



ST. ALOYSIUS SPONSORSHIP

CALL FOR SPONSORSHIP OF QUALITY 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 school 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

Charterschoolspec.com



July 2020

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 62 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

To fulfill the ambitious mission and vision outlined above, St. Aloysius has adopted measurable goals for schools as outlined in Charter School Specialists' *Strategic Plan*. These goals include:

School Expectations

1. **Increase the number of high-quality/high-performing schools in our sponsorship portfolio.** Targets include: *By June 30, 2024, 75% of our schools will annually achieve 75% or more of the available points on our FY21 performance framework in the charter.*
2. **Sponsored Schools will meet annual charter requirements as listed in the performance framework for organizational, operational and fiscal performance.** Targets include: *By June 30, 2024, 75% of all sponsored schools will annually achieve 80% or more of the available points on the organizational, operational and fiscal performance metrics as provided in the performance framework of the charter.*

Sponsor Expectations

3. **Ensure High-Quality Charter School Authorizing.** Targets include: *By November 12, 2022, Charter School Specialists (CSS) will demonstrate best practices as a high-quality charter school sponsor as measured by a continued Exemplary rating on the Ohio Sponsor Evaluation System.*

The sponsor's roadmap to achieving these goals is articulated in Charter School Specialists' *Strategic Plan 2020-2024*.



PRIORITY PROGRAM NEEDS FOR NEW SCHOOLS

St. Aloysius has identified priority program needs for new schools that open in 2021-2022 school year. Special consideration will be given during final assessments to applicants that incorporate a program focus set forth below.

Competency-Based Educational Model

St. Aloysius seeks innovative school models including, but not limited to, Competency-Based models. According to *CompetencyWorks: What is Competency-Based Education? An Updated Definition*, Aurora Institute, Levin and Patrick¹, the revised 2019 definition of competency-based education is:

1. Students are empowered daily to make important decisions about their learning experiences, how they will create and apply knowledge, and how they will demonstrate their learning.
2. Assessment is a meaningful, positive, and empowering learning experience for students that yields timely, relevant, and actionable evidence.
3. Students receive timely, differentiated support based on their individual learning needs.
4. Students' progress based on evidence of mastery, not seat time.
5. Students learn actively using different pathways and varied pacing.
6. Strategies to ensure equity for all students are embedded in the culture, structure, and pedagogy of schools and education systems.
7. Rigorous, common expectations for learning (knowledge, skills, and dispositions) are explicit, transparent, measurable, and transferable.

A competency-based school or district should implement all seven elements of the definition. Strong implementation also requires policies, pedagogy, structures, and culture that support every student in developing essential knowledge, skills, and dispositions.

Furthermore, St. Aloysius acknowledges the potential impact a school can have when implementing a complete and well-developed Competency-based educational model while adhering to the following belief statements provided by *CompetencyWorks*:

The following belief statements complement and contextualize what we mean by the definition of competency-based education:

- Competency-based education is a replacement of the systems, structures, and pedagogies of the traditional system.

¹ *CompetencyWorks: What is Competency-Based Education? An Updated Definition*, Aurora Institute, Levin and Patrick.



- Competency-based education is driven by the equity-seeking need to transform our educational system so all students can and will learn through full engagement and support and through authentic, rigorous learning experiences inside and outside the classroom.
- Equity is a central goal of advancing competency-based education systems.
- Communities that aspire to achieve equity must work toward implementing all elements of a competency-based education system.
- All students can learn and must be challenged, believed in, and supported to achieve deep learning aligned with common, high expectations across the education system.
- Educators need to organize innovative learning environments around the needs of students who learn in different ways and in different time frames.
- Students need to learn academic knowledge and the skills and dispositions to apply it (such as growth mindset, self-regulation, social-emotional learning, and habits of success).
- Learning happens anytime and anywhere.
- Deeper learning is collaborative and socially embedded.
- Transparency of learning expectations and assessment results is essential for creating a culture of learning and accountability.

Alternative Pathways Models

It is predicted by 2020, approximately 65% of all available jobs will require some postsecondary education or training². 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.

² American Youth Policy Forum (2015). Supporting opportunity youth on postsecondary pathways: Lessons from two states. Washington, D.C.: Author.



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.

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.