

**MODIFICATION NO. 2
TO OHIO COMMUNITY SCHOOL CONTRACT
BY and BETWEEN
Educational Service Center of Lake Erie West (“Sponsor” or “ESCLEW”)
AND
Buckeye On-Line School for Success (“Governing Authority” or “School”)**

WHEREAS, the ESCLEW and the Governing Authority entered into an amended and restated Community School Contract (“Contract”) effective on July 1, 2018; and

WHEREAS, the ESCLEW and the Governing Authority agree to the following modifications;

NOW THEREFORE, the parties modify the Contract as follows:

1. Article IV, Section 4.1.

- a. In the first sentence of the section add “3313.6024,” “3313.818” and “3321.141” in the appropriate numerical order.
- b. In the first sentence of the section remove “3319.074.”
- c. In the fifth paragraph of the section replace “and 3313.614,” with “3313.614, 3313.617, 3313.618, and 3313.6114.”
- d. The rest of Section 4.1 remains as original written in the Contract.

2. Article IV, Section 4.3. Insert the following as a new Section 4.3:

In-Service Training. Each person employed to work in the School as a nurse, teacher, counselor, school psychologist, or administrator shall complete a minimum of four (4) hours of in-service training at least once every two (2) years. In-service training shall include training on the School’s harassment, intimidation and bullying policy; child abuse prevention and intervention; school safety and violence prevention; dating violence prevention; substance abuse prevention; the promotion of positive youth development; and youth suicide awareness and prevention.

3. Article VI, Section 6.3. Remove the following from the fourth sentence: “if provided for by the School’s own policies.”

The rest of Section 6.3 remains as originally written in the Contract.

4. **Article VI, Section 6.11.** Before the last sentence of the section, insert the following new sentence: “To the extent applicable, the School shall comply with alternative graduation requirements as permitted by 132 General Assembly, House Bill 491, Section 3 for those students entering ninth grade for the first time between July 1, 2014 and July 1, 2017 who failed to meet end-of-course exam requirements.”

The rest of Section 6.11 remains as originally written in the Contract.

5. **Article VII, Section 7.2.** In part (d), division (ii) of the section insert “with responsibility for fiscal operations or authorization to spend money on behalf of the School” after the word “School.”

The rest of Section 7.2 remains as originally written in the Contract.

6. **Article VIII, Section 8.1.** In the second sentence, replace “3314.31” with “3319.31.”

The rest of Section 8.1 remains as originally written in the Contract.

7. **Article IX, Section 9.4.**

- a. Insert “or Pooled Insurance” in the section header after “bond.”

- b. Insert the following new paragraph before the last sentence of the section:

In lieu of a surety bond, the School may adopt a policy permitting its Fiscal Officer to obtain insurance coverage through an “employee dishonesty and faithful performance of duty policy” issued by a joint self-insured pool. Insurance coverage must for no less than twenty-five thousand dollars (\$25,000), and both the School and Sponsor shall be listed as additional insured parties. Coverage must be in place prior to the start of the Fiscal Officer’s term of office. The Fiscal Officer must notify the Governing Authority and Sponsor in writing at least thirty (30) days in advance of any material adverse change to, or cancellation of, such coverage; and the School shall provide evidence of coverage as **Attachment 9.4**. The School must provide notice of lapse of any such coverage to Sponsor within five (5) business days of request, and, within five (5) business days of any change or notice to School by the applicable insurance entity.

- c. Insert “or cancellation or lapse in insurance coverage” after “bond” in the last sentence of the section.

- d. The rest of Section 9.4 remains as originally written in the Contract.

8. **Article XI, Section 11.15.** Insert the following as a new paragraph at the end of the section: "The School shall notify the Sponsor of any impending merger at least sixty (60) days prior to the effective date of the merger. In the event of a merger, this Contract shall not be assigned to the sponsor of any surviving entity."


The rest of Section 11.15 remains as originally written in the Contract.

9. **Attachment 6.13** shall be replaced in its entirety with the attached.

10. **Attachment 11.6** shall be replaced in its entirety with the attached.

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

**Educational Service Center of
Lake Erie West**

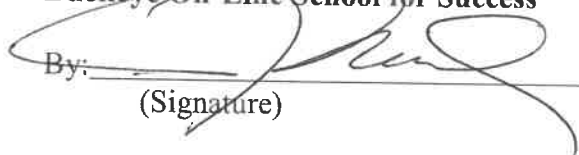
By: 
(Signature)

Its: Superintendent

with full authority to execute this Contract
for and on behalf of **Sponsor**
and with full authority to bind **Sponsor**.

Date: 1-30-2020

**Governing Authority of
Buckeye On-Line School for Success**

By: 
(Signature)

Its: President

with full authority to executive this Contract
for and on behalf of **Governing Authority**
and with full authority to bind **Governing
Authority**.

Date: 10/17/19

ATTACHMENT 6.13 ATTENDANCE POLICIES

1. Attendance and Participation Policies, including any policy or procedures for non-classroom learning opportunities
2. Truancy Policy, including both the 105 hour automatic withdrawal procedures for students prior to November 1, 2018 and the 72 hour automatic withdrawal procedures for students after that date

NOTE: The School's attendance and participation records shall be made available, upon request, to the Ohio Department of Education, Auditor of State, and Sponsor, to the extent permitted by 20 U.S.C. 1232g, the Family Educational Rights and Privacy Act (FERPA), section 3319.321, and any applicable rule or regulations thereto.

General Policy

Students enrolled in the School must attend School regularly in accordance with the laws of the State. The educational program offered by the School is predicated upon the presence and punctuality of the student and requires continuity of instruction and classroom participation. A parent must contact the School in accordance with the procedure set forth in Policy 252 whenever a student is absent.

Attendance shall be required of all students enrolled at the School during the days and hours that the School is in session. Attendance need not always be within the School facilities, but a student will be considered to be in attendance if present at any place where School is in session by authority of the Board.

Excused Absences

Absences due to the following will be excused:

1. Personal physical illness that prevents attendance at School (at the discretion of the Principal or his/her designee, a written statement from a physician may be required).
2. Personal mental illness such that the student will not benefit from instruction (at the discretion of the Principal or his/her designee, a written statement from a physician/mental health professional may be required).
3. Illness in the family necessitating the presence of the child (at the discretion of the Principal or his/her designee, a written statement from a physician and an explanation as to why the child's absence was necessary may be required).
4. Quarantine of the home (absence will be excused for the duration of the quarantine as determined by proper health officials).
5. Death in the family (absence will be excused for no more than eighteen (18) hours unless the Principal or his/her designee determines that a longer absence is reasonably necessary).
6. Medical or dental appointments (at the discretion of the Principal or his/her designee, a written statement from a physician confirming the appointment may be required).
7. Observance of religious holidays consistent with the child's truly held religious beliefs.
8. College or university visits (at the discretion of the Principal or his/her designee, verification of the date and time of the visit may be requested).
9. Absence due to a placement in or changes to a foster care placement or any court proceeding related to a student's foster care status.
10. Absences due to a student being homeless.
11. The existence of an emergency condition at home such as absence, illness, or death of the parent.
12. Necessary work in a family business or on a family farm (after proof of necessary absence is provided to the Principal or his/her designee).
13. Necessary work directly and exclusively for a child's parent, if the child is over the age of fourteen (14) and has been in regular attendance at school during the current school year (after proof of necessary absence is provided to the Principal or his/her designee).

14. Instruction at home from a person qualified to teach the branches of education in which instruction is required, and such additional branches, as the advancement and needs of the child may require (after adequate certification of home instruction has been provided to the Principal or his/her designee).
15. An emergency or set of circumstances which in the judgment of the School constitutes a good and sufficient cause for absence.
16. If a student is absent from School for the sole purpose of traveling out of state to participate in a School-approved enrichment activity or extracurricular activity, the School shall count that absence as an excused absence, up to a maximum of twenty-four (24) hours per school year that the School is open for instruction. The student must complete any classroom assignments he/she misses due to the absence. If the student will be absent for twenty-four (24) or more consecutive hours that the School is open for instruction, a classroom teacher must accompany the student during the travel period to provide the student with instructional assistance in order to count the student as in attendance.

The Principal or his/her designee reserves the right to verify statements and to investigate the cause of absence.

Excuses from future school attendance:

1. Shall be limited to a period not to exceed thirty (30) school hours and can be renewed at the discretion of the Superintendent or his/her designee for thirty (30) additional hours. Absences shall not exceed sixty (60) consecutive hours unless the child's parent has recently died or become totally or partially incapacitated and there is no older sibling living in the home who is out of school. At the discretion of the Superintendent or his/her designee, a written statement from a physician may be required.
2. May not materially endanger the child's educational welfare and scholastic advancement.

Withdrawal

A student who fails to participate in seventy-two (72) consecutive hours of learning opportunities will be automatically withdrawn, unless the student's absence is excused. Otherwise, a parent may withdraw a student voluntarily by signing a Voluntary Withdrawal form with the Principal or his/her designee.

Whenever a student withdraws from the School voluntarily, the Student's teacher shall attempt to ascertain the reason for withdrawal and shall immediately inform the Superintendent or his/her designee of the reason for the withdrawal. If the Student voluntarily withdrew from the School as a result of a change in residence, the Superintendent or his/her designee shall notify the superintendent of the district to which the Student has moved of all essential information regarding the Student, including the Student's new address.

If the Superintendent or his/her designee becomes aware that a Student who has withdrawn from the School for reasons other than a change of residence is not enrolled in another school, the Superintendent or his/her designee shall notify the registrar of motor vehicles and the juvenile judge of the county in which the School is located of the Student's likely violation of the State's compulsory education laws. Notice shall be given within two (2) weeks and shall include the Student's name, address, date of birth, School, and the district where the Student resides. Any notice given in error shall be immediately rescinded by the Superintendent or his/her designee.

Disciplinary Action for Unexcused Tardiness or Absence

Repeated unexcused absences/tardiness may be grounds for disciplinary action that will not include suspension or expulsion.

A student is tardy when a student is more than five (5) minutes late for School or for a class. If a student misses more than half a class, the student will be marked absent for the class. When tracking hours of missed instruction for excessive absence and truancy purposes, the School shall (select one):

Track tardiness and early dismissals to the nearest hour of missed instruction for each instance of tardiness or early dismissal per day (e.g., if a student is thirty-five (35) minutes tardy to school and leaves school forty-five (45) minutes early, the student shall be counted as absent for two (2) hours of that day).

Track tardiness and early dismissal times based on the precise amount of missed instruction, tracked to the nearest minute (e.g., if a student is thirty-five (35) minutes tardy to school and leaves school forty-five (45) minutes early, the student shall be counted as absent for eighty (80) minutes of that day).

Track tardiness and early dismissals to the nearest 60 minutes (not to exceed sixty (60) minutes) of missed instruction for each instance of tardiness or early dismissal per day.

Students shall not be considered absent for purposes of habitual truancy calculations while out of class for a legitimate reason, including but not limited to restroom breaks, visits to the nurses office, counselor meetings, or remediation sessions.

Any student who, due to a medically-documented physical or mental impairment, is absent for an extended period will not be disciplined. Such students may be entitled to receive an education tailored to their individual needs or abilities as provided for under federal and/or state law.

Truancy and Absence Intervention Strategies

The Principal or his/her designee may act as the School's attendance officer or delegate that duty as permitted by law. The School's attendance officer shall investigate possible School attendance violations, and is authorized under Ohio law, to serve warrants, to enter places where children of compulsory School age are employed, and to take such other actions as may be necessary to enforce the compulsory education laws.

A student is excessively absent from school if a student is absent from the School with or without legitimate nonmedical excuse for thirty-eight (38) or more hours in one (1) school month or sixty-five (65) or more hours in one (1) school year. Within seven (7) days of a student becoming excessively absent from School, the attendance officer shall notify the student's parents of the student's absences in writing.

A student is habitually truant if the student is absent without a legitimate excuse for thirty (30) or more consecutive hours, for forty-two (42) or more hours in one (1) school month, or seventy-two (72) or more hours in one (1) school year.

Legitimate excuses for the absence of a student otherwise habitually truant include but are not limited to:

1. the student was enrolled in another school;
2. the student's absence was excused in accordance with applicable law or policy; or,
3. the student has received an age and schooling certificate.

If the student is habitually truant and the student's parents have failed to cause the student's attendance, the School will assign the student to an absence intervention team ("AIT") within ten (10) days. The Principal or designee selects the AIT members, who shall include a representative of the School who knows the child and the child's parent, guardian, custodian, guardian ad litem, or temporary custodian. Members may also include a school psychologist, counselor, social worker, or representative of a public or nonprofit agency designed to assist students and their families in reducing absences.

Within seven (7) days of the School's determination that the student is a habitual truant, the School will make at least three (3) reasonable, meaningful attempts to secure the child's parent, guardian, or custodian's (for the purposes of this policy, "parent") participation on the AIT. If the parent responds to attempts but is unable to attend, the School will notify the parent of the right to participate by designee. In the event the parent does not respond to the attempts at all, the School will investigate whether the failure to respond triggers child abuse and neglect reporting requirements and instruct the other members of the AIT to develop a plan for the child.

Within fourteen (14) days after its formation, the AIT will develop a written plan ("AIT plan") to reduce or eliminate Student's further absences. The AIT plan will state that a complaint will be filed in juvenile court alleging that the child is an unruly child not later than sixty-one (61) days after implementation if the child refuses to participate in or fails to make satisfactory progress on the plan or other alternatives to adjudication. The School will make reasonable attempts to provide student's parent with written notice of the plan within seven (7) days of development.

If a student becomes habitually truant during the last twenty-two (22) school days of the year, the School may assign one official to work with the parent and develop an AIT plan in lieu of forming a full AIT. The plan shall be implemented not later than seven (7) days prior to the first day of instruction of the next school year.

AIT Exemption: The School shall be exempt from AIT procedural requirements if it has a chronic absenteeism rate of less than 5% of the student body per the last state report card.

The School shall employ absence intervention strategies for all students who are excessively absent from School. Such strategies shall include the following, if applicable:

1. Providing a truancy intervention plan for any student who is excessively absent from school;
2. Providing counseling for a habitual truant;
3. Requesting or requiring a parent to attend parental involvement programs;
4. Requesting or requiring a parent to attend truancy prevention mediation programs;

5. Notification of the registrar of motor vehicles of student's truancy status if the student misses sixty consecutive hours of instruction or ninety hours of instruction during the course of the school year; and
6. Taking legal action under R.C. 2919.222, 3321.20, and/or 3321.38.

On the 61st day after the implementation of an AIT plan or other intervention strategy, the attendance officer shall file a complaint with the juvenile court against a student, if all of the following apply:

1. the student is a habitual truant;
2. the School has made meaningful attempts to re-engage the student through the AIT plan, other intervention strategies, and any other offered alternatives to adjudication; and
3. the student has refused to participate in or failed to make satisfactory progress on the AIT plan, as determined by the AIT, or any offered intervention strategies or alternatives to adjudication.

If the 61st day falls during the summer months, at the School's discretion, the AIT or attendance officer may extend the implementation of the plan and delay filing the complaint for an additional thirty (30) days from the first day of instruction of the next school year.

If, however, at any time during the implementation phase of the AIT plan or other intervention strategy, the student is absent without legitimate excuse for thirty (30) or more consecutive hours or forty-two (42) or more hours in one school month, the attendance officer shall file a complaint with the juvenile court against the student, unless the AIT has determined that the student has made substantial progress on the absence intervention plan.

The Principal or his/her designee is also authorized to establish a parent education program for parents of students who are habitually truant. Any parent assigned to the program who does not complete the program is to be reported to law enforcement authorities for neglect of parent education, a fourth class misdemeanor if found guilty.

Reporting

The School shall report to the Ohio Department of Education, as soon as practicable, any of the following occurrences:

1. When a student is deemed habitually truant.
2. When a student is deemed excessively absent.
3. When a student has been adjudicated an unruly child for being a habitual truant and violates the court order regarding that adjudication.
4. When an AIT plan has been implemented for a student.

This Board consulted with the juvenile court of the counties in which the School is located, parents of students attending the School, and state and local agencies deemed appropriate by the Board prior to adopting this policy.

R.C. 2151.011; R.C. 2151.27; R.C. 3314.03(A)(6); R.C. 3314.11; R.C. 3321.01; R.C. 3321.041; R.C. 3321.13-191; O.A.C. 3301-69-02.

BOARD APPROVED: Sept. 19, 2019



Performance Accountability Framework Attachment 11.6

School Name:	Buckeye On-Line School for Success
School IRN#:	000417
Building Principal/Director	Donald Thompson
Board President	Josh Martin
Start Date of Current Contract	July 1, 2018
End Date of Current Contract	June 30, 2021
Management Company	N/A
School Mission:	

A.01	ACADEMIC PERFORMANCE STANDARD	CHRONIC ABSENTEEISM	
<p>It is important for Ohio’s students to be in class every day ready to learn. Ohio defines chronic absenteeism as missing ten percent or more of the school year for any reason. A child who is not in school is a child who is missing out on his or her education. Beginning in 2018, the Chronic Absenteeism Improvement Indicator was included in the Academic Performance measures. Schools meeting this goal will have achieved one of the measures indicated below:</p> <p>1. Meeting or exceeding the annual Ohio goal (11.5 percent for 2019-2020);</p> <p><u>OR</u></p> <p>2. Meeting an improvement standard relative to the starting point of each school or district. Technical documentation for Chronic Absenteeism from ODE requires the following calculations be used:</p> <ul style="list-style-type: none"> ● If your current chronic absenteeism rate is between 12.6% - 36.7%, your goal will indicate a 1.1% improvement; ● If your current chronic absenteeism rate is between 36.6% - 99% your goal will indicate a 3% improvement 			
	2017-2018	2018-2019	2019-2020
GOAL	NA	NA	12.7%
ACTUAL	NA	13.8%	
RATING	NA	NA	
EXPLANATION OF GOAL/ STRATEGIES TO MEET THIS GOAL			
EXPLANATION OF GOAL	<p>This year BOSS is focusing on school-wide attendance in the virtual classroom. Students have the best learning opportunities when they participate in the live sessions. BOSS will improve chronic absenteeism by 1.1%.</p>		
STRATEGIES USED TO DECREASE CHRONIC ABSENTEEISM	<p>To encourage students to attend every period every day, BOSS has launched a school-wide attendance program. Students who meet attendance goals set by the administration will be rewarded each quarter.</p> <p>BOSS will also implement a notification system to alert parents when a student is missing from a live session. Teachers will be sending alerts through the Remind App each period once attendance is taken.</p> <p>Every period, every day is a learning opportunity; don’t miss out will become our attendance slogan for the year.</p> <p>PBIS for daily classroom attendance. Early identification and notification to parents.</p>		
THE SECTIONS BELOW WILL BE COMPLETED BY THE REGIONAL TECHNICAL ASSISTANCE EDUCATOR			
MONTH	EVIDENCE PRESENTED BY SCHOOL	TECHNICAL ASSISTANCE	PROGRESS MADE YES OR NO

END OF YEAR PERFORMANCE SUMMARY:

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A.02	ACADEMIC PERFORMANCE STANDARD	PERFORMANCE INDEX
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The Achievement component of the report card represents the number of students who passed the state tests and how well they performed on them. The Performance Index measures the achievement of every student, not just whether or not he or she reaches “proficient.” Districts and schools receive points for every student’s level of achievement. The higher the student’s level, the more points the school earns toward its index. This rewards schools and districts that improve the performance of highest- and lowest-performing students.

Goals set for this standard must address number of points earned out of 120. In the “Explanation...” box you will include the numeric increase. In the “Strategies...” box list the strategies you will use in order to move students scoring at the Limited, Basic, Proficient, Accelerated or Advanced levels on any/all of Ohio’s State Tests.

	2017-2018	2018-2019	2019-2020
GOAL	66 out of 120 55%	70 out of 120 58%	66.2 out of 120 55%
ACTUAL	66.2 out of 120 55%	65.2 out of 120 54.3%	
RATING			

EXPLANATION OF GOAL/STRATEGIES TO MEET THIS GOAL

EXPLANATION OF GOAL	<p>Upon analysis of our 2018-2019 LRC as well as diagnostic data, members of our team identified a major area of concern to be that 61.4% of our students scored Limited or Basic in the Performance Index on the 2018-2019 LRC. Over 80% of our students scored 2 or more grade levels below on the first administration of the i-ready math diagnostic this school year. The team then went through the 5 why’s process to determine what is causing the low levels of performance and what we as a school can do to improve. It was determined after thoroughly completing our process that instruction is not parallel to the state standards, state tests, and student needs.</p>
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STRATEGIES TO MEET THE GOAL	<p>Remediation/support courses offered Standards aligned instruction professional development OIP staff training Administrative monitoring of OIP adult indicators identified Teachers will monitor diagnostic data, individual classroom assessment data, etc. to formulate a plan for success for each student.</p>
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THE SECTIONS BELOW WILL BE COMPLETED BY THE REGIONAL TECHNICAL ASSISTANCE EDUCATOR

MONTH	EVIDENCE PRESENTED BY SCHOOL	TECHNICAL ASSISTANCE	PROGRESS MADE YES OR NO

END OF YEAR PERFORMANCE SUMMARY:			

A.03	ACADEMIC PERFORMANCE STANDARD		INDICATORS MET
<p>The Achievement component of the report card represents the number of students who passed the state tests and how well they performed on them.</p> <p>The Indicators Met measure represents student performance on state tests. They are based on a series of up to 26 state tests that measure the percent of students proficient or higher in a grade and subject. Schools and districts also are evaluated on the gifted indicator, giving them up to 27 possible indicators.</p> <p>Goals set for this standard must address the numeric increase of indicators met. In the "Explanation..." box you will include the numeric increase. If the numeric measure increases by +2 or less, the % of growth in either math or ELA must also be indicated and described. In the "Strategies..." box you will list the strategies you plan to use in order to move students scoring at the Limited, Basic, Proficient, Accelerated or Advanced levels on any/all of Ohio's State Tests.</p>			
	2017-2018	2018-2019	2019-2020
GOAL	2 (point in HS Government, and ELA)	4 (add at least one additional point in grade band 3-5, and grade band 9-12)	2 Indicators Met 5% growth in ELA
ACTUAL	3 out of 23 HS Government EOC Improvement Indicator Chronic Absenteeism	2 out of 23 EOC Improvement Indicator Chronic Absenteeism	
RATING			
EXPLANATION OF GOAL/STRATEGIES TO REACH THIS GOAL			
EXPLANATION OF GOAL	<p>Upon analysis of our 2017-2018 LRC as well as diagnostic data, members of our team identified a major area of concern to be that 59.2% of our students scored Limited or Basic in the Performance Index on the 2017-2018 LRC. The team then went through the 5 why's process to determine what is causing the low levels of performance and what we as a school can do to improve. It was determined after thoroughly completing our process that instruction is not parallel to the state standards, state tests, and student needs. BOSS would also like to see improvement across the board in ELA and Math scores. Within our school focus plan we will establish attainable goals for growth in all tested areas. BOSS aims to grow tested students by a minimum of 5% within performance index in the area of ELA.</p>		
STRATEGIES TO INCREASE THE NUMBER OF INDICATORS MET	<p>Remediation/support courses offered Standards aligned instruction professional development OIP staff training Administrative monitoring of OIP adult indicators identified Develop growth goals within school focus plan</p>		

Teachers will monitor diagnostic data, individual classroom assessment data, etc. to formulate a plan for success for each student.

THE SECTIONS BELOW WILL BE COMPLETED BY THE REGIONAL TECHNICAL ASSISTANCE EDUCATOR

MONTH	EVIDENCE PRESENTED BY SCHOOL	TECHNICAL ASSISTANCE	PROGRESS MADE YES OR NO

END OF YEAR PERFORMANCE SUMMARY:

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A.04	ACADEMIC PERFORMANCE STANDARD		PROGRESS
<p>Progress looks closely at the growth that all students are making based on their past performances. There are four measures within the component: progress for all students; progress for gifted students; progress for students with disabilities; and progress for students whose academic performance is in the lowest 20 percent of students statewide.</p> <p>A goal set for this standard must identify the amount of growth for one of the four individual measures listed above (This will be indicated by a positive change in the "Single Year Index" number.) In the "Explanation..." box you will include the numeric increase. In the "Strategies..." box you will list the strategies you plan to use in order to move students scoring at the Limited, Basic, Proficient, Accelerated or Advanced levels on any/all of Ohio's State Tests.</p>			
	2017-2018	2018-2019	2019-2020
GOAL	Overall Index-D (-3.0) Lowest 20%- C (1.0) SWD- C (-1.0)	Overall Index-D (-3.0) Lowest 20%- C (1.0) SWD- C (0.30)	SWD- C (-.99)
ACTUAL	Overall Index- F (-4.85) Lowest 20%- F (-2.41) SWD-C (-1.0)	Detailed Value Added data: Overall Index- F (-4.85) Lowest 20%- F (-2.41) SWD-C (-1.0) Main Page from LRC: Progress component grade: D Overall: F Students in the Lowest 20%: D SWD: F	
RATING			
EXPLANATION OF GOAL/STRATEGIES TO REACH THIS GOAL			
EXPLANATION OF GOAL	<p>Upon analysis of our 2017-2018 LRC as well as diagnostic data, members of our team identified a major area of concern to be that 59.2% of our students scored Limited or Basic in the Performance Index on the 2017-2018 LRC. The team then went through the 5 why's process to determine what is causing the low levels of performance and what we as a school can do to improve. It was determined after thoroughly completing our process that instruction is not parallel to the state standards, state tests, and student needs. BOSS would also like to see improvement across the board in ELA and Math scores. Within our school focus plan we will establish attainable goals for growth in all tested areas. The SWD population at BOSS is a small percentage of total student population; as a result, we don't expect the overall percentage to be impacted.</p>		
STRATEGIES TO MEET THIS GOAL	<p>Remediation/support courses offered Small group instruction; 1 on 1 instruction as needed Intervention courses for SWD Ready curriculum for Math (grades 4-8) and Reading (K-8) i-Ready individualized lessons in Reading and Math based on performance Variety of web-based supports based on student need</p>		

Standards aligned instruction professional development
OIP staff training
Administrative monitoring of OIP adult indicators identified
Develop growth goals within school focus plan

THE SECTIONS BELOW WILL BE COMPLETED BY THE REGIONAL TECHNICAL ASSISTANCE EDUCATOR

MONTH	EVIDENCE PRESENTED BY SCHOOL	TECHNICAL ASSISTANCE	PROGRESS MADE YES OR NO

END OF YEAR PERFORMANCE SUMMARY:

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A.05	ACADEMIC PERFORMANCE STANDARD		GAP CLOSING
<p>Schools must close the gaps that exist in the achievement between “all Ohio Students” and those groups who are more vulnerable. The Gap Closing component shows how well schools are meeting performance expectations for our most vulnerable students in English language arts, math and graduation rate. Gap Closing compares the academic performance of nine student groups (American Indian/Alaskan Native; Asian/Pacific Islander; Black, Non-Hispanic; Hispanic; Multiracial-White, Non-Hispanic; economically disadvantaged; Students with Disabilities; English Learners) against the performance of a 10th group: all students in Ohio.</p> <p>A goal set for this standard must address the increase in overall gap closing (Indicated by a decrease in the gap.). In the “Explanation...” box you will indicate the numeric change. In the “Strategies...” box you will include a description of the strategies you will use to meet this goal. This goal must relate to one or more of the nine subgroups of students (listed above) and must indicate the targeted area of math, ELA or graduation rate for the selected subgroup.</p>			
	2017-2018	2018-2019	2019-2020
GOAL	15% F	20% F	22%
ACTUAL	39.3% F	27.4% F	
RATING			
EXPLANATION OF GOAL/STRATEGIES TO REACH THIS GOAL			
EXPLANATION OF GOAL	<p>Given our transient student population, this is a challenge for our district to determine year to year. However, we have set a goal to continue to grow in the area of AMO each year of our contract. We plan to focus on ELA primarily targeting economically disadvantaged students. BOSS will close the gap in ELA by 2% for students in the subcategory “economically disadvantaged”.</p> <p>Our team also identified Graduation Rate as a major area of concern for the SIP. BOSS graduation rate was 60.1%- 4 year, and 61.5%- 5 year based on the 2017-2018 LRC. Although this is an area that has been growing steady over the course of the last several years it is still very much an area of concern. Given new measurement components within the 2018-2019 LRC we did see a decline in our 4 year rate to 53.7% but an increase to 65.3% for our 5 year rate After completion of a thorough needs assessment and 5 whys activity with the team it was determined that the root cause affecting our low graduation rate is a lack of credit recovery opportunity and remediation support. BOSS is in the process of investigating and implementing both strategies to support this goal.</p>		
STRATEGIES TO MEET THIS GOAL	<p>Credit Recovery availability Remediation/Support classes established Freshman Focus course established Alternate Pathway Team & Capstone project established Professional Development for staff regarding OEC Review and increased collaboration among general education and special education staff. Special Education CAP in place with ODE. Our teachers have focused on differentiation, student engagement, and increased</p>		

communication with students, parents and all stakeholders.
 We are also utilizing and monitoring progress through our quarterly i-ready diagnostic assessments.
 We have also made staff schedule adjustments to allow more communication between the intervention specialists and general education teachers.

THE SECTIONS BELOW WILL BE COMPLETED BY THE REGIONAL TECHNICAL ASSISTANCE EDUCATOR

MONTH	EVIDENCE PRESENTED BY SCHOOL	TECHNICAL ASSISTANCE	PROGRESS MADE YES OR NO

END OF YEAR PERFORMANCE SUMMARY:

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A.06	ACADEMIC PERFORMANCE STANDARD		GRADUATION RATE
<p>The Four-Year Graduation Rate counts as graduates only those students who earn diplomas within four years of entering ninth grade for the first time. The Five-Year Graduation Rate counts those students who graduate within five years of entering ninth grade for the first time.</p> <p>The Graduation Rate Component Grade is determined in the following manner: 60% - the letter grade for the four-year graduation rate; and 40%- the letter grade for the five-year graduation rate.</p> <p>A goal set for this standard must list an increase in the overall graduation rate percentage. In the "Explanation..." box, schools must identify one of the two specific measures targeted (4-year or 5-year) and the increase in percentage. In the "Strategies..." box, specific strategies being implemented to increase this rate should be listed.</p>			
	2017-2018	2018-2019	2019-2020
GOAL	4 Year 58% F 5 Year 55% F	4 Year 60% F 5 Year 57% F	4 Year 50% F or 5 Year 50% F
ACTUAL	4 Year 60.1% F 5 Year 61.5% F	4 Year 53.7% F 5 Year 65.3% F	
RATING			
EXPLANATION OF GOAL/ STRATEGIES TO REACH THIS GOAL			
EXPLANATION OF GOAL	<p>Since the introduction of building level principals in 2012-2013, our graduation rate has incrementally grown from 4 year 43.7% to the current 4 year 53.7%. Again, given the transient student population at BOSS we graduate far more students than are ever calculated into our report card data. We take great pride in addressing the roadblocks that prevent many of the students that enroll with us from reaching their graduation requirements within a 4 year period. We have implemented homeroom periods to help monitor and guide students' overall academic progress and increased communication. We have adjusted attendance expectations and requirements and have held and will continue to hold all students to a higher standard. We will continue to monitor progress and adjust schedules, staffing, and policies accordingly to continue making progress toward a higher overall component score.</p> <p>BOSS graduation rate was 53.7%- 4 year, and 65.3%- 5 year based on the 2018-2019 LRC. Although this is an area that has been growing steadily over the course of the last several years it is still very much an area of concern. After completion of a thorough needs assessment and 5 whys activity with the team it was determined that the root cause affecting our low graduation rate is a lack of credit recovery opportunity and remediation support. BOSS is in the process of investigating and implementing both strategies to support this goal. School developed "capstone" project to assist students who were shy graduation points on EOC tests to graduate meeting one of the state approved</p>		

	alternative pathways to graduation. In total we were able to award diplomas to 18 students on alternate pathway requirements.
STRATEGIES USED TO MEET THIS GOAL	<p>Credit Recovery availability</p> <p>Remediation/Support classes established</p> <p>Freshman Focus course established</p> <p>Alternate Pathway Team & Capstone project established</p> <p>Professional Development for staff regarding OEC Review and increased collaboration among general education and special education staff.</p> <p>Special Education CAP in place with ODE.</p>

THESE SECTIONS BELOW WILL BE COMPLETED BY THE REGIONAL TECHNICAL ASSISTANCE EDUCATOR

MONTH	EVIDENCE PRESENTED BY SCHOOL	TECHNICAL ASSISTANCE	PROGRESS MADE YES OR NO

END OF YEAR PERFORMANCE SUMMARY:

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A.07	ACADEMIC PERFORMANCE STANDARD	IMPROVING AT-RISK K-3 READERS
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Reading is the foundation for all learning. That is why it is critical to fund and address reading issues for a student as early as possible. Improving at-risk K-3 Readers looks at how successful the school is at getting struggling readers on track to proficiency in third grade and beyond.

The measure and component relate to Ohio’s Third Grade Reading Guarantee, which aims to make sure that all students are reading at grade level by the end of third grade. The guarantee drives attention to students from kindergarten through third grade who are struggling readers and makes sure they get the help they need to succeed in reading. Through this initiative, districts and schools diagnose reading issues, create individualized reading improvement and monitoring plans, and provide intensive reading interventions. Specifically, this measure tracks the following:

1. Students who were not on track in reading last year in kindergarten and now are on track in first grade;
2. Students who were not on track in reading last year in first grade and now are on track in second grade;
3. Students who were not on track in reading last year in second grade and now are on track in third grade; and
4. Students who were not on track in reading last year at the beginning of third grade who scored “Proficient” on Ohio’s third grade English language arts test.

Improving at-risk K-3 Readers scoring uses results from two assessments: a reading diagnostic given to all students in kindergarten through grade 3 at the beginning of the school year and Ohio’s state third grade English language arts test given to third-graders twice during the school year.

A goal addressing this standard must identify the expected increase in the overall percentage. In the "Explanation..." box, the school should state which one of the four items listed above will be targeted for improvement. In the "Strategies..." box you will describe the targeted strategies aimed at meeting this goal.

	2017-2018	2018-2019	2019-2020
GOAL	45% C	47% C	12%
ACTUAL	Not Rated K-3 Literacy was not calculated for this school because there were not enough students to evaluate	00.0%	
RATING	Not Rated	Not Rated	

EXPLANATION OF GOAL/ STRATEGIES TO REACH THIS GOAL

EXPLANATION OF GOAL	This year and last year we have seen a huge change in teaching staff in the Elementary school. We lost all of our SPED teachers last year as well as 3 seasoned teachers in K-3 grades. BOSS will include point 4 in this goal preparing students for 3rd grade reading success with at least 12% of the at-risk students in grade 3 testing “on target” by the beginning of the next school year.
STRATEGIES USED TO MEET THIS GOAL	Thoroughly understand and identify the students’ weaknesses. Use i-Ready profiles and instructional aides to identify and support interventions. Small group and one-on-one instruction as needed. Vary teacher-led instruction as needed. Use RAZ and ReadWorks reading lessons as applicable. Monitor effects of interventions monthly and adjust interventions as needed.

THE SECTIONS BELOW WILL BE COMPLETED BY THE REGIONAL TECHNICAL ASSISTANCE EDUCATOR

MONTH	EVIDENCE PRESENTED BY SCHOOL	TECHNICAL ASSISTANCE	PROGRESS MADE YES OR NO
END OF YEAR PERFORMANCE SUMMARY:			

A.08	ACADEMIC PERFORMANCE STANDARD		PREPARED FOR SUCCESS
<p>The Prepared for Success component looks at how well prepared Ohio's students are for all future opportunities. Using multiple measures to determine college and career readiness enables districts to showcase their unique approaches to prepare students for success after high school.</p> <p>A Prepared for Success letter grade is based on how well the students performed on these six measures: ACT or SAT remediation-free scores; an Honors Diploma; twelve points through an industry-recognized credential or group of credentials in one of 13 high-demand career fields; at least one Advanced Placement test score of 3 or higher; International Baccalaureate test scores of 4 or higher; and earning at least three College Credit Plus credits.</p> <p>A goal for this standard must identify the increase in the overall percentage of the school's "Prepared for Success" score. In the "Explanation..." box you will identify one of the six measures listed above as a target area. In the "Strategies..." box you will list specific strategies you will utilize to positively impact the targeted area you have chosen.</p>			
	2017-2018	2018-2019	2019-2020
GOAL	10% F	13% F	10% F
ACTUAL	12.4% F	11.5% F	
RATING			
EXPLANATION OF GOAL/ STRATEGIES TO REACH THIS GOAL			
EXPLANATION OF GOAL:	<p>Our plan to make incremental increases will be to focus on the area of ACT participation. During the 2016-2017 School year we had 20.9% participate in the ACT. 2017-2018 we had 82.3% of our junior class participate in the state administration of the ACT. We are continuing to promote ACT prep skills in ELA and Math courses. We have provided ACT prep materials and strategies on our school test prep page. These concerted efforts will result in growth by the end of the contract period.</p> <p>Spring of 2019 we had 86% of our junior class participate in the state administration of the ACT. In preparation for the test students participated in a live pre-test session to answer any questions or concerns they may have had as well as demonstrate basic test prep skills. Our 11th grade team</p>		

	<p>worked with students in class regarding test prep, ACT question of the day, vocabulary, etc. Our average ACT composite score for 2018-2019 was 18.</p> <p>BOSS plans to investigate career path opportunities for students to enhance opportunities through industry recognized credentials. BOSS plans to provide students with more opportunities to information to help them select career-ready and workforce pathways. BOSS plans to further utilize and support Ohio Means Jobs tools for education.</p>
STRATEGIES USED TO MEET THIS GOAL	<p>ACT Prep focus in 11th grade band TBT</p> <p>Vocabulary item of the day to be shared in homerooms</p> <p>Career readiness and workforce development programs investigated and communicated to students.</p> <p>Emphasis on Ohio Means Jobs & backpack. programs and opportunities.</p>

THE SECTIONS BELOW WILL BE COMPLETED BY THE REGIONAL TECHNICAL ASSISTANCE EDUCATOR

MONTH	EVIDENCE PRESENTED BY SCHOOL	TECHNICAL ASSISTANCE	PROGRESS MADE YES OR NO

END OF YEAR PERFORMANCE SUMMARY:

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A.09	ACADEMIC PERFORMANCE STANDARD		OTHER ACADEMIC MEASURE
<p>Schools must identify a nationally recognized assessment utilized to gather data regarding academic progress. Although many assessments are available, one that has been recognized as reliable and valid by the education community is recommended. Assessments may be given as a full battery, or sub-tests may be chosen for this standard.</p> <p>Goals set for this standard must include the name of the assessment and the expected increase. In the "Explanation..." box, you will include a brief description of the assessment, the metrics used to determine growth, and the increase you intend to see. In the "Strategies..." box you will list specific strategies being utilized to impact the positive change.</p>			
	2017-2018	2018-2019	2019-2020
GOAL	K-12 students at or above grade level Math: 30% Reading: 35%	K-12 students at or above grade level Math: 35% Reading: 45%	K-12 students at or above grade level Math: 25% Reading: 30%
ACTUAL	K-12 students at or above grade level Math: 30.7% Reading: 42.6%	K-12 students at or above grade level Math: 31% Reading: 46%	
RATING			
EXPLANATION OF GOAL/ STRATEGIES TO REACH THIS GOAL			
EXPLANATION OF GOAL:	<p>BOSS will use the i-Ready diagnostic to measure growth in Reading and Math for all students in grades k-12. According to the curriculum associates website "<i>i-Ready</i> was built for the Common Core. It provides the data-driven insights that classroom teachers and school and district administrators need to determine exactly where to focus their instructional time to ensure all students are on track to meet these more rigorous expectations and to succeed on the accompanying assessments." Our plan for improvement will be the increased emphasis on participation, utilization of the program's built in instructional and remediation pieces, as well as differentiation, interventions and supports from the classroom teachers. We will also continue to focus collectively of all students k-12 performing at or above grade level. This assessment program provides a very good correlation to state tests and will be a great tool to utilize to monitor growth.</p> <p>After team review of initial window 1 i-ready data, and enrollment changes for the 2019-2020 school year it was determined that over 80% of the student population was 2 or more grade levels below in math and over 60% were two or more grade levels below in reading.</p>		
STRATEGIES USED TO MEET THIS GOAL	<p>Curriculum associates Differentiated Instruction Professional Development provided to staff Administrative monitoring of Adult Implementation (walk throughs, lesson plans, TBT minutes) Standards aligned instruction Emphasis on priority standards</p>		

i-ready individualized lessons at 45 minutes per week

THE SECTIONS BELOW WILL BE COMPLETED BY THE REGIONAL TECHNICAL ASSISTANCE EDUCATOR

MONTH	EVIDENCE PRESENTED BY SCHOOL	TECHNICAL ASSISTANCE	PROGRESS MADE YES OR NO

END OF YEAR PERFORMANCE SUMMARY:

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A.10	ACADEMIC PERFORMANCE STANDARD		OTHER ACADEMIC MEASURE-SPECIFIC SUBGROUP
<p>Schools serving specific subgroups of students (e.g., schools serving at-risk students) must identify additional measures and targets relevant to the particular subgroup served to evaluate student performance beyond the gap closing measures.</p>			
<p>Goals set for this standard must include the subgroup of students being targeted, the name of the assessment and the percentage of increase for the specific subgroup. In the "Explanation..." box, schools should include a brief description of the assessment and the increase in scores expected for that specific sub-group of students. In the "Strategies..." box you will list specific strategies being utilized to impact the positive change for the sub-group of students.</p>			
	2017-2018	2018-2019	2019-2020
GOAL	NA	NA	Improve K-12 SWD at or above grade level Math: 5% Reading: 5%
ACTUAL	NA		
RATING	NA		
EXPLANATION OF GOAL/ STRATEGIES TO REACH THIS GOAL			
EXPLANATION OF GOAL	<p>BOSS will use the i-Ready diagnostic to measure growth in Reading and Math for all students in grades k-12. According to the curriculum associates website "<i>i-Ready</i> was built for the Common Core. It provides the data-driven insights that classroom teachers and school and district administrators need to determine exactly where to focus their instructional time to ensure all students are on track to meet these more rigorous expectations and to succeed on the accompanying assessments." Our plan for improvement will be the increased emphasis on participation, utilization of the program's built in instructional and remediation pieces, as well as differentiation, interventions and supports from the classroom teachers. We will also continue to focus collectively of all students k-12 performing at or above grade level. This assessment program provides a very good correlation to state tests and will be a great tool to utilize to monitor growth.</p> <p>After team review of initial window 1 i-ready data, and enrollment changes for the 2019-2020 school year it was determined that over 80% of the student population was 2 or more grade levels below in math and over 60% were two or more grade levels below in reading.</p>		
STRATEGIES USED TO MEET THIS GOAL	<p>Curriculum associates Differentiated Instruction Professional Development provided to staff Administrative monitoring of Adult Implementation (walk throughs, lesson plans, TBT minutes) Standards aligned instruction Emphasis on priority standards</p>		
THE SECTIONS BELOW WILL BE COMPLETED BY THE REGIONAL TECHNICAL ASSISTANCE EDUCATOR			
MONTH	EVIDENCE PRESENTED BY SCHOOL	TECHNICAL ASSISTANCE	PROGRESS MADE YES OR NO

END OF YEAR PERFORMANCE SUMMARY:

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A.11	ACADEMIC PERFORMANCE STANDARD	COMPARATIVE GOAL
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In order to evaluate performance data for a given school, it is often useful to consider how similar schools compare on the same data.

The method for use on Ohio's Local Report Cards starts with any given district and identifies up to 20 districts that are most similar according to six criteria. Statistically speaking, these are the "nearest neighbors" of the selected district. Recognizing that community schools are unique, goals in this area should identify performing at rates "higher or equal to" at least two "similar" schools in one (each) of the following areas reported on the LRC: Performance Index; Progress; Gap Closing; Improving at-risk K-3 Readers; or Graduation Rate. "Similar" schools should be comparable in percent poverty, and percent minority students.

Goals set for this standard must identify the two areas for comparison and the verbiage "higher than or equal to". In the chart below, "similar schools" will be listed in the far left column with the data to show similarity (percent poverty and percent minority student) Next, you will enter the LRC data to show comparability (your choice of two LRC measures).

	2017-2018	2018-2019	2019-2020
GOAL	BOSS will perform at rates higher than or equal to Wellsville School District under the progress component in the area of "Students with Disabilities"	BOSS will perform at rates higher than or equal to Quaker Digital in Performance Index.	BOSS will perform higher or equal to East Liverpool City Schools in Achievement: Indicators Met. BOSS will perform higher than or equal to Ohio Connections Academy in Progress.
ACTUAL	Wellsville School District Progress Component SWD D (-1.05) BOSS Progress Component SWD (-1.00 C)	LRC reporting changed for Quaker Digital. School is now considered a dropout recovery program and data is not aligned to the original goal established.	
RATING			

CHART TO INDICATE TWO SIMILAR SCHOOLS AND A COMPARISON OF LRC DATA

	% POVERTY	% MINORITY	Achievement: Indicators Met	Progress
Buckeye Online School for Success	39.7%	14.6%	2018-2019 LRC: 2 out of 23	2018-2019 LRC Component Grade: D Overall: F Lowest 20%: D SWD: F
East Liverpool City Schools	97.5%	14.9%	2018-2019 LRC: 1 out of 24	2018-2019 LRC Component Grade: B Overall: C Lowest 20%: B SWD: C
Ohio Connections Academy	45.7%	25.7%	2018-2019 LRC: 2 out of 23	2018-2019 LRC Component Grade: F Overall: F

				Lowest 20%: F SWD: F
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THESE SECTIONS BELOW WILL BE COMPLETED BY THE REGIONAL TECHNICAL ASSISTANCE EDUCATOR

MONTH	EVIDENCE PRESENTED BY SCHOOL	TECHNICAL ASSISTANCE	PROGRESS MADE YES OR NO

END OF YEAR PERFORMANCE SUMMARY:

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NA.01	NON-ACADEMIC PERFORMANCE STANDARD		MISSION SPECIFIC GOAL
<p>State the School's Mission: The Buckeye Online School for Success is dedicated to educating all students in its diverse population by offering academic choices to meet their individual needs. Our school is committed to preparing lifelong learners and productive citizens through collaboration with staff, families, and communities utilizing cutting edge technology.</p>			
<p>This goal must include mission-specific performance measures and targets.</p>			
	2017-2018	2018-2019	2019-2020
GOAL	<p>BOSS will implement a quarterly district diagnostic to all students grades K-12. BOSS will look to increase student participation rate each year by 5% per school each year.</p> <p>Goal: 80% student participation k-12</p>	<p>Goal: 85% student participation k-12</p>	<p>Goal: 90% student participation k-12</p>
ACTUAL	83.3%	97%	
RATING			
DESCRIPTION OF MEASURE AND MONITORING STRATEGY			
EXPLANATION OF GOAL	<p>BOSS will implement a district diagnostic 3x/year to all students grades K-12. BOSS will look to increase student participation rate each year by 5%. We will monitor and support this goal by increased communication throughout all staff members, district wide one-calls for students/parents to keep them informed. Teachers will continue to build supports and strategies based off of assessment results within the classroom to make the test data more meaningful for the students. With these strategies in place we are confident that 95% or higher will be participating in the quarter diagnostics before the end of the current contract.</p>		
STRATEGIES USED TO MEET THIS GOAL	<p>Communication regarding assessment Use of data chats and goal setting sheets in class with students Administration monitoring of adult implementation</p>		
THE SECTIONS BELOW WILL BE COMPLETED BY THE REGIONAL TECHNICAL ASSISTANCE EDUCATOR			
MONTH	EVIDENCE PRESENTED BY SCHOOL	TECHNICAL ASSISTANCE	PROGRESS MADE YES OR NO

END OF YEAR PERFORMANCE SUMMARY:

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NA.02	NON-ACADEMIC PERFORMANCE STANDARD		PARENT SATISFACTION
<p>The ESCLEW recognizes parents/caregivers as key stakeholders in the success of community schools. Increasing communication and soliciting feedback from parents is key to making programming changes within the school in order to create an atmosphere where all students are growing academically.</p> <p>Goals in this area should focus on what form of feedback the school will solicit from parents/caregivers (survey, phone calls, in person meetings, etc.) <u>and</u> identify what the school will do with the feedback received. (Adjustments to programming, hold stakeholder meetings, discuss with administration, etc.)</p>			
	2017-2018	2018-2019	2019-2020
GOAL	55% Parent 70% Students 90% Staff Participation	60% Parent 75% Students 95% Staff Participation	Complete 2 parent satisfaction surveys with 25% participation by end of school year.
ACTUAL	Not Completed	Not Completed	
RATING			
DESCRIPTION OF MEASURE AND MONITORING STRATEGY			
EXPLANATION OF GOAL	Buckeye Online School for Success will document the results of parent satisfaction surveys (Google forms sent either by REMIND app or Canvas notification) as well as comments given to building secretaries by parents and use the feedback to inform further communication and possible changes to programs and discussions with administrative team and stakeholders.		
STRATEGIES USED TO MEET THIS GOAL	Google form with parent survey REMIND app or Canvas announcement to parent accounts to broadcast survey Spreadsheet to collect responses of survey as well as parent communication through secretaries DLT will analyze responses and determine next steps Incentives for parent completion (homework pass, raffle, etc.) Connect survey with parent teacher conferences for greater return Second survey will be developed after review of initial survey results		
THE SECTIONS BELOW WILL BE COMPLETED BY THE REGIONAL TECHNICAL ASSISTANCE EDUCATOR			
MONTH	EVIDENCE PRESENTED BY SCHOOL	TECHNICAL ASSISTANCE	PROGRESS MADE YES OR NO
END OF YEAR PERFORMANCE SUMMARY:			

NA.03	NON-ACADEMIC PERFORMANCE STANDARD		GOVERNING BOARD PERFORMANCE
<p>The ESCLEW expects a sponsored community school to comply with all rules and regulations regarding a Governing Board. To this end, it is the expectation that the Governing Board will take on roles and responsibilities in order to complete the work efficiently and effectively.</p> <p>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.</p>			
	2017-2018	2018-2019	2019-2020
GOAL	<p>3 out of 5 Board Members will attend the graduation ceremony</p> <p>100% will pursue 2 professional development opportunities</p>	<p>3 out of 5 Board Members will attend the graduation ceremony</p> <p>100% will pursue 2 professional development opportunities</p>	<p>3 out of 5 Board Members will attend the graduation ceremony</p> <p>1-2 Board members participate in student interview opportunities.</p>
ACTUAL	<p>2 out of 5 Board members attended the ceremony</p> <p>100% met the professional development requirement</p>	<p>3 out of 5 Board members attended the ceremony.</p> <p>100% met the professional development requirement.</p>	
RATING			
DESCRIPTION OF MEASURE AND MONITORING STRATEGY			
EXPLANATION OF GOAL	<p>Board Members will attend the graduation ceremony as representatives of BOSS in the community.</p> <p>Board Members will participate in student interview opportunities with the area of focus on career readiness via Broadcast Journalism course.</p>		
STRATEGIES USED TO MEET THIS GOAL	<p>Communication efforts from BOSS administration and ESCLEW office representatives.</p>		
THE SECTIONS BELOW WILL BE COMPLETED BY THE REGIONAL TECHNICAL ASSISTANCE EDUCATOR			
MONTH	EVIDENCE PRESENTED BY SCHOOL	TECHNICAL ASSISTANCE	PROGRESS MADE YES OR NO
END OF YEAR PERFORMANCE SUMMARY:			



NA.04	NON-ACADEMIC PERFORMANCE STANDARD	ORGANIZATIONAL/OPERATIONAL	
<p>Your contract with the ESC of Lake Erie West must include a performance framework that defines your school's expected organizational/operational outcomes. Goals must measure the organizational and operational performance of the school with specific annual metrics and targets.</p> <p>Goals set for this standard should be the ON-TIME and ACCURACY PERCENTAGES of compliance (requirements in statute), community school contract, governing authority, school, and financial requirement submissions within Epicenter. (If percentages are at 97% or above, maintenance is allowed.)</p>			
	2017-2018	2018-2019	2019-2020
GOAL	On-time 98% Accuracy 95%	On-time-100% Accuracy- 97%	On-time-100% Accuracy- 97%
ACTUAL	On-time 100% Accuracy 97%	On-time - 100% Accuracy - 99%	ON-TIME % - ACCURACY % -
RATING			
DESCRIPTION OF MEASURE AND MONITORING STRATEGY			
EXPLANATION OF GOAL	<p>BOSS will maintain a 100% on-time rating for Epicenter submissions for the 2019-2020 school year.</p> <p>BOSS will maintain a 97% accuracy rating for Epicenter submissions for the 2019-2020 school year.</p>		
STRATEGIES USED TO MEET THIS GOAL	<p>This will be monitored by tracking the on time and accuracy of monthly submissions throughout the year.</p> <p>The administration will create a monitoring calendar for which a designated staff member will be responsible for the submission upload and will be reviewed each month by ESCLEW.</p>		
THE SECTIONS BELOW WILL BE COMPLETED BY THE REGIONAL TECHNICAL ASSISTANCE EDUCATOR			
MONTH	EVIDENCE PRESENTED BY SCHOOL	TECHNICAL ASSISTANCE	PROGRESS MADE YES OR NO
END OF YEAR PERFORMANCE SUMMARY:			

NA.05	NON-ACADEMIC PERFORMANCE STANDARD	FINANCIAL PERFORMANCE	
<p>Your contract with the ESC of Lake Erie West must include a performance framework that defines your school's expected financial performance outcomes with annual clear, measurable metrics and targets.</p> <p>Goals set for this standard must address audits, debt reduction, or the submission of accurate and on-time financials into Epicenter.</p>			
	2017-2018	2018-2019	2019-2020
GOAL	Clean Audit with 4 or less recommendations 25 Days Cash on Hand	Clean Audit with 3 or less recommendations 25 Days Cash on Hand	Clean Audit with 2 or less recommendations 25 Days Cash on Hand
ACTUAL	Clean Audit with 2 recommendations 100 Days Cash on Hand-Met	As of 6/6/19: Clean Audit with 3 or less recommendations 86 Days Cash on Hand	
RATING			
DESCRIPTION OF MEASURE AND MONITORING STRATEGY			
EXPLANATION OF GOAL	We will measure our financial performance by earning clean state audits with recommendations only and no findings. We will measure our financial sustainability through maintaining average monthly cash.		
STRATEGIES USED TO MEET THIS GOAL	Invoices no more than 60 days past due FTE enrollment report being accurate monthly Financial summary report accurate for a cash basis monthly		
THE SECTIONS BELOW WILL BE COMPLETED BY THE REGIONAL TECHNICAL ASSISTANCE EDUCATOR			
MONTH	EVIDENCE PRESENTED BY SCHOOL	TECHNICAL ASSISTANCE	PROGRESS MADE YES OR NO
END OF YEAR PERFORMANCE SUMMARY:			

NA.06	NON-ACADEMIC PERFORMANCE STANDARD	FINANCIAL SUSTAINABILITY
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Your contract with the ESC of Lake Erie West must include a performance framework that defines your school's expected financial sustainability outcomes with clear and measurable metrics and targets. This refers to the ability of the administrators to maintain the organization over the long term.

Goals set for this standard must address 1. Student Enrollment (the actual number should be indicated); **AND** 2. Unrestricted Cash Reserve Balance (goal must have a minimum of 15 days)

	2017-2018	2018-2019	2019-2020
GOAL	Clean Audit with 4 or less recommendations 25 Days Cash on Hand	Clean Audit with 3 or less recommendations 25 Days Cash on Hand	Student enrollment of 550 Clean Audit with 2 or less recommendations 25 Days Cash on Hand
ACTUAL	Clean Audit with 2 recommendations 100 Days Cash on Hand-Met	As of 6/6/19: Clean Audit with 3 or less recommendations 86 Days Cash on Hand	
RATING			

DESCRIPTION OF MEASURE AND MONITORING STRATEGY

EXPLANATION OF GOAL	We will measure our financial performance by earning clean state audits with recommendations only and no findings. We will measure our financial sustainability through maintaining average monthly cash.
STRATEGIES USED TO MEET THIS GOAL	Invoices no more than 60 days past due FTE enrollment report being accurate monthly Financial summary report accurate for a cash basis monthly

THE SECTIONS BELOW WILL BE COMPLETED BY THE REGIONAL TECHNICAL ASSISTANCE EDUCATOR

MONTH	EVIDENCE PRESENTED BY SCHOOL	TECHNICAL ASSISTANCE	PROGRESS MADE YES OR NO

END OF YEAR PERFORMANCE SUMMARY:

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NA.07	NON-ACADEMIC PERFORMANCE STANDARD	STUDENT DISCIPLINE
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Beginning with the 2019-2020 school year, schools are required to report and evaluate the number of out-of-school suspensions issued for students in grades pre-K through 3 on an annual basis. The ESCLEW expects each school's number of out-of-school suspensions to decrease each year as alternative methods of student discipline are implemented.

- A. This goal should focus on decreasing the number of out-of-school suspensions and identify strategies that the school will use to accomplish this goal in Grades K-3.
- B. This goal should focus on decreasing the number of out-of-school suspensions and identify strategies that the school will use to accomplish this goal in Grades 4-8.
- C. This goal should focus on decreasing the number of out-of-school suspensions and identify strategies that the school will use to accomplish this goal in Grades 9-12.

	2017-2018	2018-2019	2019-2020	
GOAL	N/A	N/A	K-3	0
			4-8	0
			9-12	0
ACTUAL	N/A		K-3	
			4-8	
			9-12	
RATING			N/A	

DESCRIPTION OF MEASURE AND MONITORING STRATEGY

	Previous year's out-of-school suspensions	This year's goal for out-of-school suspensions	N/A
K-3	0	0	
4-8	0	0	
9-12	0	0	

THE SECTIONS BELOW WILL BE COMPLETED BY THE REGIONAL TECHNICAL ASSISTANCE EDUCATOR

MONTH	EVIDENCE PRESENTED BY SCHOOL	TECHNICAL ASSISTANCE	PROGRESS MADE YES OR NO

END OF YEAR PERFORMANCE SUMMARY:

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