



Educational Service Center of Lake Erie West Community Schools Center

Community Schools – Replication or Transfer of Sponsorship Packet 2019-2020

Timeline		
Deadline	Completed by	Items to Be Completed
06/15/2018	School	Application for Sponsorship submitted
06/16/2018 – 09/15/2018	ESCLEW	Review and interview period
09/30/2018	ESCLEW	School is notified of approval or denial
10/15/2018	ESCLEW	Preliminary Agreement is approved and issued to the school
10/31/2019	School	Signed Preliminary Agreement is returned to the ESCLEW Community Schools Center
12/01/2018	ESCLEW	Contract template and attachments are provided to the school
04/30/2019	School	<ul style="list-style-type: none"> • Contract negotiations are finalized • Contract attachments are submitted to the ESCLEW Community Schools Center • Governing authority approves and signs contract • Original, signed contract is returned to the ESCLEW Community Schools Center
05/15/2019	ESCLEW	Contract is signed by the ESCLEW Superintendent and executed
Summer 2019	ESCLEW	Site Visit and Authorizer Assurances are completed at least ten (10) business before the school year begins
09/30/2019	School	School year begins or contract is void <i>*Note: Exceptions for Dropout Prevention and Recovery programs</i>

Step One: Application for Sponsorship

If interested in starting a community school, it is recommended to first research the viability of a community school in the proposed location and the educational and financial plans needed for the school. It is also recommended to review the resources available on the ESCLEW Community Schools Center website and other helpful information from state and local organizations dedicated to community (charter) school development. Contact the ESCLEW Community Schools Center at (419) 246-3137 to indicate interest and discuss any initial questions.

The Community Schools – New Sponsorship Packet is for new community schools. The Community Schools – Replication or Transfer of Sponsorship Packet is for community schools seeking replication and community schools seeking to transfer sponsorship. Be sure to complete the appropriate application.

All essay portion questions must be answered thoroughly and any requested or additional supporting materials must be provided. It is recommended to cite the question and its corresponding essay portion (i.e., A.1) in the response. Addressing the selection criteria in this manner streamlines the review process and helps the school ensure all questions are answered completely. Should a certain criterion not apply, a response stating why it is not applicable is required. No question should be left unanswered.

Paper or electronic submissions (e.g., PDF, Word, or Excel files) are accepted. A standard, easily readable font is required with a font size of 11 points or larger. Both portrait and landscape attachments are acceptable. Do not encrypt or password-protect electronic documents.

Submit the completed application no later than June 15, 2018.

Email: ksickles@eslakeeriewest.org

Postal mail: ESCLEW Community Schools Center 4955 Seaman Rd. Oregon, OH 43616.



Educational Service Center of Lake Erie West Community Schools Center

Step Two: Review Period and Decision-Making

The ESCLEW Application Review Team includes a core group from the Community Schools Center – Executive Director, Assistant Director, Academic Services Team Leader, Special Education Specialist, Financial Oversight Specialist, and a Regional Technical Assistance Educator. External reviewers are also incorporated in the review process. The ESCLEW Community Schools Center will ensure any external reviewer will not come from a competing school.

Annually and prior to reviewing applications, the Application Review Team is trained on the reviewer protocols. All documents related to the application, including the evaluation rubric and appropriate scoring methods, are covered. The in-depth training examines the selection criteria, evaluation process, and protocols. All reviewers sign a Conflict of Interest Disclosure form. Any reviewer found to have a real or perceived conflict of interest will be excused to ensure impartiality in the review.

The evaluation rubric contains the criteria that provide the framework for the approval of the application for sponsorship by the ESCLEW Community Schools Center. The prescriptive criteria used to evaluate the application for sponsorship includes, but is not limited to, background and community need, education program, assessment and accountability, governance and management structure, business plan, staffing and capacity, financial information, and facilities. The school must present a comprehensive and evidence-based case for approval. A school seeking to replicate or change sponsorship must also demonstrate it is financially sound and organizationally viable. The Application Review Team will conduct research into the applicant's history with community schools, interview the applicant, and discuss the viability and appropriateness of the school with the ESCLEW Governing Board. For a school seeking to replicate or change sponsorship, the Application Review Team will also interview the school's current sponsor.

The Application Review Team will evaluate and discuss all the data. Each reviewer will individually complete an evaluation rubric, rating each selection criteria. The combined scores and comments will be provided to the school in the Final Evaluation Rubric. If the Application Review Team needs additional information to make a determination, it will contact the school during the review period.

Step Three: Preliminary Agreement

In order to preserve the highest standard of quality sponsorship, only schools that earn at least 75% of possible points will be considered for a preliminary agreement. If the application for sponsorship is approved, an in-person interview will be scheduled. After the interview, the Application Review Team and the ESCLEW Governing Board will make a decision whether to authorize a preliminary agreement for the school. The Application Review Team will contact the school once the ESCLEW Governing Board has approved or adjusted its recommendation.

If the ESCLEW Community Schools Center chooses not to approve the application for sponsorship, it will notify the applicant of the decision no later than September 30, 2018. The notice will include detailed reasons for the proposed action and the effective date of denial.

If the school is approved for sponsorship, the ESCLEW Community Schools Center and the school will execute a preliminary agreement, which describes the intent of the sponsor and the school to work in good faith towards the execution of a contract. This preliminary agreement enables the developers to apply for grant funds for planning purposes, and it will be submitted to the Ohio Department of Education (ODE).

Step Four: Contract Negotiation and Attachments

The contract between a school and sponsor must be adopted by the sponsor's governing authority stating the sponsor's intent to enter into the community school contract, or through the sponsor's signed board minutes summarizing that action. A formally adopted resolution between the sponsor and school, with at least a draft version of the community school contract must exist at the time of the contract adoption. Under statute, the contract must be fully executed by May 15 of the year the new school will open.



Educational Service Center of Lake Erie West Community Schools Center

The ESCLEW Community Schools Center will send the school a contract packet no later than December 1, 2018. This packet includes the contract template, attachment cover pages, and a list of any other documents that will be needed. Most of the documents to be compiled will ultimately be incorporated into the contract. Under law, the contract must provide strong evidence and great detail of the school's mission, vision, education program, instructional delivery system, business plan, financial plan, governance and management structure, accountability structure, and staffing plan. The contract also includes specific timelines and terms of operation. The ESCLEW Community Schools Center will provide a draft contract that includes all of these necessary components.

The school will need to submit clean FBI/BCI criminal background checks for all of the applicants and governing authority members. At this stage and throughout the school development process, the ESCLEW Community Schools Center will meet with the school's leadership to provide technical assistance on community school operations. In addition, the school's governing authority members will need to complete five (5) hours of training on board governance and open meetings law.

The school's governing authority, leadership, management company (operator, if applicable), and attorney should review the contract to ensure consistency of all terms. If the school finds any errors or if the school wishes to negotiate any contract terms, the designated contact should discuss these proposed changes with the ESCLEW Community Schools Center as soon as possible.

Step Five: Contract Approval and Execution

After all contract terms are finalized, the contract must be approved by the school's governing authority no later than April 30, 2019. The school should prepare a resolution for the Governing Authority President to sign once the new contract is approved. This signed resolution needs to be included in the new contract, so it is best to have a separate resolution signed that day rather than having approval reflected in the un-approved draft minutes.

Once the school's governing authority has approved the contract resolution, the Governing Authority President should sign and date the contract. Then, the original, signed contract should be sent to the ESCLEW Community Schools Center as described in Step One: Application for Sponsorship. The original, signed contract and attachments must be received by the ESCLEW Community Schools Center no later than April 30, 2019. The attachments will be reviewed for accuracy, completeness, and appropriateness. If any adjustments are required, the school will be notified with specific instructions in a timely manner.

An executed, new contract is a community school contract signed by the school's governing authority and the sponsor. The new contract must be signed by April 30, 2019. Therefore, all negotiations must be complete and both parties must sign the new contract by that date. The ESCLEW Superintendent will sign the completed, new contract by May 15, 2019. The new contract will go into effect on July 1, 2019. The new contract will be available for reference in Epicenter.

Step Six: Sponsor Assurances and School Opening

The ESCLEW Community Schools Center must inspect the school and provide assurances it has met all requirements and fulfilled all legal obligations at least ten (10) business days before the school year begins. The school must open by September 30, 2019, with exceptions for Dropout Prevention and Recovery Programs. If the school does not open by that deadline, the contract will become void.



Educational Service Center of Lake Erie West Community Schools Center

Sponsoring Priorities

Sponsorship encompasses a great deal of legal responsibility and the ESCLEW Community Schools Center takes its responsibilities seriously. At the core, it upholds its mission of being a student-centered authorizer of community schools, advancing quality educational opportunities throughout the state of Ohio.

Adhering to the *Principles and Standards for Quality Charter School Authorizing* as established by the National Association of Charter School Authorizers (NACSA), the ESCLEW Community Schools Center uses the principles and standards as the foundation of its strategic plan for quality school sponsoring.

Principles

- Maintain High Standards
- Uphold School Autonomy
- Protect Student and Public Interest

Standards

- Agency Commitment & Capacity
- Application Process & Decision-Making
- Performance Contracting
- On-Going Oversight and Evaluation
- Revocation and Renewal Decision-Making

In accordance with the sponsoring priorities, principles, and standards, this application includes prescriptive requirements and evaluation criteria. In order to preserve the highest standard of quality sponsorship, the school must provide sound evidence of meeting each selection criteria. Only schools that earn at least 75% of possible points will be considered for a preliminary agreement.

There are significant consequences for poor performance in academics, finance, operations, and governance. If a school does not perform well, it may be closed automatically by law or by the sponsor, and could be subject to civil liability. It is imperative the school demonstrates its strong, evidence-based understanding of community school operations before the ESCLEW Community Schools Center would agree to sponsor the community school.

Application Materials

Reference [Step One: Application for Sponsorship](#) for guidance on the proper format, submission procedures, and deadlines. Also reference the evaluation rubric (located in this packet after the application) for a thorough itemization of criteria used to evaluate the application. All application materials are available for download from the ESCLEW Community Schools Center website under the Application Materials tab.



Educational Service Center of Lake Erie West Community Schools Center

Application for Sponsorship

Date Submitted:

Community School Name:

IRN:

School District:

School Address:

Current Sponsor:

Management Company (Operator), if applicable:

Governing Authority President:

School Director:

Fiscal Officer:

Contact Person:

Contact Phone Number:

Contact Fax Number:

Contact Email Address:

Type of School (Traditional, E-School, etc.):

First Year of Operation:

Grade Levels Served:

Current Enrollment:

By signing below, I acknowledge all questions have been answered truthfully and to the best of my knowledge.

Governing Authority President (Sign and Date)

School Leader/Operator (Sign and Date)

Essay Portion

A. School Profile

1. For transfers, describe in detail the reasons for wishing to change sponsors. Indicate if the school has been non-renewed for cause by its current sponsor. **Note: The ESCLEW Community Schools Center will not consider sponsorship of a school that has been non-renewed for cause by its current sponsor.*
2. For replicators, describe in detail the reasons for wishing to replicate the community school.
3. Provide the school's mission and vision. Describe in detail the action steps taken to fulfill this mission over the past three (3) years.
4. Describe in detail the school's student population including demographical information and target percentages addressing race/ethnicity, socio-economic status, at-risk status, special education needs, or other relevant characteristics.
5. Provide the grade levels served and describe in detail any anticipation of adding or changing the grade levels served within the next two (2) years.
6. Provide enrollment levels for the past three (3) years. If the past three (3) years show a decrease in enrollment, explain any reasons for this decrease and the actions the school is taking to address the decrease.
7. Provide the anticipated enrolment for the next five (5) years and explain the process by which the enrollment figures were determined.
8. For replicators, describe in detail the characteristics of the community and explain why educational needs are not currently being met. Cite specific data or research that supports this position including the proposed target student population and defined grades, and contiguous schools' current student demographics and academic performance.
9. For replicators, list and describe in detail how the existing traditional public, public community, private, and parochial schools serving the community demonstrate a need for the replicator community school in the market.
10. Describe in detail the school's plan for parent and community involvement to aid in the success of the school.

B. Academic Performance

1. Provide Ohio School Report Card data and the component grades from the past three (3) years on all six (6) components, as applicable.
 - a. Achievement: Performance Index (PI) and Indicators Met
 - b. Progress: All Students (Overall), Gifted Students, Lowest 20% of Students in Achievement, and Students with Disabilities
 - c. Gap Closing
 - d. Graduation Rate: Four-Year Rates and Five-Year Rates
 - e. K-3 Literacy
 - f. Prepared for Success
2. Describe in detail the school's academic successes, challenges, and areas needing improvement and provide corresponding data from the past three (3) years to support the response.
3. Describe in detail the school's plan to improve low scores or lack of progress for all applicable components of the Ohio School Report Card.
4. Describe in detail the school's plan to ensure continued work towards academic success in the future.
5. Provide academic performance data from any additional assessment tools utilized by the school from the past five (5) years.
6. For transfers, describe in detail any anticipation of the school being in jeopardy of closure within the next five (5) years due to the current Ohio automatic closure law.
7. Provide the school's existing academic performance goals. Explain the action steps the school has taken to achieve these goals.
8. Provide clear, measurable, data-driven, educational goals for the school that are consistent with its mission and vision. Explain in detail how the current and anticipated performance data demonstrates projected growth. For

replicators, goals must reflect available data from contiguous schools and the academic performance of the target population.

C. Education Program

1. Describe in detail the school's successes, challenges, or areas needing improvement with the education program and any adjustments made to address Ohio-required content or assessments.
2. Explain in detail the school's education program and specific instructional materials used to implement the curriculum.
3. Provide clear evidence the education program is effective with the target or current student population and leads to improved student performance.
4. Provide clear evidence the education program is founded on an understanding of effective, research-based educational practices.
5. Provide clear evidence the education program is aligned with Ohio's learning standards, expectations, and performance assessments.
6. Provide clear evidence the education program demonstrates understanding of the school's special education obligations under state and federal law.
7. Provide clear evidence the school demonstrates capacity for and commitment to the education of the special education student population.
8. Describe in detail the methods, services, and staffing the school will utilize in order to provide a free, appropriate public education (FAPE) to all students with special needs.
9. Describe how the education program demonstrates the school's understanding of the Response to Intervention (RTI) construct, its capacity to implement such efforts, and how it identifies specific methods to monitor in order to most effectively execute the process.
10. Describe in detail how the education program, curriculum, and instructional design meet the diverse needs of individual learners.
11. Explain in detail the process the school follows to annually evaluate, review, and revise its education program to adjust for updates to the student population.
12. Describe in detail how student data will be monitored and utilized to meet the needs of the student population.
13. Describe in detail any supplementary services, non-classroom learning opportunities, and after-school programming the school provides and explain how such services enhance the quality of the education program and student achievement.
14. Provide clear evidence all assessments are aligned with curriculum and instruction and include all Ohio-required assessments and a state-approved, local benchmarking assessment.
15. Describe in detail how the school uses assessments and data to drive educational decisions and improve teaching and learning.
16. Provide an academic calendar that meets all Ohio requirements and include the school's state date, end date, instructional days and hours, and dates of all assessments.

D. Business Plan and Financial Information

1. Describe in detail the school's financial successes, challenges, and areas needing improvement and include detailed evidence from the past five (5) years to support the response.
2. Provide the following financial records:
 - a. State audits for the past five (5) years and any independent audit(s) conducted by the school
 - b. Financial statements for the past year including financial summary reports, profit and loss statements, and statements of any existing unpaid debts
 - c. Record of any existing loans to or by the school
 - d. Clear evidence the school has a history of paying its invoices in a timely manner
3. For replicators, provide a solid business or growth plan with clear evidence of the ability to successfully execute the school's operations for the entirety of the charter term. Include thorough market research, community schools research, specific goals, strategic action steps, and timeframes for completion.

4. Explain in detail how the school's current financials demonstrate continuing fiscal viability.
5. Provide the school's specific and achievable plan for student recruitment and its strategies for student retentions.
6. Provide the school's specific and achievable plan to ensure financial stability in the future.
7. Explain in detail how the school's budget demonstrates efficient and responsible use of public funds.
8. For transfers, provide a strong five-year budget forecast that is based on realistic growth.
9. Disclose any findings for recovery or statements of non-compliance issued by the Auditor of State and include any actions the school has taken to address such issues.
10. Provide clear evidence the school treasurer is experienced, licensed, and bonded.
11. For replicators, provide all pre-operational costs and describe how these costs will be covered.
12. For replicators, provide the total amount and sources of funds, property, or other resources expected to be available through banks, lending institutions, corporations, foundations, grants, etc. Indicate which of these are secured, anticipated, or have firm commitments, if possible.
13. For replicators, provide a projected first year expenditures budget with detailed pre-operational costs, monthly cash flow, and projected first year enrollment, and explain the process by which budget and enrollment figures were determined.
14. Provide the school's plans for meeting financial needs (or an alternate budget) for low initial enrollment, not receiving anticipated revenues, or if revenues are lower than the estimated budget.
15. Describe in detail the communication process among the school's treasurer, governing authority, school leadership, sponsor, and, if applicable, management company (operator).
16. If associated with a management company (operator), clearly define the school's financial relationship with the management company and the types of reporting the management company will provide to the sponsor and to the school's governing authority.

E. Facilities

1. For replicators, if a physical facility has been identified, describe the facility, suitability of the space, sufficiency to meet the needs of the student population, and provisions for any specialized space needed. If a physical facility has not yet been identified, describe the school's needs with respect to the facility and its efforts to secure a facility.
2. For replicators, provide detailed information about the anticipated budget for procuring and maintaining the facility.
3. For replicators, provide information on what stage the preparations for the facility are currently in, what work has been completed to date, and a proposed timeline for completion.
4. For replicators, describe in detail any construction or renovation which must occur prior to opening.
5. For replicators, provide leasing and purchasing arrangements that are realistic and reasonable.
6. For transfers, provide the current lease or purchase agreement for the school.
7. For transfers, provide the school's address, grade levels served, suitability of the space, and sufficiency to meet the needs of the student population.
8. Describe in detail any anticipation of construction or renovation within the next three (3) years.
9. Describe in detail any anticipation of changing the school's facility within the next two (2) years including address relocation, adding an annex, or significant remodeling.
10. Provide the plan for transportation of students, if applicable.
11. Describe in detail any anticipation of any significant changes to the school's plan for transportation of students.

F. School Operations and Compliance

**Note: The ESCLEW Community Schools Center will contact and interview the applicant's current sponsor as part of this application process.*

1. Describe in detail the school's operational successes, challenges, and areas needing improvement and include detailed evidence from the past three (3) years to support the response.
2. Provide sponsor compliance reports on the academic, governance, organizational, and financial performance of the school for the past five (5) school years.

3. Provide copies of any disciplinary actions from the past three (3) years including corrective action plans, probation notices, and intent to suspend/suspension notices and explain how the school has remedied such deficiencies cited by the current sponsor.
4. Disclose any factors that might place the school at risk of closure, suspended operation, or not opening within the next two (2) years.

G. Staffing and Capacity

1. For replicators, provide clear evidence of capacity to successfully execute the business or growth plan.
2. For replicators, describe in detail how the anticipated staff will demonstrate diverse backgrounds, knowledge, and experience.
3. For transfers, describe in detail how the current staff demonstrate diverse backgrounds, knowledge, and experience.
4. For transfers, provide clear evidence the school's current staff is highly qualified and appropriately licensed.
5. Provide the staffing plan the school will use to recruit, hire, and retain appropriately licensed, Highly Qualified Teachers and qualified administrative staff.
6. Describe the school's strategy on implementing teacher assessments and performance evaluations.
7. For transfers, describe in detail any anticipation of any significant changes in leadership within the next three (3) years.
8. For transfers, describe in detail any anticipation of any significant changes in staffing within the next three (3) years.
9. Provide the school's contingency plan to address any significant changes in leadership or staffing.

H. Governance and Management Structure

1. For each and all of the applicants/founders and governing authority members of the school:
 - a. List the individual names and addresses
 - b. Explain each individual's role in the school's development
 - c. Describe each individual's strengths, knowledge bases, and expected contributions
 - d. Describe any relevant history with school or business development
 - e. Complete a clean FBI/BCI check

**NOTE: Each and all of the school's founding organizers and governing authority members must complete a clean FBI/BCI check prior to the adoption of a community school contract.*
2. Describe in detail the governing successes, challenges, and areas needing improvement that the school has faced and include detailed evidence from the past five (5) years to support the response.
3. Provide the current year's governing authority meeting schedule and board meeting minutes from the past five (5) years.
4. Describe in detail how the governing authority has the necessary experience and knowledge to successfully oversee the school.
5. Describe in detail how the governance, management, and staffing structure of the school will be effective.
6. Provide the school's organizational chart with clearly defined roles and responsibilities, and describe the strengths and knowledge bases of the school leader(s).
7. If the school will be contracting with a management company (operator), describe in detail the arrangement between the school's governing authority and management company to clearly delineate the roles and responsibilities of the governing authority, school leadership, and the management company.
8. Describe the school's plan to ensure governing authority members are well informed of school operations and changes to law.
9. Describe the school's plan to ensure retention of governing authority members and its plan to actively recruit new governing authority members.
10. Disclose any conflicts of interest that may exist between and among applicants/founders, school leaders, vendors, governing authority members, or other management companies (operators). Describe the steps that were taken to address such conflicts of interest and explain the outcome(s).



Educational Service Center of Lake Erie West Community Schools Center

11. Describe any outside contractual relationships that will be used to ensure the effective operation of the school.
12. If the school will be contracting with a management company (operator), provide a list of all schools it has managed in Ohio and other states. If any of the community schools it has managed have closed, indicate this and provide explanation for the closure.
13. Disclose any pending lawsuits, threatened liabilities, or negative media attention related to the school (governing authority members, applicants/founders, and leadership) or its management company (operator), about which the sponsor should be aware, and include any actions taken to address such issues.
14. Explain any previous attempts to obtain a charter, the authorizer to which the school applied, and the outcome.
15. Disclose any never-opened, terminated, or non-renewed schools and provide reasoning. **Note: Omission of any never-opened, terminated, or non-renewed schools is grounds for denial of this application.*

I. Conclusion

1. Present any additional information that is relevant or compelling in support of your application.

Disclosure

If this application is accepted, the school and its current sponsor, if applicable, will be asked to provide additional information and invited to interview with the ESCLEW Application Review Team prior to final approval. Approval of this application does not guarantee approval of a charter for the school and does not constitute approval to negotiate a contract with the Educational Service Center of Lake Erie West.

**Note: The application and information submitted to the Educational Service Center of Lake Erie West may constitute a public record subject to disclosure under the Ohio Public Records Act.*



Educational Service Center of Lake Erie West Community Schools Center

Evaluation Rubric

School Name	This section will be completed by the ESCLEW Application Review Team.
Management Company	
Review Team Member(s)	
Date(s) of Review	

Scoring Methods

Each category will receive a composite score based on its criteria. These scores will be used to determine whether a school will be recommended for sponsorship, and, if so, the duration of the new contract. The school must demonstrate a minimum of Effective (2 Points) in each category and earn at least 75% of total possible points to be considered for a preliminary agreement. However, the score of this evaluation does not guarantee sponsorship will be recommended.

Exemplary (3 Points)

- The school exceeds the minimum expectation for a community school that is likely to be successful.
- The school exceeds the review criteria established for the standard and clearly fulfills expectations.
- The school fully demonstrates the capacity of developing and operating a successful community school.

Effective (2 Points)

- The school meets the minimum expectation for a community school that is likely to be successful.
- The school meets the review criteria established for the standard and fulfills expectations.
- The school demonstrates the capacity of developing and operating a successful community school.

Ineffective/Emerging (1 Point)

- The school does not adequately meet the minimum expectation for a community school that is likely to be successful.
- The school does not adequately meet the review criteria established for the standard or does not adequately meet the expectations.
- The school does not adequately demonstrate the capacity of developing and operating a successful community school.
- It is unclear whether the school is likely to be successful without additional work or development.

Poor/Underdeveloped (0 Points)

- The school fails to meet the minimum expectation for a community school that is likely to be successful.
- The school fails to meet the review criteria established for the standard or fails to meet the expectations.
- The school fails to demonstrate the capacity of developing and operating a successful community school.
- As presented, the school’s application is poorly researched and the school would be unlikely to succeed.



Educational Service Center of Lake Erie West Community Schools Center

A. School Profile		
Essay Portion	Criteria	Score
	For transfers, the reasons for wishing to change authorizers are described in detail.	
A.1	For transfers, it is indicated if the school has been non-renewed for cause by its current sponsor. <i>*NOTE: The ESCLEW Community Schools Center will not consider sponsorship of a school that has been non-renewed for cause by its current sponsor.</i>	
A.2	For replicators, the reasons for wishing to replicate the community school are described in detail.	
A.3	The school's mission and vision are clear and compelling.	
	The school has completed effective action steps to fulfill its mission over the past three (3) years.	
A.4	The school's student population is described in detail and includes demographical information and target percentages addressing race/ethnicity, socio-economic status, at-risk status, special education needs, and other relevant characteristics.	
A.5	The grade levels served are provided along with a detailed description of any anticipation of adding or changing the grade levels served within the next two (2) years.	
A.6	Enrollment levels for the past three (3) years are provided and if there was a decrease in enrollment, the reasons for the decrease and a detailed description of action steps taken to address the decrease are explained in detail.	
A.7	Anticipated enrollment for the next five (5) years is provided and the process by which the enrollment figures were determined is explained.	
A.8	For replicators, characteristics of the community are described with explanation as to why educational needs are not currently being met, and citing of specific data or research that supports the position is included.	
	For replicators, the proposed target student population and defined grades is detailed and well researched.	
	For replicators, the contiguous schools' current student demographics and academic performance is detailed and well researched.	
A.9	For replicators, descriptions of the existing traditional public, public community, private, and parochial schools serving the community demonstrate a need for the replicating school in the market.	
A.10	The school's plan for parent and community involvement to aid in the success of the school is described in detail.	
Composite Score		
Comments		



Educational Service Center of Lake Erie West Community Schools Center

B. Academic Performance				
Essay Portion			Criteria	Score
B.1	Ohio School Report Card data from the past three (3) years on all six (6) components are provided, as applicable:	a) Achievement	Component Grade shows progress or consistency.	
			Performance Index (PI) score shows progress or consistency.	
			Indicators Met score shows progress or consistency.	
		b) Progress	Component Grade shows progress or consistency.	
			All Students (Overall) score shows progress or consistency.	
			Gifted Students score shows progress or consistency.	
			Lowest 20% of Students in Achievement shows progress or consistency.	
			Students with Disabilities sub-group shows progress or consistency.	
			Component Grade shows progress or consistency.	
		c) Gap Closing	Gap Closing shows progress or consistency.	
			Component Grade shows progress or consistency.	
		d) Graduation Rate	Four-Year Graduation Rates show progress or consistency with state targets.	
			Five-Year Graduation Rates show progress or consistency with state targets.	
		e) K-3 Literacy	Component Grade shows progress or consistency.	
			K-3 Literacy shows progress or consistency.	
		f) Prepared for Success	Component Grade shows progress or consistency.	
			Prepared for Success shows progress or consistency.	
		B.2	The school’s academic successes, challenges, and areas needing improvement are described in detail and corresponding data from the past three (3) years is provided.	
B.3	The school has a detailed plan to improve low scores or lack of progress for all applicable components of the Ohio School Report Card.			
B.4	The school has a detailed plan to ensure continued work towards academic success in the future.			
B.5	Academic performance data from any additional assessment tools utilized by the school from the past five (5) years are provided.			
B.6	For transfers, any anticipation of being in jeopardy of closure within the next five (5) years due to the current Ohio closure law is described in detail.			
B.7	Existing academic performance goals are provided and the action steps the school has taken to achieve these goals are described in detail.			
B.8	The school’s goals are clear, measurable, consistent with its mission and vision, and demonstrate projected growth.			
	For replicators, the goals reflect available data from contiguous schools’ academic performance of the target population.			
Composite Score				
Comments				



Educational Service Center of Lake Erie West Community Schools Center

C. Education Program		
Essay Portion	Criteria	Score
C.1	The school’s successes, challenges, or areas needing improvement with the education program and any adjustments made to address Ohio-required content or assessments are described in detail.	
C.2	The education program and specific instructional materials to be used to implement the curriculum are detailed and clearly defined.	
C.3	The school provided clear evidence demonstrating how the education program is effective with the target or current student population and leads to improved student performance.	
C.4	The school provided clear evidence as to how the education program is founded on an understanding of effective, research-based educational practices.	
C.5	The school provided clear evidence as to how its education program is aligned with Ohio’s learning standards, expectations, and performance assessments.	
C.6	The school provided clear evidence its education program demonstrates understanding of the school’s special education obligations under state and federal law.	
C.7	It is clearly outlined the school demonstrates capacity for and commitment to the education of the special education student population.	
C.8	Description of the methods, services, and staffing the school will utilize in order to provide a free, appropriate, public education (FAPE) to all students with special needs is detailed and well-researched.	
C.9	The school described in detail how its education program demonstrates it understands the Response to Intervention (RTI) construct, its ability to implement such efforts, and how it identifies specific methods to monitor in order to most effectively execute the process.	
C.10	Description of how the education program, curriculum, and instructional design will meet the diverse needs of individual learners is clearly outlined.	
C.11	Explanation of the process the school will follow to annually evaluate, review, and revise its curriculum to adjust for updates to the student population is clearly outlined.	
C.12	The school described in detail how its student data is monitored and utilized to meet the needs of the student population.	
C.13	Descriptions of any supplementary services, non-classroom learning opportunities, and after-school programming are clearly outlined with explanation as to how such services enhance the quality of the education program and student achievement.	
C.14	The school provided clear evidence all assessments are aligned with curriculum and instruction and include all Ohio-required assessments and a state-approved, local benchmarking assessment.	
C.15	The school described in detail how it uses assessments and data to drive educational decisions and improve teaching and learning.	
C.16	The academic calendar meets all Ohio requirements, includes the school’s start date, end date, instructional days and hours and, dates of all assessments.	
Composite Score		
Comments		



Educational Service Center of Lake Erie West Community Schools Center

D. Business Plan and Financial Information		
Essay Portion	Criteria	Score
D.1	The school’s financial successes, challenges, and areas needing improvement are described in detail with supporting evidence from the past five (5) years.	
D.2	State audits for the past five (5) years and any independent audit(s) conducted by the school are provided.	
	Financial statements for the past year including financial summary reports, profit and loss statements, and statements of any existing unpaid debts are provided.	
	Record of any existing loans to or by the school are provided.	
D.3	Clear evidence the school has a history of paying its invoices in a timely manner is provided.	
	For replicators, a solid business or growth plan with clear evidence of the ability to successfully execute the school’s operations for the entirety of the charter term is specific and achievable.	
	Thorough market research, community schools research, specific goals, strategic action steps, and timeframes for completion are included in the business or growth plan.	
D.4	The school explained in detail how its current financials demonstrate continuing fiscal viability.	
D.5	The school’s plan to attract (recruit) students is specific and achievable.	
	The school’s strategies for student retention are specific and achievable.	
D.6	The school described in detail its specific and achievable plan to ensure financial sustainability in the future.	
D.7	The school explained in detail how its budget demonstrates efficient and responsible use of public funds.	
D.8	For transfers, a strong five-year budget forecast that is based on realistic growth is provided.	
D.9	Any findings for recovery or statements of non-compliance issued by the Auditor of State and any actions the school has taken to address such issues are disclosed.	
D.10	An experienced, licensed, and bonded treasurer is identified.	
D.11	For replicators, pre-operational costs and how they will be covered are described in detail.	
D.12	For replicators, the total amount and sources of funds, property, or other resources expected to be available through banks, lending institutions, corporations, foundations, grants, etc. are provided. Where possible, it is indicated which of these are secured, anticipated, or firm commitments.	
	For replicators, a first year expenditures budget with detailed pre-operational costs, monthly cash flow, and projected first year enrollment is clearly outlined and realistic.	
	The process by which the budget and enrollment figures were determined is explained in detail.	
D.14	The school has a detailed and realistic plan for meeting financial needs (or an alternate budget) for low initial enrollment, not receiving anticipated revenues, or if anticipated revenues are lower than the estimated budget.	
D.15	The communication process among the school’s treasurer, governing authority, school leadership, sponsor, and, if applicable, management company (operator) is described in detail.	
D.16	If associated with a management company (operator), the school’s financial relationship with the management company and the types of reporting it will provide to the sponsor and to the school’s governing authority are clearly defined.	
Composite Score		
Comments		



Educational Service Center of Lake Erie West Community Schools Center

E. Facilities		
Essay Portion	Criteria	Score
E.1	For replicators, if a physical facility has been identified, the facility, suitability of the space, sufficiency to meet the needs of the student population, and provisions for any specialized space needed are outlined in detail.	
	For replicators, if a physical facility has not yet been identified, the needs of the school with respect to the facility and efforts to secure the facility are outlined in detail.	
E.2	For replicators, detailed information about the anticipated budget for procuring and maintaining the facility is outlined in detail.	
E.3	For replicators, the state the preparations for the facility are currently in, what work has been completed to date, and a proposed timeline for completion are provided.	
E.4	For replicators, any construction or renovation that must occur prior to opening is described in detail.	
E.5	For replicators, the leasing and purchasing arrangements are realistic and reasonable.	
E.6	For transfers, the current lease or purchase agreement for the school is provided.	
E.7	For transfers, the school’s address, grade levels served, suitability of the space, and sufficiency to meet the needs of the student population are outlined in detail.	
E.8	Any anticipation of construction or renovation within the next three (3) years is described in detail.	
E.9	Any anticipation of changing the school’s facility within the next two (2) years including address relocation, adding an annex, or significant remodeling is described in detail.	
E.10	If applicable, the school’s plan for transportation of students is detailed and realistic.	
E.11	Any anticipation of any significant changes to the school’s plan for transportation of students is described in detail.	
Composite Score		
Comments		

F. School Operations and Compliance		
<i>*Note: The ESCLEW Community Schools Center will contact and interview the current sponsor as part of this application process.</i>		
Essay Portion	Criteria	Score
F.1	The school’s operational successes, challenges, and areas needing improvement are described in detail with supporting evidence from the past three (3) years.	
F.2	Sponsor compliance reports on the academic, governance, organizational, and financial performance of the school for the past five (5) years is provided.	
F.3	Copies of any disciplinary actions from the past three (3) years including corrective action plans, probation notices, and intent to suspend/suspension notices are provided along with explanation as to how the school has remedied such deficiencies are provided.	
F.4	Any factors that might place the school at risk of closure, suspended operation, or not opening within the next two (2) years are disclosed.	
Composite Score		
Comments		



Educational Service Center of Lake Erie West Community Schools Center

G. Staffing and Capacity		
Essay Portion	Criteria	Score
G.1	For replicators, clear evidence of capacity to successfully execute the school’s business or growth plan is clearly outlined.	
G.2	For replicators, description of how the anticipated staff will demonstrate diverse backgrounds, knowledge, and experience is clearly outlined.	
G.3	For transfers, description of how the current staff demonstrates diverse backgrounds, knowledge, and experience is clearly outlined.	
G.4	For transfers, clear evidence the school’s current staff is highly qualified and appropriately licensed is provided.	
G.5	The staffing plan used to recruit, hire, and retain appropriately licensed, High Quality Teachers and administrative staff is specific and achievable.	
G.6	The school’s strategy on implementing teacher assessments and performance evaluations is outlined in detail.	
G.7	For transfers, any anticipation of significant changes in leadership within the next three (3) years is described in detail.	
G.8	For transfers, any anticipation of significant changes in staffing within the next three (3) years is described in detail.	
G.9	The school’s contingency plan to address any significant changes in leadership or staffing is outlined in detail.	
Composite Score		
Comments		

H. Governance and Management Structure		
Essay Portion	Criteria	Score
H.1	For each and all of the applicants/founders and governing authority members of the school:	a) The individual names and addresses are provided.
		b) Each individual’s role in the school’s development is clearly explained.
		c) Each individual’s strengths, knowledge bases, and expected contributions are outlined in detail.
		d) Any relevant history with school or business development is outlined in detail.
		e) A clean FBI/BCI check is complete. <i>*Note: Each and all of the school’s founding organizers and governing authority members must complete a clean FBI/BCI check prior to the adoption of a community school contract.</i>
H.2	The school’s governing successes, challenges, and areas needing improvement are described in detail with supporting evidence from the past five (5) years.	
H.3	The current year’s governing authority meeting schedule and board meeting minutes from the past five (5) years are provided.	
H.4	The governing authority has the necessary experience and knowledge to successfully oversee the school.	
H.5	Description of how the governance, management, and staffing structure of the school will be effective is specific and achievable.	



Educational Service Center of Lake Erie West Community Schools Center

H. Governance and Management Structure		
Essay Portion	Criteria	Score
H.6	The school’s organizational chart includes clearly defined roles and responsibilities and reflects the strengths and knowledge bases of the school leader(s).	
H.7	If the school will be contracting with a management company (operator), the arrangement between the school’s governing authority and management company clearly delineate the roles and responsibilities of the governing authority, school leadership, and the management company.	
H.8	The school’s plan to ensure governing authority members are well informed of school operations and changes to the law is specific and realistic.	
H.9	The school’s plan to ensure retention of the governing authority members and its plan to actively recruit new governing authority members is specific and realistic.	
H.10	Any conflicts of interest that may exist between or among applicants/founders, school leaders, vendors, governing authority members, or other management companies (operators) are disclosed.	
	The steps that were taken to address identified conflicts of interest are described and the outcome(s) are explained in detail.	
H.11	Any outside contractual relationship that will be used to ensure the effective operation of the school is described in detail.	
H.12	If the school will be contracting with a management company (operator), a list of all schools it has managed in Ohio and other states are provided.	
	If the school will be contracting with a management company (operator), a list of any of the community schools it has managed that have closed is provided along with an explanation for the closure.	
H.13	Any pending lawsuits, threatened liabilities, or negative media attention related to the school (governing authority members, applicants/founders, and leadership) or its management company (operator), about which the sponsor should be aware, are disclosed along with any actions taken to address such issues.	
H.14	Any previous attempts to obtain a charter, the authorizer to which the school applied, and the outcome are provided and explained in detail.	
H.15	Any never-opened, terminated, or non-renewed schools are disclosed along with the reasoning. <i>*Note: Omission of any never-opened, terminated, or non-renewed schools is grounds for denial of this application.</i>	
Composite Score		
Comments		

I. Conclusion		
Essay Portion	Criteria	
I.1	Any additional information that is relevant or compelling in support of the school’s application is outlined in detail.	
Comments		



Educational Service Center of Lake Erie West Community Schools Center

Overall Assessment	
Category	Composite Scores
A. School Profile	
B. Academic Performance	
C. Education Program	
D. Business Plan and Financial Information	
E. Facilities	
F. School Operations and Compliance	
G. Staffing and Capacity	
H. Governance and Management Structure	
Overall Composite Score	
Comments	