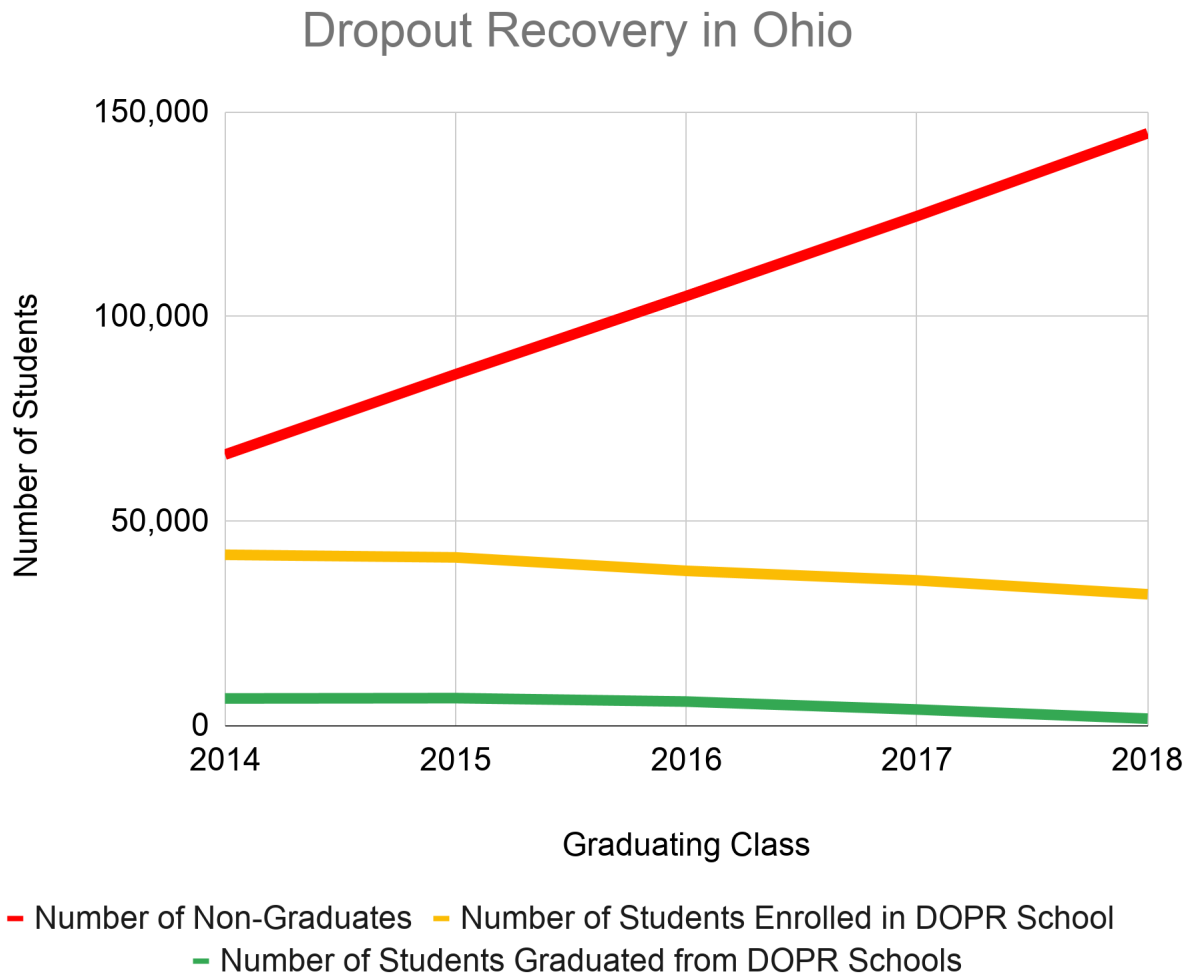


The State Board of Education's  
Dropout Prevention and Recovery Work Group  
December 2, 2019

# Report and Recommendations



Data Source: Ohio Department of Education

# REPORT AND RECOMMENDATIONS

## TABLE OF CONTENTS

- I. Executive Summary
- II. Background for Dropout Prevention and Recovery Education
- III. Final Recommendations
- IV. Additional Items for State Board of Education Consideration
- V. Conclusions
- VI. Appendices

## **I. EXECUTIVE SUMMARY**

Pursuant to a resolution adopted by the State Board of Education (“SBE” or “State Board”) at its April 8, 2019 public meeting, this workgroup (“Committee”) was established to study the status and application of current regulatory requirements for Dropout Prevention and Recovery (“DOPR”) Schools. The Committee was tasked with producing a report to the SBE outlining the Committee’s findings and establishing recommendations regarding proposed improvements to DOPR education in Ohio.

Beginning in June, the ten member Committee met on a weekly basis to evaluate and recommend improvements to the current regulatory scheme that governs the operation of DOPR schools in order to better serve at-risk youth in Ohio. The recommendations outlined in this document include changes to the internal policies and procedures of the Ohio Department of Education (“ODE” or “Department”), SBE-approved administrative rules and regulations, and legislation for adoption by the Ohio General Assembly. The State Board has full discretion to support or reject, promote, or disregard any or all of these recommendations as it deems appropriate.

### **Recommendations for SBE’s Consideration**

- **Change the “Dropout Prevention and Recovery” label to reflect a more positive view of alternative education programs to combat the stigma that affects students, parents, and teachers affiliated with these programs and schools**
- **Establish a Dropout Prevention and Recovery advisory council**
- **Appoint an ODE employee to act as a Liaison to DOPR Schools**
- **Establish appropriate accountability measures, including state issued report cards, which better reflect the successes and failures of DOPR Schools**
- **Require the rule-making process be utilized when developing guidance affecting DOPR schools, and rescind any guidance illegally developed ultra vires**

- **Utilize the statutory definition of “blended learning” when assessing a DOPR school’s program, and rescind any guidance that contradicts or imposes restrictions upon DOPR school’s use of blended learning beyond those required by law**
- **Permit the provision of educational services in DOPR schools using a “credit flexible” model**
- **Permit the year-round administration of End-of-Course assessments**
- **DOPR schools should receive all funding to which the school is entitled, without the threat of “clawbacks”**
- **Permit DOPR Schools to locate outside of challenged school districts**
- **Expand definition of “at-risk” to include high school students over the age of thirteen**
- **Direct transportation funding for all DOPR students**

## **II. BACKGROUND FOR DROPOUT PREVENTION AND RECOVERY EDUCATION**

In the United States, there are currently 4.6 million young people between the ages of 16 and 24—or approximately one in nine members of that age group—who are neither enrolled in school nor participating in the labor market.<sup>1</sup> In Ohio alone, data shows that approximately 24,000-30,000 students dropout of high school per year.<sup>2</sup> To combat this epidemic, the Ohio General Assembly established Dropout Prevention and Recovery schools, which currently serve approximately 15,000 students per year across the state.

Dropout Prevention and Recovery Schools constitute a narrow and specific niche of schools within the broader scope of community schools, serving a majority of “students who are not younger than sixteen years of age and not older than twenty-one years of age, [and] ... are at least one grade level behind their cohort age groups or experience crises that significantly interfere with their academic progress such that they are prevented from continuing their traditional programs.”<sup>3</sup> Nearly all students served by a DOPR school have had significant barriers in continuing their educational pursuits in the traditional setting, and often have attended several other high schools before dropping-out or enrolling in a DOPR school.

It is widely understood that DOPR students come to schools with exceptional deficits and barriers in their personal lives. Many are significantly over-age, credit deficient, and have had countless life traumas that pose a significant impediment on academic success. Students

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<sup>1</sup> Aspen Institute Forum for Community Solutions.

<sup>2</sup> Ohio Education Research Center

<sup>3</sup> R.C. 3314.36 (A)(1) and (2).

attending DOPR schools benefit from flexibility in daily scheduling and individualized instruction to appropriately address each student's unique educational needs.

### **III. FINAL RECOMMENDATIONS**

The following list of recommendations incorporate the feedback of all Committee members.

#### **A. Change the “Dropout Prevention and Recovery” label to reflect a more positive view of alternative education programs to combat the stigma that affects students, parents, and teachers affiliated with these schools**

*Issue:* The term of “dropout” carries with it a negative connotation in the education field. Thus, labeling students as “dropouts” stigmatizes the students and imposes an additional barrier to the students' education and post-secondary options.

*Recommendation and Rationale:* DOPR students are students that are re-engaged, full of promise, and ready to finish their high school experience. Accordingly, the Committee proposes the use of the term “dropout prevention and recovery” be removed from the educational lexicon (including in the Ohio Revised Code and Ohio Administrative Code) and replaced with Alternative Education Campuses or “AECs.” Such a name change will allow us to be better aligned with the terminology used across the country, and would more positively describe the unique nature of what these schools do.

This recommended change would not impact the eligibility of students who wish to attend a DOPR school, and DOPR schools would remain required to meet the existing legal definition of such a school.

#### **B. Establish a Dropout Prevention and Recovery advisory council**

*Issue:* The educational needs of students enrolled in DOPR schools differs significantly from those students in traditional educational settings. Despite this, DOPR schools do not have formal representation when rules, regulations and guidelines are established that govern community schools, forcing DOPR schools to engage in practices that are often disruptive to educational operations, such as automatic closure, and imposes additional barriers to access for DOPR students.

*Recommendation and Rationale:* A Dropout Prevention and Recovery Advisory Council should be established to allow DOPR stakeholders to advise the State Board of ongoing issues facing some of Ohio's most vulnerable students.

The Advisory Council would be tasked with reviewing and commenting on proposed administrative rules, guidance, and procedures affecting DOPR schools, and would work collaboratively with ODE and the State Board to establish open communications between stakeholders and policymakers. Much like the existing Committee, it is anticipated that the Advisory Council would be comprised of at least two (2) representatives from the State Board of Education; at least one staff member from ODE who works directly with DOPR schools, including the DOPR liaison; and, seven (7) stakeholders within the DOPR community, selected by the state board, such that members of the Advisory Council are representative of differing service delivery models, school sizes, sponsors and operators.

The Committee further recommends that the Advisory Council should, at its first meeting, establish bylaws that will include, at minimum: the term of each Council member; a determination of when new members would be appointed; a process for filling vacancies should a member resign or be unable to fulfill his/her duties; and elect a State Board member as the chairperson.

### **C. Appoint a Liaison to DOPR Schools**

*Issue:* As previously discussed, the operations of DOPR schools often significantly differ from traditional education programs. Despite this, DOPR schools lack a dedicated representative at the state level who is well-versed in DOPR needs and the rules, procedures and guidelines specific to these schools.

*Recommendation and Rationale:* Currently, the Department lacks a specific “point person” who is well-versed in issues facing DOPR schools, and who is available to DOPR schools and their sponsors to offer technical assistance and guidance as to best practices. The absence of such a subject matter expert often results in administrative guidance that inadvertently adversely affects the education of DOPR students. The Committee proposes that a Dropout Prevention and Recovery Liaison should be established within the Department, who shall serve as a point of contact for the Dropout Prevention and Recovery Advisory Council and to DOPR schools and sponsors generally, and who will be capable of advising the Department on matters relevant to DOPR schools. The DOPR Liaison shall be an individual who has at least three years of experience working with dropout prevention and recovery.

### **D. Establish appropriate accountability measures, including state issued report cards, which better reflect the successes and failures of DOPR Schools**

*Issue:* The student populations served by DOPR schools face additional barriers to education, including significant educational and credit deficiencies when compared to peers in traditional programs. As a result, a unique report card was developed to evaluate DOPR schools that utilizes many of the same accountability measures as traditional schools, but applies an alternative grading scale. Although the Committee believes that this was a step in the right direction, the existing report cards still fail to account for the measures of success truly reflective of a DOPR school.

*Recommendation and Rationale:* The goal of the DOPR schools is to engage at-risk students so that they can complete their high school education and become productive members of our communities. However, often DOPR students face major credit and testing deficiencies at the time of enrollment, and are often significantly behind academically when compared to their respective cohort.

The Committee firmly believes that high standards must be maintained for at-risk students; however, DOPR schools also must serve the “whole child,” as stated in Ohio’s Strategic Plan, thus the numerous barriers that have prevented DOPR students from being successful in the traditional school setting must be considered when assessing a School’s success. Therefore, the Committee proposes that the accountability measures used to evaluate DOPR schools be altered to include best practices relevant to student engagement in the DOPR setting.

The Committee recognizes that any changes to DOPR report cards may require additional stakeholder input, including from the Department. For this reason, the Committee recommends interim changes for DOPR report cards that should be made immediately, and long term changes that should be implemented no later than July 1, 2025. Specifically, the following changes are recommended:

*Interim Recommendations:*

- Reduce the weight of a DOPR school’s “high school test passage rate” and “progress” component scores when calculating a DOPR school’s overall report card score;
- Include a new measure for “progress towards credit recovery” to measure a DOPR student’s success in progressing in the academic curriculum; and
- Eliminate the “business rule” established by the Department requiring a minimum number of students be assessed in order to earn a score of “meets standards” in the “progress” component.

*Long-Term Recommendations:*

In order to combine these measures into an overall rating of the Alternative Education Campus, the committee recommends equal weighting for each of the measures used. Establish an entirely

new DOPR report card, taking into consideration future stakeholder input, which shall include at least the following:

Achievement Component Score:

- Students identified as “graduation eligible,” meaning those who have earned fifteen (15) or more credits towards graduation at the beginning of the school year, will be included in this measure;
- The indicator will be calculated by the percentage of all graduation eligible students who have met the assessment requirements for graduation by the end of the school year;
- A ranking will be assigned based upon the calculated percentage; and
- The State Board shall review data on this measure and determine the thresholds for the ratings.

Progress Component Score:

- All students enrolled will be included in this measure;
- The measure will be based upon the amount of time students are enrolled in the school; and
- Cumulative credits earned will be the numerator, and the number of full time equivalent (FTE) students will be the denominator.
- The State Board shall review data on this measure and determine the thresholds for the ratings.

Completion Rate Component Score:

- All students who graduate will be included in this measure.
- The measure will be a percent of students who graduate.
- The numerator is the number of students who graduated in the current school year.
- The denominator is the number of students who were graduation-eligible that year (enrolled in the school with at least 15 high school credits) and enrolled for at least one semester plus any others who graduated.
- The measure is calculated by dividing the numerator by the denominator.
- The State Board shall review data on this measure and determine the thresholds for the ratings.

Life Readiness Component Score:

- Only graduation eligible students will be included in this measure
- The measure is based upon the participation of students in activities/programs that are preparing students for life after graduation, while enrolled in any high school.
- These activities may include:
  - students participating in work-based learning,

- Service-learning,
- post-secondary education (CCP and/or CTAG),
- enlisted in military,
- Career Based Intervention
- participating in Career Technical Education,
- earning industry-recognized credentials,
- earns the Military Enlistment Seal or the Ohio Means Jobs Work Readiness Seal (or current equivalents)
- The measure would show the percent of graduation eligible students who participated in at least one of the activities chosen to be used on the report card. The State Board shall review data on this measure and determine the thresholds for the ratings.
- The State Board could choose to report, for informational purposes only, the percent of graduation eligible students who participated in each of the activities, but the former measure is the one that shall be rated.

Culture Component Score:

- School Culture will be measured using a variety of best practices.
- A list of best practices is provided. Schools will indicate which of these they are employing.
- Best Practices may include:
  - Wrap around services,
  - Student Attendance,
  - Staff Retention,
  - Doing Parent/Student Surveys on Climate,
  - Community and Business Partnerships,
  - Student Contacts (online school) or Student-Teacher Personal Interactions (brick and mortar schools),
  - Professional Development (related to culture and climate),
  - Individualized Student Learning Plans/Success Plans (individualized plan for completion).
- This measure will be reported as the percent of these activities in which the DOPR school is engaged.
- The State Board shall review data and determine the thresholds for ratings in this category.

**E. Require the rule-making process be utilized when developing guidance affecting DOPR schools, and rescind any guidance illegally developed ultra vires**



*Issue:* ODE utilizes “guidance documents” when clarifying general and uniform rules on how the Department will carry out the laws passed by the state’s General Assembly. Many such guidance documents significantly affect the operations, funding, and evaluation of DOPR schools. Unfortunately, in the past nearly all guidance documents have been created without stakeholder input and without notice to affected schools. Further complicating the issue, guidance documents are often issued mid-school year and are expected to take immediate effect, which requires DOPR schools to make difficult and costly adjustments without disturbing the school’s general operations or imposing an additional barrier to education for the at-risk students that these schools serve.

Practical considerations aside, ODE’s current practice violates Ohio’s Administrative Procedure Act (“Ohio APA”).<sup>4</sup> Ohio’s APA requires agencies that establish general and uniform rules to promulgate those rules to be adopted in the manner set out in the Ohio APA, including a notice and comment period and an opportunity for the legislature to review the rule through the Joint Committee for Agency Rule Review (“JCARR”). Guidance documents often create legally binding, general, and uniform rules that govern DOPR schools. Because ODE issues guidance documents without promulgating the documents through the Ohio APA process, ODE’s current practice violates Ohio law and creates liability for ODE and DOPR schools who modify their practices in reliance on the relevant guidance, which is not actually legally binding. ODE risks having the guidance invalidated or ignored by a court, and jeopardizes a DOPR school’s compliance with laws and administrative rules because ODE did not follow the Ohio APA when promulgating guidance documents.

*Recommendation and Rationale:* The principle of fundamental fairness requires that DOPR schools be informed of the rules to which it will be held prior to the rule’s implementation and the start of the academic year. DOPR schools are constantly seeking to be in compliance with state laws and rules. However, the use of guidance documents, which often become effective mid-year causing significant operational and administrative disruptions, inhibit a school from focusing on their most important goal—educating at-risk students. Furthermore, ODE must comply with the Ohio APA, and failure to do so when improperly issuing guidance documents makes those documents legally unenforceable.

The Committee recommends that guidance documents should be promulgated as rules consistent with the Ohio APA, and not be imposed as immediately effective. Accordingly, existing DOPR guidance documents should be immediately reviewed by the SBE and suggested Advisory Council. Guidance documents that establish general and uniform operations as to how ODE will carry out the law should be immediately rescinded and submitted to JCARR for public comment.

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<sup>4</sup> See generally R.C. Chapter 119.

Moreover, ODE should restrict its use of guidance documents to providing schools with technical assistance, rather than implementing new restrictions and interpretations of the law that are otherwise uncodified in the administrative code. Guidance documents should not be issued mid-year, where possible, and any documents affecting a major component of a school's operations (e.g., changes to graduation testing requirements, changes to funding, etc.) should become effective no later than July 1 of the following school year.

**F. Utilize the statutory definition of “blended learning” when assessing a DOPR school’s program, and rescind any guidance that contradicts or imposes restrictions on DOPR school’s use of blended learning beyond those required by law**

*Issue:* Ohio law 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.”<sup>5</sup> When the Department originally piloted the concept of “blended learning” in 2012, the Department required that dropout prevention and recovery schools wishing to operate in a blended learning capacity to file a statement indicating as much. In 2016, after the passage of House Bill 2 by the 131st General Assembly, the Department began requiring that community schools, including DOPR schools, include an explanation of the school’s blended learning model in their sponsor contract.

Without following the rule making process, without warning and despite the fact that the applicable law had not changed in any material way, in April of 2018, the Department issued a new rule in the form of a “guidance document” that fundamentally revised the preexisting requirements of blended learning. Pursuant to the guidance document, “blended learning models used by Ohio community schools must require that students spend the majority of their school year onsite at their school facility,” and instruction at supervised physical locations away from home must take place in the “school building.” The Department further reiterated its new position in an April 25, 2019 letter, wherein the Department detailed added “seat time” requirements to blended learning instruction. Inexplicably, ODE’s new position and guidance document regarding blended learning does not derive from any statute or administrative rule.

*Recommendation and Rationale:* The current Department “guidance” on the requirements for blended learning is inconsistent with current laws and rules, and imposes a burden on all community schools that would not otherwise exist. R.C. 3301.079 does not impose seat time restrictions, nor does it require that a majority of a student’s time be spent at a location away from the home. Rather, the law merely requires that students receive some combination of learning time in a location away from the home and online.

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<sup>5</sup> R.C. 3301.079(K)(1).

Similarly, ODE's revised position, as articulated in the Department's "guidance document," of what constitutes "blended learning" is being uniformly applied to the detriment of community schools across the state. As such, until the rule is lawfully promulgated through R.C Chapter 119 procedures, the new blended learning standard is an improper rule and must be invalidated.

Accordingly, the Committee recommends that this guidance document should be rescinded immediately, and the administrative code be revised to prevent further disruption to the blended learning programs of DOPR schools. The requirements for a DOPR school's operation of a blended learning program should be formally codified in the administrative code to clarify that instruction in a physical location away from home need not be where the majority of a student's time is spent, and may include time spent in a location used by the school to provide tutoring, counseling, instructional coaching, and testing assistance, or to administer statewide achievement and diagnostic assessments.

**G. Permit the provision of educational services in DOPR schools using a "credit flexible" model.**

*Issue:* Ohio law requires that all public schools allow students to earn credits by demonstrating subject area competency, instead of or in combination with completed hours of classroom instruction; this program is commonly referred to as "credit flex." However, unlike many other states, current law in Ohio does not allow a community school to utilize credit flex as a standalone model to offer students learning opportunities. As a result, DOPR schools that widely utilize the credit flex model must also maintain another method of instruction—one which may go entirely unused for years at a time—in order to meet the potential wishes of a student population that has not enrolled in the school.

*Recommendation and Rationale:* The level of student control that credit flex programs offer to at-risk students has proven to be successful in the DOPR setting. Furthermore, requiring DOPR schools to maintain an alternative "back-up" program that goes entirely unused is financially wasteful and causes an unnecessary administrative and compliance burden on the school, the sponsor and the Department. Therefore, the Committee recommends that any DOPR school with a proven track record of success should be permitted to operate a "credit flex" recovery model—an academic program rooted in independent study and one-on-one or small group instruction through a combination of online, in-person, and paper curriculum whereby the student has substantial control over the time, place, and pace of learning—as a standalone educational model. The credit flex recovery model should be limited to serving students between the ages of fourteen and twenty-two who are at-risk of dropping out of high school.

Consistent with the credit flex system already in place, the credit flex recovery model should not incorporate any seat-time requirements within a school facility. Any DOPR school operating a credit flex model should be permitted to offer instruction at publicly available site close to students, at a school facility, or in any location at which the student may receive counseling, instructional coaching, and testing assistance provided as if it were an internet- or computer-based school under section 3314.251 of the Revised Code. DOPR schools operating a credit flex recovery model should be eligible for funding consistent with requirements for funding non-classroom-based learning opportunities at a non-internet- or computer-based community school and should be subject to all existing accountability measures for DOPR schools.

We further encourage the General Assembly to formally codify the credit flex recovery model for DOPR schools.

#### **H. Permit the year-round administration of End-of-Course assessments**

*Issue:* Currently, end-of-course assessments are administered three times per year—in December, April, and July. However, many DOPR schools offer courses on a rolling basis, rather than a semester-to-semester basis, meaning that a student may complete a course mid-semester, and then must wait months before taking the relevant end-of-course assessment. The delay also results in many DOPR school students sitting for assessments while enrolled in and studying for other core curriculum courses that may also require an end-of-course exam. Thus, end-of-course exam scores earned by students at DOPR schools often do more to measure the students’ long term memory and are not reflective of enrolled students’ actual levels of comprehension in tested course materials.

*Recommendation and Rationale:* Similar to the Ohio Graduation Test, end-of-course exams should be available year-round, instead of during three limited testing windows. Given that end-of-course assessments are already administered online, extending testing windows is unlikely to pose any significant administrative burden and would make end-of-course scores significantly more representative of the actual understanding of DOPR school students.

#### **I. DOPR schools should receive all funding to which the school is entitled, without the threat of “clawbacks”**

*Issue:* Like all schools, DOPR schools deserve to be given the total funding entitled to them by law. However, unlike traditional schools in Ohio, any DOPR schools utilizing alternative learning models must collect copious records of every hour of student learning, for each and every student, in order to qualify for even the minimum amount of funding allocated to DOPR

schools by law. This process is tedious and costly, and despite the best efforts of DOPR schools appears to always result in some type of funding “clawback” due to a “miscalculation” perceived by ODE as a part of a community school’s annual full time equivalency (“FTE”) review audit. Unfortunately, these clawbacks only compound the already difficult mission of educating at-risk students, who often require additional and costly wrap around services above those needed by traditional schools.

*Recommendation and Rationale:* DOPR schools are expected to provide quality educational services to a high need, at-risk population. While the Committee fully agrees that DOPR schools should be held accountable to ensure that entrusted public funds are used for such a purpose, requiring that DOPR schools extensively document hours of learning opportunities, which imposes further administrative costs, does nothing to support this mission, and often imposes a burden on the at-risk population to constantly readjust to the new documentation requirements imposed by ODE. Accordingly, the Committee recommends that the documentation requirements for DOPR schools to demonstrate the number of learning opportunities provided on an annual basis should be lessened to avoid the duplicative collection of records, alleviate the onerous and time-intensive documentation requirements to demonstrate learning hours for all students. FTE review manuals should also be made available to DOPR schools as early as possible, but no later than July 1 of the preceding year, to allow schools to properly implement changes without disrupting the DOPR school’s operations. Additionally, the results of an FTE review audit should be provided to a school as soon as possible, so that any costly findings could be corrected without upsetting a school’s educational efforts or causing confusion amongst the school’s at-risk student population.

DOPR schools should be funded on a per pupil basis in the same manner as all other community schools, including access to transportation and facilities funding, and “Community Schools of Quality” grant funding allocated in the Fiscal Year 2020 and 2021 Budget Bill. The Committee also encourages the establishment of a separate funding model for Dropout Prevention/Credit Recovery E-schools.

#### **J. Permit DOPR Schools to locate outside of challenged school districts**

*Issue:* Nearly every school district in Ohio has unacceptable levels of dropout students. Despite this, under current law, DOPR schools are restricted to locations in challenged school districts.

*Recommendation and Rationale:* DOPR schools are designed to serve students who have dropped out of school or are on a trajectory that leads to dropping out of school. Ohio has suffered from an epidemic of high levels of dropout students, with large numbers dropping out in large urban districts; however, equally tragic are the numbers from rural and suburban districts.

The epidemic is truly state-wide. Unfortunately, dropout prevention and recovery schools are limited to just challenged school districts, leaving those in rural and suburban districts unserved.

The Committee recommends that DOPR schools be permitted to operate state-wide, wherever there are students dropping out of school, and particularly in those areas that also have workforce needs.

**K. Expand definition of “at-risk” to include high school students over the age of thirteen.**

*Issue:* At present, state law limits DOPR schools’ ability to serve students who otherwise would qualify for being “at-risk” but are below the age of sixteen. Unfortunately, the age restriction oftentimes requires students to fail up to two years of course work before they can enter a dropout prevention and recovery high school and receive the assistance that they need. Waiting until a student turns sixteen to provide our services increases the challenge to foster the engagement that is so crucial to the success of DOPR students and shortens the available window of opportunity for students to “right the ship” towards on-time graduation.

*Recommendation and Rationale:* To promote DOPR services for students who are behind their graduation cohorts and/or face significant obstacles to achievement at an earlier age, the Committee recommends amending rule to include fourteen and fifteen-year-old high school students in such circumstances within the scope of at-risk children.

**L. Direct transportation funding for all DOPR students.**

*Issue:* DOPR schools have been dependent on the yearly challenges and fluxuations of traditional districts transportation of their students. Every year these challenges negatively impact the DOPR school’s student intervention. This dependency grossly affects the ability of these schools to perform their role.

*Recommendation and Rationale:* To improve the quality and efficiency of all DOPR schools to students in their charge, it is recommended that the state directly fund the transportation of all DOPR students.

**VII. ADDITIONAL ITEMS FOR STATE BOARD OF EDUCATION CONSIDERATION**

In addition to the recommendations detailed above, the Committee also encourages the State Board to consider the following, which affect all community schools, including DOPR schools.

**A. Delegate oversight obligations to the Sponsor when a DOPR school seeks to make changes to its educational model or provision of services**

*Issue:* ODE requires sponsors and DOPR schools to seek permission from the Department when the DOPR school wishes to make certain changes to its educational model. This additional bureaucratic “red-tape” devalues the role of the sponsor as it was established by the General Assembly, and undermines the DOPR school’s and sponsor’s role expertise in the operation of a DOPR school.

*Recommendation and Rationale:* The educational needs of communities change from time to time and educational leaders must modify their models to meet these needs. Community Schools were developed, in part, to more fluidly meet these changing needs by serving smaller populations of students who were otherwise insufficiently aided by the “one-size-fits-all” model of traditional schools. Despite this, ODE has established business rules that require sponsors and DOPR schools to request permission to make changes to a DOPR school’s provision of education.

The Committee recommends that DOPR schools, in partnership with their sponsors, should make decisions regarding the provision of educational services and the model of education utilized by the school, rather than ODE. The Committee further recommends that existing business rules be revised to require that sponsors notify ODE, rather than seek permission, to make educational model changes.

**B. Reduce the burdensome requirements of the annual sponsor evaluation process**

*Issue:* Annually, community school sponsors are evaluated to assess a sponsor’s quality. The evaluation process is burdensome, expensive, operationally inefficient, and unnecessary at the level it is being utilized. As a result, many sponsors have been forced to shift resources from school improvement and professional development to administration and data management.

*Recommendation and Rationale:* ODE’s refusal to seriously consider stakeholder input regarding the sponsor evaluation process has resulted in an evaluation tool that is more concerned with monitoring compliance minutiae, rather than with the educational needs of students. While there is a need for sponsor accountability, the current system serves only to redirect valuable resources away from efforts that support student success. Accordingly, the Committee recommends that the State Board and General Assembly temporarily halt the operation of the sponsor evaluation process until stakeholder input can be gathered and a more reasonable and effective evaluation tool can be created.

### **C. Permit existing, high-quality sponsors to sponsor internet- or computer-based DOPR schools**

*Issue:* Under existing law and administrative rules, sponsorship of an internet- or computer-based community schools is effectively limited to only those sponsors that are already sponsoring an existing online school. As a result, many high quality sponsors are effectively barred from sponsoring new internet- or computer-based DOPR schools, and thus a possible resource for serving Ohio's at-risk population is being underutilized.

*Recommendation and Rationale:* The Committee recommends that ODE revise the application for sponsorship of an internet- or computer-based community school to allow greater consideration to be given to the quality of a sponsor's prior oversight, rather than a sponsor's current book of sponsored schools.

## **VIII. CONCLUSION**

This report and recommendations are submitted to the State Board of Education and reflects the serious work performed by the Committee during the last year, and the Committee believes that the recommendations included herein reflect the State Board's commitment to serve Ohio's at-risk students and reduce the number of "dropouts." For further information, please contact Chairman John P. Hagan at [John.Hagan@education.ohio.gov](mailto:John.Hagan@education.ohio.gov)



**R.C. 3314.017 Academic performance rating and report card system.**

(A) The state board of education shall prescribe by rules, adopted in accordance with Chapter 119. of the Revised Code, an academic performance rating and report card system that satisfies the requirements of this section for community schools that primarily serve students enrolled in dropout prevention and recovery programs as described in division (A)(4)(a) of section 3314.35 of the Revised Code, to be used in lieu of the system prescribed under sections 3302.03 and 3314.012 of the Revised Code beginning with the 2012-2013 school year. Each such school shall comply with the testing and reporting requirements of the system as prescribed by the state board.

(B) Nothing in this section shall at any time relieve a school from its obligations under the “No Child Left Behind Act of 2001” to make “adequate yearly progress,” as both that act and that term are defined in section 3302.01 of the Revised Code, or a school’s amenability to the provisions of section 3302.04 or 3302.041 of the Revised Code. The department shall continue to report each school’s performance as required by the act and to enforce applicable sanctions under section 3302.04 or 3302.041 of the Revised Code.

(C) The rules adopted by the state board shall prescribe the following performance indicators for the rating and report card system required by this section:

(1) Graduation rate for each of the following student cohorts:

(a) The number of students who graduate in four years or less with a regular high school diploma divided by the number of students who form the adjusted cohort for the graduating class;

(b) The number of students who graduate in five years with a regular high school diploma divided by the number of students who form the adjusted cohort for the four-year graduation rate;

(c) The number of students who graduate in six years with a regular high school diploma divided by the number of students who form the adjusted cohort for the four-year graduation rate;

(d) The number of students who graduate in seven years with a regular high school diploma divided by the number of students who form the adjusted cohort for the four-year graduation rate;

(e) The number of students who graduate in eight years with a regular high school diploma divided by the number of students who form the adjusted cohort for the four-year graduation rate.

(2) The percentage of twelfth-grade students currently enrolled in the school who have attained the designated passing score on all of the ~~applicable~~ state high school achievement assessments required under division (B)(1) ~~or (2)~~ of section 3301.0710 of the Revised Code or the cumulative performance score on the end-of-course examinations prescribed under division (B)(2) of section

3301.0712 of the Revised Code, whichever applies, and other students enrolled in the school, regardless of grade level, who are within three months of their twenty-second birthday and have attained the designated passing score on all of the applicable state high school achievement assessments or the cumulative performance score on the end-of-course examinations, whichever applies, by their twenty-second birthday;

(3) Annual measurable objectives as defined in section 3302.01 of the Revised Code;

(4) Growth in student achievement in reading, or mathematics, or both as measured by separate nationally norm-referenced assessments that have developed appropriate standards for students enrolled in dropout prevention and recovery programs, adopted or approved by the state board;

(5) Any other report card performance indicator deemed relevant by the State Board of Education to the measure of the success of a school that meets the definition of an alternative education campus as defined by the State Board of Education. The State Board of Education shall develop at least one such factor by January 31, 2020.

(D)

(1) The state board's rules shall prescribe the expected performance levels and benchmarks for each of the indicators prescribed by division (C) of this section based on the data gathered by the department under division (F) of this section. Based on a school's level of attainment or nonattainment of the expected performance levels and benchmarks for each of the indicators, the department shall rate each school in one of the following categories:

(a) Exceeds standards;

(b) Meets standards;

(c) Does not meet standards.

(2) The state board's rules shall establish all of the following:

(a) Not later than June 30, 2013, performance levels and benchmarks for the indicators described in divisions (C)(1) to (3) of this section;

(b) Not later than December 31, 2014, both of the following:

(i) Performance levels and benchmarks for the indicator described in division (C)(4) of this section;

(ii) Standards for awarding a community school described in division (A)(4)(a) of section 3314.35 of the Revised Code an overall designation, which shall be calculated as follows:

(I) No more than ~~F~~ thirty percent of th

e score shall be based on the indicators described in division (C)(1) of this section that are applicable to the school year for which the overall designation is granted.

(II) No more than ~~F~~ thirty percent of the score shall be based on the indicators described in division (C)(4) of this section.

(III) No more than ~~F~~ twenty percent of the score shall be based on the indicators described in division (C)(2) of this section.

(IV) No more than ~~F~~ twenty percent of the score shall be based on the indicators described in division (C)(3) of this section.

(V) The remaining balance of the score, which shall not be less than twenty percent of the score, shall be based upon the indicator described in division (C)(5) of this section.

If more than one indicator is prescribed by the State Board of Education pursuant to division (C)(5) of this section, the balance of the score, which shall not be less than twenty percent of the score, shall be prorated equally amongst the performance indicators described in division (C)(5) of this section.

(3) If both of the indicators described in divisions (C)(1) and (2) of this section improve by ten percent for two consecutive years, a school shall be rated not less than “meets standards.”

The rating and the relevant performance data for each school shall be posted on the department’s web site, and a copy of the rating and data shall be provided to the governing authority of the community school.

(E)

(1) For the 2012-2013 school year, the department shall issue a report card including the following performance measures, but without a performance rating as described in divisions (D)(1)(a) to (c) of this section, for each community school described in division (A)(4)(a) of section 3314.35 of the Revised Code:

(a) The graduation rates as described in divisions (C)(1)(a) to (c) of this section;

(b) The percentage of twelfth-grade students and other students who have attained a designated passing score on high school achievement assessments as described in division (C)(2) of this section;

(c) The statewide average for the graduation rates and assessment passage rates described in divisions (C)(1)(a) to (c) and (C)(2) of this section;

(d) Annual measurable objectives described in division (C)(3) of this section.

(2) For the 2013-2014 school year, the department shall issue a report card including the following performance measures for each community school described in division (A)(4) of section 3314.35 of the Revised Code:

(a) The graduation rates described in divisions (C)(1)(a) to (d) of this section, including a performance rating as described in divisions (D)(1)(a) to (c) of this section;

(b) The percentage of twelfth-grade students and other students who have attained a designated passing score on high school achievement assessments as described in division (C)(2) of this section, including a performance rating as described in divisions (D)(1)(a) to (c) of this section;

(c) Annual measurable objectives described in division (C)(3) of this section, including a performance rating as described in divisions (D)(1)(a) to (c) of this section;

(d) Both of the following without an assigned rating:

(i) Growth in annual student achievement in reading and mathematics described in division (C)(4) of this section, if available;

(ii) Student outcome data, including postsecondary credit earned, nationally recognized career or technical certification, military enlistment, job placement, and attendance rate.

(3) Beginning with the 2014-2015 school year, and annually thereafter, the department shall issue a report card for each community school described in division (A)(4)(a) of section 3314.35 of the Revised Code that includes all of the following performance measures, including a performance rating for each measure as described in divisions (D)(1)(a) to (c) of this section:

(a) The graduation rates as described in division (C)(1) of this section;

(b) The percentage of twelfth-grade students and other students who have attained a designated passing score on high school achievement assessments as described in division (C)(2) of this section;

(c) Annual measurable objectives described in division (C)(3) of this section, including a performance rating as described in divisions (D)(1)(a) to (c) of this section;

(d) Growth in annual student achievement in reading and mathematics as described in division (C)(4) of this section;

(e) An overall performance designation for the school calculated under rules adopted under division (D)(2) of this section.

The department shall also include student outcome data, including postsecondary credit earned, nationally recognized career or technical certification, military enlistment, job placement, attendance rate, and progress on closing achievement gaps for each school. This information shall not be included in the calculation of a school's performance rating.

(F) Not later than the thirty-first day of July of each year, the department shall submit preliminary report card data for overall academic performance for each performance measure prescribed in division (E)(3) of this section for each community school to which this section applies.

(G) In developing the rating and report card system required by this section, during the 2012-2013 and 2013-2014 school years, the department shall gather and analyze data as determined necessary from each community school described in division (A)(4)(a) of section 3314.35 of the Revised Code. Each such school shall cooperate with the department by supplying requested data and administering required assessments, including sample assessments for purposes of measuring student achievement growth as described in division (C)(4) of this section. The department shall consult with stakeholder groups in performing its duties under this division.

The department shall also identify one or more states that have established or are in the process of establishing similar academic performance rating systems for dropout prevention and recovery programs and consult with the departments of education of those states in developing the system required by this section.

(H) Not later than December 31, 2014, the state board shall review the performance levels and benchmarks for performance indicators in the report card issued under this section and may revise them based on the data collected under division (G) of this section.

(I) For the purposes of division (F) of section 3314.351 of the Revised Code, the department shall recalculate the ratings for each school under division (E)(3) of this section for the 2017-2018 school year and calculate the ratings under that division for the 2018-2019 school year using the indicators prescribed by division (C) of this section, as it exists on and after the effective date of this amendment.

(J) The state board shall coordinate a study committee consisting of one member of the Ohio senate appointed by the president of the senate, one member of the Ohio house of representatives appointed by the speaker of the house of representatives, one representative of the governor's office, one school district superintendent appointed by the state board, and one chief administrator of a community school appointed by the state board. This committee shall conduct

a study regarding the classification, authorization, and report card ratings of community schools that primarily serve students enrolled in dropout prevention and recovery programs as described in division (A)(4)(a) of section 3314.35 of the Revised Code that offer two or more of the following educational models:

- (1) Blended learning, as that term is defined in section 3301.079 of the Revised Code;
- (2) Portfolio learning, as defined by the members of the committee;
- (3) Credit flexibility, which permits credits to be awarded based on a student's demonstration of subject area competency.

The state board, on behalf of the committee, shall submit the committee's recommendations to the general assembly in accordance with section 101.68 of the Revised Code not later than six months after the effective date of this amendment.

(A) As used in this chapter:

(1) "Sponsor" means the board of education of a school district or the governing board of an educational service center that agrees to the conversion of all or part of a school or building under division (B) of this section, or an entity listed in division (C)(1) of this section, which has been approved by the department of education to sponsor community schools or is exempted by section 3314.021 or 3314.027 of the Revised Code from obtaining approval, and with which the governing authority of a community school enters into a contract under section 3314.03 of the Revised Code.

(2) "Pilot project area" means the school districts included in the territory of the former community school pilot project established by former Section 50.52 of Am. Sub. H.B. No. 215 of the 122nd general assembly.

(3) "Challenged school district" means any of the following:

(a) A school district that is part of the pilot project area;

(b) A school district that meets one of the following conditions:

(i) On March 22, 2013, the district was in a state of academic emergency or in a state of academic watch under section 3302.03 of the Revised Code, as that section existed prior to March 22, 2013;

(ii) For two of the 2012-2013, 2013-2014, 2014-2015, and 2015-2016 school years, the district received a grade of "D" or "F" for the performance index score and a grade of "F" for the value-added progress dimension under section 3302.03 of the Revised Code;

(iii) For the 2016-2017 school year and for any school year thereafter, the district has received an overall grade of "D" or "F" under division (C)(3) of section 3302.03 of the Revised Code, or, for at least two of the three most recent school years, the district received a grade of "F" for the value-added progress dimension under division (C)(1)(e) of that section.

(c) A big eight school district;

(d) A school district ranked in the lowest five percent of school districts according to performance index score under section 3302.21 of the Revised Code.

(4) "Big eight school district" means a school district that for fiscal year 1997 had both of the following:

(a) A percentage of children residing in the district and participating in the predecessor of Ohio works first greater than thirty percent, as reported pursuant to section 3317.10 of the Revised Code;

(b) An average daily membership greater than twelve thousand, as reported pursuant to former division (A) of section 3317.03 of the Revised Code.

(5) "New start-up school" means a community school other than one created by converting all or part of an existing public school or educational service center building, as designated in the school's contract pursuant to division (A)(17) of section 3314.03 of the Revised Code.

(6) "Urban school district" means one of the state's twenty-one urban school districts as defined in division (O) of section 3317.02 of the Revised Code as that section existed prior to July 1, 1998.

(7) "Internet- or computer-based community school" means a community school established under this chapter in which the enrolled students work primarily from their residences on assignments in nonclassroom-based learning opportunities provided via an internet- or other computer-based instructional method that does not rely on regular classroom instruction or via comprehensive instructional methods that include internet-based, other computer-based, and

noncomputer-based learning opportunities unless a student receives career-technical education under section 3314.086 of the Revised Code.

A community school that operates mainly as an internet- or computer-based community school and provides career-technical education under section 3314.086 of the Revised Code shall be considered an internet-or computer-based community school, even if it provides some classroom-based instruction, so long as it provides instruction via the methods described in this division.

(8) "Operator" or "management company" means either of the following:

(a) An individual or organization that manages the daily operations of a community school pursuant to a contract between the operator or management company and the school's governing authority;

(b) A nonprofit organization that provides programmatic oversight and support to a community school under a contract with the school's governing authority and that retains the right to terminate its affiliation with the school if the school fails to meet the organization's quality standards.

(9) "Alliance municipal school district" has the same meaning as in section 3311.86 of the Revised Code.

(B)

(1) Any person or group of individuals may initially propose under this division the conversion of all or a portion of a public school to a community school. The proposal shall be made to the board of education of the city, local, exempted village, or joint vocational school district in which the public school is proposed to be converted.

(2) Any person or group of individuals may initially propose under this division the conversion of all or a portion of a building operated by an educational service center to a community school. The proposal shall be made to the governing board of the service center.

On or after July 1, 2017, except as provided in section 3314.027 of the Revised Code, any educational service center that sponsors a community school shall be approved by and enter into a written agreement with the department as described in section 3314.015 of the Revised Code.

(3) Upon receipt of a proposal, and after an agreement has been entered into pursuant to section 3314.015 of the Revised Code, a board may enter into a preliminary agreement with the person or group proposing the conversion of the public school or service center building, indicating the intention of the board to support the conversion to a community school. A proposing person or group that has a preliminary agreement under this division may proceed to finalize plans for the school, establish a governing authority for the school, and negotiate a contract with the board. Provided the proposing person or group adheres to the preliminary agreement and all provisions of this chapter, the board shall negotiate in good faith to enter into a contract in accordance with section 3314.03 of the Revised Code and division (C) of this section.

(4) The sponsor of a conversion community school proposed to open in an alliance municipal school district shall be subject to approval by the department of education for sponsorship of that school using the criteria established under division (A) of section 3311.87 of the Revised Code. Division (B)(4) of this section does not apply to a sponsor that, on or before September 29, 2015, was exempted under section 3314.021 or 3314.027 of the Revised Code from the requirement to be approved for sponsorship under divisions (A)(2) and (B)(1) of section 3314.015 of the Revised Code.



(5) A school established in accordance with division (B) of this section that later enters into a sponsorship contract with an entity that is not a school district or educational service center shall, at the time of entering into the new contract, be deemed a community school established in accordance with division (C) of this section.

(C)

(1) Any person or group of individuals may propose under this division the establishment of a new start-up school to be located in a challenged school district. The proposal may be made to any of the following entities:

(a) The board of education of the district in which the school is proposed to be located;

(b) The board of education of any joint vocational school district with territory in the county in which is located the majority of the territory of the district in which the school is proposed to be located;

(c) The board of education of any other city, local, or exempted village school district having territory in the same county where the district in which the school is proposed to be located has the major portion of its territory;

(d) The governing board of any educational service center, regardless of the location of the proposed school, may sponsor a new start-up school in any challenged school district in the state if all of the following are satisfied:

(i) If applicable, it satisfies the requirements of division (E) of section 3311.86 of the Revised Code;

(ii) It is approved to do so by the department;

(iii) It enters into an agreement with the department under section 3314.015 of the Revised Code.

(e) A sponsoring authority designated by the board of trustees of any of the thirteen state universities listed in section 3345.011 of the Revised Code or the board of trustees itself as long as a mission of the proposed school to be specified in the contract under division (A)(2) of section 3314.03 of the Revised Code and as approved by the department under division (B)(3) of section 3314.015 of the Revised Code will be the practical demonstration of teaching methods, educational technology, or other teaching practices that are included in the curriculum of the university's teacher preparation program approved by the state board of education;

(f) Any qualified tax-exempt entity under section 501(c)(3) of the Internal Revenue Code as long as all of the following conditions are satisfied:

(i) The entity has been in operation for at least five years prior to applying to be a community school sponsor.

(ii) The entity has assets of at least five hundred thousand dollars and a demonstrated record of financial responsibility.

(iii) The department has determined that the entity is an education-oriented entity under division (B)(4) of section 3314.015 of the Revised Code and the entity has a demonstrated record of successful implementation of educational programs.

(iv) The entity is not a community school.

(g) The mayor of a city in which the majority of the territory of a school district to which section 3311.60 of the Revised Code applies is located, regardless of whether that district has created the position of independent auditor as prescribed by that section. The mayor's sponsorship authority under this division is limited to community schools that are located in that school district. Such mayor may sponsor community schools only with the approval of the city council of that city, after establishing standards with which community schools sponsored by the mayor must

comply, and after entering into a sponsor agreement with the department as prescribed under section 3314.015 of the Revised Code. The mayor shall establish the standards for community schools sponsored by the mayor not later than one hundred eighty days after July 15, 2013, and shall submit them to the department upon their establishment. The department shall approve the mayor to sponsor community schools in the district, upon receipt of an application by the mayor to do so. Not later than ninety days after the department's approval of the mayor as a community school sponsor, the department shall enter into the sponsor agreement with the mayor.

Any entity described in division (C)(1) of this section may enter into a preliminary agreement pursuant to division (C)(2) of this section with the proposing person or group, provided that entity has been approved by and entered into a written agreement with the department pursuant to section 3314.015 of the Revised Code.

(2) A preliminary agreement indicates the intention of an entity described in division (C)(1) of this section to sponsor the community school. A proposing person or group that has such a preliminary agreement may proceed to finalize plans for the school, establish a governing authority as described in division (E) of this section for the school, and negotiate a contract with the entity. Provided the proposing person or group adheres to the preliminary agreement and all provisions of this chapter, the entity shall negotiate in good faith to enter into a contract in accordance with section 3314.03 of the Revised Code.

(3) A new start-up school that is established in a school district described in either division (A)(3)(b) or (d) of this section may continue in existence once the school district no longer meets the conditions described in either division, provided there is a valid contract between the school and a sponsor.

(4) A copy of every preliminary agreement entered into under this division shall be filed with the superintendent of public instruction.

(D) A majority vote of the board of a sponsoring entity and a majority vote of the members of the governing authority of a community school shall be required to adopt a contract and convert the public school or educational service center building to a community school or establish the new start-up school. Beginning September 29, 2005, adoption of the contract shall occur not later than the fifteenth day of March, and signing of the contract shall occur not later than the fifteenth day of May, prior to the school year in which the school will open. The governing authority shall notify the department of education when the contract has been signed. Subject to sections 3314.013 and 3314.016 of the Revised Code, an unlimited number of community schools may be established in any school district provided that a contract is entered into for each community school pursuant to this chapter.

(E)

(1) As used in this division, "immediate relatives" are limited to spouses, children, parents, grandparents, and siblings, as well as in-laws residing in the same household as the person serving on the governing authority.

Each new start-up community school established under this chapter shall be under the direction of a governing authority which shall consist of a board of not less than five individuals.

(2)

(a) No person shall serve on the governing authority or operate the community school under contract with the governing authority under any of the following circumstances:

(i) The person owes the state any money or is in a dispute over whether the person owes the state any money concerning the operation of a community school that has closed.

(ii) The person would otherwise be subject to division (B) of section 3319.31 of the Revised Code with respect to refusal, limitation, or revocation of a license to teach, if the person were a licensed educator.

(iii) The person has pleaded guilty to or been convicted of theft in office under section 2921.41 of the Revised Code, or has pleaded guilty to or been convicted of a substantially similar offense in another state.

(b) No person shall serve on the governing authority or engage in the financial day-to-day management of the community school under contract with the governing authority unless and until that person has submitted to a criminal records check in the manner prescribed by section 3319.39 of the Revised Code.

(c) Each sponsor of a community school shall annually verify that a finding for recovery has not been issued by the auditor of state against any individual or individuals who propose to create a community school or any member of the governing authority, the operator, or any employee of each community school with responsibility for fiscal operations or authorization to expend money on behalf of the school.

(3) No person shall serve on the governing authorities of more than five start-up community schools at the same time.

(4)

(a) For a community school established under this chapter that is not sponsored by a school district or an educational service center, no present or former member, or immediate relative of a present or former member, of the governing authority shall be an owner, employee, or consultant of the community school's sponsor or operator, unless at least one year has elapsed since the conclusion of the person's membership on the governing authority.

(b) For a community school established under this chapter that is sponsored by a school district or an educational service center, no present or former member, or immediate relative of a present or former member, of the governing authority shall:

(i) Be an officer of the district board or service center governing board that serves as the community school's sponsor, unless at least one year has elapsed since the conclusion of the person's membership on the governing authority;

(ii) Serve as an employee of, or a consultant for, the department, division, or section of the sponsoring district or service center that is directly responsible for sponsoring community schools, or have supervisory authority over such a department, division, or section, unless at least one year has elapsed since the conclusion of the person's membership on the governing authority.

(5) The governing authority of a start-up or conversion community school may provide by resolution for the compensation of its members. However, no individual who serves on the governing authority of a start-up or conversion community school shall be compensated more than one hundred twenty-five dollars per meeting of that governing authority and no such individual shall be compensated more than a total amount of five thousand dollars per year for all governing authorities upon which the individual serves. Each member of the governing authority may be paid compensation for attendance at an approved training program, provided that such compensation shall not exceed sixty dollars a day for attendance at a training program three hours or less in length and one hundred twenty-five dollars a day for attendance at a training program longer than three hours in length.

(6) No person who is the employee of a school district or educational service center shall serve on the governing authority of any community school sponsored by that school district or service center.

(7) Each member of the governing authority of a community school shall annually file a disclosure statement setting forth the names of any immediate relatives or business associates employed by any of the following within the previous three years:

(a) The sponsor or operator of that community school;

(b) A school district or educational service center that has contracted with that community school;

(c) A vendor that is or has engaged in business with that community school.

(8) No person who is a member of a school district board of education shall serve on the governing authority of any community school.

(F)

(1) A new start-up school that is established prior to August 15, 2003, in an urban school district that is not also a big-eight school district may continue to operate after that date and the contract between the school's governing authority and the school's sponsor may be renewed, as provided under this chapter, after that date, but no additional new start-up schools may be established in such a district unless the district is a challenged school district as defined in this section as it exists on and after that date.

(2) A community school that was established prior to June 29, 1999, and is located in a county contiguous to the pilot project area and in a school district that is not a challenged school district may continue to operate after that date, provided the school complies with all provisions of this chapter. The contract between the school's governing authority and the school's sponsor may be renewed, but no additional start-up community school may be established in that district unless the district is a challenged school district.

(3) Any educational service center that, on June 30, 2007, sponsors a community school that is not located in a county within the territory of the service center or in a county contiguous to such county may continue to sponsor that community school on and after June 30, 2007, and may renew its contract with the school. However, the educational service center shall not enter into a contract with any additional community school, unless the governing board of the service center has entered into an agreement with the department authorizing the service center to sponsor a community school in any challenged school district in the state.

(G) Notwithstanding anything to the contrary, a community school that primarily serve students enrolled in a dropout prevention and recovery program shall be permitted to establish statewide.

**R.C. 3314.251 Locations for counseling, instructional coaching, and testing assistance.**

Notwithstanding any provision of law to the contrary, each internet- or computer-based community school may provide its students with a location within a fifty-mile radius of the student's residence at which the student may receive counseling, instructional coaching, and testing assistance.

Notwithstanding anything to the contrary in this chapter, an alternative education campus may provide students with a location within a one hundred and fifty-mile radius of a student's residence, so long as the location is within this state, at which the student may receive tutoring, counseling, instructional coaching, and testing assistance. An alternative education campus may utilize this facility to administer statewide achievement and diagnostic assessments prescribed under sections 3301.079, 3301.0710, and 3301.0712 of the Revised Code.

## **New Statute: Flexible Recovery Model**

(A) Any community school that has operated a dropout prevention and recovery school may elect to operate a flexible recovery program by amending its community school contract with its sponsor. Notwithstanding any provision to the contrary in the revised code, the following shall apply to flexible recovery programs:

(1) Students shall have the option to participate in the flexible recovery program. Applicable schools must also offer another model, such as a traditional classroom model, blended learning model or e-school, as an alternative to participation in the flexible recovery program.

(2) The school will remain subject to all accountability measures in place for dropout prevention and recovery community schools.

(3) The community school shall be subject to funding requirements applicable to non-classroom based learning opportunities in a dropout prevention and recovery setting or credit flexibility programs.

(4) The school may utilize publicly available locations to arrange for instruction and tutoring with students and may provide leased locations at which the student may receive counseling, instructional coaching, and testing assistance. Such locations are not facilities for purposes of chapter 3314 of the revised code.

(5) Students shall develop an implementation plan with a licensed instructor establishing the methods of study, objectives, and goals for the flexible recovery program. Completed implementation plans shall be signed by the student's parent/guardian if the student is under age eighteen, the student, and the instructor, shall be maintained and updated by the school, and are subject to revision at the discretion of the instructor. Implementation plans shall include the following:

(i) A summary of the school's applicable policies for flexible recovery.

(ii) The expected timing and duration of enrolled courses and credits associated with each.

(iii) The number of credits the student must earn and the additional tasks the student must complete to qualify for graduation under state graduation requirements under one or more pathways for graduation.

(iv) The resources, including materials and personnel, that will be available to the student.

(v) The expected tasks associated with the enumerated courses.

(6) Students may participate in flexible recovery programs on a full-time basis or on a part-time basis in conjunction with other courses, including college credit plus, career-technical education

courses offered by the school or another eligible entity, or other courses or programs offered at the school.

(7) Student attendance shall be documented on a regular basis consistent with criteria and documentation requirements for participation in non-classroom based learning opportunities.

(8) Students engaged in flexible recovery programs shall have the opportunity to participate in additional credit flexibility programs consistent with the state plan established in section 3313.603 of the revised code or otherwise earn credits through evidence of subject area competency.

(9) Instructors providing oversight shall be appropriately licensed in accordance with the requirements for community school instructors.

(10) All curricular materials shall align with state content standards applicable to community schools.

(11) The school's governing authority shall adopt policies addressing the matters listed above, which shall be attached to the sponsorship contract.

(12) The state board of education shall adopt rules and requirements pertaining to the provision of flexible recovery programs.

(B) As used in this section:

(1) "Flexible recovery" is defined as a voluntary alternative to classroom instruction consistent with a community school's course of study, allowing students to complete work independently or in small group settings and under the general supervision of a licensed instructor at a time, place, and pace consistent with a student's implementation plan.

(2) "General supervision of a licensed instructor" means that the assigned instructor shall offer continuing oversight of the program design, implementation plan, allocation of resources, and evaluation of the student's performance in the program and review of applicable student attendance and participation data. The licensed instructor shall communicate in person, by phone, or by any other live visual or audio connection no less than twice per month to assess student performance in the program.

**O.A.C. 3301-102-10 Dropout prevention and recovery academic performance rating and report card system.**

(A) ~~An alternative education campus dropout prevention and recovery community schools~~ is one to which any of the following applies:

(1) Any community school that operates a drug recovery program in cooperation with a court; or

(2) Any community school in which the majority of students are enrolled in a dropout prevention and recovery program operated by the school that meets the following criteria:

(a) The program serves ~~only~~ students who are high school eligible and are not younger than ~~sixteen~~ fourteen years of age and not older than twenty-one years of age;

(b) The program enrolls students who, at the time of their initial enrollment, either, or both, are at least one grade level behind their cohort age groups or experience crises that significantly interfere with their academic progress such that they are prevented from continuing their traditional programs;

(c) The program requires students to attain at least the applicable score designated for each of the assessments prescribed under division (B)(1) of section 3301.0710 of the Revised Code or, ~~to the extent prescribed by rule of the state board of education under division (B)(62) of section 3301.0712 of the Revised Code, division (B)(2) of that section;~~

(d) The program develops an individual career plan for the student that specifies the student's matriculating to a two-year degree program, acquiring a business and industry credential, ~~or~~ entering an apprenticeship, or enlisting in the military;

(e) The program provides counseling and support for the student related to the plan developed under division (A)(4) of that section during the remainder of the student's high school experience; and

(f) The program's instructional plan demonstrates how the academic content standards adopted by the state board of education under section 3301.079 of the Revised Code will be taught and assessed; ~~or~~

(3) Any conversion community school whose sponsoring district has received a waiver from having the school's academic data rolled up into the district's local report card because the school primarily enrolls students between sixteen and twenty-two years of age who dropped out of high school or are at risk of dropping out of high school due to poor attendance, disciplinary problems, or suspensions.



(B) Any school designated as an alternative education campus pursuant to division (A) of this section shall continue to be designated as such unless the school petitions the department to remove this designation.

~~(BC)~~ Pursuant to section 3314.017 of the Revised Code, the state board of education shall prescribe an academic performance rating, benchmark and report card system for community schools that primarily serve students enrolled in dropout prevention and recovery programs as described in division (A)(4)(a) of section 3314.35 of the Revised Code, to be used in lieu of the system prescribed under sections 3302.03 and 3314.012 of the Revised Code, beginning with the ~~2012-2013~~ 2020-2021 school year. Each such school shall comply with the testing and reporting requirements of the system as prescribed by the state board.

~~(CD)~~ Nothing in this rule and the academic performance rating, benchmark and report card system prescribed by the state board shall relieve a school from its obligations under the “No Child Left Behind Act of 2001” to make “adequate yearly progress” as defined in section 3302.01 of the Revised Code, or a school’s amenability to the provisions of section 3302.04 or 3302.041 of the Revised Code. The department shall continue to report each school’s performance as required by the act and enforce applicable sanctions under section 3302.04 or 3302.041 of the Revised Code.

~~(DE)~~ For the 2020-2021 school year and beyond, the department shall issue performance ratings as described in division (E) of this section for each of ~~The academic performance rating, benchmark and report card system shall use the following performance indicators:~~

~~(1) Graduation rates for the four year student graduation cohort:~~

~~(a) four year student graduation cohort:~~

~~(i) A performance rating for the four year student graduation cohort of thirty-six percent or higher means that the school earns the rating of “exceeds standards” on this indicator;~~

~~(~~bi~~) A performance rating of at least eight percent and no higher than thirty-five point nine percent means that the school earns the rating of “meets standards” on this indicator; and~~

~~(~~eiii~~) A rating of less than seven-point-nine percent means that the school receives the rating of “does not meet standards” for this indicator;~~

~~(~~2b~~) Graduation rates for the five, six, seven and eight year student graduation cohorts:~~

~~(~~ai~~) A performance rating of forty percent or higher means that the school earns the rating of “exceeds standards” on these graduation rates;~~

(~~b~~ii) A performance rating of at least twelve percent and no higher than thirty- nine point nine percent means that the school earns the rating of “meets standards” on these graduation rates; and

(~~e~~iii) A rating of less than twelve percent means that the school receives the rating of “does not meet standards” for these graduation rates.

(~~3~~2) Passage rate for twelfth-grade students currently enrolled in the school who have attained the designated passing score on all of the ~~applicable~~ state high school achievement assessments required under division (B)(1) ~~or (B)(2)~~ of section 3301.0710 of the Revised Code, or the cumulative performance score on the end-of-course examinations prescribed under division (B)(2) of section 3301.0712 of the Revised Code, whichever applies, and other students enrolled in the school, regardless of grade level, who are within three months of their twenty-second birthday and have attained the designated passing score on all of the ~~applicable~~ state high school achievement assessments or the cumulative performance score on the end-of-course examinations, whichever applies, by their twenty-second birthday:

(a) A performance rating of sixty-eight percent or higher means that the school earns a rating of “exceeds standards”;

(b) A performance rating of at least thirty-two percent and no higher than sixty-seven point nine percent means that the school earns a rating of “meets standards”; and

(c) A performance rating of less than thirty-two percent means that the school receives the rating of “does not meet standards”;

(~~4~~3) Annual measurable objectives as defined in section 3302.01 of the Revised Code;

(a) A performance rating of thirty- six percent or higher means that the school earns a rating of “exceeds standards”;

(b) A performance rating of at least one percent and no higher than thirty- five point nine percent means that the school earns a rating of “meets standards”; and

(c) A performance rating of less than one percent means that the school receives the rating of “does not meet standards”;

(4) “Progress Towards Credit Recovery” shall be measured by the total number of units of credit as defined in section 3313.603 of the Revised Code earned by all students enrolled in the school during a period of one academic year, divided by the final adjusted full-time equivalency (FTE).

(a) An average performance rating of at least four units credits means that the school earns a rating of “exceeds standards”.

(b) An average performance rating of at least two units credit but less than four units credits means that the school earns a rating of “meets standards”.

(c) An average performance rating of less than two units credits means that the school earns a rating of “does not meet standards”.

(EF) It is the intention of the state board of education to periodically review performance levels for each established benchmark as prescribed in section 3314.017 of the Revised Code and amend those benchmarks, if the data analysis warrants a revision.

**O.A.C. 3301-102-11 Alternative education campus dropout prevention and recovery community schools assessment of growth in student achievement.**

(A) Pursuant to the development of the dropout prevention and recovery academic performance rating and report card system as required under section 3314.017 of the Revised Code and described in rule 3301-102-10 of the Administrative Code, alternative education campus dropout prevention and recovery community schools shall report assessment data to measure growth in student achievement in reading and in mathematics.

(B) The assessments required to be used by dropout prevention and recovery community schools shall be selected by the state board of education through a competitive bidding process, with input from the AEC Advisory Council.

~~(1) For the 2014-2015 school year, notice of the department's selection of the assessment and test vendor, as well as information regarding the processes and procedures to obtain, administer and report these assessments for reading and mathematics shall be communicated to the schools and made available on the department's website (education.ohio.gov);~~

~~(2) For the 2015-2016 school year and beyond, a~~ Any changes in the required assessments for reading and mathematics shall be communicated to the schools and the information made available on the department's website (education.ohio.gov).

~~(C) For the 2014-2015 school year, in the absence of national norms for assessments in reading and mathematics for students enrolled in dropout prevention and recovery programs, the department shall develop a growth measure based upon value-added progress dimension, as defined in division (A)(1)(e) of section 3302.03 of the Revised Code.~~

~~(1) Gain scores for both reading and mathematics shall be calculated and used to form a composite gain score for the school annually;~~

~~(2) The gains scores shall use up to three years of measured progress data, as available, to form the composite gain score.~~

(D) Ratings shall be assigned as follows:

~~(1) A school shall receive a rating of "exceeds standards" if the composite gain score is at least two standard errors of measure above the mean score;~~

~~(2) A school shall receive a rating of "meets standards" if the composite gain score is less than two standard errors of measure above the mean score and greater than or equal to two standard errors of measure below the mean score;~~

~~(3) A school shall receive a rating of "does not meet standards" if the composite gain score is not greater than two standard errors of measure below the mean score.~~



**O.A.C. 3301-102-12 Standards for awarding an overall report card designation to dropout prevention and recovery community schools.**

(A) ~~Beginning with the 2014-2015 school year, and annually thereafter, a~~ Dropout prevention and recovery community schools described in division (A)(4)(a) of section 3314.35 of the Revised Code shall be awarded an overall designation on the report card.

(B) Standards for awarding an overall report card designation to a dropout prevention and recovery community school shall be calculated as follows:

(1) Thirty percent of the score shall be based on the graduation rates as described in division (C)(1) of section 3314.017 of the Revised Code that are applicable to the school year for which the overall designation is granted;

(2) ~~Thirty~~ Fifteen percent of the score shall be based on the measures of growth in student achievement in reading and mathematics as described in division (C)(4) of section 3314.017 of the Revised Code that are applicable to the school year for which the overall designation is granted;

(3) ~~Twenty~~ Fifteen percent of the score shall be based on the percentage of twelfth-grade students currently enrolled in the school who have attained the designated passing score on all of the applicable state high school achievement assessments required under division (B)(1) or (B)(2) of section 3301.0710 of the Revised Code and other students enrolled in the school, regardless of grade level, who are within three months of their twenty-second birthday and have attained the designated passing score on all of the applicable state high school achievement assessments by their twenty-second birthday, as described in division (C)(2) of section 3314.017 of the Revised Code;

(4) Twenty percent of the score shall be based on the annual measurable objectives as defined in section 3302.01 of the Revised Code and described in division (C)(3) of section 3314.017 of the Revised Code;

(5) Twenty percent of the score shall be based upon the “progress towards credit recovery” indicator described in division (C)(5) of section 3301-102-10 of the Ohio Administrative Code.

~~(5)~~ If both of the graduation rate and assessment passage rate indicators described in divisions (B)(1) and (B)(3) of this rule improve by ten percent for two consecutive years, a school shall be rated as not less than “meets standards.”

(C) The points awarded for each indicator’s rating shall be calculated as follows:

(1) A school that receives an indicator rating of “Exceeds standards” for graduation rates ~~or growth in reading and mathematics~~ shall receive a score of “30” points for ~~each of those~~ that categories of indicators;

(2) A school that receives an indicator rating of “Exceeds standards” for assessment passage progress towards credit recovery or annual measurable objectives shall receive a score of “20” points for each of those categories of indicators;

(3) A school that receives an indicator rating of “Meets standards” for graduation rates ~~or growth in reading and mathematics~~ shall receive a score of “20” points for ~~each of those categories of that~~ indicators;

(4) A school that receives an indicator rating of “Meets standards” for assessment passage progress towards credit recovery or annual measurable objectives shall receive a score of “10” points for each of those categories of indicators;

(5) A school that receives an indicator rating of “Does not meet standards” for graduation rates, growth in reading and mathematics, assessment passage or annual measurable objectives shall receive a score of “0” points for each of those categories of indicators.

(D) The overall designations shall be as follows:

(1) A school that receives eighty percent of possible points or higher shall receive an overall designation of “Exceeds standards”;

(2) A school that receives forty percent but less than eighty percent of possible points shall receive an overall designation of “Meets standards”;

(3) A school that receives less than forty percent of possible points shall receive an overall designation of “Does not meet standards.”

(E) Following the release of the 2014-2015 report card data, the state board shall review the performance levels and benchmarks for performance indicators in the report card issued under this rule and may revise them based on the data collected under division (F) of section 3314.017 of the Revised Code.

(F) In the case where a dropout prevention and recovery school as defined in paragraph (A) of this rule also enrolls students in grades kindergarten through eighth grade, and for whom there are sufficient data to calculate performance indicators for any of these grades, pursuant to division (A)(1) of section 3302.03 of the Revised Code, such data shall be reported , but not used in determining the school’s overall designation.

(G) Beginning with the 2019-2020 school year and beyond, a community school designated as an alternative education campus community schools shall administer the assessment required by division (B) of 3301-102-10 of the Administrative Code to as many students enrolled in grade nine through twelve as practical. The department shall establish no other business rules regarding the minimum number of examinations required in order to earn a performance indicator score on the measure of growth in student achievement in reading, or mathematics, or both.





### **O.A.C. 3301-102-13 Blended Learning**

If a community school operates using the blended learning model, as defined in sections 3301.079 and 3314.03 of the Revised Code, the school shall deliver 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. Instruction in a physical location away from home may include time spent in a location used by the school to provide tutoring, counseling, instructional coaching, and testing assistance, or to administer statewide achievement and diagnostic assessments prescribed under sections 3301.079, 3301.0710, and 3301.0712 of the Revised Code.

**O.A.C. 3301-102-14 Advisory Council**

The State Board of Education shall establish a council to review, evaluate and comment on proposed administrative rules, guidance, and procedures affecting alternative education campuses. The Council shall work collaboratively with Ohio Department of Education to establish open communications between stakeholders and policymakers.

# 2024-2025 Report Card for Alternative Education Campus School

Percent DOR: 77%  
Total Enrollment: 203

## Overall Rating

Meets Expectations

### Achievement

Meets Expectations

Achievement measures of how effective the AEC is at getting students to complete the testing components of the graduation requirements.

### Growth

Meets Expectations

Growth measures of how effective the AEC is at getting students to complete credits required for graduation.

### Completion Rate

Does Not Meet Expectations

Completion Rate is the portion of graduation-eligible students that have graduated.

### Life Readiness

Meets Expectations

Life Readiness measures how effective the AEC is at getting students to be ready for life by offering opportunities that prepare them for work.

### Climate/Culture

Exceeds Expectations

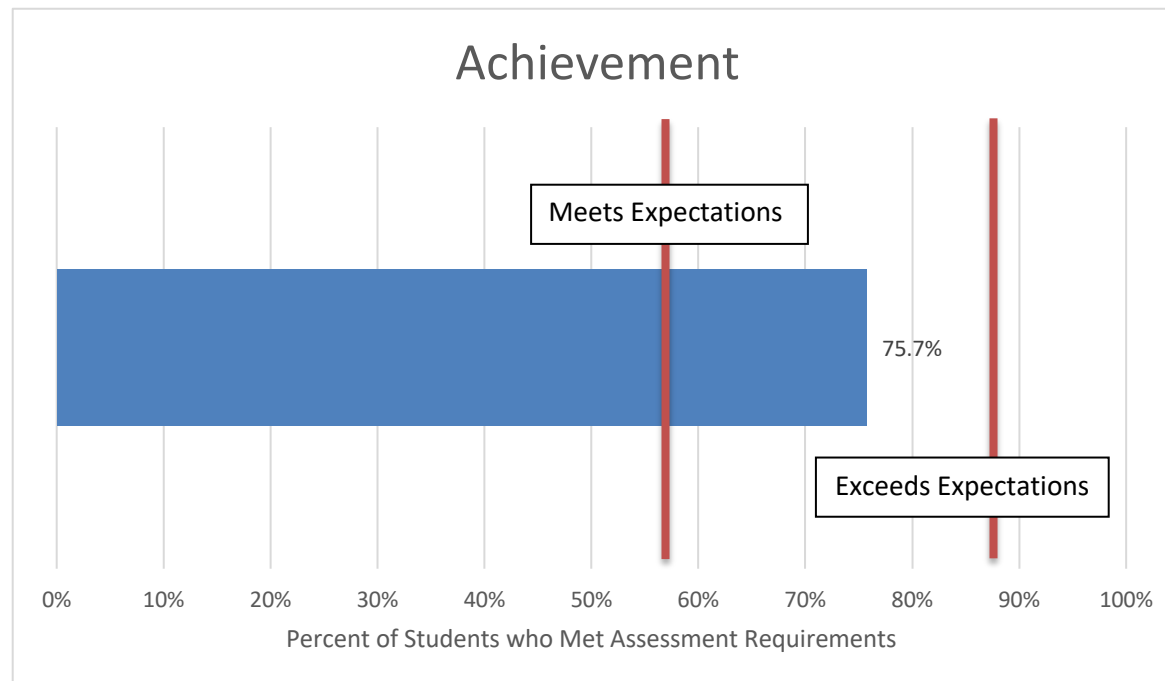
Climate and Culture measures of how effective the AEC is at creating a positive learning environment for the students.

## 2024-2025 Report Card for Alternative Education Campus School

### Achievement

The Achievement domain provides information on how Alternative Education Campus School students are performing in meeting the assessment components of the graduation requirements. The values shown in the graph, below, are the **percent of graduation eligible students this year who have met the assessment requirements** for graduation. The data for are from test results in the 2024-2025 school year.

Rating
Meets Expectations

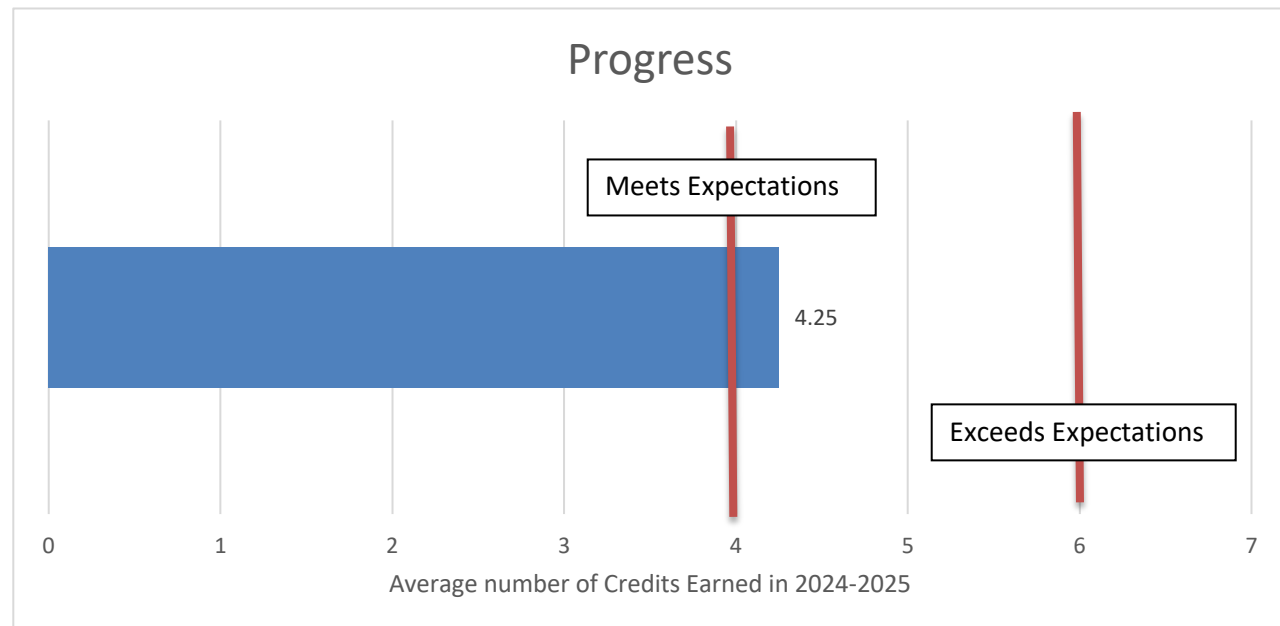


## 2024-2025 Report Card for Alternative Education Campus School

### Progress Towards Credit Recovery

The Growth domain provides information on how Alternative Education Campus School students are growing academically. Students are grouped by the number of credits they have towards graduation at the beginning of the 2024-2025 school year. The bar graph, below, shows how Alternative Education Campus School students are accumulating graduation credits compared to other students in AEC schools. The bar shows the average number of credits earned per FTE at the Alternative Education Campus School in the 2024-2025 school year.

Rating
Meets Expectations

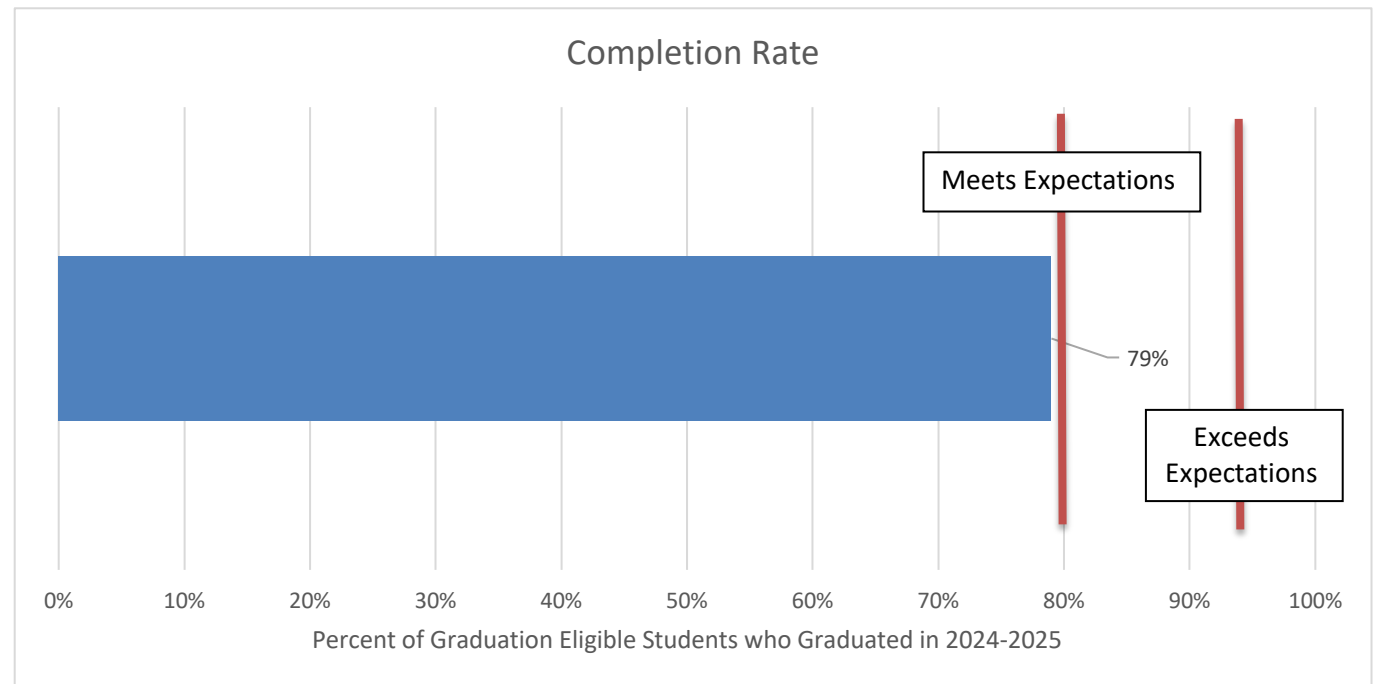


## 2024-2025 Report Card for Alternative Education Campus School

### Completion Rate

The Completion Rate domain provides information on how Drop Out Recovery School students who have at least 15 credits at the beginning of the year are reaching graduation. The values shown in the bar graph, below, are the **percent obtaining a high school diploma**. The data for the completion rate are for the class of 2019 and includes summer graduates.

Rating
Does Not Meet Expectations

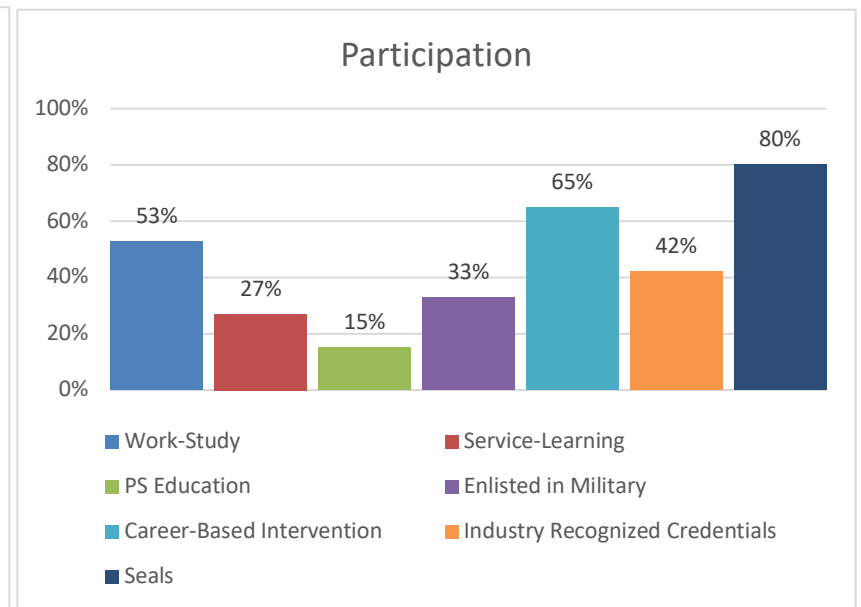
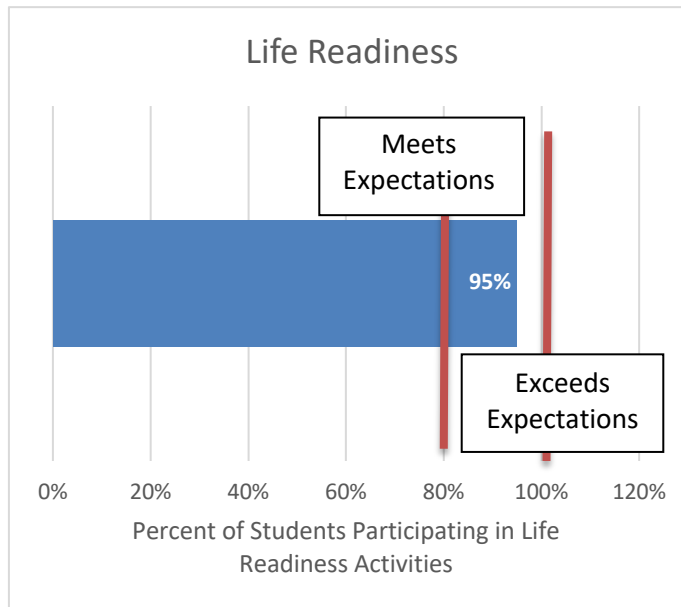


## 2024-2025 Report Card for Alternative Education Campus School

### Life Readiness

The Life Readiness domain provides information on how well Alternative Education Campus School students are prepared for entering the work force. The first graph shows the percent of students who graduated in 2024 and participated in at least one of the activities listed in the second graph. The second graph shows the percent of students who participated in each of the activities listed.

**Rating**  
**Meets Expectations**

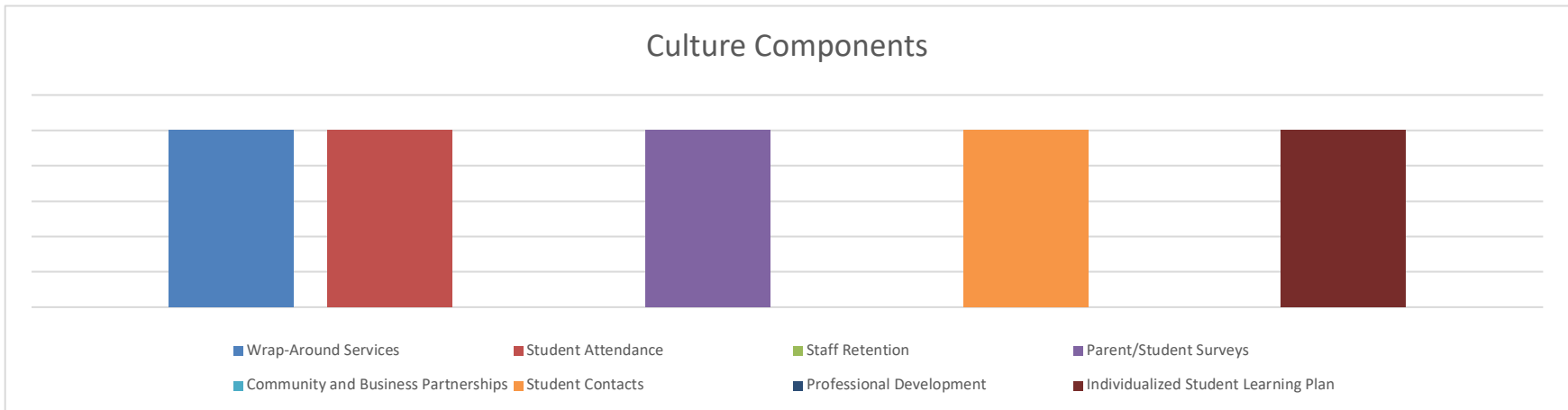
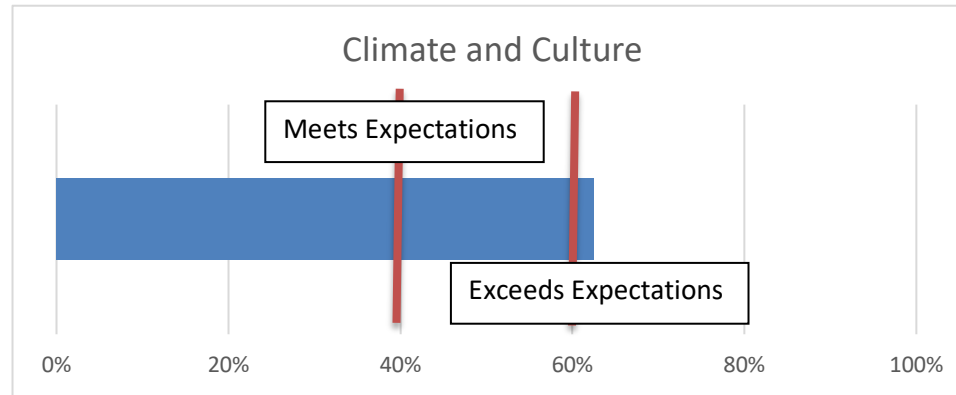


## 2024-2025 Report Card for Alternative Education Campus School

### Climate and Culture

The Climate and Culture domain measures re-engagement of students, community engagement of the school and work-based learning for students. This measure looks at how many of the state identified best practices are being implemented in the Alternative Education Campus School. The second graph shows which of the best practices are being incorporated at the Alternative Education Campus School.

**Rating**  
**Exceeds Expectations**







## Drop Out Prevention and Recovery Work Group Application

The State of Ohio is an equal opportunity employer and will not use any of the information you provide to discriminate against you on the basis of race, color, religion, sex, national origin, handicap, age or ancestry. If you need more space to answer any question or explain any of your answers, please use additional sheets. This information **MUST BE COMPLETED IN FULL**. Answer "none" or "not applicable" where appropriate.

Please send your completed application form and an optional resume to [SBOE@education.ohio.gov](mailto:SBOE@education.ohio.gov) by **Monday, May 6<sup>th</sup>** for consideration.

### Nominee Information

Full Name: Lauren Monowar-Jones

Address: [REDACTED]

City: [REDACTED]

State: [REDACTED]

Zip Code: [REDACTED]

County of Residence: \_\_\_\_\_

Length of Residence in Ohio: 18 years

Phone Number [REDACTED]

E-Mail Address: lmonowar-jones@accelschools.com

Current Employer and your title: ACCEL Schools

### Availability

What days of the week work best for you to meet at the Ohio Department of Education for work group meetings?

### Education Experience

Given your understanding of the work the workgroup will be doing, please describe how your experiences and expertise, including related activities, will contribute to the work of the Drop Out Prevention Recovery Work Group.

(Please limit response to 500 words or less)

I have experience doing the data analysis for this group in my former capacity as Director of the Joint Education Oversight Committee. If I were able to continue to work with the group in a formal way, the group would benefit from getting further analysis of the data already collected.



## Drop Out Prevention and Recovery Work Group Application

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Please send your completed application form and an optional resume to [SBOE@education.ohio.gov](mailto:SBOE@education.ohio.gov) by **Monday, May 6<sup>th</sup>** for consideration.

### Nominee Information

Full Name: David L Cash

Address: [REDACTED]

City: [REDACTED]

State: [REDACTED]

Zip Code: [REDACTED]

County of Residence: [REDACTED]

Length of Residence in Ohio: [REDACTED]

Phone Number [REDACTED]

E-Mail Address: dcash@charterschoolspec.com

Current Employer and your title: Charter School Specialists - President

### Availability

What days of the week work best for you to meet at the Ohio Department of Education for work group meetings?

### Education Experience

Given your understanding of the work the workgroup will be doing, please describe how your experiences and expertise, including related activities, will contribute to the work of the Drop Out Prevention Recovery Work Group.

(Please limit response to 500 words or less)

From 1990-97 I served as a Principal at an Alternative High School in Columbus, Ohio. From 2000-03 worked at the Ohio Dept. of Education in the Community School Office providing oversight, monitoring, and technical assistance to schools (including Drop of Recovery Schools). Since 2005, and for the past 14 years have been overseeing the sponsorship work of St. Aloysius. We have built St. Aloysius sponsorship portfolio up to 51 schools (16 of which are Drop out recovery schools) and they have been one of the highest rated sponsors in Ohio. St. Aloysius sponsors more DORP schools than any other sponsor in Ohio. St. Aloysius/Charter School Specialists is the largest stakeholder of the DORP model in Ohio. No sponsor has the same breadth of experience with these schools.



## Drop Out Prevention and Recovery Work Group Application

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Please send your completed application form and an optional resume to [SBOE@education.ohio.gov](mailto:SBOE@education.ohio.gov) by **Monday, May 6<sup>th</sup>** for consideration.

### Nominee Information

Full Name: Cristina Gulacy-Worrel

Address: [REDACTED]

City: [REDACTED] State: [REDACTED] Zip Code: [REDACTED]

County of Residence: [REDACTED] Length of Residence in Ohio: 39-years

Phone Number [REDACTED]

E-Mail Address: cgworrel@oakmontedu.org

Current Employer and your title: Oakmont Education, VP Development and Advocacy

### Availability

What days of the week work best for you to meet at the Ohio Department of Education for work group meetings?

### Education Experience

Given your understanding of the work the workgroup will be doing, please describe how your experiences and expertise, including related activities, will contribute to the work of the Drop Out Prevention Recovery Work Group.

(Please limit response to 500 words or less)

My entire career has been dedicated to serving the students in dropout recovery (DOR) schools and I intrinsically identify with them as I struggled with similar barriers from running away, issues with the law and substance use throughout my adolescence. Professionally, I have an extensive background and experience within the charter school (predominantly DOR space) sector in governmental, public and private entities. My previous and current positions have allowed for a well-rounded view of the dropout recovery space locally as well as nationally. I am a builder who thrives on data as the most critical component in decision making. I see the exciting challenge before us to work together to establish appropriate and meaningful accountability metrics on the DOR report card, that could potentially serve as a benchmark of quality accountability for alternative education programs across the nation. I believe that my passion for this population of Ohio's students, coupled with my own

# CRISTINA GULACY-WORREL



Innovative, mission-driven, forward thinking connector. A passionate school-choice advocate with a career dedicated exclusively to the charter school movement. Encompassing a deep understanding of charter school policy, board recruitment & development, school finance, charter application development, charter out of state expansion initiatives, and administration, with experience in both the private and public sector, providing a balanced and comprehensive background in Ohio as well as nationally.

## OVERVIEW

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- Over 18 years of collective experience, exclusively in the school choice movement, predominantly serving Opportunity Youth throughout the country.
- Dedicated education reform and school choice advocate
- Ability to direct complex projects from concept to fully operational status
- Goal-oriented individual with strong leadership and public speaking capabilities
- Highly organized, motivated, adaptable, and detail-directed problem solver
- Proven ability to work in unison with staff, volunteers, and board of directors
- Co-founded Solly & Sammy's Foundation for Peace non-profit organization
- Heavily involved in numerous charitable organizations in leadership capacities

## PROFESSIONAL EXPERIENCE

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### Program Coordination

- Managed approximately \$1 billion dollars yearly in State Foundation Aid to Ohio public charter schools
- Public Foundation Aid website management for use in public school payments
- Management of State & Federal low-income funding programs and streams
- Successfully established new daycare facility for use of pregnant students at a drop out recovery high school to reduce dropouts and increase graduation rate within the cohort
- Managed over \$3 million dollars yearly in Federal Grants (fiscally & programmatically)
- Wrote, read and maintained competitive and non-competitive grants within the Ohio Department of Education web portal
- Fiscal management of Federal Grants (including Title I, 21st Century Learning, IDEA and ARRA)
- Developed processes to streamline all federal grant proposals
- Designed service development plans and conducted assessments
- Formulated, wrote, and implemented new employee orientation manuals
- Secured outside clients in need of educational consulting services

### Management/Supervision

- Directed recruitment and retention of supervisors and staff of 35 employees

- Trained, supervised and evaluated staff and coached improvement management skills
- Multilateral staff achievement of work objectives
- Successfully refined and implemented new projects to ensure the continued success of the company

## WORK EXPERIENCE

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### VP Development and Advocacy, Oakmont Education

May 2018-Present

- Oversees all advocacy initiatives for the portfolio of Oakmont's dropout recovery schools across the state.
- Establishes and maintains positive relationships with the education community, community based organizations, governmental agencies and others.
- Works closely with departmental heads with regards to accountability, compliance, and oversight metrics and processes.
- Works closely with the leadership team to establish and work on legislative, rule, and programmatic activities across the state.
- Strategically plans the opening of new schools/sites within Ohio
- Responsible for all out of state expansion of the portfolio of schools.
- Responsible for media relations, outside agency/entity relations, as well as serves as an Oakmont spokesperson for testimony, public comment and hearings.

### VP National Expansion, Learn4Life (Los Angeles, CA)

June 2016-May 2018

- Integrated communication across planning and instruction departments in order to facilitate the highest quality educational opportunities and student outcomes
- Established and maintained positive relationships with the education community, community based organizations, governmental agencies and others.
- Developed and managed a philanthropic arm to support L4L schools nationally.
- Monitored network-wide student enrollment, staffing and regional needs to strategically plan the opening of new schools/sites.
- Worked closely with education program supervisors and managers; while training and coaching new leadership and staff on L4L's school model and culture.
- Served on the Instructional Leadership Team to drive improvement and progress of the educational program.

### Director Eastern United States Territory, Charter School Capital

September 2013-June 2016

- Assists charter schools with obtaining the funding needed to meet operational and expansion objectives, including Facilities funding.
- Collaborate with schools through strategic planning to ensure growth and targeted expectations are met in future years
- Collaborate with schools to establish development relationships that will assist them in their growth initiatives

- Assist proven high performing charter organizations from other states in obtaining the necessary approvals to operate in Ohio, Michigan, and surrounding states
- Work with schools, as a partner and advocate with regards to operational and educational deliverables

Senior Management Analyst III, Ohio Department of Education  
June 2011-September 2013

- Served as agency manager for community school payment systems
- Developed processes and procedures regarding community school payment systems
- Provided mediation and technical assistance to field staff & customers
- Worked closely with intra-agency departments regarding issues facing community schools
- Served as liaison to Attorney General and Auditor of State regarding community school payment systems
- Provided grant writing and reading within the Office of Quality School Choice and Fundig
- Served as ODE representative at trials
- Served as ODE representative at trainings, conferences, conventions for public speaking events
- Created and distributed reports regarding community school funding
- Served as an advocate for making policy and legislative changes to how community schools are funded In Ohio
- Worked closely with State legislative staff and lobbyists regarding education policy issues

Director of Federal and State Programs and Grants Management, eSchool Consultants & Private Consulting with various Education Management Organizations (EMO)  
2007-June 2011

- Annual budget preparation and cost forecasting for fiscal school year for Federal Programs and daycare centers
- Main point of contact for ongoing State Audits of records and expenditures related to grants and other funding issues
- Data consolidation and analysis for CEO, CFO, State of Ohio, and other agencies as required
- Developed processes to streamline the application all Federal Grants and increase funding
- Grants management to ensure compliance with State and Federal regulations
- Wrote and was awarded over 3 million dollars in competitive Federal Grants (conducted grant oversight as well as fiscal grant related expenditures and record keeping)
- Utilized as EMO's grant reader for any Federal and state level grants

Director of Special Projects, eSchool Consultants, Columbus  
2005-2007

- Moved throughout the corporation to divisions that needed revitalization and organization to set up processes, internal controls, and to raise levels of productivity
- Established streamlined processes to ensure efficient productivity amongst the team
- Worked closely with inner city, at-risk high school students to help them achieve a high school diploma
- Responsible for the oversight of multiple projects at any given time including audit preparation and working closely with school treasurer and CFO on school finance compliance
- Developed an SES tutoring program and marketed and sold the program in various states across the US as well as managed funding and implementation of the program

SOES/CSADM Coordinator, eSchool Consultants  
2000-2005

- Responsible for student data integrity, accuracy, error resolution and other related activities in SMS database
- Lead contact for State audits and other funding related issues as well as provide basic support for SOES, EMIS/SMS, DASL, and other State Software
- Reporting and ad-hoc analysis as necessary

#### EDUCATION

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- Northwestern University, Evanston, Illinois, M.P.A, Public Policy and Administration
- Malone University, Canton, Ohio B.A., Finance, Educational Business and Organizational Management
- Denison University, Granville, Ohio B.A., Fine Arts

#### SKILLS

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- Microsoft Excel, Word, PowerPoint, Access, Visio, Publisher, and Outlook. Photoshop, Canva, Salesforce, Adobe Acrobat Pro, CS4, Covey Training, Capturing Kids Hearts Training, and Baldrige Training

#### COMMUNITY INVOLVEMENT

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- Board Member, Real Girls F.A.R.T. with Achea and Michael Redd
- Membership Chair for the Ohio Association of Alternative Education
- 2008 Presidential Campaign Community Organizer
- Co-Founder and BOD Vice President of Solly & Sammy's Foundation for Peace

References available upon request



## Drop Out Prevention and Recovery Work Group Application

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Please send your completed application form and an optional resume to [SBOE@education.ohio.gov](mailto:SBOE@education.ohio.gov) by **Monday, May 6<sup>th</sup>** for consideration.

### Nominee Information

Full Name: Anthony Fisher

Address: [REDACTED]

City: [REDACTED]

State: [REDACTED]

Zip Code: [REDACTED]

County of Residence: [REDACTED]

Length of Residence in Ohio: 27 years

Phone Number [REDACTED]

E-Mail Address: afisher@daytontech.org

Current Employer and your title: Dayton Business Technology H.S./ Principal

### Availability

What days of the week work best for you to meet at the Ohio Department of Education for work group meetings?

*Please see additional information attached to this application.*

### Education Experience

Given your understanding of the work the workgroup will be doing, please describe how your experiences and expertise, including related activities, will contribute to the work of the Drop Out Prevention Recovery Work Group.

(Please limit response to 500 words or less)

*Please see additional information attached to this application.*





## **Drop Out Prevention and Recovery Work Group Application**

### **Additional Information Sheet**

#### **Availability**

**What days of the week work best for you to meet at the Ohio Department of Education for work group meetings?**

The days of the week that work best for me: Mondays, Wednesdays and Thursdays 8:30 a.m. – 3:30 p.m.

#### **Education Experience**

**Given your understanding of the work the workgroup will be doing, please describe how your experiences and expertise, including related activities, will contribute to the work of the Drop Out Prevention Recovery Work Group. (Please limit response to 500 words or less)**

With over 20 years of educational experience and a commitment to lifelong learning; I have been able to address the diverse needs of students and "at risk" students in drop out credit recovery schools. Being able to identify the root causes of poor attendance, learning and skill deficits and socio-behavioral issues; I have been able to gather the necessary resources and meet the needs and assist students in solving the myriad of problems and challenges that obstruct learning and/or make learning difficult.

Collaboration with the families and communities of students who attend drop out recovery schools, has allowed me the opportunities to hear and then attempt to implement programs and strategies that close the achievement gap, promote graduation, improve attendance and retention and identify students who are in need of special education services. It is my belief that due to time spent in the field of special education and drop out credit recovery; I have learned the difference between a learning disability (identified in IDEA) and a skill deficit (identified in differentiation of instruction strategies). The team at the Dayton Business Technology High School is dedicated to addressing the needs of all students to include students who have suffered traumatic life circumstances – who may require services and support in order to be successful.



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### Nominee Information

Full Name: Roger Fox

Address: [REDACTED]

City: [REDACTED] State: [REDACTED] Zip Code: [REDACTED]

County of Residence: [REDACTED] Length of Residence in Ohio: 30 yr

Phone Number [REDACTED]

E-Mail Address: rfox@ausohio.com

Current Employer and your title: Academy for Urban Scholars, Director

### Availability

What days of the week work best for you to meet at the Ohio Department of Education for work group meetings?

*All days work well for me.*

### Education Experience

Given your understanding of the work the workgroup will be doing, please describe how your experiences and expertise, including related activities, will contribute to the work of the Drop Out Prevention Recovery Work Group.

(Please limit response to 500 words or less)

*Please see next page*

## Drop Out Prevention and Recovery Work Group Application

Roger Fox, Academy for Urban Scholars, Columbus, OH, [REDACTED]

### Education Experience

I have been the School Director at the Academy for Urban Scholars, a brick and mortar Drop Out Prevention and Recovery high school, for the past three years. Before that, I was a Math Teacher at the same school for four years. Prior to that, I spent about twenty years in the corporate finance sector at Nationwide Insurance and the Ohio Public Employees Retirement System.

Our school has been serving urban students in Central Ohio for the past eight years and has proven it can help the most difficult-to-reach students to succeed in education and career preparation, where others have failed. Our students are nearly 100% African American, free and reduced lunch, and arriving with about 5th-grade reading and math scores (by NWEA MAP measures). Our students typically arrive at our school with credits that reflect several years below their expected grade levels.

In the School Director position, I am responsible for day-to-day direct instruction, academic and behavior intervention and career preparation for about 300 students. We serve students through a wide variety of alternative and traditional instructional practices and social, emotional and trauma-informed programs. We are innovative in our utilization of credentials, credit-flex and work-based learning. Most of our students work, support families and have non-traditional family and living arrangements.

I participated in a legislative study group for Drop Out Prevention and Recovery schools over a nine-month period in 2017-18. As a participant, I published a summary document of my school's recommendations and observations that is located on ODE's website for that working group. In April of 2019, I led the formation of the Ohio Alternative Education Association, which is a member of the National Alternative Education Association and includes school leaders serving students across traditional and community school platforms.

My boss and the school's founder is John Gregory and he has been working in our community for over thirty years to pioneer successful programs that help families help themselves through self-sufficiency, education, and employment. We will be in this community, and others just like it, for many years to come and will continue to earn trust and build relationships in our community to empower those who have been most underserved by our traditional institutions and programs.



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### Nominee Information

Full Name: Stewart B. Jesse

Address: \_\_\_\_\_

City:                      State:            Zip Code:           

County of Residence                      Length of Residence in Ohio: 13 Years

Phone Number                     

E-Mail Address: sjesse@glasscityacademy.org

Current Employer and your title: Glass City Academy, Director/Superintendent

### Availability

What days of the week work best for you to meet at the Ohio Department of Education for work group meetings?

### Education Experience

Given your understanding of the work the workgroup will be doing, please describe how your experiences and expertise, including related activities, will contribute to the work of the Drop Out Prevention Recovery Work Group.

(Please limit response to 500 words or less)

#### AVAILABILITY

I can be in Columbus any day of the week except for Tuesdays.

#### EDUCATION EXPERINCE

I believe that I have a well-rounded experience base, especially working with at-risk students and schools, that I bring to the table. For the last eight years I have been the Director at Glass City Academy, turning around a drop-out recovery school of 72 students losing over \$420,000 a year. on



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### Nominee Information

Full Name: Rosemary Rooker

Address: [REDACTED]

City: [REDACTED]

State: [REDACTED]

Zip Code: [REDACTED]

County of Residence: [REDACTED]

Length of Residence in Ohio: 30 years

Phone Number [REDACTED]

E-Mail Address: rrooker@fcs.org

Current Employer and your title: Findlay Digital Academy (available anytime)

### Availability

What days of the week work best for you to meet at the Ohio Department of Education for work group meetings?

### Education Experience

Given your understanding of the work the workgroup will be doing, please describe how your experiences and expertise, including related activities, will contribute to the work of the Drop Out Prevention Recovery Work Group.

(Please limit response to 500 words or less)

See Attached document and resume'

## ROSEMARY ROOKER



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### PROFESSIONAL EXPERIENCE

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#### **Executive Director, Findlay Digital Academy**

**2016 - present**

- Provide leadership to develop/update policies and procedures necessary for operation and legal compliance of the Findlay Digital Academy.
- File annual reports required by the state.
- Work with staff to provide and monitor student learning opportunities and developed reports needed for FTE audits.
- Monitor student progress and meet regularly with parents and students to develop individual learning plans.
- Lead building leadership team meetings.
- Work closely with the testing coordinator in planning and implementing state tests.
- Develop/update/maintain educational evaluation and accountability procedures, curriculum and staff development activities and instructional strategies.
- Work with treasurer and EMIS coordinator to ensure proper fiscal management and fiscal state reporting.
- Establish and facilitate regular meetings of the Findlay Digital Academy Governing Authority Board.
- Provide in-service to parents, mentors, paraprofessionals, coaches, staff and administrators regarding the needs and characteristics of students and changes in educational law and practice.
- Applied and was awarded community grants to support Findlay Digital Academy.
- Attend community school meetings as required.
- Maintain communication and kept adequate records necessary in reporting to sponsor.
- Attend conferences to stay current with best educational practices, state laws and changes in ODE policy/practices.
- Serve as a liaison with school personnel, parents community members, universities, industry, business and cultural institutions.

#### **Assistant Principal, Glenwood Middle School**

**2013-2016**

Findlay City Schools

- Actively contribute to the administration of the general school routine and activities within the school building.
- Observe and aid the principal in the preparation of the school building master schedule. Routinely manage individual student schedules.
- Aid the principal with the execution of state testing for the entire building.

- Implemented the OTES evaluation system with half of the staff. Worked with these staff to set goals, counsel, and motivate toward performances to attain the educational goals of the District.
- Work collaboratively with the principal as part of the building leadership team to analyze district and building data to evaluate existing programs and practices, intervention, curriculum content as aligned with the district and building OIP. Work to set realistic goals for building and staff and then plan/conduct faculty meetings and professional development to support the mission of the building.
- Serve as an active member of the district leadership team and the school building leadership team.
- Assist with the selection of new teachers and support staff.
- Work with the principal to maintain an educational philosophy and school climate which encourages a cooperative and positive attitude on the part of all teachers and students. Actively support a Positive Behavior Intervention System (PBIS).
- Actively collaborate with community groups, as a means of developing understanding and supporting the district/school mission.
- Aid in handling school disciplinary policies and procedures with students and communicating to parents, students and staff.
- Attend professional conferences.

**Principal, Jacobs Primary School**

**2011-2013**

**Principal, Northview Primary School**

**2005-2011**

Findlay City Schools

- Provided educational leadership which motivated personnel to strive for excellence so as to provide the best possible opportunities for student growth and development.
- Developed and administered the general school routine, and coordinated all activities within the school building.
- Led the selection of new teachers and classified personnel.
- Implemented the OTES evaluation system with staff. Worked with staff to set goals, counsel, and motivate toward performances to attain the educational goals of the district.
- Used district and building data to evaluate existing programs and practices, intervention, curriculum content as aligned with the district and building OIP. Set realistic goals for building and staff and then planned/conducted faculty meetings and professional development to support the mission of the building.
- Served as an active member of the district leadership team, the school building leadership team and the teacher-based teams. Made recommendations to district administration on matters which would improve the excellence for the district.
- Worked to maintain an educational philosophy and school climate which encouraged a cooperative and positive attitude on the part of all teachers and students. Incorporated and actively supported a Positive Behavior Intervention System (PBIS).
- Responsibly planned and submitted annual budgets and determined needs for the building.
- Maintained effective communication to keep the staff, students, and parents properly informed.
- Collaborated with community groups, as a means of developing understanding and supporting the district/school mission.
- Attended/presented professional conferences.

**Special Education Supervisor****2000-2005**

Findlay City Schools

High Incidence Supervisor K-12

- Provided leadership and utilized decision-making skills to oversee the instructional programs and offerings for identified high incidence students with disabilities for the entire district.
- Coordinated activities for teachers and support staff for school special education programs.
- Led a team that developed alternative programming for students that were not being successful in the traditional program, Program for After School Students (PASS).
- Interacted daily with other school administrators, faculty, social workers, counselors and psychologists, therapists, and other professionals that provided special education services to develop academic plans suited to students at the school.
- Performed a variety of administrative tasks related to policy implementation, compliance with legal regulations, and maintaining educational standards.
- Worked closely with the Director of Pupil Services to develop policies and procedures to identify student needs and provide Individualized Education Programs (IEP), as well as assist teachers in implementing these plans.
- Handled parent and community relations, compiling records, and overseeing curriculum. Included in hiring staff and providing professional development.

**Work Study Coordinator****1991-2000**

Hancock County Educational Service Center

- Provided work study services to LD, DH, MH and SBH secondary students in seven local school districts. Continuum of services included pre-vocational and vocational experiences, in-school work experiences, sheltered workshop, community work experiences, and vocational education, assisted students, parents and teachers in activities along this continuum as well as transition planning.
- Presented/coordinated workshops for students/parents on a variety of topics, served as a member of IEP Development and Transition Training Team for the Hancock County Schools, coordinated several transition and job fairs, served on in-service planning teams and curriculum development teams.

**Special Education Teacher (K-6)****1986-1991**

Arcadia Local Schools

**Special Education Teacher (K-6)****1984-1986**

North Baltimore Local Schools

**Developmentally Handicapped Teacher/Learning Disabilities Teacher  
(7-12)****1982-1984**

Sherman Junior High-Seth, West Virginia



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## EDUCATION

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**Bowling Green State University, Bowling Green, Ohio** **1992**  
Master Degree in Educational Administration and Supervision

**West Virginia University-Morgantown, West Virginia** **1981**  
Bachelor of Science in Elementary Education with a Specialization in Special Education

### Professional Certifications:

Superintendent Licensure

Elementary Education (1-8)

OTES Credentialed Evaluator

Elementary Principal Licensure (K-8)

Education of the Handicapped (K-12)

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## PROFESSIONAL ACCOMPLISHMENTS/MEMBERSHIPS

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- Member of University of Findlay College of Education, Education Advisory Council (2013 to present)
- Member of Ohio Northern University, Teacher Education Advisory Committee (2012 to 2015)
- Board Member of Hancock County Literacy Coalition (2013 to present)
- Current Secretary/Board Member of Findlay Hope House. Chair Governance Committee (2014 to present)
- Trustee of the Findlay-Hancock County Public Library
- Past President, Hancock Leadership Alumni Association
- Past member of Findlay Welcoming Community Guiding Team
- Past Member Findlay City Schools: District Roundtable Team, Race To The Top Committee, Strategic Planning Team, District Wellness Committee, Elementary Consolidation Committee
- Past Member Findlay City Schools: Teacher Evaluation Committee, District Leadership Team, Strategic Planning Team
- Presenter: ASCD National Conference, Philadelphia, Creating A Culture for Differentiation (2012)
- Past member of Ohio Association of Pupil Services Association (OAPSA), Secretary, President-Elect (2005)
- Past member of Ohio Association Elementary School Administrators
- Past member of Ohio Association of Supervisors and Work Study Coordinators
- Nominee for Work Study Coordinator of the Year 1999
- Participant in the Martha Holden Jennings Scholar Program (1997-1998)
- Adjunct Professor, University of Findlay (Spring 1997, Spring 1998)
- Presenter: Topical Conference sponsored by the Division on Career Development and Transitions (May 1998)
- Advisory Board Member, Millstream Career Cooperative Hospitality and Facility Care Program
- Ohio Association of Supervisors and Work Study Coordinators Member, Regional Secretary, President-Elect, and President.



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Please send your completed application form and an optional resume to [SBOE@education.ohio.gov](mailto:SBOE@education.ohio.gov) by **Monday, May 6<sup>th</sup>** for consideration.

### Nominee Information

Full Name: Mary Elizabeth Rumpz

Address: [REDACTED]

City: [REDACTED] State: [REDACTED] Zip Code: [REDACTED]

County of Residence: [REDACTED] Length of Residence in Ohio: 28 years

Phone Number [REDACTED]

E-Mail Address: mrumpz@townsendcs.org

Current Employer and your title: Townsend Community School, Director of Operations

### Availability

What days of the week work best for you to meet at the Ohio Department of Education for work group meetings?

*Mondays & Tuesdays, but I can make any day work.*

### Education Experience

Given your understanding of the work the workgroup will be doing, please describe how your experiences and expertise, including related activities, will contribute to the work of the Drop Out Prevention Recovery Work Group.

(Please limit response to 500 words or less)

Having worked for a dropout prevention and credit recovery school for over thirteen years and gaining an understanding of the population these schools serve, I am dedicated to finding solutions that work for all involved. Working together, I know we can offer successful educational alternatives that will ultimately strengthen Ohio as a whole.

**12. RESOLUTION APPOINTING MEMBERS TO THE DROPOUT PREVENTION AND RECOVERY PROGRAM STUDY COMMITTEE**

The State Board of Education **ADOPTS** the following Preambles and Resolution:

Ohio Revised Code Section 3314.017 provides for the creation of a committee (the "Study Committee") for the purpose of conducting a study regarding the classification, authorization, and report card ratings of community schools that primarily serve students enrolled in dropout prevention and recovery programs as described in division (A)(4)(a) of section 3314.35 of the Revised Code;

The State Board of Education (the "State Board") is responsible for coordinating the Study Committee;

Ohio Revised Code Section 3314.017 further directs the State Board to appoint one school district superintendent, and one chief administrator of a community school to the Study Committee;

The State Board, on behalf of the Study Committee, shall submit the Study Committee's recommendations to the General Assembly not later than six months after October 17, 2019;

The State Board has nominated two individuals for each open seat on the Study Committee;

The State Board has reviewed the nominations for the Study Committee for the positions noted below;

NOW, THEREFORE, BE IT RESOLVED, that the State Board hereby appoints the following individuals to the Study Committee:

\_\_\_\_\_ School District Superintendent

\_\_\_\_\_ Community School Chief Administrator

**19. RESOLUTION THAT THE STATE BOARD OF EDUCATION FORM A WORK GROUP TO STUDY THE STATUS AND APPLICATION OF CURRENT REGULATORY REQUIREMENTS FOR DROPOUT PREVENTION AND RECOVERY SCHOOLS**

I **RECOMMEND** that the State Board of Education **ADOPT** the following Preambles and Resolutions:

WHEREAS, the State Board of Education has learned of the documented success of several dropout prevention and recovery schools in serving the at-risk population through competency-based educational programs that incorporate elements of blended learning and credit flexibility in a more individualized educational program;

WHEREAS, the 2017–2018 state report cards for dropout prevention and recovery schools provide that 70% of all dropout prevention and recovery schools received a rating of “Meets Standards” or “Exceeds Standards”;

WHEREAS, the state’s and Board’s efforts to improve quality among all educational entities including traditional public schools, community schools and community school sponsors have had a beneficial impact on the state of education in Ohio and quality improvement deserves to be a continuing focus of the State Board of Education’s actions;

WHEREAS, the State Board of Education recognizes the important role that many dropout prevention and recovery schools play in successfully serving their at-risk populations;

WHEREAS, the State Board of Education recognizes that different modes of learning and measurement are necessary to engage at-risk students and promote academic achievement;

WHEREAS, the State Board of Education has learned that questions have arisen as to whether certain successful dropout prevention and recovery school models align with interpretations of state law relative to blended learning and credit flexibility;

WHEREAS, questions relating to these models appear to be rooted in the Ohio Department of Education’s interpretation of state law;

WHEREAS, the State Board of Education has been tasked expressly by the General Assembly to develop administrative rules and/or a state plan for both blended learning and credit flexibility;

WHEREAS, the State Board of Education members are not currently aware of any statutes or regulations expressly linking blended learning models to seat time in a school facility;

WHEREAS, the State Board of Education members are not currently aware of any statutes or regulations expressly preventing participation in credit flexibility or blended learning programs from counting as funded learning opportunities without regard to a facility seat-time requirement, and regardless of whether they occur within a school facility, at home, or at sites available to the public;

WHEREAS, the State Board of Education has also developed rules relating to dropout prevention and recovery and is in the process of reviewing those rules;

WHEREAS, the State Board of Education believes further study is needed regarding the status and implementation of accountability and programmatic regulations of dropout prevention and recovery schools; and

**Item 19 continued**

WHEREAS, the Assessment and Accountability Committee reviewed this resolution and adopted a resolution to recommend approval of this resolution on March 13, 2019.

NOW, THEREFORE, BE IT RESOLVED, that the State Board of Education shall form a work group to study the status and application of current regulatory requirements for dropout prevention and recovery schools, including accountability measures, full-time equivalency requirements, use of facilities or other sites available to the public, blended learning requirements, credit flexibility requirements;

FURTHER RESOLVED, that the Chair and Vice-Chair of the Assessment and Accountability Committee shall serve in the same capacity for the work group, that the work group's membership shall not exceed nine (9) members, and the work group's membership consist of at least four (4) representatives from dropout prevention and recovery community schools and one ex officio member who is an (1) attorney from the Ohio Attorney General's office; and, Be It Further

FURTHER RESOLVED, that this work group shall produce a report to the State Board of Education outlining its findings for clarifications and changes to state laws and rules and recommendations regarding the above-listed topics by October 1, 2019.