

August/September 2022

CMSD SponsorShip

A newsletter for CMSD-sponsored community schools



Contact CMSD

Matt Rado

Executive Director of Charter Schools
Matthew.Rado@ClevelandMetroSchools.org
216.496.7976

Lesley Wilkins-Valentine

Director of Charter Schools
Lesley.Wilkins-Valentine@ClevelandMetroSchools.org
216.543.0838

Special Education:

Jessica Baldwin

Executive Director of Intervention Services
Jessica.Baldwin@ClevelandMetroSchools.org
216.838.0217

Academic Accountability:

Nicholas D'Amico

Executive Director of School Performance
Nicholas.Damico@ClevelandMetroSchools.org
216.838.0112

Shemekia Love

Administrative Assistant
Shemekia.Love@ClevelandMetroSchools.org
216.838.4966

More information on CMSD's community school sponsorship and other collaborative initiatives related to community schools in Cleveland is available on the CMSD website, ClevelandMetroSchools.org, by clicking on the "Schools" tab on the main menu and then on "CMSD/Charter School Collaboration."



Welcome Back!

Welcome back from what we hope was a relaxing summer! While it's hard to believe that summer is almost over, we here in the CMSD Charter Office are excited to kick off the 2022-23 school year.

This year, our newsletter profiles will continue to look at school leaders. We start off this month with Leah Martello and Emily Rogoff, the principals of Citizens Academy Southeast and Citizens Leadership Academy Southeast. I hope you enjoy learning more about these leaders and their schools. We appreciate all of their hard work.

Future issues will include profiles of other school leaders, which will allow us to spotlight the great work being done at sponsored schools and hopefully continue to inspire us as we move through the year.



1111 Superior Avenue E.
Suite 1700
Cleveland, OH 44114
216.838.0000
ClevelandMetroSchools.org

Upcoming Events



REMINDERS

- KRA-R Assessment: ***The administration window for the Kindergarten Reading Assessment Revised is not earlier than the first day of July of the school year and not later than the twentieth day of instruction of that school year.***
The Ready for Kindergarten Online (KReady) system will open on July 1 and remain open through November 1, to accommodate differences in district schedules. November 1st is the deadline for teachers to enter data in the Ready for Kindergarten Online (KReady) system. After the KReady system closes on **November 1 at 11:59 pm**, data managers will have until **November 9th at 11:59 pm** to clean up transfer requests.
- [Reading Improvement Monitoring Plans \(RIMPs\)](#) – Hyperlinked K-3 Reading Diagnostic and RIMP Guidance
- Fall Site Visits: Begin in September
- Fall TGRG Assessment Window: October 17- November 2

Manufacturing Day at Lincoln Electric

For scholars in grades 5+
October 4, 2022

Come enjoy a day of hands-on fun and learning, as scholars explore the world of manufacturing at Lincoln Electric. Students will have access to virtual welding exercises, hands on learning stations and exploration of career paths in manufacturing.

[Manufacturing Day Flyer](#)

SAVE THE DATE

**2022-2023 Charter School Office
Back to School Kick-Off**
Friday, September 30 | 1:00 pm

[Registration](#)

In addition to our regular legislative update and event listings, we also have included in this issue materials to help stakeholders understand the roles and responsibilities of charter schools, sponsors, and operators, as well as the CMSD Board policy on Renewal, Nonrenewal, and Termination as we start a new year. It is a best practice for our office to remind our sponsored schools of these items annually.

We have included a number of events and reminders in this issue, including for one we are particularly excited about: our 2022-23 in-person back to school kickoff event on September 30. Please save the date and keep an eye out for a registration link and detailed agenda.

Best wishes starting off the school year, and please do not hesitate to reach out to us! We are here to help!



Upcoming Events

PROFESSIONAL LEARNING

Report Card Series: Fall 2022

Location: Virtual via Zoom

Tuesday, August 30 – Friday, September 2nd
9:00 am – 10:00 am

Objectives: Attendees will learn the latest on the 2022 report cards as the state moves away from issuing letter grades and towards issuing star ratings. The recommended audience for this series is EMIS Coordinators, Superintendents, Principals, Curriculum/Assessment, and building administrators. The following series will be offered via Zoom; approximately two components will be discussed each session; see schedule of events. These sessions are free of charge; registration is required to receive access to the Zoom session.

Free of Charge

Flier and Registration Link: <https://www.escneo.org/EventAttachments/Report%20Card%20Series%20Fall%202022.pdf>

2022-2023 Professional Learning Communities (PLC's) for Elementary Principals

Location: ESC of Northeast Ohio, Essex Place, 6393 Oak Tree Blvd., Independence, Ohio 44131

Date and Time: Various Dates, 1:00-3:30p

Objective: This program is a great opportunity for principals to network with colleagues and discuss relevant issues related to education and leadership. These PLC meetings will take place at the Educational Service Center of Northeast Ohio.

Typical Agendas Include: • Focus on Leadership • Peer Support • Sharing "Best Practices"

Flier and Registration Link: <https://www.escneo.org/EventAttachments/PLC%20for%20Elementary%202022-23.pdf>



Legislative Update

Omnibus K-12 education bill approved by Ohio House and Senate

What was first introduced as legislation focused on the substitute teacher shortage became a vehicle for a number of K-12 public education issues addressed by the General Assembly prior to its summer recess.

House Bill 583 extends to the 2022-23 and 2023-24 school years, the authorization for schools to employ substitute teachers according to their own education requirements and established the Substitute Teacher Shortages Study Committee to examine the shortage and consider ways to address its causes.

The legislation also allows for rollover of Afterschool Child Enrichment (ACE) educational savings account funds established for fiscal year 2022, carrying over to fiscal year 2023 until the full amount is spent or the student graduates from high school.

Ohio's superintendent of public instruction is tasked with establishing and administering a program to provide tutoring and remedial education to students. It requires the Educational Service Center of Central Ohio – as the "Coordinating Service Center" -- to employ or engage as volunteers, tutors and, with other participating ESCs, coordinate placement of tutors in participating schools. The Ohio Department of Education must compile and post on its website a list of high-quality tutoring programs provided by public and private entities.

Upcoming Events



Mathematics PD Series (Virtual)

Location: Virtual via Zoom

Date and Time: 9/9, 10/6, 11/3, 12/8, 1/12, 2/9, 3/2; 3:00 – 4:00 pm

Objective: For years, ELA teachers have been grounded in instructional design and delivery based on the Science of Reading. Did you know, there is also a foundational framework for the Science of Mathematics? This session will explore the elements of the Science of Mathematics that foster a mathematics program for all students.

Registration Link: <https://www.escneo.org/protected/EventRegistration.aspx?rCode=5GII3B>

Flier Link: <https://www.escneo.org/EventAttachments/22-23%20math%20series%20flyer1.pdf>

Literacy in Action Network (Virtual)

Location: Virtual via Zoom

Date and Time: 9/22, 10/20, 11/10, 12/15, 1/12, 2/23, 3/23, 4/20, 5/11 | 9:00 – 10:30 am

Objective: This collaborative learning offers area educators the opportunity to discuss relevant information and updates, share best practices, and discuss implementation strategies related to HB 436, the "Dyslexia Law". Registration is required.

Registration Link: <https://www.escneo.org/protected/EventRegistration.aspx?rCode=5GIYGB>

Flier Link: <https://www.escneo.org/EventAttachments/Literacy%20in%20Action%2022-233.jpeg>

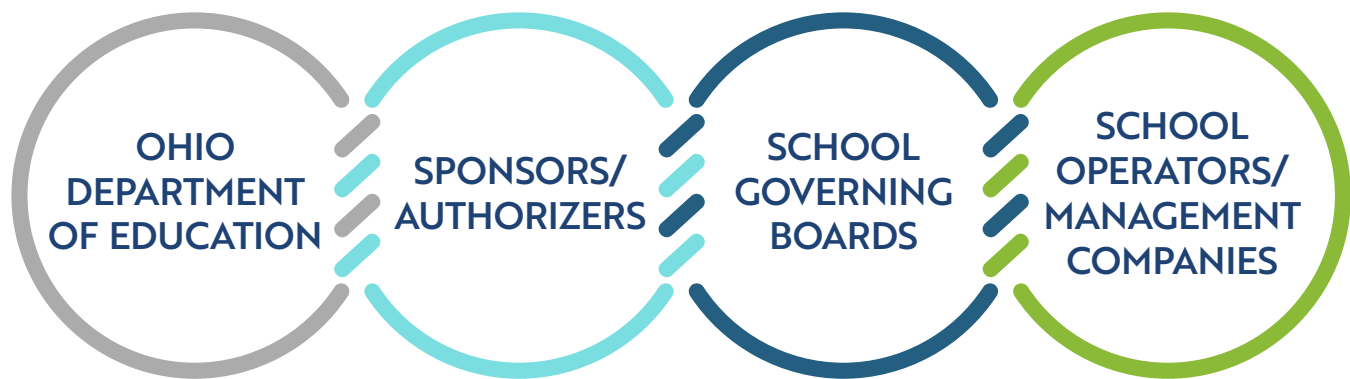
Legislative Update

The bill also addresses concerns raised by various stakeholders regarding dyslexia screenings and interventions. The requirement for annual tier one dyslexia screenings of students in grades K-6 is delayed from the 2022-23 school year to 2023-24. The legislation also removes "multi-sensory" from the description of structured literacy programs, and replaces "training" with "courses" in reference to teacher professional development.

Several provisions are specific to charter schools including:

- *Quality Community Schools Support Program* – provides that a charter school first designated as a "Community School of Quality" for the 2019-20 school year maintains that designation through the 2022-23 school year;
- *Sponsor/authorizer ratings* – addresses charter school sponsor ratings for the 2021-22 school year by establishing safe harbor from penalties and sanctions based on ratings for that year and permits a sponsor to elect to have its overall rating for the 2021-22 school year count toward qualifying it for any incentives for which it was not previously eligible (provided the overall rating is based on all three components of the sponsor evaluation system);
- *Low-performing school sponsorship changes* – allows, for the 2022-23 school year only, a charter school that is low-performing based on 2021-22 school year report cards to change sponsors without regard to the sponsor's rating or the Ohio Department of Education's approval; and,
- *Sponsor evaluations* – prohibits the Ohio Department of Education from assigning an overall performance assessment rating of "ineffective" or lower to a sponsor solely because the sponsor received zero points on one of the three components of that evaluation.

The bill, which generally is effective September 23, also includes a number of provisions regarding Ohio's Ed Choice Scholarship Program which were opposed by stakeholders who do not generally support school choice.



State law defines the unique roles of key charter school stakeholders

Charter school sponsors, boards, and operators share a common commitment to the students they serve. As is true in most relationships, success depends on a clear understanding of each stakeholder's roles and responsibilities, which are defined in state law.

Among the key responsibilities of sponsors is establishing clear, measurable goals and expectations, which are outlined in contracts between sponsors and charter school boards. Sponsors are also tasked with providing ongoing school oversight and monitoring of academic, fiscal, and operational performance, as well as providing technical assistance.

School governing boards work with sponsors to establish goals and expectations as outlined in their contracts.

They are tasked with overseeing school operations to ensure compliance with the contract and also with state and federal laws and administrative rules. Boards play a vital role in establishing and ensuring compliance with various policies that inform school operations, and in hiring, monitoring, and evaluating the performance of operators.

School operators—individuals, not-for-profit or for-profit entities—are responsible for managing day-to-day school operations. They are responsible for the development and implementation of plans, as well as board-approved policies, that ensure statutory and contractual compliance in all aspects of school operations, from human resources, educational curriculum and record-keeping to student enrollment, testing, and discipline.

The Ohio Department of Education (ODE) also plays an important role with a focus on sponsor oversight—they assess all aspects of sponsor performance (captured regularly in a sponsor evaluation) and are charged with granting, renewing, and revoking sponsorship authority. ODE also must provide technical assistance and prepare an annual report on Ohio's charter schools for key policymakers.

In addition to sponsor oversight, ODE also has a division that serves as a sponsor for some charter schools.

oacsa

CHARTER STAKEHOLDER ROLES CLEARLY DEFINED BY STATE LAW

OHIO ASSOCIATION OF CHARTER SCHOOL AUTHORIZERS

www.oacsa.org

OHIIO'S SYSTEM OF COMMUNITY SCHOOLS, aka charter schools, appropriately defines the roles and responsibilities of all stakeholders. The organizational structure loosely parallels that of traditional public schools: high-level oversight by the Ohio Department of Education (ODE); ongoing oversight, monitoring and technical assistance provided by sponsors; key policy-setting, performance goal setting/monitoring and decision making by boards; and, day-to-day operations managed by individual superintendents and school leaders or through services provided by contracted educational service providers.

OHIO DEPARTMENT OF EDUCATION	SPONSORS / AUTHORIZERS	SCHOOL GOVERNING BOARDS	SCHOOL OPERATORS / MANAGEMENT COMPANIES
<p>The Ohio Department of Education plays dual roles, with responsibilities related to the oversight of sponsors assigned to the Office of Community Schools, and authorizer responsibilities assigned to the Office of School Sponsorship.</p> <p>Key oversight responsibilities include:</p> <ul style="list-style-type: none"> Granting, renewing and, as appropriate, revoking, contracted sponsorship authority; Assessing all sponsors' performance based on school academic outcomes, compliance, and quality practices using the recently implemented Sponsor Performance Review (SPR); Ongoing monitoring of all sponsor performance, including review of corrective action plans, as required to address deficiencies; Overseeing all sponsors on probation and limiting sponsorship authority, as appropriate; Providing technical assistance to all sponsors; and, Preparing annual report on charter schools for key policy makers. 	<p>Ohio earns high marks from national charter organizations for offering a variety of sponsor options to schools – from universities (or their designees) and not-for-profit organizations to traditional school districts (comprising about 60% of authorizers in Ohio) and educational service centers (ESCs), and ODE's own Office of School Sponsorship.</p> <p>Key responsibilities include:</p> <ul style="list-style-type: none"> Reviewing and either accepting or rejecting of new school proposals (based on well-developed, transparent sponsor application and scoring rubric); Establishing and negotiating clear, meaningful goals and expectations outlined in the contract between sponsors and governing boards of schools; On-going oversight and monitoring of contract school performance metrics, with a focus on compliance with relevant state and federal laws, as well as terms of the contract between the sponsor and governing school boards; Providing technical assistance to governing boards and schools, as needed; Conducting required annual school opening assurances, ongoing compliance assessments and school site visits; Reviewing school financial and enrollment records on a monthly basis; Reporting to ODE on issues of significant concern or school's failure to comply with legal obligations; Requiring, reviewing and approving corrective action plans to address issues of concern, when and if they arise; and, Taking appropriate action with schools that fail to meet expectations: probation, suspension or, in the most serious situations, closure. 	<p>All public charter schools operate under the authority of not-for-profit boards of directors comprised of a minimum of five volunteer members. In some cases, they receive a modest stipend that must be approved by resolution of the board and under state law cannot exceed \$5,000 per year. Board members must be free of conflicts of interest, must undergo criminal background checks, and their meetings and records are subject to "Sunshine" and public records laws.</p> <p>Key responsibilities include:</p> <ul style="list-style-type: none"> Negotiating and agreeing to the contract metrics and expectations with the sponsor/authorizer; Overseeing school operations to assure compliance with state and federal laws, and requirements outlined in each board's contract with the school's sponsor including academic and financial performance expectations for the school; Establishing and monitoring of compliance with various policies that inform school operations; Serving as good stewards of public funds by providing transparent fiscal oversight; and, Hiring, monitoring, and evaluating school operator performance, and if necessary, developing and/or monitoring corrective action plans. 	<p>Boards may choose to hire and contract with individuals to provide various leadership and operation tasks, or not-for-profit or for-profit educational service providers or management organizations assigned to perform all or selected school operations and human resource tasks.</p> <p>Key contracted responsibilities may include:</p> <ul style="list-style-type: none"> Managing and in some cases providing day-to-day school operations, including facilities, technology, food service and safety/security; Assuring statutory and contractual compliance; Providing strategic budget and fiscal support; Managing personnel/HR, including recruitment, hiring, supervision, benefits management and professional development; Providing curriculum in alignment with state standards and performance contract metrics; Servicing data needs, including student testing, student records and input/upload of required ODE data such as enrollment; Providing student services such as discipline, athletics, and extra-curricular activities; Acquiring or providing PR, marketing and recruitment; and, Coordinating stakeholder relations/communications.



Renewal, Nonrenewal, and Termination of Community School Sponsorship Contracts

Nonrenewal and Termination of Community School Sponsorship Contracts

The Board may choose not to renew a community school sponsorship contract at its expiration or may choose to terminate a contract prior to its expiration for any of the following reasons:

1. Failure to meet student performance requirements stated in the contract;
2. Failure to meet generally accepted standards of fiscal management;
3. Violation of any provision of the contract or applicable state or federal law; or
4. Other good cause.

The Board may terminate a community school's contract during the contract term when there is clear evidence of some or all of following:

1. Extreme underperformance;
2. An egregious violation of law;
3. Violation of the public trust that imperils students' health and well-being or public funds; or
4. Unfaithfulness to the terms of the contract.

In addition, the Board may choose to terminate a contract prior to its expiration if the Board has suspended the operation of the contract under state law.

The Board shall base any decision not to renew a community school contract on thorough analysis of a comprehensive body of objective evidence defined by the Performance Framework in the contract. Such evidence shall include at least all of the following:

1. Multiple years of student achievement and multiple measures of student achievement;
2. Financial audits;
3. Site visit reports and/or other compliance reports; and
4. Status reports on corrective action plans or other required interventions, if necessary.

Notification Timeline: In the event of a decision not to renew or to terminate a Community School Sponsorship Contract, the Board shall notify the school of the proposed action in writing no later than January 15 in the year in which the Board intends to terminate or

Renewal, Nonrenewal, and Termination of Community School Sponsorship Contracts

take actions not to renew the contract. The notice shall include the reasons for the proposed action in detail, the effective date of the termination or nonrenewal, and a statement that the school may, within 14 days of receiving the notice, request an informal hearing before the Board of Education. Such request must be in writing. The informal hearing shall be held within 14 days of the receipt of a request for the hearing. No later than 14 days after the informal hearing, the Board shall issue a written decision either affirming or rescinding the decision to terminate or not renew the contract.

Closing Procedures: In the event of closing any community school sponsored by the District, the District shall follow closure procedures maintained by the District's Charter School Office. These procedures shall conform to the most recent guidance from the Ohio Department of Education (ODE) on community school closing procedures. The District shall oversee and work with the school's governing authority and leadership in carrying out a detailed Closure Protocol as set forth in ODE guidance, which among other things shall ensure:

1. Timely notification to parents and assistance in finding new placements;
2. Orderly transition of students records to home school districts;
3. Disposition of school funds, property, and assets in accordance with law; and
4. Submission to ODE of required closing assurances.

The District shall have the capacity and commitment to carry out a closure to the extent possible if the school's governing authority fails to fulfill its own responsibilities under the Closure Protocol.

Parents and students shall have ample time and information to make informed choices for the coming school year when a school's contract is non-renewed. Children attending a District-sponsored community school that is suspended or closes for any reason shall be admitted to District schools the children are entitled to attend under state law, and admission deadlines shall be waived for such students in accordance with state law.

Any community school whose contract is terminated or not renewed shall close permanently at the end of the current school year or on a date specified in the notification of termination or nonrenewal. In the event that a closure is necessary prior to the end of the current school year, the District shall implement such provisions of the Closure Protocol on an expedited basis, and shall take such additional measures, as may be necessary to facilitate the orderly mid-year transitions of students to new schools and to secure student records and public assets.

Revised Notification Timeline: In the event of a decision not to renew a community school sponsorship contract, the Board shall notify the school of the proposed action in writing no later than January 15 in the year in which the Board intends not to renew the contract. In the event of a decision to terminate a community school sponsorship contract, the Board shall notify the school of the proposed action in writing no later than January 15 in the year in which the Board intends terminate the contract unless exigent circumstances at the community school require that a decision on termination be made after that date and be effective by the end of that school year.

Resiliency best describes school's approach in challenging times

At Citizens Academy Southeast, a K-8 school in Cleveland that's part of the Breakthrough Public Schools Network, "community" isn't just Ohio's statutory reference to charters, but rather a component of its culture which serves as a foundation for engagement with scholars, families and others in the Lee Harvard neighborhood.



Leah Martello

Lee Harvard – referred to as "the suburb in the city" -- is unique. It's one of Cleveland's first African-American suburbs and is proud of its residents' community involvement and activism.

"We're proud to be a part of the legacy of resurgency of the community and to provide high-quality educational opportunities for families who reside in the neighborhood," said Emily Rogoff, who serves as the principal for grades five through eight. "Even during the COVID pandemic, we've stayed connected with families and focused on keeping our scholars engaged."

"It was a challenge to stay connected while limiting the number of people who entered our building," added kindergarten through grade four Principal Leah Martello. "But we're tight with our scholars and their families – available by phone almost 24/7."

It's a "no excuses" environment and quite academically rigorous. The Citizens Academy Way (The CA Way) is a set of high academic and behavioral expectations that promote a sense of ambition and personal responsibility. Scholars are expected to come to school on time, in uniform, and prepared to learn.

At the height of the pandemic and beyond, Chromebooks are assigned to scholars on a one-to-one basis for use at home and in the classroom. Parents receive an overview of the curriculum so they can monitor and support their scholar's learning. Google classroom, iReady, Nearpod, Classkick and other platforms encourage scholar engagement and allow teachers to monitor progress and provide immediate feedback.



Emily Rogoff

"We do a lot of work around our virtues – responsibility, respect, perseverance, honesty, generosity, courage and loyalty," Martello said. "And we celebrate scholars who demonstrate those qualities during monthly citizenship assemblies. Middle school scholars have opportunities to participate

in extracurricular activities, from fitness and chess, to fashion, book and mindfulness clubs during the school day. We understand that not all parents can provide transportation to allow their kids to participate in afterschool programs."

The elementary school focuses on engagement, as well. Its family night events feature activities to support various aspects of learning. Each classroom organizes activities and parents are invited to learn tips and tricks to engage and support their scholars.

"We want to engage the entire family," Rogoff explained. "We look for and promote classroom activities that can be replicated at home."

Teachers learn the importance of developing and maintaining partnership with families, as well. They participate in a series of trainings prior to the beginning of each school year, learning about the challenges scholars and their families face and ways to overcome them.

Some of the strategies implemented at the height of the pandemic remain in place and will continue to do so. Making learning fun during the pandemic – through the use of video games, online simulations and various engaging online applications – was especially important, and those efforts continue today.

"COVID was a huge disruption," Martello said. "You have to be larger than life on screen – it was like putting on a show. Our teachers and scholars rose to the occasion, as they always do. We're excited to continue to serve our great community with dedicated and passionate educators and scholars eager to learn."