

MODIFICATION TO CHARTER CONTRACT
FOR SPONSORSHIP OF A COMMUNITY SCHOOL

By and Between

The Buckeye Community Hope Foundation (“Sponsor” or “BCHF”)
And Constellation Schools: Old Brooklyn Community Middle
 (“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 I, Section F (3). Change name of operator from “Constellation Schools LLC” to “Accel Constellations Holdings LLC.”
2. 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] 5502.262 [school emergency management plans], and 5705.391 [spending plan].

3. 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].

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

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

5. Article VII is amended and restated 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 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.

7. 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.

8. The Contract's Existing Exhibit 2 is replaced with the revised Exhibit 2 (attached).

9. 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: James Tortelli

Signature: 
James Tortelli (Jun 7, 2022 19:37 EDT)


Title: Board President

Date: Jun 7, 2022

*With full authority to execute
this modification*

Sponsor

Print Name: Peggy Young

Signature: 

Title: Director, Education Division

Date: Jun 8, 2022

*With full authority to execute
this modification*



Constellation Schools

The Right Choice for Parents and a Real Chance for Children

Constellation Schools: Old Brooklyn Community Middle

Exhibit 2. Educational Plan

Focus, Mission, Philosophy, Goals, and Objectives of Curriculum

Constellation Schools: Old Brooklyn Community Middle will maintain high student learning expectations and will employ teachers who are properly licensed by the Ohio Department of Education.

1. Mission of the School

Constellation Schools: Old Brooklyn Community Middle provides every child an opportunity to obtain an excellent education built on a foundation of character education for life long success.

Vision

Constellation Schools will create an exceptional learning community characterized by high expectations and academic excellence.

Our students will be actively engaged life-long global learners and be responsible, compassionate involved world citizens.

Our families will support their children and school as important, welcomed members of our diverse learning community.

Our teachers will be inspiring, compassionate and committed to the success of every student.

Our leaders will provide superior service, resources, and support to engage the community and ensure the success of every student.

Our Board of Directors will guide our school in creating a culture of excellence that ensures the success of every student.

Values

We believe all children deserve an exceptional education in a safe, caring, nurturing environment.

We will create a student focused community of global learners where children excel, are responsible, ethical world citizens, prepared for success in career, college and life.

2. Characteristics of the Students the School is Expected to Attract

The school is expected to attract a diverse population of students including the following subgroups:

English Language Learners

To the extent students do have limited English proficiency, the nature of the overall academic program and small class sizes will be conducive to meeting the needs of these students. Teachers are expected to meet the individual need of every child, and a child with limited English would present no exceptional circumstance to this requirement. Additional services will be made available to students if the classroom teacher believes the child will benefit from such services and the teacher is not equipped to provide the assistance necessary.

Low Performing Learners

Constellation Schools: Old Brooklyn Community Middle will utilize the Response to Intervention process to identify low performing students. Students identified as low performing students in any given area will be provided with a research-based intervention to address their specific need. Students will be progress monitored in their area of need biweekly to measure growth and to determine next steps as outlined in our Response to Intervention.

Constellation Schools: Old Brooklyn Community Middle is a school-wide Title One school. Each year, a needs assessment will be conducted to determine areas of weakness and a plan to target these areas will be developed. All Title One teachers properly licensed through the Ohio Department of Education.

Intervention services will be provided to low performing students based on need. Constellation Schools: Old Brooklyn Community Middle will use both push in and pull out method of intervention.

Students with Disabilities

All reasonable efforts shall be made to serve students with disabilities eligible for special education and/or related services. A free appropriate public education shall be provided for each child determined to be in need of special education and/or related services. Such a program of special education shall be provided in the least restrictive environment and in barrier-free facilities comparable to those provided for non-disabled students. To the maximum extent appropriate to the student's disability, a student with disabilities shall be placed in an educational setting with non-disabled or less severely disabled students. No student will be denied, because of his/her disability, participation in co-curricular, intramural, or interscholastic activities or any of the services offered or recognitions rendered regularly to the students of the school.

The school's methods and strategies for identifying and serving students with disabilities in compliance with all federal laws and regulations.

The school is dedicated to facilitating the social, academic, and emotional growth of all Students, and, believes that all children can and will learn if they are provided with a safe, nurturing and caring educational environment.

All students entering the School will be screened for hearing, vision, speech and communication, and health or medical problems by November 1st of each school year. Students admitted other than at the beginning of the school year will be screened within 60 days of admission. Upon enrolling, students previously identified as having special educational needs will have their Individual Educational Program (IEP) reviewed according to applicable law and policy, and, revised where appropriate. Students suspected of having a disability with an

educational impact, but not previously identified, may be provided with classroom interventions recommended and designed to assist the Student overcome his/her learning difficulties without further identification. Where interventions are not successful in meeting the educational needs of the student, an Evaluation Team Report (ETR) will be performed on site after parental consent has been secured. An IEP will be developed within 30 days, in accordance with applicable requirements, for students identified as having a disability with an educational impact. All students with disabilities will be provided services in the least restrictive environment. Typically, this will mean that special needs students will receive services in the classroom with other students, however, when necessary and justified, students with disabilities may be pulled from the classroom and provided services on an individual or group basis.

The school will, in circumstances either allowed or required by applicable law: allow adjusted performance/passing standards for Students who have demonstrated limited intellectual capacity, and if deemed necessary by the school.

The School will comply with all laws governing the provision of services to Students with special needs. In compliance with the Individuals with Disabilities Education Act (IDEA), multi-factored evaluations beyond those mentioned above will be conducted as needed on all students classified “special education.” Psychological evaluations and re-evaluations will be conducted as required by law. The school will comply with the building, program and other accessibility requirements of the Americans with Disabilities Act (ADA) and other applicable laws.

Process for identifying students with disabilities.

Constellation Schools: Old Brooklyn Community Middle School supports and complies with all applicable federal and state laws, procedures and policies regarding the School’s child find responsibilities. The school will conduct all child find activities for students who are enrolled in the school so that they are appropriately located, identified and referred for evaluation.

Pursuant to Ohio law, Constellation Schools: Old Brooklyn Community Middle School is required to perform the same child find duties as city, local, exempted village school districts, and will endeavor to adhere to its responsibilities in a manner that does not duplicate the duties of the city, local, or exempted village school districts. A Child Find Notice shall be published on the Constellation website and in the annual report for each school.

Constellation Schools: Old Brooklyn Community Middle School will utilize the Response to Intervention process to identify low performing students. Students identified as low performing students in any given area will be provided with a research-based intervention to address their specific need. Students will be progress monitored in their area of need biweekly to measure growth and to determine next steps as outlined in our Response to Intervention. The school will use a variety of formative and summative assessments in order to evaluate student knowledge and skills. Assessments have been selected based on their alignment to Ohio’s Learning Standards.

Resources the school will devote to serving students with disabilities.

Each special education teacher will review student IEPs and create a daily schedule that includes service time. The schedule will also reflect classroom planning time and teacher based team (TBTs) time. The researched based curriculum offers the instructor a differentiated approach to meet the needs of diverse learners. The special education teacher has access to a universal screen and monitoring program. Constellation Schools: Old Brooklyn Community Middle School has access to weekly full release mentors to meet with teachers to provide direct support in the area of special education compliance, strategies and service delivery.

Process for coordination between general education teachers and special education teachers and/or service providers.

As required team members, each of the above parties will have input and will be responsible for implementation of a student's Individual Education Program (IEP). A copy of each student's IEP is given to general education teachers and service providers at the start of the school year. The team will meet together to review the components of each IEP. The general education and special education teachers will meet regularly in their teacher based teams where they will collaborate in regards to student needs in instruction, service delivery, construction and execution of each IEP. The teams will also meet annually to create and review the IEP with all required members.

Process used to monitor the achievement and progress of students with disabilities.

The student Individual Education Program will outline student current performance level on skills that the student will be learning for a year, the IEP identifies the goals that the student needs to reach by the end of the year, and establishes the rate of progress the student must make to meet those goals. The special education teacher then measures the student's academic progress regularly (weekly, biweekly, or monthly) using probes or measures. The progress on each goal is communicated with parents every 4 to 5 weeks in the form of an interim or progress report. If the student struggles to achieve each goal, the team reconvenes and adjusts the goal(s) as appropriate.

Process used to evaluate the efficacy of the program and to ensure the needs of special education students are being met.

As students are identified as a student with an educational disability, an IEP is created based on the information outlined in the ETR. If the student has an IEP upon enrolling, the team review the ETR and IEP choose to reevaluate, adopt all documents in their entirety or revise as necessary. Progress monitoring occurs regularly as deemed necessary per the IEP. If the student is demonstrating progress is being made and the services, goals and accommodations are appropriate, the service providers continue with the program in place. If the team deems adequate progress is not being made, based on the progress monitoring measure outlined in the IEP, the team reconvenes and amends as necessary.

Evidence that supports the appropriateness of the school's approach to serving students with disabilities.

The multi-step approach includes a tiered RtI program that assesses students based on a district approved research based assessment. If a student is identified as being at risk, interventions are provided and progress monitoring takes place in regular increments using a researched based progress monitoring program. The information is reviewed regularly and the team determines whether students are making adequate progress with the current level of intervention, or if increased frequency or intensity of interventions is necessary. If interventions are not successful in meeting educational needs, a qualified team conducts an ETR. If the student qualifies as a student with an educational disability, an IEP is created within 30 days. Upon enrolling, students previously identified as having special educational needs will have their Individual Educational Plan (IEP) reviewed according to applicable law and policy, and, revised where appropriate. The IEP team members will offer accommodations and modifications and progress monitoring as outlined on the IEP. If the team determines that adequate progress is not being made, the team will reconvene and amend the IEP as appropriate.

At-Risk Students

Constellation Schools: Old Brooklyn Community Middle School will make every reasonable effort to close the achievement gap between its high and low-performing children.

The school utilizes a Response to Intervention program to identify and intervene effectively with students who are struggling with grade level skills and are at risk for low performance. Within this model, all students are assessed using the NWEA MAP assessments in fall, winter and spring of each academic year. Students will be assessed in Reading, Math, Language Usage and Science.

The school's methods and strategies for identifying and serving students who are not meeting academic standards and are at risk of academic failure both within general education classrooms and in other settings.

Following the September (fall) MAP assessment, students whose scores fall below the 25th percentile begin receiving small group intervention for 60-90 minutes each week to target specific skill deficits in reading or math.

Resources the school will devote to serving struggling students.

Students identified as low performing students in any given area will be provided with research-based interventions in and out of the classroom to address their specific need. Students will also be offered tutoring after school based on their individual need. Parents may contact the school to schedule a conference with any of their child's team to discuss their child's progress.

Constellation Schools: Old Brooklyn Community Middle School will be a school-wide Title One school. Each year, a needs assessment will be conducted to determine areas of weakness and a plan to target these areas will be developed. All Title One teachers properly licensed through the Ohio Department of Education.

Intervention services will be provided to low performing students based on need. Constellation Schools: Old Brooklyn Community Middle School will use both push in and pull out method of intervention.

Process used to monitor the achievement and progress of struggling students.

Progress monitoring data is collected using the AIMSWeb program every two weeks to track the student's progress in intervention and to inform instruction.

Process used to evaluate the efficacy of the program and to ensure the needs of struggling students are being met.

Every eight weeks, the school team, including the classroom teacher, Title I (intervention) teacher, building administrator and school psychologist, convenes to review the progress monitoring data and determine whether the student is responding to the current level of intervention. If the student's rate of progress and/or skill level fall below the grade level target based on AIMSWeb national norms, the intensity of the intervention will be increased for an additional four to six weeks and then reviewed again by the team. Students who have been receiving consistent intervention and who are not responding to this level of support, or students who are only able to make progress with intensive, individualized supports in place may be referred for a multi-factored evaluation to determine whether the student demonstrates educational needs that require specially designed instruction to access the general education curriculum.

K-3 Students Identified as Not on Track

Instructional methods and strategies are appropriate for and meet the needs of students who are not on track to meet the 3rd Grade Reading Guarantee.

The students are pulled out for individualized instruction based on their RIMPS. The amount of time varies according to the tier that they are placed in. The minutes are adjusted based on RtI meetings that are held once per quarter.

Methods and strategies for identifying and serving students who are not on track to meet the 3rd Grade Reading Guarantee.

The school administers NWEA Map to students in the fall. The results of this assessment are used to determine if the students are on or off track. Students meeting the cut score are considered on track, while those who do not meet the cut score are deemed off track. The students who are off track are then placed on a RIMP and

goals are set to help the student achieve growth. Students are progress monitored according to the guidelines set forth by the RIMP.

Resources the school will devote to serving struggling K-3 students.

Students are pulled out to receive differentiated instruction or the Title I teacher will push in to offer differentiated instruction. The instructional materials that will be used are Headsprout, IXL Math and ELA, and AIMSWeb. These resources will be assessable through one to one laptop computers. The Title I teachers who will work with the struggling K-3 students will plan weekly with the general ed classroom teacher.

Process used to monitor the achievement and progress of Not On Track K-3 students.

The students who are off track are placed on a RIMP and goals are set to help the student achieve growth. Students are progress monitored according to the guidelines set forth by the RIMP.

Process used to evaluate the efficacy of the program and to ensure the needs of Not On Track K-3 students are being met.

Teachers, principals and building coaches will review the progress monitoring data as well as the map data at the end of each assessment to determine if the students are performing at an appropriate level, based on the goals set forth by their RIMP.

High Performing/Gifted Students

How the school's instructional methods and strategies are appropriate for and meet the needs of students who are exceeding grade level performance expectations.

Teachers will be required to plan their lessons according to the students' needs ensuring that differentiated instruction occurs for students who are exceeding grade level performance expectations. Additionally, the teacher will use multiple instructional materials, activities, strategies, and assessment techniques to meet students' needs and maximize the learning of their high achieving students. They will adjust the delivery and pacing of the lesson in response to student cues, and use both direct instruction and indirect instruction flexibly to serve appropriate learning purposes.

The school's methods and strategies for identifying and serving students who are exceeding academic standards within general education classrooms and in other settings.

Following the Fall MAP assessment, students whose scores fall above the normative range for their grade level will be identified and a plan will be made to ensure those students are being challenged at an appropriate level. The teachers will implement a variety of classroom techniques and strategies that will enhance student's academic achievement.

The resources the school will devote to serving high performing/gifted students.

Each year teachers will be provided with professional development and/or instructional coaching to help teachers deliver instruction to meet the needs of their high achievers. Instructional methods will be done through a variety of ways such as small group instruction, cooperative learning, direct instruction, and differentiated instruction.

Process used to monitor the achievement and progress of high performing students.

Students will be monitored through the use of formative and summative assessments during classroom instruction as well as through the MAP benchmark assessment which will be completed in the fall, winter, and spring.

Process used to evaluate the efficacy of the program and to ensure the needs of high performing students are being met.

Teachers, principals and building coaches will review the map data at the end of each benchmark assessment to determine if the students are performing at an appropriate level.

3. Ages and Grades of the Students

The grade levels to be served are listed below with the age of students to be appropriate for attendance in these grade levels per ORC and Board Policy:

Enrollment Plan					
Grades	2019-20	2020-21	2021-22	2022-23	2023-24
	Number of Students				
Kindergarten					
1st Grade					
2nd Grade					
3rd Grade					
4th Grade					
5th Grade	67	72	72	72	72
6th Grade	78	70	72	72	72
7th Grade	69	70	70	70	70
8th Grade	65	70	70	70	70
9th Grade					
10th Grade					
11th Grade					
12th Grade					
Total Enrollment	279	282	284	284	284
Maximum Classes Per Grade	3	3	3	3	3
Number of Students Per Class*	5 – 8 27: 1	5 – 8 27: 1	5 – 8 27: 1	5 – 8 27: 1	5 – 8 27: 1

*No classroom can exceed a ratio of (27) students to every (1) regular classroom teacher.

In order to maintain consistent maximum enrollment, Constellation Schools: Old Brooklyn Community Middle will execute marketing strategies that increase awareness of our school and partner with community agencies to provide services and identify potential families and children for enrollment.

4. Focus of the Curriculum

Constellation Schools: Old Brooklyn Community Middle will use a competency-based educational program which is aligned with the Ohio's Learning Standards in Social Studies, Science, ELA and Math. These standards will ensure that all students are prepared for the state-mandated tests and all other achievement tests that the state has implemented. The curriculum will be sequentially developed for Grades 5 - 8 with emphasis placed on mastery at grade level and special intervention for at risk students. The curriculum will include the following content areas:

- Language Arts
- Math
- Science
- Social Studies, including Citizenship
- The Arts
- Physical Education/Health & Safety
- Technology

In addition, Constellation Schools: Old Brooklyn Community Middle will integrate Character Education throughout its curriculum. The school's character education component is constantly monitored, evaluated and upgraded to ensure students are exposed to the most comprehensive program possible. Copies of the most current character education materials are available at the school or upon request.

Technology and computers play a significant part in the lives of children today, therefore, Constellation Schools: Old Brooklyn Community Middle has adopted a comprehensive Computer/Technology Education Curriculum, which is constantly monitored, evaluated and improved. A copy of the most current Technology Curriculum is available for review at the school or upon request.

Constellation Schools: Old Brooklyn Community Middle has a curriculum map for all subject areas. Each map is aligned to the appropriate standards and curriculum resource. Recommendations for activities and assessments that support each standard are included on the curriculum maps. The maps were created with input from all teachers. The Curriculum Committee meets regularly to review materials and texts and makes recommendations for revisions based on staff feedback. The curriculum maps are available for review at the school or upon request.

ELA – Constellation Schools: Old Brooklyn Community Middle has adopted Scholastic Storyworks Grade 5, Holt Elements of Literature in Grades 6 - 8.

Math- McGraw Hill My Math series is used for Tier I instruction in Math for Grades 5 - 8. IXL Math, are all computer intervention programs for Tier 2 and Tier 3 interventions.

Social Studies - Social Studies Alive (a computer based program) is used for all instruction of Social Studies.

Science – Ohio Science Fusion (a computer based program) is used for all Science instruction in Grades 5 - 8.

Physical Education/Health – SPARK curriculum is adopted for use in physical education instruction. Fitnessgram is used as the fitness measures for the State of Ohio wellness measures. McGraw Hill Health

curriculum is used for Grades 5 - 8.

Research-based Intervention Curriculum:

- Headsprout
- Reading A to Z
- IXL Math and IXL ELA
- Small Group Guided Reading
- Small Group Guided Math

Constellation Schools: Old Brooklyn Community Middle selected the above curriculum based on its alignment to Ohio's Learning Standards in Science and Social Studies. A Curriculum Committee has met with representatives from curriculum vendors and has evaluated each curriculum based on its alignment to standards and research-based outcomes.

Constellation Schools: Old Brooklyn Community Middle will utilize Ohio's Learning Standards to provide differentiated instruction to students and to meet the students at their levels. Ohio Academic Standards – Extended will be used to provide access to all curriculum areas through modifications of grade-level content standards that have been identified as having a disability when applicable.

Constellation Schools: Old Brooklyn Community Middle works with the Education Program Coordinator, the Curriculum Program Coordinator, and Curriculum Committee to evaluate, review, and revise the curriculum to ensure alignment to Ohio's Learning Standards.

Constellation Schools: Old Brooklyn Community Middle's process for selecting new curriculum resources is based on teacher input. Each request for new curriculum will be evaluated and considered by the Curriculum Program Coordinator and Curriculum Committee to identify need, research-based outcomes, and alignment to the Ohio Learning Standards.

Constellation Schools: Old Brooklyn Community Middle will evaluate whether the curriculum is successfully implemented and effective for all students with the assistance of the Education Program Coordinator, Curriculum Program Coordinator, Curriculum Committee, building principal, and instructional coach. Student Data and teacher feedback will be used as determination of specific curriculum strengths and weaknesses.

Instructional Delivery Methods

Constellation Schools: Old Brooklyn Community Middle will employ a variety of instructional methods to ensure that the individual educational needs of all students are met, to maintain student interest, and to challenge all students to strive for academic excellence. Teaching students' skills in each curriculum area will be accomplished in single or multi-grade classrooms through the following, but not limited to, instructional techniques:

- self-contained classrooms
- small and large group instruction
- multi-age classrooms and/or flexible groupings
- grouping by subject interest
- ability grouping
- individualized instruction

- computer-based and/or assisted instruction
- cooperative learning
- distance learning
- independent study
- Direct Instruction
- field trips, guest speakers and special presentations
- volunteer and real life experiences
- departmentalization
- interdisciplinary teaming
- multi-media instruction
- a certificated teacher in each classroom, supplemented by aides, and specialty teachers where necessary and appropriate

Educational Program for Each Grade Served

Constellation Schools: Old Brooklyn Community Middle has a curriculum map for all subject areas. Each map is aligned to the appropriate standards and curriculum resource. Recommendations for activities and assessments that support each standard are included on the curriculum maps. The maps were created with input from all teachers. The Curriculum Committee meets regularly to review materials and texts and makes recommendations for revisions based on staff feedback. The curriculum maps are available for review at the school or upon request.

Evidence/Research of Viability of Curriculum

Constellation Schools: Old Brooklyn Community Middle selected the all curriculum based on its alignment to Ohio's Learning Standards in Science and Social Studies. A Curriculum Committee has met with representatives from curriculum vendors and has evaluated each curriculum based on its alignment to standards and research-based outcomes.

College and Career Readiness

Preparing students for college and career is a part of the education plan for which will contribute to the school's performance. Whether training in a technical field or preparing for work or college, the College and Career Readiness component looks at how well prepared students are for their future opportunities. Constellation Schools: Old Brooklyn Community Middle believes preparing students for their future requires a partnership between students, parents, and the school. Constellation Schools: Old Brooklyn Community Middle will be using a curriculum called "Naviance". This curriculum is collaborative enhanced supporting students in setting personal goals, searching colleges and exploring careers based on personal skills and interests.

5. Description of Classroom-based and Non-classroom-based Learning Opportunities

Classroom Based and Non Classroom Based

Classroom Based

All students will follow a weekly schedule consisting of classroom based learning in math, science, social studies, English/language arts, music, art, physical education, technology, and character education. Several times a year, students will be able to participate in special programs including Science Fair, Spelling Bee, holiday music programs, plays, and the Constellation Art & Music Show. Field Trips and guest speakers will be offered based on alignment to Ohio's Learning Standards.

Formats

All activities are aligned to the content standards and relevance must be documented prior to approval and participation.

Constellation Schools: Old Brooklyn Community Middle's BLT works with the TBT to select new learning opportunities.

All students follow the weekly schedule including all classroom and non-classroom learning opportunities. To measure effectiveness of these opportunities, a variety of assessments are used, as described in the Assessment Plan.

Non-classroom Based

Technology – Students in Grades 5 - 8 will be instructed using a one to one technology model that incorporates a station rotation. Google Apps for Education is used in all classrooms. Teachers will collaborate with Technology and Instructional coaches to incorporate instructional strategies that includes technology.

Several times a year, students will be able to participate in special programs including Science Fair, Spelling Bee, holiday music programs, plays, and the Constellation Art & Music Show. Field Trips and guest speakers will be offered based on alignment to Ohio's Learning Standards.

Tutoring will be implemented based on student needs. Instruction will align with Ohio's Learning Standards and work to remediate and/or enrich student achievement.

Post-secondary and career planning are not applicable to the elementary setting.

Student Suspension/Expulsion Learning is aligned to our student suspension and expulsion board policy.

Internet or Independent Study is not applicable at this time.

Curriculum and Instruction

Alignment to all of Ohio's Learning Standards

Constellation Schools: Old Brooklyn Community Middle will use a competency-based educational program which is aligned with the State of Ohio's Learning Standards in Social Studies and Science and Ohio's Learning Standards for ELA and Math. These standards will ensure that all students are prepared for the state-mandated tests and all other achievement tests that the state has implemented. The curriculum will be sequentially developed for Grades 5 - 8, with emphasis placed on mastery at grade level and special intervention for at risk students. The curriculum will include the following content areas: Language Arts, Math, Science, Social Studies, including Citizenship and Financial Literacy, The Arts, Physical Education/Health & Safety and Technology.

Scope of Curriculum

ELA – Constellation Schools: Old Brooklyn Community Middle has adopted Scholastic Storyworks Grade 5, Holt Elements of Literature in Grades 6 - 8.

Math- McGraw Hill My Math series is used for instruction in Math for Grades 5 - 8. Grade 8 also has a course in Algebra 1 that is offered should the student pass an entrance exam.

Social Studies - TCI Social Studies Alive series is used for all instruction of Social Studies for Grades 5 - 8.

Science – Houghton Mifflin Harcourt-Science Fusion Series is used for all Science instruction in Grades 5 - 8.

Physical Education/Health – SPARK curriculum is adopted for use in physical education instruction. McGraw Hill Health curriculum is used for Grades 5 - 8.

In addition, Constellation Schools: Old Brooklyn Community Middle will integrate Character Education throughout its curriculum. The school's character education component is constantly monitored, evaluated and upgraded to ensure students are exposed to the most comprehensive program possible. Copies of the most current character education materials are available at the school or upon request.

Technology and computers play a significant part in the lives of children today, therefore, Constellation Schools: Old Brooklyn Community Middle has adopted a comprehensive Computer/Technology Education Curriculum, which is constantly monitored, evaluated and improved. A copy of the most current Technology Curriculum is available for review at the school or upon request.

Curriculum resources that support instructional planning and the process used to develop the curriculum resources.

Constellation Schools: Old Brooklyn Community Middle selected the above curriculum based on its alignment to Ohio's Learning Standards in ELA, Math, Science and Social Studies. A Curriculum Committee has met with representatives from curriculum vendors and has evaluated each curriculum based on its alignment to standards and research-based outcomes. Old Brooklyn Community Middle has a curriculum map for all subject areas. Each map is aligned to the appropriate standards and curriculum resource. Recommendations for activities and assessments that support each standard are included on the curriculum maps. The maps were created with input from all teachers. The Curriculum Committee meets regularly to review materials and texts and makes recommendations for revisions based on staff feedback. The curriculum maps are available for review at the school or upon request. Constellation Schools: Old Brooklyn Community Middle works with the

Curriculum Program Coordinator and Curriculum Committee to evaluate, review, and revise the curriculum to ensure alignment to Ohio's Learning Standards.

Constellation Schools: Old Brooklyn Community Middle has a curriculum map for all subject areas. Each map is aligned to the appropriate standards and curriculum resource. Recommendations for activities and assessments that support each standard are included on the curriculum maps. The maps were created with input from all teachers. The Curriculum Committee meets regularly to review materials and texts and makes recommendations for revisions based on staff feedback. The curriculum maps are available for review at the school or upon request.

Constellation Schools: Old Brooklyn Community Middle works with the Curriculum Program Coordinator and Curriculum Committee to evaluate, review, and revise the curriculum to ensure alignment to Ohio's Learning Standards.

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, the School shall commit to the following assurances and include full descriptions in its Comprehensive Plan.

- 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. 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. x
- (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.

Please respond to all questions fully,

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?

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

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				
Items will be included depending on availability of calculations.				TARGET		
		5 points	4 points	3 points	2 points	1 point
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	$< 12 \text{ and } > 6$	6 to -6	$< -6 \text{ and } > -12$	≤ -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	$< 12 \text{ and } > 6$	6 to -6	$< -6 \text{ and } > -12$	≤ -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).	$\underline{5}$ 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).	<u>5 or</u> ≥ 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.	NC
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









CS OBCM Mod with Exhibits 5.16.22

Final Audit Report

2022-06-08

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