MODIFICATION NO. 2
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 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 first sentence of the second paragraph: "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."
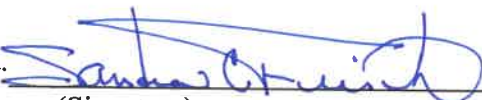
The rest of Section 11.15 remains as originally written in the Contract.

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.

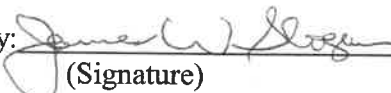|	
Educational Service Center of Lake Erie West	**Governing Authority of Summit Academy Community School - Parma**
By: _____ (Signature)	By: _____ (Signature)
Its: _Superintendent_	Its: _President_
with full authority to execute this Contract for and on behalf of **Sponsor** and with full authority to bind **Sponsor**.	with full authority to executive this Contract for and on behalf of **Governing Authority** and with full authority to bind **Governing Authority**.
Date: _1-30-2020_	Date: _12/10/2019_

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.

Attendance, Truancy and Withdrawal

I.   Attendance

A student's academic success requires continuity of instruction and classroom participation. Students are more likely to succeed when they consistently attend school. For the purposes of this policy, the term "parent(s)" also refers to legal guardian(s) or custodian(s) and the term "School Director" refers to the School Director or their designee.

When absent, the School shall require a written statement regarding the cause of the absence. For the purposes of this policy, the written statement may be a signed document, email, voice-mail as noted in writing by school personnel, or other document within the discretion of the School Director. The School Director, in their discretion, may investigate the cause of the absence including, but not limited to, obtaining statements, requiring written documentation, or obtaining any other information to verify the cause of the absence including a signed doctor's excuse or signed statement from the student's parent. The School Director shall determine whether or not the absence is considered excused or unexcused pursuant to this policy. The following absences are recognized as excused, within the discretion of the School Director:

A. Illness;
B. Personal mental illness such that the student will not benefit from instruction;
C. Medical or dental appointments;
D. Illness in the family necessitating the presence of the student;
E. Death of a relative;
F. Quarantine;
G. Observance of religious holidays (consistent with truly held religious beliefs);
H. Parent's inability to employ help in the family's business or to work on the family's farm at necessary times;
I. College visits;
J. Court subpoena;
K. Due to placement in foster care or change in foster placement, or related court proceedings;
L. An emergency or set of circumstances which in the judgement of the School Director or designee constitute a good and sufficient cause for the absence; or
M. 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 the absence as an excused absence, up to a maximum of twenty-four hours per school year. The student must complete any classroom assignment he/she misses due to the absence. If the student will be absent for twenty-four or more consecutive hours that the School is open for instruction, a teacher must accompany the student to provide the student with instructional assistance for the absence to be excused.

Tardiness is subject to discipline and chronic tardiness may result in additional disciplinary action.

If a child has a physical condition or impairment that could cause periodic or frequent absences from school, a parent is required to notify the School at the beginning of the school year or within five (5) school days after the condition or impairment develops. The notification shall be in the form of a written statement signed and dated by a physician. It must also include the expected duration of the condition or impairment.

II.   **Excessive Absences/Intervention Strategies**

In an effort to address and reduce the number of student absences, the School has developed this policy and the following procedures in consultation with the judge of the juvenile court of the county in which the School is located, parents/guardians/other persons having care of the School's students, and with appropriate state and local agencies.

A student shall be deemed "excessively absent" if absent with a nonmedical excuse or without legitimate excuse for thirty-eight or more hours in one School month or sixty-five or more hours in a School year. As an intervention strategy, the school will provide an excessively absent student with an intervention plan. The intervention plan will include as appropriate: counseling for a student who is a habitual truant; requesting or requiring their parent to attend parent involvement program(s) and/or a truancy prevention mediation program; notification of the registrar of motor vehicles; or taking other permissible legal action(s).

A. Procedures. The school shall follow the following procedures when a student is deemed to be excessively absent:
1. The student's parent will be notified of the student's absences in writing within seven days of the triggering absence;
2. If the student's unexcused absences reach the level of habitual truancy (thirty or more consecutive hours, forty-two or more hours in a school month, or seventy-two hours in a school year), the School Superintendent or School Director shall assign the student to an intervention team within ten days of the triggering unexcused absence.

3. Within fourteen days, the intervention team shall develop an intervention plan for the student in an effort to reduce or eliminate further absences. Each plan may vary based on the student's individual needs. The plan shall be provided to the student's parent in writing within seven days of its development.

4. The intervention plan shall provide a notice to the student and their parent that the attendance officer shall file a complaint not later than sixty-one days after the plan's implementation date if the student has refused to participate or failed to make satisfactory progress on the intervention plan or on an Alternative to Adjudication program.

5. As part of the plan, the School may contact the appropriate juvenile court and ask that the student be informally enrolled in an alternative to adjudication program. If the student has been deemed excessively absent for the first time, and had no prior court involvement of any kind, the School shall pursue an Alternative to Adjudication program if one is available.

6. The members of an absence intervention team may vary, but shall include a representative from the School, a representative from the School that knows the child, and the child's parent. The Superintendent or School Director may also appoint a school psychologist, counselor, social worker, or representative from a public or non-profit agency designed to assist students and families in the reduction of absences. Members must be appointed within seven days of the triggering unexcused absence. The School's Superintendent or School Director shall make at least three good faith attempts to secure the participation of the parent. If the parent responds, they shall be informed of their right to appear by designee if they are unable to participate. If attempts to secure the parent's participation fail, the School shall investigate whether the failure to respond triggers mandatory reporting to public children's services agency and instruct the intervention team to develop an intervention plan without the presence of the parent.

7. If the student becomes habitually truant within 21 days prior to the last day of instruction in the school year, the School may assign one school official to work with the student's parent over the summer to develop an intervention plan. If applicable, the intervention plan shall commence no later than seven days prior to the first day of instruction for the subsequent school year. In the alternative, the School may toll the time periods for the summer and reconvene the intervention process upon the first day of instruction the next school year.

8. The School shall report to the Department of Education as soon as possible, in the format if and as prescribed, when any of the following occur:
    a. A parent is sent a notice that the student is excessively absent;
    b. A parent is sent a notice that the student is habitually truant;
    c. When a child of compulsory school age that has been adjudicated as an unruly child violates the court order pursuant to that adjudication; and
    d. When an absence intervention plan has been developed for a child.

III.   Truancy

When the School deems a student truant and that the student's parent has failed to cause their attendance, the School may require the parent to attend an educational program established by rules of the State Board of Education for the purpose of encouraging parental involvement in compelling a child's attendance at school. Upon request of the School's Superintendent, the School's designated attendance officer shall investigate cases of possible truancy and warn the child, if found truant, and the child's parent in writing of the legal consequences of being truant. When any child of compulsory school age is in violation of law by not attending school, the School's attendance officer shall notify the student's parent to cause the child to attend school. If the child still does not attend, the attendance officer shall inform the School's Superintendent of that fact. Upon request of the School's Superintendent, the attendance officer shall send the child's parents a notice requiring attendance at a parental education program and may file a complaint against the parent in the appropriate court.

If the child is considered habitually truant, the School's attendance officer shall file a complaint in the appropriate court against the student and the student's parents alleging that the child is unruly for being a habitual truant and that the parent has failed to compel the student's attendance.

IV.   Withdrawal

A. A student will automatically be withdrawn from school if the student without legitimate excuse fails to participate in 72 consecutive hours of learning opportunities offered to the student.

B. Whenever a student of compulsory school age withdraws:
    1. The student's teacher must ascertain the reason for the withdrawal and then immediately transmit that the student has withdrawn and the reason for the withdrawal to the School's Superintendent.

2. If the withdrawal is due to a change in residence, the teacher must ascertain the next residence and include that information in the transmission to the School's Superintendent.

3. The School's Superintendent shall forward a card to the superintendent of the traditional district where the new residence is located showing essential facts including the child's new address.

C. If a student of compulsory school age withdraws for a reason other than for a change of residence and is not enrolled in or attending an approved program to obtain a diploma or equivalent:

1. Within two weeks of the withdrawal, the School Superintendent must notify the registrar of motor vehicles and the juvenile judge of the county in which the School is located of the withdrawal and failure to enroll/attend an approved program. This notification must be given in writing to the juvenile judge and to the registrar of motor vehicles in the manner specified by those respective offices.

Performance Accountability Framework
Attachment 11.6w

School Name:	**Summit Academy Community School - Parma**
School IRN#:	**000302**
Building Principal/Director	**Gina Pampanini-Tantash**
Board President	Jim Slogar
Start Date of Current Contract	**7/1/2018**
End Date of Current Contract	**6/30/2023**
Management Company	**Summit Academy Management**
School Mission:	To empower our students to overcome social, emotional, and educational challenges by: • Providing an engaging learning environment that is safe, nurturing, and positive. • Building relationships with students, families, and the community.

	• Continuing to improve our knowledge and skills as professionals.

A.01	ACADEMIC PERFORMANCE STANDARD	CHRONIC ABSENTEEISM

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:
1. Meeting or exceeding the annual Ohio goal (11.5 percent for 2019-2020);
OR
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:
   ● 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	39.2%
ACTUAL	NA	42.2%	
RATING	NA	NA	

EXPLANATION OF GOAL/ STRATEGIES TO MEET THIS GOAL	
EXPLANATION OF GOAL	During the 2019-2020 school year, Summit Academy Parma will decrease chronic absenteeism rate from 42.2% to 39.2%. This goal demonstrates the 3% decrease needed to meet the chronic absenteeism indicator for the 19-20 school year.
STRATEGIES USED TO DECREASE CHRONIC ABSENTEEISM	Chronic absenteeism is an area of concern that holds students back from reaching academic success. We have found there were 111 students out of a total 208 enrolled students that reached or surpassed the excessive absences threshold (53%). Fourteen students received a written notification of this concern sent to families. Grade levels with the lowest rates of chronic absenteeism were 8th and 10th grade, both comprising 4% of total students with excessive absences. Other the other hand, 9th grade alone comprises 15% of total students with excessive absences. Thirteen percent of chronically absent students met a monthly threshold while 87% of chronically absent students met a yearly threshold. Interventions to meet the goal include: incentives for weekly attendance to include dress down days and monthly to include attendance lunch with staff, free time, computer time, Ipad mini time, etc… Quarterly recognition – picture taken and posted in main hallways. Award important jobs/duties to students who meet the quarterly chronic absenteeism goal. Bowling Alley day quarterly for those who meet chronic absenteeism goal. The secretary will run weekly attendance reports that will be analyzed by the principal. If a student's attendance starts to become excessive, steps will be taken to intervene including letters and phone calls home and an AIT meeting set up with parents to create an individualized plan. Progress can be monitored through reports pulled through DASL.

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.02	ACADEMIC PERFORMANCE STANDARD	PERFORMANCE INDEX

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	PI: 78 of 120	64.4 of 120	56.0 of 120
ACTUAL	PI: 63.1 of 120	53.9 of 120	
RATING			

EXPLANATION OF GOAL/STRATEGIES TO MEET THIS GOAL	
EXPLANATION OF GOAL	For the 2019-2020 school year, Summit Academy Parma will move 9 untested students to Limited, and 10 Limited test results to Basic. This is equivalent to a 2.1 point increase or a 1.8% increase in Performance Index.
STRATEGIES TO MEET THE GOAL	We are focusing on two areas – overall English Language Arts scores for students with disabilities and high school Language Arts scores. Implementation of the strategy detailed below will be monitored by the principals/coaches during walk-throughs and lesson plan reviews. The results will be monitored by the principals, instructional coach and the TBT and BLT. We plan to accomplish this goal by: 1. Provide PD and collaboration time for teachers and staff to learn about the following in order to improve student achievement: * state test design including standards represented, points assigned to each standard, most important components of the writing rubric, how to use TIDE data to examine student trends. *how to consistently teach and reinforce concepts and skills that relate to priority standards represented in the test. * levels of DOK (rigor) * differentiation strategies to meet individual needs 2. Employ the tools of OIP including using the TBT process to determine baselines, make strategic changes to instruction, and track data: *Analyze level of DOK instruction *Implement reading and writing strategies including determining author's purpose, craft and structure, and utilizing RACE (Restate, answer, cite, evidence & elaborate) 3. Implement MTSS with fidelity: *Ensure data is being used to determine and implement effective differentiation strategies * Promote the use of specific reading and writing activities across all grade levels and content areas (anchor charts, precise questioning and writing strategies) Progress towards goal can be monitored through teacher walk through data evidencing the implementation of strategies and questioning; formative assessment data from teachers; data from TBT/BLT meetings; STAR test results; and quarterly student report cards.

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

A.03	ACADEMIC PERFORMANCE STANDARD	INDICATORS MET

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 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.

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.

	2017-2018	2018-2019	2019-2020
GOAL	3 of 23	1 of 23	0 of 23
ACTUAL	0 of 23	0 of 23	
RATING			

EXPLANATION OF GOAL/STRATEGIES TO REACH THIS GOAL	
EXPLANATION OF GOAL	We will not increase our indicators met, however we will increase our ELA proficiency growth by 3%. We are focusing on two areas – overall ELA scores for grades 3-8 and high school ELA scores.

Grade	% Proficient	Goal
3rd grade	38%	41%
4th grade	29%	32%
5th grade	27%	30%
6th grade	14%	17%
7th grade	24%	27%
8th grade	23%	26%
ELA I	10%	13%
ELA II	30%	33%

STRATEGIES TO INCREASE THE NUMBER OF INDICATORS MET	Implementation of the strategies detailed below will be monitored by the principals during walk-throughs and lesson plan reviews. The results will be monitored by the principals, instructional and data coach and TBT/ BLT. We are being cautious with this goal as our trend is 0 out of 23 indicators. Our goal is to increase the number of students testing proficient by 3%. 1. Summit Academy Parma will implement a schoolwide writing initiative across all grade bands and subject areas. This will be monitored through data used in TBT, BLT, and DLT. 2. Teachers will work with coaches to identify critical writing needs, research solutions, plan, implement, and reflect on teacher practices to improve writing comprehension. 3. A RACE format will be used in all classrooms, including visuals, to prompt student participation in proper writing criteria to prepare them for state testing procedures.

4. Use the following 3 guiding questions to be used across all content areas and grades when reading passages:

    a. 1. What is the structure of the writing? (informative, compare and contrast, descriptive, sequencing, problem and solution)

    b. 2. What was the purpose of the author? (PIE – persuade, inform, entertain)

    c. 3. Prove it. Give me an example. Where? "In the 3rd paragraph, line 7"

5. Data Coach will identify students who scored in the Basic range in ELA and targeting specific areas of need.
6. Provide PD on instructional strategies to improve writing and on DOK questioning. Ongoing PD will be included in TBT meetings.

Progress towards goal can be monitored through teacher walk through data evidencing the implementation of strategies and questioning; formative assessment data from teachers; data from TBT/BLT meetings; STAR test results; and student report cards.

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.04	ACADEMIC PERFORMANCE STANDARD	PROGRESS

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.

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.

	2017-2018	2018-2019	2019-2020
GOAL	Overall - D Lowest 20% - C SWD - C	Grade - A % - 5.000 SWD –A	Overall -D 4-8 ELA Composite progress score -0.1 ELA I Composite progress score 1.7 ELA II Composite score 2.9
ACTUAL	Grade - A % - 5.000 Overall –A	Overall- D 4-8 ELA Composite progress score: -2.1 Lowest 20%- C SWD- C	
RATING			

EXPLANATION OF GOAL/STRATEGIES TO REACH THIS GOAL	
EXPLANATION OF GOAL	During 2019-2020 Summit Academy Parma will increase overall ELA composite progress score by 2 integers from -2.1 to -0.1 in grades 4-8, -0.3 to 1.7 in ELA I and 0.9 to 2.9 in ELA II.
STRATEGIES TO MEET THIS GOAL	We will improve our ELA composite progress scores for grades 4-8, ELA I, and ELA II. Implementation of the two strategies listed below. Progress can be monitored by the principals during walk-throughs and lesson plan reviews. The results will be monitored by the principals, instructional/data coaches and the TBT and BLT. 1. LRC ELA data provided to teachers by the Data Coach to include trend areas of strengths and weaknesses, standards represented and skill deficits for specific students to provide more individualized instruction. . 2. Students will be introduced to the RACE format in all curricular classes, so they will be immersed in the schoolwide writing initiative. Writing focus to reflect that 80% of points earned for writing portion on state test is represented through organization and development of writing in addition to conventions. 3. Employment of an Instructional Coach to work with teachers on implementing effective instructional strategies. 4. Pacing guides reviewed by Instructional Coach, with teachers to highlight and focus on additional skills that are added to standards (i.e. Craft and Structure in 6th grade). 5. Implementation of a Direct Instruction Program in grades 1-6. Students are assessed at the beginning of the year and placed in groups walk based on ability. Intensive and individualized interventions and strategies to include corrective reading for the most struggling readers, Wilson Reading and grade level instruction through Journeys.

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.05	ACADEMIC PERFORMANCE STANDARD	GAP CLOSING

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.

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.

	2017-2018	2018-2019	2019-2020
GOAL	Overall - C Reading All - 45.7 White - 53.1 Af Am - 20.4 Multi Rac - N/A Hispanic - 27.2 Eco Dis - 41.1 SWD - 46.2 Math All - 32.8 White - 38.3 Af AM - 20.4 Multi Rac - N/A Hispanic - 0 Eco Dis - 25.8 SWD - 33.9 Grad Rate: Not enough students to be evaluated	Score – 87.3, B Math, SWD – 55.7	Score – 0.0, F ELA, SWD - 60.05
ACTUAL	Score – 80.2, B Math, SWD – 53.03	Score – 0, F Math, SWD – 53.03 ELA, SWD- 58.25	
RATING			

EXPLANATION OF GOAL/STRATEGIES TO REACH THIS GOAL	
EXPLANATION OF GOAL	During the 2019-2020 school year Summit Academy Parma will decrease our gap by 1.8 points which equals a 10% increase towards our long term goal for SWD in ELA. This would earn us 100 points towards gap closing for SWD in ELA.
STRATEGIES TO MEET THIS GOAL	Improvement projected for 2019-2010 will be enough to capture all points in that subgroup, but we want to see further improvement in this group. We are focusing on two areas – overall ELA scores for students with disabilities and high school ELA scores. Implementation of the two strategies detailed below will be monitored by the principals during walk-throughs and lesson plan reviews. The results will be monitored by the principals, instructional coaches and the TBT and BLT.

- Identify SWD who scored in the basic and limited ranges for ELA
- Intervention Specialists/Title I will provide targeted instruction and interventions for students who previously scored in the basic and limited range
- Direct Instruction provided for grades 1-6 in reading for 60 minutes; an additional 30 minutes of comprehension is provided daily
- Students who are identified with reading deficiencies are provided additional reading intervention and support through Direct Instruction with an Intervention Specialist
- All content areas will focus on daily reading skills
- Students in grades 7-12 are offered additional daily ELA supports

Monitored:
- SWD will be monitored using Renaissance STAR Reading bi-weekly
- SWD will take benchmark assessments using Renaissance STAR Reading 3 times a year (Fall, Winter, Spring)
- Scaled scores from the Renaissance STAR student growth report will be analyzed to determine if students are moving up achievement levels

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.06	ACADEMIC PERFORMANCE STANDARD	GRADUATION RATE

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.

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.

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.

	2017-2018	2018-2019	2019-2020
GOAL	4 year - 80%5 5 year - 85%	Grade - D % - 1.65 of 5 4-year – 80.8% 5-year – 85.9%	Grade- B 4-year 95% 5-year 85%
ACTUAL	Grade - D % - 1.65 of 5 4-year – 80% 5-year – 85%	Grade - C 4-year - 94.4% 5 year - 80%	
RATING			

EXPLANATION OF GOAL/ STRATEGIES TO REACH THIS GOAL		

EXPLANATION OF GOAL	We will increase our 4 year graduation rate from an 80% D to an 84% C on our school report card by 2021.
To	The chart below details the improvement numbers we will need to hit to reach 84.1% for our 4-year goal and 89.3% for our 5-year goal. This chart shows the progression of graduation rates with a 1% improvement rate annually.

	FY18	FY19	FY20	FY21	FY22	FY23
4 year	80.0	80.8	81.6	82.4	83.2	84.1
5 year	85.0	85.9	86.7	87.6	88.5	89.3

This chart shows how the total of the two scores combined

School Year	Total out of 5	Component Grade
2018-2019	1.65	D
2019-2020	1.9	D
2020-2021	2.15	C
2021-2022	2.3	C
2022--2023	2.6	C

We will use two strategies to achieve this. First, we will host a family night during the first semester to ensure that families and students understand the graduation requirements. Second, we will dedicate a portion of the day to End of Course and ACT test preparation. These two activities

will be planned and monitored by the building principals.

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:			

A.07	ACADEMIC PERFORMANCE STANDARD	IMPROVING AT-RISK K-3 READERS

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	37%	Grade – B, 60%	Grade – C, 45% 65% Proficient
ACTUAL	Grade – NR, 55.6%	Grade - C, 40% 63.6% Proficient	
RATING			

EXPLANATION OF GOAL/ STRATEGIES TO REACH THIS GOAL	
EXPLANATION OF GOAL	For the 2019-2020 school year, Summit Academy Parma will increase our Improving At-Risk K-3 reader report card grade from a 40% C to a 45% C.
STRATEGIES USED TO MEET THIS GOAL	Our student population is heavily comprised of both students with disabilities and students who live in poverty. Both of these conditions are associated with low literacy levels. We know the importance of early literacy to avoid years of failure and the difficult task of "catching kids up" later in their school careers. To that end, we will continue with our intensive intervention for all readers in grades 1-3. This includes: 1. 90 minutes of literacy instruction daily. 2. Employment of a data and instructional coach to ensure effective and targeted instruction is taking place. 3. Direct Instruction programming that places students in groups by need and uses evidence based strategies such as Correct Reading and Wilson Reading. 4. Additional 30 minute comprehension block built in to schedules every afternoon in addition to 60 min Direct Instruction in the morning. This goal can be monitored by STAR progress monitoring data, formative and summative assessments, and progress achieved in our DI program.

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 PREFORMANCE SUMMARY:			

A.08	ACADEMIC PERFORMANCE STANDARD	PREPARED FOR SUCCESS

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.

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.

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.

	2017-2018	2018-2019	2019-2020
GOAL	Grade - D ACT/SAT - 3% CCP - 10% Ind. Cred. 0% Hon. Dipl. 0% AP 0% IB 0%	Grade – F % - 3.0	Grade - F 2 Remediation Free Scores on the ACT
ACTUAL	Grade – F % - 0.0	Grade - F 3.0%	

RATING			

EXPLANATION OF GOAL/ STRATEGIES TO REACH THIS GOAL	
EXPLANATION OF GOAL:	For the 2019-2020 school year, Summit Academy Parma will increase the number of students who score remediation-free on the ACT from one to two students.
STRATEGIES USED TO MEET THIS GOAL	Our strategy to achieve this goal will be by providing time and resources for students to engage in ACT test prep during the school day. This will be planned, implemented and monitored by the performance coach.

	2018	2019	2020	2021	2022	2023
# Remediation Free	0	1	2	2	3	3

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 PREFORMANCE SUMMARY:

A.09	ACADEMIC PERFORMANCE STANDARD	OTHER ACADEMIC MEASURE

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.

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.

	2017-2018	2018-2019	2019-2020
GOAL	Using AIMS web Reading Curriculum Based Measure (RCBM) fall and spring benchmarking data, the average gain of all students will be 20 or more words read correctly per minutes.	100% Implementation of Renaissance Star assessment and instructional software	Students will show an average of 5% growth in ELA from first to last benchmarking period.
ACTUAL	Average gain = 16.82 wrc/min	100% implementation of Renaissance Star assessment and instructional software	
RATING			

EXPLANATION OF GOAL/ STRATEGIES TO REACH THIS GOAL	
EXPLANATION OF GOAL:	Students will show an average of 5% growth in ELA from first to last benchmarking period using the Renaissance Star 360 assessment tool.
STRATEGIES USED TO MEET THIS GOAL	Students will take beginning of the year, middle of the year, and end of the year STAR 360 assessments for math and reading to measure individual student growth. We expect to see a 5% increase in ELA average scores from beginning of the year testing to end of the year testing. This number is loosely based on the growth expectations projected by the Renaissance program itself, individualized per student. The Renaissance program exports reports of student annual progress, growth proficiency charts, state performance, state standards, and summaries. The following strategies will be used to meet this goal: 1. Provide PD and collaboration time for teachers and staff to learn about the following in order to improve student achievement: ● state test design including standards represented, points assigned to each standard, most important components of the writing rubric, how to use TIDE data to examine student trends. ● how to consistently teach and reinforce concepts and skills that relate to priority standards represented in the test. ● levels of DOK (rigor) ● differentiation strategies to meet individual needs 2. Employ the tools of OIP including using the TBT process to determine baselines, make strategic changes to instruction, and track data: ● Analyze level of DOK instruction

- Implement reading and writing strategies including determining author's purpose, craft and structure, and utilizing RACE (Restate, answer, cite, evidence & elaborate)

3. Implement MTSS with fidelity:
- Ensure data is being used to determine and implement effective differentiation strategies
- Promote the use of specific reading and writing activities across all grade levels and content areas (anchor charts, precise questioning and writing strategies)

Monitored:
- SWD will be monitored using Renaissance STAR Reading bi-weekly
- SWD will take benchmark assessments using Renaissance STAR Reading 3 times a year (Fall, Winter, Spring)
- Scaled scores from the Renaissance STAR student growth report will be analyzed to determine if students are moving up achievement levels

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 PREFORMANCE SUMMARY:			

A.10	ACADEMIC PERFORMANCE STANDARD	OTHER ACADEMIC MEASURE-SPECIFIC SUBGROUP

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.

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.

	2017-2018	2018-2019	2019-2020
GOAL	N/A	N/A	Students in the subgroup students with disabilities will show an average of 5% growth in ELA from first to last benchmarking period using the Renaissance Star 360 assessment tool.
ACTUAL	N/A	N/A	
RATING			

EXPLANATION OF GOAL/ STRATEGIES TO REACH THIS GOAL	
EXPLANATION OF GOAL	For the 2019-2020 school year, students in the subgroup students with disabilities will show an average of 3% growth in ELA from first to last benchmarking period using the Renaissance Star 360 assessment tool. STAR reading assessment measures reading skills (key ideas and details, plot, setting, theme, inference and evidence, craft and structure, author's purpose, etc.) in Literature and Informational texts.
STRATEGIES USED TO MEET THIS GOAL	Students will take beginning of the year, middle of the year, and end of the year STAR 360 assessments for math and reading to measure individual student growth. We expect to see a 5% increase in ELA average scores from beginning of the year testing to end of the year testing for all students. In the subgroup students with disabilities, we would like to see a 3% growth in English language arts scores using this same assessment tool. This number is loosely based on the growth expectations projected by the Renaissance program itself, individualized per student. The Renaissance program exports reports of student annual progress, growth proficiency charts, state performance, state standards, and summaries.

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 PREFORMANCE SUMMARY:			

A.11	ACADEMIC PERFORMANCE STANDARD	COMPARATIVE GOAL

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	N/A	#1 - Our school will perform at rates higher than or equal to Clark Preparatory Academy in PI points #2 - Our school will perform at rates higher than or equal to Lake Erie College Preparatory School in the Progress Component Grade	Summit Academy Parma will perform higher or equal to Sunbeam in percentage of students testing basic. Summit Academy Parma will perform higher than or equal to Willow School in number of students testing proficient. .
ACTUAL	N/A	#1 – Clark Preparatory Academy 43 of 120 points Summit Academy Parma 53.7 of 120 PI points # - Lake Erie College Preparatory School Progress Component Grade – D Summit Academy Parma Progress Component Grade – C	
RATING			

CHART TO INDICATE TWO SIMILAR SCHOOLS AND A COMPARISON OF LRC DATA				
	% POVERTY	% MINORITY	Percent Test Basic	Percent Test Proficient
Summit Academy Parma	95%	32.8%	22.1	15.7
Willow School	95%	83.6%	16.7	10.4
Sunbeam	95%	95%	19.4	8.6

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 PREFORMANCE SUMMARY:			

NA.01	NON-ACADEMIC PERFORMANCE STANDARD	MISSION SPECIFIC GOAL

State the School's Mission: The mission of Summit Academy schools is to build hope, success, and well-being through education and advocacy for students with special needs.

This goal must include mission-specific performance measures and targets.

	2017-2018	2018-2019	2019-2020
GOAL	Students in Voc Ed Programs = 3 Students in CBI Program = 14 In the 2017 – 2018 tests, Summit students will outscore the combined average of Parma and Cleveland students in math and ELA 75% of the time.	70% of our students will be engaged in learning activities as evidenced by walk-throughs and IMM data collection.	Summit Academy Parma will provide weekly newsletters that promote community connections and opportunities for parent involvement the 2019-2020 school year
ACTUAL	Students in CTE = 1 Students in CBI Program = 5 Outscored the combined average of Parma and Cleveland students in math and ELA 18.8% of the time	70% of our students will be engaged in learning activities as evidenced by walk-throughs and IMM data collection.	
RATING			

DESCRIPTION OF MEASURE AND MONITORING STRATEGY	
EXPLANATION OF GOAL	Our goal is to provide information in a weekly newsletter to families promoting community connections and opportunities for parents to become involved in their child's education.
STRATEGIES USED TO MEET THIS GOAL	Newsletters will be created by the Dean of Students and sent home every Thursday in student folders. Strategies to monitor: Hard copies of the newsletters will be kept in a file folder.

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.02	NON-ACADEMIC PERFORMANCE STANDARD	PARENT SATISFACTION

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.

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.) and identify what the school will do with the feedback received. (Adjustments to programming, hold stakeholder meetings, discuss with administration, etc.)

	2017-2018	2018-2019	2019-2020
GOAL	Given questions on an annual survey, parents will respond favorably at least 95% of times.	Given questions on an annual survey, parents will respond favorably at least 96% of times.	25% parent participation on annual CCIP survey.
ACTUAL	95%		
RATING			

DESCRIPTION OF MEASURE AND MONITORING STRATEGY	
EXPLANATION OF GOAL	Summit Academy Parma will increase the amount of parent participation on the annual CCIP parent survey from 11% to 25%.
STRATEGIES USED TO MEET THIS GOAL	CCIP survey will be sent home in early spring One Call/Class Dojo/Facebook will be used to specify the importance of the survey and send reminders to parents CCIP surveys will be made available for parents to fill out during conferences in February Surveys will assess parent satisfaction in regards to building safety, communication, clubs and extra-curricular activities offered, opportunities for parent involvement, quality of academics, and student satisfaction. Results will be used to make changes and improvements for the 2020-21 school year. Strategies to Monitor: Number of surveys submitted will be tracked starting when surveys are first sent home.

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

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.

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.

	2017-2018	2018-2019	2019-2020
GOAL	N/A	82%	Summit Academy Parma board members will participate in 3 professional development sessions in the 19-20 school year.
ACTUAL	N/A	75%	
RATING			

DESCRIPTION OF MEASURE AND MONITORING STRATEGY	
EXPLANATION OF GOAL	Summit Academy Parma board members will participate in 3 professional development sessions in the 19-20 school year.
STRATEGIES USED TO MEET THIS GOAL	We will provide 3 professional development sessions during board meetings using PowerPoint, kahoot and various other strategies. Professional Development may be delivered on Special Education topics, Local report card data, how to read report card data, etc. Goal will be monitored through board meeting minutes and presentations attached to minutes.

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

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.

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.)

	2017-2018	2018-2019	2019-2020
GOAL			ON-TIME % - 97 ACCURACY % - 98
ACTUAL		ON-TIME % - 96 ACCURACY % - 98	ON-TIME % - ACCURACY % -
RATING			

DESCRIPTION OF MEASURE AND MONITORING STRATEGY	
EXPLANATION OF GOAL	On time reporting will increase by 1% over the 2019-2020 school year.
STRATEGIES USED TO MEET THIS GOAL	At the beginning of the 2019-2020 school year, the management company implemented staffing changes in the sponsor compliance office. This re-structured the process for submissions into the Epicenter system.

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

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.

Goals set for this standard must address audits, debt reduction, or the submission of accurate and on-time financials into Epicenter.

	2017-2018	2018-2019	2019-2020
GOAL	Clean audits will be issued by the Auditor of State	Clean audits will be issued by the Auditor of State	Clean audits will be issued by the Auditor of State
ACTUAL	Audit was released with no FFR's	Audit is currently in progress	
RATING			

DESCRIPTION OF MEASURE AND MONITORING STRATEGY	
EXPLANATION OF GOAL	Clean yearly audits will be issued by the Auditor of State.
STRATEGIES USED TO MEET THIS GOAL	We will work with external auditors, contracted by AOS, to provide all documentation needed for the audit. We will work with internal team members to ensure that internal control policies are being followed.

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 PREFORMANCE SUMMARY:

NA.06	NON-ACADEMIC PERFORMANCE STANDARD	FINANCIAL SUSTAINABILITY

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	n/a	n/a	153
ACTUAL			
RATING			

DESCRIPTION OF MEASURE AND MONITORING STRATEGY	
EXPLANATION OF GOAL	1.Student enrollment will remain within 80% of projected student count for this year's budget (191) 2.Per the management agreement, all revenues are paid to Summit Academy Management as a purchased service cost. SAM then uses these funds to pay the expenses of the school, therefore, there is no cash reserve balance for each school, however, SAM does maintain a cash reserve balance that meets the minimum of 15 days.
STRATEGIES USED TO MEET THIS GOAL	1.Directors will work with the management company to retain current student and attract and enroll new students to maintain enrollment within the stated goal.

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 PREFORMANCE SUMMARY:

NA.07	NON-ACADEMIC PERFORMANCE STANDARD	STUDENT DISCIPLINE

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	9
			4-8	21
			9-12	23
ACTUAL	N/A	K-3 - 12 4-8 - 29 9-12 - 31	K-3	
			4-8	
			9-12	
RATING				

DESCRIPTION OF MEASURE AND MONITORING STRATEGY			
	Previous year's out-of-school suspensions	This year's goal for out-of-school suspensions	Strategies to accomplish this goal
K-3	12	9	1. Provide professional development and begin practicing restorative practices to help build relationships with students, families and staff that promote collaborative problem solving and conflict resolution.
4-8	29	21	2. Ensure all staff is trained on trauma informed care. 3. Establish building wide focus on relationship and community building. 4. Use morning time to create restorative circle procedures, optionally use restorative circles at the end of the day as well to build community in the classrooms.
9-12	31		5. There will be a renewed emphasis on positivity in classrooms as well as parental contacts. Communication logs, including Class Dojo and teacher log books, will be analyzed to determine if positive contacts are being made on a regular basis to families to best implement restorative practices. Monitored by comparison of monthly suspensions last year to this year.

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 PREFORMANCE SUMMARY:			