2010 – 2011

Annual Report

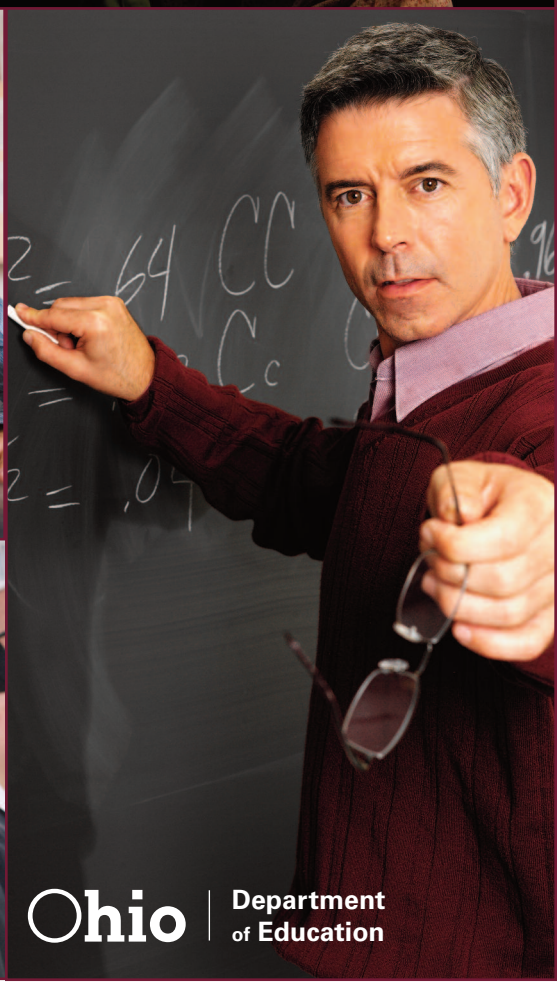
Ohio Community Schools











Ohio | Department of Education

Ohio | Department of Education

John R. Kasich, Governor Stan Heffner, Superintendent of Public Instruction

December 31, 2011

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

RE: 2010 – 2011 Annual Report on Ohio Community Schools

Dear Governor Kasich:

The Ohio Department of Education's Office of Community Schools is pleased to provide you with the ninth Annual Report on Community Schools Operating in Ohio. In compliance with Ohio Revised Code §3314.015(A)(4), this report is submitted by Dec. 31 each year to the Governor, the Speaker of the House of Representatives, the President of the Senate, and the Chairpersons of the House and Senate committees principally responsible for education matters.

During the 2010-2011 school year, nearly 100,000 students attended one of Ohio's community schools, which is nearly 6 percent of the total public school enrollment in our state. To meet the needs of the public, this report has been designed as a compendium of community school information to help Ohio citizens gain an understanding of community schools' operations and their role as an integral part of our system of public education.

A number of tables and graphs accompany the narrative and links to other informative pages are provided on the Community Schools Web pages. To view the tables and the accompanying narration, go to www.education.ohio.gov and search keywords: *2010-2011 Community Schools Annual Report*.

Sincerely,



Joni Hoffman, Director
Office of Community Schools
Ohio Department of Education

2010 – 2011 Annual Report

Ohio Community Schools

Introduction

Each year, the Ohio Department of Education's (ODE's) Office of Community Schools (OCS) submits an annual report on community schools operating in Ohio. The report, in compliance with Ohio Revised Code (ORC) §3314.015(A)(4), provides information on the "effectiveness of academic programs, operations and legal compliance and of the financial condition of all community schools." This report goes beyond the strictly legal, "nuts and bolts" requirements to provide a thorough, comprehensive and objective review of the state of Ohio's community schools.

The 2010-2011 Annual Report also highlights and celebrates the achievements community schools have made with respect to four elements essential to high-quality community school performance:

1. Academic performance;
2. Sustained student enrollment;
3. Fiscal accountability; and
4. Sponsor accountability and oversight.

In analyzing these elements, the annual report also demonstrates the progress made toward ever-higher quality since the passage of the "pilot" community school legislation in June 1997. Recently strengthened requirements affecting closure and accountability continue to influence the development of strong new community schools in Ohio, as does the scope of monitoring and oversight by the sponsor in its role as authorizer of the school.

In support and recognition of the crucial role that sponsors play, OCS has maintained its focus on sponsor performance through targeted technical assistance and the monitoring process as tools for strengthening the quality of community schools.

Community Schools in 2010 – 2011: The Basics

Since the Ohio General Assembly passed the first law establishing such schools in 1997, Ohio has seen the continuing development of public charter schools (called community schools) as vehicles that offer choice for families seeking a different educational environment for their children. The Office of Community Schools' (OCS') top priority and mission is sustaining high-quality and high-performing community schools.

Community schools are public, nonprofit, nonsectarian schools operating independently of any school district, but under a contract with a sponsoring entity that is established in statute or approved by ODE. While they receive state and federal funds, they are purposefully designed by statute to have greater operational autonomy and provide greater flexibility in programs. Flexibility provides community school sponsors, administrators and teachers multiple paths to design unique curriculum and instruction models, while autonomy is the key element that allows these schools to operate in a structure and environment that can be more flexible and responsive than that of larger, traditional public school districts.

There are two types of community schools. Conversion community schools are those in which part or all of an existing traditional public school building, or a building operated by a Joint Vocational School District or Educational Service Center, is transformed into a community school. These schools may be established in any public school district in the state.

The second type, referred to as new start-up community schools, may be located only in "challenged" school districts, currently defined as:

- The "Ohio Eight" urban public school districts (Akron, Canton, Cincinnati, Cleveland, Columbus, Dayton, Toledo and Youngstown);
- School districts located in the "pilot area" of Lucas County; and
- Districts designated in *Academic Emergency* or *Academic Watch* by the most current Local Report Card. (Click here)

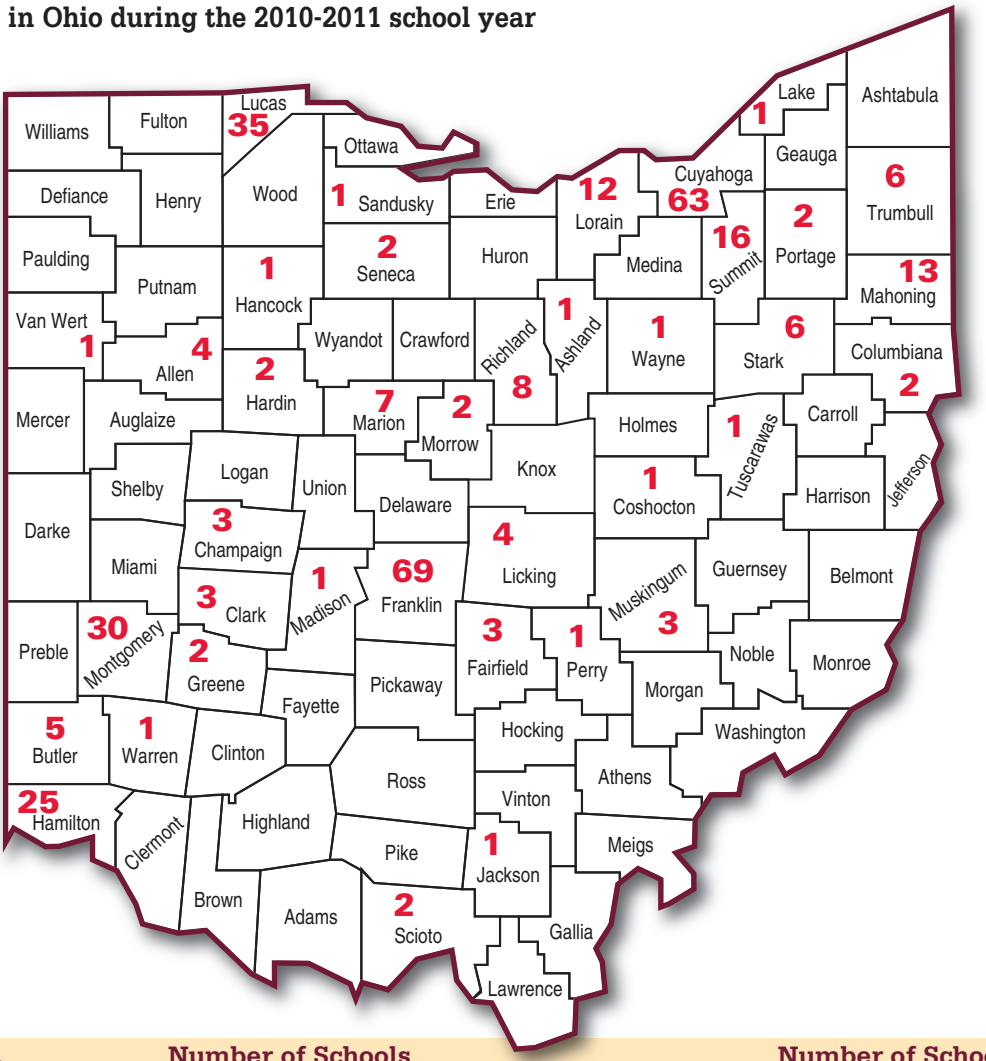
A legislative change effective for the 2012-2013 school year, creates a new category of challenged school districts based on the lowest 5 percent of districts as ranked by the Performance Index Score.

Currently, OCS provides technical assistance to developers and sponsors of community schools, approves organizations seeking to sponsor new start-up community schools, and oversees all sponsors, regardless of whether their authority is granted by ODE or the legislature. Sponsors are crucial in selecting schools for sponsorship that have the highest likelihood of success and are responsible for monitoring the academic performance, financial operations and governance of their sponsored schools. Equally important is the sponsor's role in making decisions regarding renewal or termination. As such, OCS has directed its efforts to support sponsor capacity to enable school success, to benefit not only community school authorizers and their schools, but most importantly, the students and families who depend on them.

Figure 1

Map of Community School Locations in Ohio

Figure 1 indicates the locations of the 341 community schools operating in Ohio during the 2010-2011 school year



County	Number of Schools in County	County	Number of Schools in County
Allen	4	Marion	7
Ashland	1	Montgomery	30
Butler	5	Morrow	2
Champaign	3	Muskingum	3
Clark	3	Perry	1
Columbiana	2	Portage	2
Coshocton	1	Richland	8
Cuyahoga	63	Sandusky	1
Fairfield	3	Scioto	2
Franklin	69	Seneca	2
Greene	2	Stark	6
Hamilton	25	Summit	16
Hancock	1	Trumbull	6
Hardin	2	Tuscarawas	1
Jackson	1	Van Wert	1
Lake	1	Warren	1
Licking	4	Wayne	1
Lorain	12		
Lucas	35	**Total**	**341**
Madison	1		
Mahoning	13		

The discussion below addresses each of the "four essential elements" of quality community school performance:

1. Academic performance;
2. Sustained student enrollment;
3. Fiscal accountability; and
4. Sponsor accountability and oversight.

Community School Academic Performance

Ohio's community school students must participate in all state-required assessments, including the Ohio Achievement Assessments (OAAs) for grades 3 through 8 and the Ohio Graduation Tests (OGTs). In recent years, community schools have made encouraging gains in their academic performance. In the 2010-2011 school year, more community schools received ratings of *Excellent with Distinction*, *Excellent*, *Effective* and *Continuous Improvement*, as compared to the previous year, and fewer received a rating of *Academic Watch* and *Academic Emergency*. As is shown in Figures 3 and 4, while only 32 percent of community schools moved up one or more ratings over the previous year, 62 percent improved their Performance Index (PI) scores over the previous year.

Figure 2
Percentage of Community Schools by Rating Over Time: 2006-2007 to 2010-2011

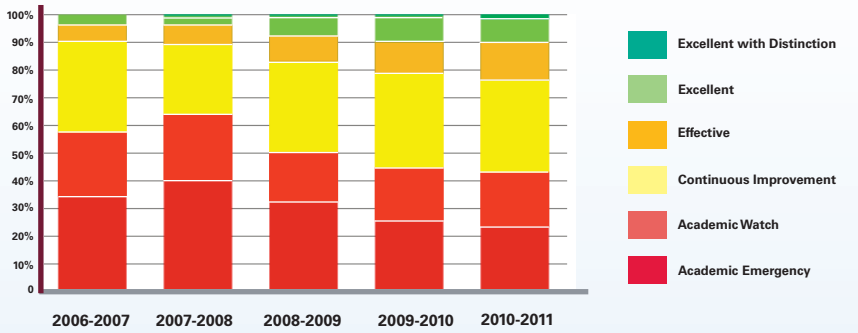


Figure 3

Percentage of Community Schools by Change in Rating

2009-2010 to 2010-2011

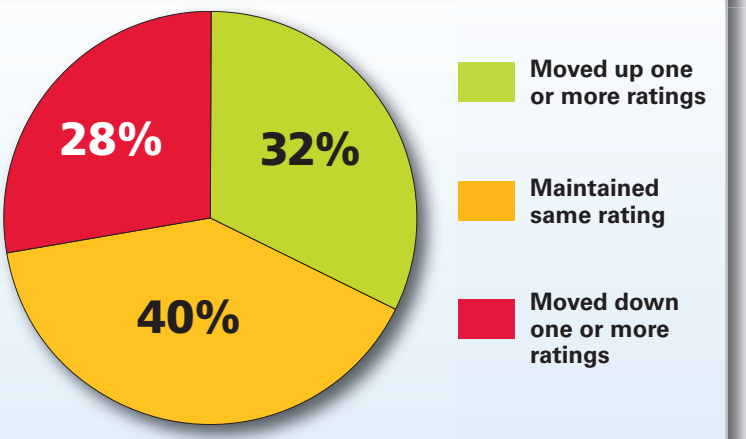
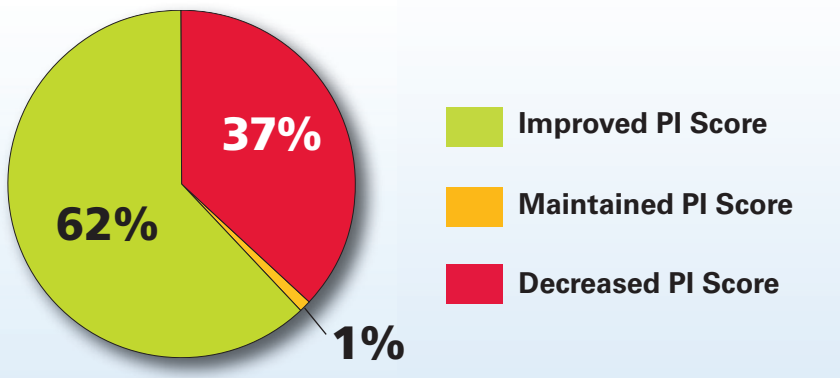


Figure 4

Percent of Community Schools by Change in Performance Index Score: 2008-2009 to 2010-2011



Many community schools located in the Ohio 8 urban public school districts also outperformed their traditional public school counterparts on the state ratings during last school year. Figure 5 illustrates ratings for traditional schools located in the Ohio 8 districts, while Figure 6 illustrates Local Report Card ratings for community schools in each of the same districts.

Figure 5

Percent of Traditional Public Schools in each State Rating by Ohio 8 District: 2010-2011

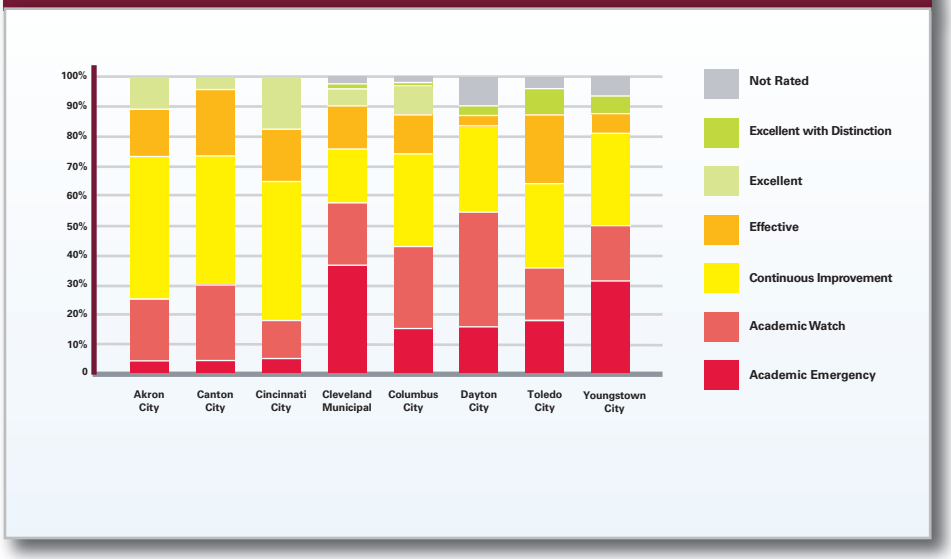
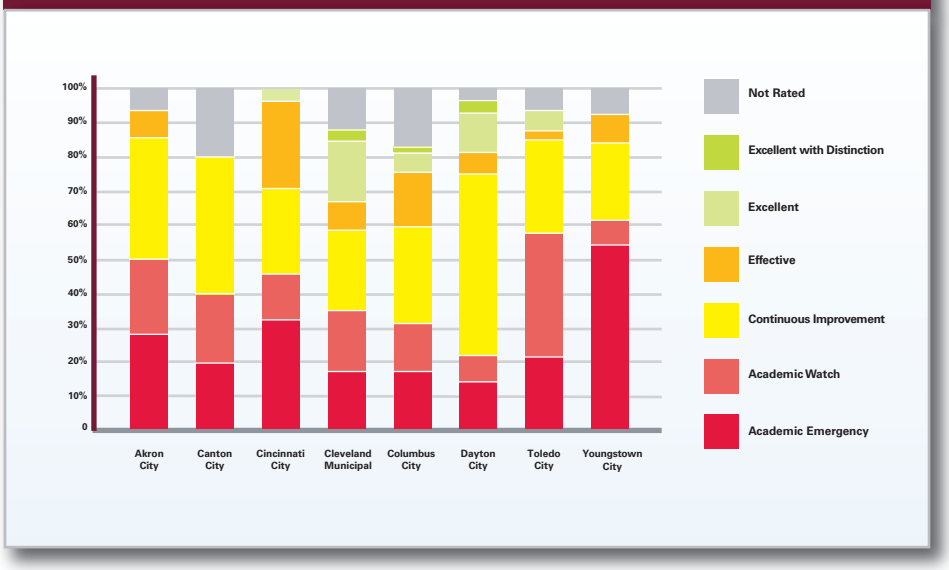


Figure 6

Percent of Community Schools in each State Rating by Ohio 8 District of Location: 2010-2011



Schools of Promise

In October 2011, Superintendent of Public Instruction Stan W. Heffner announced the Ohio schools designated as Schools of Promise. To be considered, a school must administer at least one of the state's mandated assessments, receive a Local Report Card rating and serve students at least 40 percent of whom are from low income families. There were 1,785 traditional public schools and 263 community schools that met the eligibility criteria. Schools receiving the designation are those which met or exceeded the state standard of 75 percent passage in reading and mathematics for the 2010-2011 school year. In addition, all student groups met the federal requirement for Adequate Yearly Progress.

The six community schools that received the Ohio Schools of Promise designation for 2010-2011 are:

County	District Name
Cuyahoga	Citizen's Academy
Cuyahoga	Constellation Schools: Old Brooklyn Community Middle
Cuyahoga	Horizon Science Academy Cleveland
Franklin	Charles School at Ohio Dominican University
Hamilton	T.C.P. World Academy
Montgomery	Dayton Early College Academy

Accountability and Community School Academic Performance

Accountability for community schools is set forth in state and federal law and in each community school's contract with its sponsor. Community schools must define their curriculum and performance goals in their contract, employ highly qualified educators and administer state achievement assessments and graduation tests.

In addition to participating in all state-required assessments, community schools must comply with the requirements of the federal *No Child Left Behind Act*, including achieving adequate yearly progress (AYP) and the employment of highly qualified teachers. Community schools must close for sustained poor academic performance, as evidenced by Local Report Card ratings (applies to all schools), and for failure to consistently make one or more year of growth on Value-Added metrics (applies to schools with any grades 4-8).

There can be no stronger accountability consequence for community schools than school closure. Amended Substitute HB 153, signed into law in June 2011, added more stringent criteria to trigger the closure of a community school based on academic performance. The following chart outlines Ohio's community school closure law.

The closure criteria provide schools clear guidelines based on expected performance. The law, however, contains two exemptions to school closure. ORC §3314.35 exempts from closure any community school in which a majority of the students are children with disabilities receiving special education and related services in accordance with Chapter 3323 of the Code. Also exempt from closure are schools that primarily serve students in a dropout recovery program that is operated by the school and has been granted a waiver under ORC §3314.36.

Grade Levels Offered	Closure Criteria
A school that does not offer a grade higher than 3	Has been in **Academic Emergency** for two of the three most recent school years
A school that offers any of grades 4 to 8, but no grade higher than 9	Has been in **Academic Emergency** for two of the three most recent school years and showed less than one standard year of academic growth in reading or mathematics for at least two of the three most recent school years
A school that offers any of grades 10 to 12	Has been in **Academic Emergency** for two of the three most recent school years

As of June 30, 2011, 17 schools have closed. At the end of the 2011-2012 school year, three schools face closure, one less than closed in the 2010-2011 school year because of the closure law.

Closure Law Impact

Year	Number
2008-2009	3
2009-2010	10
2010-2011	4
2011-2012	3 must close in June, 2012

The Local Report Card (LRC), AYP and Value-Added requirements, coupled with the attending possibility of school closure, have raised both the bar for accountability and the consequences for low-performing community schools.

Value-Added is a measure of the performance of schools and districts in providing their students a year of growth in a year of time. In Figure 7, green represents the proportion of schools or districts that had Value-Added results that were statistically better than the standard of "one year's growth in one year's time" (LRC *Plus* rating). Yellow shows the proportion of schools or districts that met the growth standard (LRC *Check* rating), while red shows the proportion of schools or districts that did not meet the standard (LRC *Minus* rating).

Figures 7 through 9 show the percentage of districts and schools that were rated in each of three Value-Added categories.

Figure 7
2011 Value-Added Ratings Composite Grades and Subjects

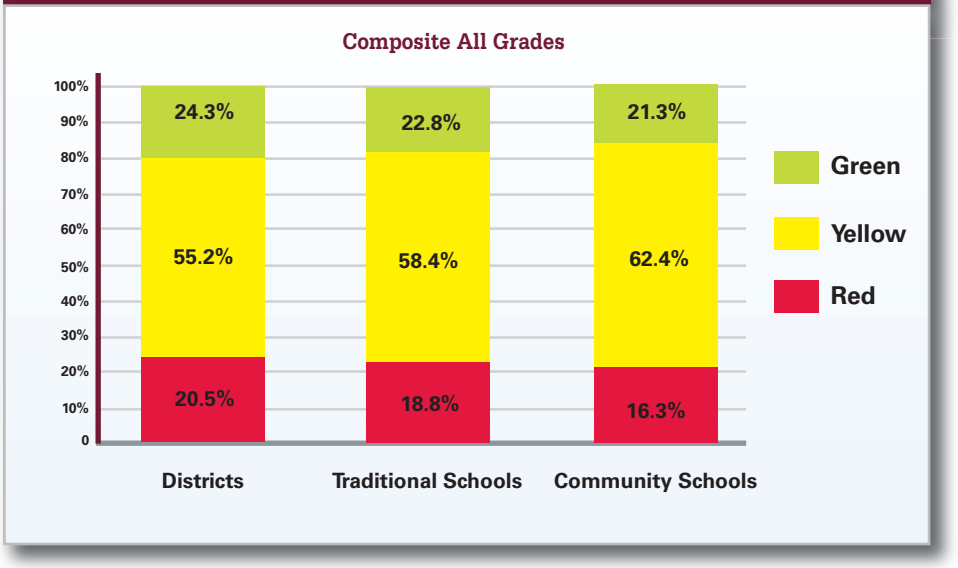


Figure 7 compares the percentage of community schools to traditional public schools that met or exceeded the standard of delivering one year of academic growth in one year of time. For the 2010-2011 school year, a slightly higher percentage of community schools (83.7 percent out of 202), compared to traditional public school districts (79.5 percent out of 609) and traditional public school buildings (81.2 percent out of 2,413), met or exceeded the Value-Added standard in reading and math, combined across all grade levels. It is important to note the following:

- With the release of the 2010-2011 *Local Report Card*, if a school or district exceeds the standard of one year of growth in one year of time, its report card designation can be adjusted "up" one step, including a level of *Excellent with Distinction*;
- If a school or district does not meet the growth standard for three years in a row, its report card designation can be adjusted "down" one step (but no worse than *Academic Emergency*).

Figure 8
2011 Value-Added Ratings for Reading - All Grades

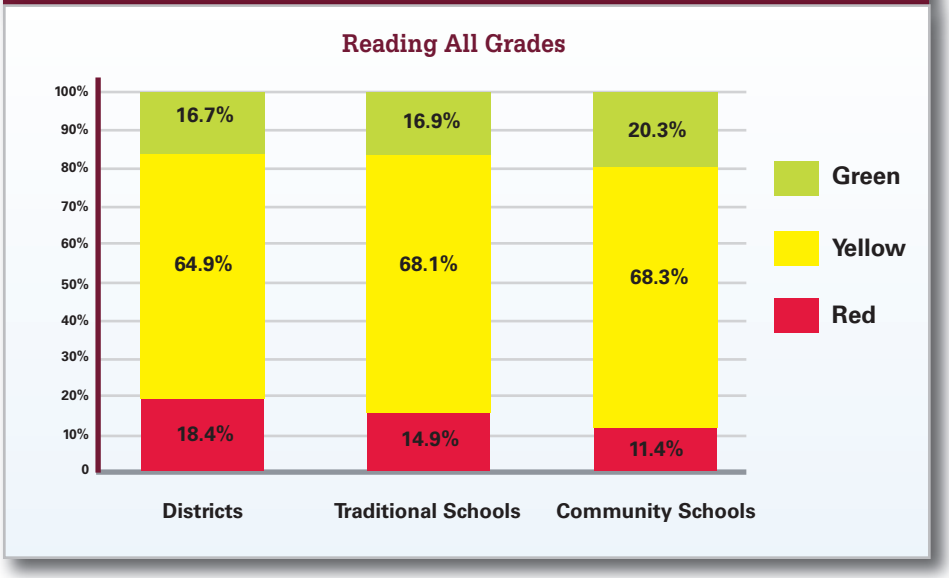


Figure 9
2011 Value-Added Ratings for Mathematics - All Grades

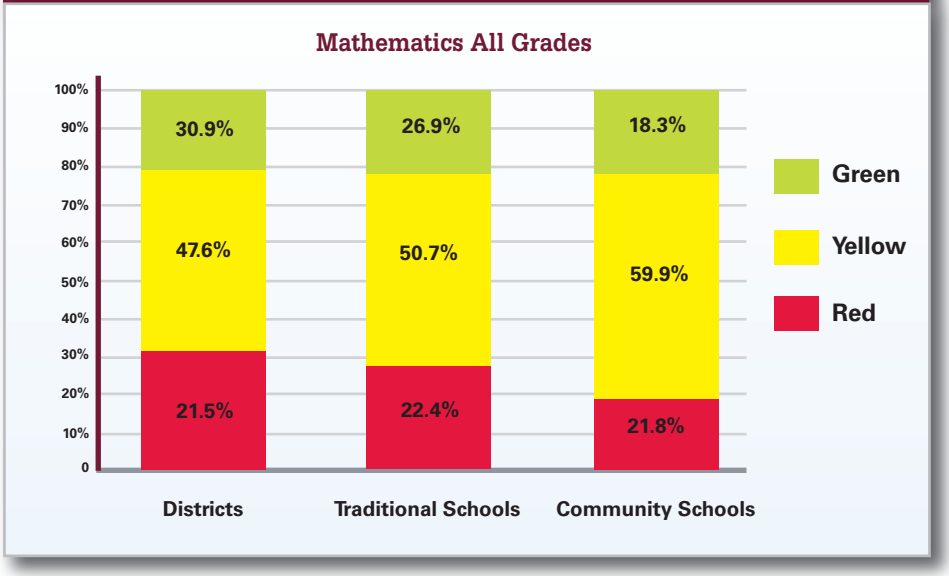
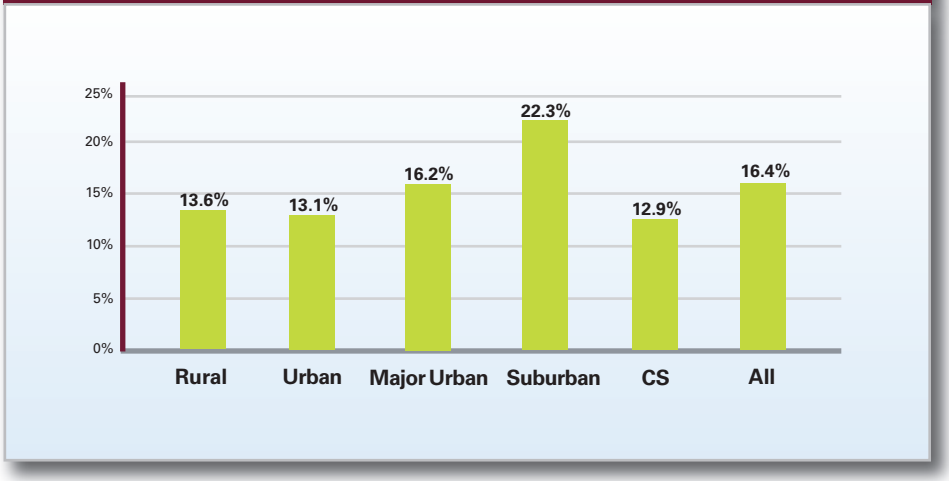


Figure 10

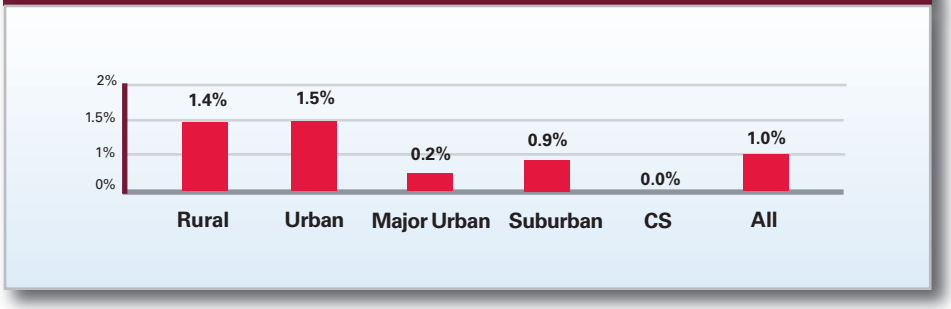
2011 Schools that were "boosted" in their Local Report Card rating because they were 'above' on Value-Added for two consecutive years



There were 3,624 traditional public and community schools that received Value-Added ratings in 2010-2011. Of that total, 16.4 percent attained a boost in their overall report card rating as a result of receiving a rating of "exceed" (green) or "plus." This result varied somewhat among community schools and traditional public school buildings, with a lower percentage of community schools (12.9 percent out of 40) receiving a boost compared to all traditional public school buildings (16.7 percent out of 3,315).

Figure 11

2011 Schools that were "demoted" in their Local Report Card rating because they were 'below' on Value-Added for three consecutive years



Starting with the 2008-2009 report card, schools and districts that did not meet the Value-Added standard for three consecutive years in a row dropped in their overall LRC rating by one level. Thirty-five schools, all traditional public school buildings, that received Value-Added scores in 2010-2011 did not meet the standard for three straight years and received a lower rating on their report card. No community school had its rating lowered in 2010-2011 for not meeting the standard for a third year in a row. Note that schools that were rated in *Academic Emergency* before the application of the Value-Added measure could not receive a lower LRC rating since there is no LRC designation below *Academic Emergency*.

Community School Enrollment

In June 2011, nearly 100,000 Ohio students were enrolled in the 341 community schools that operated during the 2010-2011 school year. Figure 12 shows a general upward trend in the number of community schools operating over time. Figure 13, which uses the full-time equivalent enrollment of students, shows that enrollment in Ohio community schools has grown each year.

Figure 12
FTE of Community School Students
1998-2011

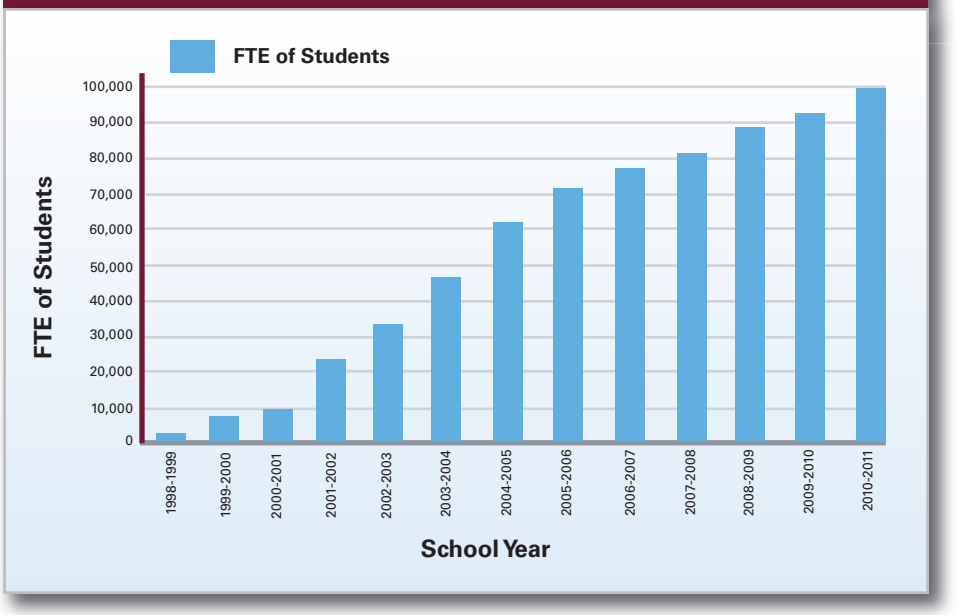
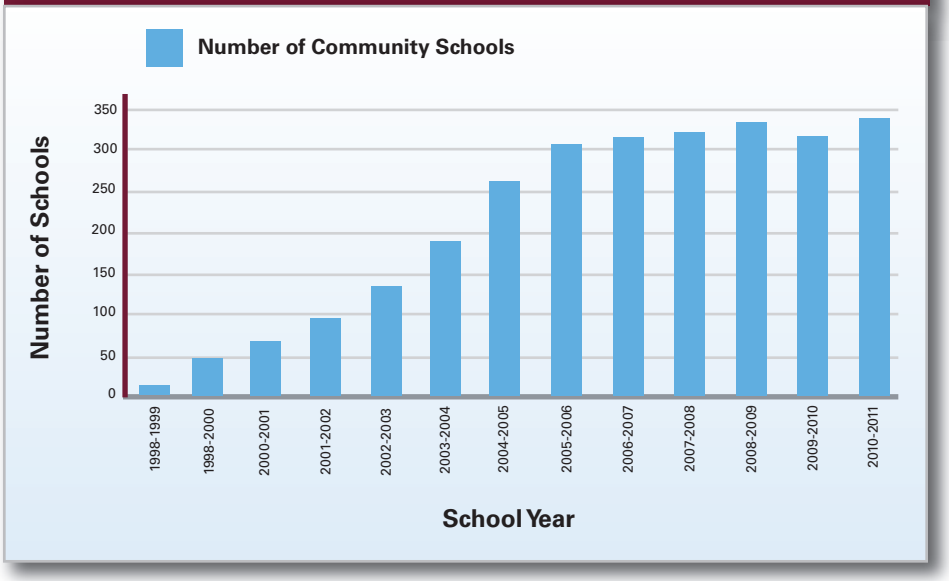


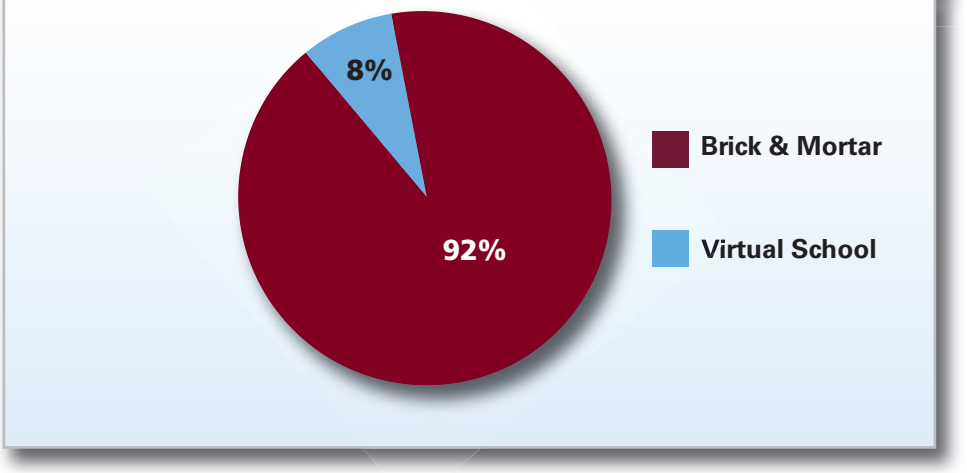
Figure 13
Number of Community Schools
1998-2011



Community schools add to the array of public education options available in Ohio. The following tables demonstrate the characteristics of these schools as they serve students and families in various settings.

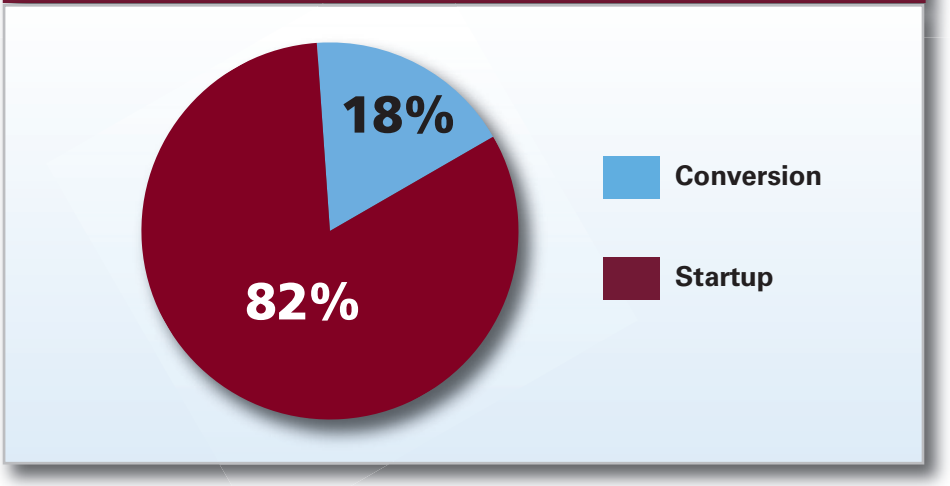
Figure 14

Percent of Schools by Brick & Mortar and Virtual: 2010-2011



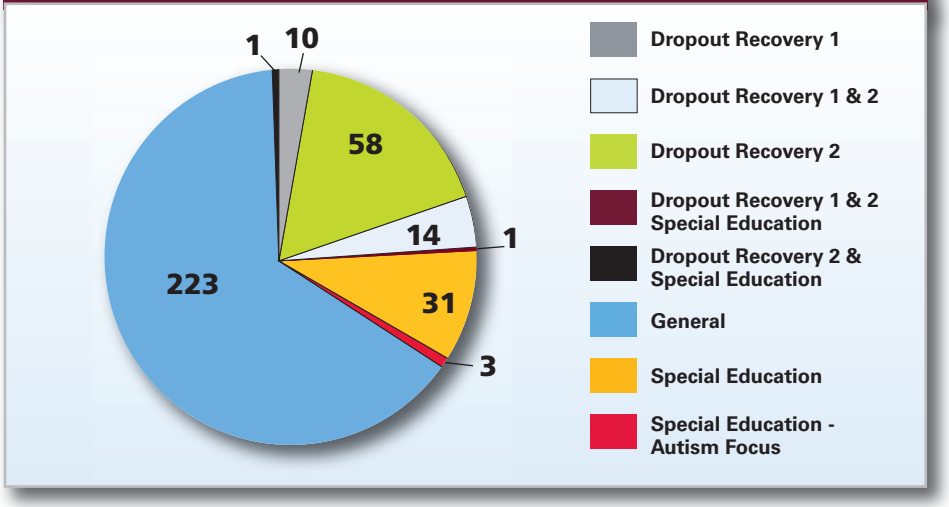
A moratorium on virtual schools, also known as e-schools, has been in place since 2003. Recent legislative changes permit the opening of up to five virtual schools each year, beginning in January 2013.

Figure 15
Percent of Schools by Conversion and Startup: 2010-2011



The ratio of startup to conversion schools remained virtually unchanged from the previous year.

Figure 16
Number of Community Schools by Student Population Focus: 2010-2011



The percentage of schools in each category remained virtually unchanged from the previous year.

Strengthened Community School Financial Accountability

Financial Stability of Community Schools

For many years, the Office of Community Schools (OSC) has been proactive in its approach to addressing substandard practices in financial reporting. Because of these concerns, OCS takes precautions to ensure that all funds, including Public School Charter Program (PSCP) funds and state foundation payments, are not disbursed until deficiencies in financial reporting are corrected.

Should a community school be found unauditable for financial monitoring, the Auditor of State is required to provide written notification, to the school, its sponsor and ODE and post the notification on the Auditor's website. Any community school declared unauditable has 90 days to bring its records into an auditable condition or face withdrawal of all state and federal funding.

From July 1, 2010 to June 30, 2011, six community schools were declared unauditable by the Auditor of State. The schools are:

Project Name	Fiscal year	Status	Date Unauditable	Date Released
Arts Academy	2010	Closed	3/22/2011	Not yet released
Arts Academy West	2010	Closed	3/22/2011	Not yet released
Elite Academy	2007	Open	11/13/2010	Not yet released
Greater Heights Academy	2006	Closed	11/3/2010	Not yet released
Lion of Judah	2008, 2009	Open	11/3/2010	Not yet released
Marcus Garvey Academy	2010	Open	3/22/2011	Not yet released

The sponsor of an unauditable community school is prohibited from entering into contracts with additional community school governing boards until the Auditor completes a successful financial audit of the school as indicated by the "Date Released." OCS continues to work collaboratively with the Auditor of State on community school financial matters to promote sound financial practice in community schools.

Supporting Community School Sponsor Accountability and Oversight

In Ohio, community schools are created when individuals (called developers) who are seeking to open a new community school enter into a contract with a community school sponsor. The community school contract specifies the academic, fiscal, governance and accountability plans that the school's governing authority are responsible for carrying out. The sponsor and the governing authority (similar to a board of education) are the only two parties to the contract. OCS reviews each contract to ensure that the agreement includes all elements required by law. If a contract does not contain all of the legal requirements, it is returned to the sponsor for modification or amendment.

Sponsor Performance Review Process

OCS's Sponsor Performance Review (SPR) process is designed to measure sponsor capacity and compliance with the obligation to provide oversight, monitoring and technical assistance to schools, along with intervention and corrective action when necessary. The SPR establishes not only a set of high-quality professional standards, but also a system of evaluation that leads to improved authorizer practices, which in turn promote higher achieving schools. Ohio's requirement to evaluate sponsor organizations is unique in that no other state has a similar process and the SPR is key to ensuring the accountability of sponsors for school quality and student achievement.

Since April 2003, state law has required first-time sponsors of new start-up community schools to be approved by ODE and to enter into a written agreement with ODE outlining how they will conduct their sponsor activities. The SPR was conceived as a means to assure compliance with the written agreement between these sponsors and ODE. Authority for applying a sponsor evaluation to all sponsors was clarified by the Ohio legislature.

In 2010-2011, the SPR has undergone a significant transformation based on stakeholder input. Results from OCS focus group meetings and consultation with the governor's office have contributed to improvements in the data collection instrument and process used in the SPR to include a more accurate examination of practices correlated with a desired standard of rigor as it relates to sponsor performance. The revised SPR will be deployed in the 2011-2012 school year.

New Community School Site Visits

OCS staff made site visits to all new community schools before and/or soon after their opening in order to meet school staff, view facilities and to assess certain compliance requirements. As part of these visits, OCS staff reviewed aspects of not only school safety and accessibility, but also their separateness- from district schools (if conversions), enrollment, attendance documents and curriculum materials.

Legislation

Community schools have been operating in Ohio for 14 years. During each session of the General Assembly, legislative changes have been made to the program. The following legislative summaries describe the changes enacted, by legislative session and bill number.

Community School Legislative History

1997

122nd General Assembly 1997-1998

HB 215
- Pilot community school program established
- Lucas County ESC established as a sponsor
- University of Toledo established as a sponsor
- New start-ups allowed to locate in Lucas county only

SB 55
- Program expanded beyond Lucas county
- State Board of Education (SBOE) established as a sponsor
- Defined *challenged districts* as districts in Lucas county, and the eight largest urban districts
- New start-ups allowed to locate in challenged districts only

HB 770
- University of Toledo designee allowed to sponsor new start-up community schools

1999

123rd General Assembly 1999-2000

HB 282
- Expanded challenged districts to include Ohio Urban 21 districts
- Expanded challenged districts to include those in Academic Emergency
- Community Schools required to designate attendance areas
- Districts required to transport community school students

2001

124th General Assembly 2001-2002

HB 94
- Districts required to offer real property for sale to new startups
- Sponsors granted right to suspend, terminate and non-renew community schools

HB 364
- SBOE role changed to authorizer of sponsors
- SBOE efforts refocused on oversight of sponsors and providing technical assistance to schools and sponsors
- SBOE able to sponsor community schools only in very narrow circumstances
- A sponsor that operated on or before April 8, 2003, is regarded as "grandfathered" for purposes of continuing to act as a sponsor
- Non-grandfathered sponsors of new start-ups required to apply to SBOE
- Sponsorship of new start-ups extended to include school districts, ESCs, the 13 four-year state universities and qualified 501(c)3s
- Expanded challenged districts to include those in Academic Watch
- Limited the total number of non-district sponsored new start-ups to 225 until July 1, 2005
- Allowed and defined e-schools

Community School Legislative History

2003

125th General Assembly 2003-2004

HB 95

- ESCs allowed to sponsor startups in any challenged district
- Schools prohibited from contracting with a new sponsor upon termination of their contract
- Detailed the flow of state aid to community schools
- Required automatic withdrawal of community school students missing 105 consecutive hours of instruction

HB 3

- Limited challenged districts to include only those in Lucas county, Ohio 8 urban districts, Academic Watch and Academic Emergency districts
- Required SBOE to recommend e-school standards to the General Assembly

2005

126th General Assembly 2005-2006

HB 66

- Expanded community school accountability for special education and related services
- Established expected gains for community schools on additional assessments
- Allowed only 30 additional district-sponsored and 30 additional non-district sponsored new start-ups to open until July 1, 2007
- Required a lottery be held to determine which new start-ups could open
- Placed a moratorium on new e-schools until the General Assembly enacts standards for e-school operation
- Required e-schools to provide testing locations within 50 miles of students' homes
- Required e-schools to withdraw students who fail to participate in state-mandated tests for two consecutive years
- Defined a "day" for an e-school student as a minimum of five hours and maximum of 10 hours of learning opportunities
- Established e-school pupil instruction expenditure criteria and reporting requirements
- Required governing authorities to partner with a successful operator to open a new start-up above the cap
- Placed limits on the number of schools that can be sponsored by an entity
- Ultimately capped the number of new start-up community schools at 50 per sponsor
- Required operator applicants who currently operate schools outside of Ohio to meet a minimum quality standard
- Required community school contracts to be adopted no later than March 15 of the year in which the school is to open
- Required community school to open within one year of the contact's execution
- Required non-dropout recovery schools to open by Sept. 30 of the year in which the contract is signed
- Required ODE to adopt closing procedures for use by community schools and sponsors

HB 79

- Clarified requirements of districts offering real property to community schools
- Reduced a sponsor's cap by one for every school that closes permanently
- Allowed individuals to serve on no more than two schools' governing authorities at one time
- Limited governing authority members' compensation for attendance at meetings
- Prohibited governing authority members of new start-ups, and their immediate relatives, from becoming owners, employees or consultants of any community school operator until one year after such membership has ended

Community School Legislative History

2005

126th General Assembly 2005-2006 continued

- Provided appeal rights for the community school's operator in the event that the governing authority terminated the operator's contract
- Allowed the parents of e-school students to waive the school's requirement to provide a computer to their enrolled child
- Replaced earlier expected gains with the state ratings and Value-Added systems to determine closure requirements for poorly performing community schools
- Provided an exemption from closure for poor performance for certain dropout recovery community schools

2007

127th General Assembly 2007-2008

HB 119

- Lifted the moratorium on new start-ups by allowing them to open under the control of a successful operator meeting certain criteria
- Expanded penalties for failing to report, or misreporting EMIS data
- Strengthened the requirements for new sponsor applicants who currently sponsor or operate schools outside of Ohio to meet a minimum quality standard
- Limited the sponsorship territory of ESCs to their own and contiguous service areas, but exempted this limitation for schools already sponsored outside of the limited areas
- Modified payments for community school students attending multiple educational providers in one year
- Allowed community schools to transport their own students and receive transportation funds directly from the state
- Established pre-opening requirements for all community schools that must be confirmed by sponsors prior to the beginning of each school year
- Required the Auditor of State to provide written notification to the school, sponsor and ODE when finding a community school is unauditable
- Prohibited the sponsor of an unauditable school from entering into preliminary agreements and /or contracts with additional community schools until the audit is complete.
- Required the sponsor of an unauditable school to notify the Auditor of State of the actions it will take as a result of the unauditable finding
- Required ODE to withhold funds, until notified otherwise by the Auditor of State, from any school that has failed to make progress in bringing its records into an auditable condition within 90 days of the finding
- Clarified the proper distribution of a closed community school's assets
- Prohibited community schools not operating as of May 1, 2005, from operating within residential treatment facilities that receive and care for children

HB 562

- Allowed ESCs to sponsor conversion community schools that would be housed in an existing building used by the ESC
- Allowed new start-ups to be established in two districts under the same contract in certain circumstances
- Allowed governing authorities of multiple community schools to enter into pooling agreements to make purchases
- Established the five-year ISUS demonstration project

Community School Legislative History

2009

128th General Assembly 2009-2010

HB 1

- Required ODE to issue a community school's first Local Report Card (LRC) at the end of its first year of operation rather than the second year of operation
- Excluded any ratings a community school receives on its first two LRCs from use in the community school closure criteria
- Strengthened the closure criteria for poorly performing community schools
- Expanded the exemption of schools from the closure criteria to include schools in which more than half of the students enrolled receive special education or related services
- Required the chief administrative officer of closing schools to transmit each student's records to his or her district of record within seven business days of the school's permanent closure
- Clarified that any and all sponsors are under the oversight of ODE
- Required ODE's annual report on community schools to report the performance of sponsors
- Clarified the performance requirements of schools used for the operator provision
- Allowed Joint Vocational School Districts to sponsor conversion community schools
- Revised the minimum standard for the expenditure of state funds on instruction by e-schools and provided a fine for non-compliance
- Eliminated the prohibition against e-schools counting purchases of computers, obscenity filtering software and certain other software toward instructional expenditures

HB 290

- Allowed a conversion community school to locate outside of the sponsoring district in very narrow circumstances
- Allowed a conversion community school to obtain a new sponsor in very narrow circumstances

2010

128th General Assembly 2009-2010

HB 19

- ODE to re-evaluate closure criteria for 2009-2010 school year excluding each school's first two years of operation

Community School Legislative History

2011

129th General Assembly 2011-2012

HB 153

- Eliminated the requirement that new start-up community schools contract with an operator of a previously successful community school
- Eliminated moratorium on new e-schools, but limits growth to five new e-schools per year
- Required ODE to recommend e-school standards to the General Assembly
- Required e-schools to comply with the newly developed standards if enacted by the legislature or, if not enacted, default to national standards
- Created the Ohio School Sponsorship Program, under which ODE may directly sponsor community schools
- Expanded challenged districts where start-up community schools may be established to include the lowest 5 percent of districts based on Performance Index Score
- Prohibited community school sponsors ranked in the lowest 20 percent of sponsors based on Performance Index Score from sponsoring additional schools
- Increased the number of community schools any one sponsor can sponsor to 100
- Eliminated the reduction of a sponsor's cap by one for every school that closes permanently
- Revised procedural deadlines related to a sponsor's decision to terminate or not renew community school contracts
- Granted civil immunity to sponsors and staff when taking action authorized by law or contract to fulfill the oversight responsibility
- Repealed the requirement that a sponsor have a representative within 50 miles of each school it sponsors
- Required monthly sponsor and school meetings to review finances and enrollment
- Imposed a one-year revolving door restriction on governing authority members and their immediate relatives
- Increased the maximum compensation for governing authority members of start-up community schools
- Revised the closure criteria, decreasing the length of time it takes to close poor performing schools with certain grade configurations
- Specified that, for state funding purposes, an e-school student is considered automatically re-enrolled the following year until enrollment is terminated or the student fails to meet the 105-hour participation requirement
- Repealed the requirement that e-schools spend a specified minimum amount per pupil on instruction
- Made exceptions to allow facilities to duplicate grades or be located in more than one district
- Required ODE to assign a unique identification number to each facility when one school has multiple facilities.
- Permitted two or more community schools to be located in the same facility.
- Expanded a community school's right of first refusal to purchase all real property owned by a school district.
- Required school district boards with real property that has not been in use for two years, to offer it to new start-up community schools for purchase or lease.
- Permitted community schools to enter into an agreement for the joint operation of educational programs but prohibited them from charging related tuition or fees.
- Required the State Board of Education to review prior recommendations for dropout recovery performance standards and to issue new recommendations to the General Assembly by June 2012.

Additional Components of the Community School Annual Report

The remainder of the report presents tables describing school academic and demographic data, enrollment and finance. It also presents the sponsors' assessment of community school legal compliance, along with ODE's assessment of sponsor performance. Many of the tables include historic information for previous school years, as well as data for the 2010-2011 school year. To view the tables and the accompanying narration, go to www.education.ohio.gov and search keywords: *Community Schools Annual Report*.