

2012 – 2013

ANNUAL REPORT



Dec. 31, 2013

The Honorable John Kasich
Office of the Governor
77 South High Street, 30th Floor
Columbus, Ohio 43215

RE: 2012 - 2013 Annual Report on Ohio Community Schools

Dear Governor Kasich:

The Ohio Department of Education's Office of Community Schools is pleased to provide you with the 11th Annual Report on Community Schools Operating in Ohio. In compliance with Ohio Revised Code §3314.015(A)(4), this report is submitted by Dec. 31 each year to the governor, the speaker of the House of Representatives, the president of the Senate, and the chairpersons of the House and Senate committees principally responsible for education matters.

During the 2012-2013 school year, more than 115,000 students attended one of Ohio's community schools, which is 6.5 percent of the total public school enrollment in our state. To meet the needs of the public, this report is designed to help Ohio citizens gain an understanding of community schools' operations and their roles in our system of public education.

A number of tables and graphs accompany the narrative, and links to other informative pages are available on the Community Schools Web pages. To view the tables and the accompanying narration, go to www.education.ohio.gov and search keywords: *Annual Reports on Ohio Community Schools*.

Sincerely,



David Hansen, Executive Director
Quality School Choice, Office of Community Schools
Ohio Department of Education

2012 – 2013 Annual Report Ohio Community Schools

Introduction

Each year, the Ohio Department of Education's Office of Community Schools develops an annual report on community schools operating in Ohio. The report, in compliance with Ohio Revised Code (ORC) §3314.015(A)(4), provides information on the "effectiveness of academic programs, operations and legal compliance and of the financial condition of all community schools."

The 2012-2013 Annual Report describes the status of community schools with respect to four elements essential to high-quality community school performance:

1. Academic performance;
2. Sustained student enrollment;
3. Fiscal accountability; and
4. Sponsor accountability and oversight.

To acknowledge the key role that sponsors play to enable high performing community schools, the Office of Community Schools has maintained its focus on sponsor performance using targeted technical assistance and the monitoring process as tools for strengthening the quality of community schools.

A person wearing a white lab coat and clear safety goggles is shown from the chest up. They are holding a test tube in their right hand and a large Erlenmeyer flask in their left hand. The background is a solid red color. The text 'THE BASICS' is written in white, bold, serif font across the middle of the image.

THE BASICS

Community Schools in 2012–2013: The Basics

Since the Ohio General Assembly passed the first law establishing such schools in 1997, the continuing development of public charter schools (called community schools) has been, and continues to be, a way to offer choice for families seeking a different educational environment for their children in Ohio. The Office of Community Schools' top priority and mission is sustaining high-quality and high-performing community schools.

Community schools are public, nonprofit, nonsectarian schools operating independently of any school district, but under a contract with a sponsoring entity whose authority is established in statute or approved by the Ohio Department of Education. While community schools receive state and federal funds, they are purposefully designed to have greater operational autonomy and provide greater flexibility in programs. Flexibility provides community school administrators and teachers multiple paths to design unique curriculum and instruction models, and autonomy is the key element that allows these schools to operate in a structure and environment that can be more flexible and responsive than that of larger, traditional public school districts.

There are two types of community schools. Conversion community schools are those in which part or all of an existing traditional public school building or a building operated by a joint vocational school district or educational service center is transformed into a community school. These schools may be established in any public school district in the state.

The second type, referred to as new start-up community schools, may locate only in a district that meets the definition of a “challenged” school district at the time that the charter school enters into a Preliminary Agreement for its contract. Challenged districts are currently defined as:

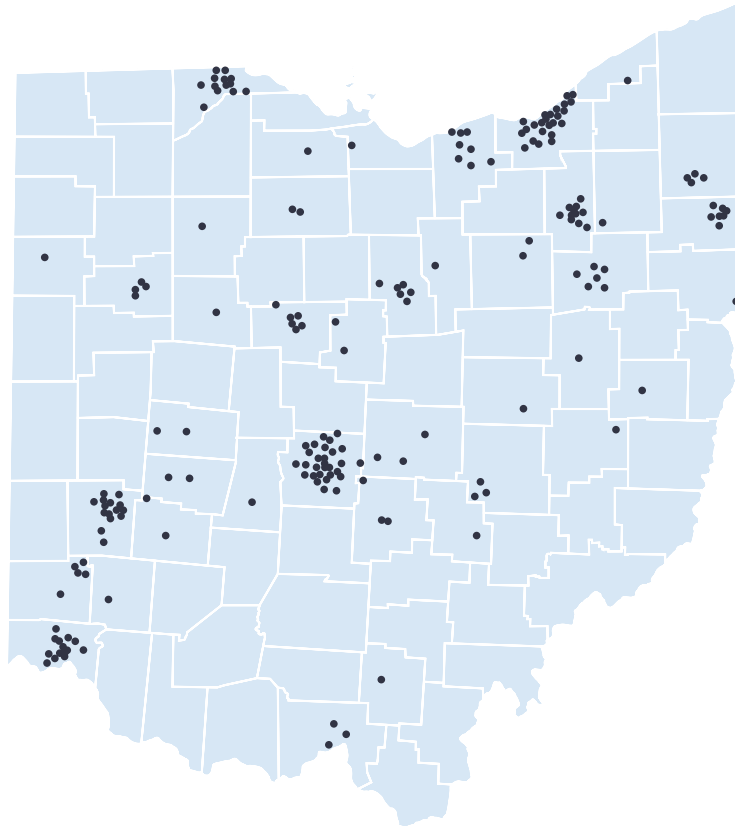
- The “Ohio Eight” urban public school districts, including Akron, Canton, Cincinnati, Cleveland, Columbus, Dayton, Toledo and Youngstown;
- School districts located in the “pilot area” of Lucas County;
- School districts designated in Academic Emergency or Academic Watch on the 2011-2012 Local Report Card;
- School districts graded D or F on the Performance Index and F on Overall Value-Added for two of school years 2012-2013, 2013-2014 and 2014-2015;
- School districts with an overall grade of D or F in the 2015-2016 school year, or later, that also have a grade of F on Overall Value-Added for at least two of the three most recent school years; and
- The lowest 5 percent of districts as ranked by the Performance Index score.

Currently, the Office of Community Schools provides technical assistance to developers and sponsors of community schools, approves organizations seeking to become sponsors of new start-up community schools and oversees all sponsors regardless of whether their authority is granted by the Ohio Department of Education or law. Sponsors are crucial in selecting schools for sponsorship that have the highest likelihood of success and are responsible for monitoring the academic performance, financial operations and governance of their sponsored schools. Equally important is the sponsor's role in making decisions regarding renewal or termination. The Office of Community Schools has directed its efforts to support sponsor capacity to enable school success to benefit not only community school authorizers and their schools, but most importantly, the students and families who depend on them.

FIGURE 1

Figure 1 indicates the locations of the 367 community schools operating in Ohio during the 2012-2013 school year.

Map of Community Schools in Ohio 2012-2013



Number of Schools by County

Allen.....4	Greene.....2	Mahoning.....12	Summit15
Ashland.....1	Hamilton29	Marion.....6	Trumbull.....5
Butler5	Hancock.....1	Montgomery28	Tuscarawas.....1
Champaign.....2	Hardin.....1	Morrow.....2	Van Wert.....1
Clark.....3	Harrison.....1	Muskingum.....3	Warren.....1
Columbiana.....1	Jackson.....1	Perry1	Wayne.....2
Coshocton.....1	Lake.....1	Portage.....2	
Cuyahoga.....77	Licking.....4	Richland.....8	
Erie.....1	Lorain.....11	Scioto.....3	
Fairfield.....3	Lucas.....37	Seneca.....2	
Franklin.....79	Madison.....1	Stark.....8	Total : 367

A young boy with short brown hair and glasses is smiling warmly at the camera. He is wearing a light-colored collared shirt. His arms are resting on an open book that is lying flat on a surface in front of him. The entire image is overlaid with a semi-transparent blue filter. The text 'ACADEMIC PERFORMANCE' is written in a white, serif font across the middle of the image.

ACADEMIC PERFORMANCE

Community School Academic Performance

As of school year 2012-2013, Ohio's accountability system was significantly enhanced by the development and publication of two new report cards comprised of several existing and many new accountability measures to be phased in over three school years. Ohio's new A-F Report Card holds traditional public districts and schools and general and special education-focused community schools accountable for the performance of their students. The Dropout Recovery Report Card holds schools primarily serving students who have dropped out, or are at risk of dropping out, accountable for student performance. Detailed information about the measures, grades and ratings, and roll out timeline for both new report cards is available on the Ohio Department of Education website at reportcard.education.ohio.gov.

The Dropout Recovery Report Card evaluates schools based on measures that are relevant to schools serving students who are returning to high school after having dropped out of school, as well as those students who are likely to dropout out of school due to a history of poor attendance, disciplinary problems and/or suspensions. When fully phased in, measures on this report card will include four-year and extended-year (5-year, 6-year, 7-year and 8-year) graduation rates, a high school assessment passage rate for 12th graders and students close to aging out of the public education system, Annual Measurable Objectives, growth based on assessments, and a number of reported student outcomes including postsecondary credit earned, nationally recognized career or technical certification, military enlistment, job placement and attendance rate.

Schools were identified for receipt of the Dropout Recovery Report Card through two application processes. Community schools received the Dropout Recovery Report Card in lieu of a traditional report card if they had applied for, and were awarded, one or more of two waivers: (1) a waiver from closure for continued poor academic performance as outlined in law¹; or (2) a waiver from rolling community school academic data up into the sponsoring district's report card². A total of 86 community schools received the Dropout Recovery Report Card at the end of the 2012-2013 school year. The type of waivers they were awarded and their performances on the new Dropout Recovery Report Card are detailed in [Table 1B](#). Absolute academic performance was reported at the end of the 2012-2013 school year. Ratings of Exceeds, Meets and Does Not Meet will be applied to measures at the end of the 2013-2014 school year, and an overall rating will be applied at the end of the 2014-2015 school year.

The new traditional report card, which also is being phased in over three years, will include six components, each comprised of one or more measures. Components on this report card will include Achievement, Progress, Graduation, Gap Closing, K-3 Literacy and Preparation for Success. Two measures from the A-F Report Card of key importance in understanding student performance and how schools impact that performance are the Performance Index grade, a measure from the Achievement component, and the Overall Value-Added grade, a measure from the Progress component. Both measures are calculated based on the results of state-required assessments that all of Ohio's public school students, community and traditional, must participate. Currently included in the system of statewide assessments are the Ohio Achievement Assessments for grades 3 through 8 and the Ohio Graduation Tests. The results of these assessments for grades 3 through 10 are used to calculate the Performance Index grade for general and special education community schools, while Overall Value-Added grades for these schools are based on results for assessments in grades 3 through 8. The Performance Index grade indicates how well students perform on Ohio's assessments, while the Overall Value-Added grade indicates how well schools perform in terms of improving student performance.

FIGURE 2

Percentage of Community Schools by Overall Value-Added and Performance Index Grades 2012 – 2013

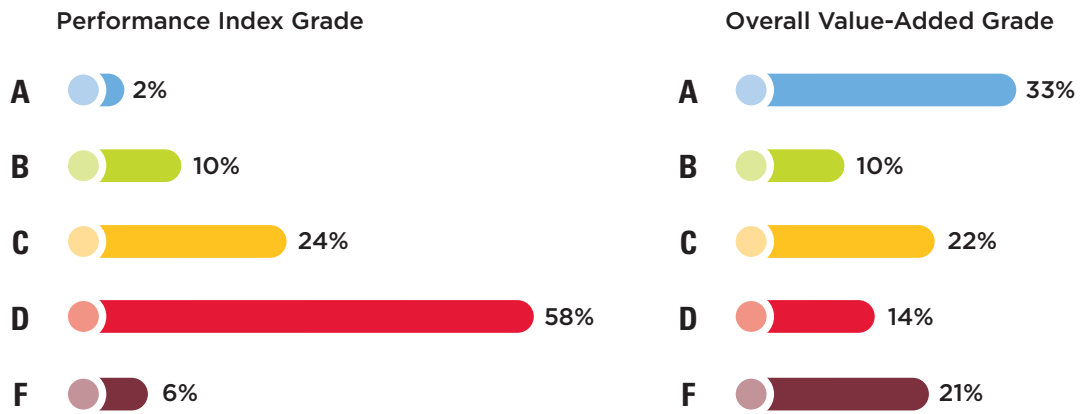
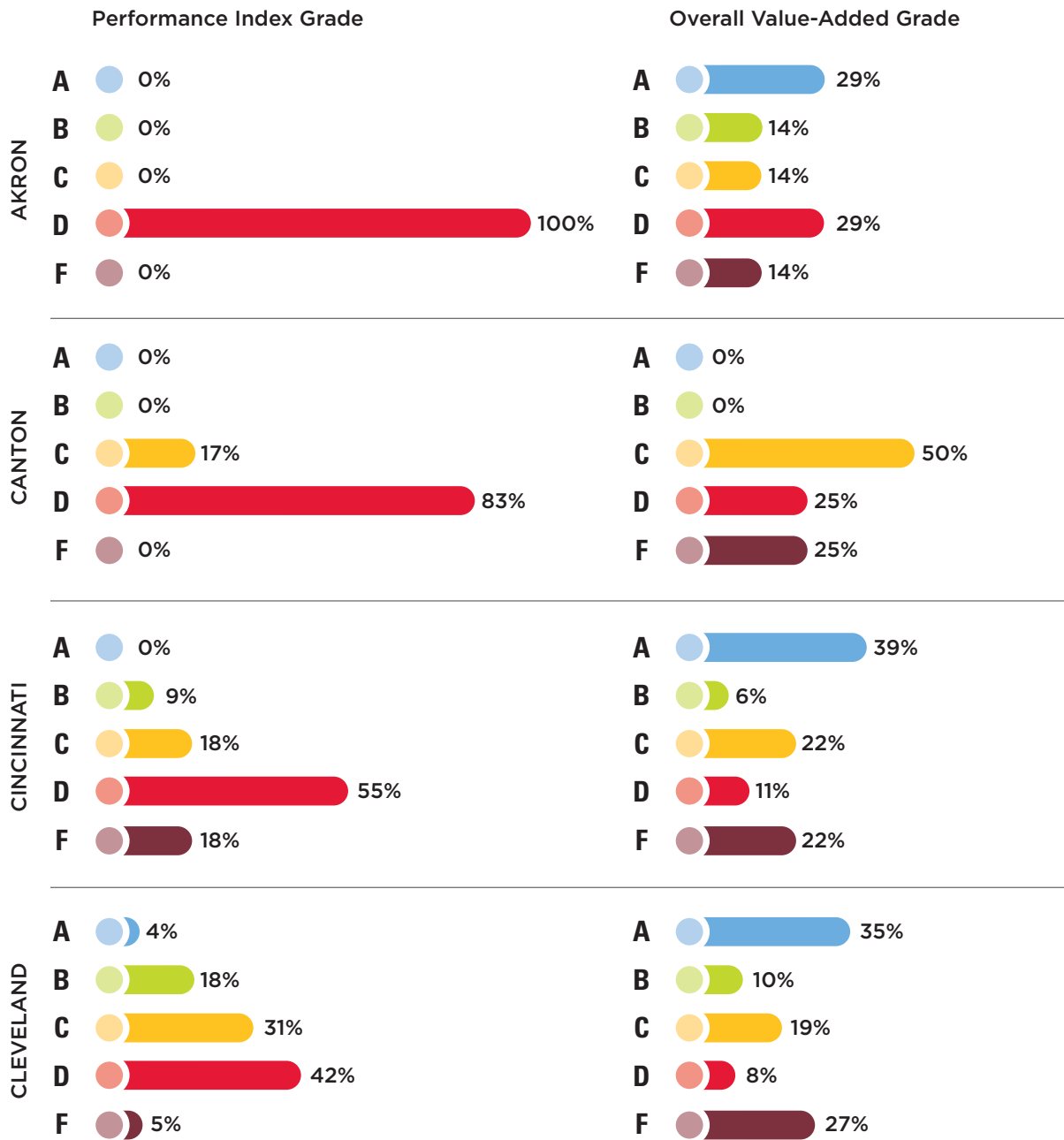


Figure 2 is based on data for 221 community schools with Overall Value-Added grades and 281 community schools with Performance Index grades. It shows that while the current absolute achievement of students in community schools is poor, as indicated by over 60 percent of schools having a Performance Index grade of D or F, over 60 percent of community schools are adding academic value to their students. Overall Value-Added results show that 22 percent of community schools are providing students with a year of academic growth in a year of time and more than 40 percent of community schools are providing students with more than one year of academic growth in a year of time.

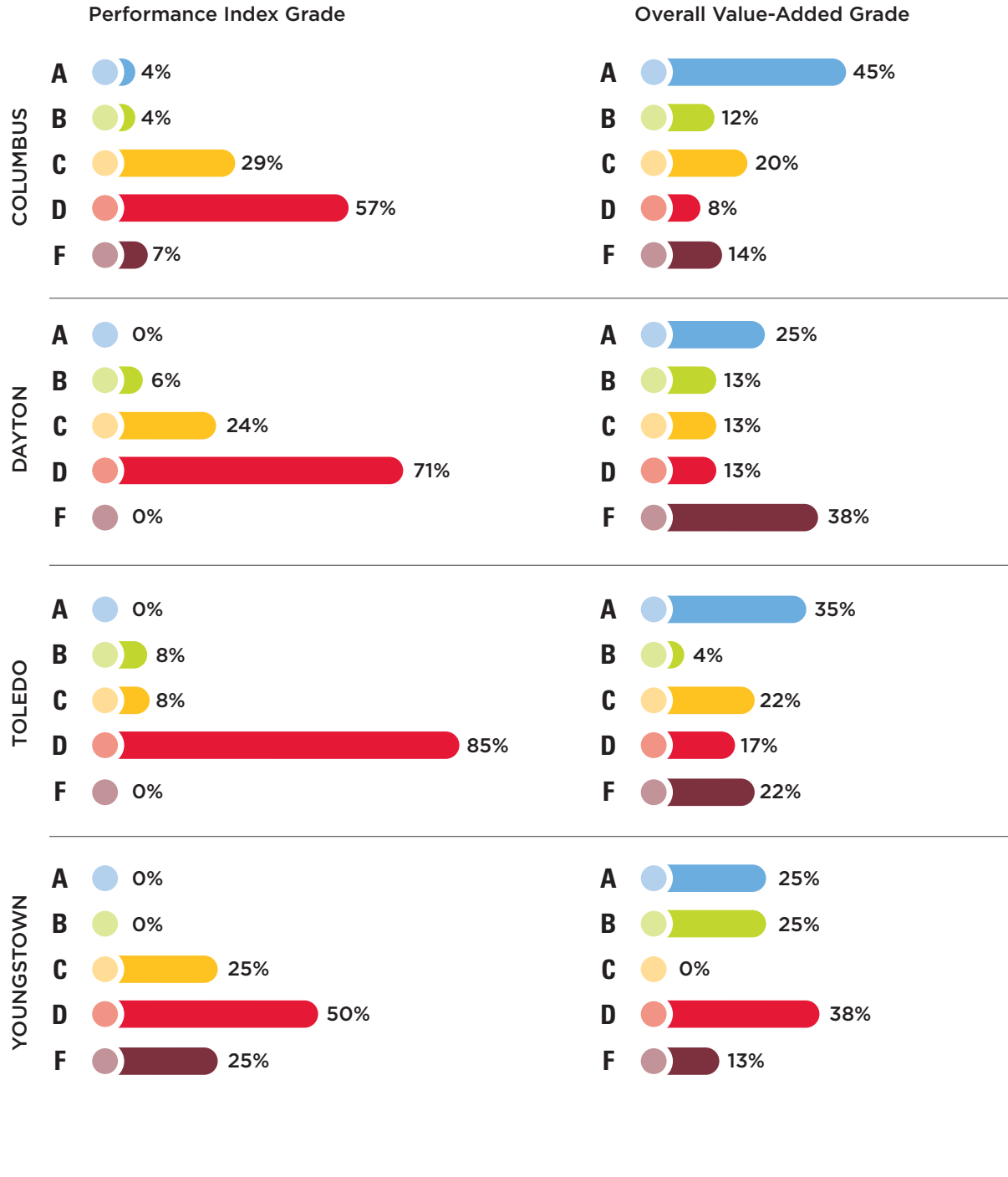
FIGURE 3

Percentage of Community Schools Located in Ohio 8 Districts by Performance Index and Overall Value-Added Grades 2012 – 2013



*Rounding may result in categories totaling 99% or 101%

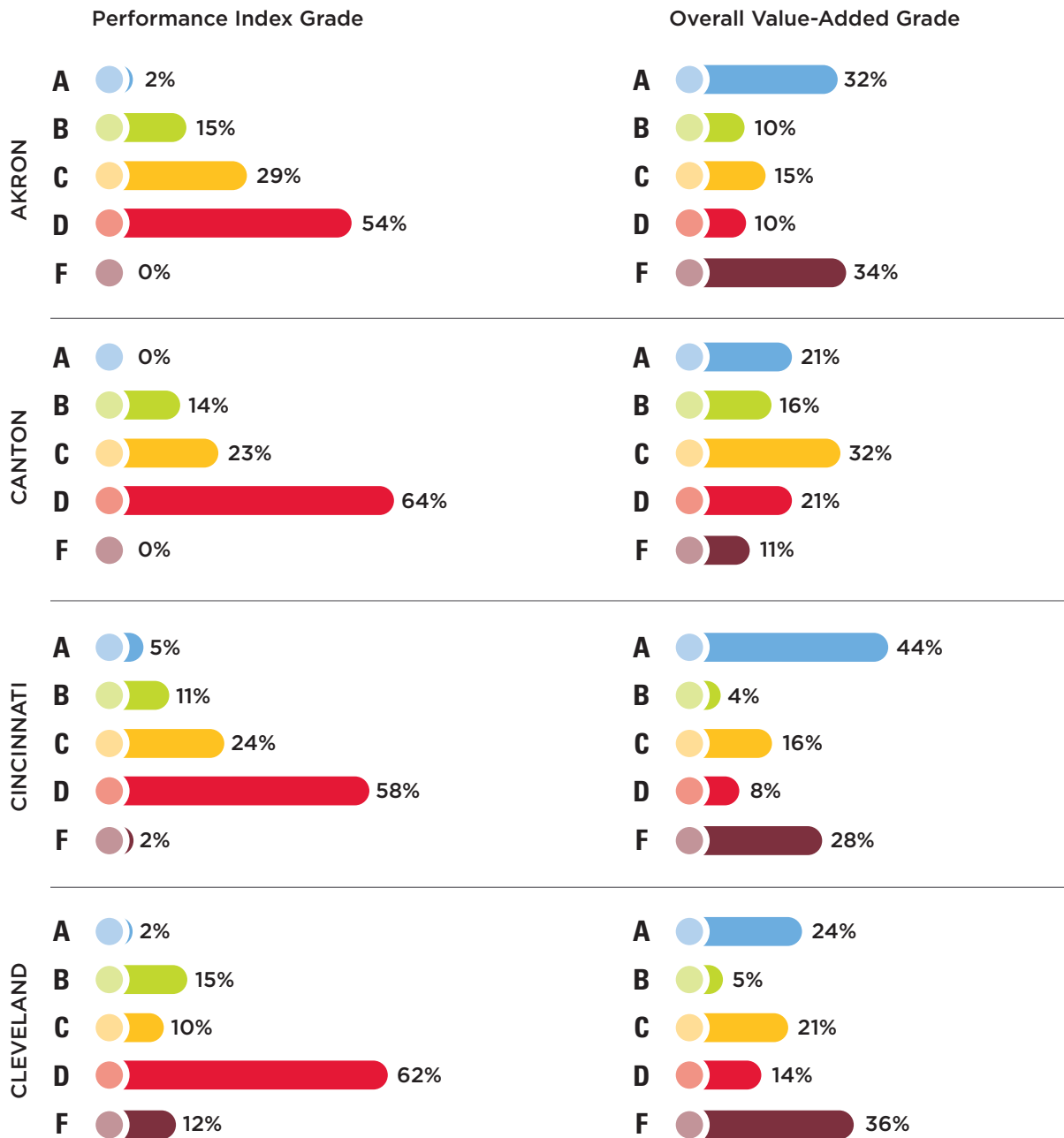
FIGURE 3 CONTINUED



*Rounding may result in categories totaling 99% or 101%

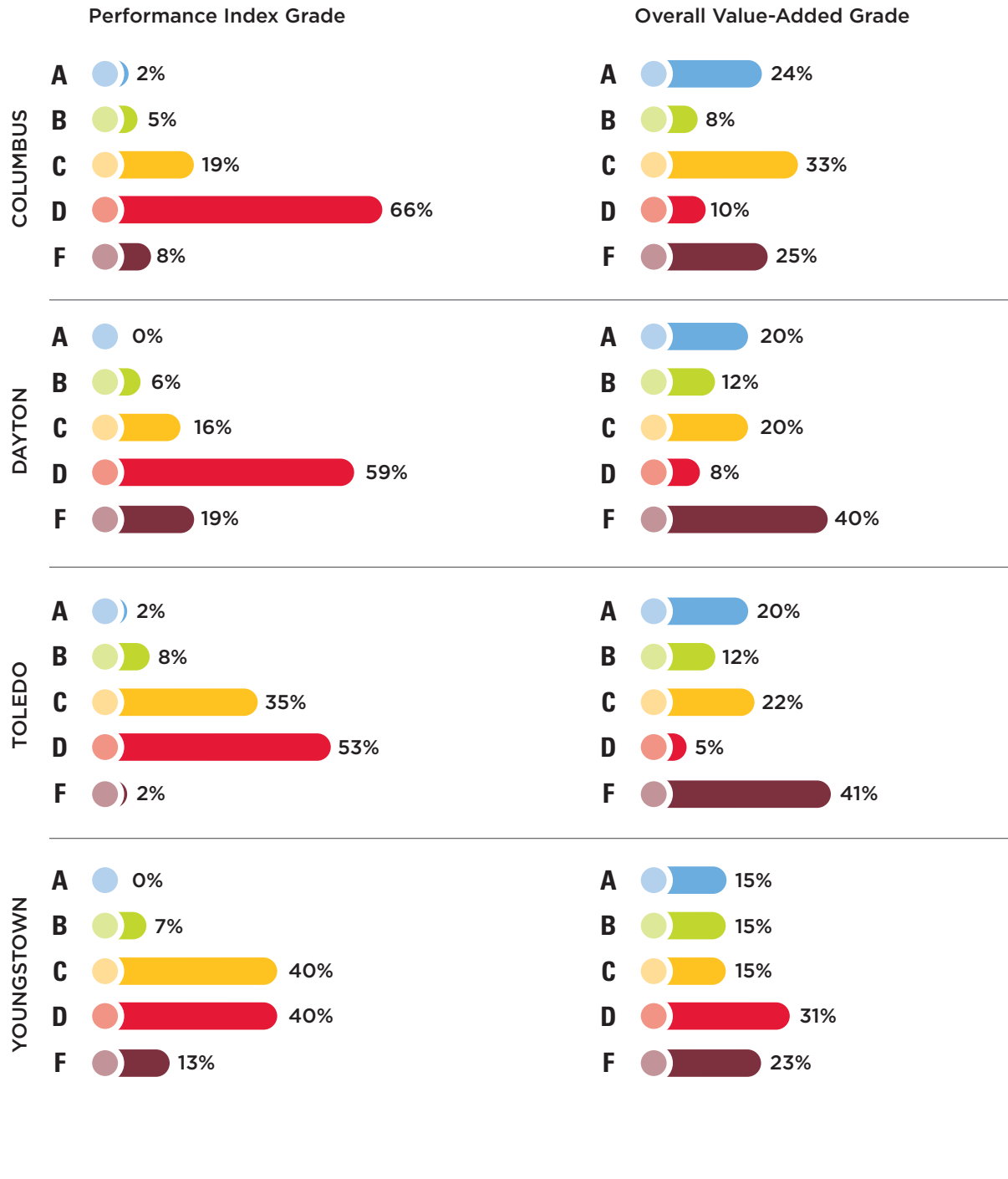
FIGURE 4

Percentage of Ohio 8 District Schools by Performance Index and Overall Value-Added Grades 2012 – 2013



*Rounding may result in categories totaling 99% or 101%

FIGURE 4 CONTINUED



*Rounding may result in categories totaling 99% or 101%

Figure 3 is based on data for 198 community schools with Performance Index grades and 173 community schools with Overall Value-Added grades while **Figure 4** is based on data for 438 traditional public schools with Performance Index grades and 362 traditional public schools with Overall Value-Added grades. Comparison of **Figures 3 and 4** indicates that absolute academic performance of students enrolled in community schools is often lower than that of students enrolled in the districts where the schools are located. However, the converse is often true of the academic gains of students, that is, community schools add academic value to students, often more so than district schools.

Akron City School District's schools performed better on the Performance Index grade than community schools located in Akron. In terms of academic value added to students, however, community schools performed better than district buildings. A detailed look at Overall Value-Added data indicates that twice as many district schools received a grade of F on Overall Value-Added as compared to community schools located in Akron. The percentage of schools graded A, B and C on Overall Value-Added was roughly equivalent among both school groups.

Canton City School District's schools performed better on the Performance Index grade and Overall Value-Added grade than community schools located in the school district. The percentage of community schools in the district receiving a grade of F on Overall Value-Added was more than twice that of Canton City's schools. Almost 40 percent of Canton City's schools received an A or B in Overall Value-Added, adding more than one year of academic growth in a year of time compared to zero community schools in Canton City School District.

Cincinnati City School District's schools performed better on the Performance Index grade than community schools located in the Cincinnati City School District, while performance on Overall Value-Added was roughly similar among both groups of schools.

Community schools located in Cleveland performed better on the Performance Index grade and showed more growth than Cleveland Municipal School District's schools. Note that the Cleveland Municipal data are skewed toward higher performance due to the inclusion of data from high-performing community schools that they are legally allowed to roll up into their district's results.

Community schools and Columbus City School District's schools performed similarly on the Performance Index grade, though a higher percentage of community schools fell into the C grade band compared to Columbus City School District's schools, which more often fell into the D grade band. In terms of Overall Value-Added, the percentage of community schools located in the Columbus City School District that were graded A was almost twice as high as the corresponding percentage of district schools, and the percentage of district schools graded F on Overall Value-Added is almost twice as high as that of community schools.

Dayton community schools performed better on the Performance Index grade than Dayton City School District's schools. Close to 20 percent of Dayton City School District's schools were graded F on Performance Index whereas no community schools in Dayton were graded F on the same measure. Overall Value-Added results were similar for both groups of schools in Dayton, although community schools slightly outperformed district schools, with a lower percentage of F grades and a higher percentage of A grades.

Toledo City School District's schools performed better on the Performance Index grade than community schools located in the district, with over 40 percent of district schools graded C or better compared to approximately 16 percent of community schools. The opposite was true of Overall Value-Added, on which approximately 35 percent

community schools, compared to fewer than 20 percent of district schools, showed two or more years of growth. Approximately 40 percent of districts schools, compared to approximately 20 percent of community schools were graded F.

Youngstown City School District's schools performed better on the Performance Index grade than community schools in the district. Area community schools, however, showed higher performance on Overall Value-Added. Approximately 25 percent of community schools were graded A, and an additional 25 percent graded B on Overall Value-Added, while only 15 percent of districts schools received a grade of A and another 15 percent received a grade of B. Almost twice as many district schools compared to community schools received grades of F on Overall Value-Added.

School Recognitions

Schools of Promise 2012-2013

To help close achievement gaps in Ohio, the Ohio Department of Education developed the Schools of Promise program to identify, recognize and highlight schools that are making substantial progress in ensuring high achievement for all students.

School IRN	School Name	Number of Years
143610	Arts & College Preparatory Academy	4
133520	Citizens Academy	6
000558	Columbus Preparatory Academy	2
132951	Constellation Schools: Lorain Community Elementary	1
000576	King Academy Community School	1
000951	Toledo Preparatory and Fitness Academy	1
011291	Village Preparatory School	1

High Performing Schools of Honor

The Schools of Honor program recognizes schools that have sustained high achievement and substantial progress while serving a significant number of economically disadvantaged students.

School IRN	School Name	Number of Years
133215	The Intergenerational School	2
133330	T.C.P. World Academy	1

High Progress Schools of Honor

School IRN	School Name	Number of Years
143610	Arts & College Preparatory Academy	2
000558	Columbus Preparatory Academy	2
132969	Constellation Schools: Elyria Community	1

Accountability and Community School Academic Performance

Accountability for community schools is set forth in state and federal law and in each community school's contract with its sponsor. Community schools must define their curriculum and performance goals in their contracts and administer all state-required achievement assessments and graduation tests. In addition to participating in all state-required assessments, community schools must comply with the requirements of the Elementary and Secondary Education Act (ESEA) Waiver approved by the U.S. Department of Education, which includes Annual Measurable Objectives.

There can be no stronger accountability consequence for community schools than school closure. House Bills 555 and 59 modified the existing closure criteria to align it to Ohio's new Accountability System and report cards. According to law³, general population community schools are required to close due to continued poor academic performance. As the A-F Report Card, and its measures and grades are phased in from school years 2012-2013 through 2014-2015, so are the elements evaluated for school closure. Closure for general population schools will be based on a combination of ratings from the prior accountability system and grades from the new system until the publication of the A-F Report Card for the 2014-2015 school year. From that point forward, the elements evaluated for closure will be based upon the A-F Report Card.

Dropout recovery community schools granted waivers are currently exempt from closure. However, starting with the Dropout Recovery Report Card issued at the end of the 2015-2016 school year, they will be evaluated for closure. The first dropout recovery community schools identified for closure will have to close at the end of the 2016-2017 school year.

The following chart describes the components used in determining closure for general population community schools based on data from the 2010-2011, 2011-2012 and 2012-2013 school years. The criteria are applied such that, for example, if a school offering grades 4 to 8 was in Academic Emergency and showed less than a standard year of academic growth in reading for the 2011-2012 school year and had an F on both the Performance Index and Overall Value-Added for the 2012-2013 school year, it would be required to close.

Grade Levels Offered	Closure Criteria for 2012-2013
A school that does not offer a grade higher than 3	For two of the three most recent school years: <ul style="list-style-type: none"> • The school has been in Academic Emergency.
A school that offers any of grades 4 to 8, but offers no grade higher than 9	For two of the three most recent school years: <ul style="list-style-type: none"> • The school has been in Academic Emergency and showed less than one standard year of academic growth in reading and/or mathematics; OR <ul style="list-style-type: none"> • The school had an F on Performance Index and an F on Overall Value-Added.
A school that offers any of grades 10 to 12	For two of the three most recent school years: <ul style="list-style-type: none"> • The school has been in Academic Emergency; OR <ul style="list-style-type: none"> • The school had an F on Performance Index and a D or F on Annual Measurable Objectives.

The community school closure law for general population community schools was first implemented at the end of the 2007-2008 school year, with the first schools required to close at the end of the 2008-2009 school year. To date, the community school closure law has required the closure of 21 community schools. The list of schools closed by law for continued poor performance can be found in [Table 8](#).

School Year	Number of Closures Required by Law
2008 - 2009	3
2009 - 2010	10
2010 - 2011	4
2011 - 2012	3
2012 - 2013	1

A young woman with long dark hair is smiling and looking towards the right. She is wearing a light-colored top and has a dark polka-dot bag slung over her shoulder. She is holding a book in her left hand. The entire image is overlaid with a semi-transparent yellow filter.

SUSTAINED STUDENT ENROLLMENT

Growth in Community Schools and Enrollment

As of June 2013, more than 115,000 Ohio students enrolled in the 367 community schools that operated during the 2012-2013 school year. **Figure 5**, which reports the full-time equivalent enrollment of students, shows that enrollment in Ohio community schools has grown each year. **Figure 6** shows a general upward trend in the number of community schools operating over time.

FIGURE 5

Full-time Equivalent of Community School Students: 1998-1999 to 2012-2013

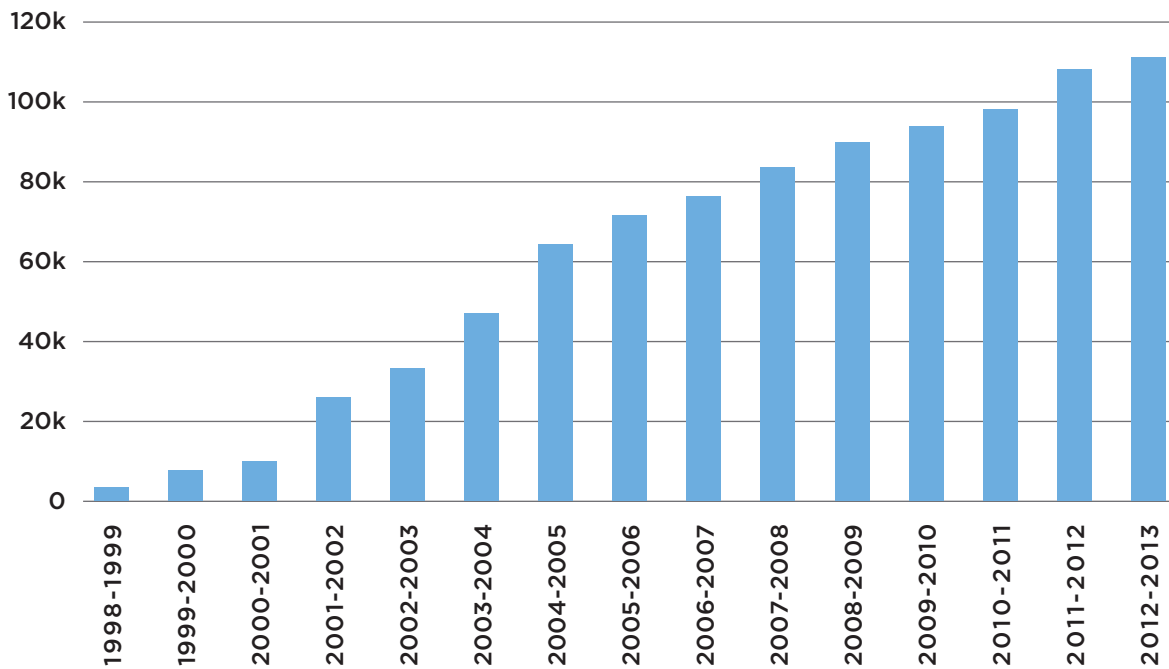
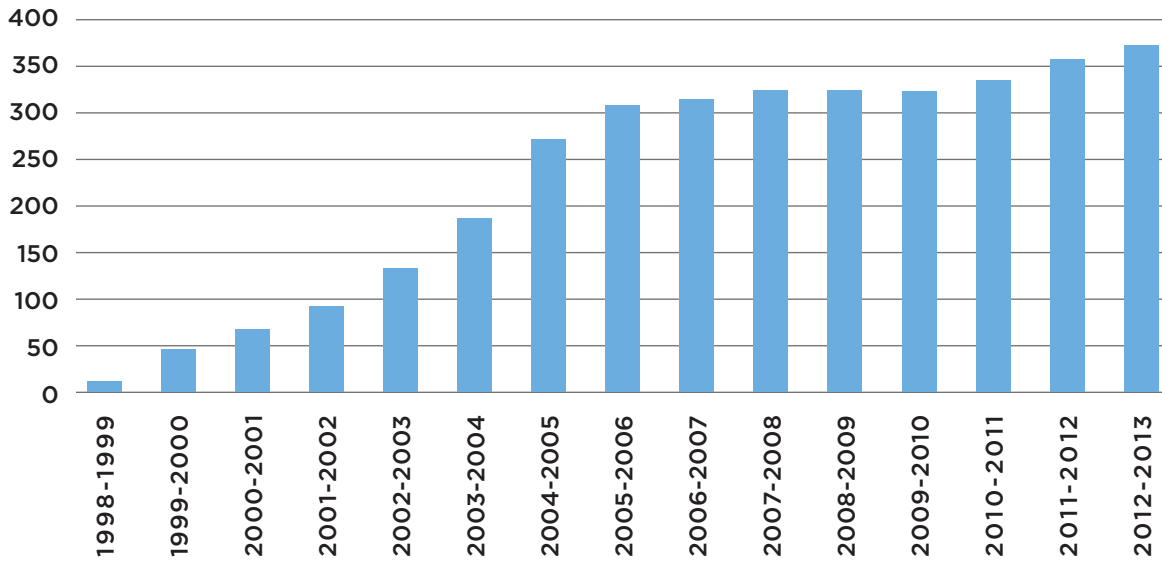


FIGURE 6

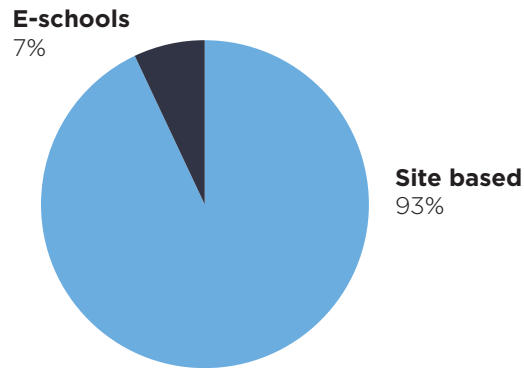
Number of Community Schools: 1998-1999 to 2012-2013



Community schools add to the array of public educational options available in Ohio. The following tables demonstrate the characteristics of these schools as they serve students and families in various settings.

FIGURE 7

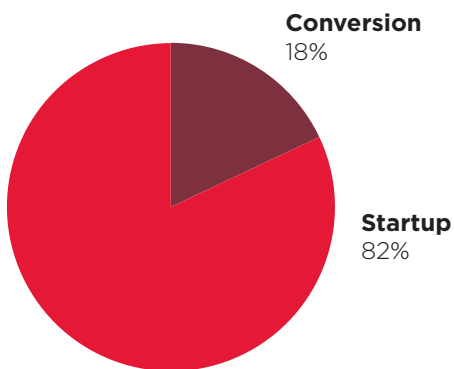
Percentage of Community Schools by Site Based and E-school: 2012-2013



A moratorium on virtual schools, also known as e-schools, was in place from 2003 until June of 2013, when legislative changes ended the moratorium and allowed up to five new virtual schools to open each year starting with the 2013-2014 school year.

FIGURE 8

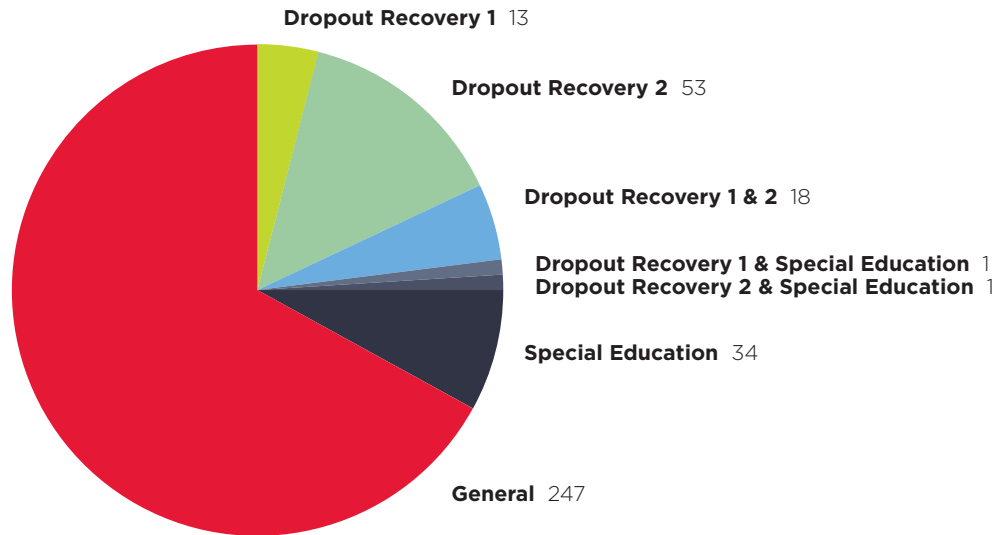
Percentage of Community Schools by Start-up and Conversion: 2012-2013



The ratio of new start-up to conversion schools remained virtually unchanged from the previous year.

FIGURE 9

Number of Community Schools by Student Population Focus: 2012-2013



There are two special school types according to law: special education schools and dropout recovery schools. Schools may meet the definition of all or none of the special school types. Those schools that do not meet any of the definitions are referred to as general education schools. Special education schools are schools that report more than half of their students had Individual Education Plans during the school year. Special education schools are exempt from closure for poor academic performance by law³.

Dropout recovery schools are defined by meeting one or more of three definitions established in law or rule. Schools listed in [Table 1B](#) as Dropout Recovery 1 are conversion community schools sponsored by traditional school districts that have been granted waivers from rolling the school's academic accountability data up into the sponsoring district's A-F Report Card. The majority of students in these schools has already dropped out of school at least once or is at risk of dropping out of school. This definition of dropout recovery has also been adopted in rule by Ohio's State Board of Education as one of three definitions used to determine the population of schools that will receive the Dropout Recovery Report Card.

Schools listed in [Table 1B](#) as Dropout Recovery 2 have been granted waivers exempting them from closure due to continued poor academic performance. A majority of the students in schools designated as Dropout Recovery 2 have dropped out of school or are at risk of dropping out of school. The school must have fulfilled a number of programmatic conditions as stated in law in order to receive a waiver. While the waiver from closure for this second group of dropout recovery schools will end July 1, 2014, the associated definition has been adopted into rule. Current law also recognizes community schools that operate a drug treatment program in cooperation with a court as dropout recovery community schools. To date, no community school has been identified as meeting this last definition.

A photograph of a woman and a young girl looking at a book together. The image is overlaid with a semi-transparent yellow filter. The woman is on the left, looking down at the book. The girl is on the right, also looking at the book. The text 'FINANCIAL ACCOUNTABILITY' is written in white, bold, uppercase letters across the center of the image, underlined.

FINANCIAL ACCOUNTABILITY

Strengthened Community School: Financial Accountability

Should a community school be found unauditible for financial monitoring, the Auditor of State is required to provide written notification to the school, its sponsor and the Ohio Department of Education and post the notification on the Auditor's website. Any community school declared unauditible has 90 days to bring its records into an auditible condition or face withdrawal of all state and federal funding.

The sponsor of an unauditible community school is prohibited from entering into contracts with additional community school governing boards until the Auditor completes a successful financial audit of the school as indicated by the "Date Released." The Office of Community Schools continues to work collaboratively with the Auditor of State on community school financial matters to promote sound financial practice in community schools. No community schools have been added to the unauditible list in the past three years.

Supporting Community School Sponsor Accountability and Oversight

In Ohio, community schools are created when individuals (called developers) who are seeking to open a new community school enter into a contract with a community school sponsor. When the sponsor and those representing the community school enter into a contract, those representing the school are called the governing authority. The community school contract specifies the academic, fiscal, governance and accountability plans that the school's governing authority is responsible for carrying out. The sponsor and the governing authority (similar to a board of education) are the sole parties to the contract.

A woman and a young boy are smiling and looking at a large yellow clock toy. The woman is on the left, and the boy is on the right. They are in a classroom setting with educational posters on the wall. The text "SPONSOR ACCOUNTABILITY & OVERSIGHT" is overlaid in white on the image.

SPONSOR ACCOUNTABILITY & OVERSIGHT

Sponsor Evaluation System

The Sponsor Evaluation System was developed to assure the compliance of the relatively small number of sponsors approved by the Ohio Department of Education that operate under a sponsor agreement with the department defining the parameters of their sponsorship activities. In October of 2009, the Ohio legislature provided additional insight regarding the extent of the department's oversight, making clear the department's authority to evaluate all sponsors, regardless of how they acquired sponsorship authority.

In 2011-2012, the Ohio Department of Education, with the assistance of several community school stakeholder groups, developed a comprehensive system to evaluate compliance and quality practices of sponsors. The following entities contributed: the Office of Community Schools in collaboration with staff from the Offices of Policy and Research and Data Quality and Governance; the vice president of Authorizer Development and other consultants from the National Association of Charter School Authorizers; the Ohio Association of Charter School Authorizers, including representatives from Buckeye Community Hope Foundation and St. Aloysius Orphanage; the Ohio Authorizer Collaborative, including representatives from Reynoldsburg City School District and the Thomas B. Fordham Foundation; the Ohio Coalition of Quality Education; and the Ohio Association of Public Charter Schools. During the 2012-2013 school year, the system was written into state law.

Ohio's requirement to evaluate sponsor organizations is unique. No other state has a similar requirement or process. The goals of the sponsor evaluation system are to establish a set of high-quality professional standards and a system of evaluation leading to improved sponsor practices and ultimately, improved community school performance. Sponsors are evaluated based upon three equally weighted components:

- Compliance with law and administrative rule;
- Quality practice adherence; and
- Academic performance.

Compliance with Law and Administrative Rule

During the 2012-2013 school year, the Office of Community Schools piloted a tool and process for assessing sponsor compliance with law and administrative rule. A basic assumption of the process is that schools will be able to provide documentation of their compliance with law and rule if they have been appropriately monitored by their sponsors. The pilot process consisted of a preliminary desk review followed by an onsite visit at the school to review documents and a follow-up desk review if needed. Sponsors were asked to describe how they determine that schools comply with law and rule and to submit any existing documentary evidence of their processes. Staff from the Ohio Department of Education and a community school sponsor peer group conducted the preliminary desk reviews for sponsors who submitted requested documents. Site visits were conducted regardless of whether or not the sponsor submitted documentation of their sponsor oversight processes. A total of 51 sponsors participated in the pilot of the compliance evaluations. Site visits were made to 10 percent of each sponsor's schools.

Quality Practice Adherence

The Ohio Department of Education's review of sponsor adherence to quality practices is built upon quality principles of sponsorship endorsed by the National Association of Charter School Authorizers. Also built into the review, and unique

to Ohio, is adherence to the specific legal requirement that sponsors provide technical assistance to their sponsored schools. Six resulting areas of practices are the focus of the review:

1. Organizational commitment and capacity;
2. Community school application process and decision making;
3. Performance contracting;
4. Oversight and evaluation of community schools;
5. Contract termination and renewal decision making; and
6. Technical assistance.

The quality practice tools and process were piloted with three sponsoring organizations during the 2012-2013 school year. The process consisted of a school survey and school interviews, a desk review, an onsite visit with the sponsor's board, leadership, and staff, and a review of additional documents submitted after the onsite visit. Information gleaned from the various sources was used to complete and score each sponsor based on a rubric established by the working group developing the evaluation system. Modifications are being made to the tools and processes based on lessons learned during the pilot.

Academic Performance

The Ohio Department of Education's review of school academic performance continues to use a Sponsor Composite Performance Index score, based on the Performance Index score from Ohio's report card system. The Sponsor Composite Performance Index score is calculated in the same manner as a district's Performance Index score—rolling up school data—but does not include data from sponsored schools that primarily serve special education and dropout recovery students. Sponsors are ranked from high to low based on their Sponsor Composite Performance Index score. Sponsors with scores in the lowest 20 percent of all Sponsor Composite Performance Index scores are prohibited from sponsoring additional community schools until they are no longer in the lowest 20 percent⁴.

New Community School Site Visits

The Office of Community Schools staff made site visits to all new community schools before or soon after their openings to meet school staff, view facilities and assess certain compliance requirements. As part of these visits, the staff reviewed aspects of school safety and accessibility, separateness from district schools (if conversions), enrollment, attendance documents and curriculum materials.



LEGISLATION

Legislation

Community schools have been operating in Ohio for 15 years. During each session of the General Assembly, legislative changes have been made to the program. The following legislative summaries trace the changes enacted, by legislative session and bill number.

Community School Legislative History

2013

130th General Assembly 2012-2013

House Bill 167

- Authorizes the mayor of a city in which a majority of a qualifying school district's territory is located to sponsor start-up community schools upon successful application to the Ohio Department of Education.
- Authorizes a qualifying school district to propose a levy for current operating expenses, a portion of which would be allocated to partnering community schools and distributed among those schools on a per-pupil basis.

House Bill 59

- Foundation Funding for community schools is calculated in a manner similar to that of traditional school districts but with no state share index or percentage applied. Payments continue to be deducted from each student's resident school district, with the exception of the \$100 per pupil facilities payment to site-based community schools. The bill also includes the following components:
 - An opportunity grant per pupil amount of \$5,745 in FY14 and \$5,800 in FY15.
 - The per pupil amount of tier I targeted assistance funds from the resident district multiplied by 25 percent.
 - Additional aid for special education and related services based on the student's disability category and corresponding amount listed in the table under the "Special Education" section.
 - Kindergarten through third grade literacy funding provided at \$211 in FY14 and \$290 in FY15 for each student in grades K-3.
 - For economically disadvantaged students, \$269 in FY14 and \$272 in FY15 multiplied by the resident district's economically disadvantaged index. See a description of the district's economically disadvantaged index under the "State Support for Schools" section.
 - Additional aid for limited English proficiency based on the student's limited English proficiency category and corresponding amount described above under the "State Support to Schools" section.
 - Additional aid for career-technical education services based on the student's participation in approved career-technical education programs in one of five categories. The supplemental amounts are provided for each category under the "Career-Technical Education" section.
- E-schools are ineligible for K-3 literacy, economically disadvantaged, limited English proficiency, and targeted assistance funds. E-schools are for the first time authorized to provide and receive funding for career-technical education, if approved.
- E-schools have an enrollment limit starting in FY15 that is based on the following percentage increases applied to the enrollment at the end of the 2012-13 school year for e-schools open in that year or applied to 1,000 if newly opened in the 2013-14 school year:
 - If the e-school has enrollment equal to or greater than 3,000 students, the enrollment limit is a 15 percent increase;

2013

- If the e-school has enrollment of less than 3,000 students, the enrollment limit is a 25 percent increase.
- The Ohio Department of Education is required to deduct the amount of state funds credited to an e-school for students in excess of the enrollment limit and proportionally restore that amount to the students' resident school districts.
- Site-based community schools and STEM schools are funded \$100 per student for facilities costs. However, \$7.5 million is provided in each fiscal year through lottery funds, and payments are prorated to stay within that amount. (Therefore, this funding is not deducted from community school students' or STEM school students' resident districts.)
- All community schools that serve grades seven or above must be assigned to a career technical planning district by the Ohio Department of Education. Community school students can also participate in any career-technical education program of the career-technical planning district in which the student's resident district belongs.
- The community school funding guarantee for severe behavioral handicapped students with emotional disabilities is continued. For community schools that enroll a number of students receiving special education and related services for emotional disabilities equal to at least 50 percent of the total number of students, this funding provides the difference between the aggregate amount calculated and paid for special education weighted costs for the emotionally disabled students and the aggregate amount that would have been calculated for those same students in FY01.
- A new statute allows community schools to charge tuition for out-of-state students as long as the students do not receive state foundation funding. However, the U.S. Department of Education prohibits community schools to charge any students tuition.
- The Ohio Department of Education is now permitted, in lieu of revoking a sponsor's authority, to require sponsors found to be noncompliant with applicable laws and administrative rules to place temporary limits on the breadth and scope of the sponsor's authority until the sponsor remedies its noncompliance.
- The Ohio Department of Education is now authorized to deny an application submitted under the Ohio School Sponsorship Program by an existing community school if the school's contract with its sponsor was terminated, not just if the contract is not renewed as under current law.
- Language now specifies that the initial term for an agreement between the Ohio Department of Education and a community school sponsor runs for up to seven years and the department is required to add one year to the agreement term, unless the sponsor notifies the department that it does not wish to have the term of the agreement extended, if the following conditions are met:
 - Prior to Jan. 1, 2015, the sponsor is not ranked in the bottom 20 percent of sponsors statewide according to composite Performance Index score and meets all the statutory requirements pertaining to community school sponsors; or
 - On or after Jan. 1, 2015, the sponsor is rated as "exemplary" or "effective" under the new sponsor rating system, and in either case continues to meet all the statutory requirements pertaining to community school sponsors.
- Community schools that primarily enroll students in a dropout prevention and recovery program can attain a rating of "exceeds standards," in addition to "meets standards" as specified under current law, if the program improves by 10 percent both its graduation rate and its percentage of twelfth-grade students and other students passing the graduation assessments.
- The State Board of Education is required, not later than Dec. 31, 2014, to review the performance levels and benchmarks for report cards issued for dropout recovery community schools.
- The bill removes from the list of requirements that community schools must meet to operate in multiple facilities the following: 1) their contracts were filed by May 15, 2008, and 2) they were open prior to July 1, 2008.

2013

- Beginning with the 2013-2014 school year a community school's contract that has been suspended is void if the school's governing authority fails to provide a proposal to remedy issues for which the school's contract was suspended by Sept. 30 following the suspension date. If a community school sponsor suspends the operation of a school prior to the bill's effective date, the contract with the sponsor is void if the school's governing authority fails to provide a proposal to remedy issues for which the school's contract was suspended by Sept. 30, 2014.
- Any closing community school that has received hardware or software from the former Ohio SchoolNet or eTech Ohio is required to turn over the equipment to the Ohio Department of Education, rather than eTech Ohio.
- Transportation services relating to community schools:
 - New community schools, beginning with the 2014-2015 school year, are allowed to accept responsibility for providing or arranging for the transportation of the district's native students before it is open for its first year of operation.
 - Community schools that are scheduled to open in the 2014-2015 school year and each year thereafter are required to notify districts if responsibility to transport students is assumed no later than April 15 of the previous school year.
 - Community schools are required to follow current law once the school has been open for one year after renewing or relinquishing transportation responsibility.
- Criteria for closing community schools that offer any of grades four to eight and do not offer a grade higher than nine is made consistent with criteria prior to July 1, 2013, by including that such schools must also show less than one standard year of academic growth in either reading or math in order to be closed.
- A provision of current law is removed that requires any classroom teacher initially hired by a community school after July 1, 2013, to provide physical education instruction to hold a valid license from the state board of education for teaching physical education.

2012

129th General Assembly 2011-2012

House Bill 525

- Allows the mayor of Cleveland to establish and appoint a board of directors of a Municipal School District Transformation Alliance as a nonprofit corporation.
 - Requires the Alliance, if created, to (1) confirm and monitor a "transformation alliance education plan" prepared by the mayor, (2) suggest national education models for and provide input in the development of new district schools and partnering community schools, (3) report annually on the performance of all municipal school district schools and all community schools located in the district, (4) make recommendations to the department on the approval of sponsors of new community schools located in the district.
 - Sunsets the authority to create an Alliance on Jan. 1, 2018, and terminates any Alliance created under the bill on that date.
 - Requires the Ohio Department of Education, the Transformation Alliance, if created, and a statewide nonprofit community school sponsor organization, to work jointly to establish criteria for both (1) sponsor to use to determine if they will sponsor new community schools in the municipal school district by April 30, 2013, and (2) the Ohio Department of Education and the Alliance to use in assessing the ability of a sponsor to successfully sponsor schools in the district.
 - Beginning with any community school that opens after July 1, 2013, requires each sponsor to use the criteria developed jointly by the Alliance, department and statewide sponsor organization to determine whether it will sponsor a new community school in the municipal school district.
 - Authorizes a municipal school district, with the approval of the community school governing authority, to elect to have the student performance data of a community school located in the district combined

2012

with the district's data on the district's annual state report card if the district either sponsors the community school or has entered into an agreement with the school to endorse each other's programs.

- Authorizes a municipal school district, at its own discretion, to elect to have the number of students enrolled in a community school located in the district noted separately on the district's report card if the district either sponsors the community school or has entered into an agreement with the school to endorse each other's programs.
- Requires the district, by Oct. 1 each year, to submit documentation to the department indicating eligibility for the election to include a community school's data on its report card.
- Authorizes the school board of a municipal school district to propose a levy for current operating expenses, a portion of which would be allocated to "partnering" community schools and distributed among those schools on a per-pupil basis.

Senate Bill 316

- Specifies that unless the General Assembly enacts performance standards, a report card rating system, and closure criteria for community schools that operate dropout prevention and recovery programs by March 31, 2013, those schools are subject to permanent closure under the existing criteria that applies to other community schools. Also specified that only the performance ratings issued to schools that operate dropout programs for the 2012-2013 school year and later count in determining if a school meets the closure criteria.
- Defines "blended learning" as "the delivery of instruction in a combination of time in a supervised physical location away from home and online delivery whereby the student has some element of control over time, place, path, or pace of learning."
- Requires the State Board of Education to revise its existing operating standards for school districts and chartered nonpublic schools to include standards for blended learning programs.
- Requires the operating standards to provide for student-to-teacher ratios whereby no blended learning classroom is required to have more than one teacher for every 125 students.
- Requires an operating standard that provides for "the licensing of teachers, administrators, and other professional personnel and their assignment according to training and qualifications."
- Requires the State Board to provide standards for the following:
 - Licensing of teachers, administrators and other professional personnel and their assignment according to training and qualifications;
 - Efficient and effective instructional materials and equipment, including library facilities;
 - Proper organization, administration and supervision of each school, including regulations for preparing all necessary records and reports and the preparation of a statement of policies and objectives for each school;
 - Buildings, grounds and health and sanitary facilities and services;
 - Admission of pupils, and such requirements for their promotion from grade to grade to ensure that they are capable and prepared for the level of study to which they are certified;
 - Requirements for graduation; and
 - Such other factors as the Board finds necessary.
- Requires school districts, community schools, STEM schools, public college-preparatory boarding schools and chartered nonpublic schools that operate a blended learning school, or that plan to cease operating one, to notify the department by July 1 of the school year for which the change is effective.
- Permits a school already operating a blended learning program to notify the department of education within 90 days after the bill's effective date and request classification as a blended learning school.

2012

- Specifies that an Internet or computer-based community school is not a blended learning school, and that the bill's provisions addressing blended and digital learning do not affect current law with respect to the operation of and state payments to e-schools.
- Requires the department to provide information on the use of blended or digital learning in the delivery of the standards or curricula to students whenever the State Board adopts new state academic standards or model curricula.
- Requires community schools to comply with an existing law requiring each school district to adopt a promotion and retention policy that prohibits the promotion of a student who has been truant for more than 10 percent of the school year and has failed at least two of the required subjects, unless the principal and teachers in the failed subject agree that the student is academically prepared for the next grade.
- Revises and updates the definition of "sponsor" for purposes of the community school laws to explicitly include boards of school districts and educational service centers that agree to the conversion of a school or building and grandfathered sponsors, which are exempt from having to obtain the department of education's approval to sponsor community schools.
- Increases to five the number of governing authorities of start-up community schools on which a person can serve at the same time.
- Allows the governing authority of a community school to establish a single-gender school without establishing a comparable school for the other gender.
- Revises an uncodified provision enacted in 2011 in House Bill 153 and in each prior budget act since 2005, to permit a community school operating from or in a residential care facility, as long as the school was operating in Ohio before May 1, 2005, regardless of whether the school was operating from or in the facility on that date.
- Requires the department of education to make available a copy of every approved community school contract filed with the superintendent of public instruction on its website.
- Makes permanent the exclusion from the ranking calculations of community schools that primarily serve students with disabilities.
- Requires the department of education to include schools that operate dropout programs when calculating the composite Performance Index scores of community school sponsors for the purpose of sponsor rankings, if the schools become subject to the existing closure criteria.
- Excludes community schools that have been in operation for less than two full school years from counting in the annual rankings of community school sponsors.
- Specifies that the Ohio Department of Education's Office of School Sponsorship must be included in the annual rankings of community school sponsors, but exempts the office from the prohibitions against sponsoring additional community schools.
- Requires the department to publish the rankings between Oct. 1 and Oct. 15.
- States that the General Assembly intends to enact a law, not later than Dec. 31, 2012, that establishes a battery of measures to be used to rate the performance of the sponsors of community schools and to determine whether an entity may sponsor additional community schools.
- Designates the Ohio Department of Education's Office of School Sponsorship as the entity within the department that may assume sponsorship of a community school whose sponsor is found not to be in compliance with state rules or its contract with the community school.
- Permits the department to deny an application for direct authorization submitted by an existing community school, if the school's previous sponsor did not renew its contract with the school.
- Requires school district boards of education monthly to review community school enrollment for students who are entitled to attend school in the district and verify the community school in which the student is enrolled and that the student is entitled to attend school in the district under law.

2012

- Authorizes community school governing authorities to adopt a policy for initial reporting that prescribes the number of documents required to verify a student's residency. If adopted, this policy supersedes any policy adopted by a school district.
- Codifies current department of education policy by specifying that "the school district in which a parent or child resides is the location the parent or student has established as the primary residence and where substantial family activity takes place."
- Specifies that the following documents may serve as evidence of primary residence:
 - A deed, mortgage, lease, current home owner's or renter's insurance declaration page or current real property tax bill;
 - A utility bill or receipt of utility installation issued within 90 days of enrollment;
 - A paycheck or paystub issued to the parent or student within 90 days of the date of enrollment that includes the address of the parent's or student's primary residence;
 - The most current available bank statement issued to the parent or student that includes the address of the parent's or student's primary residence;
 - Any other official document issued to the parent or student that includes the address of the parent's or student's primary residence. (Required the superintendent of public instruction to develop guidelines for determining what qualifies as an "official document.")
- Specifies that when a student becomes a homeless child, or when a homeless child changes living arrangements, the district in which the student is entitled to attend school must be determined in accordance with current state and federal law governing education of homeless children.
- Specifies that in the event of a disagreement, the state superintendent must determine the district in which the student is entitled to attend.
- Requires that when a school district and community school reach different determinations as to a student's school district, the community school is to provide the district with documentation of the student's residency and make a good faith effort to accurately identify the student's residence. The community school cannot appeal to the state superintendent until doing so, and any appeal must be within 60 days after the department's monthly deadlines for reporting enrollment. The state superintendent must make the determination within 30 days after the community school presents the matter.
- Makes no statement about withholding payments, but requires the state superintendent to direct any necessary adjustments to deductions and payments after resolving a dispute.
- In addition to community schools, as under current law, includes public college-preparatory boarding schools in the right of first refusal for real property that a school district chooses to sell. When offering unused real property for sale or lease to community schools located in the district, as required under current law, permits, but does not require, a school district also to make that offer to existing community schools or college preparatory-boarding schools with plans to relocate operations to the district.
- Specifies that the appraised fair market value of the property must be determined by an appraisal that is not more than one year old.
- Specifies that if the district conducts an auction or lottery to select a community school or college-preparatory boarding school to purchase or lease the property, because more than one eligible party notifies the district of its interest, the auction or lottery must be conducted only among the parties that notified the district of their interest, instead of among all eligible parties, as required under current law.
- Adds nonprofit private colleges and universities and chartered nonpublic schools to the list of entities that may purchase real (or personal) property of a school district directly without purchasing it at a public auction.

2011

129th General Assembly 2010-2011**House Bill 153**

- Eliminates the requirement that new start-up community schools contract with an operator of a previously successful community school.
- Eliminates the moratorium on new e-schools, but limits growth to five new e-schools per year.
- Requires the department of education to recommend e-school standards to the General Assembly.
- Requires e-schools to comply with the newly developed standards if enacted by the legislature or, if not enacted, default to national standards.
- Creates the Ohio School Sponsorship Program, under which the Ohio Department of Education may directly sponsor community schools.
- Expands challenged districts where start-up community schools may be established to include the lowest 5 percent of districts based on Performance Index score.
- Prohibits community school sponsors ranked in the lowest 20 percent of sponsors based on Performance Index score from sponsoring additional schools.
- Increases the number of community schools any one sponsor can sponsor to 100.
- Eliminates the reduction of a sponsor's cap by one for every school that closes permanently.
- Revises procedural deadlines related to a sponsor's decision to terminate or not renew community school contracts.
- Grants civil immunity to sponsors and staff when taking action authorized by law or contract to fulfill the oversight responsibility.
- Repeals the requirement that a sponsor have a representative within 50 miles of each school it sponsors.
- Requires monthly sponsor and school meetings to review finances and enrollment.
- Imposes a one-year revolving door restriction on governing authority members and their immediate relatives.
- Increases the maximum compensation for governing authority members of start-up community schools.
- Revises the closure criteria, decreasing the length of time it takes to close poor performing schools with certain grade configurations.
- Specifies that, for state funding purposes, an e-school student is considered automatically re-enrolled the following year until enrollment is terminated or the student fails to meet the 105-hour participation requirement.
- Repeals the requirement that e-schools spend a specified minimum amount per pupil on instruction.
- Makes exceptions to allow facilities to duplicate grades or be located in more than one district.
- Requires the department to assign a unique identification number to each facility when one school has multiple facilities.
- Permits two or more community schools to be located in the same facility.
- Expands a community school's right of first refusal to purchase all real property owned by a school district.
- Requires school district boards with real property that has not been in use for two years to offer it to new start-up community schools for purchase or lease.
- Permits community schools to enter into an agreement for the joint operation of educational programs but prohibited them from charging related tuition or fees.
- Requires the State Board of Education to review prior recommendations for dropout recovery performance standards and to issue new recommendations to the General Assembly by June 2012.

2010

128th General Assembly 2009-2010**House Bill 19**

- Requires the Ohio Department of Education to re-evaluate closure criteria for 2009-2010 school year excluding each school's first two years of operation.

2009

128th General Assembly 2009-2010**House Bill 1**

- Requires the Ohio Department of Education to issue a community school's first Local Report Card at the end of its first year of operation rather than the second year of operation.
- Excludes any ratings a community school receives on its first two Local Report Cards from use in the community school closure criteria.
- Strengthens the closure criteria for poorly performing community schools.
- Expands the exemption of schools from the closure criteria to include schools in which more than half of the students enrolled receive special education or related services.
- Requires the chief administrative officer of closing schools to transmit each student's records to his or her district of record within seven business days of the school's permanent closure.
- Clarifies that any and all sponsors are under the oversight of the department of education.
- Requires the Ohio Department of Education's annual report on community schools to report the performance of sponsors.
- Clarifies the performance requirements of schools used for the operator provision.
- Allows joint vocational school districts to sponsor conversion community schools.
- Revises the minimum standard for the expenditure of state funds on instruction by e-schools and provides a fine for non-compliance.
- Eliminates the prohibition against e-schools counting purchases of computers, obscenity filtering software and certain other software toward instructional expenditures.

House Bill 290

- Allows a conversion community school to locate outside of the sponsoring district in very narrow circumstances.
- Allows a conversion community school to obtain a new sponsor in very narrow circumstances.

2007

127th General Assembly 2007-2008**House Bill 119**

- Lifts the moratorium on new start-ups by allowing them to open under the control of a successful operator meeting certain criteria.
- Expands penalties for failing to report, or misreporting Education Management Information System (EMIS) data.
- Strengthens the requirements for new sponsor applicants who currently sponsor or operate schools outside of Ohio to meet a minimum quality standard.
- Limits the sponsorship territory of educational service centers to their own and contiguous service areas, but exempts this limitation for schools already sponsored outside of the limited areas.
- Modifies payments for community school students attending multiple educational providers in one year.

2007

- Allows community schools to transport their own students and receive transportation funds directly from the state.
- Establishes pre-opening requirements for all community schools that must be confirmed by sponsors prior to the beginning of each school year.
- Requires the Auditor of State to provide written notification to the school, sponsor and the department of education when finding a community school is unauditible.
- Prohibits the sponsor of an unauditible school from entering into preliminary agreements and/or contracts with additional community schools until the audit is complete.
- Requires the sponsor of an unauditible school to notify the Auditor of State of the actions it will take as a result of the unauditible finding.
- Requires the Ohio Department of Education to withhold funds, until notified otherwise by the Auditor of State, from any school that fails to make progress in bringing its records into an auditible condition within 90 days of the finding.
- Clarifies the proper distribution of a closed community school's assets.
- Prohibits community schools not operating as of May 1, 2005, from operating within residential treatment facilities that receive and care for children.

House Bill 562

- Allows educational service centers to sponsor conversion community schools housed in an existing building used by the educational service center.
- Allows new start-ups to be established in two districts under the same contract in certain circumstances.
- Allows governing authorities of multiple community schools to enter into pooling agreements to make purchases.
- Establishes the five-year ISUS demonstration project.

2005

126th General Assembly 2005-2006**House Bill 66**

- Expands community school accountability for special education and related services.
- Establishes expected gains for community schools on additional assessments.
- Allows only 30 additional district-sponsored and 30 additional non-district sponsored new start-ups to open until July 1, 2007.
- Requires a lottery to be held to determine which new start-ups can open.
- Places a moratorium on new e-schools until the General Assembly enacts standards for e-school operation.
- Requires e-schools to provide testing locations within 50 miles of students' homes.
- Requires e-schools to withdraw students who fail to participate in state-mandated tests for two consecutive years.
- Defines a "day" for an e-school student as a minimum of five hours and maximum of 10 hours of learning opportunities.
- Establishes e-school pupil instruction expenditure criteria and reporting requirements.
- Requires governing authorities to partner with a successful operator to open a new start-up above the cap.
- Places limits on the number of schools that can be sponsored by an entity.
- Ultimately caps the number of new start-up community schools at 50 per sponsor.

2005

- Requires operator applicants who currently operate schools outside of Ohio to meet a minimum quality standard.
- Requires community school contracts to be adopted no later than March 15 of the year in which the school is to open.
- Requires community school to open within one year of the contract's execution.
- Requires non-dropout recovery schools to open by Sept. 30 of the year in which the contract is signed.
- Requires the Ohio Department of Education to adopt closing procedures for use by community schools and sponsors.

House Bill 79

- Clarifies requirements of districts offering real property to community schools.
- Reduces a sponsor's cap by one for every school that closes permanently.
- Allows individuals to serve on no more than two schools' governing authorities at one time.
- Limits governing authority members' compensation for attendance at meetings.
- Prohibits governing authority members of new start-ups, and their immediate relatives, from becoming owners, employees or consultants of any community school operator until one year after such membership has ended.
- Provides appeal rights for the community school's operator in the event that the governing authority terminated the operator's contract.
- Allows the parents of e-school students to waive the school's requirement to provide a computer to their enrolled child.
- Replaces earlier expected gains with the state ratings and Overall Value-Added systems to determine closure requirements for poorly performing community schools.
- Provides an exemption from closure for poor performance for certain dropout recovery community schools.

2003

125th General Assembly 2003-2004**House Bill 95**

- Allows educational service centers to sponsor start-ups in any challenged district.
- Prohibits schools from contracting with a new sponsor upon termination of their contract.
- Details the flow of state aid to community schools.
- Requires automatic withdrawal of community school students missing 105 consecutive hours of instruction.

House Bill 3

- Limits challenged districts to include only those in Lucas County, the Ohio eight urban districts, and districts in Academic Watch and Academic Emergency.
- Requires the State Board of Education to recommend e-school standards to the General Assembly.

2001

124th General Assembly 2001-2002**House Bill 94**

- Requires districts to offer real property for sale to new start-ups.
- Grants sponsors the right to suspend, terminate and non-renew community schools.

2001

House Bill 364

- Changes the role of the State Board of Education to authorizer of sponsors.
- Refocuses the State Board of Education’s efforts on oversight of sponsors and providing technical assistance to schools and sponsors.
- The State Board of Education is able to sponsor community schools only in very narrow circumstances.
- A sponsor that operated on or before April 8, 2003, is regarded as “grandfathered” for purposes of continuing to act as a sponsor.
- Requires non-grandfathered sponsors of new start-ups to apply to the State Board of Education.
- Extends sponsorship of new start-ups to include school districts, educational service centers, the 13 four-year state universities and qualified nonprofit organizations.
- Expands challenged districts to include those in Academic Watch.
- Limits the total number of non-district sponsored new start-ups to 225 until July 1, 2005.
- Allows and defines e-schools.

1999

123th General Assembly 1999-2000**House Bill 282**

- Expands challenged districts to include Ohio Urban 21 districts.
- Expands challenged districts to include those in Academic Emergency.
- Requires community schools to designate attendance areas.
- Requires districts to transport community school students.

1997

122th General Assembly 1997-1998**House Bill 215**

- Pilot community school program established.
- Lucas County Educational Service Center established as a sponsor.
- University of Toledo established as a sponsor.
- New start-ups allowed to locate in Lucas County only.

Senate Bill 55

- Program expanded beyond Lucas County.
- State Board of Education established as a sponsor.
- Defines challenged districts as districts in Lucas County, and the eight largest urban districts.
- Allows new start-ups to locate in challenged districts only.

House Bill 770

- Allows University of Toledo designee to sponsor new start-up community schools.

Additional Components of the Community School Annual Report

The remainder of this report presents tables describing school academic and demographic data, enrollment and finance. It also presents the sponsors' assessment of community school legal compliance, along with the Ohio Department of Education's assessment of sponsor performance. Many of the tables include historic information for previous school years, as well as data for the 2012-2013 school year. To view the tables and the accompanying narration, go to www.education.ohio.gov and search keywords: *Community Schools Annual Report*.

Laws cited

¹ Ohio Revised Code 3314.36

² Ohio Revised Code 3302.03(l)

³ Ohio Revised Code 3314.35

⁴ Ohio Revised Code 3314.016