

**SEVENTH 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 2019-2024 contract (the "Contract") for a charter school, as amended; and

**WHEREAS**, Attachment 11.6 to the Contract sets forth a performance framework; and

**WHEREAS**, the Ohio Department of Education requires annual updating of the performance framework; and

**WHEREAS**, the Ohio General Assembly has updated the requirements for a contract between a community school and a sponsor;

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

1. The Performance Accountability Framework attached hereto is hereby adopted as Attachment 11.6 to the Contract.
2. All previous versions of Attachment 11.6 are superseded.
3. Insert the following into the first sentence of Section 4.1 in the appropriate numerical order: "3313.5318," "3313.5319," "3313.6028," "3313.6029," "3313.6413," "3313.7117," "3313.819," "3319.0812," "3319.324," "3322.20," and "3322.24." ."
4. At the end of Section 8.1 add the following new sentence "The School shall not employ an individual described in section 3314.104 of the Revised Code in any position."
5. All other provisions of the Contract remain unchanged.

**TOLEDO SCHOOL FOR THE ARTS:**

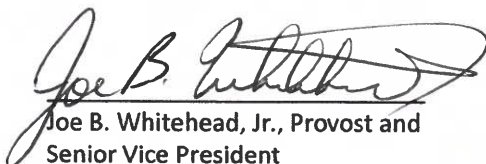


Olivia Summons, President

12-14-2023

Date

**BOWLING GREEN STATE UNIVERSITY:**

  
Joe B. Whitehead, Jr., Provost and  
Senior Vice President

12/21/23

Date

**Performance Accountability Framework  
Attachment 11.6**

<b>School Name</b>	Toledo School for the Arts
<b>School IRN</b>	133942
<b>Building Director</b>	Rob Koenig
<b>Building Principal</b>	Letha Ferguson
<b>Board President</b>	Olivia Summons
<b>Contract Term Dates</b>	July 1, 2019 - June 30, 2024
<b>School Mission</b>	Toledo School for the Arts serves as an inclusive community where learning is rigorous, creativity is cultivated, and the individual is celebrated.

## Section I- Performance on the State Report Card Component

Bowling Green State University (BGSU) will use data reported by the Ohio School Report Card to analyze school performance on state-mandated assessments. All applicable measures and indicators of student performance on the report card will receive a rating based on performance. To successfully meet the target for measure and indicator, the school must be rated **Meets Standards** or higher.

School Academic Performance on the Traditional Ohio School Report Card				
Academic Indicators	Exceeds Standard (6 points)	Meets Standard (4 points)	Approaches Standard (2 Points)	Falls Below Standard (0 points)
Overall Rating	4 - 5 Stars	3 – 3.5 Stars	2 – 2.5 Stars	1 – 1.5 Stars
Achievement Component	4 - 5 Stars	3 – 3.5 Stars	2 – 2.5 Stars	1 – 1.5 Stars
Performance Index	≥80% of maximum score	≥70% but < 80% of maximum score	≥50% but < 70% of maximum score	< 50% of maximum score
Progress Component	4 - 5 Stars	3 – 3.5 Stars	2 – 2.5 Stars	1 – 1.5 Stars
Gap Closing Component	4 - 5 Stars	3 – 3.5 Stars	2 – 2.5 Stars	1 – 1.5 Stars
Chronic Absenteeism		Met		Not Met
Gifted Performance	N/A	N/A	N/A	N/A
Graduation Component	4 - 5 Stars	3 – 3.5 Stars	2 – 2.5 Stars	1 – 1.5 Stars
4-Year Graduation Rate	≥93.5%	≥90% but < 93.5%	≥84% but < 90%	< 84%
5-Year Graduation. Rate	≥ 93.5%	≥90% but < 93.5%	≥84% but < 90%	< 84%
Early Literacy Component	NA	NA	NA	NA
Proficiency in 3 <sup>rd</sup> Grade	NA	NA	NA	NA
Promotion to 4 <sup>th</sup> Grade	NA	NA	NA	NA
Improving K-3 Literacy	NA	NA	NA	NA
College, Career, Workforce, and Military Readiness		Not reported until 2024–2025		
PBIS		Yes		No
Performance Index vs. Similarly Situated Local Schools	Exceeds performance index average gathered from two (2) similar schools in the local market	Meets performance index average gathered from two (2) similar schools in the local market	Meets performance index gathered from one (1) similar school in the local market	Falls below performance index gathered from two (2) similar schools in the local market
Maritime Academy:	Start High School:			

## Section II- Academic Achievement Targets & Metrics Component

Bowling Green State University will use data reported by the school to analyze additional applicable academic measures of student performance. All goals will receive a rating of **Exceeds, Meets, Approaches, or Falls Below the Standard** based on performance. All locally administered norm-referenced assessments must be on the Ohio Department of Education approved vendor list.

School Academic Achievement Targets & Metrics						
Measure Domain	Assessment	Grades	Exceeds the Standard (6 points)	Meets the Standard (4 points)	Approaches the Standard (2 points)	Falls Below the Standard (0 points)
Achievement	Schools locally administered norm-referenced assessment Reading/ELA (STAR)	6 <sup>th</sup> -8 <sup>th</sup>	50% at or above grade level on schools locally administered norm-referenced assessment	41-49% at or above grade level on schools locally administered norm-referenced assessment	30-40% at or above grade level on schools locally administered norm-referenced assessment	< 30% at or above grade level on schools locally administered norm-referenced assessment
Achievement	Schools locally administered norm-referenced assessment Math (STAR)	6 <sup>th</sup> -8 <sup>th</sup>	50% at or above grade level on schools locally administered norm-referenced assessment	41-49% at or above grade level on schools locally administered norm-referenced assessment	30-40% at or above grade level on schools locally administered norm-referenced assessment	< 30% at or above grade level on schools locally administered norm-referenced assessment
Achievement	Algebra I EOC pass rates	9 <sup>th</sup> -12 <sup>th</sup>	70-100% of students pass EOC exam in Algebra I	50-69% of students pass EOC exam in Algebra I	40-49% of students pass EOC exam in Algebra I	< 40% of students pass EOC exam in Algebra I
Achievement	American US Government EOC pass rates	9 <sup>th</sup> -12 <sup>th</sup>	70-100% of students pass EOC exam in American US Government	50-69% of students pass EOC exam in American US Government	40-49% of students pass EOC exam in American US Government	< 40% of students pass EOC exam in American US Government
Achievement	American US History EOC pass rates	9 <sup>th</sup> -12 <sup>th</sup>	70-100% of students pass EOC exam in American US History	50-69% of students pass EOC exam in American US History	40-49% of students pass EOC exam in American US History	< 40% of students pass EOC exam in American US History
Achievement	Biology EOC pass rates	9 <sup>th</sup> -12 <sup>th</sup>	70-100% of students pass EOC exam in Biology	50-69% of students pass EOC exam in Biology	40-49% of students pass EOC exam in Biology	< 40% of students pass EOC exam in Biology
Achievement	English Language Arts II EOC pass rates	9 <sup>th</sup> -12 <sup>th</sup>	70-100% of students pass EOC exam in ELA II	50-69% of students pass EOC exam in ELA II	40-49% of students pass EOC exam in ELA II	< 40% of students pass EOC exam in ELA II
Achievement	Geometry EOC pass rates	9 <sup>th</sup> -12 <sup>th</sup>	70-100% of students pass EOC exam in Geometry	50-69% of students pass EOC exam in Geometry	40-49% of students pass EOC exam in Geometry	< 40% of students pass EOC exam in Geometry

Achievement	Credit Earning Rate	9 <sup>th</sup> -12 <sup>th</sup>	The average credit earning rate for HS students is 90-100%	The average credit earning rate for HS students is 80-89%	The average credit earning rate for HS students is 60-79%	The average credit earning rate for HS students is below 60%
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### Section III- Academic Growth Component

Bowling Green State University will use data reported by the school to analyze additional applicable academic measures of student performance. All goals will receive a rating of **Exceeds, Meets, Approaches, or Falls Below the Standard** based on performance. All locally administered norm-referenced assessments must be on the Ohio Department of Education approved vendor list.

School Academic Growth Targets & Metrics							
Measure Domain	Assessment	Grades	Overall Goal	Exceeds the Standard (6 points)	Meets the Standard (4 points)	Approaches the Standard (2 points)	Falls Below the Standard (0 points)
Locally Administered Norm-Referenced Assessment:		STAR Reading					
Growth	Schools locally administered norm-referenced assessment Reading	6 <sup>th</sup> -8 <sup>th</sup>	Students grow 1.0 or more in grade equivalency from the beginning of year to end of year administration	80-100%	50-79%	40-49%	< 40%
Locally Administered Norm-Referenced Assessment:		STAR Math					
Growth	Schools locally administered norm-referenced assessment Math	6 <sup>th</sup> -8 <sup>th</sup>	Students grow 1.0 or more in grade equivalency from the beginning of year to end of year administration	80-100%	50-79%	40-49%	< 40%
Identified Subgroup	Black Students	Identified Subject	6 <sup>th</sup> Grade Math	Locally Administered Norm-Referenced Assessment			STAR
Growth	Schools locally administered norm-referenced assessment Subgroup	6 <sup>th</sup> -8 <sup>th</sup>	Students grow 1.0 or more in grade equivalency from the beginning of year to end of year administration in Reading/ELA or Math	80-100%	50-79%	40-49%	< 40%

## Section IV- Performance on Other Fiscal, Governance, Organizational, and Operational Components

Bowling Green State University will use data reported by the school to analyze the performance of the non-academic organizational, operational, compliance, and fiscal goals. All goals will receive a rating of **Exceeds, Meets, Approaches, or Falls Below the Standard** based on performance. Schools must complete the **Mission-Specific** goal section.

School Fiscal Performance Targets and Metrics				
Measure Domain	Exceeds the Standard (6 points)	Meets the Standard (4 points)	Approaches the Standard (2 points)	Falls Below the Standard (0 points)
Unrestricted Days of Cash	School has 60 days cash available	School has between 30- and 60-days cash available	School has between 15- and 30-days cash available	School has < 15 days cash available
Current-year Enrollment Variance	Actual enrollment equals or is within 95% of budgeted enrollment in most recent year	Actual enrollment is 90–95% of budgeted enrollment in most recent year	Actual enrollment is 80–90% of budgeted enrollment in most recent year	Actual enrollment is less than 80% of budgeted enrollment in most recent year
Debt Management	School carries no debt	School meets all debt requirements and is not delinquent on payments	Schools has missed payments	School is in default on any debt service
Total Expense Variance	School expenses are less than 95% of projected	School expenses are between 95-100% of projected	School expenses are between 100-110% of projected	School expenses are more than 110% of projected
Sponsor Financial Reporting	All reports submitted by deadline	No more than two (2) reports or responses submitted no more than five (5) days late	Between three (3) to four (4) reports submitted no more than five (5) days late	More than four (4) reports submitted late or more than five (5) days late
Audit Findings	School's most recent audit contains zero (0) findings AND zero (0) management letter comments	School's most recent audit contains zero (0) findings and no more than two (2) management letter comments	School's most recent audit contains zero (0) findings and between two (2) to five (5) management letter comments	School's most recent audit contains any findings and/or five (5) or more management letter comments
Enrollment Sustainment	Final FTE is >95% of beginning FTE	Final FTE is between 90% and 95% of beginning FTE	Final FTE is between 85% and 90% of beginning FTE	Final FTE is <85% of beginning FTE
Sustainability	The % of eligible students remaining enrolled from one year to the next (October to October) will be at least 90%	The % of eligible students remaining enrolled from one year to the next (October to October) will be 80-89%	The % of eligible students remaining enrolled from one year to the next (October to October) will be at least 70-79%	The % of eligible students remaining enrolled from one year to the next (October to October) below 70%

## School Governance Performance Targets and Metrics

Measure Domain	Assessment	Exceeds the Standard (6 points)	Meets the Standard (4 points)	Approaches the Standard (2 points)	Falls Below the Standard (0 points)
School Governance	Board Engagement	100% of board members attend two (2) or more school visits or school-sponsored events	100% of board members attend at least one (1) school visit or school-sponsored event	At least one board member attends at least one (1) school visit or school-sponsored event	Zero (0) board members attend a school visit or school-sponsored event
School Governance	Required Number of Regular Board Meetings		Six (6) or more Meetings held per year	Five (5) meetings held per year	Four (4) or fewer meetings held per year
School Governance	Required Number of Board Members		Five (5) or more sponsor approved board members for all meetings		Fewer than five (5) sponsor approved board members for one (1) or more meetings
School Governance	Required Board Documents		All board members have a current BCI/FBI criminal background check and COI Disclosure on file with the sponsor <b>prior</b> to expiration.	All board members have a current BCI/FBI criminal background check and COI Disclosure on file with the sponsor, <b>but not prior</b> to expiration.	All board members do <b>NOT</b> have a current BCI/FBI criminal background check and COI Disclosure on file with the sponsor prior to expiration.
School Governance	Proper Meeting Notice		Timely public notice for all meetings, reschedules, and cancellations	Timely public notice not provided for one (1) meeting, reschedule, or cancellation	Timely public notice not provided for two (2) or more meetings, reschedules, or cancellations
School Governance	Required Board Member Training		Completion of Open Meetings and Public Records for 100% of board members	Completion of Open Meetings and Public Records for 80-99% of board members	Completion of Open Meetings and Public Records for less than 80% of board members

School Governance	Board Member Attendance	Overall member attendance is >90%	Overall member attendance is between 80-90%	Overall member attendance is between 70-79%	Overall member attendance is <70%
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## Performance Accountability Framework Attachment 11.6 – Measurable SMART Goal

Each school will write their own Mission-Specific goal in Section IV. This goal must reflect the stated mission of the school and how the school addresses and reinforces the mission over the course of the academic year. The goal must illustrate how the school uses data to measure its progress towards improved outcomes for students.

For example, if a school's mission statement pertains to character education, the school may choose to write a goal that demonstrates in a measurable way how their work towards the mission impacts student data such as improving attendance, student discipline data, academic achievement, involvement in community service activities, student honors and awards, etc.

Compliance/Organizational/Operational Performance Targets and Metrics					
Measure Domain	Goal	Exceeds the Standard (6 points)	Meets the Standard (4 points)	Approaches the Standard (2 points)	Falls Below the Standard (0 points)
Legal Compliance	On-time Records Submission	School is compliant for 100% of ORC/OAC required items	School is compliant for 94-99% of ORC/OAC required items	School is compliant for 90-93% of ORC/OAC required items	School is compliant for less than 90% of ORC/OAC required items
Legal Compliance	Accuracy of Records Submission	School is compliant for 100% of ORC/OAC required items	School is compliant for 94-99% of ORC/OAC required items	School is compliant for 90-93% of ORC/OAC required items	School is compliant for less than 90% of ORC/OAC required items
Legal Compliance	Five-Year Forecast Submission		November & May forecasts approved and submitted on-time	November & May forecasts approved and submitted 1-15 days after deadline	November & May forecasts approved and submitted 16 or more days after deadline
Legal Compliance	Annual Budget		Annual Budget approved and submitted on-time	Annual Budget approved and submitted 1-15 days after deadline	Annual Budget approved and submitted 16 or more days after deadline



Legal Compliance	Annual Report		School Annual Report submitted AND made available to parents by the due date		School Annual Report <b>not</b> submitted OR not made available to parents by the due date
Legal Compliance	Emergency Management Plan		Emergency management plan approved and current		Emergency management plan <b>not</b> submitted on time, approved or expired
Student Discipline 6-8	The school will show an overall decrease in out-of-school suspensions (OSS) from the previous school year. The percent will be calculated using the total number of suspension incidents divided by the total student enrollment.	OSS has decreased by 50% or more from the previous school year.	OSS has decreased from the previous school year.	OSS remains the same from the previous school year.	OSS increased from the previous school year.
Student Discipline 9-12	The school will show an overall decrease in out-of-school suspensions (OSS) from the previous school year. The percent will be calculated using the total number of suspension incidents divided by the total student enrollment.	OSS is decreased by 50% or more from the previous school year.	OSS is decreased from the previous school year.	OSS remains the same from the previous school year.	OSS increased from the previous school year.
Mission Specific	At least 75% of TSA students will meet the statewide proficient score on the Business of Arts and Communications WebXam.	School shows evidence of exceeding mission-specific contract SMART goal	School shows evidence of meeting mission-specific contract SMART goal	School shows evidence of meeting some, but not all, of its mission-specific contract SMART goal	Evidence of meeting mission-specific SMART goals is not provided, or school is not meeting the goal