# 2011–2012
# ANNUAL REPORT

## Ohio
## Community Schools



Ohio | Department of Education

Ohio | Department of Education

December 31, 2012

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

RE: 2011 – 2012 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 10th 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 2011 – 2012 school year, more than 100,000 students attended one of Ohio's community schools, which is over 6 percent of the total public school enrollment in our state. To meet the needs of the public, this report is designed as a compendium of community school information to help Ohio citizens gain an understanding of community schools' operations and their role in 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: *Annual Reports on Ohio Community Schools*.

Sincerely,



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

# 2011–2012 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."

Prior to the department's release of the 2011 – 2012 Local Report Cards for all traditional and public charter schools, the Auditor of State began an investigation regarding the validity of attendance data. In light of the ongoing review by the Auditor, the department released preliminary Local Report Card data which has been used in this report.

The 2011 – 2012 Annual Report describes the status of community schools with respect to four elements essential to high-quality community school performance:

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

To acknowledge the key role that sponsors play to enable high performing community schools, OCS has maintained its focus on sponsor performance using targeted technical assistance and the monitoring process as tools for strengthening the quality of community schools.

Data used to develop the information contained in the Figures throughout the report are preliminary data, pending final release of Report Card data. Any updates to the text or tables will be made and posted to this same website, noted with a revision date.




# THE BASICS







## Community Schools in 2011 – 2012: 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 a way to 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 whose authority is established in statute or approved by ODE. While community schools 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 administrators and teachers multiple paths to design unique curriculum and instruction models, and 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 locate only in a district that meets the definition of a Challenged school district at the time that the community school executes its contract. Challenged districts are currently defined as:

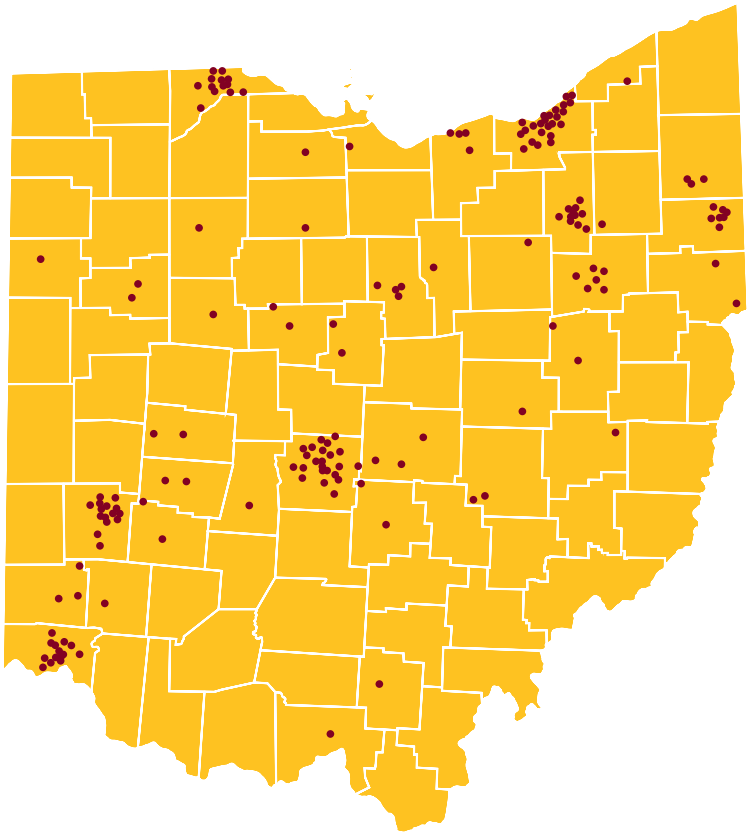
- The "Ohio 8" urban public school districts (Akron, Canton, Cincinnati, Cleveland, Columbus, Dayton, Toledo and Youngstown);
- School districts located in the "pilot area" of Lucas County;
- Districts designated in *Academic Emergency* or *Academic Watch* by the most current Local Report Card; and
- 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 become sponsors of new start-up community schools and oversees all sponsors, regardless of whether their authority is granted by the Ohio Department of Education or law. 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**

**Figure 1** indicates the locations of the 355 community schools operating in Ohio during the 2011 – 2012 school year.

## Map of Community School Locations in Ohio



## Number of Schools by County

| | | | | |
|---|---|---|---|---|
| Allen ..... 4 | Erie ..... 1 | Lake ..... 1 | Morrow ..... 2 | Stark ..... 7 |
| Ashland ..... 1 | Fairfield ..... 3 | Licking ..... 4 | Muskingum ..... 3 | Summit ..... 16 |
| Butler ..... 5 | Franklin ..... 73 | Lorain ..... 11 | Perry ..... 1 | Trumbull ..... 4 |
| Champaign ..... 3 | Greene ..... 2 | Lucas ..... 34 | Portage ..... 1 | Tuscarawas ..... 1 |
| Clark ..... 3 | Hamilton ..... 29 | Madison ..... 1 | Richland ..... 8 | Van Wert ..... 1 |
| Columbiana ..... 2 | Hancock ..... 1 | Mahoning ..... 14 | Sandusky ..... 1 | Warren ..... 1 |
| Coshocton ..... 1 | Hardin ..... 1 | Marion ..... 6 | Scioto ..... 2 | Wayne ..... 2 |
| Cuyahoga ..... 72 | Jackson ..... 1 | Montgomery ..... 30 | Seneca ..... 2 | **Total** ..... **355** |

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

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



# ACADEMIC PERFORMANCE





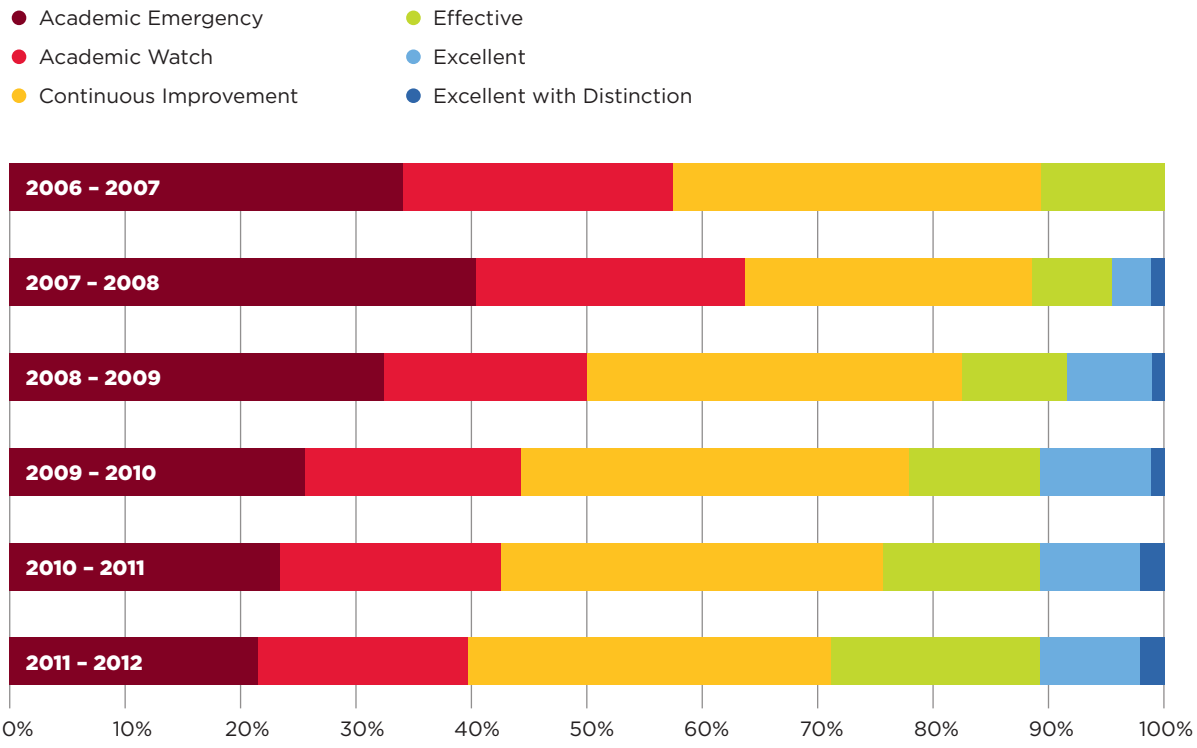


## Community School Academic Performance

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 2011 – 2012 school year, preliminary ratings showed that more community schools earned ratings of *Excellent with Distinction*, *Excellent*, *Effective* and *Continuous Improvement*, as compared to the previous year, and fewer earned ratings of *Academic Watch* and *Academic Emergency*.

**FIGURE 2**

### Percentage of Community Schools by Rating Over Time: 2007 – 2012




Note: 2011 – 2012 performance data are preliminary.

As is shown in **Figures 3** and **4**, 31 percent of community schools moved up one or more ratings over the previous year and 57 percent improved their Performance Index (PI) scores over the previous year. Twenty-two percent of community schools moved down one or more ratings compared to the prior year while 42 percent had a decrease in their PI scores.

**FIGURE 3**

### Percentage of Community Schools by Change in Rating: 2011 – 2012

- Maintained same rating
- Moved down one or more ratings
- Moved up one or more ratings

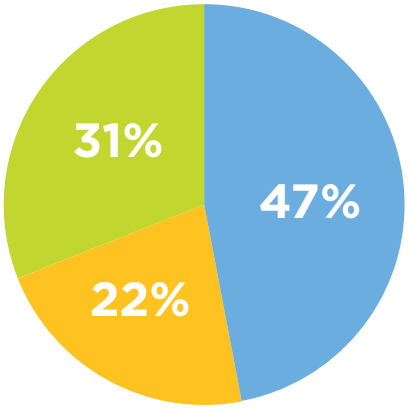
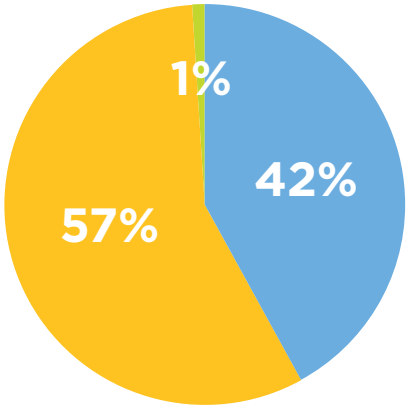



**FIGURE 4**

### Percentage of Community Schools by Change in Performance Index Score: 2011 – 2012

- Decreased PI Score
- Improved PI Score
- Maintained PI Score

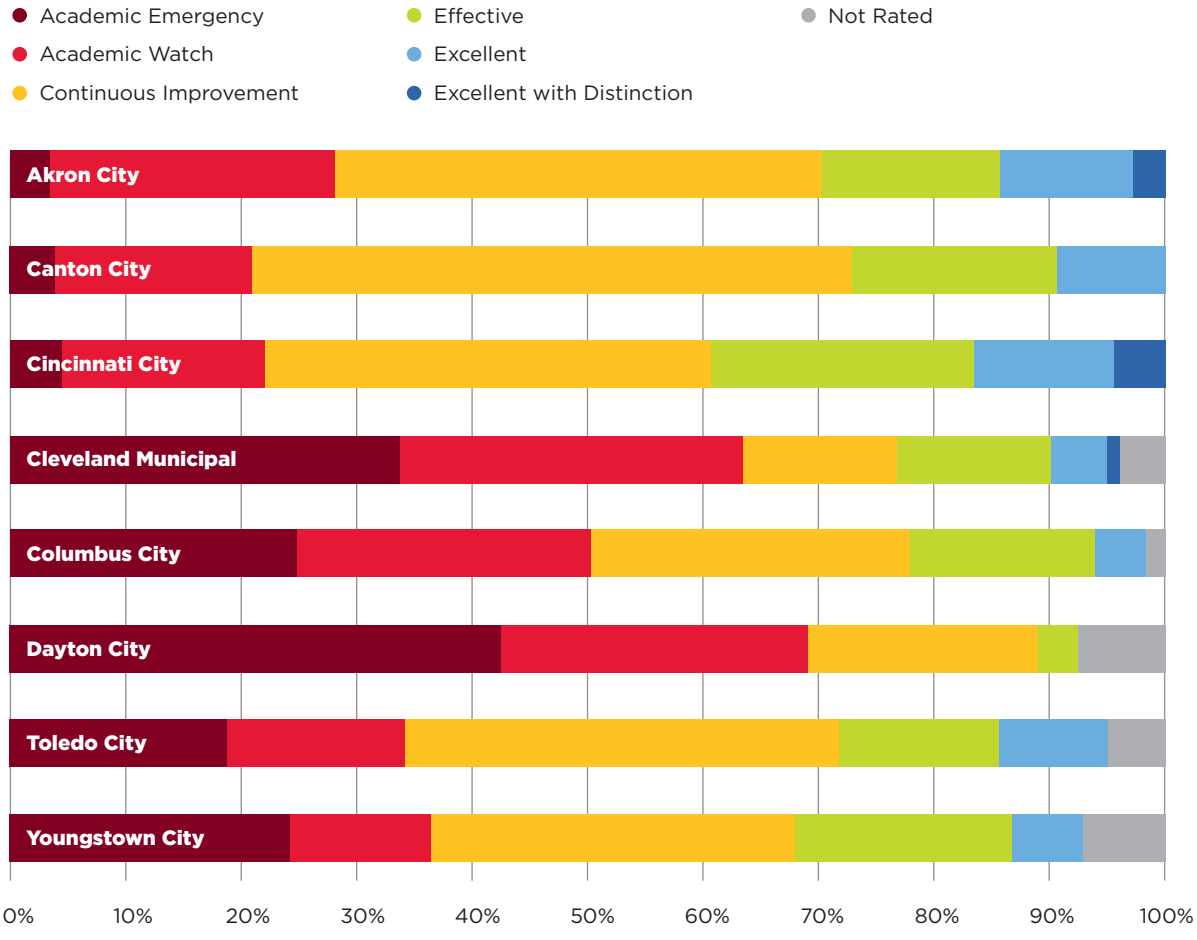



Note: 2011 – 2012 performance data are preliminary.

**Figure 5** illustrates preliminary 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. In general, preliminary results show that community schools located in the Cleveland Municipal, Columbus City and Dayton City School Districts outperformed those districts' traditional public schools while the opposite was seen in the Akron City, Canton City, Cincinnati City, Toledo City and Youngstown City School districts, where the districts' traditional public schools outperformed the community schools located in those districts.

**FIGURE 5**

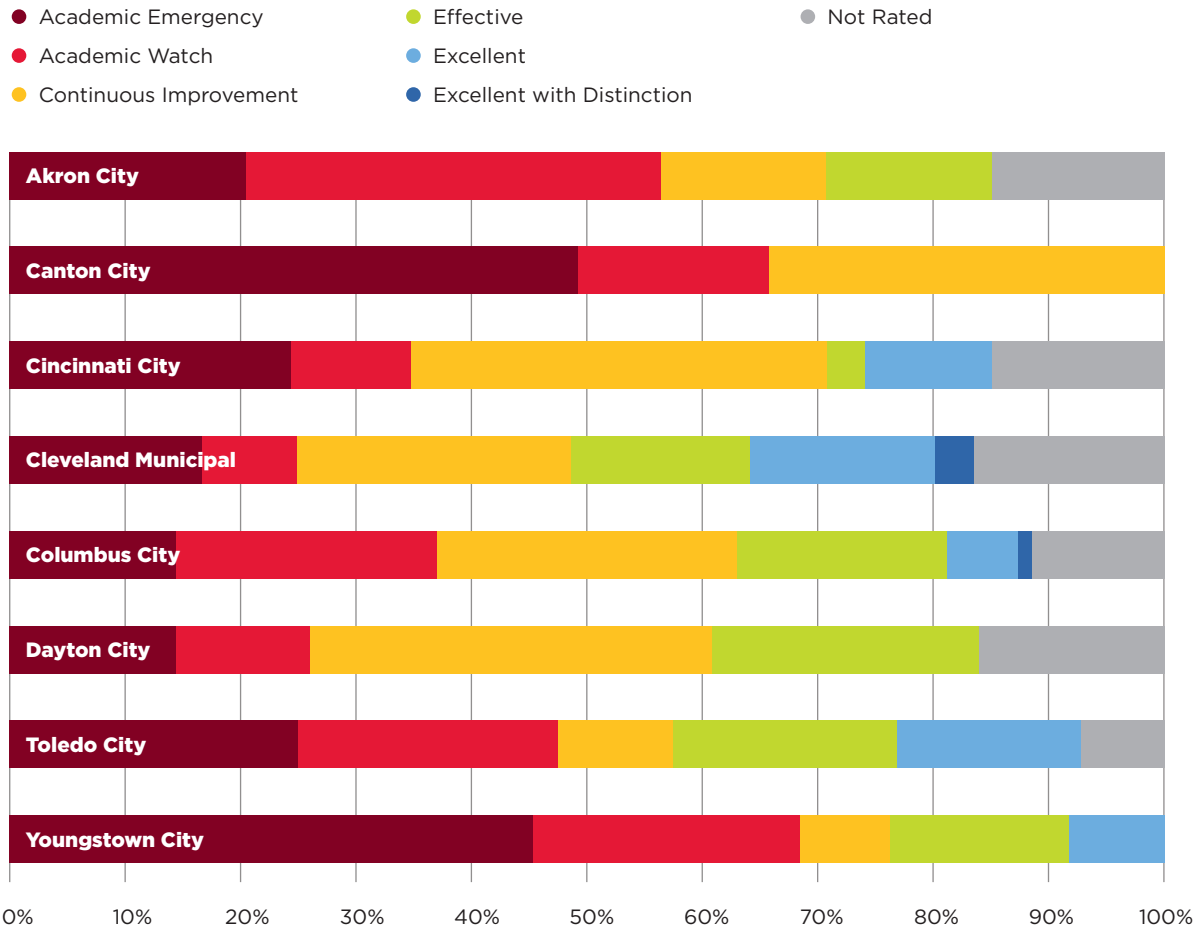
## Percentage of Traditional Public Schools by State Rating in each Ohio 8 District: 2012 Preliminary




Note: 2011 – 2012 performance data are preliminary.

**FIGURE 6**

## Percentage of Community Schools by State Rating in each Ohio 8 District of Location: 2012 Preliminary




Note: 2011 – 2012 performance data are preliminary.

## Schools of Promise

Schools of Promise have not yet been designated for the 2011 – 2012 school year. This section will be revised once Local Report Card data have been finalized and the selection has been made.

## 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. Under ORC §3314.35, community schools are required to close due to poor academic performance, as evidenced by state ratings (applies to all grade levels), and Value-Added metrics (applies to schools with any grades 4 – 8, and no grades higher than 9).

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 ORC Chapter 3323. In addition, schools that primarily serve students in a dropout recovery program that is operated by the school and have been granted a waiver under ORC §3314.36 also are exempt from closure.

There can be no stronger accountability consequence for community schools than school closure. Amended Substitute House Bill 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.

| 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 in 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 |

The community school closure law was first implemented at the end of the 2007 – 2008 school year, with the first schools required to close at the end of the 2008 – 2009 school year. To date, the community school closure law has required the closure of 20 community schools.

## Closure Law Impact

| YEAR | NUMBER OF CLOSURES REQUIRED BY LAW |
|---|---|
| 2008 – 2009 | 3 |
| 2009 – 2010 | 10 |
| 2010 – 2011 | 4 |
| 2011 – 2012 | 3 |

## Value-Added Performance Data

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. Information that represents Value-Added results typically is included in this report. However, since this information is not complete for the 2011 – 2012 school year, the report will be updated once the figures are available.



# SUSTAINED STUDENT ENROLLMENT







## Community School Enrollment

As of June 2012, more than 100,000 Ohio students were enrolled in the 355 community schools that operated during the 2011 – 2012 school year. **Figure 7**, which uses the full-time equivalent enrollment of students, shows that enrollment in Ohio community schools has grown each year. **Figure 8** shows a general upward trend in the number of community schools operating over time.

**FIGURE 7**

### FTE of Community School Students: 1999 – 2012

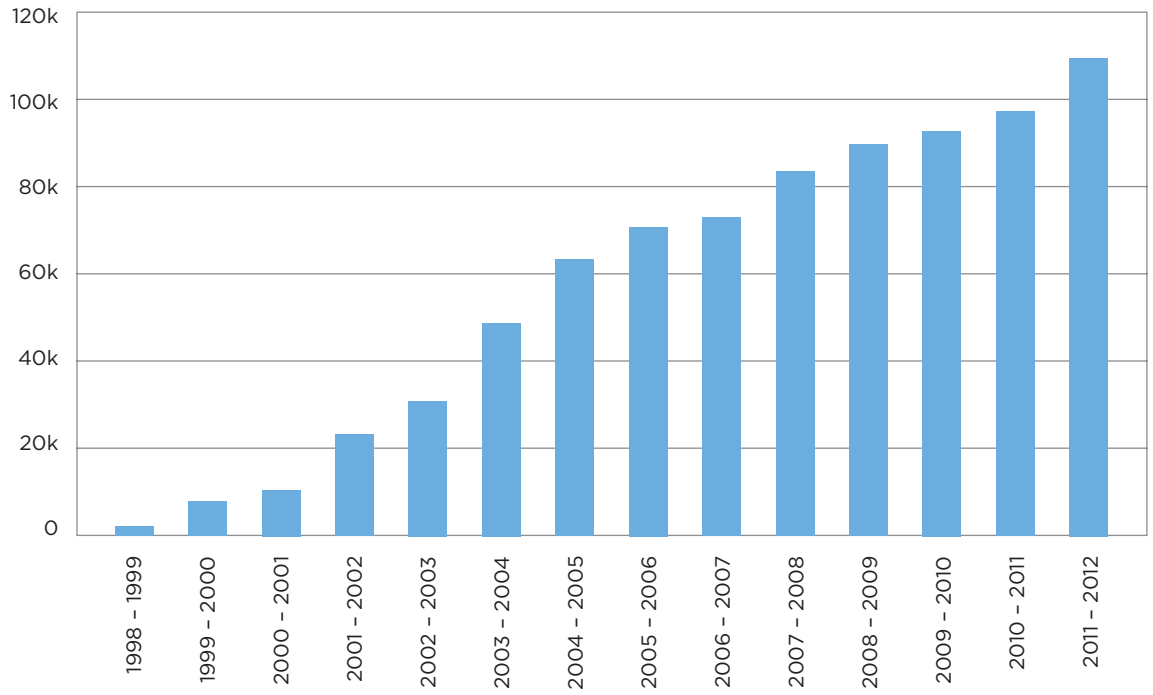
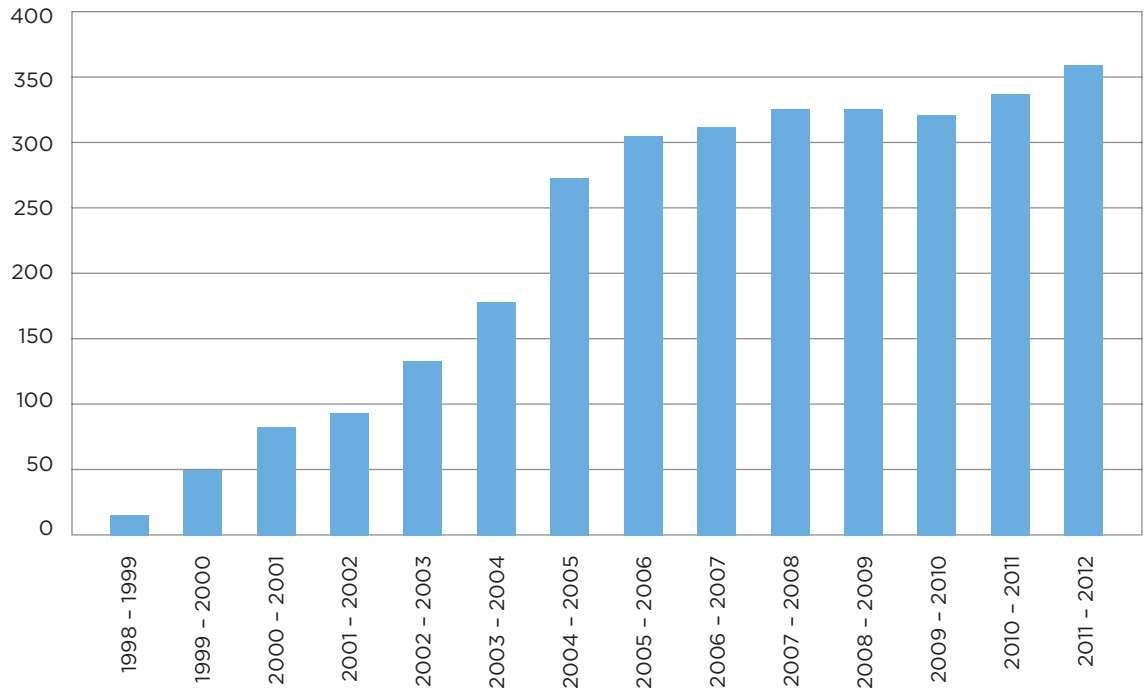


**FIGURE 8**

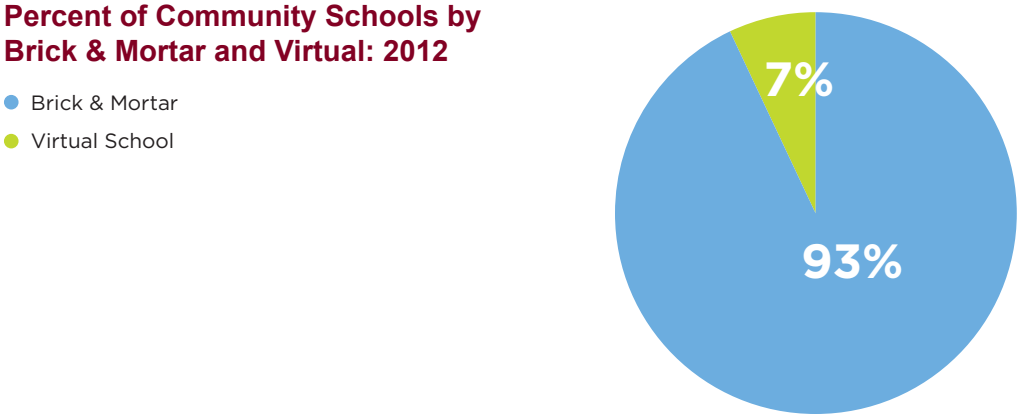
## Number of Community Schools: 1999 – 2012



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

**FIGURE 9**

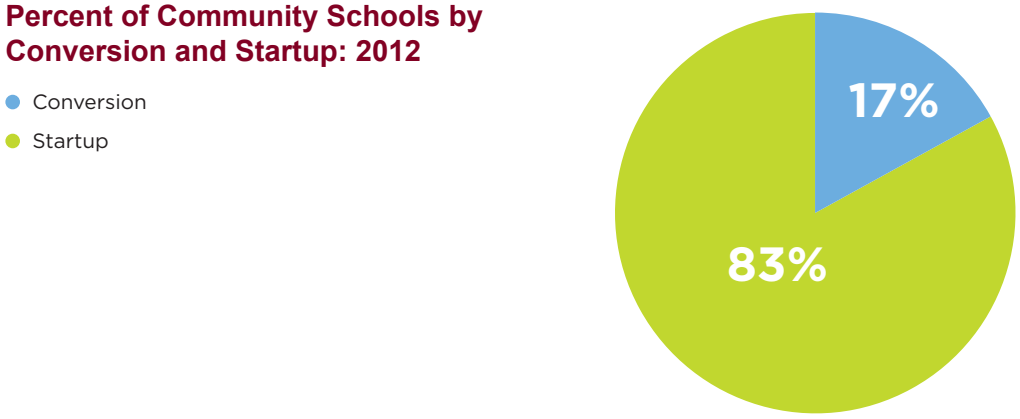
### Percent of Community Schools by Brick & Mortar and Virtual: 2012




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 new virtual schools each year, beginning in January 2013.

**FIGURE 10**

### Percent of Community Schools by Conversion and Startup: 2012



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. The second type, referred to as new start-up community schools, may locate only in a district that meets the definition of a Challenged school district at the time that the charter school executes its contract. The ratio of new start-up to conversion schools remained virtually unchanged from the previous year.

Charter school law defines three special school categories: special education schools and two separate categories of dropout recovery schools. Schools may meet the definition of all or none of the special school categories. Those schools that do not meet any of the definitions are referred to as general education schools.

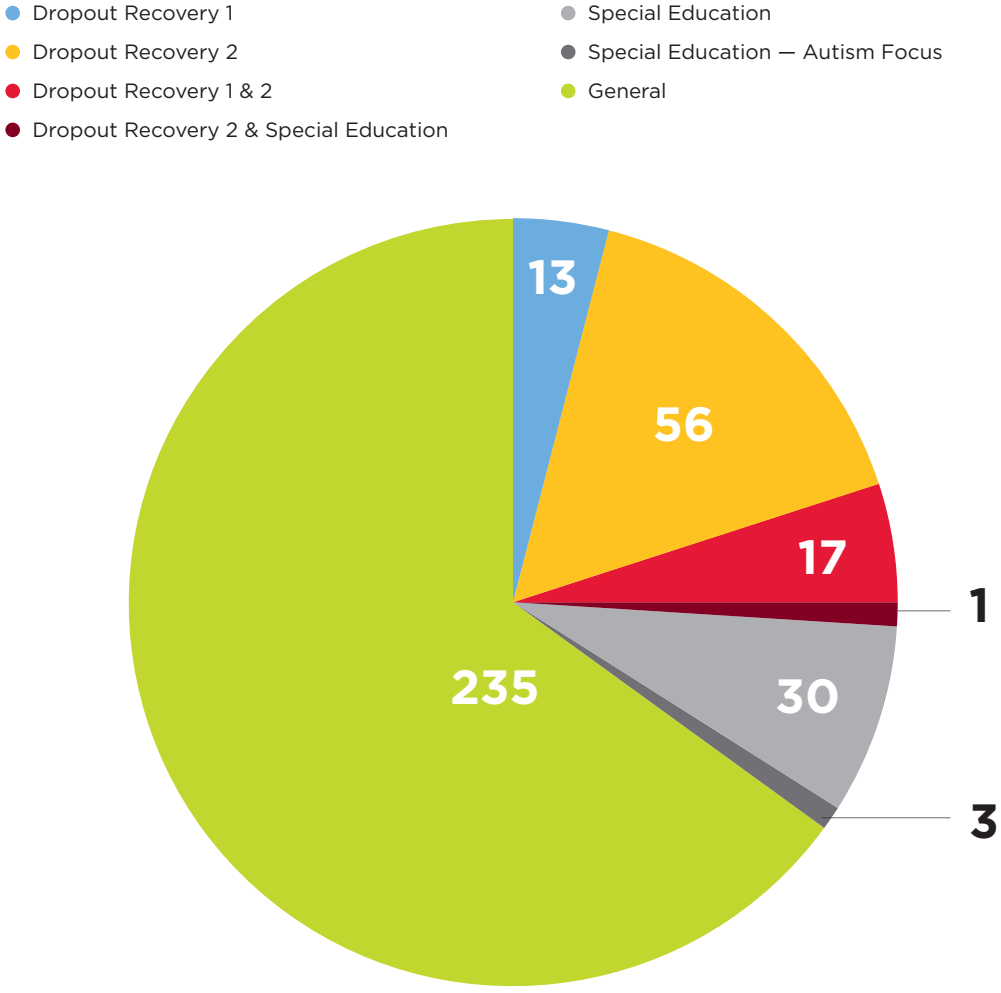
Special education schools are those schools that report more than half of their students had Individual Education Plans (IEPs) during the school year. Schools that have an autism focus are those special education schools that aim to serve autistic students per their community school contract. Special education schools are exempted from closure for poor academic performance by ORC Section 3314.35.

Schools listed as Dropout Recovery 1 are sponsored by traditional school districts that have been granted waivers under ORC Section 3302.02(C)(6)(a) from rolling the school's Local Report Card data up into sponsoring district's Local Report Card data. The majority of students in these schools has dropped out of school or is at risk of dropping out of school.

Schools listed as Dropout Recovery 2 have been granted waivers under ORC Section 3314.36 exempting them from closure under ORC Section 3314.35 due to continued poor academic performance. A majority of the students in schools designated as Dropout Recovery 2 have dropped out of school or are at risk of dropping out of school. The school must fulfill a number of programmatic conditions as stated in ORC Section 3314.36 in order to receive a waiver. The percentage of schools in each category remained virtually unchanged from the previous year.

**FIGURE 11**

## Number of Community Schools by Student Population Focus: 2012




Note: 2011 – 2012 demographic data are preliminary.



# FISCAL ACCOUNTABILITY







# Strengthened Community School Financial Accountability

## Financial Stability of Community Schools

The Office of Community Schools (OSC) has been proactive in its approach to addressing substandard practices in financial reporting. OCS takes precautions to ensure that all funds, including federal Public School Charter Program (PSCP) grant 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.

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. No community schools have been added to the unauditable list for two years.

## Supporting Community School Sponsor Accountability and Oversight

The community school contract specifies the academic, fiscal, governance and accountability plans that the school's governing authority is responsible for carrying out. The sponsor has two primary functions: 1) to provide technical assistance to its community schools in helping them meet their contractual goals, objectives and requirements; and 2) to oversee, monitor and hold them accountable for their performance and the terms of their contract. There are specific monitoring actions a sponsor must take and two, relevant to community school financial accountability, have been strengthened by law. The sponsor must review both financial and enrollment information for each community school on a monthly basis. Previously the sponsor had no requirement to review enrollment data and reviewed financial information every other month. This change is expected to improve the sponsor's ability to intervene more timely should a school show signs of enrollment, and subsequent financial instability.



# SPONSOR ACCOUNTABILITY & OVERSIGHT







## Sponsor Performance Review Process

OCS's Sponsor Performance Review (SPR) process is designed to measure sponsor capacity and compliance with the sponsor's obligation to provide oversight, monitoring and technical assistance to schools, along with intervention and corrective action when necessary. The SPR establishes a set of high-quality professional standards, along with a system of evaluation that leads to improved authorizer practices, which, in turn, promotes 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. The department's authority over all sponsors, and hence its ability to apply a sponsor evaluation to all sponsors was clarified by the Ohio legislature in October, 2009.

In 2011 – 2012, and continuing into 2012 – 2013, the SPR has undergone revision based on stakeholder input. A representative group of startup and conversion sponsors and sponsor and school interest groups met bimonthly to redesign the SPR, retaining verification of a sponsor's monitoring obligation, while expanding the review to include a focus on quality of sponsorship that is built on the National Association of Charter School Authorizer's (NACSA's) Principles and Standards for Quality Charter School Authorizing and its Authorizer Evaluation Framework. Additionally, the revised SPR integrates an element of peer review not used in prior versions. The revised SPR is being deployed in the 2012 – 2013 school year.

## New Community School Site Visits

OCS staff made site visits to all new community schools before and/or soon after their opening to meet school staff, view facilities and to assess certain compliance requirements. As part of these visits, OCS staff reviewed aspects of school safety and accessibility, separateness from district schools (if conversions), enrollment, attendance documents and curriculum materials.



# LEGISLATION







## 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 trace the changes enacted, by legislative session and bill number.

## Community School Legislative History

**2012**

**129TH GENERAL ASSEMBLY 2011 – 2012**

### House Bill 525

- Allowed the mayor of Cleveland to establish and appoint a board of directors of a Municipal School District Transformation Alliance as a nonprofit corporation.
- Required the Alliance, if created, to (1) confirm and monitor a "transformation alliance education plan" prepared by the mayor, (2) suggest national education models for and provide input in the development of new district schools and partnering community schools, (3) report annually on the performance of all municipal school district schools and all community schools located in the district, (4) make recommendations to the Department on the approval of sponsors of new community schools located in the district.
- Sunsets the authority to create an Alliance on Jan. 1, 2018, and terminated any Alliance created under the bill on that date.
- Required ODE, the Transformation Alliance, if created, and a statewide nonprofit community school sponsor organization, to work jointly to establish criteria for both (1) sponsor to use to determine if they will sponsor new community schools in the municipal school district by April 30, 2013, and (2) ODE and the Alliance to use in assessing the ability of a sponsor to successfully sponsor schools in the district.
- Beginning with any community school that opens after July 1, 2013, required each sponsor to use the criteria developed jointly by the Alliance, Department and statewide sponsor organization to determine whether it will sponsor a new community school in the municipal school district.
- Authorized a municipal school district, with the approval of the community school governing authority, to elect to have the student performance data of a community school located in the district combined with the district's data on the district's annual state report card, if the district either sponsors the community school or has entered into an agreement with the school to endorse each other's programs.
- Authorized a municipal school district, at its own discretion, to elect to have the number of students enrolled in a community school located in the district noted separately on the district's report card, if the district either sponsors the community school or has entered into an agreement with the school to endorse each other's programs.
- Required the district, by Oct. 1 each year, to submit documentation to ODE indicating eligibility for the election to include a community school's data on its report card.

2012

**House Bill 525** *(continued)*

- Authorized the school board of a municipal school district to propose a levy for current operating expenses, a portion of which would be allocated to "partnering" community schools and distributed among those schools on a per-pupil basis.

**Senate Bill 316**

- Specified that unless the General Assembly enacts performance standards, a report card rating system, and closure criteria for community schools that operate dropout prevention and recovery programs by March 31, 2013, those schools are subject to permanent closure under the existing criteria that applies to other community schools. Also specified that only the performance ratings issued to schools that operate dropout programs for the 2012 – 2013 school year and later count in determining if a school meets the closure criteria.
- Defined "blended learning" as "the delivery of instruction in a combination of time in a supervised physical location away from home and online delivery whereby the student has some element of control over time, place, path, or pace of learning."
- Required the State Board of Education to revise its existing operating standards for school districts and chartered nonpublic schools to include standards for blended learning programs.
- Required the operating standards to provide for student-to-teacher ratios whereby no blended learning classroom is required to have more than one teacher for every 125 students.
- Required an operating standard that provides for "the licensing of teachers, administrators, and other professional personnel and their assignment according to training and qualifications."
- Required the State Board to provide standards for the following:
- Licensing of teachers, administrators, and other professional personnel and their assignment according to training and qualifications;
    - Efficient and effective instructional materials and equipment, including library facilities;
    - Proper organization, administration, and supervision of each school, including regulations for preparing all necessary records and reports and the preparation of a statement of policies and objectives for each school;
    - Buildings, grounds and health and sanitary facilities and services;
    - Admission of pupils, and such requirements for their promotion from grade to grade as will ensure that they are capable and prepared for the level of study to which they are certified;
    - Requirements for graduation; and
    - Such other factors as the Board finds necessary.
- Required school districts, community schools, STEM schools, public college-preparatory boarding schools and chartered nonpublic schools that operate a blended learning school, or that plan to cease operating one, to notify ODE by July 1 of the school year for which the change is effective.
- Permitted a school already operating a blended learning program to notify the Department of Education within 90 days after the bill's effective date and request classification as a blended learning school.

2012

**Senate Bill 316** *(continued)*

- Specifies that an Internet or computer-based community school is not a blended learning school, and that the bill's provisions addressing blended and digital learning do not affect current law with respect to the operation of and state payments to e-schools.
- Required ODE to provide information on the use of blended or digital learning in the delivery of the standards or curricula to students whenever the State Board adopts new state academic standards or model curricula.
- Required community schools to comply with an existing law requiring each school district to adopt a promotion and retention policy that prohibits the promotion of a student who has been truant for more than 10 percent of the school year and has failed at least two of the required subjects, unless the principal and teachers in the failed subject agree that the students is academically prepared for the next grade.
- Revised and updated the definition of "sponsor" for purposes of the community school laws to explicitly include boards of school districts and ESCs that agree to the conversion of a school or building and grandfathered sponsors, which are exempt from having to obtain ODE's approval to sponsor community schools.
- Increased to five the number of governing authorities of start-up community schools on which a person can serve at the same time.
- Allowed the governing authority of a community school to establish a single-gender school without establishing a comparable school for the other gender.
- Revised an uncodified provision enacted in 2011 in HB 153, and in each prior budget act since 2005, to permit a community school operating from or in a residential care facility, as long as the school was operating in Ohio before May 1, 2005, regardless of whether the school was operating from or in the facility on that date.
- Required ODE to make available a copy of every approved community school contract filed with the Superintendent of Public Instruction on its website.
- Made permanent the exclusion from the ranking calculations of community schools that primarily serve students with disabilities.
- Required ODE to include schools that operate dropout programs when calculating the composite Performance Index scores of community school sponsors for the purpose of sponsor rankings, if the schools become subject to the existing closure criteria.
- Excluded community schools that have been in operation for less than two full school years from counting in the annual rankings of community school sponsors.
- Specified that ODE's Office of School Sponsorship must be included in the annual rankings of community school sponsors, but exempted the Office from the prohibitions against sponsoring additional community schools.
- Required the Department to publish the rankings between Oct. 1 and Oct. 15.
- Stated that the General Assembly intends to enact a law, not later than Dec. 31, 2012, that establishes a battery of measures to be used to rate the performance of the sponsors of community schools and to determine whether an entity may sponsor additional community schools.

2012

**Senate Bill 316** *(continued)*

- Designated ODE's Office of School Sponsorship as the entity within the Department that may assume sponsorship of a community school whose sponsor is found not to be in compliance with state rules or its contract with the community school.
- Permitted the Department to deny an application for direct authorization submitted by an existing community school, if the school's previous sponsor did not renew its contract with the school.
- Required school district boards of education monthly to review community school enrollment for students who are entitled to attend school in the district and verify the community school in which the student is enrolled and that the student is entitled to attend school in the district under law.
- Authorized community school governing authorities to adopt a policy for initial reporting that prescribes the number of documents required to verify a student's residency. If adopted, this policy supersedes any policy adopted by a school district.
- Codified current Department of Education policy by specifying that "the school district in which a parent or child resides is the location the parent or student has established as the primary residence and where substantial family activity takes place."
- Specified that the following documents may serve as evidence of primary residence:
  - A deed, mortgage, lease, current home owner's or renter's insurance declaration page or current real property tax bill;
  - A utility bill or receipt of utility installation issued within 90 days of enrollment;
  - A paycheck or paystub issued to the parent or student within 90 days of the date of enrollment that includes the address of the parent's or student's primary residence;
  - The most current available bank statement issued to the parent or student that includes the address of the parent's or student's primary residence;
  - Any other official document issued to the parent or student that includes the address of the parent's or student's primary residence. (Requires the Superintendent of Public Instruction to develop guidelines for determining what qualifies as an "official document.")
- Specified that when a student becomes a homeless child, or when a homeless child changes living arrangements, the district in which the student is entitled to attend school must be determined in accordance with current state and federal law governing education of homeless children.
- Specified that in the event of a disagreement, the state Superintendent must determine the district in which the student is entitled to attend.
- Required that when a school district and community school reach different determinations as to a student's school district, the community school is to provide the district with documentation of the student's residency and make a good faith effort to accurately identify the student's residence. The community school cannot appeal to the state Superintendent until doing so, and any appeal must be within 60 days after the Department's monthly deadlines for reporting enrollment. The state Superintendent must make the determination within 30 days after the community school presents the matter.

2012

**Senate Bill 316** *(continued)*

- Made no statement about withholding payments, but required the state Superintendent to direct any necessary adjustments to deductions and payments after resolving a dispute.
- In addition to community schools, as under current law, included public college-preparatory boarding schools in the right of first refusal for real property that a school district chooses to sell. When offering unused real property for sale or lease to community schools located in the district, as required under current law, permitted, but did not require, a school district also to make that offer to existing community schools or college preparatory-boarding schools with plans to relocate operations to the district.
- Specified that the appraised fair market value of the property must be determined by an appraisal that is not more than one year old.
- Specified that if the district conducts an auction or lottery to select a community school or college-preparatory boarding school to purchase or lease the property, because more than one eligible party notifies the district of its interest, the auction or lottery must be conducted only among the parties that notified the district of their interest, instead of among all eligible parties, as required under current law.
- Adds nonprofit private colleges and universities and chartered nonpublic schools to the list of entities that may purchase real (or personal) property of a school district directly without purchasing it at a public auction.

2011

**129TH GENERAL ASSEMBLY 2011 – 2012**

**House Bill 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

2011

**House Bill 153** *(continued)*

- 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.

2010

**128TH GENERAL ASSEMBLY 2009 – 2010**

**House Bill 19**

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

2009

## 128TH GENERAL ASSEMBLY 2009 – 2010

### House Bill 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

### House Bill 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

2007

## 127TH GENERAL ASSEMBLY 2007 – 2008

### House Bill 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

2007

**House Bill 119** *(continued)*

- 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

**House Bill 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

2005

## 126TH GENERAL ASSEMBLY 2005 – 2006

**House Bill 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

2005

**House Bill 66** *(continued)*

- 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

**House Bill 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
- 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

2003

## 125TH GENERAL ASSEMBLY 2003 – 2004

### House Bill 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

### House Bill 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

2001

## 124TH GENERAL ASSEMBLY 2001 – 2002

### House Bill 94

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

### House Bill 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

1999

## 123RD GENERAL ASSEMBLY 1999 – 2000

### House Bill 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

1997

## 122ND GENERAL ASSEMBLY 1997 – 1998

### House Bill 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

### Senate Bill 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

### House Bill 770

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

## Additional Components of the Community School Annual Report

The remainder of this report presents tables describing school academic and demographic data, enrollment and finance. It also presents the sponsors' 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 2011 – 2012 school year. To view the tables and the accompanying narration, go to **www.education.ohio.gov** and search keywords: *Community Schools Annual Report*.