

MODIFICATION NO. 3
TO OHIO COMMUNITY SCHOOL CONTRACT
BY and BETWEEN
Educational Service Center of Lake Erie West (“Sponsor” or “ESCLEW”)
AND
The Intergenerational School (“Governing Authority” or “School”)

WHEREAS, the ESCLEW and the Governing Authority entered into an amended and restated Community School Contract (“Contract”) effective on July 1, 2017; and

WHEREAS, the ESCLEW and the Governing Authority agree to the following modifications;

NOW THEREFORE, the parties modify the Contract as follows:

1. Article IV, Section 4.1.

- a. In the first sentence of the section add “3313.6024,” “3313.818” and “3321.141” in the appropriate numerical order.
- b. In the first sentence of the section remove “3319.074.”
- c. In the fifth paragraph of the section replace “and 3313.614,” with “3313.614, 3313.617, 3313.618, and 3313.6114.”
- d. The rest of Section 4.1 remains as original written in the Contract.

2. Article IV, Section 4.3. Insert the following as a new Section 4.3:

In-Service Training. Each person employed to work in the School as a nurse, teacher, counselor, school psychologist, or administrator shall complete a minimum of four (4) hours of in-service training at least once every two (2) years. In-service training shall include training on the School’s harassment, intimidation and bullying policy; child abuse prevention and intervention; school safety and violence prevention; dating violence prevention; substance abuse prevention; the promotion of positive youth development; and youth suicide awareness and prevention.

3. Article VI, Section 6.3. Remove the following from the fourth sentence: “if provided for by the School’s own policies.”

The rest of Section 6.3 remains as originally written in the Contract.

4. **Article VI, Section 6.11.** Before the last sentence of the section, insert the following new sentence: “To the extent applicable, the School shall comply with alternative graduation requirements as permitted by 132 General Assembly, House Bill 491, Section 3 for those students entering ninth grade for the first time between July 1, 2014 and July 1, 2017 who failed to meet end-of-course exam requirements.”

The rest of Section 6.11 remains as originally written in the Contract.

5. **Article VII, Section 7.2.** In part (d), division (ii) of the section insert “with responsibility for fiscal operations or authorization to spend money on behalf of the School” after the word “School.”

The rest of Section 7.2 remains as originally written in the Contract.

6. **Article VIII, Section 8.1.** In the second sentence, replace “3314.31” with “3319.31.”

The rest of Section 8.1 remains as originally written in the Contract.

7. **Article IX, Section 9.4.**

- a. Insert “or Pooled Insurance” in the section header after “bond.”

- b. Insert the following new paragraph before the last sentence of the section:

In lieu of a surety bond, the School may adopt a policy permitting its Fiscal Officer to obtain insurance coverage through an “employee dishonesty and faithful performance of duty policy” issued by a joint self-insured pool. Insurance coverage must for no less than twenty-five thousand dollars (\$25,000), and both the School and Sponsor shall be listed as additional insured parties. Coverage must be in place prior to the start of the Fiscal Officer’s term of office. The Fiscal Officer must notify the Governing Authority and Sponsor in writing at least thirty (30) days in advance of any material adverse change to, or cancellation of, such coverage; and the School shall provide evidence of coverage as **Attachment 9.4**. The School must provide notice of lapse of any such coverage to Sponsor within five (5) business days of request, and, within five (5) business days of any change or notice to School by the applicable insurance entity.

- c. Insert “or cancellation or lapse in insurance coverage” after “bond” in the last sentence of the section.

- d. The rest of Section 9.4 remains as originally written in the Contract.

8. **Article XI, Section 11.15.** Insert the following as a new paragraph at the end of the section: "The School shall notify the Sponsor of any impending merger at least sixty (60) days prior to the effective date of the merger. In the event of a merger, this Contract shall not be assigned to the sponsor of any surviving entity."


The rest of Section 11.15 remains as originally written in the Contract.

9. **Attachment 6.13** shall be replaced in its entirety with the attached.

10. **Attachment 11.6** shall be replaced in its entirety with the attached.

ALL OTHER SECTIONS, SUBSECTIONS, TERMS, OR PROVISIONS OF THE CONTRACT SHALL REMAIN IN FULL FORCE AND IN EFFECT UNLESS OTHERWISE SPECIFICALLY MODIFIED HEREIN.

Educational Service Center of Lake Erie West


By: 
(Signature)

Its: Superintendent

with full authority to execute this Contract for and on behalf of **Sponsor** and with full authority to bind **Sponsor**.

Date: 11-13-2020

Governing Authority of The Intergenerational School

DocuSigned by:
By: 
A7E62814171F46F
(Signature)

Its: President

with full authority to execute this Contract for and on behalf of **Governing Authority** and with full authority to bind **Governing Authority**.

Date: 10/30/2020

ATTACHMENT 6.13 ATTENDANCE POLICIES

1. Attendance and Participation Policies, including any policy or procedures for non-classroom learning opportunities
2. Truancy Policy, including both the 105 hour automatic withdrawal procedures for students prior to November 1, 2018 and the 72 hour automatic withdrawal procedures for students after that date

NOTE: The School's attendance and participation records shall be made available, upon request, to the Ohio Department of Education, Auditor of 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.



Attendance

Attendance Policies and Procedures

Notification of Absences Policy

- Call your child's school by 8:30 am
- Press the button for the Attendance Line
- Leave a clear message stating: Your name, Your child's name, Child's homeroom teacher, Reason for absence.

The primary responsibility for a student's attendance at School rests with his/her parent(s) or guardian(s). Parent(s)/guardian(s) must notify the office on the day a student is absent within two (2) hours of the start of school unless previous notification has been given in accordance with school procedure for excused absences. The person in charge of attendance is also required to notify a student's parents, custodial parent, guardian, legal custodian, or other person responsible for him/her when the student is absent from school. Parents or other responsible persons shall provide the School with their current home and/or work telephone numbers and home addresses, as well as emergency telephone numbers. Students who arrive after 10:30 am or leave before 12:30 pm will receive a ½ day absence.

The procedure for absences is as follows:

1. A parent must call the School to inform the School that his/her child or children will be absent from School. This phone call should take place within the first hour that School is in session.
2. If a parent fails to call the School as prescribed in Part A, School personnel will call the parent to inform him/her of the student's absence.
3. In those cases, where telephone communication could not be made, School personnel will initiate a written communication to the home of the legal guardian the day of the student's absence.

Excused Absences

When a student returns to school:

Parent/guardian must provide a written note, email, or doctor's note stating the reason for the absence.

Under Ohio State Law, the student will be excused for the following reasons:

1. Personal, physical, or mental illness of the student.
 - a. A student will be excused for personal illness for up to 6 days per year based on the parent's written excuse. Any days in excess of these 6 will require a physician's note to be considered excused.
2. Illness in the immediate family if the student is over 14 years of age.
3. Quarantine of the home.
4. Death of a Relative.
5. Observance of religious holidays.
6. Court Summons/Subpoena.
7. Prospective school visits for eighth graders (must provide a note from the prospective school)
8. Emergency or set of circumstances which, in the judgment of the Principal and/or Director of Education, constitute a good and sufficient cause for absence (including, for example, ORC 3321.041: excused absences for certain school related extracurricular activities.)



Intergenerational SCHOOLS

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Absences for all other reasons (including vacation and suspension) are **unexcused**.

Unexcused Absences and Tardiness

Under **ORC 3313.609**: any student who has missed 10% of the school year due to unexcused absences will be retained in the current grade level equivalent unless all academic indicators are on track.

Truancy

Habitual Truancy

Ohio State law (HB 410) mandates that it is the parent's responsibility to be sure their child receives an education. Habitual Truancy is defined as "habitual or chronic absence from school or class without legitimate excuse and failure to follow proper attendance check-in/check-out and absence procedures." The full Truancy Policy and ORC are available upon request at the main office.

Intergenerational Schools Day is 6.5 instructional hours long. A student is considered excessively absent from school if a student is absent from the school with or without a legitimate excuse for 38 or more hours in 1 school month or 65 or more days in 1 school year.

Within 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. The school shall employ absence intervention strategies and an Attendance Intervention Team (AIT) for all students who are excessively absent from school. Such strategies shall include taking legal action under R.C.2919.222, 3321.20, and/or 3321.38. For a full list of strategies, refer to the full Truancy Policy located on our school website.

A student is considered habitually truant if the student is absent without a legitimate excuse for 30 or more consecutive hours, for 42 or more hours in 1 school month, or 72 or more hours in 1 school year.

A student is considered chronically absent when he or she misses 10% of the school year or 92 hours of school for excused or unexcused reasons within 1 school year.

In the case of too many unexcused absences, Intergenerational Schools may take the following steps:

1. Within 7 days of the triggering absence: Letter sent home.
2. Meeting with parent/guardian to discuss possible interventions.
3. Referral to Cuyahoga County Children and Family Services and/or Cleveland Police Department.

In the case of Habitual Truancy:

1. Within 7 days of a triggering absence:
 - a. The School will select members of the intervention team
 - b. Make three meaningful attempts to secure parent participation
2. Within 10 days of a triggering absence, student is assigned to a team
3. Within 14 days after assignment, team will develop an intervention plan
4. If no progress occurs within 61 days, proceed with Juvenile Court reporting
 - a. If the child misses 30 consecutive hours or 42 hours in a month during the implementation of absence intervention.

The reporting of a Chronically Truant student to the courts is not a matter of school policy, but state law (ORC 3321.19 E). The schools must comply with the law; therefore, a referral is not a matter of discretion by the School.



Intergenerational SCHOOLS

Under state law, Intergenerational Schools must forcibly withdraw a student who misses more than "72 consecutive instructional hours" of school without a valid excuse.

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Make Up Work after an Absence

It is impossible for children to make up missed classroom instruction without individual help. Teacher instruction cannot be replaced by sending a worksheet home. After an **excused absence**, the classroom teacher will make every effort to provide the needed individual instruction.

Intergenerational Schools' teachers will not provide work or extra instruction in the case of unexcused absences including but not limited to: tardy arrival, early dismissal, emergency removal, suspensions, or family vacation.

Truancy

Habitual Truancy

Ohio State law (HB 410) mandates that it is the parent's responsibility to be sure their child receives an education. Habitual Truancy is defined as "habitual or chronic absence from school or class without legitimate excuse and failure to follow proper attendance check-in/check-out and absence procedures." The full ORC are available upon request at the main office.

The Intergenerational School Day is 6.5 instructional hours long.-Excessive absences results when a student is absent with a non-medical excuse or without legitimate excuse from the school for thirty-eight (38) or more hours in one school month, or sixty-five (65) or more hours in a school year.

Within 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 considered habitually truant if the student is absent without a legitimate excuse for 30 or more consecutive hours, for 42 or more hours in 1 school month, or 72 or more hours in 1 school year.

A student is considered chronically absent when he or she misses 10% of the school year or 92 hours of school for excused or unexcused reasons within 1 school year.

In the case of too many unexcused absences, the Intergenerational Schools may take the following steps:

1. Within 7 days of the triggering absence: Letter sent home.
2. Meeting with parent/guardian to discuss possible interventions.
3. Referral to Cuyahoga County Children and Family Services and/or Cleveland Police Department.

In the case of Habitual Truancy:

1. Within 7 days of a triggering absence:
 - a. The School will select members of the intervention team
 - b. Make three meaningful attempts to secure parent participation
2. Within 10 days of a triggering absence, student is assigned to a team
3. Within 14 days after assignment, team will develop an intervention plan
4. If no progress occurs within 61 days, proceed with Juvenile Court reporting
 - a. If the child misses 30 consecutive hours or 42 hours in a month during the implementation of absence intervention.

The school shall employ absence intervention strategies and an Attendance Intervention Team (AIT) 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 10 consecutive days of instruction or 15 days 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.

The reporting of a Habitually Truant student to the courts is not a matter of school policy, but state law (ORC 3321.19 (E)(2)). The schools must comply with the law; therefore, a referral is not a matter of discretion by the School.

Under state law, the Intergenerational Schools must forcibly withdraw a student who misses "72 consecutive instructional hours" of school without a valid excuse.



Performance Accountability Framework Attachment 11.6

School Name:	The Intergenerational School
School IRN#:	133215
Building Principal/Director	Silvia Kruger
Board President	Mark Saffran
Start Date of Current Contract	07/01/2017
End Date of Current Contract	06/30/2022
Management Company	N/A
School Mission:	The Intergenerational School connect, creates, and guides a multi-generational community of lifelong learners and spirited citizens as they strive for academic excellence.

The Intergenerational School

A.01	ACADEMIC PERFORMANCE STANDARD		CHRONIC ABSENTEEISM
<p>It is important for Ohio’s students to be in class every day ready to learn. Ohio defines chronic absenteeism as missing ten percent or more of the school year for any reason. A child who is not in school is a child who is missing out on his or her education. Beginning in 2018, the Chronic Absenteeism Improvement Indicator was included in the Academic Performance measures. Schools meeting this goal will have achieved one of the measures indicated below:</p> <p>1. Meeting or exceeding the annual Ohio goal (11.5 percent for 2019-2020); <u>OR</u> 2. Meeting an improvement standard relative to the starting point of each school or district. Technical documentation for Chronic Absenteeism from ODE requires the following calculations be used:</p> <ul style="list-style-type: none"> • If your current chronic absenteeism rate is between 12.6% - 36.7%, your goal will indicate a 1.1% improvement; • If your current chronic absenteeism rate is between 36.6% - 99% your goal will indicate a 3% improvement 			
	2017-2018	2018-2019	2019-2020
GOAL	NA	NA	13.1
ACTUAL	NA	14.2	
RATING	NA	NA	
EXPLANATION OF GOAL/ STRATEGIES TO MEET THIS GOAL			
EXPLANATION OF GOAL	We had 14.2% and would like to decrease that by 1.1% to 13.1%.		
STRATEGIES USED TO DECREASE CHRONIC ABSENTEEISM	<p>We will meet this goal by using the following strategies:</p> <ul style="list-style-type: none"> • Get withdrawal forms indicating next school choice from families. We had 6 families withdrawn due to the 72 hour rule and 3 families due to the 105 hour rule, which affected our overall chronic absenteeism rate. • Monitor attendance to identify trends in absences, late arrivals and early dismissals • Communicate with parents/guardians regarding concerns about attendance via attendance warning letters and phone calls home. • Conduct IAT meetings to discuss student absences and design a plan to address student needs and promote better attendance 		
THE SECTIONS BELOW WILL BE COMPLETED BY THE REGIONAL TECHNICAL ASSISTANCE EDUCATOR			
MONTH	EVIDENCE PRESENTED BY SCHOOL	TECHNICAL ASSISTANCE	PROGRESS MADE YES OR NO
END OF YEAR PERFORMANCE SUMMARY:			

A.02	ACADEMIC PERFORMANCE STANDARD		PERFORMANCE INDEX
<p>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.</p> <p>Goals set for this standard must address number of points earned out of 120. In the "Explanation..." box you will include the numeric increase. In the "Strategies..." box list the strategies you will use in order to move students scoring at the Limited, Basic, Proficient, Accelerated or Advanced levels on any/all of Ohio's State Tests.</p>			
	2017-2018	2018-2019	2019-2020
GOAL			82.2
ACTUAL	78.8	79.8	
RATING			
EXPLANATION OF GOAL/STRATEGIES TO MEET THIS GOAL			
EXPLANATION OF GOAL	We would like to increase our PI points by 3% to reach 82.2. In the past five years, we have hit over 80 in our PI index two times.		
STRATEGIES TO MEET THE GOAL	<p>Focus on 3 key learning standards that all staff will agree to hit on a daily basis and integrate into their teaching.</p> <p>Have all teachers when text is read use the 3 key questions about purpose of text, evidence and explanation.</p> <p>Establish the PLC protocol when having TEAM meetings once per week.</p> <p>Use ESCLEW and other available resources for targeted professional development to shore up our Tier 1 instruction.</p>		
THE SECTIONS BELOW WILL BE COMPLETED BY THE REGIONAL TECHNICAL ASSISTANCE EDUCATOR			
MONTH	EVIDENCE PRESENTED BY SCHOOL	TECHNICAL ASSISTANCE	PROGRESS MADE YES OR NO
END OF YEAR PERFORMACE SUMMARY:			

A.03	ACADEMIC PERFORMANCE STANDARD	INDICATORS MET
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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 must address the numeric increase of indicators met. In the "Explanation..." box you will include the numeric increase. If the numeric measure increases by +2 or less, the % of growth in either math or ELA must also be indicated and described. In the "Strategies..." box you will list the strategies you plan to use in order to move students scoring at the Limited, Basic, Proficient, Accelerated or Advanced levels on any/all of Ohio's State Tests.

	2017-2018	2018-2019	2019-2020
GOAL			2
ACTUAL	1	1	
RATING			

EXPLANATION OF GOAL/STRATEGIES TO REACH THIS GOAL

EXPLANATION OF GOAL	In ELA the goal is to achieve 5% increase in passing for all our students in ELA. We hope to hit the math target for Grade 5 math and the ELA target for Grade 7 ELA.
STRATEGIES TO INCREASE THE NUMBER OF INDICATORS MET	Our focus is to move the Limited to Basic and Basic to Proficient in ELA. Adhering to three focus standards for ELA Providing targeted professional development in Units of Study in Writing and also Guided Reading groups to increase effectiveness of Tier 1 instruction. Use the Digital Media class to focus on responding to media stimuli using the RACES format.

THE SECTIONS BELOW WILL BE COMPLETED BY THE REGIONAL TECHNICAL ASSISTANCE EDUCATOR

MONTH	EVIDENCE PRESENTED BY SCHOOL	TECHNICAL ASSISTANCE	PROGRESS MADE YES OR NO

END OF YEAR PERFORMACE SUMMARY:

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A.04	ACADEMIC PERFORMANCE STANDARD	PROGRESS
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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 for students whose academic performance is in the lowest 20 percent of students statewide.

A goal set for this standard must identify the amount of growth for one of the four individual measures listed above (This will be indicated by a positive change in the "Single Year Index" number.) In the "Explanation..." box you will include the numeric increase. In the "Strategies..." box you will list the strategies you plan to use in order to move students scoring at the Limited, Basic, Proficient, Accelerated or Advanced levels on any/all of Ohio's State Tests.

	2017-2018	2018-2019	2019-2020
GOAL			1.0
ACTUAL		-0.85	
RATING			

EXPLANATION OF GOAL/STRATEGIES TO REACH THIS GOAL

EXPLANATION OF GOAL	Lowest 20 percent of students is the measure we would like to focus on. We would like to increase this to a positive growth measure of 1.0
STRATEGIES TO MEET THIS GOAL	<ul style="list-style-type: none"> We would like to shore up our Tier 1 instruction through the previous mentioned technical changes at our school (professional development, development of PLCs etc.) We would like to serve our low performing students with monitored Tier 2 and 3 interventions including targeted Tier 2 small group instruction in the classroom based on formative assessment and student need in the area of literacy skills; Targeted interventions in Tier 3 with Title 1 paraprofessionals who will provide small group instruction in phonemic awareness and vocabulary (an area that is show to be lacking for many of our students) Intervention data is reviewed systematically every 6 weeks with Team RTI meetings.

THE SECTIONS BELOW WILL BE COMPLETED BY THE REGIONAL TECHNICAL ASSISTANCE EDUCATOR

MONTH	EVIDENCE PRESENTED BY SCHOOL	TECHNICAL ASSISTANCE	PROGRESS MADE YES OR NO

END OF YEAR PERFORMACE SUMMARY:

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A.05	ACADEMIC PERFORMANCE STANDARD	GAP CLOSING
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Schools must close the gaps that exist in the achievement between “all Ohio Students” and those groups who are more vulnerable. The Gap Closing component shows how well schools are meeting performance expectations for our most vulnerable students in English language arts, math and graduation rate. Gap Closing compares the academic performance of nine student groups (American Indian/Alaskan Native; Asian/Pacific Islander; Black, Non-Hispanic; Hispanic; Multiracial-White, Non-Hispanic; economically disadvantaged; Students with Disabilities; English Learners) against the performance of a 10th group: all students in Ohio.

A goal set for this standard must address the increase in overall gap closing (Indicated by a decrease in the gap.). In the “Explanation...” box you will indicate the numeric change. In the “Strategies...” box you will include a description of the strategies you will use to meet this goal. This goal must relate to one or more of the nine subgroups of students (listed above) and must indicate the targeted area of math, ELA or graduation rate for the selected subgroup.

	2017-2018	2018-2019	2019-2020
GOAL			85.8
ACTUAL		ELA Black students 79.8	
RATING			

EXPLANATION OF GOAL/STRATEGIES TO REACH THIS GOAL

EXPLANATION OF GOAL	Our student population is 92% Black so we would like to concentrate on increasing their achievement. To hit the State ‘All Student’ goal we have to increase the achievement of the Black sub-population in order to close the gap, because we cannot rely on the achievement of the higher sub-groups to make up the difference. The STATE ELA all-students goal is 85.8. Currently our Black students are at 79.8 in ELA. Which is a 6 point difference. We would like to increase the achievement of our Black students to minimize the gap.
STRATEGIES TO MEET THIS GOAL	Focus on 3 key learning standards that all staff will agree to hit on a daily basis and integrate into their teaching. Have all teachers when text is read use the 3 key questions about purpose of text, evidence and explanation. Establish the PLC protocol when having TEAM meetings once per week. Use ELSCLEW and other available resources for targeted professional development to shore up our Tier 1 instruction.

THE SECTIONS BELOW WILL BE COMPLETED BY THE REGIONAL TECHNICAL ASSISTANCE EDUCATOR

MONTH	EVIDENCE PRESENTED BY SCHOOL	TECHNICAL ASSISTANCE	PROGRESS MADE YES OR NO

END OF YEAR PERFORMACE SUMMARY:

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A.06	ACADEMIC PERFORMANCE STANDARD	GRADUATION RATE
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The Four-Year Graduation Rate counts as graduates only those students who earn diplomas within four years of entering ninth grade for the first time. The Five-Year Graduation Rate counts those students who graduate within five years of entering ninth grade for the first time.

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.

A goal set for this standard must list an increase in the overall graduation rate percentage. In the "Explanation..." box, schools must identify one of the two specific measures targeted (4-year or 5-year) and the increase in percentage. In the "Strategies..." box, specific strategies being implemented to increase this rate should be listed.

	2017-2018	2018-2019	2019-2020
GOAL			
ACTUAL			
RATING			

EXPLANATION OF GOAL/ STRATEGIES TO REACH THIS GOAL

EXPLANATION OF GOAL	N/A
STRATEGIES USED TO MEET THIS GOAL	N/A

THESE SECTIONS BELOW WILL BE COMPLETED BY THE REGIONAL TECHNICAL ASSISTANCE EDUCATOR

MONTH	EVIDENCE PRESENTED BY SCHOOL	TECHNICAL ASSISTANCE	PROGRESS MADE YES OR NO

END OF YEAR PERFORMACE SUMMARY:

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A.07	ACADEMIC PERFORMANCE STANDARD	IMPROVING AT-RISK K-3 READERS
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Reading is the foundation for all learning. That is why it is critical to fund and address reading issues for a student as early as possible. Improving at-risk K-3 Readers looks at how successful the school is at getting struggling readers on track to proficiency in third 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. Through this initiative, districts and schools diagnose reading issues, create individualized reading improvement and monitoring plans, and provide intensive reading interventions. Specifically, this measure tracks the following:

1. Students who were not on track in reading last year in kindergarten and now are on track in first grade;
2. Students who were not on track in reading last year in first grade and now are on track in second grade;
3. Students who were not on track in reading last year in second grade and now are on track in third grade; and
4. Students who were not on track in reading last year at the beginning of third grade who scored "Proficient" on Ohio's third grade English language arts test.

Improving at-risk K-3 Readers scoring uses results from two assessments: a reading diagnostic given to all students in kindergarten through grade 3 at the beginning of the school year and Ohio's state third grade English language arts test given to third-graders twice during the school year.

A goal addressing this standard must identify the expected increase in the overall percentage. In the "Explanation..." box, the school should state which one of the four items listed above will be targeted for improvement. In the "Strategies..." box you will describe the targeted strategies aimed at meeting this goal.

	2017-2018	2018-2019	2019-2020
GOAL			90% on track
ACTUAL		60% on track	
RATING			

EXPLANATION OF GOAL/ STRATEGIES TO REACH THIS GOAL

EXPLANATION OF GOAL	The item we would like to address is: Students who were not on track in reading last year at the beginning of third grade who scored "Proficient" on Ohio's third grade English language arts test. Of our 20 students, 8 remained off track. We would like to decrease that so that 90% of our students are on track for reading on the Ohio State Test.
STRATEGIES USED TO MEET THIS GOAL	Increase our efficacy in Tier 1 instruction in the classroom. Develop a Reading scope and sequence that address 3 main standards that will deliver maximum impact. Offer feedback and professional development to teachers in Guided Reading groups to increase impact of the differentiation.

THE SECTIONS BELOW WILL BE COMPLETED BY THE REGIONAL TECHNICAL ASSISTANCE EDUCATOR

MONTH	EVIDENCE PRESENTED BY SCHOOL	TECHNICAL ASSISTANCE	PROGRESS MADE YES OR NO

END OF YEAR PERFORMACE SUMMARY:

A.08	ACADEMIC PERFORMANCE STANDARD	PREPARED FOR SUCCESS
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The Prepared for Success component looks at how well prepared Ohio's students are for all future opportunities. Using multiple measures to determine 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 six measures: ACT or SAT remediation-free scores; an Honors Diploma; twelve points through an industry-recognized credential or group of credentials in one of 13 high-demand career fields; at least one Advanced Placement test score of 3 or higher; International Baccalaureate test scores of 4 or higher; and earning at least three College Credit Plus credits.

A goal for this standard must identify the increase in the overall percentage of the school's "Prepared for Success" score. In the "Explanation..." box you will identify one of the six measures listed above as a target area. In the "Strategies..." box you will list specific strategies you will utilize to positively impact the targeted area you have chosen.

	2017-2018	2018-2019	2019-2020
GOAL			
ACTUAL			
RATING			

EXPLANATION OF GOAL/ STRATEGIES TO REACH THIS GOAL

EXPLANATION OF GOAL:	N/A
STRATEGIES USED TO MEET THIS GOAL	N/A

THE SECTIONS BELOW WILL BE COMPLETED BY THE REGIONAL TECHNICAL ASSISTANCE EDUCATOR

MONTH	EVIDENCE PRESENTED BY SCHOOL	TECHNICAL ASSISTANCE	PROGRESS MADE YES OR NO

END OF YEAR PERFORMACE SUMMARY:

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A.09	ACADEMIC PERFORMANCE STANDARD	OTHER ACADEMIC MEASURE
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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 must include the name of the assessment and the expected increase. In the "Explanation..." box, you will include a brief description of the assessment, the metrics used to determine growth, and the increase you intend to see. In the "Strategies..." box you will list specific strategies being utilized to impact the positive change.

	2017-2018	2018-2019	2019-2020
GOAL			80% of students reach their RIT goal
ACTUAL			
RATING			

EXPLANATION OF GOAL/ STRATEGIES TO REACH THIS GOAL

EXPLANATION OF GOAL:	At TIS we will use the NWEA MAP assessment. Students are expected to achieve their RIT goal objective as determined by NWEA MAP in ELA and Math. This is also a part of the teachers SLO targets. The goal is 80% of our students will reach their RIT target goals.
STRATEGIES USED TO MEET THIS GOAL	In both Math and ELA teachers will focus on 3 key standards to review the entire year. In Math, teachers will use the Bell Work time for spiral review practice. Khan Academy will be used to differentiate instruction. There will be homework help offered for math instruction twice per week with high school seniors as tutors. In ELA, teachers will use Units of Study in writing to teaching mini-lessons to increase the skills of the learner. They will also use Seravello's Reading Strategies, Units of Study in Reading (for Developing Stage) and Janet Richardson's Guided Reading for Guided Reading groups. We will also use LLI for students in Tier 3 intervention.

THE SECTIONS BELOW WILL BE COMPLETED BY THE REGIONAL TECHNICAL ASSISTANCE EDUCATOR

MONTH	EVIDENCE PRESENTED BY SCHOOL	TECHNICAL ASSISTANCE	PROGRESS MADE YES OR NO

END OF YEAR PERFORMACE SUMMARY:

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A.10	ACADEMIC PERFORMANCE STANDARD	OTHER ACADEMIC MEASURE-SPECIFIC SUBGROUP
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Schools serving specific subgroups of students (e.g., schools serving at-risk students) must identify additional measures and targets relevant to the particular subgroup served to evaluate student performance beyond the gap closing measures.

Goals set for this standard must include the subgroup of students being targeted, the name of the assessment and the percentage of increase for the specific subgroup. In the "Explanation..." box, schools should include a brief description of the assessment and the increase in scores expected for that specific sub-group of students. In the "Strategies..." box you will list specific strategies being utilized to impact the positive change for the sub-group of students.

	2017-2018	2018-2019	2019-2020
GOAL			7 students will increase their Guided Reading Levels by 3 levels by the end of the school year.
ACTUAL			
RATING			

EXPLANATION OF GOAL/ STRATEGIES TO REACH THIS GOAL

EXPLANATION OF GOAL	Our population serves primarily African_ American students and economically disadvantaged students. However, we noticed that often students who attend TIS at the upper grade levels are not on track in their Fountas and Pinnell Guided Reading Levels (GRL). This year we added 8 new GLE 5 students. 1 student is at her correct age based level and is on track for her GRL, 7 have repeated one or more grade levels, all of them are not at their grade level equivalent GRL. Historically, they have not made a year’s growth in the past. Our goal is to have them increase their GRL, by 3 levels, which is expected academic growth for students at GLE 5.
STRATEGIES USED TO MEET THIS GOAL	<ul style="list-style-type: none"> • The students are placed with the most experienced teacher at TIS • Students will receive RTI services and will be monitored every 6 weeks for growth; services will be provided by the teacher and/or paraprofessionals. • The teacher will conduct targeted guided reading level group instruction • She will use peer mentoring • She will use reading volunteers (mentors) to read with students • She will use Words Their Way to increase knowledge of words • Students will be paired with younger buddy students in order to practice fluency

THE SECTIONS BELOW WILL BE COMPLETED BY THE REGIONAL TECHNICAL ASSISTANCE EDUCATOR

MONTH	EVIDENCE PRESENTED BY SCHOOL	TECHNICAL ASSISTANCE	PROGRESS MADE YES OR NO

END OF YEAR PERFORMACE SUMMARY:

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A.11	ACADEMIC PERFORMANCE STANDARD	COMPARATIVE GOAL
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In order to evaluate performance data for a given school, it is often useful to consider how similar schools compare on the same data.

The method for use on Ohio’s Local Report Cards starts with any given district and identifies up to 20 districts that are most similar according to six criteria. Statistically speaking, these are the "nearest neighbors" of the selected district. Recognizing that community schools are unique, goals in this area should identify performing at rates “higher or equal to” at least two “similar” schools in one (each) of the following areas reported on the LRC: Performance Index; Progress; Gap Closing; Improving at-risk K-3 Readers; or Graduation Rate. “Similar” schools should be comparable in percent poverty, and percent minority students.

Goals set for this standard must identify the two areas for comparison and the verbiage “higher than or equal to”. In the chart below, “similar schools” will be listed in the far left column with the data to show similarity (percent poverty and percent minority student) Next, you will enter the LRC data to show comparability (your choice of two LRC measures).

	2017-2018	2018-2019	2019-2020
GOAL			The Intergenerational School will perform higher or equal to CASA in Performance Index. The Intergenerational School will perform higher than or equal to AJ Rickoff in At-Risk K-3 readers
ACTUAL			
RATING			

CHART TO INDICATE TWO SIMILAR SCHOOLS AND A COMPARISON OF LRC DATA

	% POVERTY	% MINORITY	Performance Index	At-Risk K-3 Readers
The Intergenerational School	100% (CEP)	97.2%	79.8	B
CASA	100%	98.3%	51.9	
AJ Rickoff	100%	96.4%		D



	EVIDENCE PRESENTED BY SCHOOL	TECHNICAL ASSISTANCE	PROGRESS MADE YES OR NO
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END OF YEAR PERFORMACE SUMMARY:

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NA.01	NON-ACADEMIC PERFORMANCE STANDARD		MISSION SPECIFIC GOAL
State the School's Mission: The Intergenerational School connects, creates and guides a multigenerational community of lifelong learners and spirited citizens as they strive for academic excellence.			
This goal must include mission-specific performance measures and targets.			
	2017-2018	2018-2019	2019-2020
GOAL			TIS will include one new learning partner for our intergenerational programming.
ACTUAL		Zero participation of St. Luke's residents.	
RATING			
DESCRIPTION OF MEASURE AND MONITORING STRATEGY			
EXPLANATION OF GOAL	We have three learning partners to provide as hosts for our students to engage in multigenerational experiences. We would like to include more senior facilities and particularly target affordable assisted living or affordable housing places (like St. Luke's) to engage in activities.		
STRATEGIES USED TO MEET THIS GOAL	Identify and make contact with area affordable senior housing and present a program that might interest residents.		
THE SECTIONS BELOW WILL BE COMPLETED BY THE REGIONAL TECHNICAL ASSISTANCE EDUCATOR			
MONTH	EVIDENCE PRESENTED BY SCHOOL	TECHNICAL ASSISTANCE	PROGRESS MADE YES OR NO
END OF YEAR PERFORMANCE SUMMARY:			

NA.02	NON-ACADEMIC PERFORMANCE STANDARD		PARENT SATISFACTION
<p>The ESCLEW 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.</p> <p>Goals in this area should focus on what form of feedback the school will solicit from parents/caregivers (survey, phone calls, in person meetings, etc.) <u>and</u> identify what the school will do with the feedback received. (Adjustments to programming, hold stakeholder meetings, discuss with administration, etc.)</p>			
	2017-2018	2018-2019	2019-2020
GOAL			Use survey results to inform the school calendar of events for the 2020-2021 year.
ACTUAL			
RATING			
DESCRIPTION OF MEASURE AND MONITORING STRATEGY			
EXPLANATION OF GOAL	TIS has low turnout for many after school events. In past surveys and parent meetings parents have said that the proximity of their home to the school is an issue. Another issue is parking and lack of accessibility of the school.		
STRATEGIES USED TO MEET THIS GOAL	Have a parent group meeting with interested parents to give input on community events to promote maximum turnout.		
THE SECTIONS BELOW WILL BE COMPLETED BY THE REGIONAL TECHNICAL ASSISTANCE EDUCATOR			
MONTH	EVIDENCE PRESENTED BY SCHOOL	TECHNICAL ASSISTANCE	PROGRESS MADE YES OR NO
END OF YEAR PERFORMANCE SUMMARY:			

NA.03	NON-ACADEMIC PERFORMANCE STANDARD	GOVERNING BOARD PERFORMANCE
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The ESCLEW expects a sponsored community school to comply with all rules and regulations regarding a Governing Board. To this end, it is 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 must address the ability of the individual members and/or combined entity in increasing the efficiency and/or effectiveness of the board. This could include: attending professional developments; attendance rates at meetings; attendance rate at school functions; etc.

	2017-2018	2018-2019	2019-2020
GOAL			75% attendance rating for school board.
ACTUAL			
RATING			

DESCRIPTION OF MEASURE AND MONITORING STRATEGY

EXPLANATION OF GOAL	It is important for board members to participate in board meetings and have their voices heard in the decision making process.
STRATEGIES USED TO MEET THIS GOAL	The Governance Advisory Council will track attendance and reach out to members who have missed 2 meetings.

THE SECTIONS BELOW WILL BE COMPLETED BY THE REGIONAL TECHNICAL ASSISTANCE EDUCATOR

MONTH	EVIDENCE PRESENTED BY SCHOOL	TECHNICAL ASSISTANCE	PROGRESS MADE YES OR NO

END OF YEAR PERFORMANCE SUMMARY:

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NA.04	NON-ACADEMIC PERFORMANCE STANDARD	ORGANIZATIONAL/OPERATIONAL
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Your contract with the ESC of Lake Erie West must include a performance framework that defines your school's expected organizational/operational outcomes. Goals must measure the organizational and operational performance of the school with specific annual metrics and targets.

Goals set for this standard should be the ON-TIME and ACCURACY PERCENTAGES of compliance (requirements in statute), community school contract, governing authority, school, and financial requirement submissions within Epicenter. (If percentages are at 97% or above, maintenance is allowed.)

	2017-2018	2018-2019	2019-2020
GOAL			ON-TIME % -93% ACCURACY % - 97%
ACTUAL		ON-TIME % -91% ACCURACY % - 96%	ON-TIME % - ACCURACY % -
RATING			

DESCRIPTION OF MEASURE AND MONITORING STRATEGY

EXPLANATION OF GOAL	Our compliance has been moved in house the school has more control over what and when items are submitted to the sponsor. Because of this our on-time and accuracy percentages should increase.
STRATEGIES USED TO MEET THIS GOAL	The Network Ops will meet weekly with the Network Assistant to review the Epi-Center que and create plan for submission within the deadline given.

THE SECTIONS BELOW WILL BE COMPLETED BY THE REGIONAL TECHNICAL ASSISTANCE EDUCATOR

MONTH	EVIDENCE PRESENTED BY SCHOOL	TECHNICAL ASSISTANCE	PROGRESS MADE YES OR NO

END OF YEAR PERFORMACE SUMMARY:

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NA.05	NON-ACADEMIC PERFORMANCE STANDARD		FINANCIAL PERFORMANCE
<p>Your contract with the ESC of Lake Erie West must include a performance framework that defines your school's expected financial performance outcomes with annual clear, measurable metrics and targets.</p> <p>Goals set for this standard must address audits, debt reduction, or the submission of accurate and on-time financials into Epicenter.</p>			
	2017-2018	2018-2019	2019-2020
GOAL			Clean Audit, Actual Performance Better than Annual Budget, Clear Financial Reports with IG Cle, Resolve Insurance Claim from 2018
ACTUAL		Clean Audit, Actual Performance Better than Annual Budget	
RATING			
DESCRIPTION OF MEASURE AND MONITORING STRATEGY			
EXPLANATION OF GOAL	Clean Audit, Actual Performance Better than Annual Budget, Clear Financial Reports with Intergenerational Cleveland, Resolve Insurance Claim from 2018		
STRATEGIES USED TO MEET THIS GOAL	After separating from Breakthrough Charter Schools and receiving a financial settlement (all fundraising was done centrally on the schools' behalf), TIS authorized the settlement payments to be deposited with Intergenerational Cleveland.		
THE SECTIONS BELOW WILL BE COMPLETED BY THE REGIONAL TECHNICAL ASSISTANCE EDUCATOR			
MONTH	EVIDENCE PRESENTED BY SCHOOL	TECHNICAL ASSISTANCE	PROGRESS MADE YES OR NO
END OF YEAR PERFORMANCE SUMMARY:			

NA.06	NON-ACADEMIC PERFORMANCE STANDARD		FINANCIAL SUSTAINABILITY
<p>Your contract with the ESC of Lake Erie West must include a performance framework that defines your school's expected financial sustainability outcomes with clear and measurable metrics and targets. This refers to the ability of the administrators to maintain the organization over the long term.</p>			
<p>Goals set for this standard must address 1. Student Enrollment (the actual number should be indicated); AND 2. Unrestricted Cash Reserve Balance (goal must have a minimum of 15 days)</p>			
	2017-2018	2018-2019	2019-2020
GOAL		245;	255; maintain 2.77 month cash
ACTUAL		243.39; 2.77 months cash	
RATING			
DESCRIPTION OF MEASURE AND MONITORING STRATEGY			
EXPLANATION OF GOAL	<p>Our budget for the school year is for 255 students. TIS has never maintained a 255 student enrollment since the 15th class was added in 2016. We would like to retain as many students as possible who are not leaving because of moving.</p>		
STRATEGIES USED TO MEET THIS GOAL	<p>The Principal and AP visited all the new families at home. The school is focusing on building a positive culture of the school by carving our community time during the last 30 minutes of the day. Rigor and common performance standards are being implemented to ensure fidelity in instructional practices. TIS's building operating costs are subsidized at a lower rate now (by Intergenerational Cleveland, the school's supporting organization), than it was by our previous CMO, Breakthrough, due to the supporting agreement. Hence, TIS has shown an operating deficit, and a reduced cash balance because of this and other factors (including still not having received the insurance settlement from the flood expenses to replace computers, supplies, books and furniture). With new funding from the state, increased enrollment, and continuing to negotiate lower facility operating costs through our lease with Cleveland Neighborhood Progress, TIS will continue to work hard to close the annual operating deficit. Breakthrough Charter Schools has ownership of part of the structured leasing deal, and continues to receive dividends that were meant to help offset the rent (Breakthrough used to pay the rent), and TIS is working with Cleveland Neighborhood Progress to possibly buy Breakthrough out of this deal and claim the subsidies as the entity that actually pays the rent. It is a complicated deal and TIS's strategy is to work with Cleveland Neighborhood Progress to present a palatable deal to Breakthrough, which would buy them out and bring down TIS's annual operating costs.</p>		
THE SECTIONS BELOW WILL BE COMPLETED BY THE REGIONAL TECHNICAL ASSISTANCE EDUCATOR			
MONTH	EVIDENCE PRESENTED BY SCHOOL	TECHNICAL ASSISTANCE	PROGRESS MADE YES OR NO
END OF YEAR PERFORMANCE SUMMARY:			



NA.07	NON-ACADEMIC PERFORMANCE STANDARD	STUDENT DISCIPLINE
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Beginning with the 2019-2020 school year, schools are required to report and evaluate the number of out-of-school suspensions issued for students in grades pre-K through 3 on an annual basis. The ESCLEW expects each school's number of out-of-school suspensions to decrease each year as alternative methods of student discipline are implemented.

- A. This goal should focus on decreasing the number of out-of-school suspensions and identify strategies that the school will use to accomplish this goal in Grades K-3.
- B. This goal should focus on decreasing the number of out-of-school suspensions and identify strategies that the school will use to accomplish this goal in Grades 4-8.
- C. This goal should focus on decreasing the number of out-of-school suspensions and identify strategies that the school will use to accomplish this goal in Grades 9-12.

	2017-2018	2018-2019	2019-2020	
GOAL	N/A	N/A	K-3	22 (80% decrease)
			4-8	11 (80% decrease)
			9-12	
ACTUAL	N/A	K-3: 109 4-8: 54	K-3	
			4-8	
RATING				

DESCRIPTION OF MEASURE AND MONITORING STRATEGY

	Previous year's out-of-school suspensions	This year's goal for out-of-school suspensions	Strategies to accomplish this goal
K-3	109	22	Create a sensory room to deescalate behaviors. Bring in all related staff for suspension meetings to identify triggers and prevention plans for student's behaviors.
4-8	54	11	Offer counselling and behavior plans for students who exhibit Tier 3 behaviors.
			All: Focus on creating a celebration of positive reinforcement using KUDOs and increasing our positive to discipline referrals to 5:1.

THE SECTIONS BELOW WILL BE COMPLETED BY THE REGIONAL TECHNICAL ASSISTANCE EDUCATOR

MONTH	EVIDENCE PRESENTED BY SCHOOL	TECHNICAL ASSISTANCE	PROGRESS MADE YES OR NO

END OF YEAR PERFORMANCE SUMMARY:

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