

**MODIFICATION NO. 10
TO OHIO COMMUNITY SCHOOL CONTRACT
BY and BETWEEN
Educational Service Center of Lake Erie West (“Sponsor” or “ESCLEW”)
AND
Menlo Park Academy (“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, 2011; 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 “3313.614, 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.”

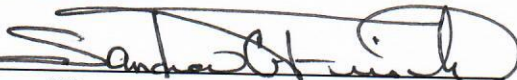
The rest of Section 11.15 remains as originally written in the Contract.

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**

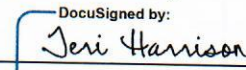
By: 
(Signature)

Its: Superintendent

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

Date: 1-12-2021

**Governing Authority of
Menlo Park Academy**

By: 
(Signature)

Its: President

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

Date: 12/23/2020

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.

SECTION 250
ATTENDANCE

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 Policy 252 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 physical illness that prevents attendance at School (at the discretion of the Principal or his/her designee, a written statement from a physician may be required).
2. Personal mental illness such that the student will not benefit from instruction (at the discretion of the Principal or his/her designee, a written statement from a physician/mental health professional may be required).
3. Illness in the family necessitating the presence of the child (at the discretion of the Principal or his/her designee, a written statement from a physician and an explanation as to why the child's absence was necessary may be required).
4. Quarantine of the home (absence will be excused for the duration of the quarantine as determined by proper health officials).
5. Death in the family (absence will be excused for no more than eighteen (18) hours unless the Principal or his/her designee determines that a longer absence is reasonably necessary).
6. Medical or dental appointments (at the discretion of the Principal or his/her designee, a written statement from a physician confirming the appointment may be required).
7. Observance of religious holidays consistent with the child's truly held religious beliefs.
8. College or university visits (at the discretion of the Principal or his/her designee, verification of the date and time of the visit may be requested).
9. Absence due to a placement in or changes to a foster care placement or any court proceeding related to a student's foster care status.
10. Absences due to a student being homeless.
11. The existence of an emergency condition at home such as absence, illness, or death of the parent.
12. Necessary work in a family business or on a family farm (after proof of necessary absence is provided to the Principal or his/her designee).

13. Necessary work directly and exclusively for a child's parent, if the child is over the age of fourteen (14) and has been in regular attendance at school during the current school year (after proof of necessary absence is provided to the Principal or his/her designee).
14. Instruction at home from a person qualified to teach the branches of education in which instruction is required, and such additional branches, as the advancement and needs of the child may require (after adequate certification of home instruction has been provided to the Principal or his/her designee).
15. An emergency or set of circumstances which in the judgment of the School constitutes a good and sufficient cause for absence.
16. 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.

Excuses from future school attendance:

1. Shall be limited to a period not to exceed thirty (30) school hours and can be renewed at the discretion of the Superintendent or his/her designee for thirty (30) additional hours. Absences shall not exceed sixty (60) consecutive hours unless the child's parent has recently died or become totally or partially incapacitated and there is no older sibling living in the home who is out of school. At the discretion of the Superintendent or his/her designee, a written statement from a physician may be required.
2. May not materially endanger the child's educational welfare and scholastic advancement.

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 Voluntary 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 Superintendent 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 Superintendent or his/her designee shall notify 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 Superintendent 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 Superintendent 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 (2) 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 Superintendent 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 is more than five (5) minutes late for School or for a class. If a student misses more than half a class, the student will be marked absent for the class. When tracking hours of missed instruction for excessive absence and truancy purposes, the School shall (select one):

- Track tardiness and early dismissals to the nearest hour of missed instruction for each instance of tardiness or early dismissal per day (e.g., if a student is thirty-five (35) minutes tardy to school and leaves school forty-five (45) minutes early, the student shall be counted as absent for two (2) hours of that day).
- Track tardiness and early dismissal times based on the precise amount of missed instruction, tracked to the nearest minute (e.g., if a student is thirty-five (35) minutes tardy to school and leaves school forty-five (45) minutes early, the student shall be counted as absent for eighty (80) minutes of that day).
- Track tardiness and early dismissals to the nearest _____ minutes (not to exceed sixty (60) minutes) 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 non-medical 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 ("AIT 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 report card.

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 AIT 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 AIT 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 AIT 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 AIT 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; R.C. 2151.27; R.C. 3314.03(A)(6); R.C. 3314.11; R.C. 3321.01; R.C. 3321.041; R.C. 3321.13-.191; O.A.C. 3301-69-02.

Updated 11/21/19

The Board believes in the importance of trying to decrease the number of missing children. Therefore, efforts will be made to identify possible missing children and notify the proper adults or agencies.

At the time of his/her initial entry to school, a student, or if the student is a minor, a parent, shall present to the person in charge of admission (1) any records given to him/her by the elementary or secondary school she/he most recently attended (2) a certified copy of an order or decree, or modification of such an order or decree allocating parental rights and responsibilities for the care of the pupil and designating a residential parent and legal custodian of the pupil, if applicable; and (3) a certification of birth* issued pursuant to Section 3705.05 of the Ohio Revised Code or a comparable certificate or certification issued pursuant to the statutes of another state, territory, possession, or nation. Within twenty-four (24) hours of the student's entry into the school, a school official shall request the student's official records from the elementary or secondary school the student most recently attended. If the school the student claims to have most recently attended indicates that it has no records of the student's attendance or the records are not received within fourteen (14) days of the date of request, or the student does not present a certification of birth or comparable certificate or certification from another state, territory, possession, or nation, the Principal or his/her designee shall notify the law enforcement agency having jurisdiction in the area where the student resides of this fact and of the possibility that the student may, be a missing child, as this term is defined in Section 2901.30 of the Ohio Revised Code.

If the School receives notification from a law enforcement agency that it has made a missing child report for a current or a former student, then the School must mark the student's records so that whenever a copy of, or information regarding the records is requested, any School official responding to the request is alerted that the records are those of a reported missing child. In addition, when a request of records or information is received, the person in charge of admission must immediately report the request to the law enforcement agency that notified the School that the student might be a missing child. When forwarding a copy of, or information from the student's records in response to a request, the School must do so in such a way that the receiving school is not able to discern that the student's records are marked. The School must retain the mark in the records until notified that the student is no longer a missing child, at which time the School must remove the mark from the student's records in such a way that it would be impossible to tell that the records were ever marked. See **Appendix 252-A** for the Missing Child Reporting and Marking Form.

The School will immediately give notice to the Ohio Attorney General's missing children clearinghouse and the law enforcement agency where the missing child resides if the School becomes aware that any missing child might be in attendance at the School. To the extent that it can, the School will also assist parents in the case of a missing student by coordinating with local law enforcement and the missing children clearinghouse.

The School has established an informational program for students, parents, and community members relative to missing children issues, which is available from the School upon request, including information regarding the fingerprinting program, if applicable. The School's informational program is based on assistance and materials provided by the Ohio Attorney General's missing child education program and resources available from the National Center for Missing and Exploited Children.

The primary responsibility for a student's attendance at School rests with his/her parent. A parent must notify the School on the day a student is absent unless previous notification has been given in accordance

with school procedure for excused absences.

The procedure for absences is as follows:

1. A parent must call or email the School to inform the School that his/her child or children will be absent from School. This phone call should take place within the first hour that School is in session or as soon as practicable.
2. If a parent fails to call or email the School, the school's attendance officer or his/her designee will contact the parent or other person having care of the student to inform him/her of the student's absence. This contact shall occur within one hundred twenty minutes (120) after the beginning of each school day. Attempted contact shall be made one of the following ways:
 - (a) A telephone call placed in person;
 - (b) An automated telephone call via a system that includes verification that each call was actually placed, and either the call was answered by its intended recipient or a voice mail message was left by the automated system relaying the required information;
 - (c) A notification sent through the school's automated student information system;
 - (d) A text-based communication sent to the parent's or other emergency contact's electronic wireless communications device;
 - (e) A notification sent to the email address of the parent or other emergency contact; or
 - (f) A visit, in person, to the student's residence of record.

A community school, community school governing authority, or community school employee is not liable for damages in a civil action for injury, death, or loss to person or property allegedly arising from a community school employee's good faith efforts to comply with parental notification procedures.

Parents or other responsible persons shall provide the School with their current home and/or work telephone numbers and home addresses, as well as emergency telephone numbers for such purposes.

Parental notification is not necessary when students are absent with legitimate excuse, to students who are in home-based, online, or internet- or computer-based instruction, or to students who were not expected to be in attendance at a particular school building due to the student's participation in off-campus activities, including participation in a college credit plus program.

*May substitute any of the following documents for a birth certificate: 1) a passport or attested transcript showing the date and place of birth of the child; 2) an attested transcript of a birth certificate; 3) an attested transcript of a baptism certificate or other religious record showing the date and place of birth of the child; 4) an attested transcript of a hospital record showing date and place of birth, or 5) a birth affidavit.

R.C. 109.65; R.C. 3313.96; R.C. 3313.672; R.C. 3321.141. **Appendix 252-A Missing Child Reporting and Marking Form and Appendix 252-B Missing Child Educational Program.**

Updated 6/20/19

The School recognizes the advantage to both parents and law enforcement agencies of a means of identifying children who have become lost or have been abducted. Accordingly, the School may cooperate with legal law enforcement agencies in the voluntary fingerprinting of students enrolled at the School.

Prior to the first day of August each school year, the School may adopt a plan that requires students to access and complete classroom lessons posted on the School's website in order to make up hours in that School year on which it is necessary to close the School for any of the following reasons:

- (1) Disease epidemic;
- (2) Hazardous weather conditions;
- (3) Law enforcement emergencies;
- (4) Inoperability of school buses or other equipment necessary to the school's operation;
- (5) Damage to the school building; or
- (6) Other temporary circumstances due to utility failure rendering the school building unfit for school use.

A plan adopted by the School shall provide for making up any number of hours, up to a maximum of the equivalent of three days. Each plan must provide for the following:

- (1) Not later than the first day of November of the school year, each classroom teacher shall develop a sufficient number of lessons for each course taught by the teacher that school year to cover the number of make-up hours specified in the plan. The teacher shall designate the order in which the lessons are to be posted on the School's web site in the event of a school closure.
- (2) To the extent possible and necessary, a classroom teacher shall update or replace, based on current instructional progress, one or more of the lesson plans before they are posted on the web site.
- (3) As soon as possible after a school closure, a school employee responsible for web site operations shall make the designated lessons available to students on the School's site. A lesson shall be posted for each course that was scheduled to meet during the hours of the closure.
- (4) Each student enrolled in a course for which a lesson is posted on the site shall be granted a two-week period from the date of posting to complete the lesson. The student's classroom teacher shall grade the lesson in the same manner as other lessons. The student may receive an incomplete or failing grade if the lesson is not completed on time.
- (5) If a student does not have access to a computer at the student's residence and the plan does not include "blizzard bags" (see below), the student shall be permitted to work on the posted lessons at the school after the student's school reopens. If the lessons were posted prior to the reopening, the student shall be granted a two-week period from the date of the reopening, rather than from the date of posting as otherwise required. The School may provide the student access to a computer before, during, or after the regularly scheduled school day or may provide a substantially similar paper lesson in order to complete the lessons.

Blizzard Bags

In addition to posting classroom lessons online, the School may include in the plan distribution of “blizzard bags” which are paper copies of the lessons posted online. If the School opts to use blizzard bags, teachers shall prepare paper copies in conjunction with the lessons to be posted online and update the paper copies whenever the teacher updates the online lesson plans. The plan must specify the method of distribution of blizzard bag lessons, which may include, but not be limited to, requiring distribution by a specific deadline or requiring distribution prior to anticipated school closure as directed by School Director.

R.C. 3313.482; 3314.08



Performance Accountability Framework Attachment 11.6

School Name:	Menlo Park Academy
School IRN#:	000318
Building Principal/Director	Tara Schmitt
Board President	Teri Harrison
Start Date of Current Contract	July 1, 2011
End Date of Current Contract	June 30, 2021
Management Company	N/A
School Mission:	Menlo Park Academy is a public school that nurtures gifted children through an exemplary program and rewarding experiences which develop the whole child.

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	11.5%
ACTUAL	NA	TBD	
RATING	NA	NA	

EXPLANATION OF GOAL/ STRATEGIES TO MEET THIS GOAL

EXPLANATION OF GOAL	
STRATEGIES USED TO DECREASE CHRONIC ABSENTEEISM	<p><u>We will measure and monitor progress by:</u></p> <ol style="list-style-type: none"> 1. Meeting bi monthly to review student attendance and tardy rates (Director and Counselor) 2. Identify students whose attendance and tardies are above the state guidelines 3. Send letters to parents informing them of the issue 4. If problem continues, request parent meeting to discuss issue <p>Counselor meets with MS students to encourage attendance.</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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A.02	ACADEMIC PERFORMANCE STANDARD		PERFORMANCE INDEX
<p>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.</p> <p>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.</p>			
	2017-2018	2018-2019	2019-2020
GOAL	100 pts. or better, 84% or better (Set by sponsor)	<u>PI Points:</u> 111.2 points or better, 92.7% or better <u>Movement:</u> -Reduce the number of students scoring Basic by 50%. -Reduce the number of students scoring Limited to less than 5.	107 points or better, <u>Movement:</u> -Reduce the number of students scoring Basic by 50%. -Reduce the number of students scoring Limited to less than 5.
ACTUAL	108.8 points, 90.7%	107.173 points 89.3%	
RATING			
EXPLANATION OF GOAL/STRATEGIES TO MEET THIS GOAL			
EXPLANATION OF GOAL	We want to remain one of the top PI scores in the state, with a focus on reducing the number of students scoring basic.		
STRATEGIES TO MEET THE GOAL	<p><u>We will measure and monitor progress by:</u></p> <ol style="list-style-type: none"> 1. Analyzing MAP Student Growth Data from Fall to Winter and determine which students achieved their growth goal <ol style="list-style-type: none"> a. After the analysis, meet with each team to discuss strategies and/or interventions for students who did not meet their growth goal 2. Tracking progress via current grades of students receiving interventions through team meetings. 3. Ensure students are all accounted for correctly in data sets. 		
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.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	95% or higher (Set by sponsor)	90% or higher Target Content Area and Grade: 8 th Grade ELA	19/20
ACTUAL	85%	95%	
RATING			

EXPLANATION OF GOAL/STRATEGIES TO REACH THIS GOAL

EXPLANATION OF GOAL	Menlo met 19 out of 20 indicators last year. We feel that is an attainable goal and plan to continue to meet it.
STRATEGIES TO INCREASE THE NUMBER OF INDICATORS MET	<p><u>We will measure and monitor progress by:</u></p> <ol style="list-style-type: none"> 1. Analyzing MAP Student Growth Data from Fall to Winter and determine which students achieved their growth goal <ol style="list-style-type: none"> a. After the analysis, meet with each team to discuss strategies and/or interventions for students who did not meet their growth goal 2. Tracking progress via current grades of students receiving interventions through team meetings.

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

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

END OF YEAR PERFORMANCE SUMMARY:			

A.04	ACADEMIC PERFORMANCE STANDARD	PROGRESS	
<p>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.</p> <p>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.</p>			
	2017-2018	2018-2019	2019-2020
GOAL	B (Set by sponsor)	Overall: D Individual Measure-Gifted:D	Overall: D Individual Measure-Gifted:D
ACTUAL	Overall: F Individual Measure-Gifted: F	Overall: F Individual Measure-Gifted: F	
RATING			
EXPLANATION OF GOAL/STRATEGIES TO REACH THIS GOAL			
EXPLANATION OF GOAL	Although we feel that the individual measure for gifted does not adequately reflect the growth and success of our students, we will use their MAP data to tailor support of their continued growth. Our goal is to move from an F to a D in the individual measure for gifted students, recognizing the challenges of using standardized assessments to show significant growth for students who are already performing above age and grade national norms.		
STRATEGIES TO MEET THIS GOAL	<p><u>We will measure and monitor progress by:</u></p> <ol style="list-style-type: none"> 1. Analyzing MAP Student Growth Data from Fall to Winter and determine which students achieved their growth goal <ol style="list-style-type: none"> a. After the analysis, meet with each team to discuss strategies and/or interventions for students who did not meet their growth goal 2. Tracking progress via current grades of students receiving interventions through team meetings. 		
THE SECTIONS BELOW WILL BE COMPLETED BY THE REGIONAL TECHNICAL ASSISTANCE EDUCATOR			
MONTH	EVIDENCE PRESENTED BY SCHOOL	TECHNICAL ASSISTANCE	PROGRESS MADE YES OR NO

END OF YEAR PERFORMANCE SUMMARY:			

A.05	ACADEMIC PERFORMANCE STANDARD	GAP CLOSING
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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
GOAL	95%	95% Target Content Area: ELA	90% Target Content Area: ELA
ACTUAL	100%	89.9%	
RATING			

EXPLANATION OF GOAL/STRATEGIES TO REACH THIS GOAL

EXPLANATION OF GOAL	We have consistently exceeded the state’s goals for gap closing and we expect to do so again. Our percentage of 89.9% from last year does not adequately reflect that we exceed the state goal for each subgroup. Our value added score seems to have brought down that percentage, as it is used to factor the Gap Closing percent. We are addressing the Value Added goals elsewhere. So although we plan to meet or exceed the state’s goals for Gap Closing, a 90% seems attainable based on the state’s formula, which uses the Value Added grade.
STRATEGIES TO MEET THIS GOAL	<u>We will measure and monitor progress by:</u> 1. Analyzing MAP Student Growth Data from Fall to Winter and determine which students achieved their growth goal a. After the analysis, meet with each team to discuss strategies and/or interventions for students who did not meet their growth goal 2. Tracking progress via current grades of students receiving interventions through team meetings.

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

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

END OF YEAR PERFORMANCE SUMMARY:			

A.06	ACADEMIC PERFORMANCE STANDARD	GRADUATION RATE
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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
GOAL	NR	NR	NR
ACTUAL	NR	NR	NR
RATING			

EXPLANATION OF GOAL/ STRATEGIES TO REACH THIS GOAL

EXPLANATION OF GOAL	
STRATEGIES USED TO MEET THIS GOAL	

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

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

END OF YEAR PERFORMANCE SUMMARY:

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A.07	ACADEMIC PERFORMANCE STANDARD	IMPROVING AT-RISK K-3 READERS
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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
GOAL	NR	NR	NR
ACTUAL	NR	NR	NR
RATING			

EXPLANATION OF GOAL/ STRATEGIES TO REACH THIS GOAL

EXPLANATION OF GOAL	
STRATEGIES USED TO MEET THIS GOAL	

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

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

END OF YEAR 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	NR	NR	NR
ACTUAL	NR	NR	NR
RATING			

EXPLANATION OF GOAL/ STRATEGIES TO REACH THIS GOAL

EXPLANATION OF GOAL:	
STRATEGIES USED TO MEET THIS GOAL	

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

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

END OF YEAR PERFORMANCE SUMMARY:

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A.09	ACADEMIC PERFORMANCE STANDARD	OTHER ACADEMIC MEASURE
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Schools must identify a nationally recognized assessment utilized to gather data regarding academic progress. Although many assessments are available, one that has been recognized as reliable and valid by the education community is recommended. Assessments may be given as a full battery, or sub-tests may be chosen for this standard.

Goals set for this standard must include the name of the assessment and the expected increase. In the "Explanation..." box, you will include a brief description of the assessment, the metrics used to determine growth, and the increase you intend to see. In the "Strategies..." box you will list specific strategies being utilized to impact the positive change.

	2017-2018	2018-2019	2019-2020
GOAL	55% Meet or Exceed their growth goal	60% Meet or Exceed their growth goal Assessment used: MAP	60% Meet or Exceed their growth goal Assessment used: MAP
ACTUAL	58%	64%	
RATING			

EXPLANATION OF GOAL/ STRATEGIES TO REACH THIS GOAL

EXPLANATION OF GOAL:	The MAP is a responsive and personalized assessment that dynamically adjusts to student performance and provides data through multiple assessments to demonstrate student growth. We expect to see an overall increase in students meeting their goals.
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STRATEGIES USED TO MEET THIS GOAL	<p><u>We will measure and monitor progress by:</u></p> <ol style="list-style-type: none"> 1. Analyzing MAP Student Growth Data from Fall to Winter and determine which students achieved their growth goal <ol style="list-style-type: none"> a. After the analysis, meet with each team to discuss strategies and/or interventions for students who did not meet their growth goal 2. Tracking progress via current grades of students receiving interventions through team meetings.
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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:



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	NR	NR	increase growth of 2%
ACTUAL	NR	NR	
RATING	NR	NR	
EXPLANATION OF GOAL/ STRATEGIES TO REACH THIS GOAL			
EXPLANATION OF GOAL	We hope to show increased growth in our gifted student population using MAP growth measures.		
STRATEGIES USED TO MEET THIS GOAL	Last year 65% of our students met their growth goal and we hope to raise that by 2% this year through responsive analysis of their winter score an adding a spring assessment to track a year's worth of growth since fall.		
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
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In order to evaluate performance data for a given school, it is often useful to consider how similar schools compare on the same data.

The method for use on Ohio’s Local Report Cards starts with any given district and identifies up to 20 districts that are most similar according to six criteria. Statistically speaking, these are the "nearest neighbors" of the selected district. Recognizing that community schools are unique, goals in this area should identify performing at rates “higher or equal to” at least two “similar” schools in one (each) of the following areas reported on the LRC: Performance Index; Progress; Gap Closing; Improving at-risk K-3 Readers; or Graduation Rate. “Similar” schools should be comparable in percent poverty, and percent minority students.

Goals set for this standard must identify the two areas for comparison and the verbiage “higher than or equal to”. In the chart below, “similar schools” will be listed in the far left column with the data to show similarity (percent poverty and percent minority student) Next, you will enter the LRC data to show comparability (your choice of two LRC measures).

	2017-2018	2018-2019	2019-2020
GOAL		MPA’s Performance index will be higher than or equal to the PI of Ottawa Hills Elementary School. MPA: 108.8 for 17-18 Ott.: 107.9 for 17-18 MPA Goal: 111.2	Menlo Park Academy will perform higher or equal to Sycamore Community City in performance index. Menlo Park Academy will perform higher than or equal to Avon Local in performance index.
ACTUAL		MPA:107.173 Ott: 117.333	
RATING			

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

	% POVERTY *(free & reduced)	% MINORITY	YOUR CHOICE OF LRC CATEGORY	YOUR CHOICE OF LRC CATEGORY
Menlo Park Academy	20.0	45.0		
Sycamore Community	14.7	36.5	Performance index	Progress
Avon Local	11.6	16.9	Performance index	Gap closing

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

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

END OF YEAR PERFORMANCE SUMMARY:			

NA.01	NON-ACADEMIC PERFORMANCE STANDARD	MISSION SPECIFIC GOAL	
State the School's Mission: Menlo Park Academy is a public school that nurtures gifted children through an exemplary program and rewarding experiences which develop the whole child.			
	2017-2018	2018-2019	2019-2020
GOAL		30% of staff know what EF is and how to teach it, per pre-program survey results. By the end of the 18-19 school year, 100% of the staff will know what EF is and how to teach it, per post program survey results. 10% of students know what EF is, per pre-program survey results. By the end of the 18-19 school year, 100% of the students will know what EF is, per post-program survey results.	To provide each student at least one experiential learning opportunity that takes place outside of the classroom.
ACTUAL		TBD	
RATING			
DESCRIPTION OF MEASURE AND MONITORING STRATEGY			
EXPLANATION OF GOAL	A central component of Menlo's mission is to give students a rich experiential educational experience. Ensuring our students have ample experiences outside the classroom will help meet our goal of developing the whole child by providing opportunities for them to experience cultural and educational experiences within a variety of contexts..		
STRATEGIES USED TO MEET THIS GOAL	Leveraging resources in the community and taking advantage of opportunities for musical, theatrical, and educational experiences. .		
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.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	90%	90%	90%
ACTUAL	86%	82.6%	
RATING			
DESCRIPTION OF MEASURE AND MONITORING STRATEGY			
EXPLANATION OF GOAL	We will collect this data via an online survey and will then use that data and feedback to inform board and staff retreats to review the school's strategic goals and vision and then adjust the operational delivery of those goals as necessary.		
STRATEGIES USED TO MEET THIS GOAL	<p><u>We will measure and monitor progress by:</u></p> <ol style="list-style-type: none"> 1. Administering the Annual survey to parents 2. Analyzing the results 3. Set goals based on results 4. Communicate goals to parents and community 5. Solicit feedback on progress of goals 6. Start the cycle again in June 2020. 		
THE SECTIONS BELOW WILL BE COMPLETED BY THE REGIONAL TECHNICAL ASSISTANCE EDUCATOR			
MONTH	EVIDENCE PRESENTED BY SCHOOL	TECHNICAL ASSISTANCE	PROGRESS MADE YES OR NO
END OF YEAR PERFORMANCE SUMMARY:			



NA.03	NON-ACADEMIC PERFORMANCE STANDARD		GOVERNING BOARD PERFORMANCE
<p>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.</p> <p>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.</p>			
	2017-2018	2018-2019	2019-2020
GOAL		80% Attendance Rate of Board Members at Meetings and Work Sessions	80% Attendance Rate of Board Members at Meetings and Work Sessions
ACTUAL		TBD	
RATING			
DESCRIPTION OF MEASURE AND MONITORING STRATEGY			
EXPLANATION OF GOAL	We are thankful for the time and commitment that our volunteer Board members offer in service to the governance of Menlo Park Academy. Recognizing that they all have busy lives, but that they have a commitment to their role as Board members, we are setting a goal of 80% attendance by each member for all Board meetings and working sessions for the 2019-2020 school year.		
STRATEGIES USED TO MEET THIS GOAL	<p><u>We will measure and monitor progress by:</u></p> <ol style="list-style-type: none"> 1. Recording attendance of Board Members at Board Meetings 2. Recording attendance of Board Members at Work Sessions 		
THE SECTIONS BELOW WILL BE COMPLETED BY THE REGIONAL TECHNICAL ASSISTANCE EDUCATOR			
MONTH	EVIDENCE PRESENTED BY SCHOOL	TECHNICAL ASSISTANCE	PROGRESS MADE YES OR NO
END OF YEAR PERFORMANCE SUMMARY:			

NA.04	NON-ACADEMIC PERFORMANCE STANDARD	ORGANIZATIONAL/OPERATIONAL	
<p>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.</p> <p>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.)</p>			
	2017-2018	2018-2019	2019-2020
GOAL		ON-TIME % - 98 ACCURACY % - 80	ON-TIME % - 90 ACCURACY % - 95
ACTUAL	97%- Accuracy 71%- On Time	ON-TIME % - 84 ACCURACY % - 96	ON-TIME % - ACCURACY % -
RATING			
DESCRIPTION OF MEASURE AND MONITORING STRATEGY			
EXPLANATION OF GOAL	Although we feel good about the accuracy of our reporting in 2018-2019, we are working to improve our on-time percentage when it comes to compliance issues. We hope to maintain our accuracy, while continuing to improve our timeliness.		
STRATEGIES USED TO MEET THIS GOAL	<p><u>We will measure and monitor this by:</u></p> <ol style="list-style-type: none"> 1. Sending notice to staff and Board of upcoming submissions and due dates 2. Sending reminders of submissions 3. Tracking submissions. 		
THE SECTIONS BELOW WILL BE COMPLETED BY THE REGIONAL TECHNICAL ASSISTANCE EDUCATOR			
MONTH	EVIDENCE PRESENTED BY SCHOOL	TECHNICAL ASSISTANCE	PROGRESS MADE YES OR NO
END OF YEAR PERFORMANCE SUMMARY:			

NA.05	NON-ACADEMIC PERFORMANCE STANDARD	FINANCIAL PERFORMANCE	
Your contract with the ESC of Lake Erie West must include a performance framework that defines your school's expected financial performance outcomes with annual clear, measurable metrics and targets.			
Goals set for this standard must address audits, debt reduction, or the submission of accurate and on-time financials into Epicenter.			
	2017-2018	2018-2019	2019-2020
GOAL		Clean Audits	Clean Audits
ACTUAL		TBD	
RATING			
DESCRIPTION OF MEASURE AND MONITORING STRATEGY			
EXPLANATION OF GOAL	We plan to continue our track record of clean audits while maintaining strong oversight of our financial records and management.		
STRATEGIES USED TO MEET THIS GOAL	<u>We will measure and monitor progress by:</u> Participating in and completing clean audits.		
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); AND 2. Unrestricted Cash Reserve Balance (goal must have a minimum of 15 days)</p>			
	2017-2018	2018-2019	2019-2020
GOAL			1. 589 enrollment 2. 15 days of cash reserves
ACTUAL			
RATING			
DESCRIPTION OF MEASURE AND MONITORING STRATEGY			
EXPLANATION OF GOAL	Enrollment goal 589, current enrollment at of 9/30/19 - 577		
STRATEGIES USED TO MEET THIS GOAL	1. Information nights. 2. Open houses. 3. Community outreach events. 4. Free public testing. 5. Expanded marketing and advertising campaign.		
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.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	0
			4-8	1
			9-12	N/A
ACTUAL	N/A	k-3: 1; 4-8: 1	K-3	
			4-8	
			9-12	N/A
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
			Use alternative interventions and strategies to deescalate situations and redirect undesirable behavior. Focus on constructive behavior programs and work to develop a culture of restorative justice, rather than punitive responses.
K-3	1	0	
4-8	1	1	
9-12	TBD	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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