

MODIFICATION TO CHARTER CONTRACT  
FOR SPONSORSHIP OF A COMMUNITY SCHOOL

By and Between

The Buckeye Community Hope Foundation (“Sponsor” or “BCHF”)  
And Youngstown 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], ~~3313.536 [school safety plan]~~, 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], 5502.262 [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, pursuant to R.C. 3314.08. 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: Steve Fronk  
Signature: Steve Fronk  
Steve Fronk (May 18, 2022 07:59 EDT)  
Title: President  
Date: May 18, 2022

*With full authority to execute  
this modification*

**Sponsor**

Print Name: Peggy Young  
Signature: Peggy Young  
Title: Director, Education Division  
Date: May 18, 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.** -It is the mission of YPA to educate all students to the highest levels of academic achievement, where they are continuously challenged to think, perform, and grow into lifelong learners.

We consistently revisit the mission in all our practices and evaluate progress toward mission accomplishment through multiple measures including student performance and growth, teacher performance, administrator performance and school performance.

**2. Characteristics of the students the School is expected to attract.** If the School plans to serve an at-risk population, please include here the definition, agreed upon by the Sponsor and the School, of at-risk.

As a school of choice, Youngstown Preparatory (YPA) will be open for enrollment for all K-8 students in Mahoning County, Ohio and adjacent counties in the Youngstown, Ohio area. Similar schools in the area are almost entirely composed of economically disadvantaged students. YPA will serve the same anticipated demographic, which is comprised of the following racial breakdown: 55% African American students 15% Caucasian and 30% Latino.

**3. Ages and grades of the students.** - **Ages 5-14 serving grades K-8**

**4. Focus of the curriculum.** - The following design elements and guiding principles will make YPA a high performing school of the 21st Century, while providing the tools necessary to improve student learning and achievement.

1. **AMBITIOUS PEDAGOGY** Ambitious pedagogy is "teaching and learning that moves beyond the straightforward communication or transfer of facts and skills to instruction that has teachers and students engaged in deep learning by making meaning of rich academic content. Co-engaging in authentic, practical, and intellectual puzzles and creating new knowledge and capabilities in themselves and in others" (Moje, 2017). Ambitious instruction includes rich tasks through which students learn content, concepts, and skills. In order for students to collaborate, communicate, and think critically and creatively, they must be doing so about rich content.

By engaging students in deep learning and having them think critically about rich content, teachers will increase student achievement. In addition, the development and fostering of a growth-mindset is equally imperative.

2. **EQUITABLE PEDAGOGY** Teaching practices that strive for equity within the classroom consider the identity, efficacy, and agency of each learner. Learning experiences and materials consider the cultural heritage and identities of the learners in the classroom. Teachers are responsive to students, their backgrounds, and life experiences. Teachers build on the assets or “funds of knowledge” (Gonzalez, et al., 2009) that students bring with them.
3. **SEL INTEGRATIVE PEDAGOGY** positions relationships as the central ingredient to learning. Inherent within SEL integrative instruction is the growth mindset necessary to achieve established high expectations. High levels of academic press coupled with proper social and emotional supports and the shared belief that students will achieve at the level of expectation promote high levels of student learning.

A supportive and equitable environment in all classrooms serves as a platform for all academic, social and emotional learning. At the core of a supportive classroom is a caring, engaging teacher who establishes authentic trusting relationships with each student.

4. **Description of Classroom Based and Non-Classroom-Based Learning Opportunities.** Please provide a summary of the learning opportunities that will be offered to students (both classroom and non-classroom-based opportunities) that are in compliance with criteria for student participation established by the Ohio Department of Education under (H)(2) of Section 3314.08 of the Ohio Revised Code.

Universal Design for Learning (UDL) will be the framework for instruction at the YPA. In order to accomplish our mission and align teaching and learning with our guiding principles, teachers will need to plan and implement instruction to meet the needs of all students. Within the framework of instruction, teachers will implement an Inquiry-Based Instruction-method that places students’ questions, ideas, and observations at the center of the learning experience. The 5E model sequences learning experiences so that students have the opportunity to construct their understanding of a concept over time. The model leads students through five phases of learning that are easily described using words that begin with the letter E: Engage, Explore, Explain, Elaborate, and Evaluate.

Teachers will also differentiate their instruction through the use of small groups and implementation of a Direct Instruction. Direct instruction is a model for teaching that emphasizes well-developed and carefully planned lessons designed around small learning increments and clearly defined and prescribed teaching tasks. Direct instruction

is the use of straightforward, explicit teaching techniques, combined with student practice and feedback to teach concepts, skills, and application.

The guiding principles and instructional framework identified have been selected due to the effectiveness and ability to meet the needs of diverse learners. By incorporating varying instructional methodologies, teachers will be able to differentiate instruction to meet the needs of all learners including students with disabilities and students who are English Language Learners.

Core instruction will be provided to the Ohio Learning Standards for grades K through 8. All aspects of English Language Arts (Reading Foundations, Reading Literature, Reading Informational Text, Writing, Speaking and Listening, and Language), Mathematics, Science, Social Studies and Physical Education. Fine Arts will be taught by classroom teachers or specialists when schedule permits.

YPA will also have a daily intervention block built into the schedule. This intervention time will allow all students to receive research-based, targeted instruction to address any skill deficits. Additionally, the intervention block will allow YPA staff to meet the needs of students who may need to be challenged. This will include students who qualify as gifted.

YPA will utilize technology tools and resources to provide our students with meaningful and engaging learning experiences. At YPA, technology will be a vital tool that will be used to foster student engagement through active learning tasks. Teachers will use technology based instructional methods that encourage students to actively engage with curriculum to increase students' overall academic engagement.

Learning experiences and materials at YPA will consider and incorporate the cultural heritage and identities of the learners in the classroom.

Additionally, YPA students will engage in virtual and in-person field trips. Learning experiences outside of the classroom will enrich the educational experiences for YPA students by showing them real-life applications of theories that they are learning at school.

**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.     

**b. 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. **X**

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 meeting 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.  
X

The school IS planning to operate a career-technical education program. \_\_\_

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) 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**, subject to the prior written approval of the Sponsor and timely submission of a blended learning declaration. \_\_\_
- (3) The School IS planning to register a blended learning program under Section 3302.41 (A) of the Revised Code, subject to the prior written approval of the Sponsor and timely submission of a blended learning declaration. \_\_\_

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.

If you plan to offer blended learning, please respond to all questions below.

1. What blended learning models will the school use?
2. How will the school determine and document student instructional needs?
3. What methods will be used to determine student competency, grant course credit, and promote students to a higher grade level?
4. What will be the school's attendance requirements, including how the school documents participation in learning opportunities?
5. How will student progress be monitored?
6. How will private student data be protected?
7. What professional development opportunities will be offered to teachers?
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.

*Please note: Non-classroom-based learning opportunities include: Credit Flex or College Credit Plus; field trips with academic enhancement component; tutoring; post-secondary enrollment; career; learning on contingency days or while a student is suspended/expelled; internet or independent study; or other applicable programming.*

## **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.						
<b>1. Overall Rating</b>	Local Report Card (LRC) Rating: Weighted x 3	15	12	9	6	3
<b>2. School PI compared to District PI</b>	Difference between Performance Index of the school and Performance Index of the district where the school is located.	$\geq 12$	< 12 and > 6	6 to -6	<-6 and > -12	$\leq -12$
<b>3. School Progress compared to District Progress</b>	Difference between Progress rating of the school and Progress rating of the district where the school is located.	$\geq 2$	1	0	-1	$\leq -2$
<b>4. School PI compared to Average Local Market PI</b>	Difference between Performance Index of the school and the average of the Performance Index of the local market schools.	$\geq 12$	< 12 and > 6	6 to -6	<-6 and > -12	$\leq -12$
<b>5. School Progress compared to Average Local Market Progress</b>	Difference between Progress rating of the school and average Progress rating of the local market schools.	$\geq 2$	1	0	-1	$\leq -2$
<b>6. Over the Contract Averages (Improving Early Literacy)</b>	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
<b>7. Over the Contract Averages (Perf Index)</b>	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
<b>8. Over the Contract Averages (Chronic Absenteeism)</b>	School's average (up to 3 years, based on available data) of its chronic absenteeism rate.	$\leq 10$	$>10$ and $\leq 15$	$>15$ and $\leq 20$	$>20$ and $\leq 25$	$>25$
<b>9. Achievement in Norm-Referenced Test (NRT)</b>	Percent of students at or above the 50 <sup>th</sup> Normal Curve Equivalent (NCE) for the better of either winter or spring NRT administration.	$\geq 50$	$< 50$ and $\geq 45$	$< 45$ and $\geq 40$	$< 40$ and $\geq 35$	$< 35$
<b>10. Growth in Norm-Referenced Test (NRT)</b>	Best growth in average NCE between two NRTs within a school year (fall to winter, fall to spring, or winter to spring).	$\geq 20$	$< 20$ and $\geq 10$	$< 10$ and $\geq 0$	$< 0$ and $\geq -10$	$< -10$
<b>11. Disaggregated Performance Beyond GAP Closing</b>	Using ELA and Math component calculations the total earned subgroup points are divided by the total possible points.	$\geq 90\%$	$< 90$ and $\geq 80$	$< 80$ and $\geq 70$	$< 70$ and $\geq 60$	$< 60$
<b>12. English Learner</b>	English Learners meeting their goal based on the AMO from the GAP report. (Depending on state reporting format).	<u>5</u> or $\geq 90$	4 or $< 90$ and $\geq 80$	3 or $< 80$ and $\geq 70$	2 or $< 70$ and $\geq 60$	1 or $< 60$
<b>13. SMART Goal</b>	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
<b>1. Overall Rating</b>	Local Report Card (LRC) Rating – Weighted at 3X	Exceeds (15)		Meets (9)		Does Not Meet (3)
<b>2. Test Passage Rate Compared to State</b>	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.	$\geq 20$	$> 10$ and $< 20$	$\geq -10$ and $\leq +10$	$> -10$ and $< -20$	$\leq -20$
<b>3. Combined Graduation Rate Compared to State</b>	Percent point difference of the school's combined graduation rate from the LRC compared to the State's average Drop Out Recovery graduation rate.	$\geq 20$	$> 10$ and $< 20$	$\geq -10$ and $\leq +10$	$> -10$ and $< -20$	$\leq -20$
<b>4. Over the Contract Averages: Test Passage rate</b>	School's rating average of the three most recent school years for the Test Passage rate.	5	4	3	2	1
<b>5. Over the Contract Averages: Combined Graduation Rate</b>	School's rating average of the three most recent school years for the Combined Graduation rate.	5	4	3	2	1



<b>6. Over the Contract Averages: Progress</b>	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				
				<b>TARGET</b>		
		<b>5 points</b>	<b>4 points</b>	<b>3 points</b>	<b>2 point</b>	<b>1 point</b>
<b>7. Achievement in Norm-Referenced Test (NRT)</b>	Percent of students at or above the 50 <sup>th</sup> Normal Curve Equivalent (NCE) for the better of either winter or spring NRT administration.	$\geq 50$	$< 50$ and $\geq 45$	$< 45$ and $\geq 40$	$< 40$ and $\geq 35$	$< 35$
<b>8. Growth in Norm-Referenced Test (NRT)</b>	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>	$\geq 20$	$< 20$ and $\geq 10$	$< 10$ and $\geq 0$	$< 0$ and $\geq -10$	$< -10$
<b>9. Disaggregated Performance Beyond GAP Closing</b>	Using ELA and Math component calculations, the total earned subgroup points are divided by the total possible points.	$\geq 90\%$	$< 90$ and $\geq 80$	$< 80$ and $\geq 70$	$< 70$ and $\geq 60$	$< 60$
<b>10. English Learner</b>	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 $\geq 80$	3 or $< 80$ and $\geq 70$	2 or $< 70$ and $\geq 60$	1 or $< 60$

<b>11. SMART Goal</b>	Progress toward the school meeting its <i>prioritized</i> SMART Goal set at the beginning of each school year.	5		3		1
-----------------------	--	---	--	---	--	---

### COMPLIANCE PERFORMANCE TARGETS & METRICS – All Schools

ITEM	DESCRIPTION/DATA SOURCE	SCALE			
		TARGET			
<b>OPERATIONS</b>		2 points	1 point	0 points	Not Calculated
	<b>1. Health, Safety, and Environment</b>	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.
<b>2. Human Capital</b>	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
<b>3. Financial</b>	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
<b>4. Governance</b>	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

<b>5. Admission, Access and Student Requirements</b>	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
<b>6. Educational Program</b>	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
<b>ITEM</b>	<b>DESCRIPTION/DATA SOURCE</b>	<b>SCALE</b>			
<b>LEGAL</b>		<b>TARGET</b>			
		<b>2 points</b>	<b>1 point</b>	<b>0 points</b>	<b>Not Calculated</b>
<b>7. Governance-Required Number of Board Meetings</b>	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
<b>8. Governance-Required Number of Board Members</b>	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

<b>9. Governance-Required Board Member Training</b>	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
<b>10. Annual Report</b>	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
<b>1. Current Ratio</b>	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
<b>2. Unrestricted Days of Cash</b>	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
<b>3. Change in Cash Position</b>	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
<b>4. Debt Management</b>	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
<b>5. Debt Coverage Ratio</b>	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
<b>6. Surplus/(Deficit) Variance</b>	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
<b>7. Enrollment Sustainment</b>	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
<b>8. Enrollment Variance</b>	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









# YPA Modification with Exhibits. 4.28.22

Final Audit Report

2022-05-18

Created:	2022-05-17
By:	Stephanie Klupinski (sklupinski@buckeyehope.org)
Status:	Signed
Transaction ID:	CBJCHBCAABAASz61MoKNkOQvqZKIZvKt1Af1xaMe8zS9

## "YPA Modification with Exhibits. 4.28.22" History

-  Document created by Stephanie Klupinski (sklupinski@buckeyehope.org)  
2022-05-17 - 5:09:55 PM GMT- IP address: 71.66.45.182
-  Document emailed to Steve Fronk (steve.fronk@ypaeagles.org) for signature  
2022-05-17 - 5:11:12 PM GMT
-  Email viewed by Steve Fronk (steve.fronk@ypaeagles.org)  
2022-05-17 - 5:32:42 PM GMT- IP address: 104.28.79.169
-  Document e-signed by Steve Fronk (steve.fronk@ypaeagles.org)  
Signature Date: 2022-05-18 - 11:59:17 AM GMT - Time Source: server- IP address: 24.154.22.161
-  Document emailed to Peggy Young (pyoung@buckeyehope.org) for signature  
2022-05-18 - 11:59:20 AM GMT
-  Email viewed by Peggy Young (pyoung@buckeyehope.org)  
2022-05-18 - 12:14:26 PM GMT- IP address: 104.28.78.185
-  Document e-signed by Peggy Young (pyoung@buckeyehope.org)  
Signature Date: 2022-05-18 - 1:46:28 PM GMT - Time Source: server- IP address: 24.208.132.241
-  Agreement completed.  
2022-05-18 - 1:46:28 PM GMT