

**MODIFICATION NO. 5
TO OHIO COMMUNITY SCHOOL CONTRACT
BY and BETWEEN
Educational Service Center of Lake Erie West (“Sponsor” or “ESCLEW”)
AND
Summit Academy Secondary School – Canton (“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, 2020; 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 insert “3313.5318,” “3313.5319,” “3313.6028,” “3313.6029,” “3313.6413,” “3313.7117,” “3313.819,” “3319.0812,” “3319.324,” “3322.20,” and “3322.24.” in the appropriate numerical order.
- b. Delete the final sentence in its entirety at the end of the third paragraph of the section.
- c. The rest of Section 4.1 remains as originally written in the Contract.

2. Article VII, Section 8.1. Insert the following new paragraph at the end of the section:

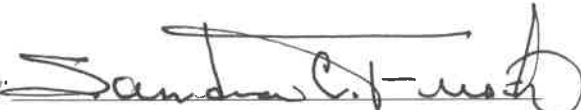
Notwithstanding, the School shall not employ an individual in any position if the state board of education permanently revoked or permanently denied the individual a license under R.C. 3319.31 or if the individual entered into a consent agreement with the Superintendent of Public Instruction in which the individual agreed never to apply for a licensed after the agreement date.

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

- 3. Attachment 6.3** shall be replaced in its entirety with the attached.
- 4. Attachment 9.2** shall be replaced in its entirety with the attached.
- 5. Attachment 9.3** shall be replaced in its entirety with the attached.
- 6. Attachment 9.4** shall be replaced in its entirety with the attached.
- 7. 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**

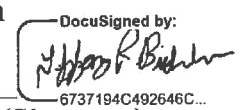
By: 
(Signature)

Its: Superintendent

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

Date: 2/7/2024

**Governing Authority of
Summit Academy Secondary School -
Canton**

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: 1/9/2024

Attachment 6.3

Educational Curriculum

1. Curriculum Plan

- a. *Focus, mission, philosophy, goals and objectives of curriculum:* The mission of Summit Academy schools is to build hope, success and well-being through education and advocacy for children with special needs. Our focus is on enabling students with disabilities to find success in the regular curriculum to the greatest extent of their abilities. Our goal is to provide the needed differentiation and support to enable high school students to graduate ready to start their work life or continue their education in the setting of their choice, preparing them to be active, contributing citizens.
- b. *The characteristics of the students expects to attract, including ages and grades of students:* Our student population is typically 70% students with disabilities and 100% economically disadvantaged. The school serves students who are in grades 9-12, ages 13-22.
- c. *Description of curriculum:* Knowing that students with disabilities present with a wide range of strengths and challenges, we have chosen an instructional model of tiered intervention that is based on Ohio's Learning Standards. Utilizing structured pacing guides following the Ohio Learning Standards, teachers can assess student's knowledge and fill in the missing skills while moving forward in the curriculum. All students receive specialized instruction in each content area. Students who are successful working at grade-level are given additional in-depth instruction and enrichment activities in those topics. Students who struggle with basic literacy are provided additional support from our Reading Title teacher. Students who have not passed the most recent state assessments in math are provided additional individualized instruction from our Math instructional team. Intervention time is based on individual student needs. Renaissance STAR is used to identify the achievement level of each student and place him or her into appropriate groups for intervention. We deliver most instruction in small, flexible groups based upon frequent assessment of learning to keep students progressing, and to make any needed adjustments or accommodations to the delivery style.

Most of our students present learning challenges due to varying educational abilities, social-emotional abilities, self-regulation skills, or family/home environmental factors. One measure of ensuring student growth and support is utilizing the state assessments as a measure of student understanding and instructional effectiveness. The Building Leadership Team (BLT) ensures that teachers are providing instruction on concepts tested on the End of Course Assessments (or AASCD when appropriate) for their respective grade level and content area. Furthermore, the BLT actively ensures that test-taking skills are being taught and reinforced for all students.

An additional measure of ensuring student growth and support is the implementation of a tiered intervention process known as Response to Intervention (RTI). RTI is the practice of providing research-based instruction and intervention matched to students' needs, with important educational decisions based on students' levels of performance and learning rates over time. Students are assessed to determine their present level of achievement and then are provided instruction based upon that assessment. Tier 1 students are those at or above grade level. After assessment and placement in instructional groups, instruction is tailored to fill in the gaps in skills and knowledge for Tiers II and III students. Currently, benchmarking assessments are given multiple times during the academic year (August, January, May) to see if instructional methods are working. If positive gains are made, new instruction is planned

and if not, another instructional strategy is tried. The process is repeated with the teachers being supported in their instructional decisions by analyzing data in teacher-based team meetings. This process holds teachers accountable for each student's success. Along with the benchmarking assessments, we are also working towards more consistent progress monitoring checks (bi-weekly) to ensure academic achievement more consistently.

We use a co-teaching model that places two adults in each classroom, which typically has no more than eighteen students per class. This low teacher/student ratio allows for close attention to individual student needs and accommodation. All students change classes during the day with each class period taught by a Highly Qualified Teacher who groups the students as necessary for differentiation of instruction as needed for successful attainment of the curriculum. We maintain the required ratio of Intervention Specialist to students on IEPs. We currently have 12-15 students assigned to each Intervention Specialist. Our instructional day begins at 7:05 AM and ends at 2:30 PM including a 20-minute lunch break. We are scheduled to be open for 148 student days in the 2023 – 2024 school year.

We use a variety of instructional materials. We have adopted the following textbook series and support materials as the foundational source of content:

- i. StudySync by McGraw Hill, both the hard copy and digital versions are used for grades 9-12. Teachers also use novels books for units of study, and high interest selections, differentiating as needed by students.
 - ii. Envision Math – Algebra I, Algebra II, Consumer Math, and Geometry (both the standard and foundation series that is written at a slightly lower readability) and AGS books in the same subjects. The AGS series is high school content written at the 3rd to 4th grade reading level.
 - iii. SAVVAS United States History, SAVVAS World History, SAVVAS United States Government, supplemental AGS materials for intervention support, and our local daily newspaper for Current Events.
 - iv. SAVVAS Physical Science, SAVVAS Biology, SAVVAS Earth Science
 - v. We have a small number of students in this school who have significant intellectual disabilities that participate in a cross-categorical classroom. We have adopted materials from the Attainment Company which align to the Ohio Content Standards – Extended. This class also utilizes Reading A-Z, Edmark, Simplify (TpT), and MathAides (TpT).
 - vi. For MTSS Instructional Block – STAR Custom, Freckle, iXL, StudySync, Envision, Study Island, Anita Archer Teacher Rewards, MClass and MDiss
- d. *Instructional delivery methods used:* Our main instructional delivery method is tiered intervention as described above. This is a teacher-led, student-centered face-to-face method with one adult delivering a lesson to a small group, while a second adult focuses on individual needs in a small group setting, with a third group of students working independently using either instructional software or hands-on materials.
- e. *Educational program for each grade served:*
- i. Grade nine students are enrolled in English I, Algebra I, Physical Science, World History, and Physical Education (electives of Art and Science)
 - ii. Grade ten students are enrolled in English II, Geometry, Biology, American History, Health, and Martial Arts (Electives of Art, History and Science)

- iii. Grade eleven students are enrolled in English III, Algebra II, Government, Financial Literacy, Nutrition, and Martial Arts (Electives of Art, History and Science)
 - iv. Grade twelve students are enrolled in English IV, Consumer Math, Senior Experience, and STEM (Electives of Art)
 - v. Electives of Art include: Sensory Based Art, Painting and 2D Draw
 - vi. Electives of History include: History in Film
 - vii. Electives of Science include: STEM
 - f. *Evidence/research of viability of curriculum:* The courses that we offer are aligned to Ohio's Learning Standards and the graduation requirements of the state of Ohio. The materials we have chosen were selected to be appropriate to a spectrum of learners. We will be able to continue meeting the needs of learners with these materials as we supplement them as needed to address any standards that they miss. We use a variety of consumable and non-consumable materials well as subscriptions to on-line software to keep up with both changing standards and the needs of our students.
 - g. *Description of how curriculum aligns with Ohio Content Standards:* Summit Academy teachers have created pacing guides that include the exact standard to be taught each quarter and where the resources for this can be found in our selected textbooks. Additional resources are listed where the textbook is not adequate, associated vocabulary is identified and the corresponding extended standards are named. No one resource will be sufficient to help all our students access the Ohio Content Standards. The Building Leadership Team uses data from weekly Teacher Based Team meetings and the annual completion of the decision framework to analyze the instructional resources to ensure all content is being supported across all the levels of achievement that our students represent.
2. **Detailed description of preschool operation:** N/A
3. **Blended Learning Plan, if applicable:** N/A
4. **Description of classroom-based and non-classroom-based learning opportunities and explanation of how the learning opportunity ties into curriculum and mission:**
- c. *Classroom-based:* All students receive grade-level instruction aligned with Ohio's Learning Standards. Based on benchmark and diagnostic assessments, many students also receive individual or small group intensive intervention in identified areas of need in reading and math skills. Our teachers vary the format of instruction (whole group, small group, independent work), differentiate and tier instruction according to the needs of students and demands of the content, and provide scaffolding, support, and accommodations as appropriate. Our teachers use a wide variety of research-based instructional strategies to engage our diverse student population in appropriate, rigorous and relevant learning.
 - d. *Non-classroom-based, including (if applicable):* N/A
 - i. College Credit Plus- opportunities are offered. Students have used this option to earn course credit for independent projects when the needed course is not currently offered, and for credit recovery, students can test out of classes by September 15 each year. College Credit Plus is available to all students in grades 7-12.
 - ii. *Fieldtrips with academic enhancement component-* We offer field trips when academically appropriate, concentrating on college and career ready opportunities. Teachers offer age and course appropriate field trips, focused on expanding student knowledge and experience with specific academic content and college and career ready learning opportunities.

iii. *Tutoring*

1. Math Instructional Team available to all students as needed. Our low student to teacher ratio allows more intensive interventions to help struggling students.
2. Title 1 Reading supports available to all students as needed. Our low student to teacher ratio allows more intensive interventions to help struggling students.

iv. *Post-Secondary enrollment (See CCP)*

- v. *Career-* All 9-12th grade students use the Ohio Means Jobs website, with the frequency of use and focus on career exploration intensifying in higher grades. Presenters from our community, local business representatives and family members have been invited to share their experience and knowledge with our students. Presenters include Job Corps, ASVAB, Project Rebuild, Pathways, etc. College representatives are also invited to share the available courses of study for our students. Interested student can meet with the Opportunities for Ohioans with Disabilities to access career services for Americans with disabilities. There are a variety of vocational training opportunities available through our local city school districts.
- vi. *Learning on contingency days or while a student is suspended/expelled-* Students that are out of school for extended illness/hospitalizations or disciplinary reasons are placed on home instruction at the school or mutually agreed upon, location for at least 5 hours per week with a licensed teacher. Currently we are not planning on the need to use “blizzard bags” for closure due to inclement weather or other emergencies, however, our team has been utilizing Google Classroom for digital “blizzard bag” planning if there would be a need for such plans.
- vii. *Internet or independent study-* Students that are severely credit deficient are given the opportunity to complete credits through credit recovery course options.
- viii. *Other-* Extracurricular activities are also offered throughout the school year and are open to all grade levels. These include Thursday Clubs, Martial Arts Tournaments, Student Council, and school dances.

Note: Learning opportunities are classroom-based or non-classroom-based supervised instructional and educational activities that are defined in the school’s contract and are:

- a. Provided by or supervised by a State of Ohio licensed teacher.
- b. Goal- oriented; and
- c. Certified by a licensed teacher as meeting the criteria established for completing the learning opportunity. (OAC 3301-102-02)



Governing Authority Resolution January 8, 2024

Whereas, the Governing Authority entered into a management agreement with Summit Academy Management (SAM) to provide day-to-day management of the School; and,

Whereas, the management agreement specifies that SAM will provide fiscal services including, but not limited to, providing the Governing Authority with a licensed individual to serve as the School's Designated Fiscal Officer; Therefore, Be It

Resolved, that the Governing Authority hereby:

1. Waives the requirement, pursuant to Section 3314.011 (D) of the Revised Code, that the Governing Authority be the entity to employ or contract with a Designated Fiscal Officer; and,
2. Requests that the School's Sponsor approve this resolution for the 2024-2025 school year and provide a copy of this resolution to the Ohio Department of Education.

Signed:

DocuSigned by:
Handwritten signature of Stephen R. Buehler in black ink.

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Governing Authority President/Secretary/Presiding Member

STATE OF OHIO DEPARTMENT OF EDUCATION
5 Year School Treasurer School Treasurer License

DAVID M HOSKIN

THIS LICENSE AWARDED TO

OH1417241

EDUCATOR STATE ID

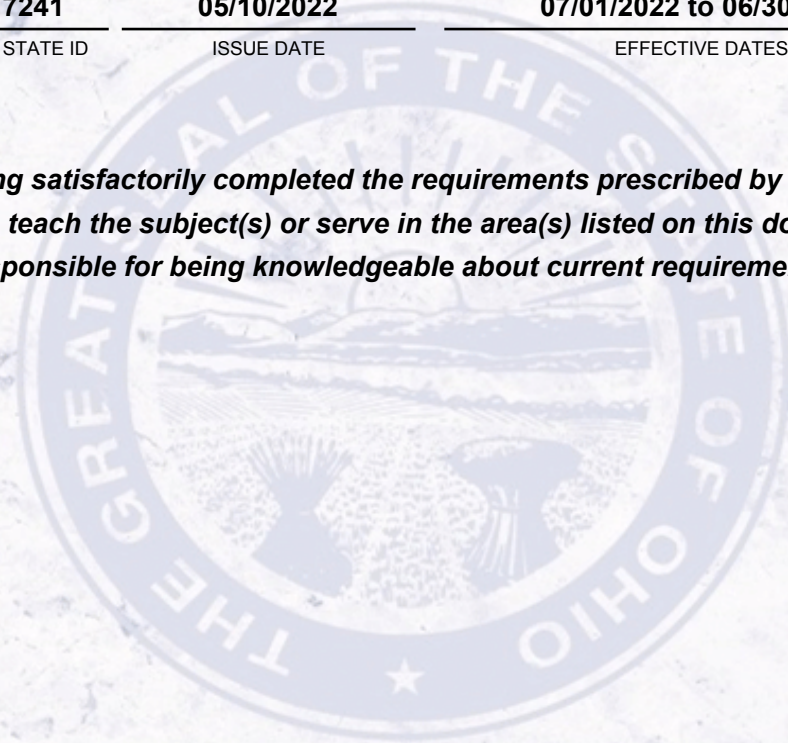
05/10/2022

ISSUE DATE

07/01/2022 to 06/30/2027

EFFECTIVE DATES

The holder of this credential, having satisfactorily completed the requirements prescribed by The State Board of Education and the laws of Ohio, is authorized to teach the subject(s) or serve in the area(s) listed on this document for the period specified. The holder of this credential is responsible for being knowledgeable about current requirements for maintaining the credential.



Stephanie K Siddens

Interim Superintendent of Public Instruction

This official document was created by the Ohio Department of Education and represents a true copy of a legal educator license as referenced in Ohio Revised Code Section 3319.36.

Credential # 22127470

Employers may verify this credential by going to Educator Profile on education.ohio.gov and ensuring that the unique credential number appearing on this credential matches the person's records in Educator Profile, which is the official record of educator credential history.



Western Surety Company

CONTINUATION CERTIFICATE

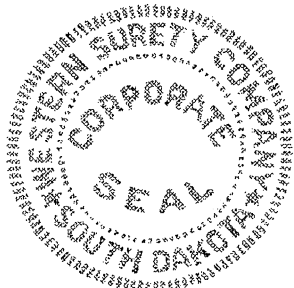
Western Surety Company hereby continues in force Bond No. 72409937 briefly described as TREASURER SUMMIT ACADEMY SECONDARY SCHOOL- CANTON,
 _____,
 for DAVID M HOSKIN,
 _____, as Principal,
 in the sum of \$ TWENTY-FIVE THOUSAND AND NO/100 Dollars, for the term beginning October 06, 2023, and ending October 06, 2024, subject to all the covenants and conditions of the original bond referred to above.

This continuation is issued upon the express condition that the liability of Western Surety Company under said Bond and this and all continuations thereof shall not be cumulative and shall in no event exceed the total sum above written.

Dated this 21st day of September, 2023.

WESTERN SURETY COMPANY

By Larry Kasten
 Larry Kasten, Vice President



THIS "Continuation Certificate" MUST BE FILED WITH THE ABOVE BOND.

Western Surety Company

POWER OF ATTORNEY

KNOW ALL MEN BY THESE PRESENTS:

That WESTERN SURETY COMPANY, a corporation organized and existing under the laws of the State of South Dakota, and authorized and licensed to do business in the States of Alabama, Alaska, Arizona, Arkansas, California, Colorado, Connecticut, Delaware, District of Columbia, Florida, Georgia, Hawaii, Idaho, Illinois, Indiana, Iowa, Kansas, Kentucky, Louisiana, Maine, Maryland, Massachusetts, Michigan, Minnesota, Mississippi, Missouri, Montana, Nebraska, Nevada, New Hampshire, New Jersey, New Mexico, New York, North Carolina, North Dakota, Ohio, Oklahoma, Oregon, Pennsylvania, Rhode Island, South Carolina, South Dakota, Tennessee, Texas, Utah, Vermont, Virginia, Washington, West Virginia, Wisconsin, Wyoming, and the United States of America, does hereby make, constitute and appoint

Larry Kasten of Sioux Falls,
State of South Dakota, its regularly elected Vice President,
as Attorney-in-Fact, with full power and authority hereby conferred upon him to sign, execute, acknowledge and deliver for and on its behalf as Surety and as its act and deed, the following bond:

One TREASURER SUMMIT ACADEMY SECONDARY SCHOOL- CANTON

bond with bond number 72409937

for DAVID M HOSKIN

as Principal in the penalty amount not to exceed: \$25,000.00

Western Surety Company further certifies that the following is a true and exact copy of Section 7 of the by-laws of Western Surety Company duly adopted and now in force, to-wit:

Section 7. All bonds, policies, undertakings, Powers of Attorney, or other obligations of the corporation shall be executed in the corporate name of the Company by the President, Secretary, any Assistant Secretary, Treasurer, or any Vice President, or by such other officers as the Board of Directors may authorize. The President, any Vice President, Secretary, any Assistant Secretary, or the Treasurer may appoint Attorneys-in-Fact or agents who shall have authority to issue bonds, policies, or undertakings in the name of the Company. The corporate seal is not necessary for the validity of any bonds, policies, undertakings, Powers of Attorney or other obligations of the corporation. The signature of any such officer and the corporate seal may be printed by facsimile.

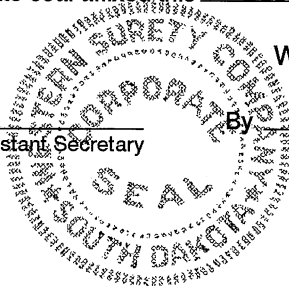
This Power of Attorney may be signed by digital signature and sealed by a digital or otherwise electronic-formatted corporate seal under and by the authority of the following Resolution adopted by the Board of Directors of the Company by unanimous written consent dated the 27th day of April, 2022:

"RESOLVED: That it is in the best interest of the Company to periodically ratify and confirm any corporate documents signed by digital signatures and to ratify and confirm the use of a digital or otherwise electronic-formatted corporate seal, each to be considered the act and deed of the Company."

In Witness Whereof, the said WESTERN SURETY COMPANY has caused these presents to be executed by its Vice President Larry Kasten with the corporate seal affixed this 21st day of September, 2023.

ATTEST

L. Bauder
L. Bauder, Assistant Secretary



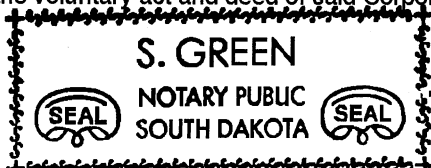
WESTERN SURETY COMPANY

Larry Kasten
Larry Kasten, Vice President

STATE OF SOUTH DAKOTA }
COUNTY OF MINNEHAHA } ss

On this 21st day of September, 2023, before me, a Notary Public, personally appeared Larry Kasten and L. Bauder

who, being by me duly sworn, acknowledged that they signed the above Power of Attorney as Vice President and Assistant Secretary, respectively, of the said WESTERN SURETY COMPANY, and acknowledged said instrument to be the voluntary act and deed of said Corporation.



S. Green
Notary Public

My Commission Expires February 12, 2027

Notary Public

To validate bond authenticity, go to www.cnasurety.com > Owner/Obligee Services > Validate Bond Coverage.





Performance Accountability Framework

Attachment 11.6

School Name	Summit Academy Community School for Alternative Learners- Canton
School IRN#	000300
Building Leader	Tiffany George, Director
Board President	Tiffany Biedenbach
Contract Term Dates	07/01/2020-06/30/2025
Management Company	Summit Academy Management
School Mission	The mission of Summit Academy Schools is to build hope, success, and well-being through education and advocacy for students with special needs.

Section I –Performance on the State Report Card Component

The ESC of Lake Erie West will use data reported by the Ohio School Report Card to analyze school performance on state-mandated assessments. All applicable measures and indicators of student performance on the report card will receive a rating based on performance. To successfully meet the target for measure and indicator, the school must be rated **Meets Standard** or higher.

School Academic Performance on the Traditional Ohio School Report Card				
Academic Indicators	Exceeds Standard (6 points)	Meets Standard (4 points)	Approaches Standard (2 Points)	Falls Below Standard (0 points)
Overall Rating	5 or 4 Stars	3 Stars	2 Stars	1 Star
Achievement Component	5 or 4 Stars	3 Stars	2 Stars	1 Star
Performance Index	≥80% of maximum score	≥70% but < 80% of maximum score	≥50% but < 70% of maximum score	< 50% of maximum score
Progress Component	5 or 4 Stars	3 Stars	2 Stars	1 Star
Gap Closing Component	5 or 4 Stars	3 Stars	2 Stars	1 Star
Chronic Absenteeism		Met		Not Met
Gifted Performance	N/A	N/A	N/A	N/A
Graduation Component	5 or 4 Stars	3 Stars	2 Stars	1 Star
4-Year Graduation Rate	≥93.5%	≥90% but < 93.5%	≥84% but < 90%	< 84%
5-Year Graduation. Rate	≥ 93.5%	≥90% but < 93.5%	≥84% but < 90%	< 84%
Early Literacy Component	5 or 4 Stars	3 Stars	2 Stars	1 Star
Proficiency in 3 rd Grade	≥78%	≥68% but < 78%	≥58% but < 68%	< 58%
Promotion to 4 th Grade	≥78%	≥68% but < 78%	≥58% but < 68%	< 58%
Improving K-3 Literacy	≥78%	≥68% but < 78%	≥58% but < 68%	< 58%
College, Career, Workforce and Military Readiness		Not reported until 2024–2025		
PBIS		Yes		No
Performance Index vs. Similarly Situated Local Schools	Exceeds performance index average gathered from two (2) similar schools in the local market	Meets performance index average gathered from two (2) similar schools in the local market	Meets performance index gathered from one (1) similar school in the local market	Falls below performance index gathered from two (2) similar schools in the local market
Similar School 1: Belmont High School - Dayton	Similar School 2: Summit Academy Youngstown Secondary			

School Academic Performance on the Dropout Prevention and Recovery (DOPR) Ohio School Report Card

Academic Indicators		Exceeds Standard (6 points)	Meets Standard (4 points)	Does Not Meet Standard (0 points)
Overall Rating		Exceeds Standards	Meets Standards	Does Not Meet Standards
Achievement Component		Exceeds Standards	Meets Standards	Does Not Meet Standards
Progress Component		Exceeds Standards	Meets Standards	Does Not Meet Standards
Gap Closing Component		Exceeds Standards	Meets Standards	Does Not Meet Standards
Chronic Absenteeism			Met	Not Met
Graduation Component		Exceeds Standards	Meets Standards	Does Not Meet Standards
4-Year Graduation Rate		Exceeds Standards	≥ 90% but < 93.5%	< 84%
5-Year Graduation Rate		Exceeds Standards	≥90% but < 93.5%	< 84%
6-Year Graduation Rate		Exceeds Standards	Meets Standards	Does Not Meet Standards
7-Year Graduation Rate		Exceeds Standards	From 68%-77%	< 58%
8-Year Graduation Rate		Exceeds Standards	From 68%-77%	< 58%
Combined Graduation Rate vs. All Ohio DOPR Schools		Scored 7% or more above all Ohio DOPR Schools	Scored the same as or up to 6.9% above all Ohio DOPR Schools	Scored below all Ohio DOPR Schools
College, Career, Workforce and Military Readiness			Not reported until 2024–2025	
PBIS			Yes	No
Progress Component vs. Similar DOPR Schools		Scored the same or better than similar schools in both Reading and Math	Scored the same or better than similar schools on either Reading or Math	Scored the lower than similar schools in both Reading and Math
Similar School 1:	Similar School 2:			

Section II – Academic Achievement Targets & Metrics Component

The ESC of Lake Erie West will use data reported by the school to analyze additional applicable academic measures of student performance. All goals will receive a rating of *Exceeds, Meets, Approaches, or Falls Below the Standard* based on performance.

School Academic Achievement Targets & Metrics							
Measure Domain	Assessment	Grades		Exceeds the Standard (6 points)	Meets the Standard (4 points)	Approaches the Standard (2 points)	Falls Below the Standard (0 points)
Achievement	Schools locally administered norm-referenced assessment Reading/ELA	K-8		50% at or above grade level on schools locally administered norm-referenced assessment	41-49% at or above grade level on schools locally administered norm-referenced assessment	30-40% at or above grade level on schools locally administered norm-referenced assessment	< 30% at or above grade level on schools locally administered norm-referenced assessment
Achievement	Schools locally administered norm-referenced assessment Math	K-8		50% at or above grade level on schools locally administered norm-referenced assessment	41-49% at or above grade level on schools locally administered norm-referenced assessment	30-40% at or above grade level on schools locally administered norm-referenced assessment	< 30% at or above grade level on schools locally administered norm-referenced assessment
Achievement	English Language Arts I End of Course (EOC) pass rates	9th-12th	Traditional	70-100% of students pass EOC exam in ELA	50-69% of students pass EOC exam in ELA	40-49% of students pass EOC exam in ELA	< 40% of students pass EOC exam in ELA
			DOPR	68% of students pass EOC exam in ELA	45-67% of students pass EOC exam in ELA	32-44% of students pass EOC exam in ELA	< 32% of students pass EOC exam in ELA
Achievement	Algebra I EOC pass rates	9th-12th	Traditional	70-100% of students pass EOC exam in Algebra I	50-69% of students pass EOC exam in Algebra I	40-49% of students pass EOC exam in Algebra I	< 40% of students pass EOC exam in Algebra I
			DOPR	68% of students pass EOC exam in Algebra I	45-67% of students pass EOC exam in Algebra I	32-44% of students pass EOC exam in Algebra I	< 32% of students pass EOC exam in Algebra I
Achievement	Biology EOC pass rates	9th-12th	Traditional	70-100% of students pass EOC exam in Biology	50-69% of students pass EOC exam in Biology	40-49% of students pass EOC exam in Biology	< 40% of students pass EOC exam in Biology
			DOPR	68% of students pass EOC exam in Biology	45-67% of students pass EOC exam in Biology	32-44% of students pass EOC exam in Biology	< 32% of students pass EOC exam in Biology

Achievement	English Language Arts II EOC pass rates	9th-12th	Traditional	70-100% of students pass EOC exam in ELA II	50-69% of students pass EOC exam in ELA II	40-49% of students pass EOC exam in ELA II	< 40% of students pass EOC exam in ELA II
			DOPR	68% of students pass EOC exam in ELA II	45-67% of students pass EOC exam in ELA II	32-44% of students pass EOC exam in ELA II	< 32% of students pass EOC exam in ELA II
Achievement	Geometry EOC pass rates	9th-12th	Traditional	70-100% of students pass EOC exam in Geometry	50-69% of students pass EOC exam in Geometry	40-49% of students pass EOC exam in Geometry	< 40% of students pass EOC exam in Geometry
			DOPR	68% of students pass EOC exam in Geometry	45-67% of students pass EOC exam in Geometry	32-44% of students pass EOC exam in Geometry	< 32% of students pass EOC exam in Geometry
Achievement	American US History EOC pass rates	9th-12th	Traditional	70-100% of students pass EOC exam in American US History	50-69% of students pass EOC exam in American US History	40-49% of students pass EOC exam in American US History	< 40% of students pass EOC exam in American US History
			DOPR	68% of students pass EOC exam in American US History	45-67% of students pass EOC exam in American US History	32-44% of students pass EOC exam in American US History	< 32% of students pass EOC exam in American US History
Achievement	American US Government EOC pass rates	9th-12th	Traditional	70-100% of students pass EOC exam in American US Government	50-69% of students pass EOC exam in American US Government	40-49% of students pass EOC exam in American US Government	< 40% of students pass EOC exam in American US Government
			DOPR	68% of students pass EOC exam in American US Government	45-67% of students pass EOC exam in American US Government	32-44% of students pass EOC exam in American US Government	< 32% of students pass EOC exam in American US Government
Achievement	Credit Earning Rate	9th-12th	Traditional	The average credit earning rate for all students is 90-100%	The average credit earning rate for all students is 80-89%	The average credit earning rate for all students is 60-79%	The average credit earning rate for all students is below 60%
			DOPR	The average credit earning rate for all students is 80-100%	The average credit earning rate for all students is 70-79%	The average credit earning rate for all students is 60-69%	The average credit earning rate for all students is below 60%

Section III – Academic Growth Component

The ESC of Lake Erie West will use data reported by the school to analyze additional applicable academic measures of student performance. All goals will receive a rating of *Exceeds, Meets, Approaches, or Falls Below the Standard* based on performance. All locally administered norm-referenced assessments must be on the Ohio Department of Education approved vendor list.

Traditional School Academic Growth Targets & Metrics							
Measure Domain	Assessment	Grades	Overall Goal	Exceeds the Standard (6 points)	Meets the Standard (4 points)	Approaches the Standard (2 points)	Falls Below the Standard (0 points)
Growth	Schools locally administered norm-referenced assessment Reading	K-12	Students grow 1.0 or more in grade equivalency from the beginning of year to end of year administration	80-100%	50-79%	40-49%	< 40%
Locally Administered Norm-Referenced Assessment:		Renaissance STAR Reading					
Growth	Schools locally administered norm-referenced assessment Math	K-12	Students grow 1.0 or more in grade equivalency from the beginning of year to end of year administration	80-100%	50-79%	40-49%	< 40%
Locally Administered Norm-Referenced Assessment:		Renaissance STAR Math					
Growth	Schools locally administered norm-referenced assessment Subgroup	K-12	Students grow 1.0 or more in grade equivalency from the beginning of year to end of year administration in Reading/ELA or Math	80-100%	50-79%	40-49%	< 40%
Identified Subgroup	Students with Disabilities	Identified Subject	Math	Locally Administered Norm-Referenced Assessment			Renaissance STAR Math

DOPR School Academic Growth Targets & Metrics							
Measure Domain	Assessment	Grades	Overall Goal	Exceeds the Standard (6 points)	Meets the Standard (4 points)	Approaches the Standard (2 points)	Falls Below the Standard (0 points)
Growth	Schools locally administered norm-referenced assessment Reading	9-12	Composite gain score is at least two standard errors of measure above the mean score	At least 2 standard errors of measure above the mean score	Less than 2 standard errors of measure above the mean score	Greater than or equal to 2 standard errors of measure below the mean score	Not greater than two standard errors of measure below the mean score
Locally Administered Norm-Referenced Assessment:		<i>ENTER ASSESSMENT NAME HERE</i>					
Growth	Schools locally administered norm-referenced assessment Math	9-12	Composite gain score is at least two standard errors of measure above the mean score	At least 2 standard errors of measure above the mean score	Less than 2 standard errors of measure above the mean score	Greater than or equal to 2 standard errors of measure below the mean score	Not greater than two standard errors of measure below the mean score
Locally Administered Norm-Referenced Assessment:		<i>ENTER ASSESSMENT NAME HERE</i>					

Growth	Schools locally administered norm-referenced assessment Subgroup	9-12	Composite gain score is at least two standard errors of measure above the mean score	At least 2 standard errors of measure above the mean score	Less than 2 standard errors of measure above the mean score	Greater than or equal to 2 standard errors of measure below the mean score	Not greater than two standard errors of measure below the mean score
Identified Subgroup	<i>Enter Subgroup Here</i>	Identified Subject	<i>Enter Subject Here</i>	Locally Administered Norm-Referenced Assessment			<i>Enter Assessment Name Here</i>

Section IV – Performance on Other Fiscal, Governance, Organizational, and Operational Components

The ESC of Lake Erie West will use data reported by the school to analyze the performance of the non-academic organizational, operational, compliance, and fiscal goals. All goals will receive a rating of *Exceeds, Meets, Approaches, or Falls Below the Standard* based on performance. Schools must complete the **Mission-Specific** goal section.

School Fiscal Performance Targets and Metrics				
Measure Domain	Exceeds the Standard (6 points)	Meets the Standard (4 points)	Approaches the Standard (2 points)	Falls Below the Standard (0 points)
Current Ratio of Assets to Liabilities	Ratio is greater than or equal to 1.1	Ratio is between 1.0 and 1.1; AND one year trend is positive (current year's ratio is higher than last year's)	Ratio is between 0.9 and 1.0 or equals 1.0; OR ratio is between 1.0 and 1.1 AND one-year trend is negative	Ratio is \leq 0.9
Unrestricted Days of Cash	School has 60 days cash available	School has between 30 and 60 days cash available	School has between 15 and 30 days cash available	School has < 15 days cash available
Current-year Enrollment Variance	Actual enrollment equals or is within 95% of budgeted enrollment in most recent year	Actual enrollment is 90–95% of budgeted enrollment in most recent year	Actual enrollment is 80–90% of budgeted enrollment in most recent year	Actual enrollment is less than 80% of budgeted enrollment in most recent year
Debt Management	School carries no debt	School meets all debt requirements and is not delinquent on payments	Schools has missed payments	School is in default on any debt service
Total Expense Variance	School expenses are less than 95% of projected	School expenses are between 95-100% of projected	School expenses are between 100-110% of projected	School expenses are more than 110% of projected
Sponsor Financial Reporting	All reports submitted by deadline	No more than two (2) reports or responses submitted no more than five (5) days late	Between three (3) to four (4) reports submitted no more than five (5) days late	More than four (4) reports submitted late or more than five (5) days late
Audit Findings	School's most recent audit contains zero (0) findings AND management letter comments	School's most recent audit contains zero (0) findings and no more than two (2) management letter comments	School's most recent audit contains zero (0) findings and between two (2) to five (5) management letter comments	School's most recent audit contains any findings and/or five (5) or more management letter comments
Enrollment Sustainment	Final FTE is >95% of beginning FTE	Final FTE is between 90% and 95% of beginning FTE	Final FTE is between 85% and 90% of beginning FTE	Final FTE is <85% of beginning FTE
Sustainability	The % of eligible students remaining enrolled from one year to the next (October to October) will be at least 90%	The % of eligible students remaining enrolled from one year to the next (October to October) will be 80-89%	The % of eligible students remaining enrolled from one year to the next (October to October) will be at least 70-79%	The % of eligible students remaining enrolled from one year to the next (October to October) below 70%

School Governance Performance Targets and Metrics

Measure Domain	Assessment	Exceeds the Standard (6 points)	Meets the Standard (4 points)	Approaches the Standard (2 points)	Falls Below the Standard (0 points)
School Governance	Board Engagement	100% of board members attend two (2) or more school visits or school-sponsored events	100% of board members attend at least one (1) school visit or school-sponsored event	At least one board member attends at least one (1) school visit or school-sponsored event	Zero (0) board members attend a school visit or school-sponsored event
School Governance	Required Number of Regular Board Meetings		Six (6) Meetings held per year	Five (5) meetings held per year	Four (4) or fewer meetings held per year
School Governance	Required Number of Board Members		Five (5) or more sponsor approved board members for all meetings		Fewer than five (5) sponsor approved board members for one (1) or more meetings
School Governance	Proper Meeting Notice		Timely public notice for all meetings, reschedules, and cancellations	Timely public notice not provided for one (1) meeting, reschedule, or cancellation	Timely public notice not provided for two (2) or more meetings, reschedules, or cancellations
School Governance	Required Board Member Training		Completion of Open Meetings and Public Records for 100% of board members	Completion of Open Meetings and Public Records for 80-99% of board members	Completion of Open Meetings and Public Records for less than 80% of board members
School Governance	Board Member Attendance	Overall member attendance is > 90%	Overall member attendance is between 80-90%	Overall member attendance is between 70-79%	Overall member attendance is < 70%

Compliance/Organizational/Operational Performance Targets and Metrics					
Measure Domain	Goal	Exceeds the Standard (6 points)	Meets the Standard (4 points)	Approaches the Standard (2 points)	Falls Below the Standard (0 points)
Legal Compliance	On-time Records Submission	School is compliant for 100% of ORC/OAC required items	School is compliant for 94-99% of ORC/OAC required items	School is compliant for 90-93% of ORC/OAC required items	School is compliant for less than 90% of ORC/OAC required items
Legal Compliance	Accuracy of Records Submission	School is compliant for 100% of ORC/OAC required items	School is compliant for 94-99% of ORC/OAC required items	School is compliant for 90-93% of ORC/OAC required items	School is compliant for less than 90% of ORC/OAC required items
Legal Compliance	Five-Year Forecast Submission		November & May forecasts approved and submitted on-time	November & May forecasts approved and submitted 1-15 days after deadline	November & May forecasts approved and submitted 16 or more days after deadline
Legal Compliance	Annual Budget		Annual Budget approved and submitted on-time	Annual Budget approved and submitted 1-15 days after deadline	Annual Budget approved and submitted 16 or more days after deadline
Legal Compliance	Annual Report		School Annual Report submitted AND made available to parents by the due date		School Annual Report not submitted OR not made available to parents by the due date
Legal Compliance	Emergency Management Plan		Emergency management plan approved and current		Emergency management plan not submitted on time, approved or expired
Student Discipline K-3	House Bill 318 restricts the out-of-school suspensions (OSS) and expulsions for students in grades K–3 grade for offenses that do not pose significant danger to school and student safety (as defined by Ohio law). **Detailed documentation is required to determine if OSS meets the requirements of the law**		Zero (0) out-of-school suspensions (OSS)	One (1) or more OSS with proper documentation and within the guidelines of the law	One (1) or more OSS without proper documentation and without meeting guidelines of the law

Student Discipline 4-8	The school will show an overall decrease in out-of-school suspensions (OSS) from the previous school year. The percent will be calculated using the total number of suspension incidents divided by the total student enrollment.	OSS is decreased by 50% or more from the previous school year	OSS is decreased from the previous school year	OSS remains the same from the previous school year	OSS increased from the previous school year
Student Discipline 9-12	The school will show an overall decrease in out-of-school suspensions (OSS) from the previous school year. The percent will be calculated using the total number of suspension incidents divided by the total student enrollment.	OSS is decreased by 50% or more from the previous school year	OSS is decreased from the previous school year	OSS remains the same from the previous school year	OSS increased from the previous school year
Mission Specific	By the end of the 23-24 school year, through implementation of appropriate social-emotional regulation strategies for all students throughout the school day, we will foster hope, success, and well-being by increasing the number of students completing daily SEL checks through the PBIS rewards system by at least 5%, as compared to last year's final data point which was 12 of 64 students, or 18.75% of students in 22-23; an increase of 5% would be at least 17 of 70 students for 23-24.	School shows evidence of exceeding mission-specific contract SMART goal	School shows evidence of meeting mission-specific contract SMART goal	School shows evidence of meeting some, but not all, of its mission-specific contract SMART goal	Evidence of meeting mission-specific SMART goals is not provided or school is not meeting the goal

Performance Accountability Framework Attachment 11.6 – Measurable SMART Goals

Each school will write their own Mission-Specific goal in Section IV. This goal must reflect the stated mission of the school and how the school addresses and reinforces the mission over the course of the academic year. The goal must illustrate how the school uses data to measure its progress towards improved outcomes for students.

For example, if a school's mission statement pertains to character education, the school may choose to write a goal that demonstrates in a measurable way how their work towards the mission impacts student data such as improving attendance, student discipline data, academic achievement, involvement in community service activities, student honors and awards, etc.