



Ohio Charter School Program Subgrant Application Review Process: Needs Assessment Advisory Groups

Office of Community Schools · March 2019

Charter School Program Grant

Background Information

- Authorized by Title V, Part B of the Elementary and Secondary Education Act
- Provides funding to state education agencies
 - To increase national understanding of the charter school model
 - Expand the number of high-quality charter schools available to students across the nation

Background Information

- **October 2015:** U.S. Dept. of Education awarded the Department a five-year grant, which continues through September 2020
- **May 18, 2017:** The Department began its first subgrant application process
- In 2018, Ohio was granted a waiver under the Every Student Succeeds Act (ESSA) to include expansion of existing community schools as an option to meet the intended purpose of Ohio's CSP grant.

Second Round of Subgrant Funding (2018-2019)

- **Planning subgrant:** Up to \$100,000
- **Year 1 implementation subgrant:** Up to \$350,000
- **Year 2 implementation subgrant:** Up to \$250,000
- **Expansion Year 1 subgrant:** Up to \$350,000
- **Expansion Year 2 subgrant:** Up to \$250,000

Planning and Implementation Subgrants

Planning and implementation subgrants must have the following objectives:

- Provide high quality educational options to Ohio's most disadvantaged students
- Stimulate the creation of high-performing community schools that operate successfully under the CSP program utilizing quality practices
- Increase academic performance of students attending community schools

Expansion Subgrants

Expansion subgrants must meet Ohio's definition of expansion and the following criteria:

- Added one or more grade level(s) that did not exist prior
- Added three or more educational program(s) or courses in a core academic subject area beyond the original school performance education plan
- Added a facility consistent with ORC [3314.05](#)

Who is eligible to apply for CSP subgrants?

- Meet federal definition of a public charter school
- Plan or implement a high-performing, site-based general education community school
- Expand an existing high-quality community school
- Provide all students in the community with equal opportunity to attend the school
- Must have a sponsor that received an overall rating of “Effective” or higher on the 2017-2018 sponsor evaluation
- Developer/founder must have a preliminary agreement with the sponsor with intent to execute a contract

Expanded Eligibility

In limited cases, a corrective action plan may be used for sponsors.

If a sponsor is eligible for a corrective action plan, the plan must be acceptable to the Department.

- Corrective action plan eligibility criteria

Planning Subgrants

For a Planning Subgrant, the applicant must hold a preliminary agreement between the sponsor and the school governing authority that was adopted prior to March 15, 2019 with the intent to open for the first time in fall 2019.

Implementation Subgrants

- School will be in first year of operation (will open for the first time in fall 2019)
- School is in the second year of operation (opened for the first time in fall 2018) at the time of application submission

Expansion Subgrants and Eligibility

- Must meet the federal definition of a public charter school in the Elementary and Secondary Education Act (ESSA)
- School seeks to expand an already operating high-quality, site-based general education
- School meets the Department's definition of expansion seeking to increase enrollment

Ineligible Applicants

- Dropout prevention and recovery community schools
- e-Schools
- Community schools that received CSP grants directly from the U.S. Dept. of Education prior to 2015
- Community schools that have been open for more than three years at the time the application is issued
- Community Schools that do not meet the federal definition of expansion

Ineligible Applicants: Implementation and Expansion

- **For Implementation:** Community Schools that are not planning to implement an educational model similar to a school on the high-performing list
- **For Expansion:** Community schools that do not meet the federal definition of expansion
- **For Expansion:** Community schools that do not meet the high-quality definition

Ineligible Applicants: Feeder Patterns and Sponsors

- Community schools with designated feeder patterns that do not demonstrate separate and distinct schools
- Community schools whose sponsor received an overall rating of “Ineffective” or below on the most recent sponsor evaluation

Ineligible Applicants: Sponsor Ratings

Community schools with a sponsor rated “Effective” or higher on the most recent sponsor evaluation but scored a two or below on the standards of “Oversight and Evaluation: Site Visit Reports” and/or “Termination and Renewal Decision-Making: Renewal and Non-Renewal Decisions” of the quality practices rubric

- Not eligible for a corrective action plan OR
- Eligible for corrective action plan but the plan is not acceptable to the Department

What are Needs Assessment Advisory Groups?

- Organizations located in urban areas
- Consist of school, business and government leaders
- Will review demographic, achievement and scholarship data (if available) for all schools in their territory to help create lists of additional local priorities to be considered during the peer review of CSP subgrant applications

Competitive Preference Priorities

- Strategic replacement
- High Need Location
- Educationally Disadvantaged Students
- Proven Educational Models (*This preference does not apply to expansion*)

Strategic Replacement

- Priority will be given to applications where a high-performing model will replace a poor-performing school that is closing or ought to be closed
- NAAGs will help define the local school, neighborhoods and parent groups that would most benefit from strategic replacement

High Need Location

- Priority will be given to applications where a high-performing school will serve a neighborhood that has no meaningful high-quality option
- NAAGs will help identify which neighborhood(s) would most benefit from a new high-performing community school and outline the criteria used to identify the neighborhood(s)

Educationally Disadvantaged Students

- Priority will be given to applications in urban areas that serve high numbers of educationally or socioeconomically disadvantaged students in the state's most challenged urban communities
- NAAGs will help clarify which local student populations are most in need of new school options

Proven Educational Models

- Priority will be given to applications that intend to replicate a successful and proven educational model by an operator/management organization with a proven record of developing and operating high-performing schools
- NAAGs will analyze the Department's list of schools with successfully proven educational models to identify models that are relevant to their local community and student needs

Definition of High-Performing

General education community school

- A charter school that shows evidence of strong academic results based on the following factors:
 - A Value-Added grade of A or B and
 - Performance Index Grade of A, B or C or an increase in Performance Index for the last three years.

Or, if the school did not receive a Value-Added Grade,

- A Four-Year Graduation Rate Grade of A or B and
- Performance Index Grade of A, B or C or an increase in Performance Index for the last three years.

Definition of High-Performing (continued)

- Or, if the school received neither a Value-Added Grade or Four-Year Graduation Rate Grade,
 - A K-3 Literacy Improvement Grade of A or B.
- Dropout Prevention and Recovery Community School:
 - A community school that, in a given year –
 - Received an Overall Rating of Exceeds Expectations

Definition of High-Quality (for Expansion)

- Has been in operation by the 2016-2017 school year or prior.
- Received a C or higher for the Overall School Grade based on the results of the 2017-2018 report card;
- Has no reported findings for safety, financial concerns (as expressed through the most recent complete audit from the Auditor of State) or compliance issues from the most recent Compliance worksheet submitted as part of the 2017-2018 Sponsor Evaluation;

Continuing the Definition of High-Quality (for Expansion)

- For the 2017-2018 school year, received a C or better on the Progress Measure **and** a C or better for the Overall Value-Added Grade.
- In addition, for the economically disadvantaged students, minority students, students with disabilities and ELL students, the school cannot have a D or F in the Value-Added progress measure and cannot have a D or F letter grade for the 4-year Graduation Rate; and
- For the 2016-2017 school year, received a C or better on the Progress Measure as well as a C or better for the Overall Value-Added Grade.

Department Provisions

The Department will provide each participating NAAG with the following:

- Demographic, achievement and nonpublic scholarship data (if available) for all schools in its territory
- List of schools with proven educational models
- Form to list the NAAG locally determined priorities and identify the criteria used to establish priorities

Academic Accountability Data: School Types

- Traditional public schools
- Science, Technology, Engineering and Mathematics (STEM) schools
- Community schools
- Nonpublic schools with scholarship students

Data Provided for All School Types:

Data provided for all school types:

- District IRN
- District Name
- Organization IRN
- Organization Name
- Organization Address
- Percent of Enrollment (by available student subgroups)
- Percent Proficient (by grade level and subject area)

Academic Accountability Data

Public School Report Cards

- Ohio School Report Card
- Dropout Prevention and Recovery Report Cards

Nonpublic School Reports

- Test Score Comparisons for Scholarship Students

Ohio School Report Card

Assigned to:

- Traditional Public Schools
- STEM Schools
- Community Schools (serving general education and special education student populations)

Ohio School Report Card: Grades

- **Achievement Component**
 - Performance Index
 - Indicators Met
- **Gap Closing**
- **K-3 Literacy**
- **Prepared for Success**

Ohio School Report Card: Progress and Graduation Rate

Grades for:

- **Progress**

- All students
- Gifted students
- Lowest 20 percent of students in achievement
- Students with disabilities

- **Graduation Rate**

- 4-Year
- 5-Year

Dropout Prevention and Recovery Report Card

Ratings for:

- High School Test Passage
- Gap Closing
- Progress

Report Card

Graduation Rates

- 4-Year
- 5-Year
- 6-year
- 7-year
- 8-year
- Combined

Achievement

- **Indicators Met:** Shows whether a minimum percentage of students from the school are passing each state test.
- **Performance Index:** Tells how well students are doing on Ohio's State Tests. Schools receive points for each student's test scores, with fewer or more points assigned based on the performance level into which each test score falls.

Progress

- Looks closely at the growth that all students are making on Ohio's state tests based on their past performances.
- Four measures of progress within the component:
 - All students in the school together;
 - Gifted students;
 - Students with disabilities; and
 - Students in the lowest 20 percent of students statewide for academic performance
- A grade of **C** indicates that a school is making the expected amount of growth.

Gap Closing

- Shows how well schools are meeting performance expectations for our most vulnerable students in English language arts, mathematics and graduation.
- The expectation is that schools will close the gaps that exist in achievement between groups of students that may be based on income, race, ethnicity or disability.

K-3 Literacy

- Shows how well a school is working with **struggling** readers in kindergarten through grade 3.
- Schools receive a K-3 literacy grade only if 5 percent or more of their kindergarteners start the school year reading below grade level.

Graduation Rates

- Percent of students who successfully finish high school with a diploma
- 4-year: Shows the percent of students that graduate within 4 years of starting 9th grade
- 5-year: Shows the percent of students that graduate within 5 years of starting 9th grade
 - The 5-year rate recognizes that a high school diploma is important to future success

Prepared for Success

- Indicates how well prepared Ohio's students are for all future opportunities, whether training in a technical field or preparing for work or college
- Includes the percent of students that earn a remediation-free ACT/SAT score, an honors diploma, or industry-recognized credential and rewards districts and schools for students earning college credits, and/or scoring highly on Advanced Placement or International Baccalaureate tests
- Prepared for Success grades are only assigned to high schools and districts

Dropout Prevention and Recovery Report Card

Assigned to:

- Community Schools (that primarily serve students who have dropped out of school and/or are at risk of dropping out of school)
- Note: Dropout Prevention and Recovery Community Schools are not eligible for the CSP grant but the report card data is included in the data file for the urban district identified by the NAAG

DOPR: High School Test Passage Rate

Looks at the percentage of students in grade 12, or within 3 months of turning 22, who passed all five subjects of the Ohio Graduation Tests as required for high school graduation

DOPR: Gap Closing

- Shows how well schools are meeting performance expectations for our most vulnerable students in English language arts, mathematics and graduation
- The expectation is that schools will close the gaps that exist in the achievement between groups of students that may be based on income, race, ethnicity or disability

DOPR: Progress

Growth that all students in grades 9-12 are making from fall to spring using the NWEA Measures of Academic Progress (MAP) assessments in reading and in mathematics

DOPR: Graduation Rates

- Look at the percent of students who successfully finish high school with a diploma within:
 - 4 years of starting 9th grade
 - 5 years of starting 9th grade
 - 6 years of starting 9th grade
 - 7 years of starting 9th grade
 - 8 years of starting 9th grade
- Combined rate summing the other 5 rates
- The 5, 6, 7 and 8 year rates recognize that a high school diploma is important to future success

Nonpublic School Reports

Shows the percentage of students receiving scholarships who are passing each state test.

Needs Assessment Advisory Groups

- Analyze the data provided by the Department
- Complete the locally determined priorities form
 - Review the competitive preference priorities
 - Determine which priorities are most important to the NAAG's geographical area when deciding what type(s) of school should be developed
 - Answer questions and provide criteria

NAAG Process

- Submit completed locally determined priorities form to the Department by March 30
- The Department will compile the priorities and post them to the CSP Grant web page 10 days prior to the grant application window.

Timeline

- **March 30:** Signed Memorandum of Understanding and local priorities due from NAAGs
- **April 22:** CSP subgrant application system opens
- **May 22:** Last day to submit CSP subgrant application (by 4:59 p.m.)

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