



## **ST. ALOYSIUS SPONSORSHIP**

**CALL FOR NEW COMMUNITY SCHOOLS  
To open in the 2019-2020 School Year  
(FY2020)**

### **St. Aloysius Mission**

St. Aloysius helps the children, adults and families in our community overcome their challenges by providing the education, counseling, health care and resources they need to heal and grow.

### **Charter School Specialists Vision**

Our vision is to help schools reach and exceed agreed upon expectations so that all students, throughout the state of Ohio, have access to high-performing public community schools.

### **Charter School Specialists Mission**

Charter School Specialists is a team of qualified, dedicated professionals who support public community schools by providing strong monitoring, oversight and technical assistance to a portfolio of high-performing schools. We will support a strong learning culture in all schools that ensures student and school success. Our services will add value by providing high quality sponsorship and community school support. We will deliver these services with professionalism, empathy and competence in a customer focused manner. Our customers will seek CSS based on our track record of support and success, our uniqueness in implementation and our shared vision of a partnership to help schools reach and exceed agreed upon expectations.

Process Managed By:

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



July 9, 2018

New School Applicant:

St. Aloysius believes every student should have access to a high-quality education that prepares them for a bright future. St. Aloysius is committed to improving and expanding educational opportunities for Ohio students by creating new schools and improving existing schools that address our students' unique and individual needs.

St. Aloysius welcomes local and national applicants to submit proposals for new community schools that will serve the needs of Ohio's children. St. Aloysius seeks proven, research-based school models offering 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 will 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 new and existing schools will capitalize on our strong commitment to education by ensuring all students have access to academically successful schools so that they may gain the knowledge and skills needed to become college and career ready upon graduation from high school.

On behalf of St. Aloysius and Charter School Specialists, thank you for joining us in this effort.

Sincerely,

A handwritten signature in black ink, appearing to read "D. Cash", written in a cursive style.

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

## Call for New Community Schools

St. Aloysius publishes the *Call for New Community Schools* to provide context and information to launch the new school application process each year. This document provides the mission, vision and strategic plan established by St. Aloysius and Charter School Specialists. Developers should strongly consider the tenets of this call and provide a thorough and thoughtful application that will be congruent with St. Aloysius' direction.

Developers should note the diverse characteristics of Ohio's urban youth. A successful application will address how the school will meet the needs of children and communities that target areas with the following demographics:

- Large urban area;
- High levels of student mobility;
- High percentage of students ages 5-17 in poverty based on most recent census;
- High percentage of students eligible for Medicaid;
- At least thirty (90) percent of students eligible for free or reduced lunch;
- High need special assistance or support students;
- High minority neighborhood;
- High percentage of students behind grade level;
- High percentage of students that have left school before receiving a diploma;
- Large concentrations of immigrant children.

Applicants are strongly encouraged to consider areas with the highest evidence of need in developing their application. Applicants that can demonstrate high need in an underserved area and score within 10% of the threshold will be automatically granted an interview.

Scoring of applications is completed by internal and external reviewers in teams listed below:

- Management Team
- Development Team
- Governance and Management Team
- School Improvement Team
- Compliance Team
- Fiscal Team
- Facilities Team
- Marketing Team
- Legal Team

Applicants who score at least 50% of eligible points will automatically be granted an interview. Applicants who score at least 40% of eligible points and demonstrate that their school will be located in a high need, underserved area will automatically be granted an interview. Applicants who score 75% of eligible points qualify for approval. Approvals are granted based on a review of points received, high need/underserved areas, consistency with the St. Aloysius and Charter School Specialists mission, vision and strategic plan and priority program needs.

Since 2005, St. Aloysius has opened more than 54 schools. These schools are providing more than 11,000 students in 13 counties with unique educational choices as well as an opportunity for parents to find a school

that meets their child's learning styles. Further, these schools are helping to increase quality charter seats in Ohio, especially in Ohio's urban school districts (Akron, Canton, Cincinnati, Cleveland, Columbus, Dayton, and Toledo).

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://education.ohio.gov/Topics/Data/Report-Card-Resources>

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. In particular, blended models and those that intentionally combine an education program with multiple paths for college and career readiness are encouraged. Targeting students based upon economic, academic, developmental, and/or language barriers is also consistent with our priorities. St. Aloysius will carefully examine an applicant's ability to implement an educational model and serve distinct populations, particularly English Language Learners (ELL) and students with special needs.

Further, St. Aloysius encourages applicants to research and carefully consider markets with the highest need for the populations being proposed to be served. For example, the Cleveland Transformation Alliance is a public private partnership dedicated to growing quality schools in Cleveland. The Cleveland Transformation Alliance has identified areas of high need that should be considered by applicants proposing to start a community school in the Cleveland Metropolitan School District. Applicants should seek out such data and include it in their applications.

# Vision, Mission, and Goals

**Vision:** *Our vision is to help schools reach and exceed agreed upon expectations so that all students, throughout the state of Ohio, have access to high-performing public community schools.*

**Mission:** *St. Aloysius helps the children, adults and families in our community overcome their challenges by providing the education, counseling, health care and resources they need to heal and grow. Charter School Specialists is a team of qualified, dedicated professionals who support public community schools by providing strong monitoring, oversight and technical assistance to a portfolio of high-performing schools. We will support a strong learning culture in all schools that ensures student and school success. Our services will add value by providing high quality sponsorship and community school support. We will deliver these services with professionalism, empathy and competence in a customer focused manner. Our customers will seek CSS based on our track record of support and success, our uniqueness in implementation and our shared vision of a partnership to help schools reach and exceed agreed upon expectations.*

- Expectations of Schools:

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 general education sponsored schools in operation for a minimum of two (2) years will meet student achievement levels in reading and math as measured on Ohio’s School Report Card<sup>1</sup> by a grade of “C” or better on the 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 meet student achievement levels in reading and math as measured on Ohio’s School Report Card by a rating of “Meets Standards” or better in the Overall Graduation Rate Measure and the Growth in Student Achievement Measure.
- 2. Ensure sponsored schools meet annual charter (community school contract) requirements.** Targets include: All sponsored schools will meet both academic and non-academic performance standards defined in the school charter and measured by multiple data points (e.g., faithfulness to the school’s mission, adherence to laws and terms of the charter, academic achievement, financial viability, and operational performance).<sup>2</sup>

- Expectations of the Sponsor:

- 3. Ensure high quality community school authorizing.** St. Aloysius will demonstrate best practices as a high-quality community school authorizer as measured by a rating of Sufficient/Effective or Exemplary on the Ohio Department of Education’s Quality of Sponsor Performance Review.

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<sup>1</sup> See the Ohio Interactive Local Report Card (iLRC) Power User Reports

<sup>2</sup> As listed in the 6.4b Accountability Attachment to the Community School Charter

The sponsor's strategic roadmap to achieving these goals is articulated in Charter School Specialists' *Strategic Plan*. To dramatically increase sponsored school performance, the Sponsor will:

- Use multiple sources of data to inform decision-making regarding academic needs of sponsored schools
- Provide 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
- Align 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, (7) and sponsor requirements in rule and law.

## Priority Program Needs for New Schools

St. Aloysius has identified priority program needs for new schools that open in 2019-2020 school year. Special consideration will be given during final assessments 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 classroom 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). Successful examples of such models are integrated, evidence-based and focused on a holistic, personalized learning experience for students.

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.

### **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<sup>3</sup>. 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. 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<sup>4</sup>.

St. Aloysius believes these barriers do not have to be permanent and actively seeks 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 pleased with the progress that has been made to better serve this population, St. Aloysius anticipates the need for additional education and workforce pathway models to provide alternative options to re-engage students who have dropped out of school or are at-risk of doing so.

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.

## **Underserved Areas of Need**

In Ohio, community schools are limited to the largest urban areas and challenged school districts. Schools have generally opened in close proximity to other schools due to the availability of facilities in those neighborhoods. Unfortunately, some neighborhoods have been underserved due to the lack of necessary facilities. St. Aloysius is seeking applicants that have the ability to open in these underserved areas. Applications that can clearly delineate these underserved localities and provide a rigorous plan to open timely will be given additional consideration.

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<sup>3</sup> American Youth Policy Forum (2015). Supporting opportunity youth on postsecondary pathways: Lessons from two states. Washington, D.C.: Author.

<sup>4</sup> Ibid.



## Accountability

Recognizing that each child learns differently and driven by the belief that all students, throughout the state of Ohio, are entitled to 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 Section [3314.35 and included in our charter agreements in the Contract Performance Measures section](#).

- **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) achievement grade ; (3) gap closing grade; (4) K-3 literacy grade, as applicable, (5) progress grade - value-added overall; (6) graduation rate grade; combined rate, as applicable; (7) prepared for success grade, as applicable; (8) high school test passage rate grade, as applicable.
- **Other Contractual Measures** means that schools must meet all other contractual measures agreed upon in the community school contract. These contractual measures include (1) standardized test results; (2) faithfulness to the community school contract ; and (3) Ohio Improvement Process Implementation.

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 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 sessions 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 the school’s Comprehensive Continuous Improvement Plans (CCIP) to gain access to federal funding while ensuring compliance with federal grant requirements; and (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 FTE trends, red flags requiring school board review or action and academic comparison to other traditional public and community schools.

## Application Process, Timeline and Criteria

St. Aloysius conducts a thorough, criteria-based review of each new school application received. Information about the criteria used to evaluate applications is found in [Appendix A: New School Approval Criteria](#). If you are interested in applying for a new community school, please refer to the Charter School Specialists website at [www.charterschoolspec.com](http://www.charterschoolspec.com) for a copy of the appropriate application guide. The guide has details about the process, instruction for applicants, and all the relevant application questions.

The review process begins upon receipt of the completed application. The process unfolds as follows:

<b>July 9, 2018 to September 14, 2018</b>	St. Aloysius begins accepting applications for potential new schools desiring St. Aloysius 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> Upon receipt of the intent to apply, the applicant will receive an application form to complete.
<b>Week of July 16, 2018</b>	St. Aloysius to provide a Web-Ex training for application process.
<b>September 14, 2018</b>	Deadline to submit all quality new community school application(s) for the 2019-2020 school year. <i>Applications determined incomplete or lacking required information will not be scored or considered. Applicants will be asked to resubmit during the next application period in 2020-2021.</i>
<b>July 16, 2018 to October 5, 2018</b>	St. Aloysius' review and scoring of all quality new community school applications.
<b>October 8, 2018 to October 12, 2018</b>	St. Aloysius will conduct panel interviews with applicants that pass the initial application phase. Notice provided to those that did not pass the initial application phase.
<b>October 15, 2018 to October 26, 2018</b>	St. Aloysius scores panel interviews. Applicants may submit supplemental information during this time.
<b>November 2, 2018</b>	Charter School Specialists to determine recommendations for St. Aloysius.
<b>November 27, 2018</b>	St. Aloysius board meeting approving/denying Charter School Specialists recommendations.
<b>December 3, 2018 to December 7, 2018</b>	Notification of approval to applicants including: (a) Preliminary Agreement and (b) Sponsor final score sheet for application.
<b>January 31, 2019</b>	Deadline for applicants to sign, date and return executed Preliminary Agreement and all new school paperwork to <b>Tammie Osler, Charter School Specialists (<a href="mailto:tosler@charterschoolspec.com">tosler@charterschoolspec.com</a>)</b> . St. Aloysius to provide contract template and attachments, including recommendations for submitting attachments.
<b>Week of February 4, 2019</b>	St. Aloysius to provide Web-Ex training for contract process.
<b>March 8, 2019</b>	Deadline for all applicants to submit initial contract attachments to St Aloysius via Dropbox. A copy of the resolution approving the charter and all new school paperwork submitted to Tammie Osler, Charter School Specialists ( <a href="mailto:tosler@charterschoolspec.com">tosler@charterschoolspec.com</a> ).
<b>April 5, 2019</b>	St. Aloysius provides comments on attachments for all new schools opening in the 2019-2020 school year.
<b>April 8, 2019 to April 12, 2019</b>	Phone calls scheduled to review attachment scores.
<b>May 10, 2019</b>	All final contract attachments must be submitted in Dropbox.
<b>May 15, 2019</b>	St. Aloysius and applicant board sign contract.
<b>May 24, 2019</b>	St. Aloysius submits all new community school contracts to the Ohio Department of Education via Epicenter.

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## 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:

### **Enrollment Projections and Evidence of High Need Area**

- Information provided shows applicant explored high need areas prior to deciding on location of school.

### **Development Team**

- Several individuals with diverse skills and expertise to get the school started.
- Transition plan for members.

### **Governance and Management**

- Governing Authority structure, including: meeting dates, name, expertise, contact information, and professional title/organization
- Legal Counsel information

### **Management/Self-Managed**

- Description of management or superintendent partnership, organizational structure, communication plan, management responsibilities, accountability, evaluation, , as well as record of success.

### **Educational Program**

- Mission, Vision, Philosophy
- Curriculum
- Instructional Delivery Methods and Resources/Materials
- Continuous Improvement and Professional Growth
- Prevention and Intervention
- Goals and Performance Indicators
- Assessment Plan
- Organization and Staffing

### **Demographics and Marketing Assessment**

- Identification of local district where school will be located and any additional districts the school will draw enrollment from.
- Target population to be served, including any unique student needs.

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- Characteristics of community from which the students will be drawn.
- Marketing Assessment, including:
  - Demographics of intended students
  - Research-based evidence that proposed school meets specific needs of community it serves. Specific consideration of available data delineating high need areas such as provided by the Cleveland Transformation Alliance.
  - Rationale for 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
- Description, including letters of support or MOUs, demonstrating 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.

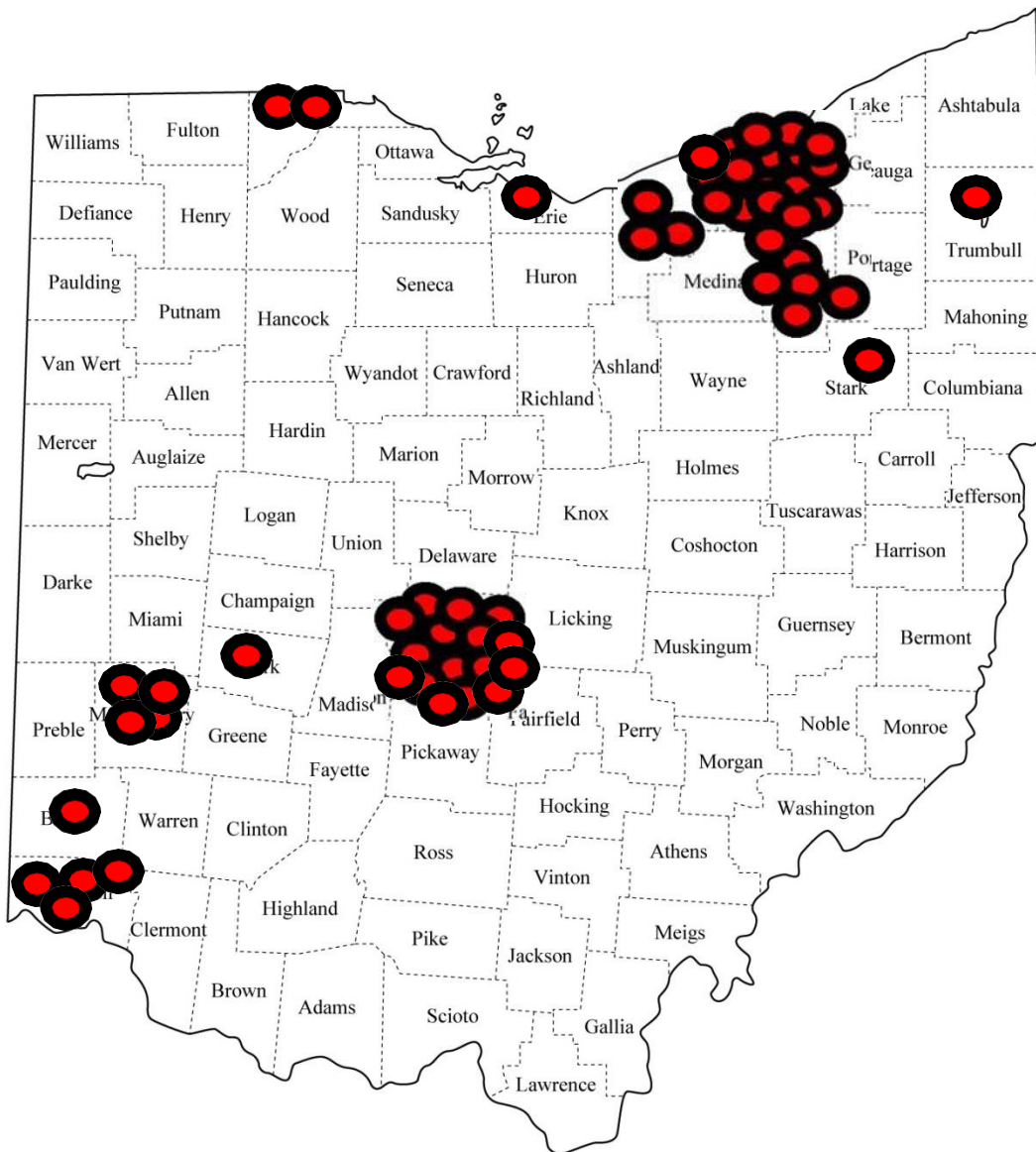
### **Operational Budget**

- Verification and identification of fiscal officer and appropriate credentials.
- Explanation of first-year budget, including: internal control policies, monthly detail showing expected cash flow, assets and liabilities, five-year forecast, and signed letters of commitment for contributions.
- Description of governing authority's plan to maintain the school's short and long term financial stability and viability.

### **Facilities**

- Description of proposed school's facilities and location, cost and terms for purchase agreement.
- Any new construction or retrofit for the facility.
- Description of financing for new construction or retrofit of proposed school.
- Description of entity or individual that owns property
- Disclose potential conflicts of interest such as facility owner/lessee being a member of the development team or governing authority.

# FY2018 Sponsored Schools



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IRN	Schools	County	Grades Served 2018-2019
017280	Achieve Point Career Academy Columbus	Franklin	9-12, DOPR
017275	Achieve Point Career Academy Cincinnati	Hamilton	9-12, DOPR
012060	Akros Middle School	Summit	6-8
011390	Bella Academy of Excellence	Cuyahoga	K-6
012684	Broadway Academy	Cuyahoga	K-5
132795	Cliff Park High School	Clark	9-12, DOPR
133439	Cornerstone Academy	Franklin	K-9
014147	East Preparatory Academy	Cuyahoga	K-8
133538	Edge Academy	Summit	K-5
015712	Euclid Preparatory School	Cuyahoga	K-8
011956	Everest High School	Franklin	9-12, DOPR
013892	Franklinton Preparatory Academy	Franklin	9-12
000131	Glass City Academy	Lucas	11-12, DOPR
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 Performance Academy	Cuyahoga	K-5
142968	Hope Academy Northcoast Campus	Cuyahoga	K-8
133835	Invictus High School	Cuyahoga	9-12, DOPR
016836	Kids Care Elementary	Franklin	K-4
009957	Klepinger Community School	Montgomery	K-8
151183	Lake Erie International High School	Cuyahoga	9-12, DOPR
016849	Liberty High School	Montgomery	9-12, DOPR
008282	Life Skills Center of Columbus North	Franklin	9-12, DOPR
000664	Life Skills Center of Columbus Southeast	Franklin	9-12, DOPR
000813	Life Skills Center of Dayton	Montgomery	9-12, DOPR
142919	Life Skills Center of Elyria	Lorain	9-12, DOPR
133785	Life Skills Ctr of Cincinnati	Hamilton	9-12, DOPR
008000	Lorain Preparatory Academy	Lorain	K-8
009955	Madison Avenue School of Arts	Lucas	K-5
012513	Madisonville SMART Elementary	Hamilton	K-6
132803	Marshall High School	Butler	9-12, DOPR
134213	Middlebury Academy	Summit	K-8
008064	Monroe Preparatory Academy	Erie	K-5
143123	Mound Street Academies	Montgomery	9-12, DOPR
017274	Mount Auburn Preparatory Academy	Hamilton	K-12
016837	Orchard Park Academy	Cuyahoga	K-8
012045	Patriot Preparatory Academy	Franklin	K-12
151209	Randall Park High School (suspended)	Cuyahoga	9-12, DOPR
133736	Richard Allen Academy	Montgomery	K-8
133348	Richard Allen Preparatory	Butler	K-6
133488	River Gate High School	Trumbull	9-12, DOPR
016829	South Columbus Preparatory Academy	Franklin	K-5

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016850	Southwest Ohio Preparatory School	Hamilton	K-8
009171	STAR Academy of Toledo	Lucas	K-12
009953	Sullivant Avenue Community School	Franklin	K-6
133868	Towpath Trail High School	Summit	9-12, DOPR
143313	West Preparatory Academy	Cuyahoga	K-8
015713	Wright Preparatory Academy	Stark	K-8
012009	Zenith Academy East	Franklin	K-8
015234	Zenith Academy West	Franklin	K-8

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