

Our New School/Replicator Application Process Starts With A Request For Proposal (RFP)
The RFP submission deadline is July 16th of the previous year you wish to open a new/replication school. Note: The defined timeline includes a planning stage of at least nine months.



North Central Ohio
Educational Service Center

Community School Application For New or Replicators

Contract Effective Date:

School Opening Date:



North Central Ohio Educational Service Center

Dear Prospective Partner:

Thank you for your interest in developing a new community school to serve Ohio's students. The North Central Ohio Educational Service Center (NCOESC) intentions are to develop long-lasting partnerships with groups who share our high standards for quality. Our sponsoring priorities include developing a robust portfolio of innovative and high-performing schools throughout the state to meet the needs of all students in Ohio. We partner with organizations that effectively implement a variety of academic programs critical for meeting the unique needs of a variety of students.

The North Central Ohio ESC strives to be a leader working with partners to develop the best educational opportunities for all children in Ohio. Currently, NCOESC is the sponsor to 14 community schools in Ohio, ranging from elementary, middle, to high schools that include educational programs focusing on integration of the arts, project-based learning, STEM, credit recovery, college prep, as well as schools providing rich language exposure in Spanish, Mandarin, Latin, Greek, Hebrew and Arabic with an interdisciplinary approach and global perspective.

Our application and contracting processes are firmly rooted in the Principles and Standards for Quality Charter School Authorizing established by the National Association of Charter School Authorizers (NACSA), and you will find them to be rigorous, clear, transparent, and student-focused. As a charter authorizer, we cultivate relationships with sponsored schools based on a balance of autonomy and accountability. We provide meaningful technical assistance to our sponsored schools to help them provide a high-quality education to the students they serve.

If you have further questions, please contact Brenda Luhring, Superintendent/CEO of North Central Ohio ESC at bluhring@ncoesc.org or our Director of Community Schools, Dawn Waddell @ dwaddell@ncoesc.org

Respectfully,

Brenda Luhring
Superintendent/CEO
North Central Ohio ESC



North Central Ohio Educational Service Center

Community School Sponsorship

Mission

To build strong partnerships with developers and educational leaders of community schools by providing sponsorship service and technical support that meets and exceeds excellence in support of school choice options

Vision

To be recognized across the state as a sponsor with high standards and integrity

Goals

- 1) To form partnerships and provide assistance to community schools through commitment to quality school choice and establishing high-quality school programs in Ohio***
- 2) To provide support in helping our community schools meet the needs of students they serve***
- 3) To serve as critical partners to help community schools maintain compliance with state and federal laws***



Overview of School Application Process

Applicants seeking a charter contract from North Central Ohio Educational Service Center must go through our eight-step application review process. The process includes two phases as outlined below and further explained on the timeline on pages 6 & 7 of this document.

Phase One of the application process involves a submission of the completed application that should describe the basic elements of the applicant's plan for establishing a community school. It will be reviewed and evaluated against criteria described in the application packet. (Refer to application rubric) The application addresses four main key design elements: 1) Educational Plan and Programming, 2) Organization & Management, 3) Facilities, and 4) Fiscal Viability. Our team of experts will evaluate the written application to assess the quality of the school's plan and viability for success in focusing on these key design elements per the evaluation rubric.

Following the review of the Phase One Application, the NCOESC Community School Review Team will determine if written application demonstrates viable capacity to establish and operate a quality charter school and invite applicants to take part in the interview process. The final applicant interview involves meeting with the applicants and any other key individuals/stake holders to further assess the applicant's capacity to implement the submitted plan in the written application. The interview team will consist of a governing board member of NCOESC, educational experts, and school leaders.

Phase Two of the application process involves issuance of a Preliminary Agreement and an invitation to submit further documentation to provide more detail plans for specific aspects of the school proposal that demonstrates a readiness to start the school and succeed with the plan. Further documentation may need to be provided and all addendums need to be provided as well as board training for the Governing Authority. Community School Leaders from NCOESC will meet periodically with the school leaders/ GA to provide technical assistance on school operations.

Throughout the application review process, NCOESC will communicate important information to the lead contact listed on the RFP. *Please promptly notify NCOESC of any changes to the lead contract.* The application steps for school sponsorship are listed briefly below and are further explained in the timeline found on pages 6 & 7 of this document.

1. Complete a Request for Proposal (RFP) - Submit by July 16 of previous year. To obtain the RFP, please request one from dwaddell@ncoesc.org or go to our website www.ncoesc.org and search community schools.
2. Complete a Phase One Application- Application for proposal to sponsor can be obtained upon request from dwaddell@ncoesc.org or by going to our website www.ncoesc.org and search community schools.
3. Participate in a Final Applicant Interview
4. Adopt a Preliminary Agreement
5. Phase Two Application Process- Sign and return Preliminary Agreement- Contract Negotiations begin
6. Phase Two Follow Up- Provide further documentation as requested or needed
7. Complete the contract negotiation process
8. Contract execution

Thank you in advance for your time and interest in sponsorship with North Central Ohio Educational Service Center. We look forward learning more about your proposed school.

Please feel free to contact me at dwaddell@ncoesc.org or at 740-387-6625.

Sincerely,

Dawn Waddell, Director of Community Schools
North Central Ohio ESC

Please note: Any information submitted through the application process may constitute a public record subject to disclosure under the Ohio Public Records Act

		DATELINE TIMELINE AND DESCRIPTION OF NEW SCHOOL APPLICATION PROCESS
Application Step	Deadline	Deliverables and Deadlines
Step One: Completion of Request for Proposal (RFP) Online	July 16 of previous year	<p>*Request for Proposal (RFP) submission to NCOESC: RFP is available on North Central Ohio’s Home Page. All interested applicants can fill out and submit an RFP online or make a request for an RFP by notifying Dawn Waddell at dwaddell@ncoesc.org of your interest.</p> <p><i>*Applicants interested in sponsorship must complete an RFP. Applicants that demonstrate academic and financial capacity will be invited to fill out a Phase One Application.</i></p>
Step Two: Upon Approval of RFP, Submit a Phase One Application	October 4	<p>*Phase One Application submission should be sent electronically (If RFP is approved) to Dawn Waddell at dwaddell@ncoesc.org</p> <p><i>The Phase One Application will describe the basic elements of the applicant’s plan for establishing a community school. It will be reviewed and evaluated against criteria described in the application packet. (refer to application rubric)</i></p> <p><i>Upon submission, the NCOESC Community School Review Team will review all proposals and decide if the applicant is invited to an applicant interview. In the case of a rejected Phase One Application, NCOESC will provide the applicant with a written explanation. NCOESC will provide feedback to Phase One applicants by October 29th</i></p>
Step Three: Participate in Phase Two of Application Process- Applicant Interview	Beginning November	<p>* Final Applicant interviews</p> <p><i>Following the review of the Phase One Application, the NCOESC Community School Review Team will conduct a final applicant interview, which will include school representatives, governing board members and identified school leaders. All background checks and resumes must be included in the application documents provided. (You will also need to submit clean FBI/BCI criminal background checks for all founders an proposed governing authority members at this time.)</i></p> <p><i>Only applications that meet the criteria and are received by the due date and time will be considered for the interview phase of the review cycle.</i></p>
Step Four: Final Authorizing Decision- Adoption of a Preliminary Agreement	December 17	<p>Issuance of a Preliminary Agreement; invitation to submit a Phase Two Application</p> <p><i>The NCOESC Community School Review Team will issue a final authoring recommendation to the NCOESC Board. Applicants will then be notified that they have been approved for a preliminary agreement towards a charter with NCOESC for the following school year. A Preliminary Agreement will be issued for signatures.</i></p> <p><i>Selected applicants will be invited to submit a Phase Two Application and begin the contracting process.</i></p>
Step Five: Sign and return Preliminary Agreement	January 31	<p>Sign and return Preliminary Agreement</p> <p><i>Deadline by which Governing Authority needs to meet to sign, date, and return executed Preliminary Agreement to Dawn Waddell at dwaddell@ncoesc.org Contract negotiations between NCOESC and governing authority begin.</i></p>

<p>Step Six: Phase Two Follow-Up</p>	<p>January 31</p>	<p>Phase Two application submission to NCOESC</p> <p><i>Completed Phase Two Applications must be completed and all requested documents must be submitted to NCOESC by close of business <u>January 31st</u>. Documents will be reviewed and included as appropriate in the community school contract.</i></p> <p><i>In Phase Two, you may need to provide more detailed plans for specific aspects of the school proposal that demonstrate your readiness to start the school and to succeed with your plans for success. You may be asked to provide further documentation that will make up the basis of the school's contract attachments.</i></p> <p><i>You will also need to submit clean FBI/BCI criminal background checks for all founders and proposed governing authority members at this time. Also at this time and throughout the school development process, a sponsor representative from NCOESC will meet with school leadership to provide technical assistance on community school operation. In addition, school governing authority members will need to complete five hours of training on board governance and open meetings law.</i></p>
<p>Step Seven: Complete the Contracting Negotiation Process</p>	<p>March 21</p>	<p>Community school contract negotiations are complete</p> <p><i>All documents and components must be completed and submitted to NCOESC by March 21st for review and approval-prior to signing the charter school contract.</i></p> <p><i>Deadline for the completion of the community school contract negotiating process, including adoption of a resolution accepting the community school contract by the school's governing authority.</i></p>
<p>Step Eight: Contract Execution</p>	<p>No later than May 15</p>	<p><i>School Governing Authority & NCOESC Governing Board must fully execute the charter school contract.</i></p>

Revised 6/27/2023 (dw)
Revised 1/05/2021 (kg)

North Central Ohio Educational Service Center

Phase One Application Overview for New School Applications and Replicators

Instructions

1. Please carefully review the list of contents required by the Phase One Application.
2. To determine what constitutes a compelling, high-quality application, consult the Phase One Application Evaluation Rubric & Scoring found in Appendix 2
3. If you have any questions regarding Phase One, please feel free to contact Dawn Waddell at dwaddell@ncoesc.org
4. Complete the Phase One Application by the deadline listed above, and send an electronic copy to Dawn Waddell dwaddell@ncoesc.org

Contents of the Phase One Application

- Cover page, including name and location of the proposed school.
- A narrative, not to exceed 25 pages (attachments are not included in the page limit).
- Attachments, providing additional information supporting the narrative. All attachments should be numbered and clearly referenced in the Phase One narrative. Choice of attachments is at the discretion of the applicant. Examples of attachments in the Phase One Application include curriculum samples, letters of support, financial statements/audits, local report card data for existing schools, or any additional information that you feel will help us better understand your application.

Phase One Scoring

- Applicants for **new schools** receiving a Phase One score of 7.2 or higher will be invited to participate in a Phase Two interview with the NCOESC Community School Review Team Experts.
- Applicants for **school replication** receiving a Phase One score of 7.2 or higher will be invited to participate in a Phase Two Interview with the NCOESC Community School Review Team Experts.
- Please refer to the scoring rubric *Appendix 2: Phase One Application Evaluation Rubric, Weighted Measures & Score Card for **NEW SCHOOL** (pages 19 & 20) and (pages 24 & 25) for **SCHOOL REPLICATION**.*

New Community School Application & Replicators

Narrative Outline:

General Background Information:

*Please note: This section will not be included in the rubric scoring, however it is vitally important information and will be examined for quality and correctness.

Applicant and Funding Groups

Applicant Information

Provide a description of the lead applicant- relevant background and experience, indicating if they are a parent, teacher, administrator and/or community resident.

Founding Group Members

List the active members of the founding group (including the lead applicant) who developed this proposal. Include a detailed description of their relevant experience or skills, their role in the group or contributions to the proposal, and their proposed role. (If any, in the school if it is approved, e.g. school leader, teacher, board member, service provider, etc.) Please include any specific information related to the successful operation of a charter school in –State or out-of-State.

Founding Group Origin

Describe how the founding group came together and the relationship of its members to each other. Provide a statement capturing the reason (s) for their interest in opening a charter school.

Founding Resumes

Founding Group Member Resumes- include a resume or biographical statement for each member of the founding group.

Needs Assessment

Community Need and Impact

Provide a needs assessment, which identifies the target neighborhood and student population. A quality needs assessment examines relevant market research of the community, including the performance of surrounding schools, reviews specific neighborhood and student demographics, and makes a compelling case as to the need for the proposed school at this particular time in this specific location.

Describe the programmatic impact of the establishment of the proposed charter school on existing public and nonpublic schools in the same geographic area. If the proposed charter will be located in a district where more than five percent of students are enrolled in charter schools, either provide evidence that the community of location approves of the establishment of the proposed charter school or explain how the proposed charter school will have a significant educational benefit to the students who attend that school.

Evaluation Criteria:

Reviewers will look for solid research, and a compelling description of the unique needs of the community and target student population that the school intends to serve and answers the question, “why this school, and why this location?”

The School's Mission, Vision and Values

Mission

Explain the mission of the proposed community school. Provide a clear and concise statement that defines the purpose and nature of the school. What makes the mission unique for the target community and how will the mission be measured – how will the school know if it is meeting its intended purpose?

Evaluation Criteria:

Reviewers will look for a clear and compelling mission statement that is meaningful, manageable and measurable.

Vision

Clearly identify the school's vision for students. An effective vision statement provides reviewers with an image of the future that the school wishes for students. The vision statement should articulate what the school will achieve for the school community.

Evaluation Criteria:

Reviewers will evaluate how the school's mission and vision are aligned.

Values

Define the values of the proposed school and describe how they are supported by the mission and vision. The values lay the groundwork for the school's climate, culture and community

Evaluation Criteria:

Reviewers will consider how the school's core values are supported by the mission and vision. Reviewers will seek to understand how the core values influence the school's proposed program.

Educational Plan & Programming

Curricular Plan

A good educational plan also will demonstrate how the needs of students will be met and how teachers will differentiate instruction for all students.

- Provide an overview of the research-based educational plan. Discuss the process that will be used to further develop and implement the school's curriculum.
 - Explain how the curriculum aligns with the *College and Career Ready Standards (also known as the "Common Core Standards")* and Ohio Department of Education assessment system.
 - Explain how teachers will know what to teach and when to teach it, including the curriculum resources that will support instructional planning (e.g. curriculum frameworks, maps, scope and sequences, pacing guides, etc.) and who will be responsible for creating or selecting these resources.
 - Describe the instructional materials specifically by name that will be used in the classroom for Tier 1, Tier 2, and Tier 3 instruction/intervention. If commercial or other pre-existing programs or materials will be used, explain the process for their selection. If any have already been selected, provide any evidence regarding their alignment to the school's curriculum framework and effectiveness with the intended student population. If instructional materials will be created,

explain the process for their development and who will be responsible for it.

- Describe how the proposed plan will result in student mastery of grade-level academic content standards and close achievement gaps between relevant student subgroups.
- Explain how the curriculum will be appropriate for the students the school intends to serve, as well as students with disabilities, ELL, and students below or above grade level.
- Describe the process the school will use to select, or create new curriculum materials and evaluate, review and revise the curriculum on at least an annual basis to ensure its effectiveness, alignment to state standards and alignment from grade to grade
- Describe the school's procedures for evaluating whether the curriculum is successfully implemented and effective for all student
- Provide at least one sample unit plan for mathematics and English Language Arts and include alignment to standards and benchmarks, suggested pacing, instructional strategies, methods of assessment and instructional materials identified.

Evaluation Criteria:

Reviewers will look for a curricular plan that implements the mission as described in the application and responds to the needs of the target student population. Reviewers will look for a plan which will demonstrate how curricular tools and content are research based and meet the diverse needs of individual students. Reviewers will look for evidence that the curricular plan is founded in an understanding of effective educational practices, and differentiates learning for all students.

Instructional Practices

- Describe the pedagogical approach the school will use to implement its curriculum
 - Describe the instructional methods or techniques to be employed in the proposed school that will be necessary for successful implementation of the curriculum, including any specific requirements for implementing this pedagogical approach, e.g. co-teaching or aides, project-based learning, technology, physical space, etc.
 - Describe the methods that will be used to monitor and support classroom teachers as they implement this programming.
 - Explain how the school's instructional methods are appropriate for and meet the needs of all students in your school, including students with disabilities and ELL learners.
- Provide detail of the instructional practices of the proposed school (for example: project based learning, direct instruction etc.). Discuss the specific instructional strategies and practices that will be necessary for successful implementation of the curriculum. Please detail the teaching pedagogies that will be in place at the school and what methods will be used to monitor and support classroom teachers as they implement this programming. Describe the proposed school calendar, including the number of days and hours the school will be in session and the way the school day will be organized for instruction, independent study and extra- or co-curricular activities. For illustrative purposes, it may be helpful to summarize a day in the life of a typical student at your proposed school.
- If the school has a unique curriculum focus or design, explain how the instructional methods will support its implementation.

Evaluation Criteria:

Reviewers will look for instructional practices which are engaging and consistent with the mission/vision/values of the school. Reviewers will look for instructional practices that are research-based, and will lead to successful implementation of the curriculum. Reviewers will seek to identify opportunities for students to be authentically engaged in active/experiential learning which provides critical and higher-order thinking skill instruction.

Academic Program

- Provide a concise overview of the proposed charter school’s key design aspects critical to its success.
- Key design elements will vary by school, but might include the following: specific subject focuses; specific student populations; specific academic and non-academic programs; longer school day and/or year’ specific teaching models, unique staffing plan/placement; assessments’ and student interventions.
- Explain how these elements specifically will allow the school to achieve its mission with the student population(s) it intends to serve and how the educational program will increase student achievement and decrease/eliminate student achievement gaps.
- Explain how the design of the academic program will do the following:
 - Improve student learning and ACHIEVEMENT
 - Increase learning opportunities for all students, with special emphasis on expanded learning experiences for students who are at-risk of academic failure
 - Provide non-classroom based learning opportunities
 - Encourage the use of different and innovative teaching methods
 - Create new professional opportunities for teachers, school administrators and other school personnel
 - Provide parents and students with expanded choices in the types of educational opportunities that are available within the public school system.

Calendar and Schedules

- Provide a copy of the proposed school calendar for its first-year of operation including the following:
 - Total number of days of instruction for the school year (a minimum of 920 hours of instruction for schools operating in Ohio is required)
 - First and last day of classes
 - All planned calamity days
 - All planned professional development days
 - All planned holidays and other days off, as well as planned half days
 - Dates for summer school

Evaluation Criteria: A response that meets the standard will present:

- ***A clear and concise explanation of how the academic program of the school will increase achievement & learning targets for ALL students.***
- ***A clear and concise explanation of how the academic program of the school will eliminate student achievement gaps.***
- ***Explain the different and innovative teaching strategies/learning opportunities relate to the school’s mission, vision, and values/goals.***
- ***Provides a copy of proposed school calendar for its first year of operation that includes the following; total # of days, first and last day of classes, planned calamity days, planned professional development days, planned holidays and other das off, as well as planned half days & dates for summer school***

Assessment & Compliance

Assessment

Describe the school's approach to assessment, including which assessment tools will be administered.

- Discuss the use of diagnostic, formative, and summative assessments, including how they will be used to evaluate academic progress of individual and cohorts of students.
- Explain the use of these assessments toward meeting the goal of increased student growth, achievement and college and career readiness.
- Describe how the school will use assessment results to make instructional adjustments. Please also provide information about the data collection and monitoring systems to be used at the school and how the use of data will be monitored.

Evaluation Criteria:

Reviewers will look for an assessment approach that describes the process of administering and analyzing diagnostic, formative and summative assessments. Reviewers will expect to see how the school integrates multiple measures of assessment data to inform key decisions aimed at improving instructional decision making and increased academic outcomes.

Compliance

Provide verification that the school has the knowledge and understanding necessary to maintain compliance with state and federal guidelines and appropriate operational procedures.

- Provide brief narrative descriptions of the following areas in relation to the school's proposed operation. While these topics will be required sections of the Contract attachments, we are not asking you to include complete policy and benefit manuals or full student handbooks in this section at this time. We are looking for narrative descriptions of how the school will comply with requirements and how the school will run and monitor its operations:
 - Admissions and open enrollment procedures
 - Attendance and withdrawal rules and procedures
 - Suspension and expulsion policies including compliance with students with disabilities requirements
 - Transportation , food service, and/or other ancillary services policies and procedures
 - Verify that appropriate benefits will be offered to employees, including STRS/SERS

Evaluation Criteria:

Reviewers will look for an understanding of the importance of compliance requirements by both the sponsor and state and federal guidelines and a strong commitment to meet the contractual, state and federal guidelines in meeting compliance requirements.

Special Student Populations

Describe the implementation of the school's programs and services for special student populations, including: 1) students with disabilities; 2) students who are English Language Learners; 3) students who are at-risk of academic failure; and, 4) students who are academically advanced or gifted. Please discuss programs and services separately for each special student population.

- Information for each group of students should demonstrate how these special student populations will be provided with full and meaningful access to participate and progress in the general educational curriculum, and how the classroom environment and instructional approach will be responsive to the needs of these groups of students.
- Describe the process the school will use to identify students with potential disabilities. The school may wish to provide examples of strategies aligned with each of the three levels within Response to Intervention (RTI). The school should discuss how RTI (or a research-based equivalent) efforts will be

implemented and monitored.

- Include information about the school's planned methods and strategies for serving students with disabilities in compliance with all federal laws and regulations in Individuals with Disabilities Education Act.

Evaluation Criteria:

Reviewers will look for processes and procedures that the proposed school will employ to identify, assess, and serve special student populations. Reviewers will look for a general education classroom environment which is responsive to unique needs and how the proposed school will provide all students with meaningful access to participate and progress in the general education curriculum. Reviewers will look for demonstrated capacity for the education of special student populations, a commitment to serving the needs of special populations and knowledge of the school's obligations under state and federal law. Reviewers will also evaluate the school's understanding of and ability to implement efforts within the identified intervention construct and will look for specific methods that will be used to monitor and effectively implement this process.

School Culture and Climate

Describe the strategies that the school will employ to develop and sustain a safe and orderly school climate that supports the achievement of the proposed outcomes.

- Explain the school's approach to student behavior management and discipline for both the general student population and for students with special needs.
- Explain how the school will encourage family involvement and communication to support student learning, and how it will measure satisfaction with school climate.
- Explain the extra-curricular activities (intramurals, student council, clubs etc.) within the school. Describe the school's suspension/expulsion policy.

Evaluation Criteria:

Reviewers will look at the methods by which the school will evaluate whether the environment is safe and conducive to learning. Reviewers will look at how parents are incorporated into the school culture and the extra-curricular activities that promote a healthy culture. Reviewers will look to ensure that the school can adequately handle student discipline.

Proposed Outcomes

The proposed outcomes in this section should be derived directly from the needs assessment and plans outlined in the sections above. Community school accountability is based largely on academic outcomes but also on unique goals developed by each school that are tied to its mission, vision and values.

- What mission-specific metrics do you believe effectively evaluate the achievement of the school's mission?
- What data will the school report to the sponsor and governing authority to prove that the needs of the students are being met? This information will provide reviewers with an understanding of what standards the applicant believes best supports the evaluation of the school's proposed educational plan.
- Information in this section should also discuss how the governing authority and management team will monitor these goals.

Evaluation Criteria:

Reviewers will look for a commitment to accountability for results and evidence of the competence to achieve those results. Reviewers will also look for goals that are clear, measurable and data-driven as well as goals

that are implemented through the school's educational program. For existing models, please feel free to attach evidence of successful outcomes within your existing portfolio of schools. Reviewers will look to ensure that the school consistently monitors and reports data to the sponsor and governing authority.

Organizational Capacity & Execution /Operations/Enrollment & Marketing

Describe the organizational structure of the proposed school and include a **detailed staffing plan** and an organizational chart. Describe the roles and responsibilities of the school leader and other key personnel. If the school leader is not yet selected, discuss the criteria for selection of a high-quality leader and time frame for hiring. Describe what role an Education Management Organization (EMO) or CMO (if appropriate) will play in the ongoing support of school leadership and operations of the school. Describe in detail the services the EMO will provide to the school (e.g., curriculum, special education services, start-up capital, etc.).

Describe how the school will involve parents in the education of their child and in the governance and operation of the school. Your response should include the following:

- The process you will use to establish, engage and sustain parental involvement
- The process you will use to effectively and frequently communicate a child's progress to the parent and administrators
- The strategies you will use to build strong relationships between teachers, parents, and administrators
- Provide a detailed staffing plan including an organizational chart

Evaluation Criteria:

Reviewers will look for a school applicator/operator that has capacity to execute proposed school plan and provide support, services and tools to the school staff. Reviewers will look for an organizational plan for the school, including a clear delineation of management and governance.

School Governing Authority

Please provide a copy of the school's articles of incorporation as a public benefit corporation, along with corresponding bylaws as filed with the Ohio Secretary of State's office. Phase One Applicants are required to demonstrate compliance with at least three governing authority members. Phase Two Applicants are required to demonstrate compliance with five governing authority members. In addition to providing a resume and BCI/FBI background checks for each member of the school's governing board, please outline the role the board sees for itself as it relates to the governance of the school.

Evaluation Criteria:

Reviewers will look for by-laws which describes a governance structure that is distinct from the management of the school. Reviewers will also look for clean BCI/FBI and look to rule out conflicts of interest for the five board members.

Partner Organizations

Describe any partner organizations that will have a significant relationship with the proposed school. Provide the following:

- Name of organization
- Description of the nature and purpose of the proposed school's relationship with the organization
- Letter of intent or commitment from the organization indicating that the organization will be involved in the school and the terms and extent of its involvement (include a copy of any draft service agreements if available)
- Name of a contact person for the partner organization, along with the address, phone number and e-mail of such contact person for the partner organization

Governance and Management Structures

Describe any management organization that will have significant responsibility for managing the proposed school's educational program, staffing, operations and/or other aspects of the school. Provide the following:

- A detailed explanation of the extent of the organization's proposed role in the governance, management and/or operation of the school
- A detailed staffing plan including an organizational chart
- A description of the process and criteria used to select the management organization, including other organizations that were considered, and the rationale for selecting this organization
- A description of the role of the management company in selecting proposed members of the school's governing authority, if applicable
- A draft management contract

Evaluation Criteria:

Reviewers will look for an operator that has capacity and provides support, services and tools to the school staff. Reviewers will look for an organizational plan for the school, including a clear delineation of management and governance.

Enrollment & Marketing

Summarize the recruitment process and marketing plan. If you are hiring a vendor or outsourcing recruitment efforts, please provide details as to how this will be implemented, along with a timeline of proposed events. Explain the school's admission policy.

- Indicate the number of students projected to be enrolled the first year, as well as during years 2-5, and the proposed grade levels to be served each year.
- Number and age range of students to be served in proposed facility and analysis of student and student subgroups academic needs to be served by the proposed school that are not met in the existing school or schools in the existing community
- Analysis of student and student subgroup(s) academic needs to be served by the proposed community school that are not met by existing schools in the area or community.
- Demonstrated demand for the proposed community school (for example, list of maps of all current school options, including capacity/seats currently available, evidence of existing wait lists or lack of capacity from existing schools, letters of commitment to the proposed school from parents, community stakeholders).
- Evidence of data collection and analysis in the following areas: real estate market research (rental property, insurance rates, property taxes), availability of transportation (such as bus lines), enrollment fluctuation in surrounding schools, job growth, number and age range of students in the surrounding area of the proposed facility, crime rates, etc.
- Explain in detail your rationale for selecting this particular school size, and provide specific evidence that the demand for your school is sufficient to sustain projected enrollment figures. If a survey is conducted to assess the demand for the school, please include a summary of survey results, the survey itself and response rate figures.
- Include plans for student recruitment and retention and explain how the proposed school will meet or exceed the enrollment targets and retain student populations

Evaluation Criteria:

Reviewers will look for an enrollment and marketing plan that targets the identified community is time sensitive and realistic. A description of the school's admissions policy will also be reviewed.

Financial Viability/Budget/Business Plan & Facilities

Financial Viability & Budget

Provide a proposed budget that includes the following:

- The school's estimated costs and revenues from the school's pre-operational start-up phase through the first year of operation including assumptions behind revenue and expenditure projections.
- Budget assumptions should be detailed, explaining the rationale for each line item within the budget. (For example, details regarding average staff salary, costs for materials and supplies, lease and/or construction costs, technology, etc. should be explained thoroughly.)
- Verify that appropriate benefits will be offered to employees, including STRS/SERS
- Provide the name of your school's fiscal officer. If a fiscal officer has not been secured, list candidates being considered and a deadline date for hiring.
- If an EMO or third party are providing a loan to cover up-front costs, please describe how these costs will be charged back to (and paid by) the school? How much debt is anticipated for the school and what are the payment terms? What is the management fee?
- Describe any fundraising efforts that have been completed or are anticipated in support of the school.
- Include only those grants or in-kind donations which have already been firmly committed. A letter of commitment from funders must be included in the attachments for any fundraising revenue. If you are planning to pursue certain grants or donations, but have not yet received a commitment for these contributions, do not include them in your budget – instead, provide a description of these potential contributions in your narrative (including the source, estimated amount of contribution and expected date of receipt, if known). **The proposed budget should be considered the operational business plan for the proposed school.**

Evaluation Criteria:

Reviewers will look for a budget plan that utilizes the current school funding model and state per-pupil allocation formula, strategies to ensure the school's financial viability and detail regarding supplemental revenue.

Reviewers will also look for a budget plan that makes the most of limited funds and ensures that public funds will be used effectively and responsibly. Reviewers will look to see that the school will be fiscally sustainable by year four.

Facilities

Provide information on your facilities in narrative form. Use the questions/statements below in organizing the written narrative. Identify whether or not the Applicant has a building to be used, or describe the building in which the Applicant desires to secure including square footage, number of classrooms, maximum capacity or any specific needs.

Site Specifics. Describe the facility and its location, including the address, site plan, and floor plan (if available). Indicate whether the property and/or facility is leased or purchased (including length of terms) as available.

- If the facility has been or is currently being secured via mortgage or lease, please provide a copy of the purchase agreement or lease ensuring the following information is included or detailed in the narrative as available :

- Cost of the land and building
 - The entity or individual that owns the property;
 - If the facility is a permanent or temporary site;
 - Whether the facility is a new construction or was a retrofit;
 - How the new construction or retrofit is financed; and
 - Whether the owner/lessee is a party to this application.
- If the facility is secured, provide a copy of the Insurance Declaration Sheet. If the facility is not yet secured, it may be acknowledged that North Central Ohio ESC will be an additional insured on the policy in the amounts as stated and required by contract.

Evaluation Criteria:

Reviewers will look for items information and items listed above.

Appendix 1: Key Resources

Community Schools Resources, Ohio Department of Education & Workforce:

<http://education.ohio.gov/Topics/School-Choice/Community-Schools>

- Resources for community schools including newsletters, legislative updates, forms, program information and more.

Community School Legislation & Funding:

<https://education.ohio.gov/Topics/Finance-and-Funding/School-Payment-Reports/State-Funding-For-Schools/Community-School-Funding>

- Includes links to reports and information about basic financial resources for community schools

[Ohio Auditor of State](#)

- The website for the Ohio Auditor of State

[Ohio Revised Code](#)

[Ohio Administrative Code](#)

Special Education:

[Operating Standards and Guidance](#)

[Secondary Transition](#)

Testing & Accountability:

[Ohio Department of Education & Workforce - Testing](#)

- Includes links to frequently asked questions; information about Ohio's State Tests, diagnostic testing and alternative assessments; resources such as test dates, rules books, documents and forms; and other related information

[Ohio School Report Cards](#)

- Find detailed information about district and school progress, such as student performance, enrollment, graduation rate, education funding and more.

Appendix 2: Phase One Application Evaluation Rubric

Rating Categories

Responses provided by the applicant, along with the corresponding documentation or attachments, will be evaluated by the Community School Team according to the standards outlined. The Community School Review Team of experts will issue a score for each of the eligible sections. Scores will be based on the quality of the information provided by the applicant and weighted as follows:

Exceeds Standard (3 Points): Meeting the targets for this rating category implies that the application exceeds expectations and has clearly demonstrated the capacity for developing and operating a successful community school. Schools repeatedly receiving this rating warrant consideration for the Community School Team to encourage approval of the application. Schools repeatedly receiving this rating have clearly outlined expectations of the component questions and have exceeded review criteria established for the standard.

Meets Standard (2 Points): The targets for this rating category set the minimum expectations for a community school that is likely to be successful. Schools repeatedly earning this rating or higher are likely to perform well and are on solid ground for the Community School Team to consider approval of the application. Schools repeatedly receiving this rating or higher have outlined expectations of the component questions and have met review criteria established for the standard.

Does Not Meet Standard (1 Point): Schools in this rating category have failed to adequately address the component questions and/or meet the established review criteria. Schools repeatedly achieving this rating are more likely to fail to meet minimum expectations for performance. Schools that fall into this category have failed to meet the component questions sufficiently and will not be approved.

Falls Far Below Standard (0 Points): Schools that fall into this rating category are evaluated as highly likely to perform well below the sponsor's expectations and will not be approved. Schools that fall into this category have not addressed the component questions sufficiently and have significantly failed to meet minimum expectations set by the review criteria.

The Community School Review Team will provide written feedback to all applicants within thirty (30) days of receipt of sponsorship application to NCOESC.

Appendix 2: Phase One Application Evaluation Rubric Score Card for New School

	Score 0, 1, 2, or 3
Proposed School Information (Not Scored)	
<i>Needs Assessment (5%)</i>	
Needs Assessment	0 1 2 3
Mission	0 1 2 3
Vision	0 1 2 3
Values	0 1 2 3
<i>Section Total (Total x .05) Maximum points for this section – (12 x .05 = 0.6)</i>	
<i>Educational Plan & Programming (20%)</i>	
Curricular Plan	0 1 2 3
Instructional Practices	0 1 2 3
Academic Program	0 1 2 3
<i>Section Total (Total x .20) Maximum points for this section – (9 x .20 = 1.8)</i>	
<i>Assessment & Compliance (20%)</i>	
Assessment	0 1 2 3
Compliance	0 1 2 3
Special Student Populations	0 1 2 3
School Culture & Climate	0 1 2 3
Proposed Outcomes & Monitoring	0 1 2 3
<i>Section Total (Total x .20) Maximum points for this section – (15 x .20 = 3)</i>	
<i>Organizational Capacity/Operations/Enrollment & Marketing (15%)</i>	
Operations/Organizational Structure/Staffing Plans	0 1 2 3
School Governing Authority	0 1 2 3
Partner/Management Organizations	0 1 2 3
Enrollment & Marketing	0 1 2 3
<i>Section Total (Total x .15) Maximum points for this section (12 x .15 = 1.8)</i>	
<i>Financial Viability/Budget/Business Plan & Facilities (40%)</i>	
Financial Viability & Budget	0 1 2 3
Facilities	0 1 2 3
<i>Section Total (Total x .40) Maximum points for this section - (6 x .40 = 2.4)</i>	
Overall Total <i>Maximum points possible - 9.6 (section totals x weighted %)</i>	

Point total must be ≥ 7.2 (75% or above) for approval
 _____ (Yes, Approved) _____ (No, Declined)

Phase One Application Weight for New School

Background Information (Not included in rubric scoring, but will be evaluated for completeness & correctness.)

Applicant and Funding Group

Needs Assessment (Weighted 5%)

Need Assessment

Mission/Vision/Values

Educational Plan & Programming (Weighted 20%)

Curricular Plan

Instructional Practices

Academic Program

School Calendar & Schedules

Assessment & Compliance (Weighted 20%)

Assessment

Compliance

School Culture & Climate

Proposed Outcomes

Organizational Capacity/Operations/Enrollment & Marketing (Weighted 15%)

Operations/Organizational Structure/Staffing Plans

School Governing Authority

Partner/Management Organizations

Enrollment & Marketing

Financial Viability/Budget/Business Plan & Facilities (Weighted 40%)

Financial Viability & Budget

Facilities

School Replicator Applicators

***The following rubric and application weight (pages 24 & 25) are applicable**

A School Replication Design applicant is one that is proposing to a) contract with an Educational Management Organization (“EMO”) or Charter Management Organization (“CMO”), or b) replicate an existing high-quality school model.

In the case of existing design applicants, NCOESC will conduct due diligence to review and evaluate the effectiveness of the EMO/CMO or of the high-quality model in existing schools and the capacity of the applicant and its partners to replicate the design as indicated in the application. The review and evaluation, which include research, applicant interviews, visits to existing schools, and interviews with applicant’s current sponsor. Reviewers will examine a range of factors, such as whether the existing school has been proven effective. The applicant must provide evidence that the existing design has been successful and demonstrates a direct relationship between program elements and student achievement. The applicant must also demonstrate that the proposed EMO/CMO (if applicable) has a track record of success.

Include detailed answers to the following questions as a Phase One Application Attachment. As a reminder, this attachment will not count against the page limit. All answers must include information for replication schools in your organization and should reflect the last three consecutive years of data.

Educational/Academic Program

- Are schools that have implemented the program design making academic achievement and growth progress as measured by their states’ systems of accountability?
- How are the schools that have implemented the proposed design meeting the mission-related goals they have established?
- What are attendance and graduation rates of the schools?
- Include a summary of academic data over the last three years detailing academic trends related to Ohio’s Assessment System and all Local Report Card Measures for Ohio and any internal data used for progress monitoring.

Assessment/Compliance

- What are the student and staff retention rates for each school?
- Do any schools have existing issues related to legal compliance? (For example, notices of corrective action plans by state or federal department of education, state auditors, or by sponsors/authorizers.)
- What is the name and contact information of your current authorizer/sponsor
- Are any of your schools on probation with your authorizer/sponsor? **Provide current sponsor’s compliance reports over the last three years.**
- Have any charter contracts been terminated, revoked, or non-renewed? Please list reasons for any positive answers under this section.
- Have any management agreements been terminated or non-renewed? Please list reasons for any positive answers under this section.
- What is the school’s (or EMO/CMO’s) process for attracting and retaining high-quality employees?
- What are the frequency and results of parent satisfaction surveys?

Management Partnerships/Organization/Operations/Enrollment & Marketing Research

- Provide copies of school Governing Authority Names/Addresses/Phone #s/BCI & FBI checks
- What led to your decision to open school in location proposed?
- Provide a copy of the proposed or a current management agreement- A formal statement of business goals or growth plan - reasons they are attainable and plans for reaching them while containing background information on the academic, financial and operational position of the organization over multiple years.
- Provide any marketing research you have done and a sound marketing plan that are not met by existing schools in the area or community.
- Demonstrated demand for the proposed community school (for example, list of maps of all current school options, including capacity/seats currently available, evidence of existing wait lists or lack of capacity from existing schools, letters of commitment to the proposed school from parents, community stakeholders).
- Provide evidence of data collection and analysis in the following areas: real estate market (rental property, insurance rates, property taxes), availability of transportation (such as bus lines), enrollment fluctuation in surrounding schools, job growth, number and age range of students in the surrounding area of the proposed facility, crime rates, etc.

Fiscal Viability

- Are any schools on fiscal probation, or have they filed for bankruptcy?
- What are the ending fiscal year net assets of all schools for the past three years?
- What are the schools' student enrollment targets for the past three years?
- Are any of the schools in debt? If yes, provide details.
- Provide audit reports over the last three years from the Ohio Auditor of State. If any findings, provide a detailed explanation of the deficiencies and corrective action plans that were taken. Must show resolution/correction of the findings.

Capacity to Replicate

- What are your plans to replicate this model for the upcoming school year?
- What resources exist which will support replication?
- Please provide contact information for at least two of your existing sponsors/authorizers.

Evaluation Criteria:

Reviewers will look for an existing design applicant that has a track record of academic, organizational and fiscal success as evidenced by data from the operator's report card, year-end net assets, sponsor interviews, compliance, parent satisfaction and student/staff retention.

Phase One Application Weight for School Replicators

School Replicator Applicants (NOT Applicable if you have never opened a school)

Educational Plan & Programming (Weighted 20%)

Curricular Plan
Instructional Practices
Academic Program
School Calendar & Schedules

Assessment & Compliance (Weighted 20%)

Assessment
Compliance
School Culture & Climate
Proposed Outcomes

Organizational Capacity/Operations/Enrollment & Marketing (Weighted 20%)

Operations
School Governing Authority
Partner/Management Organizations
Enrollment & Marketing

Capacity to Replicate

Financial Viability/Budget/Business Plan & Facilities (Weighted 40%)

Financial Viability & Budget
Facilities

Appendix 2: Phase One Application Evaluation Rubric Score Card for School Replicators

	Score 0, 1, 2, or 3			
Proposed School Information (Not Scored)				
<i>Needs Assessment – Not Scored for Replicator</i>				
Needs Assessment	0	1	2	3
Mission	0	1	2	3
Vision	0	1	2	3
Values	0	1	2	3
<i>Section Total (Total x .05) N/A</i>	N/A			
<i>Educational Plan & Programming (20%)</i>				
Curricular Plan	0	1	2	3
Instructional Practices	0	1	2	3
Academic Program and Trend data	0	1	2	3
<i>Section Total (Total x .20) Maximum points for this section- (9 x 0.20 = <u>1.8</u>)</i>				
<i>Assessment & Compliance (20%)</i>				
Assessment	0	1	2	3
Compliance	0	1	2	3
Special Student Populations	0	1	2	3
School Culture & Climate	0	1	2	3
Proposed Outcomes & Monitoring	0	1	2	3
<i>Section Total (Total x .20) Maximum points for this section- (15 x 0.20 = <u>3</u>)</i>				
<i>Organizational Capacity/Operations/Enrollment & Marketing (20%)</i>				
Operations/Organizational Structure/Staffing Plan	0	1	2	3
School Governing Authority	0	1	2	3
Partner/Management Organizations	0	1	2	3
Enrollment & Marketing	0	1	2	3
<i>Section Total (Total x .15) Maximum points for this section- (12 x 0.20 = <u>2.4</u>)</i>				
<i>Financial Viability/Budget/Business Plan & Facilities (40%)</i>				
Financial Viability & Budget	0	1	2	3
Facilities	0	1	2	3
<i>Section Total (Total x .40) Maximum points for this section- (6 x 0.40 = <u>2.4</u>)</i>				
<i>Overall Total Maximum points possible- 9.6 (section totals x weighted %)</i>				

Point total must be ≥ 7.2 (75% or above) for approval

_____ (Yes, Approved) _____ (No, Declined)