



The Sponsor Connection

FOR SCHOOLS SPONSORED BY ST. ALOYSIUS

August 2019



From Rock Bottom to Graduating With Marshall High School's Largest Graduating Class To Date



OCQE recently published an article on Marshall High School graduate, Brooklynn Herald. She had been in and out of Middletown and Franklin school districts and she appeared destined to be a high school dropout, joining the more than 1.2 million students who drop out of high school every year in the U.S.

She was addicted to methamphetamine and painkillers. Living in a studio apartment she "fell in with the wrong people," she said. They hung out and partied with marijuana, alcohol, anything they could get their hands on.

After being arrested for drug possession, she found out she was pregnant and suddenly the teen who couldn't care for herself was about to be responsible for another life.

She had hit rock bottom and knew it was time to grow up. She started by giving up drugs and enrolled in Marshall High School to earn her diploma.

That was three years ago. In June, Brooklynn graduated with nearly 90 other students, the

largest class in the history of Marshall, which opened in 2014. Of those graduates, 15 were at least 20 years old.

Marshall's Principal, Chuck Hall, said that "Brooklynn optimizes what Marshall represents. They take students who struggle through the traditional school system, give them additional support and second chances. What others see as failures, Marshall sees as potential." For full Article click [HERE](#)

Invictus High School Has Record Breaking 2019 Graduating Class



On June 14, 2019, Invictus High in Cleveland, hosted the commencement ceremony for the Spring 2019 graduating class. Held at the Garfield Heights Center for Performing Arts, the ceremony was a celebration of the persistent efforts that the Invictus High School students have dedicated toward earning their high school diplomas. As a dropout recovery and prevention high school, Invictus High School serves and supports students who face unique challenges and have overcome adversity to persist to this joyous event.



Invictus High School faculty and staff were pleased to present diplomas to 119 students at the June commencement, bringing the class of 2019—including the December 2018 graduates—to a record-breaking 174 students! Seventy-seven of those graduates wore honors cords with their regalia that signified academic achievements, college credits completed, or credentials earned during the students' high school careers. One graduate from each campus was presented with the Invictus High School Undefeated Award, an award given to one graduate at each commencement as a celebration of students whose excellence and perseverance are remarkable and set them apart from their peers.

Proud parents, grandparents, friends, and family members attended to cheer their graduates across the stage. Although the venue seated 700 attendees, the abundance of support for these students overflowed into the library, where a livestream of the event was projected for viewing.



Music provided by Steven Fowler accompanied the event, with an invocation by Rev. Dr. James Quincy setting the tone for speaker Dr. Terrance Echols, whose message of leadership is critical to high school graduates as they embark into post-secondary education or the next phase of their careers.

Hope Academy Northcoast Wins National Cheer and Drill Competition



Congratulations to the Hope Northcoast Drill Team! They won the Cheer and Drill National Competition this past June in Atlanta, Georgia.

Biennium Budget Bill

OCQE recently released a summary of provisions for community schools in Ohio's Biennium Budget bill recently signed into law by Governor DeWine. Many of the changes are positives for community schools and sponsors.

The bill most notably made positive changes to the automatic closure law, value added and teacher licensing requirements.

- **Automatic Closure for Community schools (not DOPR)** - schools would need to be in academic emergency 3 years in a row to face automatic closure instead of 2 of 3 years. These changes went into effect July 17, 2019 and may help some schools that would have been forced into closure as a result of the upcoming report card.
- **Value Added** - The bill modifies the grading scale used to determine letter grades assigned for the report card's value-added progress dimension that Should result in higher value-added progress grades.
- **DOPR changes** - The bill changes the state test passage rate indicator and requires ODE to recalculate FY17-18 and FY18-19 school year report card ratings for these schools using the new state test passage rate measure. Also, Effective immediately, prohibits closure of DOPR schools beginning in the FY19-20 school year, if after applying new state test passage measure to FY17-18 and FY18-19 results move the school into either "meets standards" or "exceeds standards" for any of those years. The new law requires a school to fail to meet the required standards for 3 out of 3 years.
- **Certified and Licensed Teachers** - The requirement that community school teachers who provide instruction in core subject areas be "properly certified or licensed" to teach in the subject areas and grade levels in which they provide instruction is eliminated. This will provide community schools with additional flexibility. Community school teachers and paraprofessionals must still have a license, permit or certification to provide instruction, but they would not be required to be "properly certified" in any specific subject areas or grade levels.
- **Opening Assurances** - Under the new bill opening assurances are only required to be submitted to ODE for a school's **first year** of operation instead of annually under current law.
- **Sponsor Evaluation** -Sponsors rated "effective" or "exemplary" for 3 or more consecutive years will only be evaluated by ODE once every 3 years instead of annually.

To read the full summary please click [HERE](#).

Roles and Responsibilities for the FY2019-20 School Year

With the new year approaching rapidly, we are focused on helping our community schools to be successful. We all have important roles and responsibilities in making every community school successful, accountable and responsive to student and family needs.

We all have our part to play in maintaining high standards for school performance, ensuring school autonomy and protecting the interests of taxpayers and students. Our schools need to be able to answer these questions:

1. Is the educational program of the school a success?
2. Is the school financially viable?
3. Is the organization operated effectively?

Understanding the roles and responsibilities covered in the resources provided [HERE](#) will help us to answer those important questions. Thank you for the work you do for your school and we wish everyone a successful 2019-2020 school year.

"Unique Roles Defined in Ohio's Community School System" defines the responsibilities of each entity involved with our community schools. This document and the roles are covered in a short video that provides additional information on sponsor responsibilities. To access this video, go to our website at www.charterschoolspec.com click on Professional Development, Board Training and use the password "Training." Then, click on the video, "David Cash: Sponsor Obligations."

Handwriting Guides Now Available on ODE's Website

To address the instruction of manuscript and cursive writing in Ohio's schools, the Ohio Legislature passed [House Bill 58](#), which became effective on July 1, 2019.

This legislation required the Ohio Department of Education to provide information on the development of handwriting and include supplemental instructional materials in the English Language Arts Model Curriculum.

Ohio's Model Curriculum for English Language Arts Appendix A: Guidance and Supports for Handwriting now is available on the [Department's Website](#).

Education Licensure Update

Effective July 1, 2019, candidates may apply for new educator licenses through the Ohio Department of Education's online application system. Please see below for more information.

2-Year Career-Technical Workforce Development (CTWD) Licenses - The Department no longer issues initial 4-Year Alternative CTWD Resident Educator licenses (renewals may still be issued, if needed). Candidates who meet qualifications will apply for the new initial 2-Year CTWD license, at the request of an employing Ohio district or career center to teach CTWD subject areas.

2-Year Provisional STEM Licenses - The Department issues two-year provisional science, technology, engineering and math (STEM) licenses to applicants who meet qualifications and have been hired by a designated STEM school. Candidates may renew this license once in order to complete all requirements to advance to the professional educator license. Please see the [2-Year Provisional STEM License](#) for information and requirements.

4-Year Early College High School Licenses - Candidates who meet qualifications and have been hired to teach grades 7-12 at an early college high school may apply for the 4-Year Early College High School license. Educators may teach under this nonrenewal license while meeting requirements for the professional educator license. Please see the [4-Year Early College High School License webpage](#) for information and requirements.

You may direct any questions to educator.licensure@education.ohio.gov.

FEDERAL PROGRAM'S CORNER

Title I - Ready or Not?

Summer is almost over which means students will be heading to school. Is your Title I program ready? Title I is a federal grant to provide supplemental funds to assist those students most at risk for not meeting the state's challenging standards. What exactly does supplemental mean? By law, all schools must provide a basic level of education. This means schools must have enough teachers to cover all the grade levels or subjects covered. For example, if your school is an elementary school, and the school has



enough students to have classrooms for each grade level K-6, the school must use its general education funds to provide salaries for those teachers. Title I funds **cannot** be used to support any grade level teacher! However, if the school had a large second grade class and wanted to divide that class to provide a reduced class size, you **may** use Title I funds to provide for the additional teacher (although class size reduction is **not** an evidence-based strategy.) If your school is a high school, the school must use general funds to pay for all properly licensed teachers in subject matter areas! The school **cannot** use Title I funds to fund or partially fund a necessary general education teacher to teach a required course. Doing this is the **definition of supplanting** (being school-wide does not eliminate this requirement). Several schools have had findings for recovery of funds. What high schools **may** do is schedule teachers for tutoring/intervention teaching and pay for this elective intervention class using Title I funds. To do this, you must keep a time and effort log or delineate the teacher's schedule to show exactly the amount of time spent in the intervention class weekly.

There are also several other requirements that must be met by schools accepting federal funds. Our Federal Programs staff has created a checklist of required activities which you can access [HERE](#). Keep track of the activities and all supporting evidence!

You can access the Federal Programs Calendar [HERE](#)



Did you know that John Hattie, author of [Visible Learning](#), ranks the impact of Teacher-Student Relationships as having an impact of .72? How might a teacher begin to know his/her students? The National Equity Project recommends asking a series of questions that allow the teacher and student to deepen understanding in support of learning. Click [HERE](#) for a list of suggested questions:

Upcoming Professional Development Training (Register through OH/ID Portal under Training and Registration)

- 9/3/19 OTES training-Loveland, OH
- 9/9/19 Initial CPI Training (Crisis Prevention Intervention)-Massillon, OH
- 9/13/19 Resident Educator Training Day 2-Hamilton, OH
- 9/23/19 Multi-tiered Systems of Support-Massillon, OH

REMINDER

9/6 -Data review window closes for [2019 CTE March follow-up data](#)
9/6 -Data review window closes for [2019 student and assessment data](#)

