



ST. ALOYSIUS SPONSORSHIP

CALL FOR SPONSORSHIP OF COMMUNITY SCHOOLS

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.

Sponsorship 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.

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.

Process Managed By:

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

St. Aloysius Sponsorship - Call for New Community Schools



August 2019

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 community school replicators, local and national new school applicants and existing community schools to submit applications for sponsorship. 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 Community Schools

St. Aloysius publishes the *Call for Community Schools* to provide context and information to launch its application processes 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' sponsoring priorities of expanding educational opportunities, improving school performance, and ultimately lifting student achievement.

St. Aloysius currently sponsors 59 schools. These schools are providing more than 12,000 students in 12 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).

St. Aloysius encourages applicants to carefully consider the diverse needs of Ohio's students. Applicants are strongly encouraged to consider areas with the highest evidence of need in developing their application. 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 ninety (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.

Blended learning models and those that intentionally combine an education program with multiple paths for college and career readiness are encouraged. St. Aloysius will carefully examine an applicant's ability to implement an educational model and serve distinct populations, particularly English Learners (EL) 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 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.

Sponsorship Goals

- 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. Improve Academic Performance of Sponsored Schools.** Targets include: (a) For traditional community schools, after at least five years of data, the school shall be eligible to receive a renewal term of three (3) years if it receives a grade of C or higher in at least one (1) applicable grade card component for the most recent school year or has an overall report card grade that is greater than or equal to three of the five comparison group schools as listed in the school's contract. (b) For drop-out recovery schools, after at least five years of data, the school shall be eligible to receive a renewal term of three (3) years if it receives a grade of Meets or Exceeds in at least one (1) applicable report card component for the most recent school year or has an overall report card grade that is greater than or equal to three of the five comparison group schools as listed in the school's contract.
- 2. Sponsored schools will meet annual charter (community school contract) requirements, including fiscal performance, organization and operation, and legal compliance.** Targets include: All sponsored schools will receive a "Met" on the fiscal performance, organization and operation and legal compliance sections as identified in the sponsor annual report.

- Expectations of the Sponsor:

- 3. Ensure high quality community school authorizing.** St. Aloysius will demonstrate best practices as a high-quality charter school sponsor as measured by an Exemplary Rating on the Ohio Sponsor Evaluation System.

The sponsor's strategic roadmap to achieving these goals is articulated in Charter School Specialists' *Strategic Plan*.

Priority Program Needs for New Schools

St. Aloysius has identified priority program needs for new schools that open in 2020-2021 school year. Special consideration will be given during final assessments to applicants 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, combines 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 training¹. 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 disabilities².

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 20 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.

¹ American Youth Policy Forum (2015). Supporting opportunity youth on postsecondary pathways: Lessons from two states. Washington, D.C.: Author.

² 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 application received. Information about the criteria used to evaluate applications is found in the rubric for each application posted on the website. If you are interested in applying for sponsorship with St. Aloysius, please refer to the Charter School Specialists website at www.charterschoolspec.org to access the appropriate application.

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 processes are 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 attachments in the required format.

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. Scoring of applications is completed by internal and external reviewers who have expertise in the four areas of school planning and operations: education plan, governance, finance and accountability. At least two application reviewers will have three or more years of experience in sponsoring community schools.

NEW AND REPLICATOR SCHOOL TIMELINE

August 12, 2019 to September 20, 2019	St. Aloysius begins accepting applications for potential new and replicator schools seeking sponsorship by St. Aloysius.
Week of August 12, 2019	St. Aloysius to provide a Web-Ex training for applicants on new school application process.
September 20, 2019	Deadline to submit all application(s) for the 2020-2021 school year.
September 23, 2019 to October 11, 2019	St. Aloysius' review and scoring of all new school applications.
October 21, 2019 to October 25, 2019	St. Aloysius will conduct panel interviews with applicants that pass the initial application phase. Notice will be provided prior to October 21 to those applicants who did not pass the initial phase.
October 28, 2019 to November 1, 2019	Applicants may submit supplemental information during this time.
November 1, 2019 to November 8, 2019	St. Aloysius scores panel interviews and prepares final scoresheets.
November 13, 2019	Charter School Specialists to determine recommendations for St. Aloysius.
November 26, 2019	St. Aloysius board meeting approving/denying Charter School Specialists recommendations.
November 27, 2019	Notification of approval to applicants including: (a) Preliminary Agreement and (b) Final score sheet for application.
January 6, 2020	Deadline for applicants to sign, date and return executed Preliminary Agreement and all new school paperwork to Angie Mann, Charter School Specialists (amann@charterschoolspec.com).

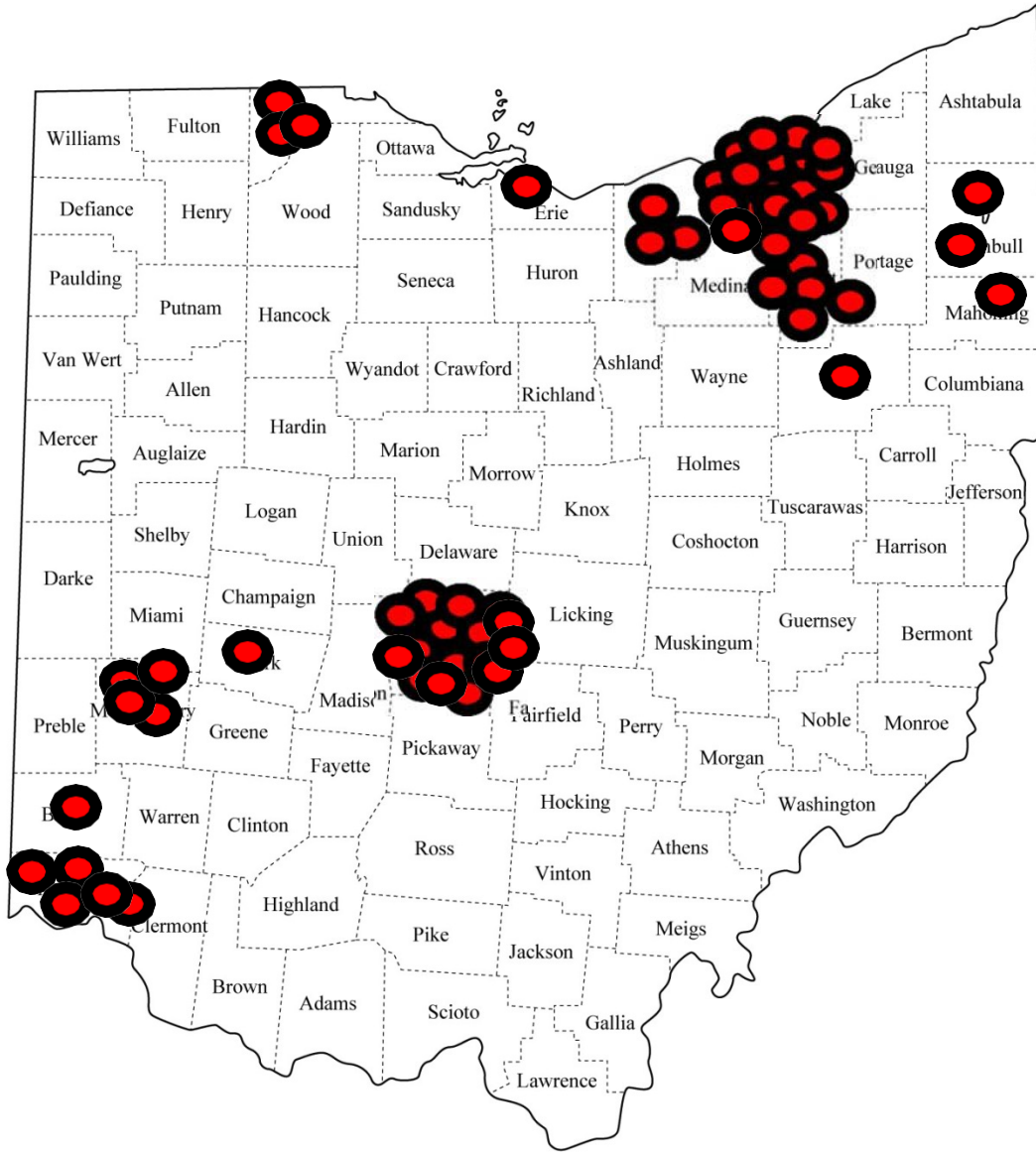
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EXISTING AND TRANSFER SCHOOL TIMELINES

September 3, 2019 to November 29, 2019	St. Aloysius begins accepting applications for existing community schools desiring St. Aloysius sponsorship.
Week of September 2, 2019	St. Aloysius to provide a Web-Ex training for application process.
November 29, 2019	Deadline to submit all quality existing school applications for the 2020-2021 school year.
September 9, 2019 to January 7, 2020	St. Aloysius' review and scoring of all quality existing school applications.
September 9, 2019 to January 7, 2020	St. Aloysius will conduct on-site interviews with applicants. Applicants may submit supplemental information during this time.
January 6-10, 2020	Charter School Specialists to determine recommendations for St. Aloysius and present recommendations to St. Aloysius Education Committee.
January 28, 2020	Recommendations approved by St. Aloysius Education Committee provided to applicants. St. Aloysius to provide contract template and attachments, including recommendations for submitting attachments and link to Web-Ex training on contract process.

September 3, 2019 to March 27, 2020	St. Aloysius begins accepting applications for transfer community schools desiring St. Aloysius sponsorship.
Week of September 2, 2019	St. Aloysius to provide a Web-Ex training for application process.
March 27, 2020	Deadline to submit all quality transfer school applications for the 2020-2021 school year.
September 9, 2019 to April 3, 2020	St. Aloysius' review and scoring of all quality transfer school applications.
September 9, 2019 to April 3, 2020	St. Aloysius will conduct on-site interviews with applicants. Applicants may submit supplemental information during this time.
April 6-10, 2020	Charter School Specialists to determine recommendations for St. Aloysius and present recommendations to St. Aloysius Education Committee.
April 28, 2020	Recommendations approved by St. Aloysius Education Committee provided to applicants.
May 29, 2020	All transfer documentation approved by school and submitted to St. Aloysius.

FY2020 Sponsored Schools



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IRN	Schools	County	Grades Served
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
142919	Black River Career Prep High School	Lorain	9-12, DOPR
012684	Broadway Academy	Cuyahoga	K-5
000664	Capital City Career Prep High School	Franklin	9-12, DOPR
017537	Capital Collegiate Academy	Franklin	K-8
132795	Cliff Park High School	Clark	9-12, DOPR
133439	Cornerstone Academy	Franklin	K-9
017497	Cypress High School	Hamilton	9-12, DOPR
014187	East Academy	Cuyahoga	K-12
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
000813	Gem City Career Prep High School	Montgomery	9-12, DOPR
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
008000	Lorain Preparatory Academy	Lorain	K-8
009955	Madison Avenue School of Arts	Lucas	K-5
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
017538	North Columbus Preparatory Academy	Franklin	K-8
017498	Northwest Ohio Classical Academy	Lucas	K-8
008282	Northwoods Career Prep High School	Franklin	9-12, DOPR
016837	Orchard Park Academy	Cuyahoga	K-8
017535	Parma Academy	Cuyahoga	K-8
012045	Patriot Preparatory Academy	Franklin	K-12
133785	Queen City Career Prep High School	Hamilton	9-12, DOPR
151209	Randall Park High School	Cuyahoga	9-12, DOPR

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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
016850	Southwest Ohio Preparatory School	Hamilton	K-8
009171	STAR Academy of Toledo (suspended)	Lucas	K-12
012644	STEAM Academy of Warren	Trumbull	K-12
009953	Sullivant Avenue Community School	Franklin	K-6
017536	Toledo Academy	Lucas	K-8
133868	Towpath Trail High School	Summit	9-12, DOPR
014189	West Park Academy	Cuyahoga	K-12
143313	West Preparatory Academy	Cuyahoga	K-8
015713	Wright Preparatory Academy	Stark	K-8
007984	Youngstown Academy of Excellence	Mahoning	K-12
012009	Zenith Academy East	Franklin	K-8
015234	Zenith Academy West	Franklin	K-8

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