

MODIFICATION TO CHARTER CONTRACT
FOR SPONSORSHIP OF A COMMUNITY SCHOOL

By and Between

The Buckeye Community Hope Foundation (“Sponsor” or “BCHF”)
And Achieve Career Preparatory Academy (“Governing Authority” or “School”)

WHEREAS, BCHF and the Governing Authority have executed a Charter Contract for Sponsorship of a Community School (“Contract”); and

WHEREAS, having conducted its annual review of changes to Ohio state law and state performance requirements, BCHF has determined that it is necessary to make amendments to the Contract;

NOW THEREFORE, the parties agree to modify the Contract (“Modification”) as follows:

1. Article II, Section A (1) is amended and restated as follows:

To the extent required by R.C. 3314.03, the School shall comply with the following sections of the Revised Code as if it were a school district: Sections 9.90 [Purchase or procurement of insurance], 9.91 [insurance, annuities], 109.65 [missing children, fingerprinting], 121.22 [open meetings], 149.43 [public records], 2151.357 [sealed records], 2151.421 [child abuse reporting], 2313.19 [employees summoned for jury duty], 3301.0710 [Ohio graduation tests], 3301.0711 [administration and grading of tests], 3301.0712, [college and work ready assessments], 3301.0715 [achievement and diagnostic testing], 3301.0729 [time spent on assessments], 3301.948 [restriction against providing student names/addresses to multi-state consortium offering summative assessments], 3302.037 [report card notification], 3313.472 [parental/foster caregiver involvement policy], 3313.50 [student hearing and vision records], 3313.539 [concussion and head injuries], 3313.5310 [information and training regarding sudden cardiac arrest], 3313.608 [third grade reading guarantee], intervention and remediation], 3313.609 [grade promotion and retention policy], 3313.6012 [academic intervention], 3313.6013 [dual enrollment programs], 3313.6014 [notice of core curriculum requirements], 3313.6015 [college and career readiness, financial literacy], 3313.6020 [career advising policy, at-risk student identification and success plans], 3313.6024 [reporting prevention-focused programs], 3313.6025 [peace officer interaction training], 3313.6026 [data sharing agreements for high schools], 3313.6411 [school report card provided to parent upon enrollment of student], 3313.643 [eye protective devices], 3313.648 [prohibition of payment of incentive to enroll], 3313.66, [suspension, expulsion, removal, exclusion] 3313.661 [policy regarding discipline], 3313.662 [suspension, expulsion, removal, exclusion], 3313.666 [policy prohibiting harassment, intimidation, bullying], 3313.667 [bullying prevention initiatives]; 3313.668 [removal from school based on absences]; 3313.669 [threat assessment teams],

3313.6610 [registration with SaferOH tip line], 3313.67 [immunization of pupils], 3313.671 [immunizations], 3313.672 [new student school records, custody orders, birth certificate], 3313.673 [k-1 health and other screening], 3313.69 [hearing and vision screening], 3313.71 [health screening, tuberculosis], 3313.716 [asthma inhalers], 3313.718 [epinephrine auto-injection], 3313.719 [policy protecting students with peanut or other food allergies], 3313.7112 [diabetes], 3313.721 [health care for students], 3313.80 [display of flag], 3313.801 [display of mottos], [3313.814 [food sold on school premises], 3313.816 [sale of a la carte items], 3313.817 [requirements concerning sale of food and beverages], 3313.818 [breakfast programs] 3313.86 [review of policies and procedures to ensure safety], 3313.89 [online education and career planning tool]; 3313.96 [missing children], 3319.073 [child abuse prevention training], 3319.077 [professional development for dyslexia], 3319.078 [multi-sensory structured literacy certification process], 3319.238 [financial literacy license validation], 3319.318 [prohibition on assisting sexual offenders find employment], 3319.321 [confidentiality of student information], 3319.39 [criminal records check], 3319.391 [applicants and new hires criminal records check], 3319.393 [educator profile database consultation], 3319.41 [corporal punishment], 3319.46 [behavior supports, restraint, and seclusion], 3320.01 [definitions]; 3320.02 [general provisions], 3320.03 [rights of students to engage in religious expression with assignments], [3321.01 [admittance to kindergarten, first grade], 3321.041 [requirements related to out-of-state enrichment or extracurricular activities], 3321.13 [duties of teacher or superintendent upon withdrawal or habitual absence], 3321.14 [attendance officer], 3321.141 [notification of unexcused absences], 3321.17 [attendance officer powers], 3321.18 [enforcement proceedings], 3321.19 [examination into cases of truancy], 3323.251 [dyslexia screening measure], 3327.10 [qualifications of drivers], 4111.17 [wage discrimination], 4113.52 [whistleblower protection] 502.262 [school emergency management plans], and 5705.391 [spending plan].

2. Article II, Section A is modified to add Section 9, which reads as follows:

(9) The School will comply with R.C. 3321.191 [habitual absence, truancy], unless it is an e-school that is subject to R.C. 3314.261 [e-school attendance].

3. Article III, Section C (2) is amended and restated as follows:

Each proposed member of the Governing Authority must be approved by the Sponsor prior to appointment as a member counted for quorum and voting purposes. Such approval shall not be unreasonably withheld, conditioned, or delayed.

4. Article III, Section D (1) (C) is amended and restated as follows:

A resume or biographical vitae that accurately reflects s experience, education, and other professional competencies related to serving on the Governing Authority.

5. Article VII is amended as follows:

The success of the School shall be evaluated in relation to academic, financial, and organizational/operational performance measures specified in the accountability plan found in **Exhibit 3**, which includes the academic goals to be achieved, the method of measurement that will be used to determine progress toward those goals, which shall include statewide achievement assessments and academic performance standards, including but not limited to all applicable report card measures set forth in section R.C. 3302.03 or R.C 3314.017. The Board and Sponsor acknowledge that some performance measures may not be available for a given school, a particular contract year, or instances when state testing or report cards are not available. In the absence of data from state testing or report cards, the school will be evaluated, to the extent possible, on available indicators from the framework, and the Sponsor may consider qualitative data from corrective action plan monitoring and biannual reviews.

6. Article VIII, Section B (3) is amended and restated as follows:

If the School is declared unauditible pursuant to R.C. 3314.51, the Governing Authority shall suspend the Fiscal Officer and find an immediate replacement. If the Governing Authority has contracted with a management company that provides the services of a fiscal officer, the Governing Authority shall cause the management company to suspend the Fiscal Officer and find an immediate replacement.

7. Article VIII, Section D is amended as follows:

The School may borrow money to pay any necessary and actual expenses of the School in anticipation of receipt of any portion of the payments to be received by the School pursuant to R.C. 3317.022. The School may issue notes to evidence such borrowing. The proceeds from the notes shall be used only for the purposes for which the anticipated receipts may be lawfully expended by the School. The School may also borrow money for a term not to exceed fifteen (15) years for the purposes of acquiring facilities. All borrowing must be documented in a promissory note, and copies of all notes must be provided to the Sponsor within ten (10) business days of signing.

8. Article IX, Section B (2) is amended as follows:


The School's classroom teachers shall be licensed in accordance with R.C Sections 3319.22 to 3319.31, except that the School may engage noncertificated persons to

teach up to twelve (12) hours per week or forty (40) hours a week, if the individual is teaching an industry-recognized credential program at a dropout recovery school, pursuant to R.C. 3319.301.

- 9. The Contract's Existing Exhibit 2 is replaced with the revised Exhibit 2 (attached).
- 10. The Contract's Existing Exhibit 3 is replaced with the revised Exhibit 3 (attached).


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

School

Print Name: Rachel Hannon
Signature: 
Rachel Hannon (Jun 29, 2022 16:17 EDT)
Title: Board President
Date: Jun 29, 2022

*With full authority to execute
this modification*

Sponsor

Print Name: Peggy Young
Signature: 
Title: Director, Education Division
Date: Jun 30, 2022

*With full authority to execute
this modification*

Exhibit 2

Educational Plan

In accordance with the requirements of R.C. 3314.03, the School shall provide the following information:

- 1. Mission of the School.** Achieve Career Preparatory Academy (ACPA) strives to ensure that its graduates receive the education, skills, work experience and confidence required to pursue their career goals and compete in our technical and global society.

- 2. Characteristics of the students the School is expected to attract.** ACPA is a unique, independent blended learning program serving at-risk high school students and those who have already dropped out of school. Students who qualify as “at-risk” (majority of students are enrolled in a dropout prevention and recovery program operated by the school) will demonstrate the following characteristics and the academy will ensure the following criteria according to Ohio Administrative Code 3301-102-10:
 - The program serves only students not younger than sixteen years of age and not older than twenty-one years of age;
 - The program enrolls students who, at the time of their initial enrollment, either, or both, are at least one grade level behind their cohort age groups or experience crises that significantly interfere with their academic progress such that they are prevented from continuing their traditional programs;
 - The program requires students to attain at least the applicable score designated for each of the assessments prescribed under division (B)(1) of section 3301.0710 of the Revised Code or, to the extent prescribed by rule of the state board of education under division (D)(6) of section 3301.0712 of the Revised Code, division (B)(2) of that section;
 - The program develops an individual career plan for the student that specifies the student's matriculating to a two-year degree program, acquiring a business and industry credential, or entering an apprenticeship.
 - The program provides counseling and support for the student related to the plan developed under division (A)(4) of that section during the remainder of the student's high school experience; and
 - The program's instructional plan demonstrates how the academic content standards adopted by the state board of education under section 3301.079 of the Revised Code will be taught and assessed; or
 - ACPA will maintain enrollment in its drop-out recovery programs and will use independent blended learning, computer-based curriculum and instructional practices to effectively disseminate academic and career-based instruction.

- 3. Ages and grades of the students.** Achieve Career Preparatory Academy will serve ages 14-22 within DORP percentage guidelines, grades 9-12.

- 4. Focus of the curriculum.** ACPA will adopt graduation requirements consistent with current ODE guidelines enabling students to earn a high school diploma. In addition, ACPA requires completion of a Careers course prior to graduation. *Attachment C list all*

current courses offered online via GradPoint as well as in person by all of ACPA's properly certified or licensed teachers. All online courses are monitored regularly for student academic success. School mentors holds weekly meetings to review GradPoint status and ensure academic goals are met and necessary support is given. All curriculum documents for our school will reference specific standards from the newly revised content standards for the state of Ohio in the four core content areas of instruction: English Language Arts, Mathematics, Science, and Social Studies. Ohio standards for Art, Health and Physical Education are also utilized. As part of our ongoing process of project-based learning within our curriculum, we will continue to revisit Ohio's Standards to make sure our courses are aligned. We will also utilize formative and summative assessment systems to gauge student performance by standard, enabling us to measure the degree of our alignment and student performance much more frequently than annual exams allow. Ongoing, regular, intentional collaboration will occur as team members discuss instructional practices within the blended model and their impact on student learning. Ohio's Model Curriculum is also utilized to enable teachers to align resources and strategies to the standards. Teachers will learn about and implement strategies for meeting the needs of all learners including those with diverse needs, such as students with disabilities and gifted learners. Common pacing guides and curriculum maps have been collaboratively developed by the school's instructional team and are further refined each year. A team of individuals with professional experience collaborated to create maps that contain learning targets, essential questions, concepts, vocabulary and unit formative and summative assessments. These maps align the sequential elements of the instructional standards for in person and online Gradpoint lessons.

4. Description of Classroom Based and Non-classroom-Based Learning Opportunities.

Achieve will utilize the Individual Rotation Blended Learning Model. Within this model students will be introduced the standard via teacher created or Gradpoint online lessons. Gradpoint is a comprehensive online curriculum. Students will take notes and listen to the lesson introduction as many times as they need before taking their notes to complete their project-based assignments. Students get an opportunity to collaborate with classmates who may have assessed out of that standard for peer tutorial as well as students who are currently addressing the same standard. Students will be offered a variety of choices and mediums for Project-based Learning (PBL) assignments that align to standards. Students may rotate to the teacher for facilitation and support with their projects as well as online assignments.

After students have completed checkpoints in their projects, they complete online assignments in Gradpoint to check for understanding. Students go back to the PBL project for the next level of the rubric and complete the rotation process of their independent learning again until the final assessment is completed with a mastery score of 80% or better.

Students will be required to have school administrators sign off on all non-classroom-based activities. These activities, that are FTE guideline approved will be tracked at a

maximum of 40% of calendar school year. Some of the approved non-classroom-based activities will include:

College Credit Plus offered through Owens Community College
Field Trips- outside of assigned in class hours
Service Hours- such as special education and direct support service(ei. Speech pathology, counseling), district partnerships
Community Service
Virtual Tutoring
Homework Hours
Credit Flex Courses
School Sponsored Education Events

Documentation of these activities can be done in various ways such as:

College Credit Transcripts
Learning Logs (Tutoring, Homework, etc.)
Credit Flexibility Forms
Community Service Tracking Logs
Testing Scores/ Training Certificates
Letters From Community Partnerships
Paystubs-W2's
Support Service Logs

6. **Additional programs and designations.** Please place a check mark after the appropriate response in each section below. If the School is providing a blended learning program, additional information as described below must be provided as part of the Contract and shall be included in this Exhibit. If the School is planning on including any other programs or designations described below, additional information regarding such programs or designations shall be provided to the Sponsor upon request.

a. STEM School Designation.

The School IS NOT planning to seek designation for the School as a STEM school equivalent under R.C. 3326.032. x

Subject to the prior written approval of the Sponsor, the School IS planning to seek designation for the School as a STEM school equivalent under R.C. 3326.032.

cb Preschool Program.

The School IS NOT planning to operate a preschool program. x

The School IS planning to operate a preschool program.

If the School operates a preschool program that is licensed by the Ohio Department of Education under Sections 3301.52 to 3301.59 of the Revised Code, such operation shall comply with Sections 3301.50 to 3301.59 and the minimum standards for preschool programs prescribed in rules adopted by the State Board pursuant to Section 3301.53 of the Revised Code.

c. Internet- or Computer-Based Program.

The School IS NOT planning to operate as an internet or computer-based community school.

The School IS planning to operate as an internet or computer-based community school.

If the School operates as an internet- or computer-based community school, such operation shall provide for the following:

- The School must provide a filtering device or filtering software to protect against internet access to materials that are obscene or harmful to juveniles on the computers provided to students for instructional use, or the filter or software at no cost to a child who utilizes a computer that was not provided by the School;
- The School must create a plan outlining meetings between teachers and students, which plan shall indicate the number of times teachers will visit each student throughout the school year and the manner in which those visits will be conducted. The School must set up a central base of operation with a Sponsor-provided representative within fifty miles of said base to provide monitoring and assistance.
- The School must create a plan for providing special education and related services to disabled students enrolled in the School, which must be submitted prior to the School's receipt of its first payment from the State and on or before September 1 of each year thereafter.
- The School must retain an affiliation with at least one full-time teacher of record licensed in accordance with Section 3314.03(A)(10) of the Revised Code.
- Each student enrolled in the School must be assigned to at least one teacher of record who is primarily responsible for no more than 125 students.
- The School may, at the time of a particular student's enrollment, ask the student's parent or guardian to estimate the length of time the student

will attend the School. Any information collected shall be aggregated and included in the School's annual report.

- The School must comply with the standards developed by the international association for K-12 online learning.
- The School must communicate with each student's parent, guardian, or custodian on a periodic basis throughout the school year about the performance and progress of that student. The School must also provide opportunities for parent-teacher conferences and documents the School requests for such conferences. The School may permit the students to participate and may conduct the conferences electronically.
- The School must offer a student orientation course and notify each student who enrolls of that student's opportunity to participate in the student orientation course.
- Each student enrolled in the School is entitled to a computer provided by the school. The School must provide written notice of the one-computer-per-student provision to all parents of enrolled students and all parents who are interested in enrolling a child. The School may not provide a stipend or any other substitute in lieu of supplying an actual computer, provided, however, that a parent may waive the one-computer-per-student requirement and may amend or rescind that waiver at any time. Parents and the School must keep copies of waivers and the School must notify the State and copy the Sponsor concerning any waivers, amendments, or rescissions.
- The School may provide its students with a location within 50 miles of the student's residence at which the student may receive counseling, instructional coaching, and testing assistance. The School may not otherwise enter into a contract with a nonpublic school to use or rent any facility space at the nonpublic school for the provision of instructional services to enrolled students.
- The School must provide its students with a location within 50 miles of the student's residence to complete statewide achievement tests and diagnostic assessments.
- The School must withdraw students who fail to participate in spring administration of state tests for two consecutive school years (unless excused pursuant to statute). The School must report any such student's data verification code to the Department of Education, and the School will not receive funds for any enrolled student whose data verification code appears on the Department of Education list.

Notwithstanding any provision of Ohio law to the contrary, the parent of any such student must pay tuition.

- Students enrolled in the School are prohibited from engaging in more than 10 hours of learning opportunities within a 24-hour period. Any time exceeding the 10-hour maximum will not count toward satisfying the annual minimum number of required hours. If the School's participation is based on days rather than hours, participation must amount to at least five hours per day.
- The School must keep an accurate record of each individual student's participation in learning opportunities each day, and the records must be easily submitted to the Department of Education.
- The School shall not enroll more students than the number permitted under the enrollment limit provided in law.

d. Adult Diploma Program.

The School IS NOT planning to offer and operate a 22+ Adult Diploma Program under Sections 3317.23, 3317.231, and 3314.38 of the Revised Code and Chapter 3301-45 of the Administrative Code. x

Subject to the prior written approval of the Sponsor, the School IS planning to offer and operate a 22+ Adult Diploma Program under Sections 3317.23, 3317.231, and 3314.38 of the Revised Code and Chapter 3301-45 of the Administrative Code.

Consistent with Section 3314.38 of the Revised Code and subject to Department of Education continued approval, the School may enroll and educate eligible individuals as defined in Section 3317.23 of the Revised Code who are at least twenty-two years of age for up to two consecutive school years to allow enrollees to earn a high school diploma. An enrolled eligible individual may satisfy the requirements to earn a high school diploma by successfully completing a competency-based educational program. The School shall comply with all requirements set forth in Sections 3317.23, 3317.231, and 3314.38 of the Revised Code, and Chapter 3301-45 of the Administrative Code as applicable community schools operating dropout prevention and recovery programs. In addition to oversight by the Department, the Sponsor shall be responsible for monitoring compliance and performance of community schools providing services to adult learners under Chapter 3301-45 of the Administrative Code.

The Sponsor shall monitor and assess program performance based on the following:

- (1) Success plans. Success plans are created for all enrolled eligible individuals through a career counselor that considers the abilities and interests of the student and creates a pathway to a diploma and a career beyond secondary education. Success plans include benchmarks to monitor student progress toward a diploma. The School provides read-only access of the success plans to its Sponsor for oversight purposes under FERPA.
- (2) Reports. All annual and monthly reports are provided to the Department of Education and are made available to the Sponsor upon request.
- (3) Performance. The Sponsor shall review the Department's annual report to ensure the School meets the goals as set forth by the Department to remain an eligible provider by rule.

e. Career-Technical Education Program.

The school IS NOT planning to operate a career-technical education program.
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The school IS planning to operate a career-technical education program. x

Career-technical programs are subject to the approval of the lead district of a career-technical planning district and must be based on requirements for career-technical education programs that are specified in rules adopted by the Department. See Section 3317.161 of the Revised Code for more information.

f. Blended Learning.

"Blended learning" means the delivery of instruction in a combination of time in a supervised physical location away from home and online delivery whereby the student has some element of control over time, place, path, or pace of learning. Please check one of the options below:

- (1) The School IS NOT planning to register for the School as a blended learning program under Section 3302.41(A) of the Revised Code.
- (2) Subject to the prior written approval of the Sponsor and submission of a blended learning declaration, the School IS planning to register a blended learning program under Section 3302.41 (A) of the Revised Code for the 2021-22 school year only.

- (3) Subject to the prior written approval of the Sponsor and submission of a blended learning declaration, the School IS planning to register a blended learning program under Section 3302.41 (A) of the Revised Code. x

Please note that the School must receive prior written approval from the Sponsor before registering a blended learning program. If the school checked option 2 or 3 above, the school must provide written responses to the following questions. The school must also include this information in its Comprehensive Plan for Instruction.

Please respond to all questions fully,

1. What blended learning models will the school use? Achieve Career Preparatory Academy (ACPA) will utilize the individual rotation model of blended learning in which 60% of instruction is in person. Achieve will utilize the Individual Rotation Blended Learning Model. Within this model students will be introduced the standard via teacher created or Gradpoint online lessons. Gradpoint is a comprehensive online curriculum. Students will take notes and listen to the lesson introduction as many times as they need before taking their notes to complete their project-based assignments. Students get an opportunity to collaborate with classmates who may have assessed out of that standard for peer tutorial as well as students who are currently addressing the same standard. Students will be offered a variety of choices and mediums for Project-based Learning (PBL) assignments that align to standards. Students may rotate to the teacher for facilitation and support with their projects as well as online assignments.
2. How will the school determine and document student instructional needs? Student instructional needs will be evaluated by administration before the start of each school year or upon enrollment. Assessments, including STAR reading and math, will be used for baseline data before schedules are created. A full battery of social surveys that include but are not limited to drop out age and grade checklist, employment history, family dynamics, previous school experiences, and post-secondary goals. Afterwards students will meet with assigned staff mentors to assess the graduation pathway best suited from transcript grades, credit, surveys and test scores. Documentation of these results will present itself in a student success/career plan and the Ohio Graduation Plan Template.
3. What methods will be used to determine student competency, grant course credit, and promote students to a higher grade level? Post assessments will be given in reading and math every 13 weeks. Students will receive informal assessments for each unit as well as short cycle assessments every three weeks to assess mastery of content standards. Documentation of these meetings will be stored digitally to represent the weekly check-ins and monthly growth plan meetings students have with their mentors. Mentors will review the status of Gradpoint scores and informal in class performances weekly to provide feedback, assist students with time management and track their progress. Course

Credit will be granted to students when they successfully complete their assigned courses with a score 80% or better with 90% of assigned online and in person tasks.

4. What will be the school's attendance requirements, including how the school documents participation in learning opportunities? ACPA students will be required to have school administrators sign off on all non-classroom based activities. These activities, that are FTE guideline approved will be tracked at a maximum of 40% of calendar school year. Some of the approved non-classroom based activities will include:

College Credit Plus, Field Trips- outside of assigned in class hours, Service Hours- such as special education and direct support service (ei. Speech pathology, counseling, district partnerships), Community Service, Virtual Tutoring, Homework Hours, Credit Flex Courses and School Sponsored Education Events

Documentation of these activities can be done in various ways such as:

College Credit Transcripts
Learning Logs (Tutoring, Homework, etc.)
Credit Flexibility Forms
Community Service Tracking Logs
Testing Scores/ Training Certificates
Letters From Community Partnerships
Paystubs-W2's
Support Service Logs

All Total Learning Opportunity Records will be stored electronically for accessibility. The data will be checked against time stamped data from Gradpoint (online instruction). A student management kiosk is synced with our student management system (PowerSchool) to provide certified documentation of offsite learning opportunities.

5. How will student progress be monitored? Multiple classroom based instruction models will be used at a minimum of 51% to ensure students receive adequate intervention supports. Teacher created online lessons and Gradpoint (online learning management system) modules will be used for online instruction. Project Based Learning (PBL), Small Group Instruction SGI and Independent Study are the focus of classroom-based opportunities.
6. How will private student data be protected? ACPA will use the digital data that is stored on a secured server that is maintained and updated regularly to protect against breaches. Staff will be limited to student information that has FERPA regulated items as well as training on information abuse and confidentiality.
7. What professional development opportunities will be offered to teachers? Teachers will receive professional development opportunities in many best practices such as but not limited to: blended learning models, informational technology, software and hardware systems, project based learning, equity in education, special education, literacy, social and emotional practices. Embedded professional development will be provided by the instructional coach during the school year to provide real time feedback on effectiveness

and fidelity. Teachers have professional development days for a minimum of 15 days during the school year (5 days before, 5 days during and 5 days at the end of the school year) for ongoing support.

8. What classroom-based and non-classroom based learning opportunities will be offered to students? Please add an explanation of how the learning opportunities tie to the school's curriculum and mission.

Achieve's mission strives to ensure that its graduates receive the education, skills, work experience and confidence required to pursue their career goals and compete in our technical and global society. The independent blended model allows students to work at their own pace in a rotation format. This cycle strengthens their time management, independent thinking, problem solving, collaboration, presentation, and assessment skills. In this 21st century it is important that our students are computer literate and able to work with others. For students to be marketable for post-secondary opportunities, they will have to be able to communicate effectively, problem solve and be forward thinking. Non- classroom learning opportunities work parallel to the blended environment providing students with unstructured work setting that many employers offer. Project Based Learning provides students the individual strengths of brainstorming and creating effective solutions that many post-secondary employers look for during interviews. Timelines are provided to students in the beginning of the course allowing them to pace themselves accordingly. Field trips, calamity days, health and even disciplinary action days may occur, and students must pace themselves accordingly. Some, but not limited to classroom-based opportunities are:

- Instructional Content Speakers (Huntington Bankers, Doctors, Architects)
- Project Based Learning
- Small Group Instruction
- Tutoring
- ReTeach
- ILS-Gradpoint
- Peer Assistance

Some, but not limited to non-classroom-based opportunities are:

- College Credit Plus
- Field Trips
- Community Service
- Apprenticeships

Exhibit 3

Performance Frameworks – Metrics, Measures, & Targets

OVERVIEW

The purpose of the Performance Frameworks is to set annual targets that BCHF will use to consider a school for recognition, intervention, renewal, non-renewal, or termination.

BCHF subscribes to the principles and standards established by the National Association of Charter School Authorizers. We use objective and verifiable measures of student performance as the primary measure of school quality. We strive to protect the autonomy of our school by streamlining requirements and minimizing reporting burdens.

The BCHF board ultimately maintains discretion in making final decisions to consider a school for recognition, intervention, renewal, non-renewal, or termination. We reserve the right to utilize additional data collected through our ongoing monitoring in order to elevate a school in the overall renewal decision based upon the expertise, evaluation, and recommendation(s) by our Education Division team.

PERFORMANCE FRAMEWORK SCORING SCALE

Each section of the Performance Framework has a target score in each major category as highlighted in the scale – Academics, Compliance (comprised of legal and operations), and Fiscal. Some indicators are weighted more than others. For example, the Overall Rating metric from the Local Report Card (LRC) is made up of multiple components, all or some of which may apply to a school. This measure is a significant indicator of a school's performance and thus carries more weight on the performance framework.

The Academic total score is weighted at 50% of the overall performance score on the framework for a school. Compliance and Fiscal both are weighted at 25% each of the overall performance score. Although a score could exceed the number of possible points based upon a school exceeding the target, the maximum a school can achieve on the framework is 100% of the points. This information is used to annually evaluate the performance of a school for strengths, weaknesses, and intervention; it is also used to make renewal decisions.

ACADEMIC PERFORMANCE TARGETS & METRICS – Traditional K-12 Community School

(Where applicable, schools receive one point per star.)

ITEM	DESCRIPTION/DATA SOURCE	SCALE				
		5 points	4 points	TARGET 3 points	2 points	1 point
Items will be included depending on availability of calculations.						
1. Overall Rating	Local Report Card (LRC) Rating: Weighted x 3	15	12	9	6	3
2. School PI compared to District PI	Difference between Performance Index of the school and Performance Index of the district where the school is located.	≥ 12	< 12 and > 6	6 to -6	<-6 and > -12	≤ -12
3. School Progress compared to District Progress	Difference between Progress rating of the school and Progress rating of the district where the school is located.	≥ 2	1	0	-1	≤ -2
4. School PI compared to Average Local Market PI	Difference between Performance Index of the school and the average of the Performance Index of the local market schools.	≥ 12	< 12 and > 6	6 to -6	<-6 and > -12	≤ -12
5. School Progress compared to Average Local Market Progress	Difference between Progress rating of the school and average Progress rating of the local market schools.	≥ 2	1	0	-1	≤ -2
6. Over the Contract Averages (Improving Early Literacy)	The average (up to 3 years, based on available data, and rounded to nearest whole number) of the school's star rating from the LRC.	5	4	3	2	1
7. Over the Contract Averages (Perf Index)	School's average (up to 3 years, based on available data) of its PI.	97.0 to 120.0	85.0 to 96.9	73.0 to 84.9	60.0 to 72.9	1 to 59.9

ITEM	DESCRIPTION/DATA SOURCE	SCALE				
				TARGET		
		5 points	4 points	3 points	2 points	1 point
8. Over the Contract Averages (Chronic Absenteeism)	School's average (up to 3 years, based on available data) of its chronic absenteeism rate.	≤ 10	>10 and ≤ 15	>15 and ≤ 20	>20 and ≤ 25	>25
9. Achievement in Norm-Referenced Test (NRT)	Percent of students at or above the 50 th Normal Curve Equivalent (NCE) for the better of either winter or spring NRT administration.	≥ 50	< 50 and ≥ 45	< 45 and ≥ 40	< 40 and ≥ 35	< 35
10. Growth in Norm-Referenced Test (NRT)	Best growth in average NCE between two NRTs within a school year (fall to winter, fall to spring, or winter to spring).	≥ 20	< 20 and ≥ 10	< 10 and ≥ 0	< 0 and ≥ -10	< -10
11. Disaggregated Performance Beyond GAP Closing	Using ELA and Math component calculations the total earned subgroup points are divided by the total possible points.	$\geq 90\%$	< 90 and ≥ 80	< 80 and ≥ 70	< 70 and ≥ 60	< 60
12. English Learner	English Learners meeting their goal based on the AMO from the GAP report. (Depending on state reporting format).	<u>5</u> or ≥ 90	4 or < 90 and ≥ 80	3 or < 80 and ≥ 70	2 or < 70 and ≥ 60	1 or < 60
13. SMART Goal	Progress toward the school meeting its <i>prioritized</i> SMART Goal set at the beginning of each school year.	5		3		1

ACADEMIC PERFORMANCE TARGETS & METRICS – Drop Out Recovery Community School

Where applicable, local report designations are: Exceeds = 5 pts, Meets = 3 pts, Does Not meet = 1

ITEM	DESCRIPTION/DATA SOURCE	SCALE				
Items will be included depending on availability of calculations.				TARGET		
		5 points	4 points	3 points	2 point	1 point
1. Overall Rating	Local Report Card (LRC) Rating – Weighted at 3X	Exceeds (15)		Meets (9)		Does Not Meet (3)
2. Test Passage Rate Compared to State	Percent point difference of the school’s test passage rate from the Drop Out Recovery LRC compared to the State’s average test passage rate for Drop Out Recovery schools.	≥ 20	> 10 and < 20	≥ -10 and $\leq +10$	> -10 and < -20	≤ -20
3. Combined Graduation Rate Compared to State	Percent point difference of the school’s combined graduation rate from the LRC compared to the State’s average Drop Out Recovery graduation rate.	≥ 20	> 10 and < 20	≥ -10 and $\leq +10$	> -10 and < -20	≤ -20
4. Over the Contract Averages: Test Passage rate	School’s rating average of the three most recent school years for the Test Passage rate.	5	4	3	2	1
5. Over the Contract Averages: Combined Graduation Rate	School’s rating average of the three most recent school years for the Combined Graduation rate.	5	4	3	2	1

6. Over the Contract Averages: Progress	School's rating average of the three most recent school years for the Progress Component.	5	4	3	2	1
ITEM	DESCRIPTION/DATA SOURCE	SCALE				
				TARGET		
		5 points	4 points	3 points	2 point	1 point
7. Achievement in Norm-Referenced Test (NRT)	Percent of students at or above the 50 th Normal Curve Equivalent (NCE) for the better of either winter or spring NRT administration.	≥ 50	< 50 and ≥ 45	< 45 and ≥ 40	< 40 and ≥ 35	< 35
8. Growth in Norm-Referenced Test (NRT)	Best growth in average NCE between two NRTs within a school year. <i>Progress as measured by the LRC may be used as an override.</i>	≥ 20	< 20 and ≥ 10	< 10 and ≥ 0	< 0 and ≥ -10	< -10
9. Disaggregated Performance Beyond GAP Closing	Using ELA and Math component calculations, the total earned subgroup points are divided by the total possible points.	$\geq 90\%$	< 90 and ≥ 80	< 80 and ≥ 70	< 70 and ≥ 60	< 60
10. English Learner	English Learners meeting their goal based on the AMO from the GAP report. (Depending on state reporting format).	$\frac{5}{\geq 90}$	4 or < 90 and ≥ 80	3 or < 80 and ≥ 70	2 or < 70 and ≥ 60	1 or < 60

11. SMART Goal	Progress toward the school meeting its <i>prioritized</i> SMART Goal set at the beginning of each school year.	5		3		1
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COMPLIANCE PERFORMANCE TARGETS & METRICS – All Schools

ITEM	DESCRIPTION/DATA SOURCE	SCALE			
		TARGET			
OPERATIONS		2 points	1 point	0 points	Not Calculated
	1. Health, Safety, and Environment	Applicable Rule and Law requirements related to facilities, inspections, policies, transportation, food service, and emergency planning.	School scores 100% for required items.	School scores 95-99% for required items.	School scores <95% for required items.
2. Human Capital	Applicable Rule and Law requirements related to workers comp, licensure, policies, staff training, benefits, professional development, non-discrimination & bullying, and reporting.	School scores 100% for required items.	School scores 95-99% for required items.	School scores <95% for required items.	NC
3. Financial	Applicable Rule and Law requirements related to liability insurance, treasurer license & bond, EMIS/SOES coordinator, financial reporting, and ITC contract.	School scores 100% for required items.	School scores 95-99% for required items.	School scores <95% for required items.	NC
4. Governance	Applicable Rule and Law requirements related to board materials, annual COIs, school annual report, public records, record retention, and meeting schedule.	School scores 100% for required items.	School scores 95-99% for required items.	School scores <95% for required items.	NC

5. Admission, Access and Student Requirements	Applicable Rule and Law requirements related to admission & residency policies, parent notices, enrollment, academic calendar, student files, attendance/truancy/withdrawal, student screenings, student handbook, FAPE, child find, racial balance, parental involvement, and discipline.	School scores 100% for required items.	School scores 95-99% for required items.	School scores <95% for required items.	NC
6. Educational Program	Applicable Rule and Law requirements related to academic assurances, 504 Plans, testing, academic intervention, curriculum, financial literacy, RTI, school improvement, RIMPs, special education, academic performance, and graduation.	School scores 100% for required items.	School scores 95-99% for required items.	School scores <95% for required items.	NC
ITEM	DESCRIPTION/DATA SOURCE	SCALE			
LEGAL		TARGET			
		2 points	1 point	0 points	Not Calculated
7. Governance-Required Number of Board Meetings	Number of governing board meetings held per school year as required by the community school contract and/or rule and law.	6+ meetings held per year.	5 meetings held per year.	4 or fewer meetings held per year.	NC
8. Governance-Required Number of Board Members	Number of governing board members approved by BCHF per school year as required by the community school contract and/or rule and law.	5+ sponsor approved members for the full year.	4 sponsor approved members for (1) or more meetings.	3 or fewer sponsor approved members for (1) or more meetings.	NC

9. Governance-Required Board Member Training	Governing authority board annual training as required by the community school contract and/or rule and law.	2 (or more) hrs. of annual training completed in Open Meetings and Public Records for 100% of board members.	2 (or more) hrs. of annual training completed in Open Meetings and Public Records for 90-99% of board members.	2 (or more) hrs. of annual training completed in Open Meetings and Public Records for <90% of board members.	NC
10. Annual Report	Annual Report prepared by the school, submitted to the sponsor by the deadline prescribed in law, and made available to the parents of students attending the school.	School Annual Report submitted AND made available to parents by the due date.	N/A	School Annual Report NOT submitted OR NOT made available to parents by the due date.	NC

FISCAL PERFORMANCE TARGETS & METRICS – All Schools

ITEM	DESCRIPTION/DATA SOURCE	SCALE			
		TARGET			
		2 points	1 point	0 points	Not Calculated
1. Current Ratio	School's financial statements.	Current Ratio is >1.0	Current Ratio is between .9 and 1.0 or between 1.0	Current Ratio is below .9	NC
2. Unrestricted Days of Cash	School's financial statements.	School has 45 days cash available.	School has between 15 and 45 days cash available.	School has less than 15 days cash available.	NC
3. Change in Cash Position	School's financial statements. <i>Schools Meeting Target on Metric #2 (Days of Cash) will automatically receive Meets Target.</i>	Cash available increased.	Cash available decreased.	Cash available decreased by >20%	NC
4. Debt Management	School's financial statements.	School meets all debt requirements and is not delinquent on payments.	School has missed payments.	School is in default on any debt service.	NC
5. Debt Coverage Ratio	School's financial statements.	School's Debt Coverage Ratio is > 1.1.	School's Debt Coverage Ratio is between 1.0 and 1.1.	School's Debt Coverage Ratio is below 1.0.	NC
ITEM	DESCRIPTION/DATA SOURCE	SCALE			

		TARGET			
		2 points	1 point	0 points	Not Calculated
6. Surplus/(Deficit) Variance	School's financial statements. <i>Calculation may exclude large, planned expenditures or capital outlay. Calculation may exclude payments to reduce debt.</i>	Net Income is positive.	School's Net Income is Negative by <5% of Total revenue.	School's Net Income is Negative by >5% of Total revenue.	NC
7. Enrollment Sustainment	School's settlement reports and board approved five-year forecasts.	Final FTE is >90 of October FTE.	Final FTE is 85-90% of October FTE.	Final FTE is <85% of October FTE.	NC
8. Enrollment Variance	School's settlement reports and board approved five-year forecasts.	Final FTE is >90% of October Forecast.	Final FTE is 85-90% of October Forecast.	Final FTE is below 80% of October Forecast.	NC









ACPA Modification with exhibits_5.3.22

Final Audit Report

2022-06-30

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