

FIRST AMENDMENT TO THE AMENDED AND RESTATED CONTRACT

for an OHIO COMMUNITY SCHOOL between the

Bowling Green State University

and Toledo School for the Arts

WHEREAS, Bowling Green State University, a state-assisted institution of higher education established and existing under the laws of Ohio ("BGSU"), and the Governing Authority of a charter school named Toledo School for the Arts (the "School"), an Ohio nonprofit corporation and public community school, have entered into a 2024-2029 contract (the "Contract") for a charter school; and

WHEREAS, Attachment 11.6 to the Contract sets forth a performance framework; and

WHEREAS, the Ohio Department of Education requires annual updating of the performance framework; and

WHEREAS, the Ohio General Assembly has updated the requirements for a contract between a community school and a sponsor;

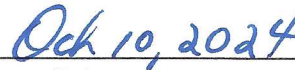
NOW, THEREFORE, the School and BGSU agree as follows:

1. The Performance Accountability Framework for 2024-2025 attached hereto is hereby adopted as Attachment 11.6 to the Contract.
2. Effective as of August 14, 2024, the School will comply with Ohio Rev. Code 3313.753 as required by HB 250 of the 135th General Assembly.
3. Effective on October 24, 2024, as enacted by SB 168 of the 135th General Assembly, Ohio Rev. Code 3313.6015 is repealed and BGSU's annual reporting duties are modified by the deletion of Ohio Rev. Code 3314.03(D)(3).
4. Effective on January 1, 2025, the School will comply with Ohio Rev. Code 3319.614 and 3320.04 as required by HB 214 of the 135th General Assembly.
5. All other provisions of the Contract remain unchanged.

TOLEDO SCHOOL FOR THE ARTS:




Olivia Summons, President



Date

BOWLING GREEN STATE UNIVERSITY:


Glenn Davis (Oct 11, 2024 16:07 EDT)

Glenn Davis, Interim Provost and Senior Vice President

10/11/2024

Date

APPROVED AS TO LEGAL FORM



OFFICE OF GENERAL COUNSEL

ATTACHMENT 11.6

PERFORMANCE ACCOUNTABILITY FRAMEWORK

BGSU is responsible to provide monitoring, oversight and technical assistance to the community schools it sponsors. This attachment describes a comprehensive performance accountability and compliance monitoring system. It also provides the information that will be used in making rigorous and standards-based renewal, revocation and intervention decisions. At the core of these decisions, BGSU considers the well-being and interests of the students served by the community school.

This attachment includes:

- (a) The framework by which BGSU will assess the performance of the school;
- (b) The interventions and technical assistance that BGSU may utilize; and
- (c) The academic and non-academic performance goals of the school.

This Performance Framework will be utilized throughout the life cycle of the school to communicate the school's performance to staff, governing authority, and other stakeholders.

It is the mutual obligation that drives BGSU's Performance Framework- a collaborative effort with the common objective of providing Ohio students with a high quality education that prepares them for post-graduation academic and career success.

The Performance Framework is a living document, subject to continuous review and improvement.

A. Performance Assessment

The Performance Assessment details several items that BGSU will review in its oversight of the School as part of its normal oversight or through a high stakes review. BGSU will conduct a high stakes review of the school upon renewal, and at least every five years, and may conduct additional reviews at any other point that BGSU deems necessary, at our discretion. If an issue arises or is discovered, BGSU will utilize targeted intervention(s) listed under section B below, including any technical assistance necessary to assist the School.

Overall- Areas of Assessment

- Mission and Vision Statements
- Governance
- Fiscal or Financial Matters
- Operations, Recordkeeping, Reporting and Data
- Special Education and Other Diverse Learning Needs
- Academics

Mission & Vision Statements

- Clear and specific mission statement
- Relevant and compelling vision statement
- Evidence of progress in meeting mission and vision
- Evidence of mission-driven decision-making in policies, curriculum, and programming

Governance

- Effective governance and management structure
- Oversight of school management and evaluation of management team
- Maintenance of corporate status: good standing certificate, timely filing of statement of continued existence, adherence to Code of Regulations, maintenance of corporate record-keeping, proper corporate signatures
- Maintenance of federal tax-exempt status: timely filing of Form 990s, IRS conflict of interest adherence, no evidence of violation of Internal Revenue Code Section 501(c)(3)
- Compliance with contractual terms: governance trainings, updated governing authority roster, conflict of interest policies
- Disclosure of conflicts, signing of conflict of interest policy, and abstentions in minutes
- Compliance with Open Meetings law, including sufficient minutes
- Balance of educational and financial reporting at meetings
- Informed decision-making and operational transparency
- Any other area of operations, compliance or performance of the Contract

Financial or Fiscal Matters

- Timely submission of financial documentation to Sponsor, including:
 - Making Sense out of Dollars Report
 - Current Financial Picture/Cash Position
 - Graphs for Income
 - Expenses and Development Activity
 - Statement of Activity
 - Financial Summary Report (FINSUM)
 - Cash Reconciliation
 - Budget Ledgers (with detailed transaction reports)
 - Outstanding Accounts Payable
- Red flag financial concerns: significant changes in enrollment, significant changes in policy environment, loss of a particular revenue stream, facility changes, significant turnover in leadership
- Timely payment on all loans/debts
- Financial audit, including timely follow-up on findings and/or material non-compliance
- Solid business plan and clear evidence of capacity to carry out plan
- Sound management and competence in understanding of proper use of public funds
- Grounded in professional standards for sound financial operations and sustainability
- Consistency of financial reporting at governing authority meetings
- Other finance related compliance reports

Operations, Record-Keeping, Reporting, and Data

- Fair treatment, non-selective, and non-discriminatory access in admissions
- Fair and consistent treatment in discipline, with a focus on positive behavioral intervention supports
- Timely and accurate reporting to state data systems
- Appropriate attendance record-keeping and addressing excessive flagging
- Timely response to sponsor requests on interventions and routine compliance follow-ups
- Compliance with public records law, including trained public records officer
- Annual report with clear and accurate performance data

Special Education and Other Diverse Learning Needs

- Appropriate services for all students
- Appropriate access, education, support services and outcomes for students with special education and other diverse learning needs, including English language learners, migrant, and homeless students
- Compliance with policies and procedures for identification, evaluation, and referral of students with disabilities under IDEA and Section 504
- Compliance with all state and federal timelines and reporting requirements
- Proper due process notifications
- Appropriate discipline administration and discipline training for staff, including restraint, seclusion and positive behavioral intervention supports

Academic Measures

The School should be prepared to assess every measure listed below, and every component of every measure with data. This will enhance targeted assistance. Performance standards must include, but are not limited to, all applicable report card measures set forth in R.C. 3302.03 or R.C. 3314.017. The School understands that every year, additional measures, and components may be added. Recognizing that state-mandated assessments and ratings are subject to change, the parties reserve the right to review and reconsider performance-related metrics within the Academic Performance Framework. The measures assessed include, but are not limited to:

- **Achievement-** This measure represents whether student performance on state tests meets established thresholds and how well students performed on tests overall. Achievement includes the Performance Index, which assesses the achievement of every student and assigns points for each level of achievement. The Achievement measure also includes Performance Indicators. This is a report-only measure within the component and does not factor into the rating. The Performance Indicators report the percentage of students scoring proficient or higher on each of Ohio's State Tests disaggregated by grade level and subject. Anything that falls below the standard will require targeted assistance.
- **Progress-** This measure looks closely at the growth all students are making based on their past state test performances. The Progress Component measures the academic performance of students compared to expected growth on Ohio's State Tests. This calculation uses a "value-added" model of measuring academic growth that compares the change in achievement of a group of students to an expected amount

of change in achievement that is based on the students' prior achievement history. Anything that falls below the standard will require targeted assistance.

- **Gap Closing-** This component measures how well schools are meeting the performance expectations for students in English language arts, math, and graduation. It also measures how schools are doing in supporting English learners to increase language proficiency, reducing chronic absenteeism for all students, and identifying gifted students and providing gifted services. Anything that falls below the standard will require targeted assistance.
- **Chronic Absenteeism-** This indicator measures the chronic absenteeism rates of schools and districts against annual goals and the reduction of chronic absenteeism year over year. This indicator was included in the Achievement Component in the previous accountability system and report cards but is now included within the Gap Closing Component. Anything that falls below the standard will require targeted assistance.
- **Gifted Performance-** This indicator evaluates the performance of students identified as gifted with three elements: the Gifted Performance Index, Gifted Progress (Growth) and school and districts' performance with gifted identification and services provided to gifted students. This indicator was included in the Achievement Component in the previous accountability system and report cards but is now included within the Gap Closing Component. Anything that falls below the standard will require targeted assistance.
- **4- Year & 5-Year Graduation Rate-** This measures the percentage of students who successfully finish high school in four or five years. Anything below a "C" grade will require targeted assistance. Anything that falls below the standard will require targeted assistance.
- **Early Literacy-** If applicable, this component measures how reading improvement and proficiency for students in kindergarten through third grade. This component includes three different unrated measures that help provide a more complete picture of literacy achievement in schools and districts. The three measures are combined to create a single rating for the Early Literacy Component. The three measures are Proficiency in Third Grade Reading, Promotion to Fourth Grade, and Improving K-3 Literacy. Anything that falls below the standard will require targeted assistance.
- **College, Career, Workforce, and Military Readiness-** This component measures how prepared the graduating class from a district or building is to go on the postsecondary education, enter the workforce or join the armed forces. This component will not be included in the overall report card rating or rated as an individual component until the 2024-2025 school year or later. Anything that falls below the standard will require targeted assistance.

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- **Other Measures of Academic Success-** This may include:
 - End of Course Exams
 - Multi-Tiered System of Supports (MTSS) or Response to Intervention (RTI)
 - Discipline / Positive Behavioral Interventions & Supports (PBIS)
 - Other assessments conducted by the school (STAR, etc.)
 - Ohio Improvement Process (if applicable)
 - Assessments and interventions required by Third Grade Reading Guarantee (if applicable)
 - Incorporation of Common Core analytic understanding into Ohio's New Learning Standards
 - Mission-specific performance measures of academic success
 - Special Education Program
 - Comparison of student performance data of the home district building to which students would otherwise be assigned (suggested, and required upon request)
 - Post-secondary readiness , if applicable

Non-Academic Measures

The purpose of the non-academic framework is to establish and communicate the compliance-related standards by which BGSU will monitor and evaluate the School. Non-Academic measures include, but are not limited to:

- Mission and Vision Statements
- Student Discipline
- School Governance Performance
- Organizational and Operational Performance
- Legal Compliance
- Financial Performance and Sustainability

B. Technical Assistance, Interventions and Statutory Consequences

The technical assistance and interventions listed below provide guidance and notice for the types of intervention that BGSU may take if the School fails to perform satisfactorily in the areas reviewed as through the performance assessment framework or if the School does not meet its contract goals. BGSU will make attempts to both streamline and customize interventions based on the School's operational structure and mission. The interventions may occur as part of a Corrective Action Plan or independently.

Many of the interventions listed below require BGSU to provide technical assistance. BGSU has attempted to limit financial cost to the School for other interventions in which the School must pay for the intervention. The School should budget for a certain amount of expense due to required performance interventions, programs to collect data, and staff to assess and analyze performance data, as well as increased staff for tutoring or cure of deficiencies. All interventions will require follow-up, proof of cure, and adherence to cure. Typical interventions, remedies, or cures imposed by Sponsor may be, but are not limited to the following:

Mission and Vision Statements Interventions:

- BGSU technical assistance in reaching the mission of the school and to assess the ability of the school to realize its mission, which may include aspects of culture, parent satisfaction, or other visions stated but the school in its contracts, curriculum, or programming.
- BGSU assessment of leadership with the Board administration and mutual plan to correct weakness meeting the mission
- Outside coaching or training, research, observations, or remedies to meet stated goals, at school's cost
- Leadership training in area of desired goals, why they are not being reached, or how to reach them effectively, at school's cost
- Other tailored interventions based on the specific circumstances

Governance Interventions:

- BGSU technical assistance
- Targeted technical assistance in procedure, minutes, motions, notices, or similar governance matters
- Workout session held by BGSU
- Recommendations of BGSU to be followed by Board as to dysfunctions and options for resolving them
- Review and required changes of Code of Regulations, governance policies, or other rules or practices affecting governance
- Clear guidance written into policy and adheres to guidance, as to roles and responsibilities
- Required agreement of Board to dismiss board member or officer violating policy, law, procedure, rules, the code, or other customary good governance precepts
- Training using trainer suggested by or acceptable to BGSU, at school's cost
- Other tailored interventions based on specific circumstances

Fiscal or Financial Matters Interventions:

- BGSU technical assistance
- Enhanced and more accurate financial reports required, such as additional financial documentation, debt-to-asset ratios, cash flow analyses, requirements of debt to service coverage ratios, enrollment variances and withdrawal frequencies, requirement of minimum unrestricted cash and increased transparency enhancements for analytical purposes
- Compliance plans for recurring or material findings
- Contingency plans addressing potential shortfalls or other disruptive events
- Finance committee or finance expert on the board
- Pre-audit exercise with qualified treasurer consultant, at school's cost
- Independent training, at school's cost
- Other tailored interventions based on the specific circumstances

Special Education or Other Diverse Learning Needs Interventions:

- BGSU technical assistance, including but not limited to BGSU audit of files
- Legal review of practices and procedures targeted to issues discovered, at school's cost
- State audit of files and State training, at school's cost (if any cost required)

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- Training, at school's cost
 - Independent audit, at school's cost
 - Other tailored interventions based on specific circumstances

Academic Interventions:

- BGSU technical assistance
- Targeted assistance by BGSU as defined below
- Face-to-face meetings and increased reporting to BGSU on progress
- Checklists, plans to cure, periodic data reporting
- Revisions to One Needs Assessment (ONA) and One Plan (OP)
- Required academics or professional assistance
- Parent engagement to support students in academics, attendance and curriculum
- Curriculum Mapping
- Study of Ohio's New Learning Standards and/or the Next Generation of Assessments in Ohio
- OTES 2.0 OPES 2.0, OSCES or professionally drafted evaluations of staff, approved by BGSU
- Required training on the Ohio report card indicators or components
- Targeted coaching, at school's cost
- Targeted tutoring before or after school and/or weekends, at the school's cost

Targeted Academic Interventions and Assistance

Designation on the Ohio Local Report Card of a D or F in any measure, a drop of more than one grade level in any component or measure, or designation of "Does Not Meet Standards" for a dropout presentation and recovery school will trigger a targeted intervention for a School. BGSU may also require targeted intervention for any academic contract goal not met, as delineated in the Performance Framework attachment of the school contract.

The first step of that intervention will be the school's submission of all data which make up the measure, or components of the measure, and analysis as to which components have cause the grade of D or F. Reports on academic data for all measures and components of the Ohio Local Report Card will be required and submitted to BGSU within thirty days of receipt or failure to meet an academic contract goal. The School must list each component with all proof of accurate data to support it.

Also BGSU and the school's executive director or administrator(s) will work together to develop a Corrective Action Plan (CAP), which must be finalized within thirty (30) days of receipt of relevant data. The CAP must be reviewed by the School's Governing Authority prior to finalization.

All academic interventions will require a thorough understanding of weakness, based on data and tools recommended by BGSU, a thorough understanding of which measure and which component within a measure the weakness occurs, and the targeted plan to cure the particular weaknesses, whether it be Graduation Rate, K-3 Literacy Improvement, College, Career, Workforce, and Military Readiness, Achievement, Progress or Gap Closing, or any other measure now assessed or required to be assessed in the future.

Each plan to cure the weakness will require monthly reporting to BGSU with a narrative as to how the plan is achieving progress. If the plan shows lack of progress, after two months of data, the plan will be re-evaluated and changed, with either additional interventions or supplements to the existing interventions.

Non-Academic Contract Goal and Other Contract Violation Intervention and Assistance

BGSU will assess the School's progress toward meeting its non-academic contract goals, as delineated in the Performance Framework, as part of its annual evaluation and report to the School. If the School has failed to meet or is not on track toward meeting any of these contract goals, or if BGSU has identified any additional material weaknesses, BGSU will notify the School's Chief Administrative Officer/Director, Governing Authority President, and Operator, if applicable.

BGSU will also provide notification to the School's Chief Administrative Officer/Director, Governing Authority President, and Operator, if applicable, for all material contract violations or other violations of federal or state law, rules, or regulations, within ten (10) business days of actual knowledge of such a violation.

The School must cure the identified violation or weakness within thirty (30) days, or within a reasonable timeframe agreed upon with BGSU, depending on the nature of the circumstances. If the School has not presented adequate evidence of having cured the violation within this timeframe, BGSU will work with the School's Chief Administrative Officer or his/her designee to develop a CAP, which must be finalized within thirty (30) days. The CAP must be reviewed by the School's Governing Authority prior to finalization.

Once the CAP is finalized, the School must report to BGSU on a monthly basis with a narrative as to how the plan is achieving progress and any relevant data, if applicable. Should the School fail to make adequate or appropriate progress, the plan may be re-evaluated and changed, with either additional interventions or supplements to the existing interventions. Such progress reports must also be submitted to the School's Governing Authority.

Comments on Statutory Consequences

Notice: These samples in no way restrict BGSU from other action, but are merely examples for the school.

Probation may be used for any cause allowed by the code, including, but not limited to:

- Untimely submissions or lack of cooperation in submissions required by the State or BGSU for two or more times per year, or for over five business days
- Lack of compliance with laws or the contract
- Lack of progress on academics
- Any fiscal matters or any level of risk as determined by BGSU
- Governance, administrative, or minor financial issues that can be adequately corrected by a plan to cure acceptable to BGSU
- Potential or actual ethics or conflict violations

Suspension, which may lead to termination, is more likely to be used for matters such as, but not limited to:

- Health or safety matters
- Consistent lack of progress on academics
- Money owed to the state or its agencies, vendors, or BGSU that is delinquent, overextended, or may render insolvency
- Inability to make payroll
- Undisclosed debt or obligations

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- Lack of accuracy in, misrepresentation of, cheating or fraud in any reporting figures, data, or testing results that is not corrected within timeframes allowed by law or which create financial, reputational, governance or academic risk
 - Other matters of non-compliance, the magnitude or risk of which may be assessed by BGSU as good cause or allowed by the code
 - Uncorrected or actual ethics or conflict violations
 - Inability or lack of progress to meet the terms of the contract, laws, rules, regulations, requirements, or reasonable request of BGSU geared to correct deficiencies

Permanent closure may occur by statute. The requirements for automatic closure are different for general curriculum schools, drop-out recovery schools and schools in which a majority of the enrolled students are children with disabilities receiving special education and related services. Each school must know the current statutory requirements for automatic closure law.

Permanent closure may also occur by BGSU action, such as a school not being renewed for academic or fiscal reasons.

Closure may also occur by the Health Department or by the Department of Education and Workforce (DEW) under certain circumstances. Please ask for legal advice so you know under what circumstances your school may be closed. At the time, the statutes and various types of testing and reporting change regularly. With that being said, it is necessary to research the details and consult with legal counsel.

C. School-Specific Performance Goals and Measures

This section of Attachment 11.6 provides the academic, financial, and organizational/operational goals and performance measures by which BGSU will evaluate the School. Goals must be clear, specific, targeted, measurable, and rigorous. The goals must include a level or rate of increase, and they must include subgroup targets. The School recognizes that these goals may be revised if the make-up of the School (grades served, etc.) significantly changes or if the standards by which the School is evaluated by the State change. Schools should include specific annual and over-the-contract-term metrics and targets for each measure.

BGSU will review the School's progress toward performance goals during site visits and through data submission on a periodic basis throughout the school year. From time to time, BGSU may request evidence or other documentation showing progress or efforts toward attaining contract goals. If progress is not evident or if it is insufficient, BGSU may, at its discretion, require additional targeted assistance or intervention. If a particular goal is no longer applicable or realistic, BGSU may request that the School submit revised goals by which the School will be evaluated in renewal or termination decisions. The School agrees to submit such revised goals no later than three weeks after BGSU's request.

**Performance Accountability Framework
Attachment 11.6**

School Name	Toledo School for the Arts
School IRN	133942
Building Director	Rob Koenig
Building Principal	Letha Ferguson
Board President	Olivia Summons
Contract Term Dates	July 1, 2024 - June 30, 2029
School Mission	Toledo School for the Arts serves as an inclusive community where learning is rigorous, creativity is cultivated, and the individual is celebrated.

Section I- Performance on the State Report Card Component

Bowling Green State University (BGSU) will use data reported by the Ohio School Report Card to analyze school performance on state-mandated assessments. All applicable measures and indicators of student performance on the report card will receive a rating based on performance. To successfully meet the target for measure and indicator, the school must be rated *Meets Standards* or higher.

School Academic Performance on the Traditional Ohio School Report Card				
Academic Indicators	Exceeds Standard (6 points)	Meets Standard (4 points)	Approaches Standard (2 Points)	Falls Below Standard (0 points)
Overall Rating	4 - 5 Stars	3 – 3.5 Stars	2 – 2.5 Stars	1 – 1.5 Stars
Achievement Component	4 - 5 Stars	3 – 3.5 Stars	2 – 2.5 Stars	1 – 1.5 Stars
Performance Index	≥80% of maximum score	≥70% but < 80% of maximum score	≥50% but < 70% of maximum score	< 50% of maximum score
Progress Component	4 - 5 Stars	3 – 3.5 Stars	2 – 2.5 Stars	1 – 1.5 Stars
Gap Closing Component	4 - 5 Stars	3 – 3.5 Stars	2 – 2.5 Stars	1 – 1.5 Stars
Chronic Absenteeism		Met		Not Met
Gifted Performance	N/A	N/A	N/A	N/A
Graduation Component	4 - 5 Stars	3 – 3.5 Stars	2 – 2.5 Stars	1 – 1.5 Stars
4-Year Graduation Rate	≥93.5%	≥90% but < 93.5%	≥84% but < 90%	< 84%
5-Year Graduation. Rate	≥ 93.5%	≥90% but < 93.5%	≥84% but < 90%	< 84%
Early Literacy Component	NA	NA	NA	NA
Proficiency in 3 rd Grade	NA	NA	NA	NA
Promotion to 4 th Grade	NA	NA	NA	NA
Improving K-3 Literacy	NA	NA	NA	NA
College, Career, Workforce, and Military Readiness	4 - 5 Stars	3 – 3.5 Stars	2 – 2.5 Stars	1 – 1.5 Stars
PBIS		Yes		No
Performance Index vs. Similarly Situated Local Schools	Exceeds performance index average gathered from two (2) similar schools in the local market	Meets performance index average gathered from two (2) similar schools in the local market	Meets performance index gathered from one (1) similar school in the local market	Falls below performance index gathered from two (2) similar schools in the local market
Horizon Science Academy Toledo: Start High School:				

Section II- Academic Achievement Targets & Metrics Component

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

School Academic Achievement Targets & Metrics						
Measure Domain	Assessment	Grades	Exceeds the Standard (6 points)	Meets the Standard (4 points)	Approaches the Standard (2 points)	Falls Below the Standard (0 points)
Achievement	Schools locally administered norm-referenced assessment Reading/ELA (STAR)	6 th -8 th	50% at or above grade level on schools locally administered norm-referenced assessment	41-49% at or above grade level on schools locally administered norm-referenced assessment	30-40% at or above grade level on schools locally administered norm-referenced assessment	< 30% at or above grade level on schools locally administered norm-referenced assessment
Achievement	Schools locally administered norm-referenced assessment Math (STAR)	6 th -8 th	50% at or above grade level on schools locally administered norm-referenced assessment	41-49% at or above grade level on schools locally administered norm-referenced assessment	30-40% at or above grade level on schools locally administered norm-referenced assessment	< 30% at or above grade level on schools locally administered norm-referenced assessment
Achievement	Algebra I EOC pass rates	9 th -12 th	70-100% of students pass EOC exam in Algebra I	50-69% of students pass EOC exam in Algebra I	40-49% of students pass EOC exam in Algebra I	< 40% of students pass EOC exam in Algebra I
Achievement	American US Government EOC pass rates	9 th -12 th	70-100% of students pass EOC exam in American US Government	50-69% of students pass EOC exam in American US Government	40-49% of students pass EOC exam in American US Government	< 40% of students pass EOC exam in American US Government
Achievement	American US History EOC pass rates	9 th -12 th	70-100% of students pass EOC exam in American US History	50-69% of students pass EOC exam in American US History	40-49% of students pass EOC exam in American US History	< 40% of students pass EOC exam in American US History
Achievement	Biology EOC pass rates	9 th -12 th	70-100% of students pass EOC exam in Biology	50-69% of students pass EOC exam in Biology	40-49% of students pass EOC exam in Biology	< 40% of students pass EOC exam in Biology
Achievement	English Language Arts II EOC pass rates	9 th -12 th	70-100% of students pass EOC exam in ELA II	50-69% of students pass EOC exam in ELA II	40-49% of students pass EOC exam in ELA II	< 40% of students pass EOC exam in ELA II
Achievement	Geometry EOC pass rates	9 th -12 th	70-100% of students pass EOC exam in Geometry	50-69% of students pass EOC exam in Geometry	40-49% of students pass EOC exam in Geometry	< 40% of students pass EOC exam in Geometry
Achievement	Credit Earning Rate	9 th -12 th	The average credit earning rate for HS students is 90-100%	The average credit earning rate for HS students is 80-89%	The average credit earning rate for HS students is 60-79%	The average credit earning rate for HS students is below 60%

Section III- Academic Growth Component

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

School Academic Growth Targets & Metrics							
Measure Domain	Assessment	Grades	Overall Goal	Exceeds the Standard (6 points)	Meets the Standard (4 points)	Approaches the Standard (2 points)	Falls Below the Standard (0 points)
Locally Administered Norm-Referenced Assessment:		STAR Reading					
Growth	Schools locally administered norm-referenced assessment Reading	6 th -8 th	Students grow 1.0 or more in grade equivalency from the beginning of year to end of year administration	80-100%	50-79%	40-49%	< 40%
Locally Administered Norm-Referenced Assessment:		STAR Math					
Growth	Schools locally administered norm-referenced assessment Math	6 th -8 th	Students grow 1.0 or more in grade equivalency from the beginning of year to end of year administration	80-100%	50-79%	40-49%	< 40%
Identified Subgroup	Students with Disabilities	Identified Subject	Math	Locally Administered Norm-Referenced Assessment			STAR
Growth	Schools locally administered norm-referenced assessment Subgroup	6 th -8 th	Students grow 1.0 or more in grade equivalency from the beginning of year to end of year administration in Reading/ELA or Math	80-100%	50-79%	40-49%	< 40%

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

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

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

School Governance Performance Targets and Metrics

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

Performance Accountability Framework Attachment 11.6 – Measurable SMART Goal

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

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

Compliance/Organizational/Operational Performance Targets and Metrics					
Measure Domain	Goal	Exceeds the Standard (6 points)	Meets the Standard (4 points)	Approaches the Standard (2 points)	Falls Below the Standard (0 points)
Legal Compliance	On-time Records Submission	School is compliant for 100% of ORC/OAC required items	School is compliant for 94-99% of ORC/OAC required items	School is compliant for 90-93% of ORC/OAC required items	School is compliant for less than 90% of ORC/OAC required items
Legal Compliance	Accuracy of Records Submission	School is compliant for 100% of ORC/OAC required items	School is compliant for 94-99% of ORC/OAC required items	School is compliant for 90-93% of ORC/OAC required items	School is compliant for less than 90% of ORC/OAC required items
Legal Compliance	Five-Year Forecast Submission		November & May forecasts approved and submitted on-time	November & May forecasts approved and submitted 1-15 days after deadline	November & May forecasts approved and submitted 16 or more days after deadline
Legal Compliance	Annual Budget		Annual Budget approved and submitted on-time	Annual Budget approved and submitted 1-15 days after deadline	Annual Budget approved and submitted 16 or more days after deadline
Legal Compliance	Annual Report		School Annual Report submitted AND made available to parents by the due date		School Annual Report not submitted OR not made available to parents by the due date

Measure Domain	Goal	Exceeds the Standard (6 points)	Meets the Standard (4 points)	Approaches the Standard (2 points)	Falls Below the Standard (0 points)
Legal Compliance	Emergency Management Plan		Emergency management plan approved and current		Emergency management plan not submitted on time, approved or expired
Student Discipline 6-8	The school will show an overall decrease in out-of-school suspensions (OSS) from the previous school year. The percent will be calculated using the total number of suspension incidents divided by the total student enrollment.	OSS has decreased by 50% or more from the previous school year.	OSS has decreased from the previous school year.	OSS remains the same from the previous school year.	OSS increased from the previous school year.
Student Discipline 9-12	The school will show an overall decrease in out-of-school suspensions (OSS) from the previous school year. The percent will be calculated using the total number of suspension incidents divided by the total student enrollment.	OSS is decreased by 50% or more from the previous school year.	OSS is decreased from the previous school year.	OSS remains the same from the previous school year.	OSS increased from the previous school year.
Mission Specific	At least 75% of TSA students will meet the statewide proficient score on the Business of Arts and Communications WebXam.	School shows evidence of exceeding mission-specific contract SMART goal	School shows evidence of meeting mission-specific contract SMART goal	School shows evidence of meeting some, but not all, of its mission-specific contract SMART goal	Evidence of meeting mission-specific SMART goals is not provided, or school is not meeting the goal