



Performance Accountability Framework

Full, Legal School Name	Toledo School for the Arts
IRN	133942
Building Principal	Letha Ferguson
Executive Director	Doug Mead
Management Company	NA
Contract Dates	7/1/19 - 6/30/22
School Mission	Toledo School for the Arts serves as an inclusive community where learning is rigorous, creativity is cultivated, and the individual is celebrated.

A.01	Academic Performance Standard	Achievement: Indicators Met
<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.</p> <p>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.</p> <p>Goals set for this standard should address:</p> <ol style="list-style-type: none"> 1. The expected numeric increase; and 2. At least one targeted grade or content area 		

	2018/19	2019/20	2020/21
Goal	10 out of 17 58.8%	Increase the percentage of 8 th grade mathematics proficiency from 59.2% to 64.2%	Increase the percentage of 8 th grade mathematics proficiency from 59.2% to 64.2%
Actual	9 out of 17 52.9%	Not Rated	*This cell will be completed by BGSU
Rating	Not Met	Not Rated- Limited data is available due to the coronavirus pandemic and ordered school-building closure.	*This cell will be completed by BGSU

Description of Measure and Monitoring Strategy
<p>Describe what specifically will be measured and the monitoring strategy.</p> <p>TSA will focus on mathematics in the junior high, and specifically the 8th grade class, as part of its overall measurement for this component, as well as a way to best measure cumulative junior high mathematics progress.</p> <p>One strategy being implemented is a Lesson Study initiative conducted through a partnership with Bowling Green State University. As part of this study, mathematics students in the 7th grade will be presented with a specific lesson focusing on integers. Once completed, the students are released and a team of BGSU and TSA faculty will discuss and evaluate the lesson, make suggestions for improvement, and then have the same teacher deliver the lesson again (this time with the changes). The result is a real-time evaluation of instructional techniques that produce the desired student learning outcomes that can be into practice immediately. The value of this professional development is that teachers learn a process for working collaboratively to improve instruction and ultimately student learning.</p> <p>Particular attention will be placed on those students demonstrating difficulty learning in a virtual environment. Tutoring and Study Tables options will be made available.</p> <p>Faculty will utilize STAR data to pinpoint which students are measuring below proficient with the intention of moving them into that goal through the help of tutoring and more specified assignments.</p>

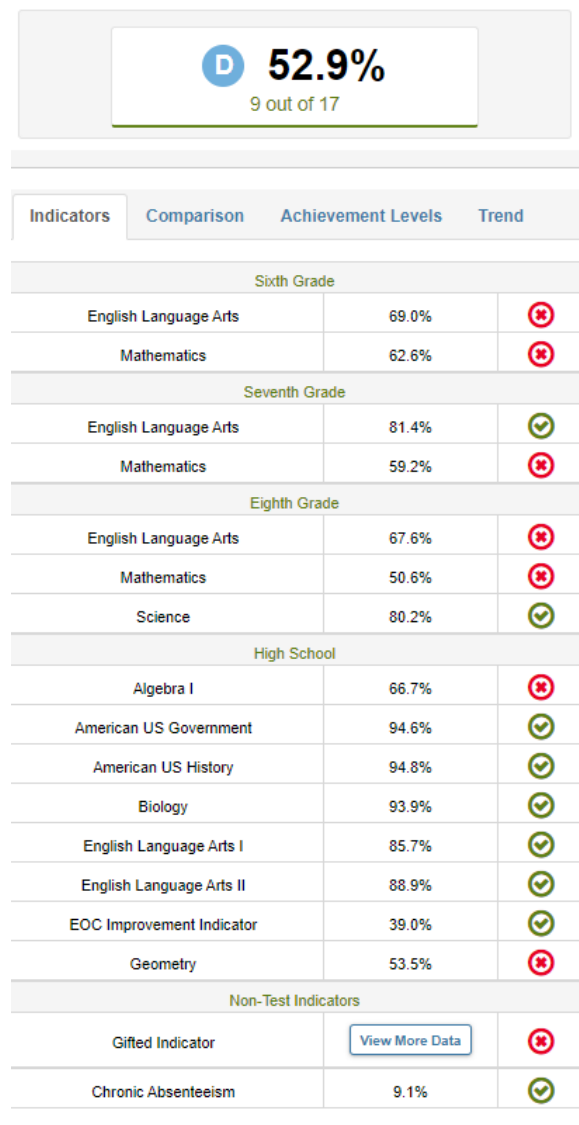
**Attachment 11.6
(November 2020)**

Various PD will be provided focusing on aspects such as differentiation and data analysis. (PD Training was provided to faculty on August 12 to cover teacher expectation, Aug. 19 covering valid assessments, and August 26 to cover student engagement)

A significant focus will be placed on the math scores for grades 6-8 through the use of STAR testing, a deeper analysis of the areas of the state testing that proved deficient, and more intensive extended time tutoring.

STAR testing will be administered three times throughout the academic year. Teachers will be presented with the data and will be tasked to develop assessments that target both areas proving deficient as well as those areas of strength where teachers can demonstrate growth. Assessments will be monitored and evaluated by Administration and will be measured against each new round of STAR testing.

2018-2019 Grade Card Data (2019-2020 Data does not exist due to COVID-19):



Summary Rating for this Standard:				
This area will be completed by BGSU at the end of the academic school year.				
0 Points: Significantly Below Goal	1 Point: Below Goal	2 Points: Progressing Towards Goal	3 Points: Meets Goal	4 Points: Exceeds Goal

Performance Summary:
This area will be completed by BGSU at the end of the academic school year.

A.02	Academic Performance Standard	Achievement: 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 should address</p> <ol style="list-style-type: none"> 1.) The number of total PI points earned; and 2.) “Movement” (identified in at least two categories) of students scoring Advanced, Accelerated, Proficient, Basic or Limited on at least one of Ohio’s State Tests. 		

	2018/19	2019/20	2020/21
Goal	93 out of 120 (77.5%)	92/120 (76.6%)	92/120 (76.6%)
Actual	89.4 out of 120.0 (74.5%)	Not Rated	*This cell will be completed by BGSU
Rating	Not Met	Not Rated- Limited data is available due to the coronavirus pandemic and ordered school-building closure.	*This cell will be completed by BGSU

Description of Measure and Monitoring Strategy
Describe what specifically will be measured and the monitoring strategy.
With four years of STAR testing data, we are able to establish a firm baseline of growth expectation, as well as better identify those areas that are consistently deficient. These efforts will be supported through faculty PD in analyzing and utilizing STAR data, and intensive tutoring services that will include peer, group, and one-on-one services.

As both State Testing and the Spring 2020 semester was interrupted due to COVID-19, TSA will establish a new baseline of STAR results this fall in order to determine growth projection.

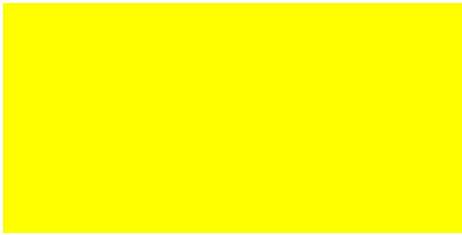
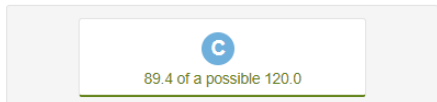
Using the PI Calculator, Academic Administration will identify those students who are most able to move from “Basic” to “Proficient” on the state tests. STAR will also be used in order to identify those students scoring between 685-699 and integrate targeted, differentiated instruction to move them into “Proficient” during the year prior to the state tests.

Moving forward, STAR testing will be administered three times throughout the academic year. Teachers will be presented with the data and will be tasked to develop assessments that target both areas proving deficient as well as those areas of strength where teachers can demonstrate growth. Assessments will be monitored and evaluated by Administration and will be measured against each new round of STAR testing.

2018-2019 Grade Card Data (2019-2020 Data does not exist due to COVID-19):

Performance Index

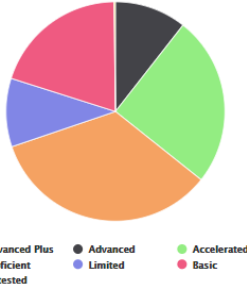
The Performance Index measures the test results of every student, not just those who score proficient or higher. There are seven levels on the index and schools receive points for every student who takes a test. The higher the achievement level, the more points awarded in the school's index. This rewards schools and districts for improving the performance of all students, regardless of achievement level.



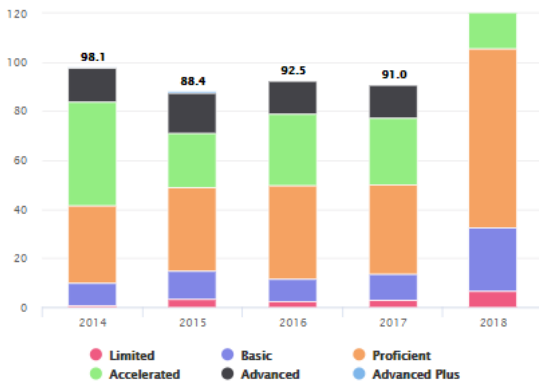
Calculation Pie Chart Trend

Achievement Level	Pct of Students	X	Points for this Level	=	Points Received
Advanced Plus	0	X	1.3	=	0
Advanced	10.6	X	1.2	=	12.7
Accelerated	25.1	X	1.1	=	27.6
Proficient	34.1	X	1.0	=	34.1
Basic	19.9	X	0.6	=	12
Limited	10.1	X	0.3	=	3
Untested	0.2	X	0.0	=	0.0
					89.4

Calculation Pie Chart Trend



Calculation Pie Chart Trend



Summary Rating for this Standard: This area will be completed by BGSU at the end of the academic school year.				
0 Points: Significantly Below Goal	1 Point: Below Goal	2 Points: Progressing Towards Goal	3 Points: Meets Goal	4 Points: Exceeds Goal

Performance Summary: This area will be completed by BGSU at the end of the academic school year.

A.03	Academic Performance Standard	Achievement: Progress/Value Added
<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 whose academic performance is in the lowest 20 percent of students statewide. The state examines students' state tests through a series of calculations to produce a "value-added" rating for your school or district for each of the four groups listed.</p> <p>A goal for this standard should address:</p> <ol style="list-style-type: none"> 1.) The overall letter grade; 2.) The overall percentage; and 3.) Growth (identified as a percentage) for at least one (1) of the individual measures listed above 		

	2018/19	2019/20	2020/21
Goal	Overall: C Increase overall Math into "Moderate evidence that the schools students made progress similar to Growth Standard."	Increase the overall value-added growth measure in 8 th grade mathematics from -2.81 to .5	Increase the overall value-added growth measure in 8 th grade mathematics from -2.81 to .5.
Actual	Overall: D Overall Math is "Student made less progress than expected-moderate evidence"	Not Rated	*This cell will be completed by BGSU
Rating	Not Met	Not Rated- Limited data is available due to the coronavirus pandemic and ordered school-building closure.	*This cell will be completed by BGSU

Description of Measure and Monitoring Strategy

Describe what specifically will be measured and the monitoring strategy.

TSA will focus on improving the overall value-added measure in 8th grade mathematics in order to best measure cumulative junior high mathematics progress.

One strategy being implemented is a Lesson Study initiative conducted through a partnership with Bowling Green State University. As part of this study, mathematics students in the 7th grade will be presented with a specific lesson focusing on integers. Once completed, the students are released and a team of BGSU and TSA faculty will discuss and evaluate the lesson, make suggestions for improvement, and then have the same teacher deliver the lesson again (this time with the changes). The result is a real-time evaluation of instructional techniques that produce the desired student learning outcomes that can be into practice immediately. The value of this professional development is that teachers learn a process for working collaboratively to improve instruction and ultimately student learning.

TSA will also focus on improving the component for students falling in the bottom 20% of state testing by providing on-going PD for faculty in best practices for servicing students with academic deficiency. Among other topics, differentiation in classroom instruction will be a primary component of this training.

PD Training was provided to faculty on August 12 to cover teacher expectation, Aug. 19 covering valid assessments, and August 26 to cover student engagement

STAR testing will be administered 2-3 times throughout the academic year. Teachers will be presented with the data and will be tasked to develop assessments that target those students who fall in this category. Assessments will be monitored and evaluated by Administration and will be measured against each new round of STAR testing.

TSA will also continue to provide intensive tutoring options for those students scoring in the lowest 20%. Particular attention will be placed on those new students entering TSA and the type of assistance TSA can provide the summer preceding their enrollment. This would normally include programs such as BOOST and Re-BOOST, however both were cancelled this summer due to COVID.

Steps have be taken to improve the component of Gifted Students by certifying select faculty members to provide Gifted Services. Written Education Plans (WEP) will be developed for 112 TSA students designated as gifted.

PD training was provided on August 26 addressing Gifted Training.

2018-2019 Grade Card Data (2019-2020 Data does not exist due to COVID-19):

D Progress

Component Grade

Progress

The Progress component looks closely at the growth that all students are making based on their past performances.

For more detailed data on Progress and Value-Added, [click here](#).

F Overall

This measures the progress for all students in math, ELA, and science using tests in grades 4-8 and some end-of-course exams.

F Gifted Students

This measures the progress for students identified as gifted in reading, math, science, and/or superior cognitive ability.

C Students in the Lowest 20% in Achievement

This measures the progress for students identified as the lowest 20% statewide in reading, math, or science achievement.

B Students with Disabilities

This measures the progress for students with disabilities.

Progress Details

These tables show the Progress scores by test grade and subject for students in grades 4-8 and some end-of-course tests, and includes up to three years of data as available.

Test Grade	Progress			
	English Language Arts	Mathematics	Science	All Tests
All Grades	Green	Green	Green	Green
4th Grade	Green	Green	Green	Green
5th Grade	Green	Green	Green	Green
6th Grade	Green	Green	Green	Green
7th Grade	Green	Green	Green	Green
8th Grade	Green	Green	Green	Green

Test Grade	Progress					
	English I	English II	Algebra	Geometry	Mathematics I	Mathematics II
High School	Green	Green	Green	Green	Green	Green

What do the colors mean?

The Progress Component measures how groups of students made progress as compared to the statewide expectation of growth. The expectation of growth is based on how students in the group performed, on average, compared to other students like them across the state.

- Students made more progress than expected - significant evidence
- Students made more progress than expected - moderate evidence
- Students made progress similar to the statewide expectation - evidence
- Students made less progress than expected - moderate evidence
- Students made less progress than expected - significant evidence
- Value Added data is not available

Ohio School Report Card Value-Added Measures

The Ohio A-F School Report Card system includes Value-Added as graded measures within the Progress component. This includes the Overall Value-Added, as well as the following subgroups: Gifted, Students with Disabilities, and the Lowest 20% of Achievement in English language arts, math, and science.

Accountability Measure	Multi-Year		Single Year	
	Index	Letter Grade	Index	Letter Grade
Overall	-2.21	F	-4.00	F
Gifted	-1.55	D	-1.55	D
Lowest 20%	-0.11	C	-1.27	D
Students with Disabilities				

Single Year

Subject	Grade	Number of Students	Growth Measure	Standard Error	Index
English Language Arts	All	495			-3.83
	6	100	-0.1196	1.2901	-7.06
	7	101	0.2456	1.1997	0.20
	8	101	-1.5104	1.2103	-1.24
English Language Arts I	All	99	1.2723	1.2627	1.01
English Language Arts II	All	94	-0.5638	1.3536	-0.41
Mathematics	All	454			-3.95
	6	98	-6.1826	1.0924	-5.65
	7	97	0.2481	1.0360	0.24
	8	83	-3.6213	1.2365	-2.92
Algebra I	All	84	-4.1503	1.5527	-2.67
Geometry	All	92	5.3607	1.8113	2.96
Science	All	99			2.21
	8	99	4.7654	2.1537	2.21
Overall / All Subjects	All				-4.00
	6				-8.40
	7				0.29
	8				-1.30

	Significant evidence that the school's students made more progress than the Growth Standard
	Moderate evidence that the school's students made more progress than the Growth Standard
	Evidence that the school's students made progress similar to the Growth Standard
	Moderate evidence that the school's students made less progress than the Growth Standard
	Significant evidence that the school's students made less progress than the Growth Standard

Summary Rating for this Standard: This area will be completed by BGSU at the end of the academic school year.

0 Points: Significantly Below Goal	1 Point: Below Goal	2 Points: Progressing Towards Goal	3 Points: Meets Goal	4 Points: Exceeds Goal

Performance Summary:

This area will be completed by BGSU at the end of the academic school year.

A.04	Academic Performance Standard	Gap Closing
<p>Schools must close the gaps that exist in the achievement between groups of students that may be based on income, race, ethnicity or disability. This component shows how well schools are meeting performance expectations for our most vulnerable students in English language arts, math and graduation. It compares the academic performance of nine student groups against the performance of a 10th group, all students in Ohio.</p> <p>Goals for this standard should address:</p> <ol style="list-style-type: none"> 1.) The component scores 2.) At least one targeted area (reading, math or graduation rate) 		

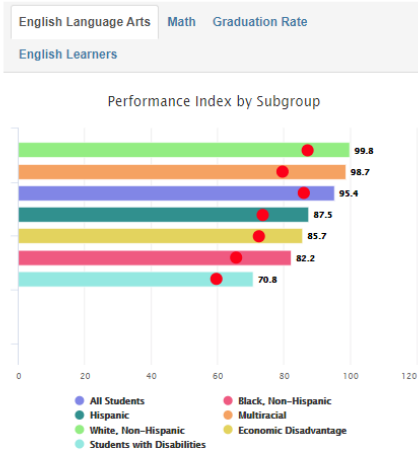
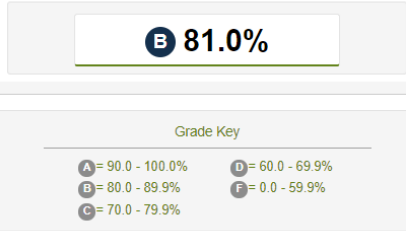
	2018/19	2019/20	2020/21
Goal	82% B	Increase the percentage in the mathematics category for Students with Disabilities from 46.7% to 50.0%	Increase the percentage of Students with Disabilities scoring proficient or better in the mathematics category from 46.7% to 50%
Actual	81% B	Not Rated	*This cell will be completed by BGSU
Rating	*This cell will be completed by BGSU	Not Rated- Limited data is available due to the coronavirus pandemic and ordered school-building closure.	*This cell will be completed by BGSU

Description of Measure and Monitoring Strategy
Describe what specifically will be measured and the monitoring strategy.
<p>Improvement in mathematics will continue to be a primary focus at TSA. Within the component of Students with Disabilities, this presents the greatest capacity for growth toward eventually meeting the state goal.</p> <p>One strategy being implemented is a Lesson Study initiative conducted through a partnership with Bowling Green State University. As part of this study, mathematics students in the 7th grade will be presented with a specific lesson focusing on integers. Once completed, the students are released and a team of BGSU and TSA faculty will discuss and evaluate the lesson, make suggestions for improvement, and then have the same teacher deliver the lesson again (this time with the changes). The result is a real-time evaluation of instructional techniques that can be into practice immediately. This will occur 2-3 times a year with different TSA mathematics faculty delivering the lesson.</p> <p>Academic interventions will continue for those students who demonstrate areas of deficiency, with specific focus on those 6-8 grade students in the areas of ELA and mathematics. Progress will be tracked through individual classroom performance as well as regular STAR testing throughout the year.</p> <p>TSA will also focus on improving instructional practices- PD Training was provided to faculty on August 12 to cover teacher expectation, Aug. 19 covering valid assessments, and August 26 to cover student engagement</p> <p>STAR testing will be administered three times throughout the academic year. Teachers will be presented with the data and will be tasked to develop assessments that target the two lowest performing subgroups in mathematics in this category (per 2017-2018 state testing data)- Students with Disabilities and Black/Non-Hispanic. For each category we will target the state average as the goal. Assessments will be monitored and evaluated by Administration and will be measured against each new round of STAR testing.</p> <p>2018-2019 Grade Card Data (2019-2020 Data does not exist due to COVID-19):</p>

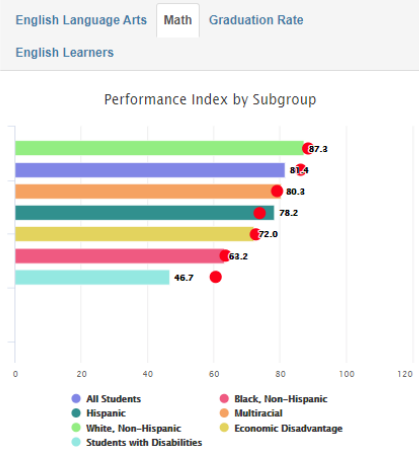
**Attachment 11.6
(November 2020)**

Annual Measurable Objectives

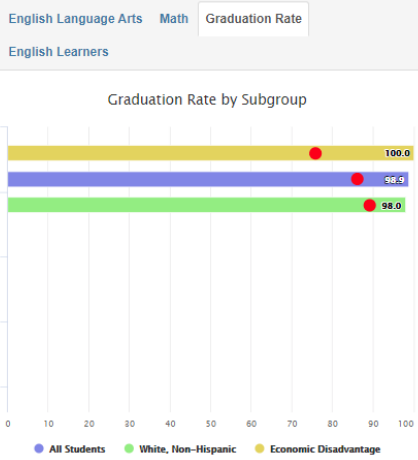
Annual Measurable Objectives (AMOs) compare the performance of each student group to the expected performance goals for that group to determine if gaps exist. These charts show how well each group compares to the state average in ELA, math and graduation. A fourth AMO measures whether English Learners are making progress towards becoming proficient in English. The ultimate goal is for all groups to achieve at high levels.



Each student subgroup has its own interim goal. Meeting the subgroup goals is one of the ways to meet Annual Measurable Objectives. Subgroups with fewer than 20 students are not rated and do not appear on the graphs.



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Each student subgroup has its own interim goal. Meeting the subgroup goals is one of the ways to meet Annual Measurable Objectives. Subgroups with fewer than 20 students are not rated and do not appear on the graphs.

Summary Rating for this Standard: This area will be completed by BGSU at the end of the academic school year.

0 Points: Significantly Below Goal	1 Point: Below Goal	2 Points: Progressing Towards Goal	3 Points: Meets Goal	4 Points: Exceeds Goal

Performance Summary:
This area will be completed by BGSU at the end of the academic school year.

A.05	Academic Performance Standard	K-3 Literacy
<p>Reading is the foundation for all learning. That is why it is critical to find and address reading issues for a student as early as possible. K-3 Literacy looks at how successful the school is at getting struggling readers on track to proficiency in 3rd grade and beyond.</p> <p>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. Districts and schools are expected to diagnose reading issues, create individualized reading improvement and monitoring plans, and provide intensive reading interventions.</p>		

	2018/19	2019/20	2020/21
Goal	NA	NA	NA
Actual	NA	NA	NA
Rating	NA	NA	NA

Description of Measure and Monitoring Strategy
Describe what specifically will be measured and the monitoring strategy.
This area is not applicable- TSA is a school serving students in grades 6-12.

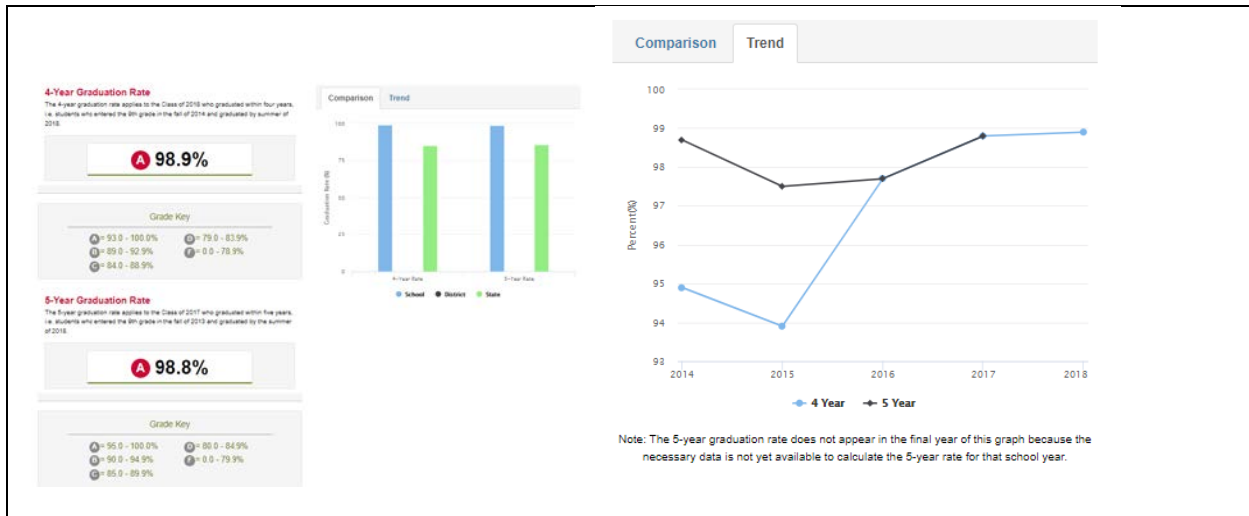
Summary Rating for this Standard: This area will be completed by BGSU at the end of the academic school year.				
0 Points: Significantly Below Goal	1 Point: Below Goal	2 Points: Progressing Towards Goal	3 Points: Meets Goal	4 Points: Exceeds Goal
NA	NA	NA	NA	NA

Performance Summary:
This area will be completed by BGSU at the end of the academic school year.
This area is not applicable- TSA is a school serving students in grades 6-12.

A.06	Academic Performance Standard	Graduation Rate
<p>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.</p> <p>The Four-Year Graduation Rate includes as graduates only those students who earn diplomas within four years of entering ninth grade for the first time. The Five-Year Graduation Rate includes those students who graduate within five years of entering ninth grade for the first time.</p> <p>Goals set for this standard should address:</p> <ol style="list-style-type: none"> 1.) The overall component letter grade 2.) The overall component percentage 		

	2018/19	2019/20	2020/21
Goal	4 Year: 98% 5 Year: 98% Component Grade: A	4 Year: 98% 5 Year: 98% Component Grade: A	4 Year: Meet or exceed state average 5 Year: Meet or exceed state average Component Grade: A
Actual	4 Year: 98.9% 5 Year: 98.8% Component Grade: A	4 Year: 96.7 5 Year: 98.9 Component Grade: NR	*This cell will be completed by BGSU:
Rating	Met- Exceeds	Met five-year goal only, but exceeds state data in both four and five-year percentages.	*This cell will be completed by BGSU

Description of Measure and Monitoring Strategy
Describe what specifically will be measured and the monitoring strategy.
<p>TSA’s 2019-2020 four-year graduation rate percentage (96.7%) and five year percentage (98.9%) rank among the very best in the state for both traditional public and charter schools. We anticipate this success continuing throughout the length of the contract period.</p> <p>Our guidance department will continue to track students as early as 10th grade to ensure they are on track to meet all of the graduation requirements. Guidance Department will also develop a “Graduation Audit Tool” that will track a select number of students per month on graduation status.</p> <p>2018-2019 Grade Card Data:</p>



Summary Rating for this Standard: This area will be completed by BGSU at the end of the academic school year.				
0 Points: Significantly Below Goal	1 Point: Below Goal	2 Points: Progressing Towards Goal	3 Points: Meets Goal	4 Points: Exceeds Goal

Performance Summary:
This area will be completed by BGSU at the end of the academic school year.

A.07	Academic Performance Standard	Prepared for Success
<p>Prepared for Success component looks at how well prepared Ohio’s students are for all future opportunities. Using multiple measures for college and career readiness enables districts to showcase their unique approaches to prepare students for success after high school.</p> <p>A Prepared for Success letter grade is based on how well the students performed on these three measures: ACT or SAT remediation-free scores; An Honors Diploma; or Earning 12 points through an industry-recognized credential or group of credentials in one of 13 high-demand career fields. “Bonus” points are potentially earned by students for meeting additional criteria associated with Advanced Placement Scores, International Baccalaureate Credits, or College Credit Plus.</p> <p>A goal for this standard should include specific growth in one or more of these measures.</p> <p>Goals for this standard include:</p> <ol style="list-style-type: none"> 1.) The letter grade for the component score 2.) The overall percentage of the component score 3.) A specific strategy to show growth in one or more of these six measures 		

	2018/19	2019/20	2020/21
Goal	55.0%	Increase the percentage of students receiving Dual Enrollment credit from 27.3% to 30%.	Increase percentage of students receiving an Honors Diploma from 29.1% to 32.0%.
Actual	49.9% D	34.1%	*This cell will be completed by BGSU
Rating	Not Met	Met	*This cell will be completed by BGSU

Description of Measure and Monitoring Strategy

Describe what specifically will be measured and the monitoring strategy.

TSA will continue to guide students through different Honors Diploma pathways such as the traditional track, arts track, and CTE track.

TSA will continue to Meet or exceed the state average of the total Prepared for Success percentage

TSA will also measure progress towards the overall goals in this component by increasing the number of students earning Bonus (.3) points from 39 to 45 by the end of contract period.

2019-2020 Report Card Data: No overall component grade due to COVID-19.



Prepared for Success

Whether training in a technical field or preparing for work or college, the Prepared for Success component looks at how well prepared Ohio's students are for all future opportunities. This data is available and was not impacted for the reporting years.

	Number of Students	Point Value	Points Earned
Number of students that earned a remediation free score on all parts of the ACT or SAT, earned an honors diploma, and/or earned an industry-recognized credential.	71	1	71.0

The number of "bonus" students that count an additional 0.3 bonus points each, because they did the above and also earned a 3 or higher on at least one AP exam; earned a 4 or higher on at least one IB exam; and/or earned at least three college credits before leaving high school	39	0.3	11.7
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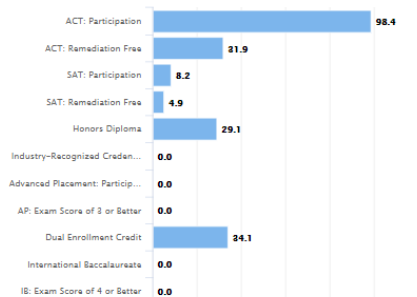
Total Points: 82.7

Graduation Cohort: 182

NR 45.4%

Graduates Ready College Ready

How Prepared were Your 2018 and 2019 Graduating Classes?



Summary Rating for this Standard: This area will be completed by BGSU at the end of the academic school year.				
0 Points: Significantly Below Goal	1 Point: Below Goal	2 Points: Progressing Towards Goal	3 Points: Meets Goal	4 Points: Exceeds Goal

Performance Summary: This area will be completed by BGSU at the end of the academic school year.

A.08	Academic Performance Standard	Other Academic Measure
<p>Schools must identify a nationally recognized assessment utilized to gather data regarding academic progress. Although many assessments are available, one that has been recognized as reliable and valid by the education community is recommended. Assessments may be given as a full battery, or sub-tests may be chosen for this standard.</p> <p>Goals set for this standard should include a brief description of the assessment and what increase is being expected. (Example: STAR Testing)</p>		

	2018/19	2019/20	2020/21
Goal	Our goal this year will be to demonstrate a 10% increase from students in grades 6-8 scoring above proficient in mathematics between the fall and spring semester on the STAR assessment.	Our goal this year will be to demonstrate a 5% increase from students in grades 6-8 scoring above proficient in mathematics between the fall and spring semester.	Our goal this year will be to demonstrate a 10% increase from students in grade 8 scoring proficient or above in mathematics between the fall and spring semester as measured by STAR assessment.
Actual	Overall goal was to demonstrate a 10% increase from students in grades 6-8 scoring above proficient in mathematics between the fall and spring semester, which was met.	Overall goal was to demonstrate a 5% increase from students in grades 6-8 scoring in proficient or above in mathematics between fall and spring semester. Actual: TSA averaged a 5.33%	*This cell will be completed by BGSU

		increase in 6 th -8 th grade math. 7 th grade had the largest gain (15%).	
Rating	Met	Met	*This cell will be completed by BGSU

Description of Measure and Monitoring Strategy- Identification of the “Other Academic Measure” being used, Description of what, specifically, will be measured and monitoring strategy.
TSA utilizes STAR testing as our alternative assessment tool.
STAR testing will be administered three times throughout the academic year. Teachers will be presented with the data and will be tasked to develop assessments that target both areas proving deficient as well as those areas of strength where teachers can demonstrate growth. Assessments will be monitored and evaluated by Administration and will be measured against each new round of STAR testing. Significant attention will be placed differentiation techniques in the classroom that help address those areas of deficiency as well as aiding more advanced students to grow.
Monthly progress will be monitored by the types and results of assessments developed and utilized by teachers in response to this data.

Summary Rating for this Standard: This area will be completed by BGSU at the end of the academic school year.				
0 Points: Significantly Below Goal	1 Point: Below Goal	2 Points: Progressing Towards Goal	3 Points: Meets Goal	4 Points: Exceeds Goal

Performance Summary: This area will be completed by BGSU at the end of the academic school year.

A.09	Academic Performance Standard	Comparative Data from “Similar” Schools
<p>In order to evaluate performance data for a given school, it is often useful to consider how similar schools compare on the same data. ODE utilizes a method referencing six criteria to determine a “similar school” for local comprehensive districts. Because of the unique nature of Community Schools, “similar schools” should be comparable in ADM, percent poverty, and percent minority students.</p> <p>Goals in this area should:</p> <ol style="list-style-type: none"> 1.) Include the verbiage: “performing at rates higher to or equal to”; 2.) Identify at least two “similar” schools; and 3.) Address at least one of the following areas as reported on the Local Report Card: Performance Index, Progress, Gap Closing, K-3 Literacy Rate, or Graduation Rate. 		

	2018/19	2019/20	2020/21
Goal	Perform at rates higher to or equal to similar schools in the local community identified below in the areas of achievement and graduation.	Perform at rates higher to or equal to similar schools in the local community identified below in the areas of achievement and graduation.	Perform at rates higher to or equal to similar schools in the local community identified below in the areas of achievement and graduation.
Actual	Performed at rates higher than similar schools in the local community.	Performed at rates higher than similar schools in the local community.	*This cell will be completed by BGSU
Rating	Met- Exceeds	Met- Exceeds in graduation. Limited data is available due to the coronavirus pandemic and ordered school-building closure for achievement.	*This cell will be completed by BGSU

Description of Measure and Monitoring Strategy- Identification of the "Similar School" descriptors and data.				
Description of Measure and Monitoring Strategy.				
(2019-2020 Data does not exist due to COVID-19):				
Name of School	% Poverty per ADM	% Minority Students	PI Score 2018/19	Graduation Rate 2019-2020
Toledo School for the Arts	29.9%	36.6%	89.4/120	4-Year: 96.7%
			74.5%	5-Year: 98.9%
Maritime Academy of Toledo	53.5%	58.2%	57.3/120	4 Year: 76.6
			47.75%	5 Year: 82.8
Maumee City Schools	24.3%	21.4%	94.6/120	4 Year: 98.1%
			78.8%	5 Year: 97.0%
Toledo Public Schools	85.7%	67.4%	62.8/120	4 Year: 74.5%
			52.3%	5 Year: 82.6%
TSA will perform at rates higher or equal to Maritime Academy and Toledo Public Schools in both PI Score and 4 year Graduation Rate.				
TSA will perform at rates higher or equal to Maumee City Schools in the area of PI Score.				

**Attachment 11.6
(November 2020)**

TSA will focus on intensive academic assistance, specifically in the area of middle school mathematics, throughout the year in order to improve this area. This will be monitored by the STAR testing results given throughout the year, as well as the resulting classroom assessment results based on the STAR testing data.

Summary Rating for this Standard: This area will be completed by BGSU at the end of the academic school year.				
0 Points: Significantly Below Goal	1 Point: Below Goal	2 Points: Progressing Towards Goal	3 Points: Meets Goal	4 Points: Exceeds Goal

Performance Summary: This area will be completed by BGSU at the end of the academic school year.

NA.01	Non-Academic Performance Standard	Mission Specific Goal
The mission statement is unique to the school and determines what makes the school stand out from other schools.		
The new mission of TSA: Toledo School for the Arts serves as an inclusive community where learning is rigorous, creativity is cultivated, and the individual is celebrated.		
Goals set for this standard should assess a specific area from the school’s mission statement. Examples could include character education, student behavior, college preparatory, arts integration, etc.		

	2018/19	2019/20	2020/21
Goal	Increase the percentage of students obtaining at least 3 credits of CCP to 25%	Increase the total number of students with 3 or more college credits from 26 to 35.	At least 49 students will earn a minimum of 3 college credit hours
Actual	34.4% of students earned at least 3 college credits through CCP.	Actual was 49 students obtaining at least 3 college credits through CCP.	*This cell will be completed by BGSU
Rating	Exceeded	Exceeded	*This cell will be completed by BGSU

Description of Measure and Monitoring Strategy
Describe what specifically will be measured and the monitoring strategy.
Guidance Department will continuously monitor those students enrolled in CCP courses to address any academic distress points.

Summary Rating for this Standard: This area will be completed by BGSU at the end of the academic school year.				
0 Points: Significantly Below Goal	1 Point: Below Goal	2 Points: Progressing Towards Goal	3 Points: Meets Goal	4 Points: Exceeds Goal

Performance Summary: This area will be completed by BGSU at the end of the academic school year.

NA.02	Non-Academic Performance Standard	Attendance
<p>In past years, the Ohio Department of Education ranked schools as proficient with a year ending attendance percentage of 93%. BGSU expects students to be in school every day ready to learn. Research shows missing too much school has long-term, negative effects on students, such as lower achievement and graduation rates. The attendance rate is measured by “Student Attendance Rate” meaning the ratio for the number of enrolled students actually in attendance (Aggregate Attendance) for a Full Academic Year to the number of enrolled students (Aggregate Membership) for the school year (OAC 3301-18-01). This number is expressed as a percentage.</p> <p>Goals set for this standard should address:</p> <ol style="list-style-type: none"> 1.) Increasing student attendance to the proficiency rate of 93% or higher; and 2.) Identify strategies in which the school will work to accomplish this goal. (Strategies may include: increasing family involvement through activities at school, implement student attendance incentive programs, create a peer mentoring system for students, etc.) 		

	2018/19	2019/20	2020/21
Goal	All Students: 97% Chronic Absenteeism Rate: Less than 5%	All Students: Meet or exceed state expectations Chronic Absenteeism Rate: Meet or exceed state expectations	All Students: Meet or exceed state expectations Chronic Absenteeism Rate: Meet or exceed state expectations
Actual	All Students: 95% Chronic Absenteeism Rate: 6.5%	All Students- 96.2% Chronic Absenteeism: 4.1%	*This cell will be completed by BGSU
Rating	Not Met	Met	*This cell will be completed by BGSU

Description of Measure and Monitoring Strategy
Describe what specifically will be measured and the monitoring strategy.
The attendance percentage for all students should continue to meet the state percentage of 93%. TSA has performed above this percentage for years. The overall goal will be to decrease the chronic absenteeism rate to below 10% and maintain an attendance percentage at or above 93%.
TSA will continue to implement the following for each of the contract years to help maintain the overall percentage and decrease chronic absenteeism: <ul style="list-style-type: none"> • Streamline how we communicate with parents, reinforcing the importance of attendance. • Identify those previously chronic absent students and communicate with each one at the start of the school year. • Be proactive when a student is approaching the point of chronic absenteeism in communicating to student and parent. • Measure the absenteeism rate monthly
Student attendance will be monitored and discussed regularly with the administration team and the items listed above will be adjusted as needed.

Summary Rating for this Standard: This area will be completed by BGSU at the end of the academic school year.				
0 Points: Significantly Below Goal	1 Point: Below Goal	2 Points: Progressing Towards Goal	3 Points: Meets Goal	4 Points: Exceeds Goal

Performance Summary: This area will be completed by BGSU at the end of the academic school year.

NA.03	Non-Academic Performance Standard	Parent Satisfaction
BGSU recognizes parents/caregivers as key stakeholders in the success of community schools. Increasing communication and soliciting feedback from parents is key to making programming changes within the school in order to create an atmosphere where all students are growing academically.		
Goals in this area should focus on what form of feedback will the school solicit from parents/caregivers (survey, phone calls, in person meetings, etc.) and identify what the school will do with the feedback received. (Adjustments to programming, hold stakeholder meetings, discuss with administration, etc.)		

	2018/19	2019/20	2020/21
Goal	94% Satisfaction	77% response of either "Good" or Excellent" on internally	77% response of either "Good" or Excellent" on internally

		developed survey tool with the question- “On a scale of 1 to 5, with 1 being Poor and 5 being Excellent, how would you rate your overall satisfaction with Toledo School for the Arts?”	developed survey tool with the question- “On a scale of 1 to 5, with 1 being Poor and 5 being Excellent, how would you rate your overall satisfaction with Toledo School for the Arts?”
Actual	TSA distributed a internally developed survey instrument consisting of 8 questions. The final question asked: “On a scale of 1 to 5, with 1 being Poor and 5 being Excellent, how would you rate your overall satisfaction with Toledo School for the Arts?” 75% of the respondents indicated either Good or Excellent.	TSA distributed a internally developed survey instrument consisting of 8 questions. The final question asked: “On a scale of 1 to 5, with 1 being Poor and 5 being Excellent, how would you rate your overall satisfaction with Toledo School for the Arts?” 90.41% of TSA parents rated “Good” or “Excellent” on the 2019-2020 parent survey. There were 219 responses.	
Rating	Not Met	Exceeded	*This cell will be completed by BGSU

Description of Measure and Monitoring Strategy
Describe what specifically will be measured and the monitoring strategy.
TSA will distribute a survey developed by our Diversity and HR Manager. This tool will provide qualitative and quantitative data to help TSA grow and improve as an institution.
TSA will also continue using the parent survey conducted through Niche.com, a national service that provides ratings for public schools across the country.
TSA will work closely with the Parent Org in order to reach out to more parents and gather feedback about the school.

Summary Rating for this Standard: This area will be completed by BGSU at the end of the academic school year.				
0 Points: Significantly Below Goal	1 Point: Below Goal	2 Points: Progressing Towards Goal	3 Points: Meets Goal	4 Points: Exceeds Goal

Performance Summary: This area will be completed by BGSU at the end of the academic school year.

NA.04	Non-Academic Performance Standard	Governing Board Performance
<p>All community schools are required to comply with all rules and regulations regarding a Governing Board. The Governing Board Performance in 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 should address the ability of the individual members and/or combined entity increasing the efficiency and/or effectiveness of the board. This could include; professional development, attendance rates at meetings, attendance rate at school functions as well as interaction with key stakeholders of the community school.</p>		

	2018/19	2019/20	2020/21
Goal	77%	83%	79%
Actual	82.4%	72%	*This cell will be completed by BGSU
Rating	Exceeded	Not Met	*This cell will be completed by BGSU

Description of Measure and Monitoring Strategy
Describe what specifically will be measured and the monitoring strategy.
Governing member attendance will be tracked during each regular scheduled meeting by meeting minutes.
The administration will create the meeting schedule with the governing authority members to ensure no conflicts are scheduled.

Summary Rating for this Standard: This area will be completed by BGSU at the end of the academic school year.				
0 Points: Significantly Below Goal	1 Point: Below Goal	2 Points: Progressing Towards Goal	3 Points: Meets Goal	4 Points: Exceeds Goal

Performance Summary: This area will be completed by BGSU at the end of the academic school year.

NA.05	Contract Performance Measure	Organizational/Operational
<p>All community schools are required to submit a variety of documents to ODE yearly.</p> <p>The Organizational/Operational contract must include a performance framework that defines your school's expected organizational/operational outcomes with clear, measurable and inclusive targets.</p> <p>Goals set for this standard should address the on-time and accuracy of compliance submissions within Epicenter.</p>		

	2018/19	2019/20	2020/21
Goal	On time- 85% Accuracy- 90%	On-time- 86% Accuracy- 91%	TSA will maintain or exceed an 85% for both on-time and accuracy ratings for Epicenter submissions
Actual	On-time- 97% Accuracy- 95%	On-time- 93% Accuracy- 96%	*This cell will be completed by BGSU
Rating	Exceeded	Exceeded	*This cell will be completed by BGSU

Description of Measure and Monitoring Strategy
Describe what specifically will be measured and the monitoring strategy.
TSA will maintain or exceed an 85% on-time rating for Epicenter submissions for the 2020-2021 school year. TSA will maintain or exceed an 85% accuracy rating for Epicenter submissions for the 2020-2021 school year.
The progress towards the goal will be monitored by tracking the on-time and accuracy of monthly Epicenter submissions throughout the year.

Summary Rating for this Standard: This area will be completed by BGSU at the end of the academic school year.				
0 Points: Significantly Below Goal	1 Point: Below Goal	2 Points: Progressing Towards Goal	3 Points: Meets Goal	4 Points: Exceeds Goal

Performance Summary: This area will be completed by BGSU at the end of the academic school year.

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NA.06	Contract Performance Measure	Financial Performance and Sustainability
<p>All community schools are required to submit evidence of the financial and sustainability of the school to the sponsor.</p> <p>The Financial Performance and Sustainability framework that defines your schools expected financial outcomes with clear, measurable and inclusive targets.</p> <p>Goals set for this standard should address the financial performance and sustainability with specific annual and over-the-contract-term metrics and targets (audits, debt, building ownership, enrollment or cash balance).</p>		

	2018/19	2019/20	End of Contract (6/30/22)
Goal	Audit Results- No Findings	Audit Results- No Findings	Audit Results- No Findings
Actual	Audit Results- There was 1 finding as part of the 2018-2019 audit relating Financial Reporting. These issues have since been rectified.	Audit Results- No Findings	*This cell will be completed by BGSU
Rating	Not Met	Met	*This cell will be completed by BGSU

Description of Measure and Monitoring Strategy
<p>Describe what specifically will be measured and the monitoring strategy.</p> <p>TSA will continue to have the goal of no findings in all audit results.</p> <p>To monitor the goal each month, TSA will review the financial reports during monthly finance meetings as well as monthly finance meetings with the sponsor.</p>

Summary Rating for this Standard: This area will be completed by BGSU at the end of the academic school year.				
0 Points: Significantly Below Goal	1 Point: Below Goal	2 Points: Progressing Towards Goal	3 Points: Meets Goal	4 Points: Exceeds Goal

Performance Summary: This area will be completed by BGSU at the end of the academic school year.

