

**SIXTH AMENDMENT TO THE AMENDED AND RESTATED
CONTRACT**

for an OHIO COMMUNITY SCHOOL

between theBowling 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 dated October 2022 and attached hereto is hereby adopted as Attachment 11.6 to the Contract.
2. All previous versions of Attachment 11.6 are superseded.
3. Section 4.1 shall be revised as follows:
 - a. In the first sentence of the section add "3302.037," "3313.6025," "3313.6026," "3313.669," "3313.6610," "3313.818," "3319.077," "3319.078," "3319.238," "3319.393," "3323.251," "5502.262," and "5502.703" in the appropriate numerical order.
 - b. Remove "3313.536," "3319.074," and "3319.075."
 - c. At the end of the section, insert the following new paragraph:

Beginning with students who enter ninth grade for the first time on or after July 1, 2010, the requirement in sections 3313.61 and 3313.611 of the Revised Code that a person must successfully complete the curriculum of a high school prior to receiving a high school diploma shall be met by completing the requirements prescribed in section 3313.6027 and division (C) of section

**Attachment 11.6
(October 2022)**

3313.603 of the Revised Code, unless the person qualifies under division (D) or (F) of that section. Each school shall comply with the plan for awarding high school credit based on demonstration of subject area competency, and with the updated plan that permits students enrolled in seventh and eighth grade to meet curriculum requirements based on subject area competency adopted by the state board of education under divisions (J)(1) and (2) of section 3313.603 of the Revised Code. The school shall comply with the framework for granting units of high school credit to students who demonstrate subject area competency through work-based learning experiences, internships, or cooperative education developed by the department under division (J)(3) of section 3313.603 of the Revised Code. The School may establish more rigorous graduation requirements as defined in its Education Plan in Attachment 6.3.

4. All other provisions of the Contract remain unchanged.

TOLEDO SCHOOL FOR THE ARTS:

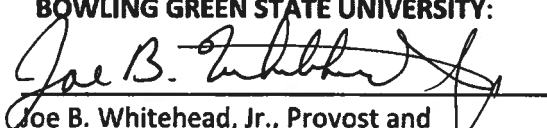


Tim VanTuinen, President

2022.11.10

Date

BOWLING GREEN STATE UNIVERSITY:



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

2022-11-15

Date

APPROVED AS TO LEGAL FORM


OFFICE OF GENERAL COUNSEL



Performance Accountability Framework

Full, Legal School Name	Toledo School for the Arts
IRN	133942
Building Principal	Letha Ferguson
Executive Director	Rob Koenig
Management Company	NA
Contract Dates	7/1/19 - 6/30/24
School Mission	Toledo School for the Arts serves as an inclusive community where learning is rigorous, creativity is cultivated, and the individual is celebrated.

Section A: Academic Measures- LRC

A1- CHRONIC ABSENTEEISM			
Goal: based on the published data from the 2021-2022 LRC, the goal must be written with the following guidelines;			
<ol style="list-style-type: none"> 1. Current chronic absenteeism rate meets or exceeds the established threshold determined by ODE; <p style="text-align: center;">OR</p> <ol style="list-style-type: none"> 2. If current chronic absenteeism rate is 36.7% or higher the goal will indicate a 1.1% improvement 3. If current chronic absenteeism rate is lower than 36.7%, the goal will indicate a 3% improvement 			
Year(s)	2020 - 2021	2021 - 2022	2022-2023
GOAL	Meet or exceed state expectations	Meet or exceed state expectations	3% improvement in chronic absenteeism from 2021-2022 school year
ACTUAL	10.4%	25.5%	
RATING <i>Not Met (0pt)</i> <i>Met (1pt)</i>	Met (1 Point)	Not Met (0 Points)	
DESCRIPTION OF MEASURE AND MONITORING STRATEGY			
Evaluation of the goal will be determined by the review of the 2022-2023 Local Report Card published in the fall of 2023.			

A2- PERFORMANCE INDEX			
The annual Local Report Card will show an increase in performance index points from the 2021 – 2022 LRC or the most current published LRC data, if no data is available for the 2021-2022 school year.			
Year(s)	2020 - 2021	2021 - 2022	2022-2023
ACTUAL	71.7 Points/ 120.0 (59.8%)	78.1 Points / 109.1 (71.5%)	
RATING <i>Not Met (0pt)</i> <i>Met (1pt)</i>	Not Rated	Met (1 Point)	
DESCRIPTION OF MEASURE AND MONITORING STRATEGY			
Evaluation of the goal will be determined by the review of the 2022-2023 Local Report Card published in the fall of 2023.			

A3- INDICATORS MET			
The annual Local Report Card will show an increase in indicators met from the 2021-2022 LRC or the most current published LRC data, if no data is available for the 2021-2022 school year.			
Year(s)	2020 - 2021	2021 - 2022	2022-2023
ACTUAL	2/14	1/13	
RATING <i>Not Met (0pt)</i> <i>Met (1pt)</i>	Not Rated	Not Met (0 Points)	
DESCRIPTION OF MEASURE AND MONITORING STRATEGY			
Evaluation of the goal will be determined by the review of the 2022-2023 Local Report Card published in the fall of 2023.			

A4- GIFTED DATA			
The annual Local Report Card will show an increase in gifted performance index or gifted value-added met from the 2021-2022 LRC or the most current published LRC data, if no data is available for the 2021-2022 school year.			
Year(s)	2020 - 2021	2021 - 2022	2022-2023
ACTUAL	Gifted PI: 103.832 (86.5%) Gifted VA: NR	Gifted PI: 105.514 Gifted VA: 1 Star	
RATING <i>Not Met (0pt)</i> <i>Met (1pt)</i>	Not Rated	Met	
DESCRIPTION OF MEASURE AND MONITORING STRATEGY			
Evaluation of the goal will be determined by the review of the 2022-2023 Local Report Card published in the fall of 2023.			

A5- PROGRESS			
<p>The annual report card will show a positive increase in growth index from the previous year in one of the following categories: OST English Language Arts, OST Mathematics, OST Science, OST EOC Algebra 1, OST EOC English Language Arts II, OST EOC Geometry.</p> <p>Baseline data from the 2021-2022 LRC or the most current published LRC data, if no data is available for the 2021-2022 school year.</p>			
Year(s)	2020 - 2021	2021 - 2022	2022-2023
SELECTED CATEGORY	NA	Students with Disabilities	OST Mathematics
ACTUAL	No Data	No Data (Changes in Reporting) Overall Rating: 2 Stars	
RATING <i>Not Met (0pt)</i> <i>Met (1pt)</i>	Not Rated	Not Rated (Change in Report Card)	
DESCRIPTION OF MEASURE AND MONITORING STRATEGY			
<p>Evaluation of the goal will be determined by the review of the 2022-2023 Local Report Card published in the fall of 2023.</p>			

A6 – GAP CLOSING			
<p>The annual Local Report Card will show an increase in overall gap closing from the 2021-2022 LRC or the most current published LRC data, if no data is available for the 2021-2022 school year.</p>			
Year(s)	2020 - 2021	2021 - 2022	2022-2023
ACTUAL	No Data	37.5% Overall Rating- 3 Stars	
RATING <i>Not Met (0pt)</i> <i>Met (1pt)</i>	Not Rated	Not Rated	
DESCRIPTION OF MEASURE AND MONITORING STRATEGY			
<p>Evaluation of the goal will be determined by the review of the 2022-2023 Local Report Card published in the fall of 2023.</p>			

A7 – GRADUATION			
The annual Local Report Card will maintain a 4 in the overall graduation component from the 2021-2022 LRC or the most current published LRC data, if no data is available for the 2021-2022 school year.			
Year(s)	2020 - 2021	2021 - 2022	2022-2023
ACTUAL	NO RATING (Graduation Rate 96.9)	4 Stars (Graduation Rate 94.6)	
RATING Not Met (0pt) Met (1pt)	Met (1 Point)	Met (1 Point)	
DESCRIPTION OF MEASURE AND MONITORING STRATEGY			
Evaluation of the goal will be determined by the review of the 2022-2023 Local Report Card published in the fall of 2023.			

A8 – 4 YEAR GRADUATION RATE			
The annual Local Report Card will meet or exceed the state average in the 4-year graduation rate percentage from the 2021-2022 LRC or the most current published LRC data, if no data is available for the 2021-2022 school year.			
Year(s)	2020 - 2021	2021 - 2022	2022-2023
ACTUAL	96.9%	94.6%	
RATING Not Met (0pt) Met (1pt)	Met (1 Point)	Met (1 Point)	
DESCRIPTION OF MEASURE AND MONITORING STRATEGY			
Evaluation of the goal will be determined by the review of the 2022-2023 Local Report Card published in the fall of 2023.			

A9 – 5 YEAR GRADUATION RATE			
The annual Local Report Card will meet or exceed the state average in the 5-year graduation rate percentage from the 2021-2022 LRC or the most current published LRC data, if no data is available for the 2021-2022 school year.			
Year(s)	2020 - 2021	2021 - 2022	2022-2023
ACTUAL	97.8%	96.9%	
RATING <i>Not Met (0pt)</i> <i>Met (1pt)</i>	Met (1 Point)	Met (1 Point)	
DESCRIPTION OF MEASURE AND MONITORING STRATEGY			
Evaluation of the goal will be determined by the review of the 2022-2023 Local Report Card published in the fall of 2023.			

A10 – COLLEGE, CAREER, WORKFORCE AND MILITARY READINESS			
The goal in this area should be either (1) The annual Local Report Card will show an increase in the overall percentage from the 2021-2022 LRC or the most current published LRC data, if no data is available for the 2021-2022 school year; OR (2) Identify a specific component within Prepared for Success to show improvement (Dual Enrollment Credit, Remediation Free ACT Scores, Honors Diplomas, etc.).			
Year(s)	2020 - 2021	2021 - 2022	2022-2023
GOAL	Increase the % of students receiving an Honors Diploma from 29.1% to 32.0%.	Increase the % of students earning an Honors Diploma from 32.8% to 33.8%	Increase number of students in the class of 2024 who score remediation free on the ACT as measured against the class of 2023.
ACTUAL	32.8% earned an Honors Diploma.	34.4% earned an Honors Diploma.	
RATING <i>Not Met (0pt)</i> <i>Met (1pt)</i>	Met (1 Point)	Met (1 Point)	
DESCRIPTION OF MEASURE AND MONITORING STRATEGY			
Evaluation of the goal will be determined by the review of the 2022-2023 Local Report Card published in the fall of 2023.			

A11 – COMPARATIVE GOAL				
The school will identify the two areas of the LRC data for comparison of two similar schools. The school will perform higher or equal to similar schools in the selected LRC categories as indicated in the below table.				
Year	2020 - 2021	2021 – 2022		2022-2023
GOAL	Perform at rates higher to or equal to similar schools in the local community identified below in the areas of achievement and graduation.	Toledo School for the Arts will perform higher or equal to Start High School in both the Performance Index and overall Graduation categories. Toledo School for the Arts will perform higher than or equal to Maritime Academy in both the Performance Index and overall Graduation categories.	Toledo School for the Arts will perform higher or equal to Start High School in both the Performance Index and overall Graduation categories. Toledo School for the Arts will perform higher than or equal to Maritime Academy in both the Performance Index and overall Graduation categories.	
ACTUAL	Performed at rates higher than similar schools in the local community in graduation. Achievement not assessed due to no LRC data.	<u>Start High School</u> PI: 47.9% Overall Graduation: 1 Star <u>Maritime Academy</u> PI: 40.9% Overall Graduation: 1 Star <u>TSA</u> PI: 71.5 % Overall Graduation: 4 Stars		
RATING <i>Not Met (0pt)</i> <i>Progressing (1pt)</i> <i>Met (2pt)</i>	Met (2points)	Met (2 points)		
CHART TO INDICATE TWO SIMILAR SCHOOLS AND A COMPARISON OF LRC DATA				
	% POVERTY	% MINORITY	Graduation	Performance Index
Toledo School for the Arts	42.6%	42.9%	4 yr. 94.6% 5 yr. 96.9%	71.5%
Start High School	56.7%	69.1%	4 yr. 74.7% 5yr 85.1%	50.2%
Maritime	66.1%	63.9%	4 yr. 67.3% 5 yr. 77.1%	40.9%

Note: Improving At-Risk K-3 Readers Component is not applicable to Toledo School for the Arts and is therefore not included within the Performance Framework.

Section B: Other Academic Measure Goals

B1 - SUB GROUP		
Goals set for this standard must include the name of the assessment and an increase for a specific subgroup of students. (Assessment must be on the Ohio Department of Education <u>approved</u> vendor list) Baseline data is required from the 2021-2022 data.		
Assessment: STAR		
Year(s)	2021 - 2022	2022-2023
GOAL	Students with Disabilities in grades 6-8 will show an increase in overall growth in STAR mathematics diagnostic testing from Fall 2021-Spring 2022.	Students of color in grades 6 – 8 will show an increase in overall growth in STAR mathematics diagnostic testing from Fall 2022-Spring 2023.
ACTUAL	6 th & 7 th grade students with disabilities showed an increase in overall math growth and 8 th grade showed a decrease in overall math growth.	
RATING <i>Not Met (0pt)</i> <i>Progressing (1pt)</i> <i>Met (2pt)</i>	Progressing (1 point)	
DESCRIPTION OF MEASURE AND MONITORING STRATEGY		
Evaluation of this goal will be determined by the review of STAR data for the 2022-2023 school year. Specific tutoring will be designed for students falling below proficient according to STAR results.		

B2 - OVERALL READING		
Goals set for this standard must include the name of the assessment and the expected increase for all students in Reading. (Assessment must be on the Ohio Department of Education <u>approved</u> vendor list) Baseline data is required from the 2021-2022 data.		
Assessment: STAR		
Year(s)	2021 - 2022	2022-2023
GOAL	56% Proficient or higher by the final STAR test in Spring 2022, a 5% increase from fall 2021 - spring 2022.	Students will show an overall 5% improvement in growth from fall 2022- spring 2023.
ACTUAL	51% Proficient or higher in Spring 2022. (2% decrease from Fall 2021) (Fall 2021- 53%; Spring 2022- 51%)	
RATING <i>Not Met (0pt)</i> <i>Progressing (1pt)</i> <i>Met (2pt)</i>	Not Met (0 Points)	
DESCRIPTION OF MEASURE AND MONITORING STRATEGY		
Evaluation of this goal will be determined by the review of STAR data for the 2022-2023 school year. Specific tutoring will be designed for students falling below proficient according to STAR results.		

B3 – OVERALL MATH		
Goals set for this standard must include the name of the assessment and the expected increase for all students in Math. (Assessment must be on the Ohio Department of Education <u>approved</u> vendor list) Baseline data is required from the 2021-2022 data.		
Assessment: STAR		
Year(s)	2021 - 2022	2022-2023
GOAL	65% Proficient or higher by the final STAR test in Spring 2022, a 5% increase from Fall 2021-Spring 2022.	Students will show an overall 5% improvement in growth from fall 2022- spring 2023.
ACTUAL	48% Proficient or higher in Spring 2022. (2% decrease from Fall 2021) (Fall 2021- 50%; Spring 2022- 48%)	
RATING <i>Not Met (0pt)</i> <i>Progressing (1pt)</i> <i>Met (2pt)</i>	Not Met (0 Points)	
DESCRIPTION OF MEASURE AND MONITORING STRATEGY		
Evaluation of this goal will be determined by the review of STAR data for the 2022-2023 school year. Specific tutoring will be designed for students falling below proficient according to STAR results.		

Section C: Non-Academic Goals

C1 – MISSION STATEMENT	
<p>State the School’s Mission: Toledo School for the Arts serves as an inclusive community where learning is rigorous, creativity is cultivated, and the individual is celebrated.</p> <p>This goal should include mission specific performance measures and targets.</p>	
Year	2022-2023
GOAL	Data from a survey given to the student body in the 1 st Quarter regarding the School’s Mission will be compared to results of the same survey given in 4 th Quarter, with the goal to increase satisfaction in the lowest area on the 1 st survey.
ACTUAL	
RATING <i>Not Met (0pt)</i> <i>Progressing (1pt)</i> <i>Met (2pt)</i>	
DESCRIPTION OF MEASURE AND MONITORING STRATEGY	
<p>A survey will be designed to determine students’ overall agreement with statements related to TSA being inclusive, cultivating creativity, and individuals feeling celebrated. Targeted changes will be implemented to improve the lowest perception in the student body. The survey will be issued in 4th quarter and the results weighed against the results in the beginning of the year to determine if students improved.</p>	

C2 – PARENT SATISFACTION	
<p>The goal in this area should focus on what form of feedback the school will solicit from parents/caregivers (survey, phone calls, in person meetings, etc.) and identify what the school will do with the feedback received. (Adjustments to programming, hold stakeholder meetings, discuss with administration, etc.)</p>	
Year	2022-2023
GOAL	Utilizing a consultant, TSA will solicit answers to a survey of our stakeholders, then analyze the results and plan professional development for our staff (in 2023/24) to specifically address areas that need improvement.
ACTUAL	
RATING <i>Not Met (0pt)</i> <i>Progressing (1pt)</i> <i>Met (2pt)</i>	
DESCRIPTION OF MEASURE AND MONITORING STRATEGY	
<p>Evaluation of this goal will be determined by the results of the survey and analysis.</p>	

C3 – GOVERNING AUTHORITY	
Goals for this standard must address the ability of the individual members and/or combined entity in increasing the efficiency and/or effectiveness of the board. This could include: attending professional developments; attendance rates at meetings; attendance rate at school functions; etc.	
Year	2022-2023
GOAL	The TSA Board of Directors will dedicate a portion of a minimum of four meetings per school year (quarterly) for teacher presentations on the learning/content within their classrooms.
ACTUAL	
RATING <i>Not Met (0pt)</i> <i>Progressing (1pt)</i> <i>Met (2pt)</i>	
DESCRIPTION OF MEASURE AND MONITORING STRATEGY	
The TSA Director will ask teachers to present at a minimum of four board meetings. The presentations will allow for board members to be knowledgeable about student learning in both academics and arts. This will also allow for collaborative discussion and an opportunity to build relational capacity between the board and teachers within the building. The goal will be evaluated by documentation within board minutes of teacher presentations.	

C4 – ORGANIZATIONAL / OPERATIONAL	
The school will submit all required compliance items to BGSU via Epicenter with an annual percentage of 85% or higher for on-time submissions and 90% or higher for accuracy of the submission.	
Year	2022-2023
GOAL	On-Time – 85% or higher Accuracy – 90% or higher
ACTUAL	On-Time- Accuracy-
RATING <i>Not Met (0pt)</i> <i>Met (1pt)</i>	
DESCRIPTION OF MEASURE AND MONITORING STRATEGY	
Evaluation of the goal will be determined by the review of the 2022-2023 submissions in Epicenter during the 2022-2023 school year.	

C5 – FINANCIAL PERFORMANCE AND SUSTAINABILITY	
The goal in this area should focus on areas that will maintain or increase financial performance and/or sustainability.	
Year	2022-2023
GOAL	Sustainability: Through recruitment efforts, the school will enroll 750 total students for the 2023-2024 school year.
ACTUAL	
RATING <i>Not Met (0pt)</i> <i>Met (1pt)</i>	
DESCRIPTION OF MEASURE AND MONITORING STRATEGY	
Evaluation of the goal will be determined by total students enrolled for the 2023-2024 school year.	

C6 – STUDENT DISCIPLINE		
The goal in this area for grades 6-12 should focus on decreasing behavior incidents (Example: referrals, OSS, ISS, detentions, etc.) from the previous school year and identify the strategies the school will utilize to accomplish this goal.		
Year(s)	2021 - 2022	2022-2023
Goal	Using 1st semester data as a baseline, reduce the number of teacher-issued detentions that students fail to serve by 5% or more during 2nd semester.	Using 2021-2022 data as a baseline, TSA will reduce the total number of suspensions (ISS & OSS) by at least 10%.
ACTUAL	1 st Semester: 25 Detentions Issued- 6 Students failed to serve (24%). 2 nd Semester: 23 Detentions Issued- 5 Students failed to serve (22%)	
RATING <i>Not Met (0pt)</i> <i>Progressing (1pt)</i> <i>Met (2pt)</i>	Progressing (1 point)	
DESCRIPTION OF MEASURE AND MONITORING STRATEGY		
During the 2021-2022 school year, a total of 64 suspensions occurred. The Director of Student Affairs will continue to implement PBIS strategies and monitor student behavior using Kickboard. Kickboard provides live data so positive behavior can be recognized and inappropriate behavior can be addressed before it escalates. Evaluation of the goal will be determined by end of the year school discipline data.		