



Overview of Sponsorship Application Process

Applicants seeking a charter sponsorship contract with Dayton Public Schools (DPS) must go through our six-step application process. Throughout the application review process, DPS will communicate important information to the lead contact listed on the Request for Proposal (RFP). *Please promptly notify DPS of any changes to the lead contact.* The application steps for new school sponsorship are listed briefly below. Instructions for Phase 1 are listed on page 3.

1. Complete a Request for Proposal (RFP)
2. Complete a Phase 1 Application
3. Participate in an Applicant Interview
4. Adoption of a Preliminary Agreement
5. Contract Negotiations
6. Complete Annual Opening Assurances

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

Timeline and Description of Sponsorship Application Process

Application Step	Deadline	2018-19 Deliverables and Deadlines
Step 1: Completion of Request for Proposal (RFP)	September 1, 2017	Request for Proposal (RFP) submission to DPS Applicants interested in sponsorship must complete an RFP. Applicants that demonstrate academic and financial capacity will be invited to fill out a Phase 1 Application.
Step 2: Submit a Phase 1 Application	October 16, 2017	Phase 1 Application submission to DPS The Phase 1 Application will describe the basic element of the application's plan for establishing a charter school. It will be reviewed and evaluated against criteria described in the application packet. Upon submission, the DPS Sponsorship Team will review the application and decide if the applicant is invited to an applicant interview. In the case of a rejected Phase 1 Application, DPS will provide the applicant with a written explanation. The Sponsorship Team will provide written feedback to all applicants within 30 days of receipt by DPS.
Step 3: Participate in an applicant interview	January 2018	Phase 1 Applicant Interview Following the review of the Phase 1 Application, the DPS Sponsorship Team will conduct an applicant interview, which will include governing board members, school leaders, corporate management and other key stakeholders.
Step 4: Adoption of a preliminary agreement	February 2018	Issuance of a Preliminary Agreement The DPS Sponsorship Team will make a recommendation to the Dayton Board of Education to issue a preliminary agreement. The Governing Authority then needs to meet to sign, date, and return the executed Preliminary Agreement.
Step 5: Phase 2 (Contract Negotiations)	April 1, 2018	Phase 2 (contract negotiations) Deadline for the completion of the charter contract negotiating process, including adoption of a resolution accepting the charter contract by the school's governing authority.
Step 6: Annual Opening Assurances	15 business days prior to the opening of school	Annual Opening Assurances The Ohio Department of Education sets forth criteria that each school must comply with in order to open. Dayton Public Schools' sponsor representative will work with the school to ensure the statutory requirements are met.

Phase 1: Application Overview

Instructions

1. Please carefully review the list of contents required by the application process.
2. To determine what constitutes compelling, high-quality application, consult the evaluation rubric found in the appendix.
3. If you have any questions regarding the application process, please feel free to contact LaShawn Graham at 937-542-3373.
4. Complete the application process by the deadline listed on the timeline, and send an electronic copy to lgraham@dps.k12.oh.us.

Contents of the Application

1. Sponsorship Application Transmittal/Assurances Form. *This will serve as your cover page.*
2. A narrative, not to exceed 25 pages (attachments are not included in the page limit).
3. Attachments, providing additional information supporting the narrative. All attachments should be numbered and clearly referenced in the Phase 1 narrative. Choice of attachments is at the discretion of the applicant. Examples of the attachments in the Phase 1 application includes curriculum samples, letters of support, financial statements/audits, local report card data for existing schools, or any additional information that you feel will help us better understand your application.

Phase 1 Scoring

Applicants receiving a Phase 1 score of 36 or above will be invited to participate in an interview with the DPS Sponsorship Interview Team. Please refer to the scoring rubric on page(s) 12-13.



TRANSMITTAL/ASSURANCES FORM

School Information	
Community School Name:	
School Administrator's Name:	
Community School Address:	
Other districts from which the school is likely to draw students:	
Days of Instruction	

Grades and Projected Enrollment		
School Year	Grades Served	Total Enrollment
2018-19		
2019-20		
2020-21		
2021-22		
2022-23		

Affiliations (IF APPLICABLE)	
Operator:	
Management Company:	

Contact Information			
Primary School Contact Name:			
Title:			
Mailing Address:			
Primary Phone #:	Secondary Phone #:	Email:	
Primary Operator/Management Company Contact Name (if applicable):			
Primary Phone #:	Secondary Phone #:	Email:	
Fiscal Officer/Treasurer Contact Name:			
Primary Phone #:	Secondary Phone #:	Email:	

Governing Authority Chair Signature			
<p><i>Authenticated Digital Signatures accepted. If a handwritten signature is used, Dayton Public Schools must receive the transmittal form, bearing an original signature, postmarked no later than October 16th. I hereby certify that the information submitted in this Application for Sponsorship Renewal is true to the best of my knowledge and belief; that the Governing Authority has reviewed this application; and, that if awarded a renewal for sponsorship, the school shall operate in a manner consistent with the description outlined in the Application for Sponsorship Renewal and subsequent Sponsorship Contract.</i></p>			<p>Submit Completed Application to:</p> <p>Dayton Public Schools ATTN: LaShawn Graham 115 S. Ludlow Street Dayton, OH 45402</p>
Signature of School Principal:		Date:	
Signature of Board President:		Date:	
OFFICIAL USE ONLY:	Received By:	Date:	
			<p>Phone: (937) 542-3373 Fax: (937) 542-3217 Email: lgraham@dps.k12.oh.us</p>

Phase 1: Narrative Outline

Needs Assessment

A. Need

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

Evaluation Criteria:

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

The School’s Mission, Vision and Values

A. Mission

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

Evaluation Criteria:

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

B. Vision

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

Evaluation Criteria:

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

C. Values

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

Evaluation Criteria:

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

Educational Program

A. Curricular Plan

Provide an overview of the research-based educational plan. Describe how the curriculum aligns with the College and Career Ready Standards and Ohio Department of Education achievement testing. Discuss the curricular tools that will comprise the school's academic program (textbooks, manipulatives, technology, software, web-based applications, curricular programs, etc.). Describe how the plan will result in student mastery of grade-level academic content standards and close achievement between relevant student subgroups. A good educational plan also will demonstrate how the needs of students will be met and how teachers will differentiate instruction for all students.

Evaluation Criteria:

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

B. Instructional Practices

Provide detail of the instructional practices of the school (for example: project based learning, direct instruction, etc.). Discuss the specific instructional strategies and practices that will be necessary for successful implementation of the curriculum. Please detail the teaching pedagogies that will be in place at the school and what methods will be used to monitor and support classroom teachers as they implement this programming. Describe the school calendar, including the number of days and hours the school will be in session and the way the school day will be organized for instruction, independent study and extra- or co-curricular activities. For illustrative purposes, it may be helpful to summarize a day in the life of a typical student at your proposed school.

Evaluation Criteria:

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

C. Assessment

Describe the school's approach to assessment, including which assessment tools will be administered. Discuss the use of diagnostic, formative, and summative assessments, including how they will be used to evaluate academic progress of individual and cohorts of students. Explain the use of these assessments towards meeting the goal of increased student growth, achievement and college and career readiness. Describe how the school will use assessment results to make instructional adjustments. Provide information about the data collection and monitoring systems to be used at the school and how the use of the data will be monitored.

Evaluation Criteria:

Reviewers will look for an assessment approach that describes the process of administering and analyzing diagnostic, formative and summative assessments. Reviewers will expect to

see how the school integrates multiple measures of assessment data to inform key decisions aimed at improving instructional decision making and increased academic outcomes.

D. Special Student Populations

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

Information for each group of students should demonstrate how these special populations will be provided with full and meaningful access to participate and progress in the general educational curriculum and how the classroom environment and instructional approach will be responsive to the needs of these groups of students. Describe the process the school will use to identify students with potential disabilities. The school may wish to provide examples of strategies aligned with each of the three levels within Response to Intervention (RTI). The school should discuss how RTI (or a research-based equivalent) efforts will be implemented and monitored. Include information about the school's planned methods and strategies for serving students with disabilities in compliance with all federal laws and regulations in Individuals with Disabilities Act.

Evaluation Criteria

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

E. School Culture and Climate

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

Evaluation Criteria:

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

F. Outcomes

The outcomes in this section should be derived from the needs assessment and plans outlined in the sections above. Community school accountability is based largely on academic outcomes but also on unique goals developed by each school that are tied to its mission, vision and values. What mission-specific metric do you believe effectively evaluate the achievement of the school's mission? What data will the school report to the sponsor and governing authority to prove that the needs of the students are being met? This information will provide reviewers with an understanding of what standards the applicant believes best supports the evaluation of the school's educational plan. Information in this section should also discuss how the governing authority and management team will monitor these goals.

Evaluation Criteria:

Reviewers will look for a commitment to accountability for results and evidence of the competence to achieve those results. Reviewers will also look for goals that are clear, measurable and data-driven as well as goals that are implemented through the school's educational program. For existing models, please feel free to attach evidence of successful outcomes within your existing portfolio of schools. Reviewers will look to ensure that the school consistently monitors and reports data to the sponsor and governing authority.

School Governing Authority

Please provide a copy of the school's articles of incorporation as a public benefit corporation, along with corresponding bylaws as filed with the Ohio Secretary of State's office. Phase 1 Applicants are required to demonstrate compliance with at least three governing authority members. Phase 2 Applicants are required to demonstrate compliance with five governing authority members. In addition to providing a resume and BCI/FBI background check for each member of the school governing board, please outline the role the board sees for itself as it relates to the governance of the school.

Evaluation Criteria:

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

Organizational Capacity

A. Operations

Describe the organizational structure of the school and provide an organizational chart. Describe the roles and responsibilities of the school leader and other key personnel. Describe what role an Education Management Organization (EMO) or CMO (if appropriate) will play in the ongoing support of school leadership and operations of the school. Describe in detail the services the EMO provides to the school (e.g., curriculum, special education services, start-up capital, etc.).

Evaluation Criteria:

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

B. Enrollment and Marketing

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

Indicate the number of students projected to be enrolled the first year, as well as during years 2-5, and the proposed grade levels to be served each year. Explain in detail your rationale for selecting this particular school size, and provide specific evidence that the demand for your school is sufficient to sustain projected enrollment figures. If a survey is conducted to assess the demand for the school, please include a summary of survey results, the survey itself and response rate figures.

Evaluation Criteria:

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

Fiscal Viability

Provide the school's costs and revenues from the school's last five years of operation. Provide the school's budget for the upcoming school year as well as a five year forecast, including assumptions behind revenue and expenditure projections. Budget assumptions should be detailed, explaining the rationale for each line item within the budget. (For example, details regarding average staff salary, costs for materials and supplies, lease and/or construction costs, technology, etc. should be explained thoroughly). Provide the name of your school's fiscal officer. How much debt is anticipated for the school and what are the payment terms? What is the management fee? Please describe any fundraising efforts that have been completed or are anticipated in support of the school.

The proposed budget should include only those grants or in-kind donations which have already been firmly committed. A letter of commitment from funders must be included in the attachments for any fundraising revenue. If you are planning to pursue certain grants or donations, but have not received a commitment for these contributions, do not include them in your budget – instead, provide a description of these potential contributions in your narrative (including the source, estimated amount of contribution and expected date of receipt, if known). The proposed budget should be considered the operational business plan for the proposed school.

Evaluation Criteria:

Reviewers will look for a budget plan that utilizes the current school funding model and state per pupil allocation formula, strategies to ensure the school's financial viability and detail regarding supplemental revenue. Reviewers will also look for a budget plan that makes the most of limited funds and ensures that public funds will be used effectively and responsibly. Reviewers will look to see that the school will be fiscally sustainable throughout the sponsorship term, if approved.

Existing Design Applicants (not applicable if you have never opened a school)

An existing design applicant is one that is proposing to:

- a) Contract with an Educational Management Organization (EMO), or
- b) Replicate an existing high-quality school model.

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

Include detailed answers to the following questions as a Phase 1 Application attachment. As a reminder, this attachment will not count against the page limit. All answers must include information for replication schools in your organization and should reflect the last three consecutive years of data.

A. Academic Program

- Are schools that have implemented the program design making academic achievement and growth progress as measured by their states' systems of accountability?
- How are the schools that have implemented the proposed design meeting the mission-related goals they have established?
- What are attendance and graduate rates of the schools?

B. Organizational Capacity and Compliance

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

C. Fiscal Viability

- Are any schools on fiscal probation, or have they filed for bankruptcy?
- What are the ending fiscal year net assets of all schools for the past three years?
- What are the schools' student enrollment targets for the past three years?
- Are any of the schools in debt? If yes, provide details.

D. Capacity to Replicate

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

E. Management Partnerships

- Provide a copy of the proposed or current management agreement.

Evaluation Criteria:

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

APPENDIX 1: KEY RESOURCES

Community School FAQ, Ohio Department of Education

<http://education.ohio.gov/Topics/Community-Schools/FAQs-about-Licensure-for-Special-Education-Teacher>

Guidance Documents, Webinars, and Presentations, Ohio Department of Education

<http://education.ohio.gov/Topics/Community-Schools/Guidance-Documents-Webinars-and-Presentations>

Legislation and Community School History, Ohio Department of Education

<http://education.ohio.gov/Topics/Community-Schools/Legislation-for-Community-Schools>

Creating and Sustaining High-Quality Charter School Governing Boards (copy and paste link): <https://www.charterschoolcenter.org/resource/creating-and-sustaining-high-quality-charter-school-governing-boards>

Value Added Information, Ohio Department of Education:

<http://education.ohio.gov/Topics/Data/Report-Card-Resources/Ohio-Report-Cards/Value-Added-Technical-Reports>

APPENDIX 2: PHASE 1 APPLICATION EVALUATION RUBRIC

Rating Categories

Responses provided by the applicant, along with the corresponding documentation or attachments, will be evaluated by the New Sponsorship Review Team according to the standards outlined. The New Sponsorship Review Team will issue a score for each of the eligible sections. Scores will be based on the quality of the information provided by the applicant. The scores from each section will be weighted equally.

The New Sponsorship Review Team will provide written feedback to all applicants within 30 days of receipt by DPS.

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

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

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

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

PHASE 1 APPLICATION SCORE CARD

I.	Needs Assessment A. Need	
II.	The School's Mission, Vision and Values A. Mission	
	B. Vision	
	C. Values	
III.	Educational Plan A. Curricular Plan	
	B. Instructional Practices	
	C. Assessment	
	D. Special Student Population	
	E. School Culture and Climate	
	F. Proposed Outcomes	
IV.	School Governing Authority	
V.	Organizational Viability and Effectiveness A. Operations	
	B. Enrollment and Marketing	
VI.	Fiscal Viability	
VII.	Existing Design Applicant Data	
Grand Total (45 Possible Points)		

Is the grand total higher than 36?

Yes, Approved

No, Declined