



## **ST. ALOYSIUS SPONSORSHIP**

**CALL FOR NEW COMMUNITY SCHOOLS  
To open in FY2018**

### **Philosophy**

*We strive to improve academic results for Ohio's students by partnering with schools that provide comprehensive academic models and the operational and financial sustainability to ensure consistent delivery of quality education for all students while maintaining school operational compliance and fiscal accountability.*

### **Vision**

*Our vision is to ensure that all students, throughout the state of Ohio, have access to high-performing public community schools.*

### **Mission**

*Our mission is to provide strong sponsorship oversight, monitoring and technical assistance – and quality advocacy and support services – to establish and maintain the favorable conditions essential to student and school success.*

Process Managed By:

**Charter School Specialists**  
40 Hill Road South  
Pickerington, OH 43147  
Phone: (614) 837-8945



September 9, 2016

Dear New School Applicant:

St. Aloysius believes every student should have access to a high quality education that meets their unique and individual needs. Further, St. Aloysius is committed to improving and expanding educational opportunities for Ohio students by improving existing schools and creating new schools that address our student needs.

St. Aloysius welcomes local and national applicants to submit proposals for new community schools that will serve the needs of Ohio's children in this *Call for New Community Schools*. St. Aloysius seeks proven, research-based school models offering a rigorous curriculum, strong leadership, and innovative approaches to education to prepare Ohio's diverse student population for college and career readiness.

Through this process, St. Aloysius hopes to build on the success of our current schools, leaders, and educators by adding high-performing community schools to Ohio's public school options for students and families to consider. Together, our existing schools and new schools will help capitalize on our strong commitment to education by ensuring all students achieve academically and gain the knowledge and skills needed to become college and career ready upon graduation from high school.

On behalf of St. Aloysius, thank you for joining us in this effort.

Sincerely,

Dave L. Cash, President  
Charter School Specialists  
On behalf of St. Aloysius

## Vision, Mission, and Goals

**Vision:** *Our vision is to ensure that all students, throughout the state of Ohio, have access to high-performing public community schools.*

**Mission:** *Our mission is to provide strong sponsorship oversight, monitoring and technical assistance – and quality advocacy and support services – to establish and maintain the favorable conditions essential to student and school success.*

In order to fulfil this ambitious vision and mission, St. Aloysius has adopted measurable goals for schools, as outlined in Charter School Specialists *Strategic Plan*. These goals include:

- 1. Ensure improved academic performance of sponsored schools.** Targets include: (a) All non-Drop Out Prevention and Recovery sponsored schools in operation for a minimum of two (2) years will improve student achievement levels in reading and math as measured by a grade of “C” or better on Ohio’s Performance Index Measure, the Overall Value-Added Measure, and the K-3 Literacy Component; (b) All Drop-Out Prevention and Recovery sponsored schools in operation for a minimum of two (2) years will improve student achievement levels in reading and math as measured by Ohio’s “Meets Standards” or better rating in the Overall Graduation Rate Measure and Growth in Student Achievement Measure on the Ohio Interactive Local Report Card (iLRC) Power User Reports.
- 2. Ensure sponsored schools meet annual charter requirements.** Targets include: All sponsored schools will meet annual charter faithfulness requirements as measured through multiple data points as listed in the 6.4b Accountability attachment, Faithfulness to the Community School Contract, with “Meeting Standards” on 90% of the data points on the Ohio Interactive Local Report Card (iLRC) Power User Reports.
- 3. Ensure high quality community school authorizing.** The sponsor, St. Aloysius, will demonstrate best practices as a high quality community school authorizer as measured by a Sufficient/Effective or Exemplary Rating on the Ohio Department of Education’s Quality of Sponsor Performance Review.

The sponsor’s strategic roadmap to achieving these goals is articulated in Charter School Specialists *Strategic Plan*. The *Strategic Plan* lays out the following key areas to dramatically increase sponsored school performance including:

- Use multiple sources of data to inform decision-making regarding academic needs of sponsored schools
- Professional development and technical assistance to sponsored schools based on identified needs
- Implement best practices as part of a comprehensive monthly fiscal review
- Implement a comprehensive oversight, performance accountability, and compliance monitoring system
- Alignment to state and national critical sponsor areas: (1) commitment and capacity, (2) application process and decision-making, (3) performance contracting, (4) oversight and evaluation, (5) termination and renewal decision making, and (6) technical assistance and sponsor requirements in rule and law

## Accountability

Recognizing that each child learns differently and driven by the belief that all students, throughout the state of Ohio, have access to high-performing public community schools, St. Aloysius has been intentional about ensuring that new community schools open and operate on the basis of accountability that applies to all our schools, as defined by the Ohio Revised Code 3314.36.

- **Local Report Card Measures and Components** means that schools must receive a “C” or better (K-12 schools) or “Meets Standards” (Dropout Prevention and Recovery schools) in the graded measures and components on the Ohio Interactive Local Report Card (iLRC) Power User Reports. These graded measures include (1) overall local report card grade; (2) all achievement grades including performance index and indicator met; (3) gap closing grade or annual measureable objectives; (4) K-literacy grade, as applicable, (5) value-added overall grade, as applicable; (6) overall graduation rate grade, as applicable; (7) prepared for success grade, as applicable; (8) overall graduate rate rating, applicable.
- **Contractual Measures** means that schools must meet all contractual measures agreed upon in the community school contract. These contractual measures include (1) standardized test results where schools must demonstrate one (1) years’ worth of growth for 80% of students tested in reading and math using the *Ohio’s Where Kids Count Rules*; and (2) faithfulness to the community school contract where schools must be faithful to the community school contract as a condition for approval or future renewal.

St. Aloysius has worked collaboratively with community schools to realize these accountability measures since 2005. Some of the highlights of the progress to date include: (1) attendance and participation in more than 400 governing authority meetings, including all regular special and emergency meetings, post-audit conferences, and planning retreats; (2) **comprehensive compliance assessments** where thorough reviews and school site visits are conducted to ensure state compliance to meet student needs; (3) **quality technical assistance** where school leaders and staff participate in training session coordinated by the sponsor to address school needs in the areas of health and safety, special education, career technical education, Ohio Improvement Process (OIP), oversight and guidance in support of school Comprehensive Continuous Improvement Plans (CCIP) to gain access to federal funding while ensuring compliance with federal grant requirements; (4) **monthly fiscal reviews** where sponsor certified financial staff coordinate monthly fiscal reviews of school financial reports, monthly “at-a-glance” reports to governing authority members to identify fiscal trends and red flags requiring school board review or action.

## Call for New Community Schools

St. Aloysius publishes this *Call for New Community Schools* to provide context and information to launch the new school application process each year. This document supplies the context of the vision and strategic plan for schools sponsored by St. Aloysius, highlighting how new schools fit into that vision.

In addition, this document highlights the areas of greatest need both from a geographic perspective and a programmatic perspective. St. Aloysius provides this information so new school applicants can carefully consider where their programs and services would best fit communities in our state.

While applicants are strongly encouraged to consider areas with the highest evidence of need in developing their application, St. Aloysius welcomes all applicants that demonstrate high quality and strong community support.

Issuing a *Call for New Community Schools* is a best practice recognized and endorsed by the National Association of Charter School Authorizers (NACSA) in their *Principles and Standards for Quality Charter School Authorizing*. St. Aloysius has been a leader in these efforts to make the application process transparent and provide new school priorities at the start of the process.

Since 2005, St. Aloysius has opened more than 54 schools. These schools are providing more families in every part of the state of Ohio with unique educational choices as well as an opportunity to find a school that meets their child's learning styles. Further, these schools are helping to increase enrollment capture rates and quality charter seats in Ohio, especially in Ohio's Urban 8 (Akron, Canton, Cincinnati, Cleveland, Columbus, Dayton, Toledo, and Youngstown).

All new schools should demonstrate evidence of the potential for successful academic programs with strong leadership and community support. Successful new school applicants will demonstrate the ability to meet or exceed Ohio's local report card and St. Aloysius contractual measures. For more information about the local report card, please refer to <http://reportcard.education.ohio.gov/Pages/default.aspx>.

St. Aloysius encourages applicants to carefully consider the diverse needs of Ohio's students. Since achievement has persistently languished in urban areas, St. Aloysius focuses on expanding educational opportunity, improving school performance, and ultimately lifting student achievement. St. Aloysius will carefully examine an applicant's ability to serve these distinct populations, particularly English Language Learners (ELL) and students with special needs.

St. Aloysius conducts a thorough, criteria-based review of each new school application received. For more information about the criteria used to evaluate applications, please see Appendix A: New School Approval Criteria. The review process begins upon receipt of the completed application. The process unfolds as follows:

## PROCESS OVERVIEW & MATERIALS

<p><b>September 9, 2016 to October 24, 2016</b></p>	<p>St. Aloysius begins accepting applications for new quality community schools for 2017-2018 sponsorship. All applicants should notify Charter School Specialists (CSS) of their intent to apply. <b>Notices of intent to apply should be sent directly to Angie Mann (<a href="mailto:amann@charterschoolspec.com">amann@charterschoolspec.com</a>).</b></p>
<p><b>October 24, 2016</b></p>	<p>Deadline to submit new quality community school application(s) for 2017-2018 school year. <b>New school applications must be submitted electronically to Angie Mann (<a href="mailto:amann@charterschoolspec.com">amann@charterschoolspec.com</a>).</b> <i>Applications determined incomplete or lacking required information will not be scored or considered in any way. Applicants will be asked to resubmit during the next application period in 2018-2019.</i></p>
<p><b>November 1, 2016 to November 11, 2016</b></p>	<p>St. Aloysius review of all new quality community school applications.</p>
<p><b>November 14 to November 18, 2016</b></p>	<p>St. Aloysius panel interviews with all new applicant/sponsor representatives.</p>
<p><b>November 23, 2016</b></p>	<p>Notification of approval to applicants including: (a) Preliminary Agreement, (b) Sponsor comments/recommendations to applicant for finalizing contract/attachments, (c) Contract template and Attachments.</p>
<p><b>December 9, 2016</b></p>	<p>Deadline for applicants to sign, date and return executed Preliminary Agreement to <b>Tammie Osler, Charter School Specialists (<a href="mailto:tosler@charterschoolspec.com">tosler@charterschoolspec.com</a>).</b></p>
<p><b>March 17, 2017</b></p>	<p>Deadline for all applicants to submit final Board Approved Contract documents to St Aloysius. A copy of the approved resolution, signed contract, and all attachments are to be via Dropbox.</p>
<p><b>April 28, 2017</b></p>	<p>St. Aloysius provides comments on attachments</p>
<p><b>May 15, 2017</b></p>	<p>St. Aloysius and applicant board sign contract.</p>
<p><b>June 16, 2017 to June 30, 2017</b></p>	<p>St. Aloysius completes The Ohio Department of Education Quality School Choice Review Sheet for each applicant contract and submits each contract to The Ohio Department of Education for a Legal Sufficiency Review.</p>

If you are interested in applying for a new community school, please refer to the Charter School Specialists website for a copy of the appropriate application guide. The guide has details about the process, instruction for applicants, and all the relevant application questions. Please see: [www.charterschoolspec.com](http://www.charterschoolspec.com).

## Priority Program Needs for New Schools

St. Aloysius has identified priority program needs for new schools that open in 2017-2018 school year. Special consideration will be given to new school proposals that incorporate a program focus set forth below.

### **Blended Learning Models**

St. Aloysius seeks innovative school models that leverage interactive online and blended learning models to foster a more personalized learning environment. St. Aloysius recognizes that blended learning models place students at the center of the learning process while harnessing the power of technology to create engaging success-oriented student learning environments. Blended learning models provide educators with an opportunity quickly identify gaps in learning and differentiate instruction to ensure student success.

Blended learning, also known as hybrid learning, combine features of both traditional schooling with the advantage of online learning to deliver personalized, differentiated instruction to students (iNACOL, 2015). As described in the report, *Is K-12 Blended Learning Disruptive? An introduction of the theory of hybrids*, Christensen, Horn, and Staker (2013) define blended learning as "...a formal education program in which a student learns at least in part through online learning with some element of student control over time, place, path, and/or pace and at least in part at a supervised brick-and-mortar location away from home. The modalities along each student's learning path within a course or subject are connected to provide an integrated learning experience."

Emerging blended learning models in countries, such as Singapore and Australia, as well as higher education, suggest the future of education will involve blended learning instructional models offering content, resources, and data-driven teaching both online and face-to-face (iNACOL, 2015). St. Aloysius welcomes blended learning approaches to optimize instruction for student success.

St. Aloysius welcomes new school proposals that resourcefully incorporate online and blended learning models to personalize and differentiate instruction for students based on their unique academic needs and learning styles. These modes should feature elements of student control over time, pace, path, and place, allowing for more student-centered learning experiences (iNACOL, 2015). These models should also highlight an integrated learning experience through multiple pathways, designed around meeting each student's individual needs using small-group sessions, individual tutoring, project, or classroom work completed in accordance with data and evidence of students demonstrating mastery. St. Aloysius welcomes an integrated, evidence-based blended learning models focused on a holistic, personalized learning experience for students.

### **References**

Christensen, C., Horn, M., & Staker, H. (2013). *Is K-12 blended learning disruptive? An introduction to the theory of hybrids*. The San Mateo, CA: Christensen Institute for Disruptive Education.

International Association for K012 Online Learning (iNACOL, 2015). *Blended Learning: The evolution of online and face-to-face education from 2008-2015*. Vienna, VA: Author.

## **Alternative Pathways Models**

It is predicted by 2020, approximately 65% of all available jobs will require some postsecondary education or training (American Youth Policy Forum, 2015). Yet, there are K-12 students who are being excluded from these opportunities because they are not on a pathway that includes education and workforce training that will adequately prepare them for these jobs (American Youth Policy Forum, 2015). Approximately 38.9 million Americans who fall into the 16-24 age range face multiple barriers to postsecondary success, such as involvement with the justice system, foster care, school suspension or expulsion, poverty, and academic, emotional, and/or behavioral disabilities (American Youth Policy Forum, 2015).

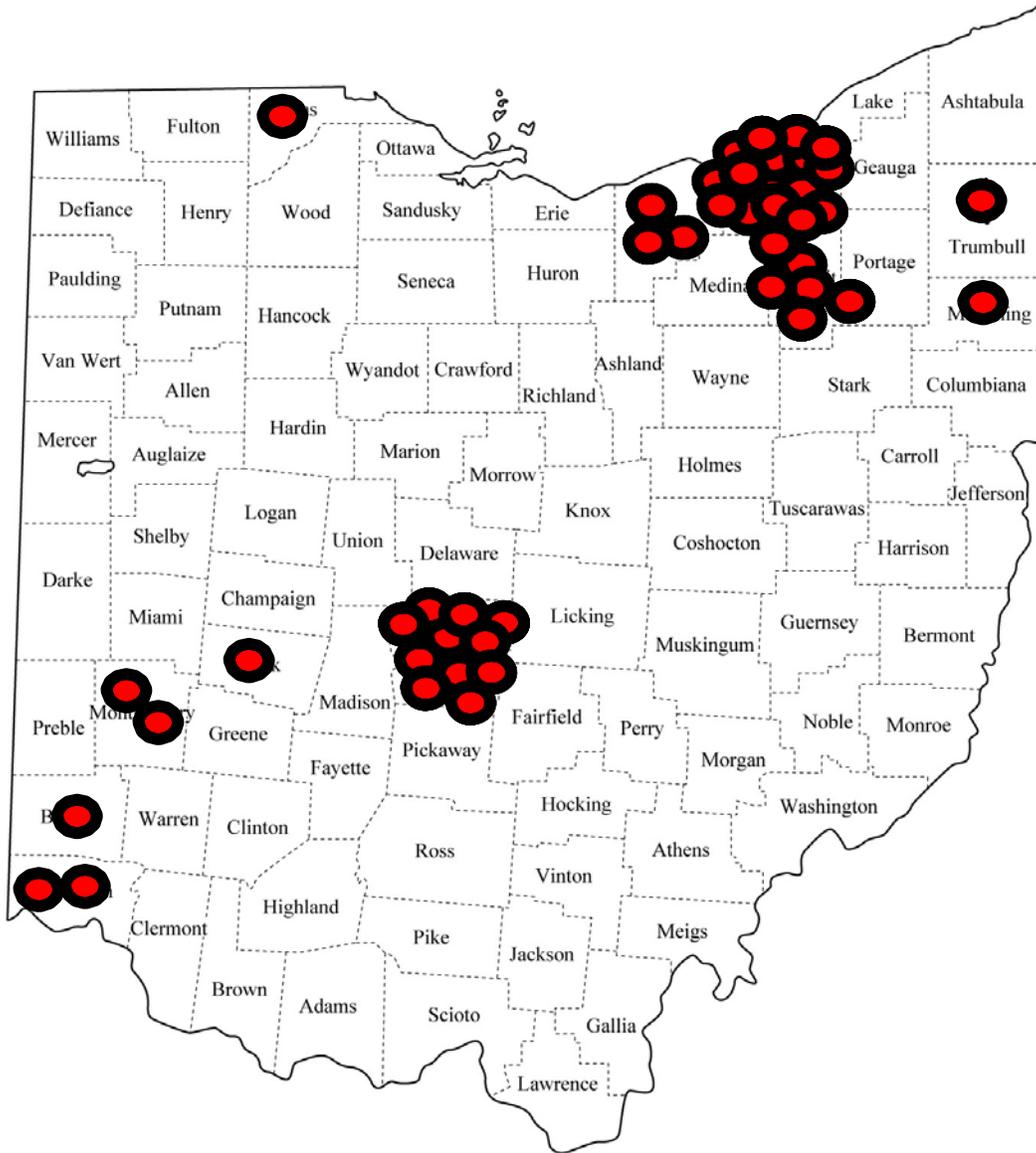
St. Aloysius believes these barriers do not have to be permanent and actively seek innovative alternative pathway models for students most at risk for school failure or dropping out. St. Aloysius has been active in developing proposals for new school options to meet these students' needs. Since 2005, St. Aloysius has authorized over 16 drop out recovery and prevention schools to serve this population. While St. Aloysius is pleased with the progress that has been made to better serve this population, St. Aloysius anticipates the need for additional alternative pathway models to provide alternative options to re-engage students who have dropped out of school.

St. Aloysius actively seeks alternative pathways models targeting students in grades 9-12 who are at-risk, over-aged, under-credited, and/or who have dropped out of school and need a unique personalized pathway to lead to postsecondary success.

## **References**

American Youth Policy Forum (2015). *Supporting opportunity youth on postsecondary pathways: Lessons from two states*. Washington, D.C.: Author.

# FY2017 Sponsored Schools



*St. Aloysius Sponsorship - Call for New Community Schools*

IRN	School	County	Grades Served FY14
008064	Academy of Arts and Sciences	Lorain	K-1
012060	Akros Middle School	Summit	6-8
011390	Bella Academy of Excellence	Cuyahoga	K-5
012684	Broadway Academy	Cuyahoga	K-8
009163	C M Grant Leadership Academy	Franklin	K-6
012513	Cincinnati College Preparatory Academy East	Hamilton	K-6
132795	Cliff Park High School	Clark	9-12, Recovery
134221	Colonial Prep Academy	Summit	K-8
012671	Constellation: Eastside Arts Academy	Cuyahoga	K-6
133439	Cornerstone Academy	Franklin	K-8
014147	East Preparatory Academy	Cuyahoga	K-7
133538	Edge Academy	Summit	K-5
013892	Franklinton Preparatory Academy	Franklin	9-12
134197	Green Inspiration Academy	Cuyahoga	K-8
008287	Groveport Community School	Franklin	K-8
009954	Harrisburg Pike Community School	Franklin	K-6
008286	Harvard Avenue Community School	Cuyahoga	K-8
142968	Hope Academy Northcoast Campus	Cuyahoga	K-8
133835	Invictus High School	Cuyahoga	9-12, Recovery
009957	Klepinger Community School	Montgomery	K-8
151183	Lake Erie International High School	Cuyahoga	9-12, Recovery
008282	Life Skills Center of Columbus North	Franklin	9-12, Recovery
000664	Life Skills Center of Columbus Southeast	Franklin	9-12, Recovery
000813	Life Skills Center of Dayton	Montgomery	9-12, Recovery
142919	Life Skills Center of Elyria	Lorain	9-12, Recovery
151209	Life Skills Center of Northeast Ohio	Cuyahoga	9-12, Recovery
133785	Life Skills Ctr of Cincinnati	Hamilton	9-12, Recovery
133801	Life Skills Ctr of Youngstown	Mahoning	9-12, Recovery
013226	Life Skills High School of Cleveland	Cuyahoga	9-12, Recovery
133819	Lincoln Preparatory Academy	Cuyahoga	K-8
008000	Lorain Preparatory Academy	Lorain	2-8
009955	Madison Avenue School of Arts	Lucas	K-5
012513	Madison SMART Elementary	Hamilton	K-6
132803	Marshall High School	Butler	9-12, Recovery
134213	Middlebury Academy	Summit	K-8
012536	Newbridge Math & Reading Preparatory Academy	Franklin	K-6
009953	Sullivant Avenue Community School	Franklin	K-6
133488	River Gate High School	Trumbull	9-12, Recovery
151191	The Capella Institute	Cuyahoga	9-12, Recovery
013082	The Haley School	Cuyahoga	K-6
133868	Towpath Trail High School	Summit	9-12, Recovery
143313	West Preparatory Academy	Cuyahoga	K-8

*St. Aloysius Sponsorship - Call for New Community Schools*

<b>IRN</b>	<b>School</b>	<b>County</b>	<b>Grades Served FY14</b>
012009	Zenith Academy East	Franklin	K-8
015234	Zenith Academy West	Franklin	K-8

## Appendix A: New School Approval Criteria

Applications will be thoroughly assessed by a review team of St. Aloysius, Charter School Specialists, and external professionals with various areas of expertise. Starting a new school is an exciting opportunity to impact the lives of Ohio students yet also intense and demanding. The application and review process is comprehensive and rigorous designed to assess the applicant's ability to meet these challenges. Successful applicants will submit a complete application that thoroughly addresses applicant questions and includes appropriate appendices and attachments in the required format. Please refer to the *St. Aloysius Sponsorship Community School Application Guide 2017* for more details about the application process and specific questions that each applicant must address.

Successful applicants will address the following criteria:

### **Governance and Management**

- Board information including name, role, contact information, and professional title/organization
- Development team information including summary of governing authority expertise, member experience, structure and development, proposed meeting dates, and transition process.

### **Management**

- Description of management partnership, organizational structure, communication plan, management responsibilities, accountability, evaluation, contract and services, as well as record of success.

### **Educational Program**

- Description of proposed school's mission, vision, and philosophy.
- Description of planned learning of students and learning experiences through which a student will progress including strong evidence of a research-based curriculum.
- Evidence of instructional methods and resources to deliver curriculum.
- Evidence and description of proposed school's educational services policy and procedures to provide early detection and intervention with students experiencing learning and other problems as well as address needs of all students.
- School calendar information with information of anticipated events, professional development, and assessment days.
- Bell or daily schedule information demonstrating 920 instructional hours will occur over the course of the school year.
- Evidence of continuous improvement and professional growth at proposed school to improve instructional practices and student performance on a continual basis.
- Evidence of established academic goals and expectations prior to first year of operations which are specific, measurable, achievable, relevant, and timely.
- Specific detail regarding proposed school's assessment plan, including national normed assessments and Ohio's Next Generation of Assessments, aligned to desired learning outcomes of proposed school's curriculum.
- Strong evidence and specific detail about proposed school's organization and staffing.

## **Demographics and Marketing Assessment**

- Description of demographics and marketing assessment of proposed school.
- Identification of local district where proposed school expects to enroll students, target student population the proposed school will serve, demographic breakdown of proposed school's student population and surrounding community.
- Description of how proposed school will work to attain a population reflective of the community it serves.
- Evidence that proposed school meets specific needs of community it serves.
- Rationale how proposed school will enhance or expand educational options currently available to the target student population.
- Description of proposed school's current recruitment and marketing plans in addition to community support of proposed school.

## **Compliance**

- Verification that proposed school has knowledge and understanding needed to maintain compliance with state and federal guidelines and appropriate operational procedures.
- Description of admissions and open enrollment, student attendance and withdrawal rules and procedures, proposed school's suspension and expulsion policies including compliance requirement for students with disabilities.
- Description of transportation, food service, and other ancillary services provided at proposed school.
- Description of employee health and benefits including State Teachers Retirement System (STRS)/State Employees Retirement System (SERS) offered at proposed school as well as entity responsible for STRS/SERS employer contributions during application and charter phases.

## **Operational Budget**

- Verification and identification of fiscal officer and appropriate credentials.
- Description of proposed school's financial management plan including evidence of a comprehensive plan, first year budget, expected assets and liabilities.
- Description of governing authority's plan to improve the financial condition if proposed school shows deficit beyond year one.
- Description of anticipated contributions and fundraising plans including signed letters of commitment for contributions.

## **Facilities**

- Description of proposed school's facilities and location, cost and terms for purchase agreement.
- Description of entity or individual that owns property, any new construction or retrofit for the facility.
- Description of financing for new construction or retrofit of proposed school.