



New School Application

Ohio Council of Community Schools

Contract Effective Date: July 1, 2018

School Opening Date: Fall 2018

OVERVIEW OF COUNCIL SPONSORSHIP

Dear Prospective Partner:

Thank you for your interest in developing a new community school to serve Ohio's students. The Ohio Council of Community Schools (Council), seeks to develop long-lasting partnerships with groups who share our high standards for quality. Our chartering priority is to develop a robust portfolio of innovative, high performing schools throughout the state. We envision partnerships with organizations that effectively implement a variety of academic programs critical for meeting the unique needs of a variety of students.

Ohio's charter school movement began in 1998 with a small school in Toledo that served fewer than 200 at-risk students. Since then, the movement has evolved into one of the strongest and largest school choice communities in the country. Nationwide, over 6,400 charter schools operate in 42 states and the District of Columbia, serving 2.5 million students. In Ohio, there are 400 charter schools serving approximately 123,800 students. The Council traces its history as one of two original sponsors borne out of Ohio's community school law.

The Council strives to be a leader in the national charter school movement, sponsoring 47 schools across Ohio. Additionally, the Council seeks opportunities to work with partners offering unique choices to students and families. This is why the Council is a proud sponsor of schools implementing a range of educational programs, including those with an emphasis on fitness, environmental studies, college preparatory academics, and project-based learning. The models are implemented through traditional bricks-and-mortar facilities, three statewide virtual schools, and dropout recovery and prevention programs intended to reach Ohio's most at-risk youth.

Our application and contracting processes are firmly rooted in the Principles and Standards for Quality Charter School Authorizing established by the National Association of Charter School Authorizers (NACSA), and you will find them to be rigorous, clear, transparent, and student-focused. As a charter authorizer, we cultivate relationships with sponsored schools based on a balance of autonomy and accountability. We provide meaningful technical assistance to our sponsored schools to help them provide a high-quality education to the students they serve.

If you have further questions, please visit our website at www.ohioschools.org, or contact our Vice President of Policy, Jason Wall, at (614) 545-8592 or jason@ohioschools.org.

Yours in education choice,

Lenny Schafer, M.Ed., PCC-S
Executive Director

OVERVIEW OF NEW SCHOOL APPLICATION PROCESS

Applicants seeking a charter contract from the Ohio Council of Community Schools must go through our application review process. Throughout the application review process, the Council will communicate important information to the lead contact listed on the Proposal. Please promptly notify the Council of any changes to the lead contact. The application steps for new school sponsorship are listed briefly below. The Phase One Application timeline is found on page 3 and the instructions are on page 4.

1. Complete a Proposal online (www.ohioschools.org/schools/futureschools)
2. Complete a Phase One Application
3. Participate in an Applicant Interview
4. Adoption of a Preliminary Agreement
5. Negotiate and Execute a Contract

Please note, this New School Application is to be used by any entity hoping to open a new charter school in the fall 2018. This includes any school currently in operation looking to replicate their success.

Any information submitted through the application may constitute a public record, subject to disclosure under the Ohio Public Records Act.

As the Council's lead contact for charter applications, please feel free to contact me through email at jason@ohioschools.org or by phone at (614) 545-8592. Thank you in advance for your time and interest in sponsorship with the Council. We look forward learning more about your proposed school!

Best regards,

Jason Wall
Vice President of Policy

Ohio Council of Community Schools
3131 Executive Parkway, Suite 306
Toledo, OH 43606

DETAILED TIMELINE AND DESCRIPTION APPLICATION PROCESS

Deadline Deliverables and Deadlines – Opening Fall 2018

<p>Step One: Submit New School Proposal</p>	<p>August 25, 2017</p>	<p>Submit New School Proposal</p> <p>Applicants interested in sponsorship must submit a New School Proposal. Applicants that demonstrate academic and financial capacity will be invited to fill out a Phase One Application.</p> <p>Interested applicants should fill out and submit a proposal (available on our website), and may contact Jason Wall at jason@ohioschools.org.</p>
<p>Step Two: Submit Phase One Application</p>	<p>October 27, 2017</p>	<p>Submit Phase One Application</p> <p>The Phase One Application will describe the basic elements of the applicant’s plan for establishing a charter school. It will be reviewed and evaluated against criteria described in the application packet.</p> <p>Upon submission, the Council’s New School Development Team will review the application and decide if the applicant is invited to an applicant interview. In the case of a rejected Phase One Application, the Council will provide the applicant with a written explanation. The New School Development Team will provide written feedback to all applicants within 30 days of receipt by the Council.</p>
<p>Step Three: Phase One Applicant Interview</p>	<p>January 12, 2018</p>	<p>Phase One Applicant Interview</p> <p>Following the review of the Phase One Application, the Council’s New School Development Team will conduct an applicant interview, which will include governing board members, school leaders, corporate management and other key stakeholders.</p>
<p>Step Four: Adoption of a Preliminary Agreement</p>	<p>February 16, 2018</p>	<p>Adoption of a Preliminary Agreement</p> <p>The New School Development Team will make recommendations to the Council’s Board to adopt and issue a Preliminary Agreement. The Governing Authority then needs to meet to approve, execute, and return the Preliminary Agreement to Jason Wall.</p>
<p>Step Five: Negotiate and Execute a Contract</p>	<p>April 13, 2018</p>	<p>Negotiate and Execute a Contract – Effective Date July 1, 2018</p> <p>Deadline for the completion of the charter contract negotiation and execution process.</p>

PHASE ONE APPLICATION OVERVIEW

Instructions

1. Please carefully review the list of contents required by the Phase One Application.
2. To determine what constitutes a compelling, high-quality application, consult the Phase One Application Evaluation Rubric (page 12).
3. If you have any questions regarding the Phase One Application, please feel free to contact Jason Wall.
4. Complete the Phase One Application by the deadline listed above, and send an electronic copy to Jason Wall (jason@ohioschools.org).

Contents of the Phase One Application

- Cover page, including name and location of the proposed school.
- A narrative, not to exceed 25 pages (attachments are not included in the page limit).
- Attachments, providing additional information supporting the narrative. All attachments should be numbered and clearly referenced in the Phase One narrative. Choice of attachments is at the discretion of the applicant. Examples of attachments in the Phase One Application include curriculum samples, letters of support, financial statements/audits, local report card data for existing schools, or any additional information that you feel will help us better understand your application.

Phase One Scoring

Applicants receiving a Phase One score of 36 or above will be invited to participate in an interview with the Council's New School Development Team. Please refer to the scoring rubric on pages 12-13.

PHASE ONE APPLICATION NARRATIVE OUTLINE

Needs Assessment

A. Need

Provide a needs assessment which identifies the target neighborhood and student population. A quality needs assessment examines relevant market research of the community, including the performance of surrounding schools, reviews specific neighborhood and student demographics, and makes a compelling case as to the need for the proposed school at this particular time in this specific location.

Evaluation Criteria: *Reviewers will look for solid research, and a compelling description of the unique needs of the community and target student population that the school intends to serve and answers the question, “why this school, and why this location?”*

The School’s Mission, Vision and Values

A. Mission

Explain the mission of the proposed community school. Provide a clear and concise statement that defines the purpose and nature of the school. What makes the mission unique for the target community and how will the mission be measured – how will the school know if it is meeting its intended purpose?

Evaluation Criteria: *Reviewers will look for a clear and compelling mission statement that is meaningful, manageable and measurable.*

B. Vision

Clearly identify the school’s vision for students. An effective vision statement provides reviewers with an image of the future that the school wishes for students. The vision statement should articulate what the school will achieve for the school community.

Evaluation Criteria: *Reviewers will evaluate how the school’s mission and vision are aligned.*

C. Values

Define the values of the proposed school and describe how they are supported by the mission and vision. The values lay the groundwork for the school’s climate, culture and community.

Evaluation Criteria: *Reviewers will consider how the school’s core values are supported by the mission and vision. Reviewers will seek to understand how the core values influence the school’s proposed program.*

Educational Program

A. Curricular Plan

Provide an overview of the research-based educational plan. Describe how the curriculum aligns with the College and Career Ready Standards (also known as the “Common Core Standards”) and Ohio Department of Education achievement testing. Discuss the curricular tools that will comprise the school’s academic program (textbooks, manipulatives, technology, software, web-based applications, curricular programs etc.). Describe how the proposed plan will result in student mastery of grade-level academic content standards and close achievement gaps between relevant student subgroups. A good educational plan also will demonstrate how the needs of students will be met and how teachers will differentiate instruction for all students.

Evaluation Criteria: Reviewers will look for a curricular plan that implements the mission as described in the application and responds to the needs of the target student population. Reviewers will look for a plan which will demonstrate how curricular tools and content are research based and meet the diverse needs of individual students. Reviewers will look for evidence that the curricular plan is founded in an understanding of effective educational practices, and differentiates learning for all students.

B. Instructional Practices

Provide detail of the instructional practices of the proposed school (for example: project based learning, direct instruction etc.). Discuss the specific instructional strategies and practices that will be necessary for successful implementation of the curriculum. Please detail the teaching pedagogies that will be in place at the school and what methods will be used to monitor and support classroom teachers as they implement this programming. Describe the proposed school calendar, including the number of days and hours the school will be in session and the way the school day will be organized for instruction, independent study and extra- or co-curricular activities. For illustrative purposes, it may be helpful to summarize a day in the life of a typical student at your proposed school.

Evaluation Criteria: Reviewers will look for instructional practices which are engaging and consistent with the mission/vision/values of the school. Reviewers will look for instructional practices that are research-based, and will lead to successful implementation of the curriculum. Reviewers will seek to identify opportunities for students to be authentically engaged in active/experiential learning which provides critical and higher-order thinking skill instruction.

C. Assessment

Describe the school's approach to assessment, including which assessment tools will be administered. Discuss the use of diagnostic, formative, and summative assessments, including how they will be used to evaluate academic progress of individual and cohorts of students. Explain the use of these assessments toward meeting the goal of increased student growth, achievement

and college and career readiness. Describe how the school will use assessment results to make instructional adjustments. Please also provide information about the data collection and monitoring systems to be used at the school and how the use of data will be monitored.

Evaluation Criteria: Reviewers will look for an assessment approach that describes the process of administering and analyzing diagnostic, formative and summative assessments. Reviewers will expect to see how the school integrates multiple measures of assessment data to inform key decisions aimed at improving instructional decision making and increased academic outcomes.

D. Special Student Populations

Describe the implementation of the school's programs and services for special student populations, including: 1) students with disabilities; 2) students who are English Language Learners; 3) students who are at-risk of academic failure; and, 4) students who are academically advanced or gifted. Please discuss programs and services separately for each special student population.

Information for each group of students should demonstrate how these special student populations will be provided with full and meaningful access to participate and progress in the general educational curriculum, and how the classroom environment and instructional approach will be responsive to the needs of these groups of students. Describe the process the school will use to identify students with potential disabilities. The school may wish to provide examples of strategies aligned with each of the three levels within Response to Intervention (RTI). The school should discuss how RTI (or a research-based equivalent) efforts will be implemented and monitored. Include information about the school's planned methods and strategies for serving students with disabilities in compliance with all federal laws and regulations in Individuals with Disabilities Education Act.

Evaluation Criteria: Reviewers will look for processes and procedures that the proposed school will employ to identify, assess, and serve special student populations. Reviewers will look for a general education classroom environment which is responsive to unique needs and how the proposed school will provide all students with meaningful access to participate and progress in the general education curriculum. Reviewers will look for demonstrated capacity for the education of special student populations, a commitment to serving the needs of special populations and knowledge of the school's obligations under state and federal law. Reviewers will also evaluate the school's understanding of and ability to implement efforts within the identified intervention construct and will look for specific methods that will be used to monitor and effectively implement this process.

E. School Culture and Climate

Describe the strategies that the school will employ to develop and sustain a safe and orderly school climate that supports the achievement of the proposed outcomes. Explain the school's approach to student behavior management and discipline for both the general student population and for students with special needs. Explain how the school will encourage family involvement and communication to support student learning, and how it will measure satisfaction with school

climate. Explain the extra-curricular activities (intramurals, student council, clubs etc.) within the school. Describe the school's suspension/expulsion policy.

Evaluation Criteria: Reviewers will look at the methods by which the school will evaluate that the environment is safe and conducive to learning. Reviewers will look to see how parents are incorporated into the school culture and the extra-curricular activities that promote a healthy culture. Reviewers will look to ensure that the school can adequately handle student discipline.

F. Proposed Outcomes

The proposed outcomes in this section should be derived directly from the needs assessment and plans outlined in the sections above. Community school accountability is based largely on academic outcomes but also on unique goals developed by each school that are tied to its mission, vision and values. What mission-specific metrics do you believe effectively evaluate the achievement of the school's mission? What data will the school report to the sponsor and governing authority to prove that the needs of the students are being met? This information will provide reviewers with an understanding of what standards the applicant believes best supports the evaluation of the school's proposed educational plan. Information in this section should also discuss how the governing authority and management team will monitor these goals.

Evaluation Criteria: Reviewers will look for a commitment to accountability for results and evidence of the competence to achieve those results. Reviewers will also look for goals that are clear, measurable and data-driven as well as goals that are implemented through the school's educational program. For existing models, please feel free to attach evidence of successful outcomes within your existing portfolio of schools. Reviewers will look to ensure that the school consistently monitors and reports data to the sponsor and governing authority.

School Governing Authority

A. Governance

Please provide a copy of the school's articles of incorporation as a public benefit corporation, along with corresponding bylaws as filed with the Ohio Secretary of State's office. Phase One Applicants are required to demonstrate compliance with at least three governing authority members. Phase Two Applicants are required to demonstrate compliance with five governing authority members. In addition to providing a resume and BCII/FBI background check for each member of the school's governing board, please outline the role the board sees for itself as it relates to the governance of the school.

Evaluation Criteria: Reviewers will look for by-laws which describes a governance structure that is distinct from the management of the school. Reviewers will also look for clean BCII/FBI and look to rule out conflicts of interest for the five governing authority members.

Organizational Capacity

A. Operations

Describe the organizational structure of the proposed school and provide an organizational chart. Describe the roles and responsibilities of the school leader and other key personnel. If the school leader is not yet selected, discuss the criteria for selection of a high-quality leader and time frame for hiring. Describe what role an Education Management Organization (EMO) or CMO (if appropriate) will play in the ongoing support of school leadership and operations of the school. Describe in detail the services the EMO will provide to the school (e.g., curriculum, special education services, start-up capital, etc.).

Evaluation Criteria: Reviewers will look for an operator that has capacity and provides support, services and tools to the school staff. Reviewers will look for an organizational plan for the school, including a clear delineation of management and governance.

B. Enrollment and Marketing

Summarize the recruitment process and marketing plan. If you are hiring a vendor or outsourcing recruitment efforts, please provide details as to how this will be implemented, along with a timeline of proposed events. Explain the school's admission policy.

Indicate the number of students projected to be enrolled the first year, as well as during years 2-5, and the proposed grade levels to be served each year. Explain in detail your rationale for selecting this particular school size, and provide specific evidence that the demand for your school is sufficient to sustain projected enrollment figures. If a survey is conducted to assess the demand for the school, please include a summary of survey results, the survey itself and response rate figures.

Evaluation Criteria: Reviewers will look for an enrollment and marketing plan that targets the identified community is time sensitive and realistic. A description of the school's admissions policy will also be reviewed.

Financial Viability

A. Budget

Provide the school's estimated costs and revenues from the school's pre-operational start-up phase through the first year of operation, including assumptions behind revenue and expenditure projections. Budget assumptions should be detailed, explaining the rationale for each line item within the budget. (For example, details regarding average staff salary, costs for materials and supplies, lease and/or construction costs, technology, etc. should be explained thoroughly.) Provide the name of your school's fiscal officer. If a fiscal officer has not been secured, list candidates being considered and a deadline date for hiring. Also, if an EMO or third party are

providing a loan to cover up-front costs, please describe how these costs will be charged back to (and paid by) the school? How much debt is anticipated for the school and what are the payment terms? What is the management fee? Please describe any fundraising efforts that have been completed or are anticipated in support of the school.

The proposed budget should include only those grants or in-kind donations which have already been firmly committed. A letter of commitment from funders must be included in the attachments for any fundraising revenue. If you are planning to pursue certain grants or donations, but have not yet received a commitment for these contributions, do not include them in your budget – instead, provide a description of these potential contributions in your narrative (including the source, estimated amount of contribution and expected date of receipt, if known). The proposed budget should be considered the operational business plan for the school.

Evaluation Criteria: Reviewers will look for a budget plan that utilizes the current school funding model and state per-pupil allocation formula, strategies to ensure the school's financial viability and detail regarding supplemental revenue. Reviewers will also look for a budget plan that makes the most of limited funds and ensures that public funds will be used effectively and responsibly. Reviewers will look to see that the school will be fiscally sustainable by year four.

Existing Design Applicants (not applicable if you have never opened a school)

An existing design applicant is one that is proposing to a) contract with an Educational Management Organization (“EMO”) or Charter Management Organization (“CMO”), or b) replicate an existing high-quality school model.

In the case of existing design applicants, the Council will conduct due diligence to review and evaluate the effectiveness of the EMO/CMO or of the high-quality model in existing schools and the capacity of the applicant and its partners to replicate the design as indicated in the application. The review and evaluation, which may include research, interviews and visits to existing schools, will examine a range of factors, such as whether the existing school has been proven effective. The applicant must provide evidence that the existing design has been successful and demonstrates a direct relationship between program elements and student achievement. The applicant must also demonstrate that the proposed EMO/CMO has a track record of success.

Include detailed answers to the following questions as a Phase One Application Attachment. As a reminder, this attachment will not count against the page limit. All answers must include information for replication schools in your organization and should reflect the last three consecutive years of data.

A. Academic Program

- Provide evidence that the schools implementing the program are making academic achievement and growth progress as measured by their states’ systems of accountability.
- How are the schools that have implemented the proposed design meeting the mission-related goals they have established?
- What are attendance and graduation rates of the schools?

B. Organizational Capacity and Compliance

- What are the student and staff retention rates for each school?
- What is the name and contact information of your current authorizer/sponsor?
- Please submit compliance reports from your current authorizer/sponsor for the last three school years.
- Do any schools have existing issues related to legal compliance? (For example, corrective action, probation, or suspension of operations (or threatened) by the authorizer/sponsor for deficiencies or noncompliance. If so, please explain and note how it was remedied.)
- Have any charter contracts been terminated, revoked, or non-renewed? If yes, please detail the reasons.
- Have any management agreements been terminated or non-renewed? Please list reasons for any positive answers under this section.
- What is the school's (or EMO/CMO's) process for attracting and retaining high quality employees?
- What are the frequency and results of parent satisfaction surveys?

C. Financial Viability

- Are any schools on financial probation, or have they filed for bankruptcy?
- What are the ending fiscal year net assets of all schools for the past three years?
- What are the schools' student enrollment targets for the past three years?
- For the last three school years, please submit all monthly and year-end financial statements and audit reports.

D. Capacity to Replicate

- What are your plans to replicate this model for the upcoming school year?
- What resources exist which will support replication?
- Please provide contact information for at least two of your existing sponsors/authorizers.

E. Management Partnerships

- Provide a copy of the proposed or a current management agreement.

Evaluation Criteria: Reviewers will look for an existing design applicant that has a track record of academic, organizational and financial success as evidenced by data from the operator's report card, financial documents, sponsor interviews, compliance, parent satisfaction and student/staff retention.

PHASE ONE APPLICATION EVALUATION RUBRIC

Responses provided by the applicant, along with the corresponding documentation or attachments, were evaluated by the New School Development Team according to the scoring rubric outlined below. The New School Development Team will issue a score for each of the eligible sections based on the quality of the information provided by the applicant. The scores from each section will be weighted equally; however, any application where an entire section “Falls Far Below Standards” or any application receiving two or more “Falls Far Below Standards” in any two criteria will be rejected.

The scoring rubric is as follows:

Exceeds Standards (3 Points): Meeting the targets for this rating category implies that the application exceeds expectations and has clearly demonstrated the capacity for developing and operating a successful community school. Schools repeatedly receiving this rating warrant consideration for the New School Development Team to encourage approval of the application. Schools repeatedly receiving this rating have clearly outlined expectations of the component questions and have exceeded review criteria established for the standard.

Meets Standards (2 Points): The targets for this rating category set the minimum expectations for a community school that is likely to be successful. Schools repeatedly earning this rating or higher are likely to perform well and are on solid ground for the New School Development Team to consider approval of the application. Schools repeatedly receiving this rating or higher have outlined expectations of the component questions and have met review criteria established for the standard.

Does Not Meet Standards (1 Point): Schools in this rating category have failed to adequately address the component questions and/or meet the established review criteria. Schools repeatedly achieving this rating are more likely to fail to meet minimum expectations for performance. Schools that fall into this category have failed to meet the component questions sufficiently and will not be approved.

Falls Far Below Standards (0 Points): Schools that fall into this rating category are evaluated as highly likely to perform well below the sponsor’s expectations and will not be approved. Schools that fall into this category have not addressed the component questions sufficiently and have significantly failed to meet minimum expectations set by the review criteria.



NEW SCHOOL APPLICATION SCORING SUMMARY

School Name _____

Needs Assessment

A. Need _____

Mission, Vision and Values

A. Mission _____

B. Vision _____

C. Values _____

Educational Plan

A. Curricular Plan _____

B. Instructional Practices _____

C. Assessment _____

D. Special Student Populations _____

E. School Culture and Climate _____

F. Proposed Outcomes _____

School Governing Authority

A. Governance _____

Organizational Viability and Effectiveness

A. Operations _____

B. Enrollment and Marketing _____

Financial Viability

A. Budget _____

Existing Design Applicant Data (if applicable)

A. All Data _____

GRAND TOTAL

Is the Grand Total higher than 36?

_____ Yes, recommend partnership to Committee

_____ No, do not recommend partnership to Committee