FIRST AMENDMENT TO THE AMENDED AND RESTATED CONTRACT

for an OHIO COMMUNITY SCHOOL between the

Bowling Green State University

and Toledo School for the Arts

WHEREAS, Bowling Green State University, a state-assisted institution of higher education established and existing under the laws of Ohio ("BGSU"), and the Governing Authority of a charter school named Toledo School for the Arts (the "School"), an Ohio nonprofit corporation and public community school, have entered into a 2019-2022 contract (the "Contract") for a charter school; and

WHEREAS, the membership of the Governing Authority of the School has changed, and the Governing Authority has approved updates to the performance framework and revisions to other School policies;

NOW, THEREFORE, the School and BGSU agree as follows:

1. Attachment 2.1 to the Contract is deleted and replaced with a new Attachment 2.1 that is attached to this Amendment.

2. In Attachment 6.12 to the Contract, Policy 241.5 is deleted and replaced with a new Policy 241.5 that is attached to this Amendment.

3. In Attachment 6.13 to the Contract, Policy 251 is deleted and replaced with a new Policy 251 that is attached to this Amendment.

4. Attachment 11.6 to the Contract is deleted and replaced with a new Attachment 11.6 that is attached to this Amendment.

All other provisions of the Contract remain unchanged.

TOLEDO SCHOOL FOR THE ARTS:

Lou Ramirez, President
Board of Directors

11/14/19
Date

BOWLING GREEN STATE UNIVERSITY:

Joe B. Whitehead, Provost and
Senior Vice President for Academic Affairs

11/15/19
Date

APPROVED AS TO LEGAL FORM

OFFICE OF GENERAL COUNSEL

TOLEDO SCHOOL FOR THE ARTS
Resolution of the Board of Directors

FIRST AMENDMENT TO THE CHARTER CONTRACT

For a COMMUNITY SCHOOL between the

Bowling Green State University

And Toledo School for the Arts

WHEREAS, Bowling Green State University, a state-assisted institution of higher education established and existing under the laws of Ohio ("BGSU"), and the Governing Authority of a charter school named Toledo School for the Arts (the "School"), an Ohio nonprofit corporation and public community school, have entered into a 2019-2022 contract (the "Contract") for a charter school; and

WHEREAS, the membership of the Governing Authority of the School has changed, and the Governing Authority has approved updates to the performance framework and revisions to other School policies;

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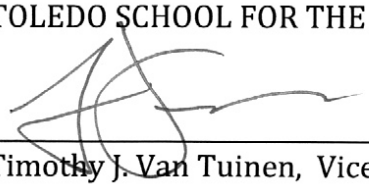
4. Attachment 11.6 to the Contract is deleted and replaced with a new Attachment 11.6 that is attached to this Amendment.

All other provisions of the Contract remain unchanged.

TOLEDO SCHOOL FOR THE ARTS:



Timothy J. Van Tuinen, Vice- President
Governing Board of Directors

2019.11.15
Date

ATTACHMENT 2.1

GOVERNING AUTHORITY MEMBERS

1. Governing Authority Members and Email Addresses used for School Business

NOTE: The Sponsor shall be promptly notified in writing of any changes in members, including names of resignations and changes to contact information, within five (5) business days of such change.

TOLEDO SCHOOL FOR THE ARTS

BOARD OF DIRECTORS

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lramirez@ts4arts.org

Tim Van Tuinen, Vice President

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Janet Rogolsky, Secretary

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Mechelle Zarou

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ATTACHMENT 6.12

ADMISSIONS, ENROLLMENT AND RESIDENCY

1. Admissions, enrollment and residency policy and procedures, including:

    a. Specification that that the School will not discriminate in its admission of students on the basis of race, religion, color, national origin, handicap, intellectual ability, athletic ability, or measurement of achievement or aptitude (unless "at-risk" limitations apply).

    b. Specification that the School is open to any individual entitled to attend school in Ohio pursuant to R.C. 3314.64 or 3313.65, except that the School may limit admissions to:
        - Students who have obtained a specific grade level or are within a specific age group;
        - Students who meet the definition of at-risk; and
        - Residents of a specific geographic areas.

    c. Specification that the School shall give admission preference to students attending the School the previous year and students who reside in the district in which the School is located, and any other preferential treatment must be consistent with R.C. 3314.06(H), including wait list and lottery procedures.

2. Open Enrollment Policy, if applicable
3. At-Risk Definitions, including gifted, if applicable
4. Proof and Verification of Student Residency consistent with HB21 requirements

NOTE: Any change in the admissions or enrollment policies must be reported in writing to the Sponsor within five (5) business days.

ATTACHMENT 6.12

ADMISSIONS, ENROLLMENT AND RESIDENCY

Please Note:

Contract Amendment #1 only replaces Policy 241.5 (Enrollment and Residency Policy) with the attached policy. All other policies within this attachment remain unchanged.

241.5 Enrollment and Residency Policy

The School admits students residing statewide or as defined in the Contract with its Sponsor (admissions areas"). The School serves grades 6-12 as per its Community School Contract with its Sponsor.

A child shall be admitted to the School as a student, if the child's parent resides in the School's admission areas. Residency is not determined solely by where the parents own or rent a home or an apartment, but rather by where the primary residence is and where substantial family activities take place. Any one (1) of the following documents can be used to establish proof of residency for verification of a child's ability to be enrolled. These items must be current, be in the parent's name, and include a street address. A post office box address cannot be used to validate residency records:

a. A deed, mortgage, lease, current home owner's or renter's insurance declaration page, or current real property tax bill; or
b. A utility bill or receipt of utility installation issued within ninety days of enrollment; or
c. A paycheck or paystub issued to the parent or student within ninety days of enrollment that includes the address of the parent's or student's primary residence; or
d. The most current available bank statement issued to the parent or student that includes the address of the parent's or student's primary residence; or
e. A voter registration card issued to the parent or student; or
f. Documented affirmation of the parent's address from the district of residence where the parent currently resides; or
g. A USPS return receipt from a certified letter sent to the parents by the district of residence; or
h. Written confirmation of the parent's current address from the Ohio Department of Job and Family Services; or
i. Written confirmation of the parent's current address from a local law enforcement agency; or
j. Any other official document issued to the parent or student that includes the address of the parent's or student's primary residence and as approved by the Ohio Superintendent of Public Instruction.

If there is a change in the location of the parent or student's primary residence, the student's parent must notify the School immediately.

The School shall monthly review the residency records of students enrolled in the School and shall provide an annual verification to the Ohio Department of Education that students are entitled to attend the School. Notwithstanding anything contrary in this policy, after a student's initial submission of one of the approved proof of residency records for enrollment purposes, the School may utilize either: one (1) newly submitted proof of residency documents listed in (a) through (j), or one (1) signed parent statement identifying the student's primary home address in order to conduct the monthly and annual verification. The Principal or his or her designee will compare each submitted proof of residence with the School's EMIS records to ensure that EMIS reporting is accurate that students are permitted to enroll.

All custody or court orders pertaining to the family or student must be turned in when asked, or at admission. If the School and Parent disagree as to residency status, the Superintendent of Public Instruction shall determine the public school in which the student may enroll. If the School and the Student's home district (district of residency) disagree about residency, this policy shall supersede any policy concerning the number of documents for initial residency verification adopted by the student's

home district. If the district of residence challenges the student's residency, the Principal may request additional documentation from the Parent, which may be provided to the student's home district.

R.C. 3314.03(A); R.C. 3314.11; R.C. 3313.64(B)(1); R.C. 3313.64(K)

See also Appendix 241.5-A Residency Verification Procedures; Appendix 241.5-B Monthly Residency Verification Report; Policy 204.8 Migrant Students; Policy 241 Admissions and Lottery Standards; Policy 241.3 Compulsory and Early Kindergarten Admissions; Policy 252 Missing and Absent Children; Policy 294 Student Records and Release of Information; Policy 297 Homeless Children and Youth Policy; and Policy 298 Grandparent Caretaker Policy.

ATTACHMENT 6.13

ATTENDANCE POLICIES

1. Attendance and Participation Policies, including any policy or procedures for non-classroom learning opportunities and/or blended learning programs
2. Truancy Policy, including automatic withdrawal procedures for when a student misses 72 consecutive hours

NOTE: The School's attendance and records should be made available, upon request, to the Ohio Department of Education, Auditor of the State, and Sponsor, to the extent permitted by 20 U.S.C. 1232g, the Family Educational Rights and Privacy Act (FERPA), section 3319.321, and any applicable rule or regulations thereto.

ATTACHMENT 6.13

ATTENDANCE POLICIES

Please Note:

Contract Amendment #1 only replaces Policy 251 (Attendance/Truancy/Withdrawal) with the attached policy. All other policies within this attachment remain unchanged.

251 Attendance/Truancy/Withdrawal

General Policy

Students enrolled in the School must attend School regularly in accordance with the laws of the State. The educational program offered by the School is predicated upon the presence and punctuality of the student and requires continuity of instruction and classroom participation. A parent must contact the School in accordance with the procedure set forth in Policy 252 whenever a student is absent.

Attendance shall be required of all students enrolled at the School during the days and hours that the School is in session. Attendance need not always be within the School facilities, but a student will be considered to be in attendance if present at any place where School is in session by authority of the Board.

Excused Absences

Absences due to the following will be excused:

1. Personal physical illness that prevents attendance at School (at the discretion of the Principal or his/her designee, a written statement from a physician may be required).
2. Personal mental illness such that the student will not benefit from instruction (at the discretion of the Principal or his/her designee, a written statement from a physician/mental health professional may be required).
3. Illness in the family necessitating the presence of the child (at the discretion of the Principal or his/her designee, a written statement from a physician and an explanation as to why the child's absence was necessary may be required).
4. Quarantine of the home (absence will be excused for the duration of the quarantine as determined by proper health officials).
5. Death in the family (absence will be excused for no more than eighteen (18) hours unless the Principal or his/her designee determines that a longer absence is reasonably necessary).
6. Medical or dental appointments (at the discretion of the Principal or his/her designee, a written statement from a physician confirming the appointment may be required).
7. Observance of religious holidays consistent with the child's truly held religious beliefs.
8. College or university visits (at the discretion of the Principal or his/her designee, verification of the date and time of the visit may be requested).
9. Absence due to a placement in or changes to a foster care placement or any court proceeding related to a student's foster care status.
10. Absences due to a student being homeless.
11. The existence of an emergency condition at home such as absence, illness, or death of the parent.
12. Necessary work in a family business or on a family farm (after proof of necessary absence is provided to the Principal or his/her designee.
13. Necessary work directly and exclusively for a child's parent, if the child is over the age of fourteen (14) and has been in regular attendance at school during the current school year (after proof of necessary absence is provided to the Principal or his/her designee).
14. Instruction at home from a person qualified to teach the branches of education in which instruction is required, and such additional branches, as the advancement and needs of the child may require

(after adequate certification of home instruction has been provided to the Principal or his/her designee).

15. An emergency or set of circumstances which in the judgment of the School constitutes a good and sufficient cause for absence.
16. If a student is absent from School for the sole purpose of traveling out of state to participate in a School-approved enrichment activity or extracurricular activity, the School shall count that absence as an excused absence, up to a maximum of twenty-four (24) hours per school year that the School is open for instruction. The student must complete any classroom assignments he/she misses due to the absence. If the student will be absent for twenty-four (24) or more consecutive hours that the School is open for instruction, a classroom teacher must accompany the student during the travel period to provide the student with instructional assistance in order to count the student as in attendance.

The Principal or his/her designee reserves the right to verify statements and to investigate the cause of absence.

Excuses from future school attendance:

1. Shall be limited to a period not to exceed thirty (30) school hours and can be renewed at the discretion of the Superintendent or his/her designee for thirty (30) additional hours. Absences shall not exceed sixty (60) consecutive hours unless the child's parent has recently died or become totally or partially incapacitated and there is no older sibling living in the home who is out of school. At the discretion of the Superintendent or his/her designee, a written statement from a physician may be required.

2. May not materially endanger the child's educational welfare and scholastic advancement.

Withdrawal

A student who fails to participate in seventy-two (72) consecutive hours of learning opportunities will be automatically withdrawn, unless the student's absence is excused. Otherwise, a parent may withdraw a student voluntarily by signing a Voluntary Withdrawal form with the Principal or his/her designee.

Whenever a student withdraws from the School voluntarily, the Student's teacher shall attempt to ascertain the reason for withdrawal and shall immediately inform the Superintendent or his/her designee of the reason for the withdrawal. If the Student voluntarily withdrew from the School as a result of a change in residence, the Superintendent or his/her designee shall notify the superintendent of the district to which the Student has moved of all essential information regarding the Student, including the Student's new address.

If the Superintendent or his/her designee becomes aware that a Student who has withdrawn from the School for reasons other than a change of residence is not enrolled in another school, the Superintendent or his/her designee shall notify the registrar of motor vehicles and the juvenile judge of the county in which the School is located of the Student's likely violation of the State's compulsory education laws. Notice shall be given within two (2) weeks and shall include the Student's name, address, date of birth, School, and the district where the Student resides. Any notice given in error shall be immediately rescinded by the Superintendent or his/her designee.

Disciplinary Action for Unexcused Tardiness or Absence

Repeated unexcused absences/tardiness may be grounds for disciplinary action that will not include suspension or expulsion.

A student is tardy when they enter the school after the start of their first class for the day. If a student misses more than half a class, the student will be marked absent for the class. When tracking hours of missed instruction for excessive absence and truancy purposes, the School shall (select one):

- ☐ Track tardiness and early dismissals to the nearest hour of missed instruction for each instance of tardiness or early dismissal per day (e.g., if a student is thirty-five (35) minutes tardy to school and leaves school forty-five (45) minutes early, the student shall be counted as absent for two (2) hours of that day).

- ☐ Track tardiness and early dismissal times based on the precise amount of missed instruction, tracked to the nearest minute (e.g., if a student is thirty-five (35) minutes tardy to school and leaves school forty-five (45) minutes early, the student shall be counted as absent for eighty (80) minutes of that day).

- ☐ Track tardiness and early dismissals to the nearest _____ minutes (not to exceed sixty (60) minutes) of missed instruction for each instance of tardiness or early dismissal per day.

Students shall not be considered absent for purposes of habitual truancy calculations while out of class for a legitimate reason, including but not limited to restroom breaks, visits to the nurses office, counselor meetings, or remediation sessions.

Any student who, due to a medically-documented physical or mental impairment, is absent for an extended period will not be disciplined. Such students may be entitled to receive an education tailored to their individual needs or abilities as provided for under federal and/or state law.

Truancy and Absence Intervention Strategies

The Principal or his/her designee may act as the School's attendance officer or delegate that duty as permitted by law. The School's attendance officer shall investigate possible School attendance violations, and is authorized under Ohio law, to serve warrants, to enter places where children of compulsory School age are employed, and to take such other actions as may be necessary to enforce the compulsory education laws.

A student is excessively absent from school if a student is absent from the School with or without legitimate non-medical excuse for thirty-eight (38) or more hours in one (1) school month or sixty-five (65) or more hours in one (1) school year. Within seven (7) days of a student becoming excessively absent from School, the attendance officer shall notify the student's parents of the student's absences in writing.

A student is habitually truant if the student is absent without a legitimate excuse for thirty (30) or more consecutive hours, for forty-two (42) or more hours in one (1) school month, or seventy-two (72) or more hours in one (1) school year.

Legitimate excuses for the absence of a student otherwise habitually truant include but are not limited to:

1. the student was enrolled in another school;
2. the student's absence was excused in accordance with applicable law or policy; or,
3. the student has received an age and schooling certificate.

If the student is habitually truant and the student's parents have failed to cause the student's attendance, the School will assign the student to an absence intervention team ("AIT") within ten (10) days. The Principal or designee selects the AIT members, who shall include a representative of the School who knows the child and the child's parent, guardian, custodian, guardian ad litem, or temporary custodian. Members may also include a school psychologist, counselor, social worker, or representative of a public or nonprofit agency designed to assist students and their families in reducing absences.

Within seven (7) days of the School's determination that the student is a habitual truant, the School will make at least three (3) reasonable, meaningful attempts to secure the child's parent, guardian, or custodian's (for the purposes of this policy, "parent") participation on the AIT. If the parent responds to attempts but is unable to attend, the School will notify the parent of the right to participate by designee. In the event the parent does not respond to the attempts at all, the School will investigate whether the failure to respond triggers child abuse and neglect reporting requirements and instruct the other members of the AIT to develop a plan for the child.

Within fourteen (14) days after its formation, the AIT will develop a written plan ("AIT plan") to reduce or eliminate Student's further absences. The AIT plan will state that a complaint will be filed in juvenile court alleging that the child is an unruly child not later than sixty-one (61) days after implementation if the child refuses to participate in or fails to make satisfactory progress on the plan or other alternatives to adjudication. The School will make reasonable attempts to provide student's parent with written notice of the plan within seven (7) days of development.

If a student becomes habitually truant during the last twenty-two (22) school days of the year, the School may assign one official to work with the parent and develop an AIT plan in lieu of forming a full AIT. The plan shall be implemented not later than seven (7) days prior to the first day of instruction of the next school year.

AIT Exemption: The School shall be exempt from AIT procedural requirements if it has a chronic absenteeism rate of less than 5% of the student body per the last state report card.

The School shall employ absence intervention strategies for all students who are excessively absent from School. Such strategies shall include the following, if applicable:

1. Providing a truancy intervention plan for any student who is excessively absent from school;
2. Providing counseling for a habitual truant;
3. Requesting or requiring a parent to attend parental involvement programs;
4. Requesting or requiring a parent to attend truancy prevention mediation programs;
5. Notification of the registrar of motor vehicles of student's truancy status if the student misses sixty consecutive hours of instruction or ninety hours of instruction during the course of the school year; and
6. Taking legal action under R.C. 2919.222, 3321.20, and/or 3321.38.

On the 61st day after the implementation of an AIT plan or other intervention strategy, the attendance officer shall file a complaint with the juvenile court against a student, if all of the following apply:

1. the student is a habitual truant;
2. the School has made meaningful attempts to re-engage the student through the AIT plan, other intervention strategies, and any other offered alternatives to adjudication; and
3. the student has refused to participate in or failed to make satisfactory progress on the AIT plan, as determined by the AIT, or any offered intervention strategies or alternatives to adjudication.

If the 61st day falls during the summer months, at the School's discretion, the AIT or attendance officer may extend the implementation of the plan and delay filing the complaint for an additional thirty (30) days from the first day of instruction of the next school year.

If, however, at any time during the implementation phase of the AIT plan or other intervention strategy, the student is absent without legitimate excuse for thirty (30) or more consecutive hours or forty-two (42) or more hours in one school month, the attendance officer shall file a complaint with the juvenile court against the student, unless the AIT has determined that the student has made substantial progress on the absence intervention plan.

The Principal or his/her designee is also authorized to establish a parent education program for parents of students who are habitually truant. Any parent assigned to the program who does not complete the program is to be reported to law enforcement authorities for neglect of parent education, a fourth class misdemeanor if found guilty.

Reporting

The School shall report to the Ohio Department of Education, as soon as practicable, any of the following occurrences:

1. When a student is deemed habitually truant.
2. When a student is deemed excessively absent.
3. When a student has been adjudicated an unruly child for being a habitual truant and violates the court order regarding that adjudication.
4. When an AIT plan has been implemented for a student.

This Board consulted with the juvenile court of the counties in which the School is located, parents of students attending the School, and state and local agencies deemed appropriate by the Board prior to adopting this policy.

R.C. 2151.011; R.C. 2151.27; R.C. 3314.03(A)(6); R.C. 3314.11; R.C. 3321.01; R.C. 3321.041; R.C. 3321.13-.191; O.A.C. 3301-69-02.

ATTACHMENT 11.6

PERFORMANCE ACCOUNTABILITY FRAMEWORK

BGSU is responsible to provide monitoring, oversight and technical assistance to the community schools it sponsors. This attachment describes a comprehensive performance accountability and compliance monitoring system. It also provides the information that will be used in making rigorous and standards-based renewal, revocation and intervention decisions. At the core of these decisions, BGSU considers the well-being and interests of the students served by the community school.

This attachment includes:

(a) The framework by which BGSU will assess the performance of the school;
(b) The interventions and technical assistance that BGSU may utilize; and
(c) The academic and non-academic performance goals of the school.

This Performance Framework will be utilized throughout the life cycle of the school to communicate the school's performance to staff, governing authority, and other stakeholders.

It is the mutual obligation that drives BGSU's Performance Framework- a collaborative effort with the common objective of providing Ohio students with a high quality education that prepares them for post-graduation academic and career success.

The Performance Framework is a living document, subject to continuous review and improvement.

A. Performance Assessment

The Performance Assessment details several items that BGSU will review in its oversight of the School as part of its normal oversight or through a high stakes review. BGSU will conduct a high stakes review of the school upon renewal, and at least every five years, and may conduct additional reviews at any other point that BGSU deems necessary, at our discretion. If an issue arises or is discovered, BGSU will utilize targeted intervention(s) listed under section B below, including any technical assistance necessary to assist the School.

Overall- Areas of Assessment

- Mission and Vision Statements
- Governance
- Fiscal or Financial Matters
- Operations, Recordkeeping, Reporting and Data
- Special Education and Other Diverse Learning Needs
- Academics

Mission & Vision Statements

- Clear and specific mission statement
- Relevant and compelling vision statement
- Evidence of progress in meeting mission and vision
- Evidence of mission-driven decision-making in policies, curriculum, and programming

Governance

- Effective governance and management structure
- Oversight of school management and evaluation of management team
- Maintenance of corporate status: good standing certificate, timely filing of statement of continued existence, adherence to Code of Regulations, maintenance of corporate record-keeping, proper corporate signatures
- Maintenance of federal tax-exempt status: timely filing of Form 990s, IRS conflict of interest adherence, no evidence of violation of Internal Revenue Code Section 501(c)(3)
- Compliance with contractual terms: governance trainings, updated governing authority roster, conflict of interest policies
- Disclosure of conflicts, signing of conflict of interest policy, and abstentions in minutes
- Compliance with Open Meetings law, including sufficient minutes
- Balance of educational and financial reporting at meetings
- Informed decision-making and operational transparency
- Any other area of operations, compliance or performance of the Contract

Financial or Fiscal Matters

- Timely submission of financial documentation to Sponsor, including:
    - Making Sense out of Dollars Report
    - Current Financial Picture/Cash Position
    - Graphs for Income
    - Expenses and Development Activity
    - Statement of Activity
    - Financial Summary Report (FINSUM)
    - Cash Reconciliation
    - Budget Ledgers (with detailed transaction reports)
    - Outstanding Accounts Payable
- Red flag financial concerns: significant changes in enrollment, significant changes in policy environment, loss of a particular revenue stream, facility changes, significant turnover in leadership
- Timely payment on all loans/debts
- Financial audit, including timely follow-up on findings and/or material non-compliance
- Solid business plan and clear evidence of capacity to carry out plan
- Sound management and competence in understanding of proper use of public funds
- Grounded in professional standards for sound financial operations and sustainability
- Consistency of financial reporting at governing authority meetings
- Other finance related compliance reports

Operations, Record-Keeping, Reporting, and Data

- Fair treatment, non-selective, and non-discriminatory access in admissions
- Fair and consistent treatment in discipline, with a focus on positive behavioral intervention supports
- Timely and accurate reporting to state data systems
- Appropriate attendance record-keeping and addressing excessive flagging
- Timely response to sponsor requests on interventions and routine compliance follow-ups
- Compliance with public records law, including trained public records officer
- Annual report with clear and accurate performance data

Special Education and Other Diverse Learning Needs

- Appropriate services for all students
- Appropriate access, education, support services and outcomes for students with special education and other diverse learning needs, including English language learners, migrant, and homeless students
- Compliance with policies and procedures for identification, evaluation, and referral of students with disabilities under IDEA and Section 504
- Compliance with all state and federal timelines and reporting requirements
- Proper due process notifications
- Appropriate discipline administration and discipline training for staff, including restraint, seclusion and positive behavioral intervention supports

Academic Measures

The School should be prepared to assess every measure listed below, and every component of every measure with data. This will enhance targeted assistance. Performance standards must include, but are not limited to, all applicable report card measures set forth in R.C. 3302.03 or R.C. 3314.017. The School understands that, every year, additional measures and components may be added and graded and that an overall grade will be calculated starting in Fiscal Year 2018. Recognizing that state-mandated assessments and ratings are subject to change, the parties reserve the right to review and reconsider performance-related metrics within the Academic Performance Framework. The measures assessed include, but are not limited to:

- **Achievement**- This measure represents whether student performance on state tests meets established thresholds and how well students performed on tests overall. Achievement includes the Performance Index, which assesses the achievement of every student and assigns points for each level of achievement. The Achievement measure also includes Performance Indicators. The indicators show how many students have a proficient level of knowledge. Schools "meet" an indicator when a designated percentage of students score proficient or higher. Anything below a "C" grade will require targeted assistance.

- **Progress**- This measure represents the growth that students are making based on their past performances. The "Value-Added" measures include All Students, Gifted Students, Students in the Lowest 20% of Statewide Achievement, and Students with Disabilities. Anything below a "C" grade will require targeted assistance.

- **Gap Closing-** This measures how well schools are meeting performance expectations for vulnerable populations of students in English language arts, math, and graduation rates, by measuring each group against the collective performance of all students in Ohio. Anything below a "C" grade will require targeted assistance.

- **Graduation Rate-** This measures the percentage of students who successfully finish high school in four or five years. Anything below a "C" grade will require targeted assistance.

- **K-3 Literacy-** If applicable, this measures how successful schools are at getting struggling readers on track to proficiency by the end of third grade. Anything below a "C" grade will require targeted assistance.

- **Prepared for Success-** This measures whether graduates are prepared for college and/or career opportunities. Prepared for Success measures preparedness by looking at College Admissions Tests, Dual Enrollment, Industry Credentials, Honors Diplomas, and Advanced Placement and International Baccalaureate participation and scores. Anything below a "C" will require targeted assistance.

- **Other Measures of Academic Success**- This may include:
    - Other assessments conducted by the school (STAR, etc.)
    - Ohio Improvement Process (if applicable)
    - Assessments and interventions required by Third Grade Reading Guarantee (if applicable)
    - Incorporation of Common Core analytic understanding
    - Mission-specific performance measures of academic success
    - Special Education Program
    - Comparison of student performance data of the home district building to which students would otherwise be assigned (suggested, and required upon request)
    - Post-secondary readiness , if applicable

Non-Academic Measures

The purpose of the non-academic framework is to establish and communicate the compliance-related standards by which BGSU will monitor and evaluate the School. Non-Academic measures include, but are not limited to:

- Mission and Vision Statements
- Attendance
- Parent Satisfaction
- Governing Board Performance
- Organizational and Operational Performance
- Financial Performance and Sustainability

B. Technical Assistance, Interventions and Statutory Consequences

The technical assistance and interventions listed below provide guidance and notice for the types of intervention that BGSU may take if the School fails to perform satisfactorily in the areas reviewed as through the performance assessment framework or if the School does not meet its contract goals. BGSU will make attempts to both streamline and customize interventions based on the School's operational structure and mission. The interventions may occur as part of a Corrective Action Plan or independently.

Many of the interventions listed below require BGSU to provide technical assistance. BGSU has attempted to limit financial cost to the School for other interventions in which the School must pay for the intervention. The School should budget for a certain amount of expense due to required performance interventions, programs to collect data, and staff to assess and analyze performance data, as well as increased staff for tutoring or cure of deficiencies. All interventions will require follow-up, proof of cure, and adherence to cure. Typical interventions, remedies, or cures imposed by Sponsor may be, but are not limited to the following:

Mission and Vision Statements Interventions:

- BGSU technical assistance in reaching the mission of the school and to assess the ability of the school to realize its mission, which may include aspects of culture, parent satisfaction, or other visions stated but the school in its contracts, curriculum, or programming.
- BGSU assessment of leadership with the Board administration and mutual plan to correct weakness meeting the mission
- Outside coaching or training, research, observations, or remedies to meet stated goals, at school's cost
- Leadership training in area of desired goals, why they are not being reached, or how to reach them effectively, at school's cost
- Other tailored interventions based on the specific circumstances

Governance Interventions:

- BGSU technical assistance
- Targeted technical assistance in procedure, minutes, motions, notices, or similar governance matters
- Workout session held by BGSU
- Recommendations of BGSU to be followed by Board as to dysfunctions and options for resolving them
- Review and required changes of Code of Regulations, governance policies, or other rules or practices affecting governance
- Clear guidance written into policy and adheres to guidance, as to roles and responsibilities
- Required agreement of Board to dismiss board member or officer violating policy, law, procedure, rules, the code, or other customary good governance precepts
- Training using trainer suggested by or acceptable to BGSU, at school's cost
- Other tailored interventions based on specific circumstances

Fiscal or Financial Matters Interventions:

- BGSU technical assistance
- Enhanced and more accurate financial reports required, such as additional financial documentation, debt-to-asset ratios, cash flow analyses, requirements of debt to service coverage ratios, enrollment

variances and withdrawal frequencies, requirement of minimum unrestricted cash and increased transparency enhancements for analytical purposes
- Compliance plans for recurring or material findings
- Contingency plans addressing potential shortfalls or other disruptive events
- Finance committee or finance expert on the board
- Pre-audit exercise with qualified treasurer consultant, at school's cost
- Independent training, at school's cost
- Other tailored interventions based on the specific circumstances

Special Education or Other Diverse Learning Needs Interventions:

- BGSU technical assistance, including but not limited to BGSU audit of files
- Legal review of practices and procedures targeted to issues discovered, at school's cost
- State audit of files and State training, at school's cost (if any cost required)
- Training, at school's cost
- Independent audit, at school's cost
- Other tailored interventions based on specific circumstances

Academic Interventions:

- BGSU technical assistance
- Targeted assistance by BGSU as defined below
- Face-to-face meetings and increased reporting to BGSU on progress
- Checklists, plans to cure, periodic data reporting
- Revisions to Ohio Improvement Plan
- Required academics or professional assistance
- Parent engagement to support students in academics, attendance and curriculum
- Curriculum Mapping
- Study of Ohio's New Learning Standards and/or the Next Generation of Assessments in Ohio
- OTES and OPES, or professionally drafted evaluations of staff, approved by BGSU
- Required training on the Ohio report card indicators or components
- Targeted coaching, at school's cost
- Targeted tutoring before or after school and/or weekends, at the school's cost

Targeted Academic Interventions and Assistance

Designation on the Ohio Local Report Card of a D or F in any measure, a drop of more than one grade level in any component or measure, or designation of "Does Not Meet Standards" for a dropout presentation and recovery school will trigger a targeted intervention for a School. BGSU may also require targeted intervention for any academic contract goal not met, as delineated in the Performance Framework attachment of the school contract.

The first step of that intervention will be the school's submission of all data which make up the measure, or components of the measure, and analysis as to which components have cause the grade of D or F. Reports on academic data for all measures and components of the Ohio Local Report Card will be required and submitted

to BGSU within thirty days of receipt or failure to meet an academic contract goal. The School must list each component with all proof of accurate data to support it.

Also BGSU and the school's executive director or administrator(s) will work together to develop a Corrective Action Plan (CAP), which must be finalized within thirty (30) days of receipt of relevant data. The CAP must be reviewed by the School's Governing Authority prior to finalization.

All academic interventions will require a thorough understanding of weakness, based on data and tools recommended by BGSU, a thorough understanding of which measure and which component within a measure the weakness occurs, and the targeted plan to cure the particular weaknesses, whether it be Graduation Rate, K-3 Literacy Improvement, Prepared for Success, Achievement, Progress or Gap Closing, or any other measure now assessed or required to be assessed in the future.

Each plan to cure the weakness will require monthly reporting to BGSU with a narrative as to how the plan is achieving progress. If the plan shows lack of progress, after two months of data, the plan will be re-evaluated and changed, with either additional interventions or supplements to the existing interventions.

Non-Academic Contract Goal and Other Contract Violation Intervention and Assistance

BGSU will assess the School's progress toward meeting its non-academic contract goals, as delineated in the Performance Framework, as part of its annual evaluation and report to the School. If the School has failed to meet or is not on track toward meeting any of these contract goals, or if BGSU has identified any additional material weaknesses, BGSU will notify the School's Chief Administrative Officer/Director, Governing Authority President, and Operator, if applicable.

BGSU will also provide notification to the School's Chief Administrative Officer/Director, Governing Authority President, and Operator, if applicable, for all material contract violations or other violations of federal or state law, rules, or regulations, within ten (10) business days of actual knowledge of such a violation.

The School must cure the identified violation or weakness within thirty (30) days, or within a reasonable timeframe agreed upon with BGSU, depending on the nature of the circumstances. If the School has not presented adequate evidence of having cured the violation within this timeframe, BGSU will work with the School's Chief Administrative Officer or his/her designee to develop a CAP, which must be finalized within thirty (30) days. The CAP must be reviewed by the School's Governing Authority prior to finalization.

Once the CAP is finalized, the School must report to BGSU on a monthly basis with a narrative as to how the plan is achieving progress and any relevant data, if applicable. Should the School fail to make adequate or appropriate progress, the plan may be re-evaluated and changed, with either additional interventions or supplements to the existing interventions. Such progress reports must also be submitted to the School's Governing Authority.

Comments on Statutory Consequences

Notice: These samples in no way restrict BGSU from other action, but are merely examples for the school.

Probation may be used for any cause allowed by the code, including, but not limited to:

- Untimely submissions or lack of cooperation in submissions required by the State or BGSU for two or more times per year, or for over five business days
- Lack of compliance with laws or the contract
- Lack of progress on academics
- Any fiscal matters or any level of risk as determined by BGSU

- Governance, administrative, or minor financial issues that can be adequately corrected by a plan to cure acceptable to BGSU
- Potential or actual ethics or conflict violations

Suspension, which may lead to termination, is more likely to be used for matters such as, but not limited to:

- Health or safety matters
- Consistent lack of progress on academics
- Money owed to the state or it's agencies, vendors, or BGSU that is delinquent, overextended, or may render insolvency
- Inability to make payroll
- Undisclosed debt or obligations
- Lack of accuracy in, misrepresentation of, cheating or fraud in any reporting figures, data, or testing results that is not corrected within timeframes allowed by law or which create financial, reputational, governance or academic risk
- Other matters of non-compliance, the magnitude or risk of which may be assessed by BGSU as good cause or allowed by the code
- Uncorrected or actual ethics or conflict violations
- Inability or lack of progress to meet the terms of the contract, laws, rules, regulations, requirements, or reasonable request of BGSU geared to correct deficiencies

Permanent closure may occur by statue. The requirements for automatic closure are different for general curriculum schools, drop-out recovery schools and schools in which a majority of the enrolled students are children with disabilities receiving special education and related services. Each school must know the current statutory requirements for automatic closure law.

Permanent closure may also occur by BGSU action, such as a school not being renewed for academic or fiscal reasons.

Closure may also occur by the Health Department or by the Ohio Department of Education (ODE) under certain circumstances. Please ask for legal advice so you know under what circumstances your school may be closed. At the time, the statues and various types of testing and reporting change regularly. With that being said, it is necessary to research the details and consult with legal counsel.

C. School-Specific Performance Goals and Measures

This section of Attachment 11.6 provides the academic, financial, and organizational/operational goals and performance measures by which BGSU will evaluate the School. Goals must be clear, specific, targeted, measurable, and rigorous. The goals must include a level or rate of increase, and they must include subgroup targets. The School recognizes that these goals may be revised if the make-up of the School (grades served, etc.) significantly changes or id the standards by which the School is evaluated by the State change. Schools should include specific annual and over-the-contract-term metrics and targets for each measure.

BGSU will review the School's progress toward performance goals during site visits and through data submission on a periodic basis throughout the school year. From time to time, BGSU may request evidence or other documentation showing progress or efforts toward attaining contract goals. If progress is not evident or if it is insufficient, BGSU may, at its discretion, require additional targeted assistance or intervention. If a

particular goal is no longer applicable or realistic, BGSU may request that the School submit revised goals by which the School will be evaluated in renewal or termination decisions. The School agrees to submit such revised goals no later than three weeks after BGSU's request.

Performance Accountability Framework

Full, Legal School Name	Toledo School for the Arts
IRN	133942
Building Principal	Letha Ferguson
Executive Director	Doug Mead
Management Company	NA
Contract Dates	7/1/19 - 6/30/22
School Mission	"Toledo School for the Arts fulfills every student's intellectual, ethical, social, emotional and physical potential by integrating an unsurpassed arts curriculum with superior college preparatory academic programs to prepare life-long learners with a passion for the arts, respect for others, and an active commitment to diversity and the community."

A.01	Academic Performance Standard	Achievement: Indicators Met

The Achievement component of the report card represents the number of students who passed the state tests and how well they performed on them.

The **Indicators Met** measure represents student performance on state tests. They are based on a series of up to 26 state tests that measure the percent of students proficient or higher in a grade and subject. Schools and districts also are evaluated on the gifted indicator, giving them up to 27 possible indicators.

Goals set for this standard should address:

1. The expected numeric increase; and
2. At least one targeted grade or content area

	2017/18	2018/19	2019/20
Goal	9 out of 17 52.9%	10 out of 17 58.8%	Increase the percentage of 8th grade mathematics proficiency from 59.2% to 64.2%
Actual	9 out of 17 52.9%	9 out of 17 52.9%	
Rating	3	2	*This cell will be completed by BGSU

Description of Measure and Monitoring Strategy

Describe what specifically will be measured and the monitoring strategy.

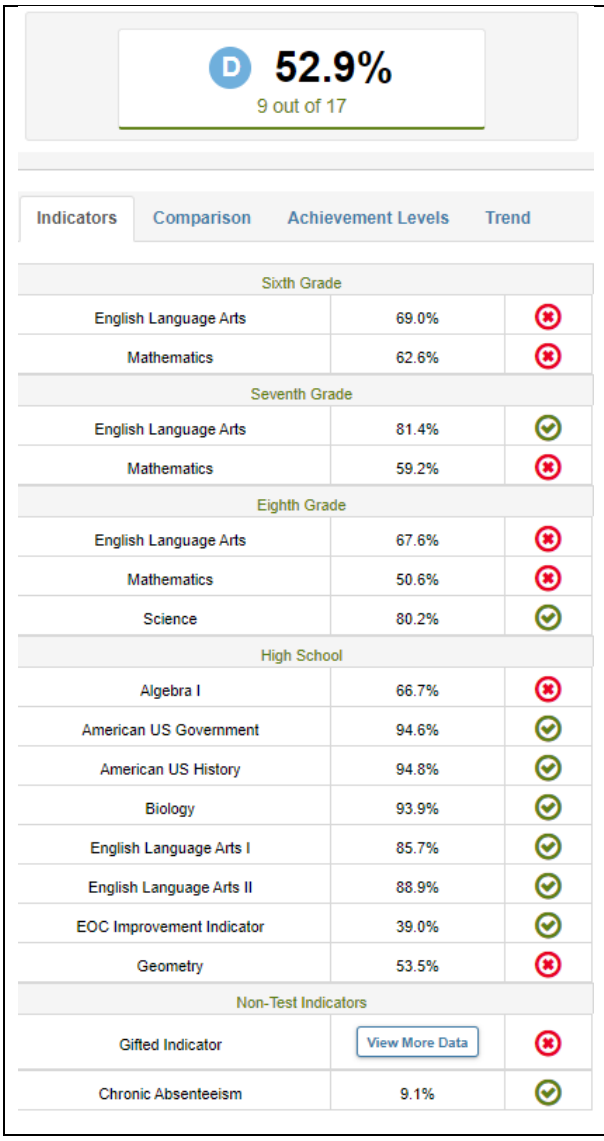
TSA will focus on mathematics in the junior high, and specifically the 8th grade class, as part of its overall measurement for this component, as well as a way to best measure cumulative junior high mathematics progress.

The 7th grade class demonstrated a 59.2% proficiency for the 2018-2019 report card, which makes the 64.2% goal both rigorous and manageable.

Various PD will be provided focusing on aspects such as differentiation and data analysis.

A significant focus will be placed on the math scores for grades 6-8 through the use of STAR testing, a deeper analysis of the areas of the state testing that proved deficient, and more intensive extended time tutoring.

STAR testing will be administered three times throughout the academic year. Teachers will be presented with the data and will be tasked to develop assessments that target both areas proving deficient as well as those areas of strength where teachers can demonstrate growth. Assessments will be monitored and evaluated by Administration and will be measured against each new round of STAR testing.



This area will be completed by the BGSU Community School Liaison			
Month	Evidence provided by the school	Technical Assistance Provided	Progress being made? (yes/no)
July 2019			
Aug. 2019			
Sept. 2019			
Oct. 2019			
Nov. 2019			
Dec. 2019			
Jan. 2020			
Feb. 2020			
Mar. 2020			
Apr. 2020			
May 2020			
June 2020			

Summary Rating for this Standard: This area will be completed by BGSU at the end of the academic school year.				
0 Points: Significantly Below Goal	**1 Point:** Below Goal	**2 Points:** Progressing Towards Goal	**3 Points:** Meets Goal	**4 Points:** Exceeds Goal

Performance Summary: This area will be completed by BGSU at the end of the academic school year.

A.02	**Academic Performance Standard**	**Achievement: Performance Index**

The Achievement component of the report card represents the number of students who passed the state tests and how well they performed on them. The **Performance Index** measures the achievement of every student, not just whether or not he or she reaches "proficient." Districts and schools receive points for every student's level of achievement. The higher the student's level, the more points the school earns toward its index. This rewards schools and districts that improve the performance of highest- and lowest-performing students.

Goals set for this standard should address
1.) The number of total PI points earned; and
2.) "Movement" (identified in at least two categories) of students scoring Advanced, Accelerated, Proficient, Basic or Limited on at least one of Ohio's State Tests.

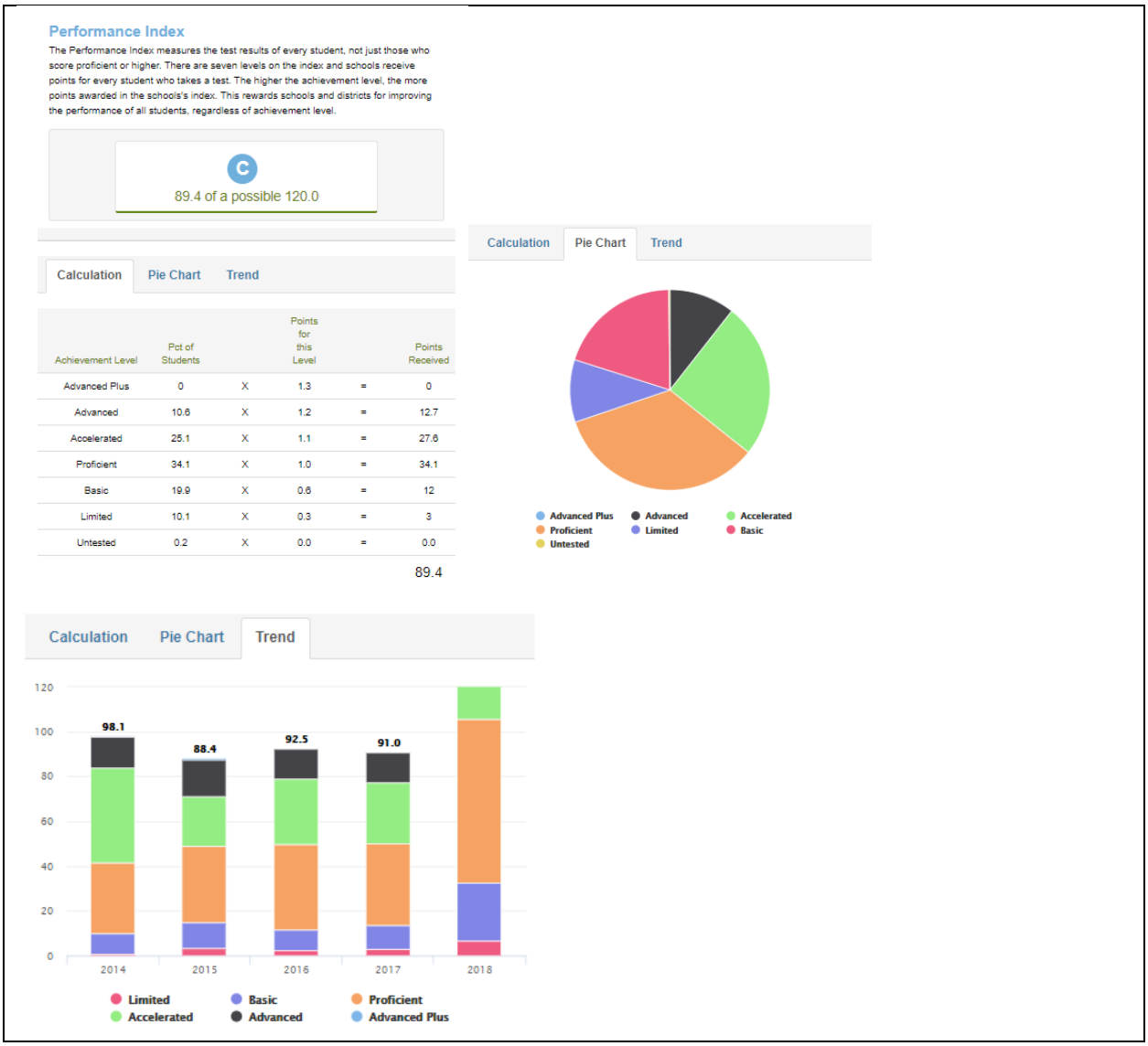
	2017/18	**2018/19**	**2019/20**
Goal	95 out of 120 (79.2%)	93 out of 120 (77.5%)	92/120 (76.6%)
Actual	91 out of 120 (75.8%)	89.4 out of 120.0 (74.5%)	
Rating	1 (Below goal; regression)	1 (Below goal; regression)	*This cell will be completed by BGSU

Description of Measure and Monitoring Strategy Describe what specifically will be measured and the monitoring strategy.
With two full years of STAR testing data, we are be able to establish a firm baseline of growth expectation, as well as better identify those areas that are consistently deficient. These efforts will be supported through faculty PD in analyzing and utilizing STAR data, and intensive tutoring services that will include peer, group, and one-on-one services.

Using the PI Calculator, Academic Administration will identify those students who are most able to move from "Basic" to "Proficient", and "Limited" to "Basic" on the state tests. In order to achieve a score of 96=B, a potential shift could look like:
12% increase from those students scoring "Basic" to "Proficient"- This will improve our overall points earned in this category from 34.1 to 46.1.
7% increase from those students scoring "Limited" to "Basic". With the 12% of students moving away from "Basic", the new percentage would go from 19.9 to 14.9.
The new points breakdown would be as follows-
Advanced- 10.6x1.2= 12.7
Accelerated- 25.1x1.1=27.6
Proficient- 46.1x1=46.1
Basic- 14.9x.6= 8.94
Limited- 3.1x.3=.93
Total- 96.27=B

STAR will also be used in order to identify those students scoring between 685-699 and integrate targeted, differentiated instruction to move them into "Proficient" during the year prior to the state tests.

Moving forward, STAR testing will be administered three times throughout the academic year. Teachers will be presented with the data and will be tasked to develop assessments that target both areas proving deficient as well as those areas of strength where teachers can demonstrate growth. Assessments will be monitored and evaluated by Administration and will be measured against each new round of STAR testing.



This area will be completed by the BGSU Community School Liaison			
Month	Evidence provided by the school	Technical Assistance Provided	Progress being made? (yes/no)
July 2019			
Aug. 2019			
Sept. 2019			
Oct. 2019			
Nov. 2019			
Dec. 2019			
Jan. 2020			
Feb. 2020			
Mar. 2020			
Apr. 2020			
May 2020			
June 2020			

Summary Rating for this Standard: This area will be completed by BGSU at the end of the academic school year.				
0 Points: Significantly Below Goal	**1 Point:** Below Goal	**2 Points:** Progressing Towards Goal	**3 Points:** Meets Goal	**4 Points:** Exceeds Goal

Performance Summary: This area will be completed by BGSU at the end of the academic school year.

A.03	**Academic Performance Standard**	**Achievement: Progress/Value Added**

Progress looks closely at the growth that all students are making based on their past performances. There are four measures within the component; **progress** for all students**, progress** for gifted students**, progress** for students with disabilities**;** and **progress** whose academic performance is in the lowest 20 percent of students statewide. The state examines students' state tests through a series of calculations to produce a "value-added" rating for your school or district for each of the four groups listed.

A goal for this standard should address:

1.) The overall letter grade;
2.) The overall percentage; and
3.) Growth (identified as a percentage) for at least one (1) of the individual measures listed above

	2017/18	**2018/19**	**2019/20**
Goal	C	Overall: C Increase overall Math into "Moderate evidence that the schools students made progress similar to Growth Standard."	Increase the overall value-added growth measure in 8th grade mathematics from -2.81 to .5
Actual	D Overall (0.53) Lowest 20% (0.98)	Overall: D Overall Math is "Student made less progress than expected-	

		moderate evidence"	
Rating	1	2	*This cell will be completed by BGSU

Description of Measure and Monitoring Strategy
Describe what specifically will be measured and the monitoring strategy.

TSA will focus on improving the overall value-added measure in 8th grade mathematics in order to best measure cumulative junior high mathematics progress.

TSA will also focus on improving the component for students falling in the bottom 20% of state testing by providing on-going PD for faculty in best practices for servicing students with academic deficiency. Among other topics, differentiation in classroom instruction will be a primary component of this training. Examples of this training include:

Fall 2019- Administrative Team training on "Using Cognitive Rigor to Increase Student Achievement".

Fall 2019- Faculty Department Leadership training on "Strategic Applications for Cognitive Rigor". Department leadership will integrate the techniques from this training into curriculum plans with the rest of the faculty.

STAR testing will be administered three times throughout the academic year. Teachers will be presented with the data and will be tasked to develop assessments that target those students who fall in this category. Assessments will be monitored and evaluated by Administration and will be measured against each new round of STAR testing.

Academic leadership will distribute the results of the 2018-2019 state testing to each department in order to identify those areas with capacity for growth. Training, such as mentioned above, will assist teachers in developing differentiation techniques that will allow for more consistent growth from both the more advanced and less advanced students.

TSA will also continue to provide intensive tutoring options for those students scoring in the lowest 20%. Particular attention will be placed on those new students entering TSA and the type of assistance TSA can provide the summer preceding their enrollment. This would include programs such as BOOST and Re-BOOST.

Steps will be taken to improve the component of Gifted Students by certifying select faculty members to provide Gifted Services.

Ohio School Report Card Value-Added Measures

The Ohio A-F School Report Card system includes Value-Added as graded measures within the Progress component. This includes the Overall Value-Added, as well as the following subgroups: Gifted, Students with Disabilities, and the Lowest 20% of Achievement in English language arts, math, and science.

	Multi-Year		Single Year	
Accountability Measure	Index	Letter Grade	Index	Letter Grade
Overall	-2.21	F	-4.00	F
Gifted	-1.55	D	-1.55	D
Lowest 20%	-0.11	C	-1.27	D
Students with Disabilities				

Single Year

Subject	Grade	Number of Students	Growth Measure	Standard Error	Index
English Language Arts	All	495			-3.83
	6	100	-9.1196	1.2901	-7.06
	7	101	0.2456	1.1997	0.20
	8	101	-1.5104	1.2103	-1.24
English Language Arts I	All	99	1.2723	1.2627	1.01
English Language Arts II	All	94	-0.5638	1.3536	-0.41
Mathematics	All	454			-3.95
	6	98	-6.1826	1.0924	-5.65
	7	97	0.2481	1.0360	0.24
	8	83	-3.6213	1.2365	-2.92
Algebra I	All	84	-4.1503	1.5527	-2.67
Geometry	All	92	5.3607	1.8113	2.96
Science	All	99			2.21
	8	99	4.7654	2.1537	2.21
Overall / All Subjects	All				-4.00
	6				-8.40
	7				0.29
	8				-1.30

	Significant evidence that the school's students made more progress than the Growth Standard
	Moderate evidence that the school's students made more progress than the Growth Standard
	Evidence that the school's students made progress similar to the Growth Standard
	Moderate evidence that the school's students made less progress than the Growth Standard
	Significant evidence that the school's students made less progress than the Growth Standard

This area will be completed by the BGSU Community School Liaison			
Month	Evidence provided by the school	Technical Assistance Provided	Progress being made? (yes/no)
July 2019			
Aug. 2019			
Sept. 2019			
Oct. 2019			
Nov. 2019			
Dec. 2019			
Jan. 2020			
Feb. 2020			
Mar. 2020			
Apr. 2020			
May 2020			
June 2020			

Summary Rating for this Standard: This area will be completed by BGSU at the end of the academic school year.				
0 Points: Significantly Below Goal	**1 Point:** Below Goal	**2 Points:** Progressing Towards Goal	**3 Points:** Meets Goal	**4 Points:** Exceeds Goal

Performance Summary: This area will be completed by BGSU at the end of the academic school year.

A.04	**Academic Performance Standard**	**Gap Closing**

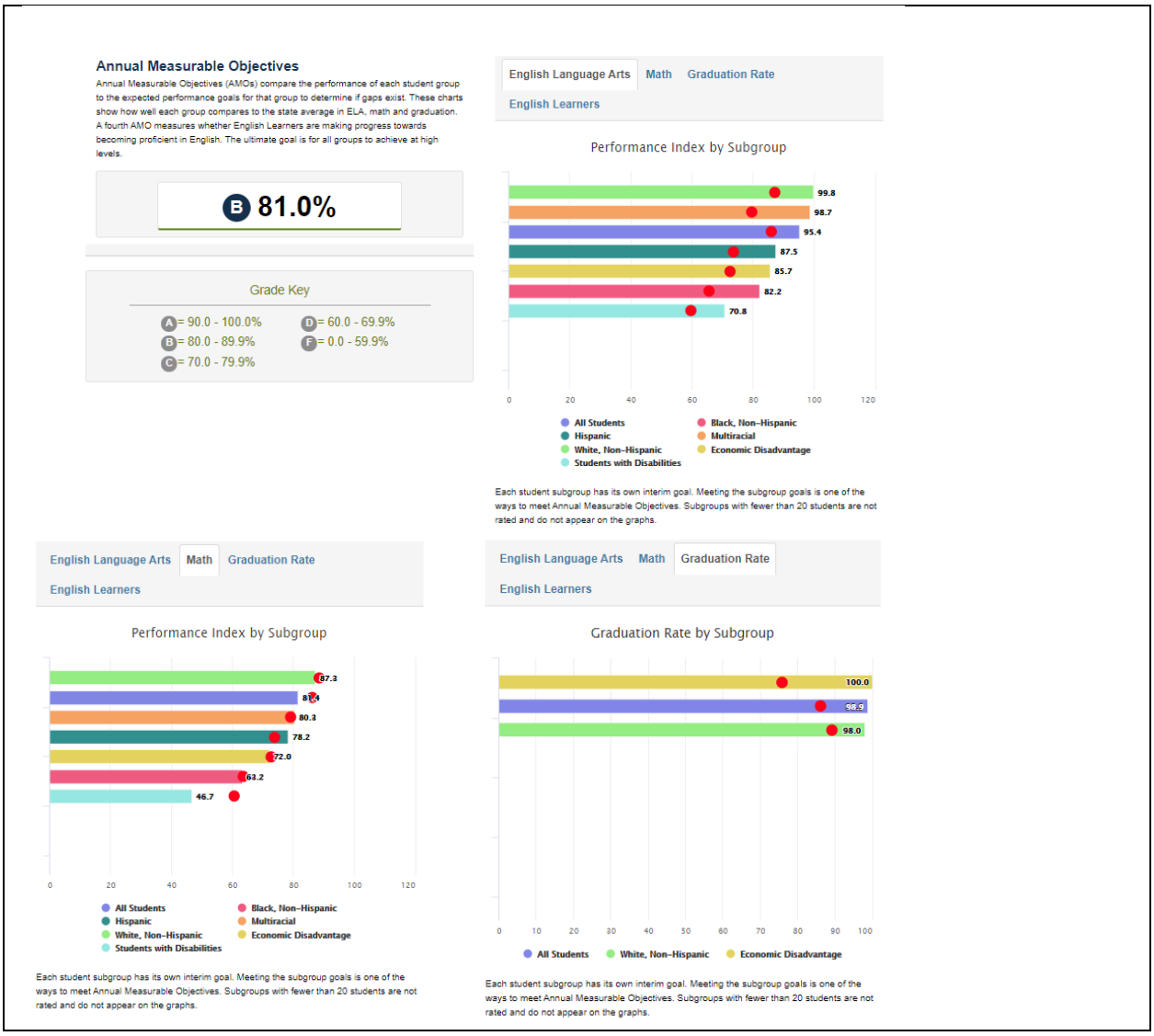
Schools must close the gaps that exist in the achievement between groups of students that may be based on income, race, ethnicity or disability. This component shows how well schools are meeting performance expectations for our most vulnerable students in English language arts, math and graduation. It compares the academic performance of nine student groups against the performance of a 10th group, all students in Ohio.

Goals for this standard should address:

1.) The component scores
2.) At least one targeted area (reading, math or graduation rate)

	2017/18	**2018/19**	**2019/20**
Goal	80% B	82% B	Increase the percentage in the mathematics category for Students with Disabilities from 46.7% to 50.0%
Actual	80.5% B	81% B	
Rating	3	2	*This cell will be completed by BGSU

Description of Measure and Monitoring Strategy Describe what specifically will be measured and the monitoring strategy.
Improvement in mathematics will continue to be a primary focus at TSA. Within the component of Students with Disabilities, this presents the greatest capacity for growth toward eventually meeting the state goal. Academic interventions will continue for those students who demonstrate areas of deficiency, with specific focus on those 6-8 grade students in the areas of ELA and mathematics. Progress will be tracked through individual classroom performance as well as regular STAR testing throughout the year. STAR testing will be administered three times throughout the academic year. Teachers will be presented with the data and will be tasked to develop assessments that target the two lowest performing subgroups in mathematics in this category (per 2017-2018 state testing data)- Students with Disabilities and Black/Non-Hispanic. For each category we will target the state average as the goal. Assessments will be monitored and evaluated by Administration and will be measured against each new round of STAR testing.



This area will be completed by the BGSU Community School Liaison			
Month	Evidence provided by the school	Technical Assistance Provided	Progress being made? (yes/no)
July 2019			
Aug. 2019			
Sept. 2019			
Oct. 2019			
Nov. 2019			
Dec. 2019			
Jan. 2020			
Feb. 2020			
Mar. 2020			
Apr. 2020			
May 2020			
June 2020			

Summary Rating for this Standard: This area will be completed by BGSU at the end of the academic school year.				
0 Points: Significantly Below Goal	**1 Point:** Below Goal	**2 Points:** Progressing Towards Goal	**3 Points:** Meets Goal	**4 Points:** Exceeds Goal

Performance Summary: This area will be completed by BGSU at the end of the academic school year.

A.05	**Academic Performance Standard**	**K-3 Literacy**

Reading is the foundation for all learning. That is why it is critical to find and address reading issues for a student as early as possible. K-3 Literacy looks at how successful the school is at getting struggling readers on track to proficiency in 3rd grade and beyond.

The measure and component relate to Ohio's Third Grade Reading Guarantee, which aims to make sure that all students are reading at grade level by the end of third grade. The guarantee drives attention to students from kindergarten through third grade who are struggling readers and makes sure they get the help they need to succeed in reading. Districts and schools are expected to diagnose reading issues, create individualized reading improvement and monitoring plans, and provide intensive reading interventions.

	2017/18	**2018/19**	**2019/20**
Goal	**NA**	**NA**	**NA**
Actual	**NA**	**NA**	**NA**
Rating	**NA**	**NA**	**NA**

Description of Measure and Monitoring Strategy Describe what specifically will be measured and the monitoring strategy.
This area is not applicable- TSA is a school serving students in grades 6-12.

This area will be completed by the BGSU Community School Liaison			
Month	Evidence provided by the school	Technical Assistance Provided	Progress being made? (yes/no)
July 2019	**NA**	**NA**	**NA**
Aug. 2019	**NA**	**NA**	**NA**
Sept. 2019	**NA**	**NA**	**NA**

Oct. 2019	**NA**	**NA**	**NA**
Nov. 2019	**NA**	**NA**	**NA**
Dec. 2019	**NA**	**NA**	**NA**
Jan. 2020	**NA**	**NA**	**NA**
Feb. 2020	**NA**	**NA**	**NA**
Mar. 2020	**NA**	**NA**	**NA**
Apr. 2020	**NA**	**NA**	**NA**
May 2020	**NA**	**NA**	**NA**
June 2020	**NA**	**NA**	**NA**

Summary Rating for this Standard: This area will be completed by BGSU at the end of the academic school year.				
0 Points: Significantly Below Goal	**1 Point:** Below Goal	**2 Points:** Progressing Towards Goal	**3 Points:** Meets Goal	**4 Points:** Exceeds Goal
NA	**NA**	**NA**	**NA**	**NA**

Performance Summary: This area will be completed by BGSU at the end of the academic school year.
This area is not applicable- TSA is a school serving students in grades 6-12.

A.06	**Academic Performance Standard**	**Graduation Rate**

The Graduation Rate Component Grade is determined in the following manner: 60% - the letter grade for the four year graduation rate and 40%- the letter grade for the five-year graduation rate.

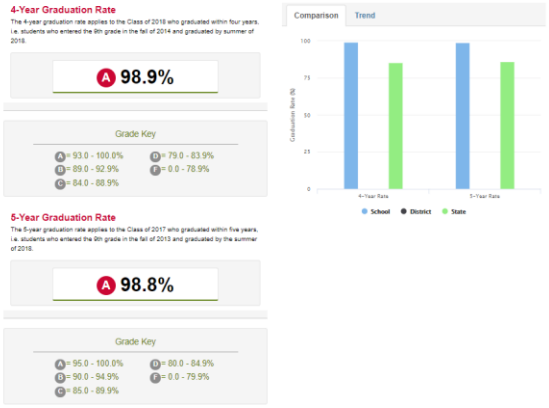
The Four-Year Graduation Rate includes as graduates only those students who earn diplomas within four years of entering ninth grade for the first time. The Five-Year Graduation Rate includes those students who graduate within five years of entering ninth grade for the first time.

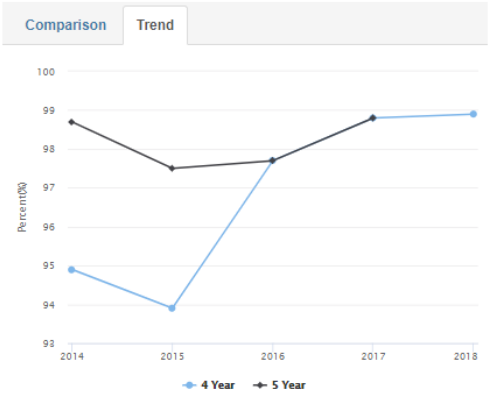
Goals set for this standard should address:

1.) The overall component letter grade
2.) The overall component percentage

	2017/18	**2018/19**	**2019/20**
Goal	**4 Year:** 98% **5 Year:** 98% **Component Grade:** A	**4 Year:** 98% **5 Year:** 98% **Component Grade:** A	**4 Year:** 98% **5 Year:** 98% **Component Grade:** A
Actual	**4 Year:** 98.8% **5 Year:** 97.7% **Component Grade:** A	**4 Year:** 98.9% **5 Year:** 98.8% **Component Grade:** A	**4 Year:** **5 Year:** **Component Grade:**
Rating	3	3	*This cell will be completed by BGSU

Description of Measure and Monitoring Strategy Describe what specifically will be measured and the monitoring strategy.
TSA's 2018-2019 four year graduation rate percentage (98.9%) and five year percentage (98.8%) rank among the very best in the state for both traditional public and charter schools. We anticipate this success continuing throughout the length of the contract period. Our guidance department will continue to track students as early as 10th grade to ensure they are on track to meet all of the graduation requirements. Guidance Department will also develop a "Graduation Audit Tool" that will track a select number of students per month on graduation status.





Note: The 5-year graduation rate does not appear in the final year of this graph because the necessary data is not yet available to calculate the 5-year rate for that school year.

This area will be completed by the BGSU Community School Liaison			
Month	Evidence provided by the school	Technical Assistance Provided	Progress being made? (yes/no)
July 2019			
Aug. 2019			
Sept. 2019			
Oct. 2019			
Nov. 2019			
Dec. 2019			
Jan. 2020			
Feb. 2020			
Mar. 2020			
Apr. 2020			
May 2020			
June 2020			

Summary Rating for this Standard: This area will be completed by BGSU at the end of the academic school year.				
0 Points: Significantly Below Goal	**1 Point:** Below Goal	**2 Points:** Progressing Towards Goal	**3 Points:** Meets Goal	**4 Points:** Exceeds Goal

Performance Summary: This area will be completed by BGSU at the end of the academic school year.

A.07	**Academic Performance Standard**	**Prepared for Success**

Prepared for Success component looks at how well prepared Ohio's students are for all future opportunities. Using multiple measures for college and career readiness enables districts to showcase their unique approaches to prepare students for success after high school.

A Prepared for Success letter grade is based on how well the students performed on these three measures: ACT or SAT remediation-free scores; An Honors Diploma; or Earning 12 points through an industry-recognized credential or group of credentials in one of 13 high-demand career fields. "Bonus" points are potentially earned by students for meeting additional criteria associated with Advanced Placement Scores, International Baccalaureate Credits, or College Credit Plus.

A goal for this standard should include specific growth in one or more of these measures.

Goals for this standard include:

1.) The letter grade for the component score
2.) The overall percentage of the component score
3.) A specific strategy to show growth in one or more of these six measures

	2017/18	**2018/19**	**2019/20**
Goal	C	55.0%	Increase the percentage of students receiving Dual Enrollment credit from 27.3% to 30%.
Actual	D (53.2%)	D (49.9%)	
Rating	2- (Did not meet goal, but had a 9.2% increase(	1- (Did not meet goal; overall component grade showed regression)	*This cell will be completed by BGSU

Description of Measure and Monitoring Strategy
Describe what specifically will be measured and the monitoring strategy.

Guidance will monitor academic progress of those students enrolled in CCP courses and send academic alerts to those that are falling behind during the semester.

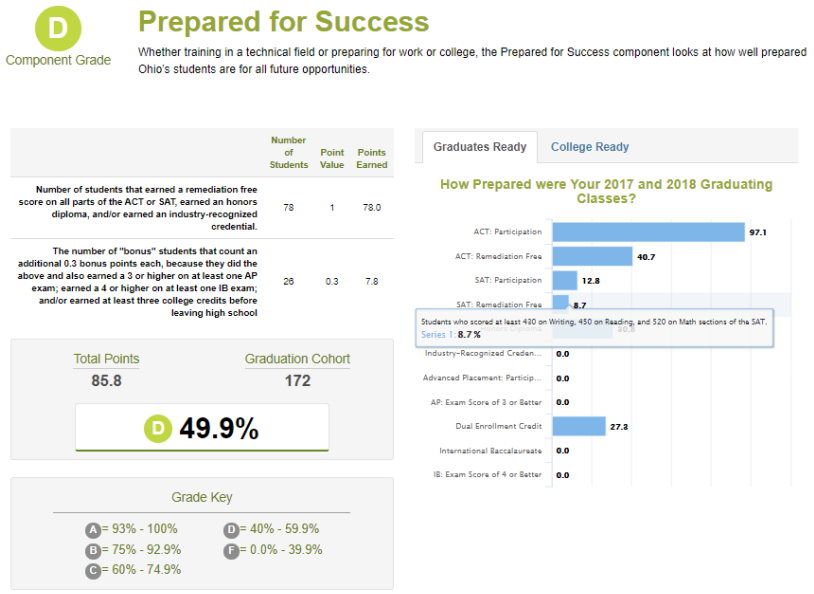
Guidance will continue to provide regular informational updates to parents on the process for enrolling in CCP, as well as the risks and benefits associated with participation.

TSA will be implementing a semester length test prep course beginning Fall 2019 to help increase the overall testing average.

TSA will continue to offer “in house” options for CCP as well as a Study Hall option for those students who are taking a CCP course at another institution.

TSA will continue to guide students through different Honors Diploma pathways such as the traditional track, arts track, and CTE track.

TSA will continue to Meet or exceed the state average of the total Prepared for Success percentage



This area will be completed by the BGSU Community School Liaison			
Month	Evidence provided by the school	Technical Assistance Provided	Progress being made? (yes/no)
July 2019			
Aug. 2019			
Sept. 2019			
Oct. 2019			
Nov. 2019			
Dec. 2019			
Jan. 2020			
Feb. 2020			
Mar. 2020			
Apr. 2020			
May 2020			
June 2020			

Summary Rating for this Standard: This area will be completed by BGSU at the end of the academic school year.				
0 Points: Significantly Below Goal	**1 Point:** Below Goal	**2 Points:** Progressing Towards Goal	**3 Points:** Meets Goal	**4 Points:** Exceeds Goal

Performance Summary: This area will be completed by BGSU at the end of the academic school year.

A.08	**Academic Performance Standard**	**Other Academic Measure**

Schools must identify a nationally recognized assessment utilized to gather data regarding academic progress. Although many assessments are available, one that has been recognized as reliable and valid by the education community is recommended. Assessments may be given as a full battery, or sub-tests may be chosen for this standard.

Goals set for this standard should include a brief description of the assessment and what increase is being expected. (Example: STAR Testing)

	2017/18	**2018/19**	**2019/20**
Goal	Increase Pre/Post Scores in Reading and Math by at least 20 points in 6th, 7th, & 8th grade.	Our goal this year will be to demonstrate a 10% increase from students in grades 6-8 scoring above	Our goal this year will be to demonstrate a 5% increase from students in grades 6-8 scoring in

		proficient in mathematics between the fall and spring semester on the STAR assessment.	proficient or above in mathematics between the fall and spring semester.
Actual	6th Grade Reading Nov- 70/103 April- 65/101 6th Grade Math Nov- 52/103 April- 46/101 7th Grade Reading Nov- 77/102 April- 79/101 7th Grade Math Nov- 58/102 April- 65/101 8th Grade Reading Nov- 79/103 April- 76/102 8th Grade Math Nov- 80/102 April- 79/101	Math STAR Data: 32% decrease in the number of students scoring limited. 7% increase in the students scoring basic. 8% increase in the students scoring proficient. 3% increase in the students scoring accelerated.	
Rating	2	3	*This cell will be completed by BGSU

Description of Measure and Monitoring Strategy- Identification of the "Other Academic Measure" being used, Description of what, specifically, will be measured and monitoring strategy.
TSA utilizes STAR testing as our alternative assessment tool. STAR testing will be administered three times throughout the academic year. Teachers will be presented with the data and will be tasked to develop assessments that target both areas proving deficient as well as those areas of strength where teachers can demonstrate growth. Assessments will be monitored and evaluated by Administration and will be measured against each new round of STAR testing. Significant attention will be placed differentiation techniques in the classroom that help address those areas of deficiency as well as aiding more advanced students to grow. Monthly progress will be monitored by the types and results of assessments developed and utilized by teachers in response to this data.

This area will be completed by the BGSU Community School Liaison			
Month	Evidence provided by the school	Technical Assistance Provided	Progress being made? (yes/no)
July 2019			
Aug. 2019			
Sept. 2019			
Oct. 2019			
Nov. 2019			
Dec. 2019			
Jan. 2020			
Feb. 2020			
Mar. 2020			
Apr. 2020			
May 2020			
June 2020			

Summary Rating for this Standard: This area will be completed by BGSU at the end of the academic school year.				
0 Points: Significantly Below Goal	**1 Point:** Below Goal	**2 Points:** Progressing Towards Goal	**3 Points:** Meets Goal	**4 Points:** Exceeds Goal

Performance Summary: This area will be completed by BGSU at the end of the academic school year.

A.09	**Academic Performance Standard**	**Comparative Data from "Similar" Schools**

In order to evaluate performance data for a given school, it is often useful to consider how similar schools compare on the same data. ODE utilizes a method referencing six criteria to determine a "similar school" for local comprehensive districts. Because of the unique nature of Community Schools, "similar schools" should be comparable in ADM, percent poverty, and percent minority students.

Goals in this area should:

1.) Include the verbiage: "performing at rates higher to or equal to";
2.) Identify at least two "similar" schools; and
3.) Address at least one of the following areas as reported on the Local Report Card: Performance Index, Progress, Gap Closing, K-3 Literacy Rate, or Graduation Rate.

	2017/18	**2018/19**	**2019/20**
Goal	Perform at rates higher to or equal to similar schools in	Perform at rates higher to or equal to similar schools in the local	Perform at rates higher to or equal to similar schools in the local

	the local community.	community identified below in the areas of achievement and graduation.	community identified below in the areas of achievement and graduation.
Actual	Performed at rates higher than similar schools in the local community.	Performed at rates higher than similar schools in the local community.	
Rating	4	4	*This cell will be completed by BGSU

Description of Measure and Monitoring Strategy- Identification of the "Similar School" descriptors and data. Description of Measure and Monitoring Strategy.

Name of School	**% Poverty per ADM**	**% Minority Students**	**PI Score 2018/19**	**Graduation Rate**
Toledo School for the Arts	29.9%	36.6%	89.4/120 74.5%	4-Year: 98.9% (A) 5-Year: 98.8% (A)
Maritime Academy of Toledo	53.5%	58.2%	57.3/120 47.75%	4 Year: 80.0% (D) 5 Year: 64.1% (D)
Maumee City Schools	24.3%	21.4%	94.6/120 78.8%	4 Year: 95.0% (A) 5 Year: 97.3% (A)
Toledo Public Schools	85.7%	67.4%	62.8/120 52.3%	4 Year: 79.1% (D) 5 Year: 80.0% (D)

TSA will perform at rates higher or equal to Maritime Academy and Toledo Public Schools in both PI Score and 4 year Graduation Rate.

TSA will perform at rates higher or equal to Maumee City Schools in the area of PI Score.

TSA will focus on intensive academic assistance, specifically in the area of middle school mathematics, throughout the year in order to improve this area. This will be monitored by the STAR testing results given throughout the year, as well as the resulting classroom assessment results based on the STAR testing data.

This area will be completed by the BGSU Community School Liaison			
Month	Evidence provided by the school	Technical Assistance Provided	Progress being made? (yes/no)
July 2019			
Aug. 2019			
Sept. 2019			
Oct. 2019			

Nov. 2019			
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Jan. 2020			
Feb. 2020			
Mar. 2020			
Apr. 2020			
May 2020			
June 2020			

Summary Rating for this Standard: This area will be completed by BGSU at the end of the academic school year.				
0 Points: Significantly Below Goal	**1 Point:** Below Goal	**2 Points:** Progressing Towards Goal	**3 Points:** Meets Goal	**4 Points:** Exceeds Goal

Performance Summary: This area will be completed by BGSU at the end of the academic school year.

NA.01	**Non-Academic Performance Standard**	**Mission Specific Goal**

The mission statement is unique to the school and determines what makes the school stand out from other schools.

The mission of TSA is:

"Toledo School for the Arts fulfills every student's intellectual, ethical, social, emotional and physical potential by integrating an unsurpassed arts curriculum with superior college preparatory academic programs to prepare life-long learners with a passion for the arts, respect for others, and an active commitment to diversity and the community."

Goals set for this standard should assess a specific area from the school's mission statement. Examples could include character education, student behavior, college preparatory, arts integration, etc.

	2017/18	**2018/19**	**2019/20**
Goal	TSA will complete a programmatic needs assessment to determine priorities and possible expansion to impact more students in the areas of the mission and review the current mission statement as the	Increase the percentage of students obtaining at least 3 credits of CCP to 25%	Increase the total number of students with 3 or more college credits from 26 to 35.

	current Strategic Plan expires in Spring 2018.		
Actual	Needs assessment and priorities identified	34.4% of students earned at least 3 college credits through CCP.	
Rating	3	4	*This cell will be completed by BGSU

Description of Measure and Monitoring Strategy Describe what specifically will be measured and the monitoring strategy.
Guidance Department will continuously monitor those students enrolled in CCP courses to address any academic distress points. Guidance will send out Academic Alerts to those students who demonstrate academic distress throughout the semester and help identify university or TSA tutoring tools to assist.

This area will be completed by the BGSU Community School Liaison			
Month	Evidence provided by the school	Technical Assistance Provided	Progress being made? (yes/no)
July 2019			
Aug. 2019			
Sept. 2019			
Oct. 2019			
Nov. 2019			
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Jan. 2020			
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Mar. 2020			
Apr. 2020			
May 2020			
June 2020			

Summary Rating for this Standard: This area will be completed by BGSU at the end of the academic school year.				
0 Points: Significantly Below Goal	**1 Point:** Below Goal	**2 Points:** Progressing Towards Goal	**3 Points:** Meets Goal	**4 Points:** Exceeds Goal

Performance Summary: This area will be completed by BGSU at the end of the academic school year.

NA.02	Non-Academic Performance Standard	Attendance

In past years, the Ohio Department of Education ranked schools as proficient with a year ending attendance percentage of 93%. BGSU expects students to be in school every day ready to learn. Research shows missing too much school has long-term, negative effects on students, such as lower achievement and graduation rates.

The attendance rate is measured by "Student Attendance Rate" meaning the ratio for the number of enrolled students actually in attendance (Aggregate Attendance) for a Full Academic Year to the number of enrolled students (Aggregate Membership) for the school year (OAC 3301-18-01). This number is expressed as a percentage.

Goals set for this standard should address:

1.) Increasing student attendance to the proficiency rate of 93% or higher; and
2.) Identify strategies in which the school will work to accomplish this goal. (Strategies may include: increasing family involvement through activities at school, implement student attendance incentive programs, create a peer mentoring system for students, etc.)

	2017/18	2018/19	2019/20
Goal	**All Students**: 96% **Chronic Absenteeism Rate:** Less than 5%	**All Students:** 97% **Chronic Absenteeism Rate:** Less than 5%	**All Students:** Meet or exceed state expectations **Chronic Absenteeism Rate:** Meet or exceed state expectations
Actual	**All Students**: 95.5% **Chronic Absenteeism Rate:** 4.5%	**All Students:** 95% **Chronic Absenteeism Rate:** 6.5%	
Rating	4	2	*This cell will be completed by BGSU

Description of Measure and Monitoring Strategy
Describe what specifically will be measured and the monitoring strategy.

The attendance percentage for all students should continue to meet the state percentage of 93%. TSA has performed above this percentage for years. The overall goal will be to decrease the chronic absenteeism rate to below 10% and maintain an attendance percentage at or above 93%.

TSA will continue to implement the following for each of the contract years to help maintain the overall percentage and decrease chronic absenteeism:

- Streamline how we communicate with parents, reinforcing the importance of attendance.
- Identify those previously chronic absent students and communicate with each one at the start of the school year.

- Be proactive when a student is approaching the point of chronic absenteeism in communicating to student and parent.
- Measure the absenteeism rate monthly

Student attendance will be monitored and discussed regularly with the administration team and the items listed above will be adjusted as needed.

This area will be completed by the BGSU Community School Liaison			
Month	Evidence provided by the school	Technical Assistance Provided	Progress being made? (yes/no)
July 2019			
Aug. 2019			
Sept. 2019			
Oct. 2019			
Nov. 2019			
Dec. 2019			
Jan. 2020			
Feb. 2020			
Mar. 2020			
Apr. 2020			
May 2020			
June 2020			

Summary Rating for this Standard: This area will be completed by BGSU at the end of the academic school year.				
0 Points: Significantly Below Goal	**1 Point:** Below Goal	**2 Points:** Progressing Towards Goal	**3 Points:** Meets Goal	**4 Points:** Exceeds Goal

Performance Summary: This area will be completed by BGSU at the end of the academic school year.

NA.03	**Non-Academic Performance Standard**	**Parent Satisfaction**

BGSU recognizes parents/caregivers as key stakeholders in the success of community schools. Increasing communication and soliciting feedback from parents is key to making programming changes within the school in order to create an atmosphere where all students are growing academically.

Goals in this area should focus on what form of feedback will the school solicit from parents/caregivers (survey, phone calls, in person meetings, etc.) and identify what the school will do with the feedback received. (Adjustments to programming, hold stakeholder meetings, discuss with administration, etc.)

	2017/18	2018/19	2019/20
Goal	93% Satisfaction	94% Satisfaction	77% response of either "Good" or Excellent" on internally developed survey tool with the question- "On a scale of 1 to 5, with 1 being Poor and 5 being Excellent, how would you rate your overall satisfaction with Toledo School for the Arts?
Actual	100% of respondents rated TSA either "Good" or "Excellent" per the Niche.com ratings.	TSA distributed a internally developed survey instrument consisting of 8 questions. The final question asked: "On a scale of 1 to 5, with 1 being Poor and 5 being Excellent, how would you rate your overall satisfaction with Toledo School for the Arts? 75% of the respondents indicated either Good or Excellent.	
Rating	3	2	*This cell will be completed by BGSU

Description of Measure and Monitoring Strategy Describe what specifically will be measured and the monitoring strategy.
TSA will distribute a survey developed by our Diversity and HR Manager. This tool will provide qualitative and quantitative data to help TSA grow and improve as an institution.

An electronic survey will be sent to all parents along with a written reminder from the Director to complete the document. TSA will work closely with the Parent Org in order to reach out to more parents and gather feedback about the school.

This area will be completed by the BGSU Community School Liaison			
Month	Evidence provided by the school	Technical Assistance Provided	Progress being made? (yes/no)
July 2019			
Aug. 2019			
Sept. 2019			
Oct. 2019			
Nov. 2019			
Dec. 2019			
Jan. 2020			
Feb. 2020			
Mar. 2020			
Apr. 2020			
May 2020			
June 2020			

Summary Rating for this Standard: This area will be completed by BGSU at the end of the academic school year.				
0 Points: Significantly Below Goal	**1 Point:** Below Goal	**2 Points:** Progressing Towards Goal	**3 Points:** Meets Goal	**4 Points:** Exceeds Goal

Performance Summary: This area will be completed by BGSU at the end of the academic school year.

NA.04	**Non-Academic Performance Standard**	**Governing Board Performance**

All community schools are required to comply with all rules and regulations regarding a Governing Board.

The **Governing Board Performance** in the expectation that the Governing Board will take on roles and responsibilities in order to complete the work efficiently and effectively.

Goals for this standard should address the ability of the individual members and/or combined entity increasing the efficiency and/or effectiveness of the board. This could include; professional development, attendance rates at meetings, attendance rate at school functions as well as interaction with key stakeholders of the community school.

	2017/18	2018/19	2019/20
Goal	70-75% GA Monthly Meeting Attendance	77%	83%
Actual	74.5% Attendance	82.4%	
Rating	3	4	*This cell will be completed by BGSU

Description of Measure and Monitoring Strategy Describe what specifically will be measured and the monitoring strategy.
Governing member attendance will be tracked during each regular scheduled meeting by meeting minutes. The administration will create the meeting schedule with the governing authority members to ensure no conflicts are scheduled. The administration will provide notice of upcoming meetings via emails and phone 1 week prior to the meeting.

This area will be completed by the BGSU Community School Liaison			
Month	Evidence provided by the school	Technical Assistance Provided	Progress being made? (yes/no)
July 2019			
Aug. 2019			
Sept. 2019			
Oct. 2019			
Nov. 2019			
Dec. 2019			
Jan. 2020			
Feb. 2020			
Mar. 2020			
Apr. 2020			
May 2020			
June 2020			

Summary Rating for this Standard: This area will be completed by BGSU at the end of the academic school year.				
0 Points: Significantly Below Goal	**1 Point:** Below Goal	**2 Points:** Progressing Towards Goal	**3 Points:** Meets Goal	**4 Points:** Exceeds Goal

Performance Summary: This area will be completed by BGSU at the end of the academic school year.

NA.05	Contract Performance Measure	Organizational/Operational

All community schools are required to submit a variety of documents to ODE yearly.

The **Organizational/Operational** contract must include a performance framework that defines your school's expected organizational/operational outcomes with clear, measurable and inclusive targets.

Goals set for this standard should address the on-time and accuracy of compliance submissions within Epicenter.

	2017/18	2018/19	2019/20
Goal	Meet 51-85% of all Organizational and Operation Requirements (Previous Metrics)	**On time**- 85% **Accuracy**- 90%	TSA will maintain or exceed an 85% on-time rating for Epicenter submissions for the 2019-2020 school year. TSA will maintain or exceed an 85% accuracy rating for Epicenter submissions for the 2019-2020 school year.
Actual	**On-time**- 82% **Accuracy**- 89%	**On-time**-97% **Accuracy**- 95%	
Rating	3 (Previous Metrics)	4	*This cell will be completed by BGSU

Description of Measure and Monitoring Strategy
Describe what specifically will be measured and the monitoring strategy.

TSA will maintain or exceed an 85% on-time rating for Epicenter submissions for the 2019-2020 school year.
TSA will maintain or exceed an 85% accuracy rating for Epicenter submissions for the 2019-2020 school year.

The progress towards the goal will be monitored by tracking the on-time and accuracy of monthly Epicenter submissions throughout the year.

A submission calendar has been sent to the Board Executive Assistant who will assist the Director in monitoring submissions for each month.

This area will be completed by the BGSU Community School Liaison			
Month	Evidence provided by the school	Technical Assistance Provided	Progress being made? (yes/no)
July 2019			
Aug. 2019			
Sept. 2019			
Oct. 2019			
Nov. 2019			
Dec. 2019			
Jan. 2020			
Feb. 2020			
Mar. 2020			
Apr. 2020			
May 2020			
June 2020			

Summary Rating for this Standard: This area will be completed by BGSU at the end of the academic school year.				
0 Points: Significantly Below Goal	**1 Point:** Below Goal	**2 Points:** Progressing Towards Goal	**3 Points:** Meets Goal	**4 Points:** Exceeds Goal

Performance Summary: This area will be completed by BGSU at the end of the academic school year.

NA.06	**Contract Performance Measure**	**Financial Performance and Sustainability**

All community schools are required to submit evidence of the financial and sustainability of the school to the sponsor.

The **Financial Performance and Sustainability** framework that defines your schools expected financial outcomes with clear, measurable and inclusive targets.

Goals set for this standard should address the financial performance and sustainability with specific annual and over-the-contract-term metrics and targets (audits, debt, building ownership, enrollment or cash balance).

	2017/18	2018/19	2019/20
Goal	**Audit Results-** No Findings **Fundraising & Development Activity-** Meet 95% of annual target	**Audit Results-** No Findings	**Audit Results-** No Findings
Actual	**Audit Results-** No Findings **Fundraising & Development Activity-** 74.5%	**Audit Results**- There was 1 finding as part of the 2018-2019 audit relating Financial Reporting. These issues have since been rectified.	
Rating	2- Audit portion of goal met; Fundraising goal not met	2	*This cell will be completed by BGSU

Description of Measure and Monitoring Strategy Describe what specifically will be measured and the monitoring strategy.
TSA will continue to have the goal of no findings in all audit results. To monitor the goal each month, TSA will review the financial reports during monthly finance meetings as well as monthly finance meetings with the sponsor. Due to the Finding the previous year, processes and procedures have been developed to address the issue and TSA does not anticipate any issues moving forward.

This area will be completed by the BGSU Community School Liaison			
Month	Evidence provided by the school	Technical Assistance Provided	Progress being made? (yes/no)
July 2019			
Aug. 2019			
Sept. 2019			
Oct. 2019			
Nov. 2019			
Dec. 2019			
Jan. 2020			
Feb. 2020			
Mar. 2020			
Apr. 2020			
May 2020			
June 2020			

Summary Rating for this Standard: This area will be completed by BGSU at the end of the academic school year.				
0 Points: Significantly Below Goal	**1 Point:** Below Goal	**2 Points:** Progressing Towards Goal	**3 Points:** Meets Goal	**4 Points:** Exceeds Goal

Performance Summary: This area will be completed by BGSU at the end of the academic school year.