

**MODIFICATION NO. 9  
TO OHIO COMMUNITY SCHOOL CONTRACT  
BY and BETWEEN  
Educational Service Center of Lake Erie West (“Sponsor” or “ESCLEW”)  
AND  
Pathway School of Discovery (“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, 2012; 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 fourth paragraph of the section replace “3313.614, and with R.C. 3313.61 and 3313.611” with “3313.61, 3313.611, 3313.614, 3313.617, 3313.618, and 3313.6114.”
- d. The rest of Section 4.1 remains as original written in the Contract.

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

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

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

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

**4. Article VI, Section 6.11.** Insert the following new sentence as the last sentence of the section: “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 (j), 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 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.

7. **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.

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

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

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

**Educational Service Center of  
Lake Erie West**

By: 

(Signature)

Its: Superintendent

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

Date: 1-30-2020

**Governing Authority of  
Pathway School of Discovery**

By: 

(Signature)

Its: President

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

Date: 10-16-2019

## **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.

# PATHWAY SCHOOL OF DISCOVERY

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## Attendance/Truancy/Withdrawal

### General Policy

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

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

### Excused Absences

Absences due to the following will be excused:

1. Personal illness or injury. If lasting more than five days, a note from a physician can be requested
2. Funerals
3. Doctor or dental appointments (which could not be arranged outside school hours)
4. Religious observances
5. Authorized absence (approved by the principal)
6. If a student is absent from School for the sole purpose of traveling out of state to participate in a School-approved enrichment activity or extracurricular activity, the School shall count that absence as an excused absence, up to a maximum of twenty-four (24) hours per school year that the School is open for instruction. The student must complete any classroom assignments he/she misses due to the absence. If the student will be absent for twenty-four (24) or more consecutive hours that the School is open for instruction, a classroom teacher must accompany the student during the travel period to provide the student with instructional assistance in order to count the student as in attendance.

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

### Withdrawal

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

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

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

#### Disciplinary Action for Unexcused Tardiness or Absence

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

A student is tardy when a student arrives late for School or for a class. When tracking hours of missed instruction for excessive absence and truancy purposes, the School shall :

- ┆ Track tardiness and early dismissals to the nearest hour of missed instruction for each instance of tardiness or early dismissal per day.

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

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

#### Truancy and Absence Intervention Strategies

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

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

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

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

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

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

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

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

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

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

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

1. Providing a truancy intervention plan for any student who is excessively absent from school;
2. Providing counseling for a habitual truant;

3. Requesting or requiring a parent to attend parental involvement programs;
4. Requesting or requiring a parent to attend truancy prevention mediation programs;
5. Notification of the registrar of motor vehicles of student's truancy status if the student misses sixty consecutive hours of instruction or ninety hours of instruction during the course of the school year; and
6. Taking legal action under R.C. 2919.222, 3321.20, and/or 3321.38.

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

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

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

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

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

### Reporting

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

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

This Board consulted with the juvenile court of the counties in which the School is located, parents



of students attending the School, and state and local agencies deemed appropriate by the Board prior to adopting this policy.

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

Adopted on this date: October 16, 2019

**RESOLUTION of the BOARD of DIRECTORS of  
PATHWAY SCHOOL OF DISCOVERY**

BE IT RESOLVED that the Board of Directors of Pathway School of Discovery ("School") at a Board meeting held on October 16, 2019, duly reviewed and approved the following as submitted:

- Attendance, Truancy, and Withdrawal Policy

Board President Signature:

Kevin A. Robci

Date:

10-16-2019



## Performance Accountability Framework Attachment 11.6

<b>School Name:</b>	Pathway School of Discovery
<b>School IRN#:</b>	000138
<b>Building Principal/Director</b>	Nathan Preston
<b>Board President</b>	Kevin Robie
<b>Start Date of Current Contract</b>	July 1, 2014
<b>End Date of Current Contract</b>	June 30, 2022
<b>Management Company</b>	National Heritage Academies
<b>School Mission:</b>	Working in partnership with parents and the community, the Pathway School of Discovery mission is to become one of the finest K-8 schools in the country. We offer a challenging, character-based education through a rigorous curriculum with high academic and social expectations. Our school prioritizes the academic and instructional time so each student reads, computes and writes at or above

	grade level. We expect our student to master basic skills and realize their full academic potential in preparation for higher education and adulthood.
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A.01	ACADEMIC PERFORMANCE STANDARD	CHRONIC ABSENTEEISM
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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	22.7%
ACTUAL	NA	23.8%	
RATING	NA	NA	

**EXPLANATION OF GOAL/ STRATEGIES TO MEET THIS GOAL**

EXPLANATION OF GOAL	We will reduce our chronic absenteeism rate by 1.1%.
STRATEGIES USED TO DECREASE CHRONIC ABSENTEEISM	To reduce chronic absenteeism, we have implemented perfect attendance awards for students. In addition, we have been focused on involving parents more by conducting parent meetings, making phone calls home, and creating attendance corrective action plans when necessary.

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

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

**END OF YEAR PERFORMANCE SUMMARY:**

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

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

	2017-2018	2018-2019	2019-2020
GOAL		73.0 out of 120 (D)	72.7 out of 120 (D)
ACTUAL	70.4 out of 120 (D)	70.7 out of 120 (D)	
RATING			

**EXPLANATION OF GOAL/STRATEGIES TO MEET THIS GOAL**

EXPLANATION OF GOAL	Pathway’s performance index was flat year-over-year. Our goal in 2019-20 is to increase our Performance Index by 2 points, which is at the 71 <sup>st</sup> percentile of improvement.
STRATEGIES TO MEET THE GOAL	We will be targeting grade 3-5 students in math. We’ve seen success with our math stories-based approach and will continue to utilize this program. We believe this is crucial to building the foundational skills in lower grades. With this program students learn essential facts and skills better than they do from lectures, and as they do so, they polish their procedural fluency and refine their number sense.

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

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

**END OF YEAR PERFORMANCE SUMMARY:**

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A.03	ACADEMIC PERFORMANCE STANDARD	INDICATORS MET
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The Achievement component of the report card represents the number of students who passed the state tests and how well they performed on them.

The 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		1 out of 16	1 out of 16
ACTUAL	0 out of 16	0 out of 16	
RATING			

**EXPLANATION OF GOAL/STRATEGIES TO REACH THIS GOAL**

EXPLANATION OF GOAL	Pathway did not meet any indicators in 2018-19. Our goal is to meet one indicator in 2019-20. To meet an indicator, student proficiency must be at 80%. Our third and fifth grade ELA students have the highest proficiency results. By focusing on these returning students, we plan to achieve this goal.
STRATEGIES TO INCREASE THE NUMBER OF INDICATORS MET	We will be utilizing aimswebPlus as our progress monitoring tool and corrective reading and reading mastery as our intervention reading tool.

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

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

<b>END OF YEAR PERFORMANCE SUMMARY:</b>		

A.04	ACADEMIC PERFORMANCE STANDARD	PROGRESS
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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
<b>GOAL</b>		Overall: -4.0 (F) Lowest: -2.0 (D) SWD: 0.0 (C)	Overall: -2.0 (D)
<b>ACTUAL</b>	F Overall (-5.67) F Lowest (-2.60) C SWD (-0.13)	Overall: -4.4 (F) Lowest: -2.2 (F) SWD: -2.2 (F)	
<b>RATING</b>			

**EXPLANATION OF GOAL/STRATEGIES TO REACH THIS GOAL**

<b>EXPLANATION OF GOAL</b>	Pathway improved its overall value-added letter grade year-over-year. Our goal in 2019-20 is to improve our overall value-added index to a D.
<b>STRATEGIES TO MEET THIS GOAL</b>	To improve our value-added index, we're targeting grade 3-5 students in math and our struggling readers. We've seen success with our math stories-based approach and will continue to utilize this program for math instruction. For our struggling readers, our systematic intervention program will provide students with an initial assessment. This allows our school to create personalized instruction plans for students below grade-level proficiency and to begin closing the achievement gap. We will utilize Reading Mastery and Reading Street to provide students with tiered interventions and will progress monitor using aimswebPlus to regularly evaluate our efforts.

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

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


**END OF YEAR PERFORMANCE SUMMARY:**

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A.05	ACADEMIC PERFORMANCE STANDARD	GAP CLOSING
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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
<b>GOAL</b>		14.5% F (targeting math)	70% (C)
<b>ACTUAL</b>	9.5% F	62.5% (D)	
<b>RATING</b>			

**EXPLANATION OF GOAL/STRATEGIES TO REACH THIS GOAL**

<b>EXPLANATION OF GOAL</b>	Our goal is to earn a C on the gap closing component by focusing on improving student proficiency for all students.
<b>STRATEGIES TO MEET THIS GOAL</b>	Our plan for improving the gap closing measure is to make incremental gains each year. We have improved our systems for first identifying students who are performing below grade-level expectations and then providing services to them to help close achievement gaps. We will continue to utilize our curricular tools, Reading Mastery and Reading Street, to provide supplemental instruction in ELA.

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

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



<b>END OF YEAR PERFORMANCE SUMMARY:</b>			

<b>A.06</b>	<b>ACADEMIC PERFORMANCE STANDARD</b>	<b>GRADUATION RATE</b>
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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
<b>GOAL</b>		N/A	N/A
<b>ACTUAL</b>	N/A	N/A	
<b>RATING</b>			

**EXPLANATION OF GOAL/ STRATEGIES TO REACH THIS GOAL**

<b>EXPLANATION OF GOAL</b>	N/A
<b>STRATEGIES USED TO MEET THIS GOAL</b>	N/A

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

<b>MONTH</b>	<b>EVIDENCE PRESENTED BY SCHOOL</b>	<b>TECHNICAL ASSISTANCE</b>	<b>PROGRESS MADE YES OR NO</b>


**END OF YEAR PERFORMANCE SUMMARY:**

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

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

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

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

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

	2017-2018	2018-2019	2019-2020
<b>GOAL</b>		(D) 25% moving to on-track	26% (C)
<b>ACTUAL</b>	21.2 D	24.5% (D)	
<b>RATING</b>			

**EXPLANATION OF GOAL/ STRATEGIES TO REACH THIS GOAL**

<b>EXPLANATION OF GOAL</b>	Our goal is to earn a C. To do this, we will focus on our students who are not on track in the beginning of the year (fall) in order for them to achieve proficiency by spring.
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STRATEGIES USED TO MEET THIS GOAL	We are focusing on the percentage of students moving to on-track each year. To address our struggling readers, we are using aimswebPlus as a progress monitoring tool and then Reading Mastery and Reading Street as an intervention tool. Additionally, we'll monitor student progress through our formative assessment process, including classroom assessments, NHA's common assessments, and a benchmark assessment to ensure individual student learning progresses appropriately.
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**THE SECTIONS BELOW WILL BE COMPLETED BY THE REGIONAL TECHNICAL ASSISTANCE EDUCATOR**

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

**END OF YEAR PERFORMANCE SUMMARY:**

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A.08	ACADEMIC PERFORMANCE STANDARD	PREPARED FOR SUCCESS
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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		N/A	N/A
ACTUAL	N/A	N/A	

RATING			
EXPLANATION OF GOAL/ STRATEGIES TO REACH THIS GOAL			
EXPLANATION OF GOAL:	N/A		
STRATEGIES USED TO MEET THIS GOAL	N/A		
<b>THE SECTIONS BELOW WILL BE COMPLETED BY THE REGIONAL TECHNICAL ASSISTANCE EDUCATOR</b>			
MONTH	EVIDENCE PRESENTED BY SCHOOL	TECHNICAL ASSISTANCE	PROGRESS MADE YES OR NO
END OF YEAR PERFORMANCE SUMMARY:			

A.09	ACADEMIC PERFORMANCE STANDARD	OTHER ACADEMIC MEASURE	
<p>Schools must identify a nationally recognized assessment utilized to gather data regarding academic progress. Although many assessments are available, one that has been recognized as reliable and valid by the education community is recommended. Assessments may be given as a full battery, or sub-tests may be chosen for this standard.</p> <p>Goals set for this standard must include the name of the assessment and the expected increase. In the "Explanation..." box, you will include a brief description of the assessment, the metrics used to determine growth, and the increase you intend to see. In the "Strategies..." box you will list specific strategies being utilized to impact the positive change.</p>			
	2017-2018	2018-2019	2019-2020
GOAL		40%	40%
ACTUAL		68%	

RATING			
EXPLANATION OF GOAL/ STRATEGIES TO REACH THIS GOAL			
EXPLANATION OF GOAL:	Students in grades K-1 will take a nationally normed standardized assessment, aimswebPlus. Each year, at least 40 percent of K-1 students will meet either an end of year benchmark or growth fluency goal, using aimswebPlus.		
STRATEGIES USED TO MEET THIS GOAL	We have implemented a balanced literacy approach. This prioritizes instruction in vocabulary, phonics, fluency, and comprehension. Teachers are focused on fluency and providing more literature-based opportunities for students.		

**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.10	ACADEMIC PERFORMANCE STANDARD		OTHER ACADEMIC MEASURE-SPECIFIC SUBGROUP
<p>Schools serving specific subgroups of students (e.g., schools serving at-risk students) must identify additional measures and targets relevant to the particular subgroup served to evaluate student performance beyond the gap closing measures.</p> <p>Goals set for this standard must include the subgroup of students being targeted, the name of the assessment and the percentage of increase for the specific subgroup. In the "Explanation..." box, schools should include a brief description of the assessment and the increase in scores expected for that specific sub-group of students. In the "Strategies..." box you will list specific strategies being utilized to impact the positive change for the sub-group of students.</p>			
	2017-2018	2018-2019	2019-2020
GOAL			SWD Math PI: 47.0
ACTUAL		SWD Math PI: 46.0	
RATING			
EXPLANATION OF GOAL/ STRATEGIES TO REACH THIS GOAL			
EXPLANATION OF GOAL	The math PI of the students with disabilities subgroup was 46.0 in 2018-19. Our goal is to increase the PI by one point, which is at the 59 <sup>th</sup> percentile of improvement.		
STRATEGIES USED TO MEET THIS GOAL	We will use I-Ready and interim assessments to monitor progress throughout the year. In addition, students with disabilities will receive supplemental small group instruction on a weekly basis either before school, during specials pull-out, or, after school.		
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.11	ACADEMIC PERFORMANCE STANDARD	COMPARATIVE GOAL
<p>In order to evaluate performance data for a given school, it is often useful to consider how similar schools compare on the same data.</p> <p>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 <u>two</u> "similar" schools in <u>one</u> (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.</p> <p>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).</p>		

	2017-2018	2018-2019	2019-2020
GOAL		Pathway School of Discovery will perform at rates higher than or equal to C F Holiday Elementary School on the Performance Index.	Pathway will perform higher or equal to Wright Brothers Elementary School in overall value-added.  Pathway will perform higher than or equal to C F Holiday Elementary School in overall value-added.
ACTUAL		Pathway did not outperform Wright Brothers or C F Holliday schools.	
RATING			

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

	% POVERTY	% MINORITY	Perf. Index Score	Overall VA
Pathway School of Discovery	79%	52%	70.7	F
Wright Brothers Elementary School	61%	42%	81.0	B
C F Holliday Elementary School	72%	50%	78.7	B

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

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

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**END OF YEAR PERFORMANCE SUMMARY:**

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NA.01	NON-ACADEMIC PERFORMANCE STANDARD	MISSION SPECIFIC GOAL
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State the School's Mission:

*Working in partnership with parents and the community, the Pathway School of Discovery mission is to become one of the finest K-8 schools in the country. We offer a challenging, character-based education through a rigorous curriculum with high academic and social expectations. Our school prioritizes the academic and instructional time so each student reads, computes and writes at or above grade level. We expect our student to master basic skills and realize their full academic potential in preparation for higher education and adulthood.*

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

	2017-2018	2018-2019	2019-2020
<b>GOAL</b>		Each classroom teacher will provide a moral focus lesson for 15 minutes, three times a week, using the moral focus curriculum.	Each classroom teacher will provide a moral focus lesson for 15 minutes, three times a week, using the moral focus curriculum.
<b>ACTUAL</b>	Met	Met	
<b>RATING</b>			

**DESCRIPTION OF MEASURE AND MONITORING STRATEGY**

<b>EXPLANATION OF GOAL</b>	To ensure that we are meeting our mission of offering a challenging character-based education, each classroom teacher will provide a moral focus lesson for 15 minutes, three times a week, using the moral focus curriculum.
<b>STRATEGIES USED TO MEET THIS GOAL</b>	This goal will be measured through reviewing teacher lesson plans and classroom observations.

**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	
<p>The ESCLEW recognizes parents/caregivers as key stakeholders in the success of community schools. Increasing communication and soliciting feedback from parents is key to making programming changes within the school in order to create an atmosphere where all students are growing academically.</p> <p>Goals in this area should focus on what form of feedback the school will solicit from parents/caregivers (survey, phone calls, in person meetings, etc.) <u>and</u> identify what the school will do with the feedback received. (Adjustments to programming, hold stakeholder meetings, discuss with administration, etc.)</p>			
	2017-2018	2018-2019	2019-2020
GOAL		overall parent satisfaction rate of 80%	overall parent satisfaction rate of 80%
ACTUAL	87%	78%	
RATING			
<b>DESCRIPTION OF MEASURE AND MONITORING STRATEGY</b>			
EXPLANATION OF GOAL	Each year, the school will have an overall parent satisfaction rate of 80% as determined by the parent satisfaction survey administered during the spring of each year.		
STRATEGIES USED TO MEET THIS GOAL	<p>To ensure our parents are satisfied, it is important to have accurate results on our parent satisfaction survey. The more parents that participate in our survey, the more accurate results we will receive. To ensure this accuracy, parents will be able to complete the satisfaction survey during the spring parent-teacher conferences. This will allow for a more convenient opportunity for our parents.</p> <p>Upon completion of the Parent Sat Survey, the results will be reviewed with the Building Leadership Team in order to identify three areas with the lowest results. From there, action items will be created that will be implemented in the short term, mid-term, and long term. We will monitor our progress through successive Parent Satisfaction surveys.</p>		

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

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


**END OF YEAR PERFORMANCE SUMMARY:**

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<b>NA.03</b>	<b>NON-ACADEMIC PERFORMANCE STANDARD</b>	<b>GOVERNING BOARD PERFORMANCE</b>	
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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
<b>GOAL</b>		One Professional Development per year.	Two Professional Developments per year.
<b>ACTUAL</b>	Met	Met	
<b>RATING</b>			

**DESCRIPTION OF MEASURE AND MONITORING STRATEGY**

<b>EXPLANATION OF GOAL</b>	Each Board member will complete Two Professional Developments per year.
<b>STRATEGIES USED TO MEET THIS GOAL</b>	This goal will be measured by using the Board Member Profile that is reviewed by Board members annually.

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

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


**END OF YEAR PERFORMANCE SUMMARY:**

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<b>NA.04</b>	<b>NON-ACADEMIC PERFORMANCE STANDARD</b>	<b>ORGANIZATIONAL/OPERATIONAL</b>	
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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
<b>GOAL</b>		3-star rating within Epicenter.	ON-TIME % - 95% ACCURACY % - 93%
<b>ACTUAL</b>	ON-TIME % - 98% ACCURACY % - 98%	3-star rating ON-TIME % - 100% ACCURACY % - 100%	ON-TIME % - ACCURACY % -
<b>RATING</b>			

**DESCRIPTION OF MEASURE AND MONITORING STRATEGY**

<b>EXPLANATION OF GOAL</b>	Each year, the school and Board will average a 95% on-time and 93% accuracy rate within Epicenter at the end of the school year.
<b>STRATEGIES USED TO MEET THIS GOAL</b>	The "compliance statistics" page will be checked periodically to ensure the goal is met.

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

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


**END OF YEAR PERFORMANCE SUMMARY:**

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NA.05	NON-ACADEMIC PERFORMANCE STANDARD	FINANCIAL PERFORMANCE		
<p>Your contract with the ESC of Lake Erie West must include a performance framework that defines your school's expected financial performance outcomes with annual clear, measurable metrics and targets.</p> <p>Goals set for this standard must address audits, debt reduction, or the submission of accurate and on-time financials into Epicenter.</p>				
	2017-2018	2018-2019	2019-2020	
GOAL	Each year, the school will receive an unmodified audit.	Each year, the school will receive an unmodified audit.	Each year, the school will receive an unqualified audit.	
ACTUAL	Met	Met		
RATING				
DESCRIPTION OF MEASURE AND MONITORING STRATEGY				
EXPLANATION OF GOAL	Each year, the school will receive an unqualified audit.			
STRATEGIES USED TO MEET THIS GOAL	Each year the Board will engage in an independent audit process. The Board will use the audit report to ensure the goal is met.			

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

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

END OF YEAR PERFORMANCE SUMMARY:			

NA.06	NON-ACADEMIC PERFORMANCE STANDARD	FINANCIAL SUSTAINABILITY	
<p>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.</p> <p>Goals set for this standard must address 1. Student Enrollment (the actual number should be indicated); <b>AND</b> 2. Unrestricted Cash Reserve Balance (goal must have a minimum of 15 days)</p>			
	2017-2018	2018-2019	2019-2020
GOAL	N/A	N/A	Each year, the enrollment variance will not deviate by more than 85% of projected enrollment use to create the fall Amended Budget and the school will end the year with a positive cash balance.
ACTUAL		Met	
RATING			
<b>DESCRIPTION OF MEASURE AND MONITORING STRATEGY</b>			
EXPLANATION OF GOAL	Each year, the school's enrollment variance will not deviate by more than 85% of projected enrollment used for the purpose of creating the Fall Amended budget. In addition, the school will always have a positive cash balance and/or other provision in place to make sure all expenses will be covered for the school in case of unforeseen expenses.		
STRATEGIES USED TO MEET THIS GOAL	School finances will be monitored regularly at Board meetings throughout the year. For each school year, the Board will approve an initial and amended budget, review quarterly financial statements, and engage in an independent audit process.		

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

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

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**END OF YEAR PERFORMANCE SUMMARY:**

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

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

	2017-2018	2018-2019	2019-2020	
GOAL	N/A	N/A	K-3	42
			4-8	142
			9-12	N/A
ACTUAL	N/A	205	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	47	42	We have implemented PBIS to encourage positive behaviors and as part of that we have various incentive programs for students. In addition, we have implemented Saturday school in lieu of disciplinary action.
4-8	158	142	We have implemented PBIS to encourage positive behaviors and as part of that we have various incentive programs for students. In addition, we have implemented Saturday school in lieu of disciplinary action.
9-12	N/A	N/A	N/A

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

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


**END OF YEAR PERFORMANCE SUMMARY:**

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