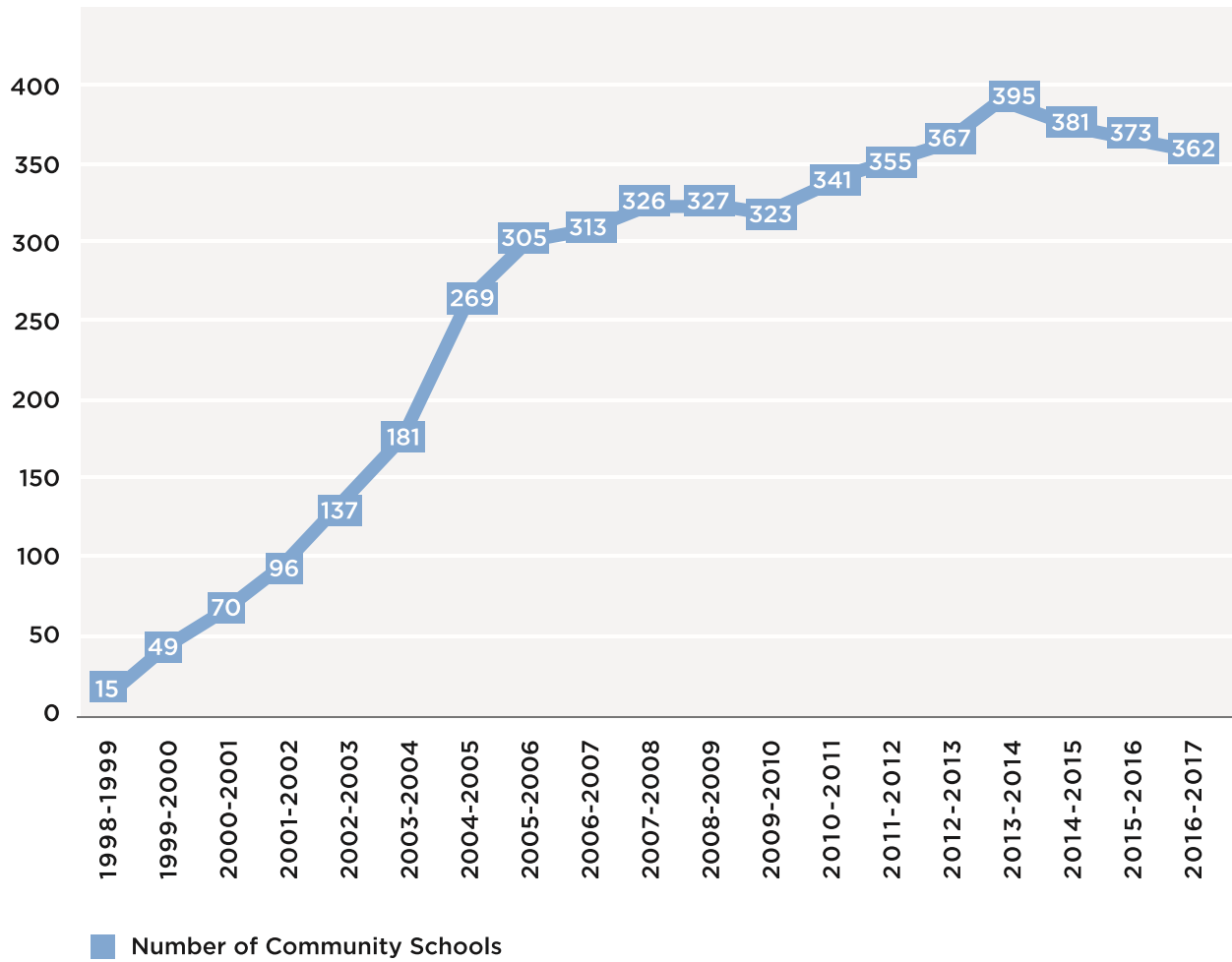
■ Number of Community Schools

Figure 3 shows a general upward trend in the number of community schools operating in Ohio over time, with a decline beginning in the 2014-2015 school year. Data Source: 2016-2017 Ohio School Report Cards.

Forming Community Schools

Forming a community school in Ohio involves several entities. The process begins when one or more individuals develop a concept and plan for a community school. They become the **community school developers**. Each developer must find a **sponsor** who approves the plan and agrees to open the community school. Ohio has a network of sponsors approved by the **Ohio Department of Education.**

The developer enters a contract with the sponsor that clearly identifies expectations for the community school. When entering the contract, representatives of the community school form a **governing authority**, which acts similarly to a local board of education for a traditional school district.

The community school governing authority and sponsor also may decide to contract with a **community school operator**, which can be a nonprofit or for-profit organization. The operator, which often is a community school management company, manages the school's daily operations.

Legal Compliance – Overseeing Community Schools

A sponsor ensures that a community school adheres to its contract and makes important decisions affecting the school, such as whether to renew the school's contract. The sponsor also provides ongoing oversight and technical assistance and makes sure the school is complying with state and federal laws.

Key oversight activities include:

- Making an annual pre-opening visit and two in-session visits to confirm the school is complying with legal requirements in areas such as school safety, teacher licensure and providing special education services. The sponsor also may offer technical assistance in a broad range of areas.

- Meeting monthly with the school's governing authority to review school enrollment and finances and provide a written financial report.

- Reporting its review of the school's academic and fiscal performance, legal compliance, and operation to the Department, the school and students' families.

The Auditor of State also conducts a financial audit of every community school each fiscal year and publishes it on the Auditor of State **website**. Learn more about this on **page 33.**

Overseeing Community School Sponsors

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

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

- Academic performance of students in the sponsor's schools;

- Compliance with state and federal laws; and

- Quality of practices.

This **comprehensive evaluation system** results in a rating for each sponsor. See **page 36** for details on how the Department oversees community school sponsors and to view data from the 2016-2017 sponsor evaluations.

Effective July 1, 2017, **Ohio law** requires each community school sponsor, with limited statutory exceptions, to have a written agreement with Department. The results of the sponsor's prior-year performance evaluation factor heavily into the Department's agreement with the sponsor. Each agreement stipulates the communities in which a sponsor may oversee community schools, the duration of the agreement and whether a sponsor may add community schools to its portfolio.

Ensuring Community School Operator Quality

Each November, the Department publishes an annual report on each operator that reflects student performance in the schools managed by that operator. See **page 28** for details and a link to the 2017 Community School Operator Performance Report.

Types of Community Schools and Programs

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

1. Either a site-based school (this includes a school offering both face-to-face and web-based instruction) or an e-school; and

2. A general education school, a special education school, or a dropout prevention and recovery program. In recent years, the Department has classified a handful of schools as both special education community schools and dropout prevention and recovery programs.

3. Either a **startup school or a conversion school**, as defined in state law.

Instructional Delivery: Site-based or E-school

Site-based School

In a site-based community school, sometimes called a brick-and-mortar school, students receive instruction led by a teacher working onsite. A site-based community school also may use a blended learning model in which students receive instruction both from the teacher and through online sources. A community school seeking to use a blended learning model must receive approval from its sponsor and file a declaration with the Department. The contract between the school's governing authority and sponsor also must comply with state statutory criteria for blended learning. A site-based community school's contract must identify all methods of instructional delivery and include them in the school's education plan, as well as its performance and accountability plan.

E-school

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

A student in either a site-based community school or an e-school must meet the same graduation requirements as all other public school students in Ohio.

FIGURE 4

Percentage of Community Schools by Site-Based and E-school: 2016-2017
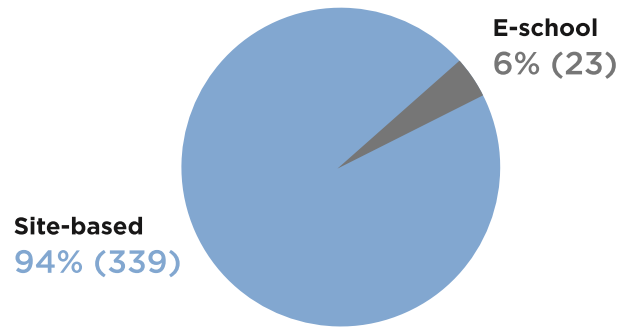
E-school
6% (23)

Site-based
94% (339)

Figure 4 shows that, by far, most community schools operating in Ohio in the 2016-2017 school year were site-based.

FIGURE 5

Community School Enrollment by Site-based and E-school: 2016-2017

E-school
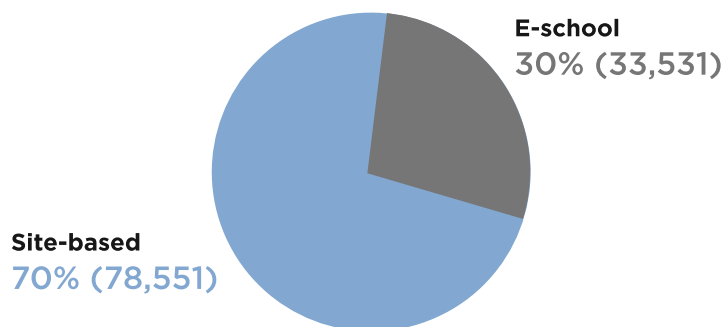30% (33,531)

Site-based
70% (78,551)

Figure 5 shows that more than two-thirds of Ohio community school students were enrolled in site-based schools during the 2016-2017 school year. Data Source: 2016-2017 Ohio School Report Cards.

Curriculum: General Education, Special Education or Dropout Prevention and Recovery Program

Most community schools offer general education curriculum, but some serve students with specific educational needs.

Special Education School and/or Dropout Prevention and Recovery Program
Ohio law designates two special community school designations based on characteristics of students. These are schools that primarily serve students receiving special education or students enrolled in dropout prevention and recovery programs.

In a special education community school, more than half of the students are on individualized education programs (IEPs). This type of school receives a graded Ohio School Report Card, like all public schools in Ohio. However, a special education school is exempt under **state law** from closure due to low academic performance.

A community school may apply to receive a Dropout Prevention and Recovery Report Card if it meets either of these criteria:

> **1.** Operates a drug recovery program in cooperation with a court; or

> **2.** Operates a dropout prevention and recovery program and enrolls more than 50 percent of its students in that program, as verified by the Department.

In addition to Ohio's high school end-of-course tests and other state assessments, a dropout prevention and recovery program must administer a nationally normed test, approved by the Department, that documents student academic progress. The program receives a Dropout Prevention and Recovery Report Card in place of the graded Ohio School Report Card. Find more information on dropout prevention and recovery programs on **page 18.**

FIGURE 6

Student Enrollment by Curriculum Type

Type	School Count	% Total Community Schools	Students Enrolled	% Total Community School Enrollment
General Education	240	66.3%	94,831	84.6%
Special Education*	36	9.9%	3,924	3.5%
Dropout Prevention & Recovery	86	23.8%	13,327	11.9%
Total:	362	100%	112,082	100%

*Excludes dropout prevention and recovery programs. Data Source: 2016-2017 Ohio School Report Cards.

Figure 6 indicates that a majority of Ohio community school students attended general education community schools. Slightly more than 15 percent of community school students attended special education community schools or dropout prevention and recovery programs.

Type: Startup or Conversion Schools

Conversion School

A conversion community school results when a public school district, joint vocational school district or educational service center converts all or part of an existing facility into a community school. Per Ohio law, the school is independent of the district and is overseen by a sponsor. A conversion community school can be located in any Ohio public school district.

Startup School

A startup community school may open only in a public school district that Ohio has designated as "Challenged." Challenged districts, under Ohio law, include, but are not limited to:

- Akron, Canton, Cincinnati, Cleveland, Columbus, Dayton, Toledo and Youngstown, because these urban districts serve high numbers of economically disadvantaged students;

- School districts designated by the state as being in Academic Emergency or Academic Watch status — in other words, generally having low student achievement;

- School districts that receive grades of D's or F's on the Performance Index on the Ohio School Report Cards (which shows how all students performed on all state tests) and F's on report card measures that show student knowledge growth in math and reading over time; and

- The lowest 5 percent of districts in the state's Performance Index score rankings.

Community School Academic Performance

Effectiveness of Academic Performance

Every Ohio community school is subject to the state's school accountability system and receives an Ohio School Report Card annually. Each community school's sponsor uses information from the school's report card, as well as other performance measures contained in its contract with the school, to evaluate the school's effectiveness.

2016-2017 Ohio School Report Cards

Ohio School Report Cards give Ohioans a clear picture of the progress districts and schools are making in raising academic achievement and preparing students for the future. They measure district and school performance in areas critical to success in learning.

As mentioned earlier, a community school with a general education or special education focus receives the standard Ohio School Report Card. A dropout prevention and recovery program receives an alternative report card with measures appropriate to that population of students. Find information about measures, grades and ratings for each type of community school at **reportcard.education.ohio.gov.**

Student scores on Ohio's state achievement tests drive school and district grades on certain measures of the Ohio School Report Cards. Included in the system of statewide tests for the 2016-2017 school year were:

- Ohio's State Tests in mathematics for grades 3 through 8; English language arts for grades 3 through 8; science for grades 5 and 8; and social studies for grades 4 and 6;

- High school end-of-course tests in English language arts I and II, algebra I, geometry, integrated math I and II, biology, American government and American history;

- Northwest Evaluation Association's Measures of Academic Progress (MAP) tests for students in dropout prevention and recovery schools only; and

- The Ohio Graduation Tests in reading, writing, mathematics, science and social studies for students who started high school before July 1, 2014, and who have not already passed all five of these tests.

Explanation of Ohio School Report Cards

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

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

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

K-3 Literacy – This component shows how successful the school is in supporting struggling readers to get them on track to proficiency in third grade.

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

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

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

Community schools have received letter grades for each report card component since the 2015-2016 school year. The 2017-2018 Ohio School Report Cards will include overall grades for each community school, calculated from the six component grades.

FIGURE 7

General Education Community School Academic Performance

Component	A		B		C		D		F	
Achievement Component Grade	**2**	**0.8%**	**4**	**1.5%**	**10**	**3.8%**	**85**	**32%**	**165**	**62%**
Performance Index Grade	1	0.4%	6	2.3%	16	6%	123	46.4%	119	44.9%
Indicators Met Grade	3	1.2%	1	0.4%	1	0.4%	4	1.5%	250	96.5%
Graduation Component Grade	**4**	**6.3%**	**4**	**6.3%**	**3**	**4.7%**	**7**	**10.9%**	**46**	**71.9%**
Four-year Graduation Rate Grade	3	5%	3	5%	3	5%	3	5%	48	80%
Five-year Graduation Rate Grade	8	14%	--	--	4	7%	6	10.5%	39	68.4%
Progress Component Grade	**33**	**13%**	**41**	**16.2%**	**53**	**20.9%**	**72**	**28.5%**	**54**	**21.3%**
Overall Value-Added Grade	45	17.8%	15	5.9%	48	19%	29	11.5%	116	45.8%
Gifted Value-Added Grade	--	--	--	--	--	--	--	--	1	100%
Students in Lowest 20% of Achievement Value-Added Grade	32	13.7%	28	12%	73	31.3%	31	13.3%	69	29.6%
Students with Disabilities Value-Added Grade	25	15.2%	19	11.6%	46	28%	26	15.9%	48	29.3%
Highly Mobile Value-Added Grade	5	7.9%	2	3.2%	18	28.6%	12	19%	26	41.3%
Gap Closing Component Grade	**6**	**2.5%**	**9**	**3.7%**	**2**	**0.8%**	**9**	**3.7%**	**217**	**89.3%**
Success Component Grade	**--**	**--**	**--**	**--**	**--**	**--**	**3**	**4.5%**	**63**	**95.5%**
K-3 Literacy Improvement Grade	**6**	**3.5%**	**20**	**11.6%**	**56**	**32.6%**	**71**	**41.3%**	**19**	**11%**

Figure 7 displays the distribution of Ohio School Report Card grades for general education community schools in the 2016-2017 school year. Data Source: 2016-2017 Ohio School Report Cards.

Dropout Recovery Community Schools Report Cards

Dropout Prevention and Recovery Report Cards evaluate schools in which the majority of students are enrolled in dropout prevention and recovery programs. The measures on the 2016-2017 Dropout Prevention and Recovery Report Cards include:

- A cumulative high school test passage rate based on test results of students in grade 12 and students who are close to age 22, when they are no longer eligible to attend Ohio public schools;

- Annual Measurable Objectives that demonstrate whether schools are closing gaps in academic achievement between subgroups of students and all students in English language arts, math and graduation;

- Four-, five-, six-, seven- and eight-year graduation rates; and

- A Progress measure reflecting the school's average progress for its students in math and reading.

The Dropout Recovery Designation Report Cards reflect several post-graduation outcomes for students, including military enlistment and job placement.

A community school receives a dropout prevention and recovery program designation after working with its sponsor to complete the dropout prevention and recovery program application.

Eighty-six community schools received Dropout Recovery Designation Report Cards at the end of the 2016-2017 school year. Each school received a designation of Exceeds Standards, Meets Standards or Does Not Meet Standards, both on each measure and as an overall school rating for the 2016-2017 school year.

FIGURE 8

Dropout Prevention and Recovery Programs Academic Performance

| All Dropout Prevention and Recovery Programs	Does Not Meet Standards		Meets Standards		Exceeds Standards	
Overall Rating	27	31.4%	51	59.3%	8	9.3%
Progress Rating	62	72.1%	17	19.8%	7	8.1%
High School Test Passage Rating	6	9.0%	47	70.1%	14	20.9%
Combined Graduation Rate Rating	13	15.3%	44	51.8%	28	32.9%
Four-year Graduation Rate Rating	17	20.0%	41	48.2%	27	31.8%
Five-year Graduation Rate Rating	19	22.4%	39	45.9%	27	31.8%
Six-year Graduation Rate Rating	9	11.0%	41	50.0%	32	39.0%
Seven-year Graduation Rate Rating	9	11.1%	44	54.3%	28	34.6%
Eight-year Graduation Rate Rating	7	9.1%	41	53.2%	29	37.7%
Gap Closing Rating	20	28.6%	36	51.4%	14	20.0%

Figure 8 shows that more than 68 percent of community schools with the dropout prevention and recovery program designation met or exceeded standards. Thirty-one percent of these schools did not meet standards. Data Source: 2016-2017 Dropout Recovery Designation Report Cards.

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

Because Ohio law limits where new community schools can open, the comparison of community and traditional public schools in Ohio is limited to traditional public schools in the Ohio 8, the state's largest urban school districts. The majority of community schools operating in the 2016-2017 school year were located in the Ohio 8 districts.
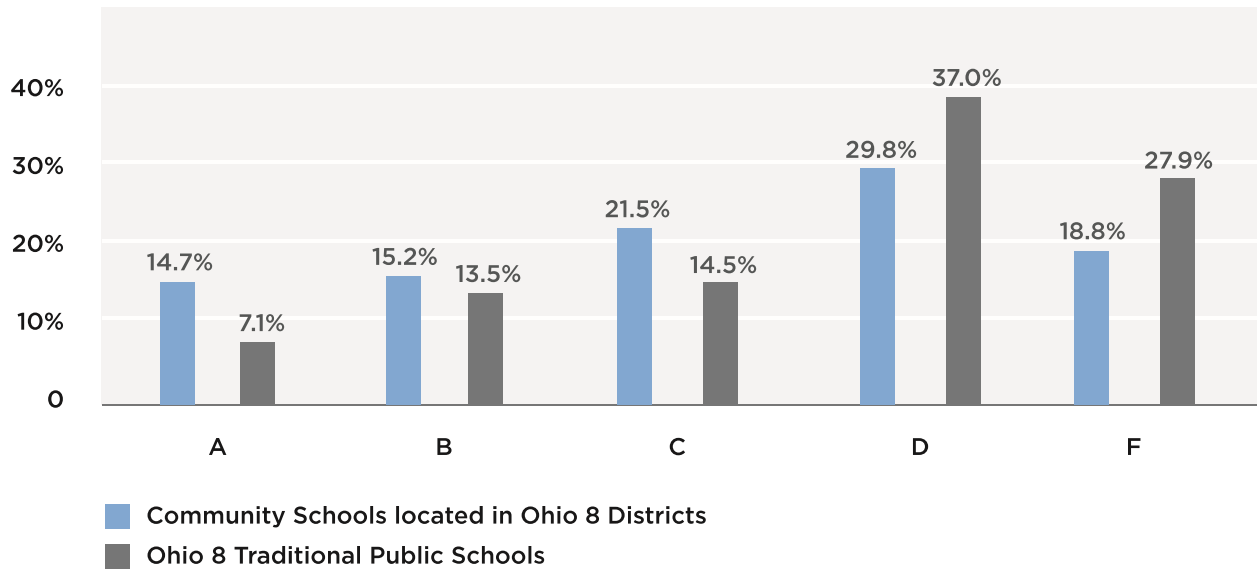
FIGURE 9

Ohio 8 Achievement Component Grades, 2016-2017

Legend:
- Community Schools located in Ohio 8 Districts
- Ohio 8 Traditional Public Schools

Grade	Community Schools located in Ohio 8 Districts	Ohio 8 Traditional Public Schools
A	0.0%	0.2%
B	1.0%	1.5%
C	3.5%	3.9%
D	31.8%	30.3%
F	63.6%	64.1%
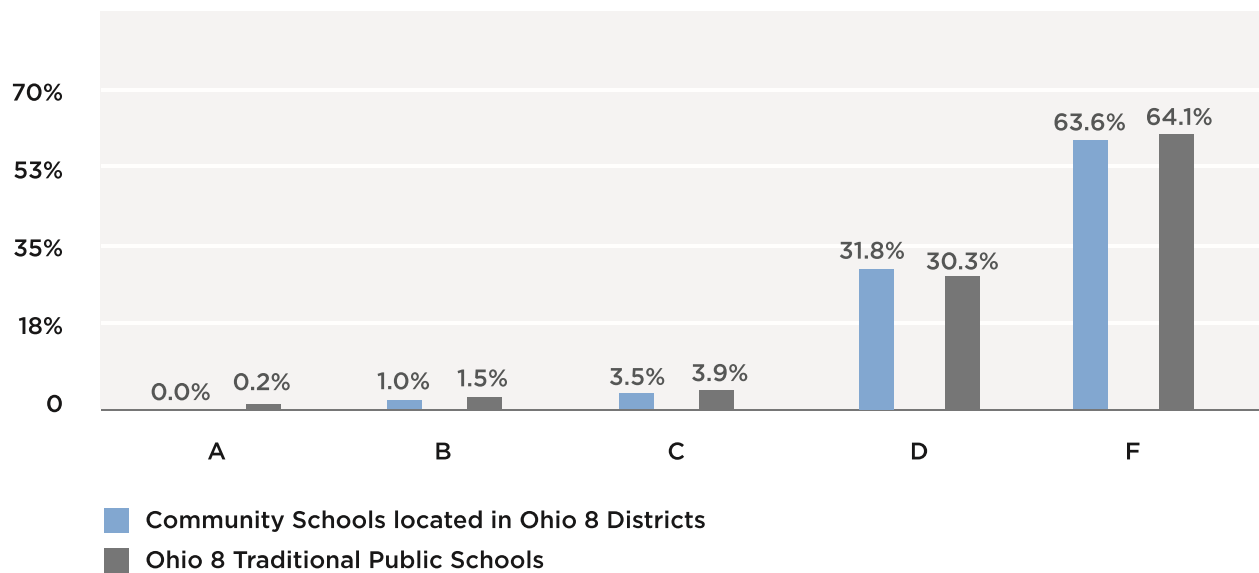
Figures 9 shows that in the 2016-2017 school year, performance on the Achievement component of the Ohio School Report Cards was similar among traditional public schools and community schools in the state's eight large urban school districts. Within the Ohio 8, 98 percent of traditional public schools and 99 percent of community schools received C's or lower in Achievement. Data Source: 2016-2017 Ohio School Report Cards.
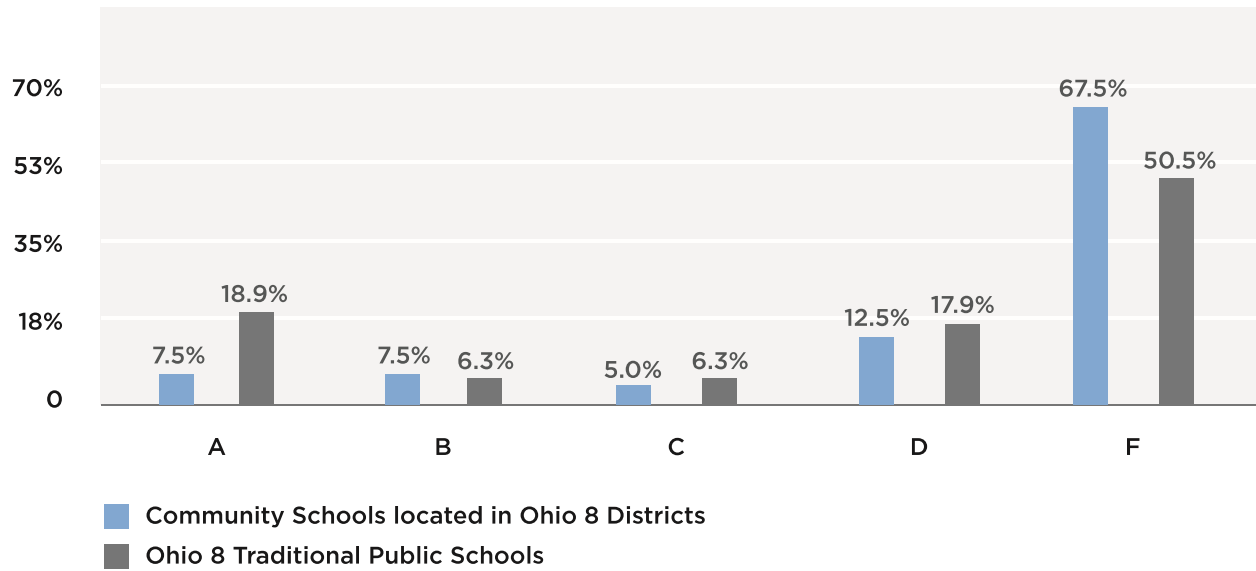
FIGURE 10

Ohio 8 Progress Component Grades, 2016-2017

- Community Schools located in Ohio 8 Districts
- Ohio 8 Traditional Public Schools

Figures 10 reflects that when comparing Progress component grades, Ohio 8 community school students showed more growth than Ohio 8 traditional public schools students in the 2016-2017 school year. Thirty percent of Ohio 8 community schools and 21 percent of Ohio 8 traditional public schools received A's or a B's on the Progress component. Data Source: 2016-2017 Ohio School Report Cards.
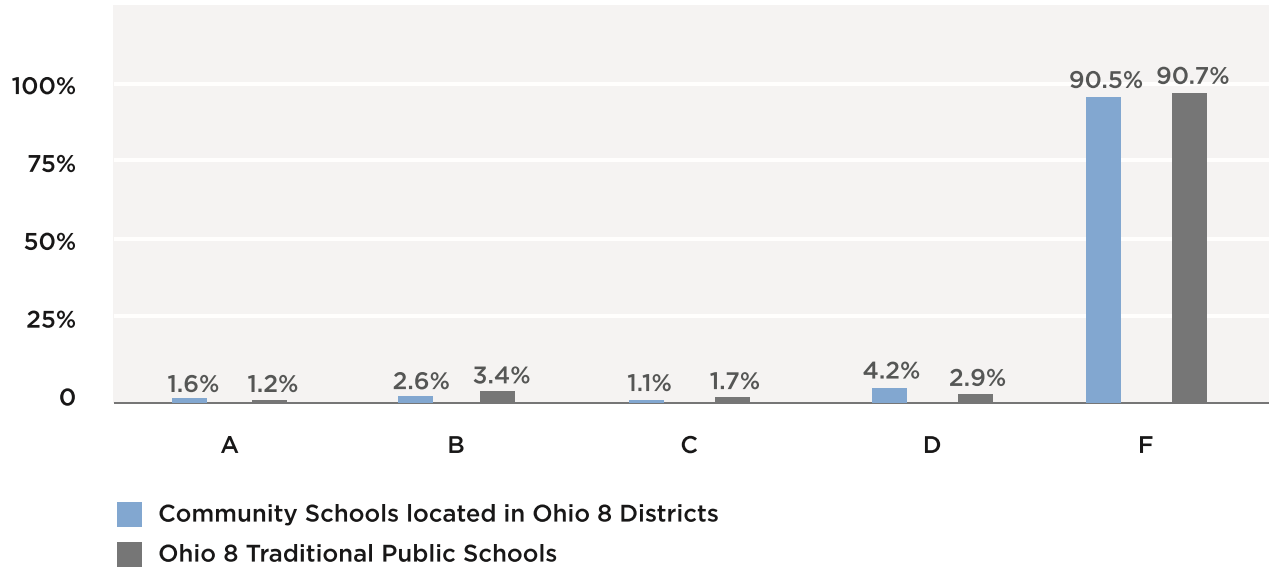
FIGURE 11

Ohio 8 Graduation Component Grades, 2016-2017

Community Schools located in Ohio 8 Districts

Ohio 8 Traditional Public Schools

Figures 11 shows performance on the Graduation Rate component for the 2016-2017 school year was lower among Ohio 8 community schools than Ohio 8 traditional public schools. Twenty-five percent of Ohio 8 traditional public schools and 15 percent of Ohio 8 community schools received B's or higher on the Graduation Rate component. Data Source: 2016-2017 Ohio School Report Cards.
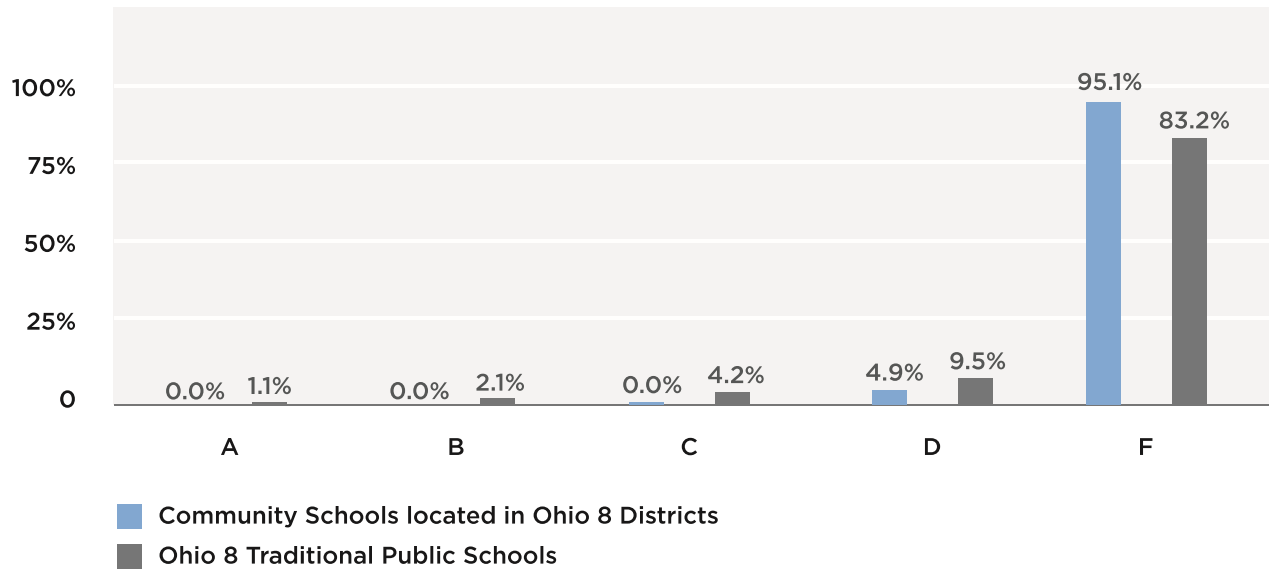
FIGURE 12

Ohio 8 Gap Closing Component Grades, 2016-2017

Community Schools located in Ohio 8 Districts

Ohio 8 Traditional Public Schools

Figures 12, the Gap Closing component, shows whether every student is succeeding regardless of income, race, ethnicity or ability level. Performance on the component was similar among Ohio 8 community schools and traditional public schools. More than 90 percent of both traditional public schools and community schools located in the Ohio 8 received F's on the Gap Closing component. Data Source: 2016-2017 Ohio School Report Cards
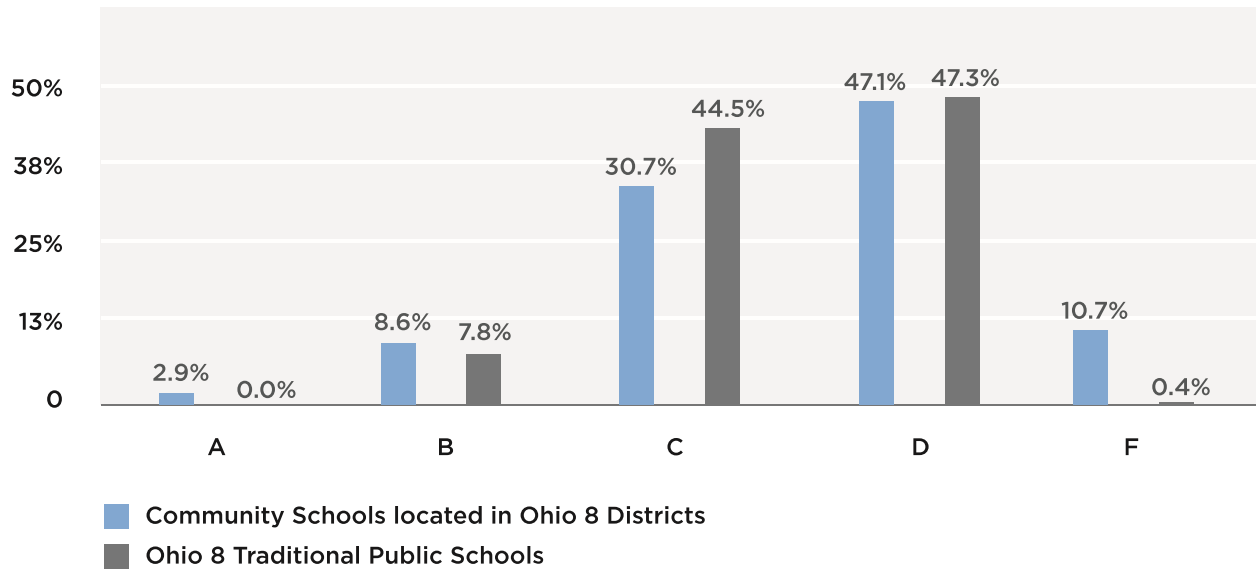
FIGURE 13

Ohio 8 Prepared for Success Component Grades, 2016-2017

Figures 13 reflects that Ohio 8 community schools showed lower performance on the Prepared for Success component grade than Ohio 8 traditional public schools. Eighty-three percent of traditional public schools and 95 percent of Ohio 8 community schools received F's on the component in 2016-2017. Data Source: 2016-2017 Ohio School Report Cards.

FIGURE 14

Ohio 8 K-3 Literacy Component Grades, 2016-2017

Legend:
- Community Schools located in Ohio 8 Districts
- Ohio 8 Traditional Public Schools

Grade	Community Schools	Traditional Public Schools
A	2.9%	0.0%
B	8.6%	7.8%
C	30.7%	44.5%
D	47.1%	47.3%
F	10.7%	0.4%

Figures 14 shows performance on the K-3 Literacy component was somewhat similar among Ohio 8 community schools and traditional public schools, with 12 percent of community schools and 8 percent of traditional public schools in the Ohio 8 districts receiving B's or higher on the K-3 Literacy component. Data Source: 2016-2017 Ohio School Report Cards.

Identifying Improvement

While a comparison of academic performance between Ohio 8 traditional and community schools shows similar performance in areas such as Achievement, Gap Closing and K-3 Literacy, the 2017 Ohio School Report Cards shows improvement in academic achievement among Ohio community school students statewide, in core academic subjects.

The percentage of first time test-takers who scored proficient or higher in English language arts, mathematics and social studies rose, while the percentage of first time test takers scoring proficient or higher fell slightly in science. The Performance Index, an Ohio School Report Cards measure factored from the achievement of every student on Ohio's State Tests, increased by 2.8 points for community schools. This compared favorably to a 2.5 increase from 2016 to 2017 for all students in all Ohio schools.

For Community Schools, the percent of first time test takers scoring proficient or higher increased in each of ELA, Mathematics, and Social Studies between 2016 and 2017. The percent of first time test takers at Community Schools scoring proficient or higher slightly decreased in Science between 2016 and 2017. The Performance Index for all students in Community Schools increased by 2.8 points which compares favorably with the 2.5 increase for that measure for all students in the State.

FIGURE 15

Percent Proficient 2016 and 2017 (first time test takers), by Subject

	Community Schools			All Schools (including Community Schools)			Big 8 Schools		
Subject	2016	2017	16-17 Change	2016	2017	16-17 Change	2016	2017	16-17 Change
ELA	36.9%	42.6%	5.7%	56.7%	64.0%	7.3%	30.6%	36.9%	6.3%
Mathematics	34.4%	35.5%	1.1%	59.7%	62.1%	2.4%	30.3%	32.9%	2.5%
Science	40.0%	39.6%	-0.4%	67.5%	68.5%	1.0%	35.1%	36.0%	0.9%
Social Studies	49.0%	50.8%	1.8%	71.9%	74.3%	2.4%	41.0%	45.0%	4.0%

Performance Index and Score 2016 and 2017

	Community Schools		
	2016	2017	16-17 Change
Performance Index	68.6	71.3	2.8

Community School Operations

Community School Operations 2016-2017

The 2016-2017 school year marks the 19th year of community school operations in Ohio. Beginning in 1998 with 15 community schools authorized by two sponsors, Ohio's community school movement now has 362 schools and 45 sponsors.

Governing Authority Membership

Ohio law reduces conflicts of interest in community school operation by barring any community school governing authority member who is employed by a school district or educational service center from serving on the governing authority of a community school sponsored by that district or educational service center. The law also prohibits a community school governing authority member from being a member of a school district board of education and vice versa.

Ensuring School Quality Closure for Poor Academic and Fiscal Performance

Ohio has one of the most stringent requirements in the nation for closing community schools based on poor performance. See **details of the law here.**

To increase transparency, the Department publishes on its website:

- The name of each community school closed during the year and the reason each school closed;

- Each entity that applied to be a sponsor, along with the entity's application and most recent evaluation;

- Sponsor ratings; and

- A list of sponsors that may not sponsor new schools.

Ohio House Bill 7, that was passed in 2015, gave districts and schools "safe harbor," or temporary immunity from the consequences of poor student performance while they adjusted to the new, more rigorous state achievement tests. Safe harbor is still in effect, therefore no community schools were subject to the automatic closure statute in 2016-2017.

Accountability Regarding Sponsors

To prevent poor-performing community schools from moving from sponsor to sponsor, a practice commonly known as "sponsor hopping," **Ohio law** prohibits these schools from changing sponsors without the Department's approval. A community school that received a grade of D or F for the Performance Index score and an overall grade of D or F for the Value-Added measure must receive approval from the Department before changing sponsors. A community school that operates a dropout prevention and recovery program and received a rating of "Does Not Meet Standards" for the annual student-growth measure and combined graduation rates also must obtain the Department's approval before changing sponsors. During the 2016-2017 school year, six community schools requested to change sponsors. The Department approved only three of those requests.

Annual Performance Report for Community School Operators

Many community schools choose to contract with operators to manage their daily operations. An operator works under a contract with the school's governing authority and acts similarly to the central office of a traditional school district.

A community school operator can be a for-profit or nonprofit organization. The operator's contract retains the operator's right to terminate its affiliation with the school if the school fails to meet quality standards. The contract between a community school's governing authority and its operator also details the school's arrangement for services that may include curriculum development, staffing, facilities management, technology, marketing, training and development, and treasurer and financial services.

The Department issues an **annual performance report for each community school operator** based on its school's performance the previous year. See the results on **page 30.**

Grant Opportunities for Community Schools

Charter Schools Program Grant
Through a 2015 federal Charter Schools Program Grant, Ohio is expanding opportunities for its most disadvantaged students to succeed by increasing the number of high-performing, site-based community schools that can meet their educational needs.

To be eligible for a Charter Schools Program Grant, which covers both planning and initial implementation, applicants must conform to the federal definition of a public charter school in the Elementary and Secondary Education Act. Each applicant must plan or implement a high-performing, site-based general education school, defined by the Department as one where students receive instruction primarily under the supervision of teachers in physical classroom settings. Dropout prevention and recovery programs and e-schools are not eligible for Charter Schools Program Grants.

To ensure oversight and transparency throughout the grant process, the Department created a Grant Implementation Advisory Committee representing key Ohio stakeholders. The committee reviews and comments on grant-related documents and reports and receives regular updates on the status of grant activities. Details about committee membership are available in the **committee's governance document**.

Using the first round of Charter Schools Program Grant awards distributed by the Department this year, three community schools are each developing new community schools to expand education options to more students. Each new school seeks to replicate an existing high-performing school or school model.

Southwest Ohio Preparatory School, United Preparatory Academy East and South Columbus Preparatory Academy each received Charter Schools Program Grants of $350,000 to open new community schools in the 2017-2018 school year. Each of these schools is overseen by a sponsor that received an overall rating of "Effective" on its most recent community school sponsor evaluation. This is a requirement for all new community schools opening in Ohio.

See more here on Charter Schools Program Grant eligibility.

Community School Classroom Facilities Grant

The Ohio General Assembly created the **Community School Classroom Facilities Grant** in 2015 to help schools purchase, construct, reconstruct, renovate, remodel or expand classroom facilities. Lawmakers appropriated $25 million for the program. In 2016, the first round, eight community schools received grants totaling more than $17 million.

Proposed projects must demonstrate that the grant funds will increase the supply of seats in high-performing schools, service specific unmet student needs through community school education, and show innovation in design and potential as a successful, replicable school model.

The overall project cost for schools receiving the grants can include professional design and construction fees, facility construction, fixtures, furniture, equipment and certain other expenses. These schools also must show they have secured non-state resources equal to at least 50 percent of the project cost.

The Department and the Ohio Facilities Construction Commission worked together to develop eligibility guidelines for the grant, application criteria and a timeline for a second round of grants. To be eligible for this grant, a community school must meet the definition of high quality, as outlined in the **grant guidelines**.

FIGURE 16

Commission Awards Community School Facility Grants

School	Amount Approved
Citizens Academy Southeast	$1,567,128
Columbus Collegiate Academy West	$1,698,054
DECA Prep, Inc.	$777,567
Entrepreneurship Preparatory School Woodland Hills	$352,595
Menlo Park Academy	$4,635,885
Patriot Preparatory Academy	$1,912,487
Richland Academy School of Excellence	$1,462,720
Village Preparatory School Willard	$4,604,390
Total	**$17,010,826**

Figure 16 shows the community schools who have been conditionally approved for grants.

FIGURE 17

2016-2017 Operator Rating Reports

Operator Name	Points	Rating
Accel Schools Ohio, LLC	1	D
AJ Hart Management, LLC	1	D
Altair Learning Management I, Inc.	0	F
Auglaize County ESC	4	A
Breakthrough Charter Schools	2	C
Cambridge Education Group, LLC	1	D
Center for School Improvement, LLC	2	C
Cincinnati Education Management, LLC	0	F
Concept Schools	1	D
Connections Academy of Ohio, LLC	1	D
Constellation Schools, LLC	1	D
Cuyahoga County ESC	2	C
EdisonLearning, Inc.	1	D
Educational Solutions Co.	2	C
eSchool Consultants, Inc.	2	C
Fairborn City School District	4	A
Findlay City School District	4	A
Franklin Local School District	2	C
Global Educational Excellence	1	D
The Graham School	1	D
Groveport Madison Local School District	2	C
Hamilton Local School District	0	F
I CAN Schools, Inc.	0	F
Imagine Schools, Inc.	1	D
Interactive Media & Construction (IMAC)	2	C
Jackson City School District	0	F
K12 Virtual Schools, LLC	1	D
KIPP	2	C
Lakewood City School District	2	C
Lawrence County ESC	0	F
London City School District	0	F
LS Canton, LLC	0	F
LS Cincinnati, LLC	0	F
LS Columbus North, LLC	2	C
LS Eastland, LLC	0	F
LS Elyria, LLC	0	F
LS Northeast Ohio, LLC	0	F

Operator Name	Points	Rating
LS Toledo, LLC	0	F
LS Youngstown, LLC	0	F
Mahoning County ESC	1	D
Mangen and Associates, LLC	1	D
Marion City School District	4	A
Massillon City School District	4	A
Miamisburg City School District	2	C
Mid-Ohio ESC	2	C
Miniya Academies, LLC	0	F
National Center for Urban Solutions "NCUS"	2	C
National Heritage Academies, Inc.	1	D
New Philadelphia City School District	0	F
Newark City School District	4	A
North Central ESC	0	F
Northmont Local School District	2	C
OhioGuidestone	0	F
Performance Academies, LLC	0	F
Pickerington City School District	2	C
Pleasant Local School District	4	A
Prestige Solutions	0	F
Ridgedale Local School District	0	F
South Central ESC	4	A
Southern Local School District	0	F
STL Cleveland, LLC	0	F
Summit Academy Management	0	F
Summit County ESC	3	B
Tatonka Education Services, Inc. PBC	2	C
The Educational Empowerment Group, LLC	1	D
The Institute of Management and Resources, Inc.	1	D
The Leona Group, LLC	1	D
Tri-Rivers Educational Computer Association	2	C
United Schools Network, Inc.	2	C
Urbana City School District	0	F
West Carrollton City School District	2	C
WHDL, LLC	0	F
WHLS of Ohio, LLC	1	D
World Class Community Schools	0	F
Zanesville City School District	4	A

Financial Condition of
Community Schools

Financial Condition of Community Schools

The Department works closely with the Ohio Auditor of State to ensure school financial accountability. The Ohio Auditor of State performs community school financial audits every year. These audits review accounts, financial reports, records and files to determine if a community school has complied with state and federal laws, regulations and accounting principles.

If an audit shows misuse, improper accounting for collection of public funds or misappropriation of public property, the Ohio Attorney General and Ohio Department of Education take legal action to resolve the issues. The Auditor of State regularly shares audits with school sponsors for their review and follow-up, if needed. These audits are posted on the Auditor of State **website**. The auditor gives a community school whose records are not in sufficient condition for auditing 90 days to bring it's records into an "auditable" condition. If the school does not do so, it may lose all state and federal funding.

To help ensure that audit costs are covered if a new community school closes, **Ohio law** also requires a new school to post a bond of $50,000 with the Auditor of State, deposit cash in the amount of $50,000 with the Auditor of State or provide a written guarantee of payment up to $50,000.

Each community school must disclose its financial data through reports to the Department and its sponsor. The sponsor uses this data to review the school's ongoing financial condition and inform contract renewal decisions. The sponsor's financial review focuses on standards for sound financial operations and sustainability. This allows auditors and the sponsor to monitor a school's short-term performance and long-term financial viability.

The sponsor representative also meets with the governing authority or fiscal officer of the school at least monthly to review financial and enrollment records.

When the cost of services provided by a community school operator or management company totals more than 20 percent of annual gross revenues of a school, the operator must provide detailed accounting information, including the nature and costs of the services it provides to the community school.

The School Sponsor's Role in Financial Accountability

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

If the Auditor of State finds a community school's financial data to be poorly kept and, therefore, unauditable, the Auditor of State must notify the sponsor in writing. The Auditor of State's office also must notify the school and the Department and post the notification on the Auditor of State's website.

The sponsor of an unauditable community school cannot enter contracts with additional community school governing authorities until the auditor completes a successful financial audit of the school.

Performance of Community School Sponsors

Sponsor Evaluation System

The Department, with input from stakeholders and an independent panel appointed by the state superintendent, created one of the most comprehensive sponsor evaluation systems in the country. The system is based in part on the quality authorizing practices used by the National Association of Charter School Authorizers.

The evaluation system and other measures in Ohio's community school reform law strengthen the accountability structures that govern Ohio's community schools, including state oversight of sponsors and operator transparency.

The three components of the evaluation system are:

- Academic performance of schools in a sponsor's portfolio based on Ohio School Report Card measures;

- Sponsor and schools' compliance with laws and administrative rules; and

- The sponsor's adherence to quality practices.

Each component in the sponsor evaluation receives a score, and the three scores combine equally to form one of the following overall ratings: Exemplary, Effective, Ineffective or Poor. See rating results for Ohio's 2016-2017 community school sponsors in **Figure 18**, below.

By law, the Department, subject to appeal and approval by the State Board of Education, revokes the sponsoring authority of a sponsor rated Poor overall. If this occurs, the Department's Office of School Sponsorship assumes oversight of the sponsor's schools for the remainder of the school year and up to two additional years.

Sponsors the Department rates as Ineffective overall must complete quality improvement plans to address deficiencies identified in their evaluations. The Department monitors each Ineffective sponsor's quality improvement plan to track whether it is achieving the objectives outlined in the plan. A sponsor's failure to comply with its improvement plan may experience consequences. Ineffective sponsors have three years to improve their overall ratings to Effective or higher. As long as sponsors are rated Ineffective, they are not permitted to sponsor additional community schools.

FIGURE 18

2016-2017 Sponsor Evaluation Ratings	
Overall	**Number of Sponsors by Rating**
Exemplary	3
Effective	21
Ineffective	13
Poor	8

Data Source: 2016-2017 Overall Sponsor Ratings.

The Three Components of the Sponsor Evaluation

The Department calculates ratings individually for a sponsor's academic performance, legal compliance and quality practices components, then calculates an overall rating from the component ratings. See a full description of the computation **here**. See a general explanation, of each component's scope and calculation below.

Academic Performance Review

The Academic Performance component of a sponsor's evaluation combines academic performance data from all schools in the sponsor's portfolio. In the Academic Performance component, the Department uses all measures included on the Ohio School Report Cards to ensure consistent, comparable results.

The Department weights a sponsor's academic data based on its schools' enrollments. As a result, the academic performance results of schools with larger enrollments affect the sponsor's overall academic performance more than those of schools with smaller enrollments.

The Academic Performance component meets statutory requirements in Ohio law that stipulate which schools are to be included or excluded from a sponsor's Academic Performance calculation. Excluded are community schools that have been in operation for no more than two full school years and special needs community schools as described in Ohio law. Included are all other community schools, including e-schools and dropout prevention and recovery programs. The table below shows the number of sponsors that received Academic component ratings.

FIGURE 19

2016-2017 Sponsor Evaluation Ratings – Academic Component	
Academic Component Rating	**Number of Sponsors by Rating**
A	8
B	1
C	18
D	12
F	5
Not Applicable (due to exclusions in law)	1

Data Source: 2016-2017 Overall Sponsor Ratings.

Compliance Monitoring Review

Consistent with **Ohio law**, the Department reviews whether each sponsor is complying with all laws and rules applying to community schools and community school sponsorship. The sponsor must certify that it has adhered to laws and rules, and this is subject to Department verification. The table below shows the number of sponsors that received Exemplary, Effective and Ineffective Compliance component ratings.

FIGURE 20

2016-2017 Sponsor Evaluation Ratings – Compliance Component	
Compliance Component Rating	Number of Sponsors by Rating
Exemplary	23
Effective	10
Ineffective	12

Data Source: 2016-2017 Overall Sponsor Ratings.

Quality Practice Review

The Department reviews a sponsor's practices against quality standards based on principles developed by the National Association of Charter School Authorizers. The Department also reviews the sponsor's adherence to the legal requirement to provide technical assistance to its sponsored schools. Ohio is the only state that reviews a sponsor's technical support of its schools.

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

- Organizational commitment and capacity

  — This area evaluates sponsorship capacity, internal processes for improvement, sponsor resources and the sponsor's roles and responsibilities.
- Community school application process and decision-making

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

  — This area evaluates the sponsor and community school contract performance measures, terms for renewal and non-renewal, and terms and processes for amendments and modifications.
- Oversight and evaluation of community schools

  — This area evaluates the sponsor's system of oversight, including financial, enrollment and onsite reviews, the process for monitoring the community schools' academic performance, intervention guidance and action taken by the sponsor and yearly reports on the community schools' performance.
- Contract termination and renewal decision-making

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

- Technical assistance and sponsor requirements in rule and law

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

The table below shows the number of sponsors that received Quality Component ratings of Exceeds Standards, Meets Standards, Progressing Toward Standards, Below Standards and Significantly Below Standards.

FIGURE 21

2016-2017 Sponsor Evaluation Ratings – Quality Component	
Quality Component Rating	Number of Sponsors by Rating
Exceeds Standards	5
Meets Standards	6
Progressing Towards Standards	10
Below Standards	15
Significantly Below Standards	9

Data Source: 2016-2017 Overall Sponsor Ratings.

2016-2017 Community Schools Overall Sponsor Ratings

Sponsor IRN	Sponsor Name	Overall Rating /Points		Academic Performance Rating/Points		Compliance Rating/Points		Quality Practices Rating/Points	
045930	Auglaize County ESC	Ineffective	6	A	4	Effective	2	Significantly Below Standards	0
062893	Bowling Green State University	Effective	8	C	2	Exemplary	4	Progressing Toward Standards	2
000862	Buckeye Community Hope Foundation	Effective	8	D	1	Exemplary	4	Meets Standards	3
047787	Buckeye Local	Poor	0	N/A	N/A	Ineffective	0	Significantly Below Standards	0
048793	Cardington-Lincoln Local	Ineffective	3	C	2	Ineffective	0	Below Standards	1
043752	Cincinnati City	Ineffective	6	F	0	Exemplary	4	Progressing Toward Standards	2
043786	Cleveland Municipal	Effective	9	D	1	Exemplary	4	Exceeds Standards	4
043828	Coshocton City	Ineffective	5	C	2	Effective	2	Below Standards	1
043836	Cuyahoga Falls City	Poor	2	C	2	Ineffective	0	Significantly Below Standards	0
043844	Dayton City	Ineffective	3	C	2	Ineffective	0	Below Standards	1
007991	Educational Resource Consultants of Ohio	Effective	7	D	1	Exemplary	4	Progressing Toward Standards	2
046938	ESC of Central Ohio	Effective	8	D	1	Exemplary	4	Meets Standards	3
048199	ESC of Lake Erie West	Effective	8	D	1	Exemplary	4	Meets Standards	3
043968	Fairborn City	Effective	7	A	4	Effective	2	Below Standards	1
043984	Findlay City	Exemplary	11	A	4	Exemplary	4	Meets Standards	3
048843	Franklin Local	Effective	8	C	2	Exemplary	4	Progressing Toward Standards	2
047779	Jefferson County ESC	Ineffective	6	F	0	Exemplary	4	Progressing Toward Standards	2
008303	Kids Count of Dayton, Inc.	Ineffective	3	D	1	Ineffective	0	Progressing Toward Standards	2
044198	Lakewood City	Ineffective	5	C	2	Effective	2	Below Standards	1

Sponsor IRN	Sponsor Name	Overall Rating /Points		Academic Performance Rating/Points		Compliance Rating/Points		Quality Practices Rating/Points	
046805	Margaretta Local	Ineffective	3	C	2	Ineffective	0	Below Standards	1
044339	Marion City	Effective	7	A	4	Effective	2	Below Standards	1
044354	Massillon City	Effective	9	A	4	Exemplary	4	Below Standards	1
048850	Maysville Local	Effective	7	C	2	Exemplary	4	Below Standards	1
044396	Miamisburg City	Effective	7	C	2	Exemplary	4	Below Standards	1
123521	Mid-Ohio ESC	Effective	8	C	2	Exemplary	4	Progressing Toward Standards	2
048660	Montgomery County ESC	Ineffective	4	C	2	Effective	2	Significantly Below Standards	0
044487	New Philadelphia City	Ineffective	3	F	0	Effective	2	Below Standards	1
044453	Newark City	Ineffective	6	B	3	Effective	2	Below Standards	1
123257	North Central Ohio ESC	Effective	7	D	1	Exemplary	4	Progressing Toward Standards	2
048728	Northmont City	Poor	2	C	2	Ineffective	0	Significantly Below Standards	0
012931	Office of School Sponsorship	Effective	7	D	1	Exemplary	4	Progressing Toward Standards	2
048421	Pleasant Local	Effective	8	A	4	Effective	2	Progressing Toward Standards	2
008316	Richland Academy	Effective	9	C	2	Exemplary	4	Meets Standards	3
048439	Ridgedale Local	Poor	0	F	0	Ineffective	0	Significantly Below Standards	0
051490	Scioto County Career Technical Center	Poor	4	A	4	Ineffective	0	Significantly Below Standards	0
083246	St Aloysius Orphanage	Effective	9	D	1	Exemplary	4	Exceeds Standards	4
000821	Thomas B. Fordham Foundation	Effective	9	D	1	Exemplary	4	Exceeds Standards	4
044909	Toledo City	Ineffective	5	C	2	Effective	2	Below Standards	1
050526	Tri-County ESC	Effective	7	C	2	Exemplary	4	Below Standards	1
065268	Tri-Rivers	Exemplary	10	C	2	Exemplary	4	Exceeds Standards	4
000662	University of Toledo-Sponsor	Effective	9	D	1	Exemplary	4	Exceeds Standards	4

Sponsor IRN	Sponsor Name	Overall Rating /Points		Academic Performance Rating/Points		Compliance Rating/Points		Quality Practices Rating/Points	
044941	Urbana City	Poor	0	F	0	Ineffective	0	Significantly Below Standards	0
050401	Warren County ESC	Poor	2	D	1	Ineffective	0	Below Standards	1
045054	West Carrollton City	Poor	2	C	2	Ineffective	0	Significantly Below Standards	0
045179	Zanesville City	Exemplary	11	A	4	Exemplary	4	Meets Standards	3

Community Schools Legislation

Legislative History of Community Schools

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