

Narrative for Tables

Table 1 - Demographics and Academics

Information concerning the demographics and performance of community schools operating during school year 2007-2008 can be found in the Demographics and Academics Table. The data in this table describe each school in terms of length of operation and location, school type, student population, and state and federal academic performance. Links to the interactive Local Report Card (iLRC) provide access to PDFs of the Local Report Card for those community schools that had been in operation for two full academic years as of the end of the 2007-2008 school year as well as the Power Users tool for schools that were open during the 2006-2007 school year but had not operated for two full academic years.

Table 2 - Community School Enrollment History: School Years 1998-1999 to 2006-2007

This section contains information regarding the operations of community schools in Ohio and their enrollment history from 1998-1999 through the 2007-2008 school year. Enrollment at community schools is counted differently than enrollment at traditional public schools. During the 2007-2008 school year, traditional public school enrollment was reported at two points, October and February, usually the first full week of those months. Community school enrollment was reported monthly, through a web-based program called the Community School Average Daily Membership System (CS-ADM).

Table 3 - Community School Finance Data School Year 2007-2008

Community school fiscal data for the 2007-2008 school year are presented in this section. The Total Foundation Payment for the 2007-2008 school year is taken from the June 2008 Community School Statement of Settlement Report.

Funding for traditional public schools and for community schools is calculated differently. For traditional public districts, funding is based on two snapshots. The first snapshot is based on students enrolled during the first full week of October while the second is based on students enrolled during the first full week of February. For community schools, funding was calculated for the year and adjusted monthly, based on changes in student enrollment.

Originally, community school funding was calculated based upon manual reporting of enrollment using a paper-based process. Community school funding is now calculated based upon the number of Full Time Equivalent (FTE) students enrolled at each community school and reported through the Web-based SOES (School Options Enrollment Subsystem). These monthly enrollment reports are provided online for immediate review by the public school districts of residence. Enrollment discrepancies, flagged by the traditional public districts, halt funding to the community schools for the students in question. Unlike traditional districts, which are funded based upon a head count at a point in time, community schools are funded based upon the proportion of the year that each student is enrolled.

Community schools must offer a minimum of 920 hours of learning opportunities during each school year. A full-time student in any grade other than kindergarten who is enrolled in and attends a community school for the entire school year has an FTE of 1.00. A kindergarten student who is enrolled in and attends a community school for the entire school year has an FTE of 0.5, regardless of whether that student is educated in a full-day or half-day kindergarten program. If a student attends the community school for less than the entire year, the FTE is determined by dividing the total hours/days the student is enrolled by the number of hours/days that the community school is in session, as stated in the community school's contract. The resulting number would be divided in half for kindergarten students.

Table 4 - Federal Title Funds

Federal grant funds are allocated annually to states as supplemental resources to target areas of greatest academic needs. Annual allocations are based in part upon census data formulae that provide the rationale for the size, scope and quality of the program. These funds generate categorical programs that assist low-income/low achieving students and ensure that all children have an equal opportunity to obtain a high-quality education and reach proficiency on challenging academic achievement standards. This educational equity is achieved through providing schools flexibility on how they meet the academic needs of low-income/low-performing students, holding the school accountable for student academic achievement, ensuring that students are taught by highly qualified teachers, and involving parents of low-income/low-achieving students in their children's education.

Table 5 - Federal Public Charter School Program Grant Data: Fiscal Year 2008

This section provides detail concerning the recipients of the Public Charter School Program (PCSP) grants for FY08 by sponsor, school and amount of the award. PCSP grant awards are competitive, and there is no guarantee that all schools submitting PCSP applications will receive program grants. These funds are made available to PCSP award recipients over a three-year period.

Table 6 - Sponsor Assessment of Community School Legal Compliance

Each community school sponsor was asked to provide the OCS with a rating of its schools' legal compliance status in the areas of education, finance, governance, and academic assessment and accountability during the 2007-2008 school year. Compliance refers to the sponsor's verification of the school's adherence to the technical requirements of operating a school. While all community schools must comply with the same operational requirements, a sponsor may employ its own method for assessing compliance.

Each sponsor was asked to submit its determination of its schools' operational compliance status in terms of *overall compliance*, *partial compliance* or *noncompliance*. This compliance information is part of the sponsor annual reporting requirement, and the annual report is required by law.

Table 7 – Community School Sponsor Performance Review Framework

This table, which resulted from the OCS Sponsor Performance process, was presented to the State Board of Education during school year 2007-2008. The group of community school sponsors included in the table form Cohort 1 of the sponsor performance review. To be included in Cohort 1, a sponsor had to have authorized one or more schools for at least one full school year as of the end of school year 2005-2006. With one exception, sponsors included in this table form a subset of those with which the State Board of Education/Ohio Department of Education has entered into Sponsor Agreements. Lucas County Educational Service Center is the exception in that it does not have a Sponsor Agreement and volunteered to be included in the Sponsor Performance Review. Year 1 refers to school year 2005-2006 and year 2 refers to school year 2006-2007. Performance Scores were derived from data collected during the Performance Review using several tools including a Sponsor Self Evaluation survey, a School Evaluation of Sponsor survey, and School Site Visits). At-Risk Population refers to schools serving autistic or dropout recovery students. Comparable value-added data not available for school year 2005-2006. Scores in the areas of Technical Assistance and Monitoring can range from a low of zero to a high of three. Percentages are separated by school type (general or at-risk) and refer to the percentage of the sponsors' schools that fell into the listed category during the noted school year. Unlike other tables in this report, the Sponsor Data table lists sponsors in order of the number of schools they authorized during year 2 of the Sponsor Performance Review. An updated table including data for school year 2007-2008 will be presented to the State Board of Education during school year 2008-2009.

Data Comments

Data for this report were submitted by community schools to the Ohio Department of Education's (ODE) data systems, including the Educational Management Information System (EMIS), the Ohio Educational Directory System (OEDS-R), the Community School Average Daily Membership (CS-ADM) System, and the Comprehensive Continuous Improvement Plan System (CCIP). Additional data were provided by community school sponsors through Sponsor Annual Reports. Data are provided for community schools that were open during the 2007-2008 school year (July 1, 2007 to June 30, 2008), with some noted exceptions. Graduation rates, which lag one year, are based on finalized data for 2006-2007 graduates. Schools that did not offer grades 9 through 12 during school year 2006-2007 will not have a graduation rate reported. Applicable data may not be available for schools opening late, or closing early, in the respective academic year.