

MODIFICATION NO. 7
TO OHIO COMMUNITY SCHOOL CONTRACT
BY and BETWEEN
Educational Service Center of Lake Erie West (“Sponsor” or “ESCLEW”)
AND
Summit Academy Community School – Parma (“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 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 license 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**

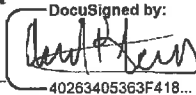
By: 
(Signature)

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 Community School -
Parma**

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: 12/13/2023

ATTACHMENT C1: 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 students with special needs. Our focus is 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 elementary students to master grade level coursework, preparing them to be active, contributing citizens.

b. *Characteristics of the students the school expects to attract, including ages and grades of students:*

Our K-12 student population is 60.17% students with disabilities. All students in grades K-12 are 100% economically disadvantaged. For the 2023-24 school year, we will serve students who are in grades K through 12, ages 5-18.

c. *Description of curriculum:*

We use a wide variety of instructional materials and have adopted the following curriculum series.

- i. CKLA Amplify is our ELA curriculum for grades K-8. It is developed through the Science of Reading. It focuses on diverse content knowledge in history, science, literature, and the arts. It is a research-based curriculum. We also use Heggerty in grades K-3 which focuses on phonemic awareness skills that these students need to master.
- ii. My Perspective is our ELA curriculum for grades 9-12. It is developed through the Science of Reading. It focuses on diverse content knowledge in history, science, literature, and the arts. It is a research-based curriculum.
- iii. SAVVAS Envision 2.0 is our math curriculum used at all grade levels. Envision has an intervention tool embedded within the program and provides online components to support instruction and individual practice. We also utilize Freckle Math, and NearPod as part of our Renaissance Star Program as an intervention tool which meets the students where their needs are.
- iv. SAAVAS Science is our science curriculum grades K-5. Inspire Science is our science curriculum for grades 6-12. Both programs focus on Ohio standards and reviews standards based on the topic it falls under. For testing grades, it reviews topics that are likely to be found on Ohio State tests.
- v. SAAVAS My World is our social studies curriculum for grades K-9. TCI is our social studies curriculum for grades 10-12. It focuses on Ohio standards and has an online component to support learning or any blended learning that may be needed because of Covid-19. The programs focus on Ohio standards and has an online component to

support learning or any blended learning that may be needed because of Covid-19.

d. Instructional delivery methods used:

Our main instructional delivery method is tiered intervention. Due to the wide range of needs that accompanies a high population of students with disabilities, the model we use is Multi-Tiered Systems of Support (MTSS). This model focuses on providing high quality grade level instruction. Through MTSS all students receive Tier 1 grade level instruction, as deemed necessary students may receive tier 2 or tier 3 instruction in small groups. This instruction is teacher-led, student-centered with one adult delivering grade level content then moving to 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 instructional software, various educational websites, or hands-on materials. Evidence based interventions and instructional strategies are used to address the needs of all learners. Assessment data is used to evaluate teacher and student performance with adjustments made, as needed, by analyzing data in Teacher Based Team (TBT) meetings.

Our teachers are focused on student-centered instructional strategies that keep students engaged. Three small groups can often be seen in the classroom as this model allows for differentiation to be used. In these groups, students are afforded learning new skills as well as practicing/reviewing previously learned skills. We often embed reinforcing prior learned skills to ensure foundational skills are consistently being practiced.

Summit Academy strives to staff each classroom with a content expert represented by a general education teacher as well as an expert in individual needs represented by an intervention specialist. This model allows for a small student to teacher ratio and provides an opportunity for students to receive individualized attention. If this option is not feasible, we may choose to pair a teacher with an instructional aid.

e. Educational program for each grade served:

- i. Grade K -12 students are enrolled in language arts, math, science, social studies, martial arts, and PE.
- ii. Social skills are also taught by the classroom teacher and integrated into the martial arts program daily. Parma Community School uses WhyTry online curriculum to deliver social emotional lessons to all students in grades K-12. These lessons can be assigned by either grade level or skill such as empathy.

f. Evidence/research of viability of curriculum:

The courses that we offer are aligned to the Ohio Learning Standards. 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 lack. We use a variety of consumable and non-consumable materials as 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:*

The Summit Academy Curriculum Department works with school personnel to ensure that the curriculum purchased is aligned to the Ohio Standards. The scope and sequence of curriculum programs are reviewed for this alignment. The Building Leadership Team (BLT) works with Teacher Based Teams (TBT) to review instructional resources and ensure all content is being supported across all the levels of achievement that our students represent. The TBT and BLT meetings times allow for review of how the curriculum topics can be appropriately paced for skill development.

2. **Detailed description of preschool operation:** Not applicable.

3. **Blended Learning Plan, if applicable:** Not applicable.

4. **Description of classroom-based and non-classroom-based learning opportunities and explanation of how the learning opportunity ties into curriculum and mission-**

a. *Classroom-based:*

Classroom learning strategies include whole group, small group, independent learning, and technology-based learning as appropriate to the lesson and group of students being instructed. Differentiation of instruction and assignments are paramount with our diverse learners and having a variety of strategies helps to facilitate that.

b. *Non-classroom-based, including (if applicable):*

i. *Credit Flex or College Credit Plus:* Edgenuity: An online curriculum where students can make up required credits for graduation.

ii. *Field Trips with academic enhancement component:*

Off-site field trips are challenging as the cost of transportation is a barrier. We often choose to bring different experiences to our building so all students can participate.

iii. *Tutoring:*

We provide our K-8 students with tutoring opportunities provided by Amplify Tutoring through our partnership with Ohio Department of Education (ODE). These opportunities take place during the school day. Groups meet virtually 3 times per week for 30-minute sessions.

iv. *Post-secondary enrollment:* NA

v. *Career:* NA

vi. *Internet or independent study:* NA

vii. *Other*

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 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 December 12, 2023

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:

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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

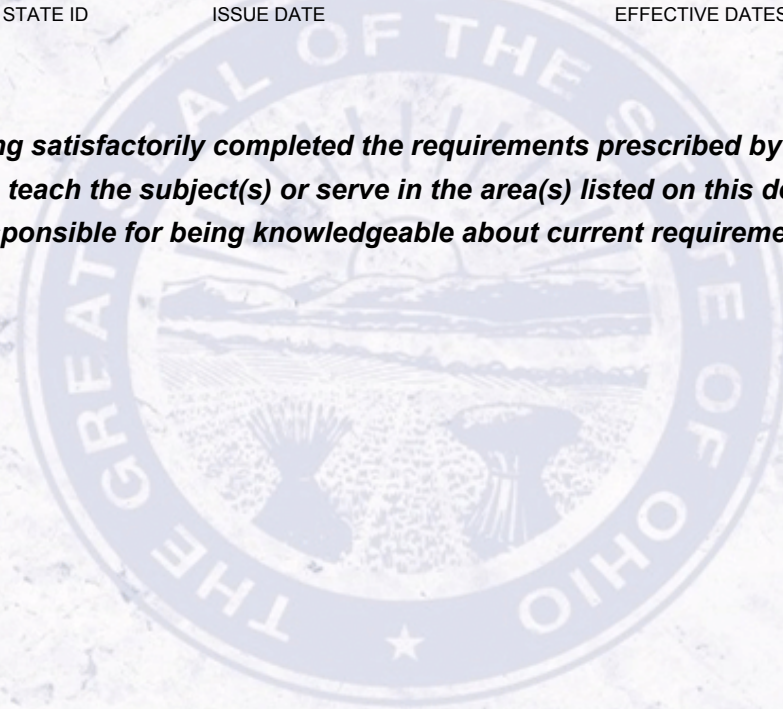
05/10/2022

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.



Stephoni 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. 72409999 briefly described as TREASURER SUMMIT ACADEMY COMMUNITY SCHOOL- PARMA

for DAVID M HOSKIN

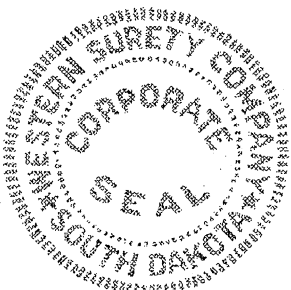
, as Principal, in the sum of \$ TWENTY-FIVE THOUSAND AND NO/100 Dollars, for the term beginning October 06, 2023, and ending October 06, 2024, subject to all the covenants and conditions of the original bond referred to above.

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 COMMUNITY SCHOOL- PARMA

bond with bond number 72409999

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

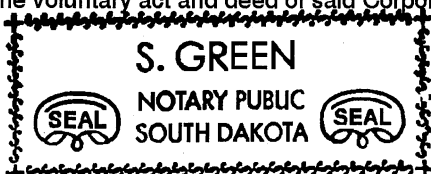
STATE OF SOUTH DAKOTA

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

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 - Parma
School IRN#	000302
Building Leader	Noriliz Santiago
Board President	David Lang
Contract Term Dates	June 2018 – June 2026
Management Company	Summit Academy Management
School Mission	<p>To empower our students to overcome social, emotional, and educational challenges by:</p> <ul style="list-style-type: none">• Providing an engaging learning environment that is safe, nurturing, and positive.• Building relationships with students, families, and the community; and,• Continuing to Improve our knowledge and skills as professionals.

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: Sunbeam	Similar School 2: Bolton School				

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	$\geq 90\%$ but $< 93.5\%$	$< 84\%$
5-Year Graduation Rate		Exceeds Standards	$\geq 90\%$ 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:		<i>Renaissance Star</i>					
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:		<i>Renaissance Star</i>					
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	<i>Economically Disadvantaged</i>	Identified Subject	<i>Reading/ELA</i>	Locally Administered Norm-Referenced Assessment			<i>Renaissance Star</i>

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>Renaissance Star</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>Renaissance Star</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>Economically Disadvantaged</i>	Identified Subject	<i>Reading/ELS</i>	Locally Administered Norm-Referenced Assessment		<i>Renaissance Star</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 ≤ 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). <i>**Detailed documentation is required to determine if OSS meets the requirements of the law**</i>		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	<p>By the end of the 23-24 school year, we will have increased a safe, nurturing, and positive learning environment through the implementation of Behavioral Leadership as our school-wide PBIS system, as evidenced in a 10% decline in out-of-school suspensions.</p> <p>We will monitor this through embedded 1:1 coaching, and a decline in office referrals yielding suspensions. A 10% decline in our out-of-school suspensions will be our main indicator of successfully implementing the Behavioral Leadership program. Our Behavioral Leadership program has a component for parent and community engagement and outreach which allows us to continue to build relationships.</p>	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.