

BGSU Community School Annual Report



2023-2024

Message from the Community School Liaison:

Bowling Green State University (BGSU) is committed to providing a focus on academic, operational and fiscal integrity to sponsored schools. We are committed to ensuring that our sponsored schools are compliant, accountable, and focused on academic rigor.

The 2023-2024 school year brought continued academic challenges to schools. Intensive academic and behavioral intervention efforts to support struggling students continued and became even more rigorous as schools work to close the educational gap. BGSU continues to work closely with Toledo School for the Arts (TSA) as they work diligently to provide the necessary supports for students and teachers through the MTSS process.

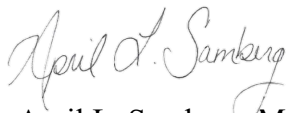
BGSU values the relationships built with all stakeholders including the governing authority members, school leadership, educators and support staff, students and their families, community members and other community school sponsors. We will continue to focus on increased student achievement and work with all stakeholders to impact student outcomes.

BGSU was granted an “Exemplary” rating on the 2018-2019 sponsor performance review. Sponsors, by law, must provide technical assistance, oversight and monitoring to their schools and must ensure their schools are meeting all statutorily required fiscal, academic, and operational requirements. In addition, sponsors must ensure schools adhere to their contracts.

In June 2024, the 135th Assembly passed Senate Bill 168 stating that the Department shall not evaluate community school sponsors for the 2024-2025 school year, and they must develop a comprehensive framework to determine the performance of sponsors. The Department must also engage a facilitator to collaborate with community school stakeholders in developing the framework. BGSU’s goal is to maintain our overall sponsor rating of ‘Exemplary’ and continue to provide technical assistance, oversight and monitoring to our sponsored school(s), and ensure all statutorily required fiscal, academic and operational requirements are met.

BGSU is proud of our continued improvements as a sponsor and honored to share our success with TSA and stakeholders. Moving forward, we are dedicated to this continual improvement and strive to be an educational leader in the charter school movement in Northwest Ohio. We will continually work to deliver quality outcomes for students in the state of Ohio.

Sincerely,



April L. Samberg, M.Ed.
Community School Liaison
College of Education & Human Development
Bowling Green State University

About Us and Our Sponsored School:

Currently, BGSU only sponsors one school, Toledo School for the Arts. BGSU has been sponsoring Toledo School for the Arts (TSA) since 2008. Toledo School for the Arts is a public community/charter school focused on providing students a rigorous academic curriculum and an intense visual and performing arts environment. The school serves as an inclusive community where learning is rigorous, creativity is cultivated, and the individual is celebrated. TSA opened in 1999 and is located at 333 14th St. in downtown Toledo, Ohio. Admission is open to any student who is an Ohio resident through the enrollment lottery.

In addition to core academic subjects, preprofessional programs are offered in Dance, Music, Theater, Video, Visual Art, and Writing. TSA provides exploratory and applied programs, allowing opportunities for students to study at their comfort level and guiding them towards their interests and talents. TSA provides students opportunities to collaborate with professional artists to expand their arts experiences and knowledge base. Students also learn invaluable skills that Artistic study impacts--- team work, creativity, organization, analysis and synthesis. With over 150 performances and exhibitions each year, students have ample opportunities to put their studies into action, from Film to Fashion, Ballet to Yoga, Abstraction to Zoomorphism.

In May 2022, the Arts School Network (a non-profit association that provides art school leaders, partners, and members of arts education institutions with quality resources, support, and networking opportunities) designated Toledo School for the Arts as an **Exemplary School** in recognition of its commitment to excellence in arts education. The five-year designation is awarded for 2022-2027. TSA has been designated as an Exemplary school since 2011. Additionally, Toledo School for the Arts was awarded 2024 Best Art School in Toledo by the Quality Business Awards.

TSA graduates earn admission to our nation's finest institutions of high education and win outstanding academic and arts scholarships. Creative students find a welcoming artistic environment that challenges and celebrates the arts.

The Next Big Thing Campaign is complete. The money raised allows TSA to serve more students, improve, and expand their facility, and increase the school's long-term sustainability. TSA celebrated the grand opening of a new annex and community portal in the Uptown district of Toledo. The annex hosts a black box theater, a new studio, and a school store. The portal allows the school to connect with the greater-Toledo community. and serves at TSA's largest investment in their arts entrepreneurship. Not only does the art entrepreneurship financially support the school, but it also offers TSA students paid opportunities to gain real life employment and arts experiences.

The Toledo School for the Arts does not discriminate on the basis of race, color, national origin, sex or sexual orientation, gender or gender expression, disability, or age in its programs and activities and provides equal access to the Boy Scouts and other designated youth groups.

Faculty/Staff Members:

Dr. Joe B. Whitehead, Jr.

Provost & Senior VP for Academic Affairs

Dr. Dawn Shiner

Dean, College of Education & Human Development

Dr. Tracy Huziak-Clark

Assistant Dean for Educator Preparation and Partnerships

April Samberg, M.Ed.

Community School Liaison, College of Education & Human Development

Suzanne Gwozdz, MBA

College Budget Administrator, College of Education & Human Development

Bowling Green State University Vision:

With a spirit of innovation, Bowling Green State University is a premier, inclusive learning community that develops, transforms, and impacts individuals and communities through learning, collaboration, and discovery. As a public university, BGSU focuses on contributing to the public good and embraces its role as a national model in addressing the educational, economic, and social vitality of our region, the state of Ohio, the nation, and the world.

Bowling Green State University Mission:

Bowling Green State University provides holistic and comprehensive educational experiences that enhance the lives of our students, stakeholders, and the many publics we serve. Our graduates are prepared for lifelong personal and career growth and for engaged citizenship and leadership in a global society. Through our excellence in teaching, research, and outreach, BGSU builds a collaborative, diverse and inclusive community where creative ideas, new knowledge and entrepreneurial achievements can benefit others in our region, the state of Ohio, the nation, and the world.

BGSU Core Values:

- Intellectual and personal growth
- Creativity, innovation, and entrepreneurship
- Diversity and belonging
- Collaboration with each other and our partners
- Excellence in all we do

BGSU College of Education and Human Development Vision:

The College is committed to developing a dynamic community of lifelong learners and leaders who celebrate the interconnections among individuals and disciplines in pursuit of improving society and the human condition.

College of Education and Human Development Mission:

Bowling Green State University aspires to be the premier Learning Community in Ohio, and one of the best in the Nation. Through the interdependence of teaching, learning, scholarship, and service we will create an academic environment grounded in intellectual discovery and guided by rational discourse and civility. Bowling Green State University serves the diverse and multicultural communities of Ohio, the United States, and the world.

BGSU Office of Charter School Sponsorship Mission:

The Mission of the Office of Charter School Sponsorship at Bowling Green State University is to provide resources necessary to promote and sponsor an exceptional charter school environment.

BGSU Office of Charter School Sponsorship Vision:

The Vision of the Office of Charter School Sponsorship at Bowling Green State University is to strive to be an educational leader in the charter school movement in Northwest Ohio.

ANNUAL PERFORMANCE REPORTS

Every year, BGSU produces an Annual Performance Report for each sponsored charter school, for use by the school and other stakeholders. BGSU is committed to promoting high-quality education for public school students in Ohio. This report provides an overview of the school and a summary of the school's performance in academics, non-academics (fiscal and organizational/operational), and legal compliance over the contract term, according to the most recent data available for the years in review. The report also identified the school's strengths, areas for improvement, and prospects for renewal.

As an Ohio community school sponsor, BGSU has a duty to monitor and provide oversight and technical assistance to all sponsored schools which includes an assessment of each sponsored school's academic performance on an annual basis. During the COVID Pandemic, BGSU was not able to assess many components of academic performance (NR) due to a lack of academic data on the state report card and changes in state report card.

Corrective Action Plans

Corrective Action Plans are implemented to address areas of concern including academics, special education, and compliance. If a school is placed on a corrective action plan, BGSU continually monitors and checks in on the progress, offering technical assistance and professional development as needed. Documentation is collected at each visit/meeting as evidence of the plan being implemented with fidelity. The Corrective Action Plan is closed when all required action steps are completed, and the school is back in compliance. Even once the Corrective Action Plan is closed, BGSU will continue to monitor these areas to ensure compliance is upheld.

Looking Forward to 2024-2025

Bowling Green State University strives to constantly improve its processes and develop itself as a high-quality authorizer of charter schools, in line with national standards. Continuous improvement with a defined plan is best practice. BGSU conducted an extensive defined improvement process and re-evaluated the Principles and Standards as its foundation of sponsoring priorities and developed a strategic plan for the 2024-2025 school year. The detailed strategic plan is attached.

Bowling Green State University adheres to the *Principles and Standards for Quality Charter School Authorizing* as established by the National Association of Charter School Authorizers (NACSA) and uses these Principles and Standards as the foundation of its Strategic Plan for quality school sponsoring.

3 Principles of Quality Charter School Authorizing

Principle 1: Maintain High Standards

As a quality sponsor, the College of Education and Human Development at Bowling Green State University:

- Sets high standards for approving charter applicants.
- Maintains high standards for the schools it oversees.
- Effectively cultivates quality charter schools that meet identified educational and community needs.
- Monitors charter schools that, over time, meet the performance standards and targets on a range of measures and metrics set forth in our charter contracts.
- Closes schools that fail to meet standards and targets set forth in law and by contract.

Principle 2: Uphold School Autonomy

As a quality sponsor, the College of Education and Human Development at Bowling Green State University:

- Assumes responsibility not for the success or failure of individual schools, but for holding schools accountable for their performance.
- Minimizes administrative and compliance burdens on schools.
- Honors and preserves core autonomies crucial to school success including (a) Governing board independence from the authorizer; (b) Personnel; (c) School vision and culture; (d) Instructional programming, design, and use of time; and (e) budgeting.
- Only collects from schools the information they are not able to reliably get from other sources.
- Focuses on holding schools accountable for outcomes rather than processes.

Principle 3: Protect Student and Public Interest

As a quality sponsor, the College of Education and Human Development at Bowling Green State University:

- Makes the well-being and interests of students the fundamental value informing all the authorizer's actions and decisions.
- Holds schools accountable for fulfilling fundamental public-education obligations to all students, which includes providing (a) nonselective, nondiscriminatory access to all eligible students; (b) fair treatment in admissions and disciplinary actions for all students; and (c) appropriate services for all students, including those with disabilities and English learners, in accordance with applicable law.
- Holds schools accountable for fulfilling fundamental obligations to the public, which includes providing (a) sound governance, management, and stewardship of public funds; and (b) public information and operational transparency in accordance with law.

- Ensures in its own work (a) ethical conduct; (b) focus on the mission of chartering high-quality schools; (c) clarity, consistency, and public transparency in authorizing policies, practices, and decisions; (d) effective and efficient public stewardship; and (e) compliance with applicable laws and regulations.

5 Standards for Quality Charter School Authorizing

Standard 1: Agency Commitment & Capacity

As a quality sponsor, the College of Education and Human Development at Bowling Green State University will engage in chartering to foster excellent schools that meet identified needs, clearly prioritize a commitment to excellence in education and in authorizing practices and create organizational structures and commit human and financial resources necessary to conduct its authorizing duties effectively and efficiently.

The College of Education and Human Development at Bowling Green State University has been an authorizer of community schools since 2008. Today, Bowling Green State University provides responsible oversight, monitoring and technical assistance to one community school located in Toledo, Ohio. The College of Education and Human Development helps to provide a focus on academic, operational, and fiscal integrity.

Community schools attract students because of the uniqueness of their educational approach to instruction, educational effectiveness, and academic achievement. Toledo School for the Arts focuses on providing student with a college preparatory curriculum within an intense visual and performing arts environment.

Standard 2: Application Process & Decision-Making

As a quality sponsor, the College of Education and Human Development at Bowling Green State University will implement a comprehensive application process that includes clear application questions and guidance; follows fair, transparent procedures and rigorous criteria; and grants charters only to applicants who demonstrate strong capacity to establish and operational quality school.

Application guidance and materials can be found on Bowling Green State University's website (<https://www.bgsu.edu/education-and-human-development/office-of-charter-school-sponsorship.html>).

Standard 3: Performance Contracting

As a quality sponsor, the College of Education and Human Development at Bowling Green State University will contract with community schools that articulate the rights and responsibilities of each party regarding school autonomy, funding, administration and oversight, outcomes, measures for evaluating success or failure, performance consequences, and other material terms. The contract is an essential document, separate from the charter application, which establishes the legally binding agreement and terms under which the school will operate and be held accountable. Performance goals include yearly and over-the-contract term measures, specific to each sponsored school.

Standard 4: On-Going Oversight and Evaluation

As a quality sponsor, the College of Education and Human Development at Bowling Green State University will conduct contract oversight that competently evaluates performance and monitors compliance; ensure schools' legally entitled autonomy; protect student rights; inform intervention, revocation, and renewal decisions; and provide annual public reports on school performance. The Community School Liaison conducts provides technical assistance and oversight at monthly site visits and attends monthly board meetings to monitor performance and compliance, as well as review, collect and report data.

Standard 5: Revocation and Renewal Decision Making

As a quality sponsor, the College of Education and Human Development at Bowling Green State University will design and implement a transparent and rigorous process that uses comprehensive academic, financial, and operational performance data to make merit-based renewal decisions, and revoke charters when necessary to protect student and public interests. The systematic renewal application process includes a written application with prescriptive requirements, including multiple sources of evidence, and rigorous criteria for approval.

Conclusion

This report is in response to the 2023-2024 requirement of an annual report concerning the performance and compliance of the community schools authorized by Bowling Green State University. Toledo School for the Arts, the only school sponsored by BGSU, performs at or above a comparable level of traditional schools in the area. As the proud sponsor of Toledo School for the Arts, BGSU will continue to develop and define its internal accountability plan and improvement process. We will also adhere to all legal requirements of an authorizer, following the NACSA Principles & Standards for Quality School Authorizing.

Attached is the 2023-2024 Annual Performance Report for Toledo School for the Arts.

Source: <https://qualitycharters.org/wp-content/uploads/2023/02/Principles-and-Standards.pdf>

ANNUAL PERFORMANCE REPORT FOR **Toledo School for the Arts**

Introduction

Every year, BGSU produces an Annual Performance Report for each sponsored charter school, for use by the school and other stakeholders. BGSU is committed to promoting high-quality education for public school students in Ohio. This report provides an overview of the school and a summary of the school's performance in academics, non-academics (fiscal and organizational/operational), and legal compliance over the contract term according to the most recent data available for the years in review. The report also identified the school's strengths, areas for improvement, and prospects for renewal.

As an Ohio community school sponsor, BGSU has a duty to monitor and provide oversight and technical assistance to all sponsored schools which includes an assessment of each sponsored school's academic performance on an annual basis. Over the past few years, BGSU has not been able to assess many components of academic performance (NR) due to a lack of academic data on the state report card from the COVID-19 Pandemic and changes in state report card.

Due to the requirement that the annual report represent the entire term of the contract, this annual performance report is divided into two pieces: (1) The updated current performance framework metrics for 2023-2024; and (2) The previous performance framework metrics for 2019-2023.

School Overview

School Name		Toledo School for the Arts		
IRN	Contract Term	Contract Start Date	Contract End Date	Grades Served
133942	5 Years	7-1-2019	6-30-2024	6-12
Address		333 14 th Street; Toledo OH 43604		
Contact Information		Phone: 419-246-8732	Fax: 419-724-4295	
Website		https://ts4arts.org		
School Leadership		Rob Koenig, Director Letha Ferguson, Principal		
Governing Authority		https://ts4arts.org/about-us/governing-board/		
Mission Statement		Toledo School for the Arts serves as an inclusive community where learning is rigorous, creativity is cultivated, and the individual is celebrated.		
TOTAL ENROLLMENT IN 2023-2024 (as of last day of school)		723		
STUDENT DEMOGRAPHICS				ENROLLMENT BY GRADE
GENDER				K
Female	534 / 74%	Male	189 / 26%	NA
RACE/ETHNICITY				2
Asian/Pacific Islander		6 / < 1%		3
African American		141 / 20%		4
Hispanic/Latino		74 / 10%		5
Multiracial & Other		79 / 11%		6
Native American		0 / 0%		7
White/Caucasian		423 / 59%		8
HISTORICALLY UNDERSERVED POPULATIONS				9
Free or Reduced-Price Lunch		336/46%		10
Students with Disabilities		70/ 10%		11
English Language Learners		1/ <1%		12

Part 1: Performance Framework Metrics (FY2024)

Section I- Performance on the State Report Card Component

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

School Academic Performance on the Traditional Ohio School Report Card				
Academic Indicators	Exceeds Standard (6 points)	Meets Standard (4 points)	Approaches Standard (2 Points)	Falls Below Standard (0 points)
Overall Rating	4 - 5 Stars	3 – 3.5 Stars	2 – 2.5 Stars	1 – 1.5 Stars
Achievement Component	4 - 5 Stars	3 – 3.5 Stars	2 – 2.5 Stars	1 – 1.5 Stars
Performance Index	≥80% of maximum score	≥70% but < 80% of maximum score <i>(73.0%)</i>	≥50% but < 70% of maximum score	< 50% of maximum score
Progress Component	4 - 5 Stars	3 – 3.5 Stars	2 – 2.5 Stars	1 – 1.5 Stars
Gap Closing Component	4 - 5 Stars	3 – 3.5 Stars	2 – 2.5 Stars	1 – 1.5 Stars
Chronic Absenteeism		Met		Not Met
Gifted Performance	N/A	N/A	N/A	N/A
Graduation Component	4 - 5 Stars	3 – 3.5 Stars	2 – 2.5 Stars	1 – 1.5 Stars
4-Year Graduation Rate	≥93.5%	≥90% but < 93.5%	≥84% but < 90% <i>(89.3%)</i>	< 84%
5-Year Graduation. Rate	≥ 93.5% <i>(98.9%)</i>	≥90% but < 93.5%	≥84% but < 90%	< 84%
Early Literacy Component	NA	NA	NA	NA
Proficiency in 3 rd Grade	NA	NA	NA	NA
Promotion to 4 th Grade	NA	NA	NA	NA
Improving K-3 Literacy	NA	NA	NA	NA
College, Career, Workforce, and Military Readiness		Not reported until 2024–2025		
PBIS		Yes		No
Performance Index vs. Similarly Situated Local Schools		Meets performance index average gathered from two (2) similar schools in the local market	Meets performance index gathered from one (1) similar school in the local market	Falls below performance index gathered from two (2) similar schools in the local market
Maritime Academy: <i>42.1%</i>	Start High School: <i>45.9%</i>			

Section II- Academic Achievement Targets & Metrics Component

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

School Academic Achievement Targets & Metrics						
Measure Domain	Assessment	Grades	Exceeds the Standard (6 points)	Meets the Standard (4 points)	Approaches the Standard (2 points)	Falls Below the Standard (0 points)
Achievement	Schools locally administered norm-referenced assessment Reading/ELA (STAR)	6 th -8 th	50% at or above grade level on schools locally administered norm-referenced assessment (58%)	41-49% at or above grade level on schools locally administered norm-referenced assessment	30-40% at or above grade level on schools locally administered norm-referenced assessment	< 30% at or above grade level on schools locally administered norm-referenced assessment
Achievement	Schools locally administered norm-referenced assessment Math (STAR)	6 th -8 th	50% at or above grade level on schools locally administered norm-referenced assessment	41-49% at or above grade level on schools locally administered norm-referenced assessment (47%)	30-40% at or above grade level on schools locally administered norm-referenced assessment	< 30% at or above grade level on schools locally administered norm-referenced assessment
Achievement	Algebra I EOC pass rates	9 th -12 th	70-100% of students pass EOC exam in Algebra I	50-69% of students pass EOC exam in Algebra I	40-49% of students pass EOC exam in Algebra I	< 40% of students pass EOC exam in Algebra I
Achievement	American US Government EOC pass rates	9 th -12 th	70-100% of students pass EOC exam in American US Government	50-69% of students pass EOC exam in American US Government	40-49% of students pass EOC exam in American US Government	< 40% of students pass EOC exam in American US Government
Achievement	American US History EOC pass rates	9 th -12 th	70-100% of students pass EOC exam in American US History	50-69% of students pass EOC exam in American US History	40-49% of students pass EOC exam in American US History	< 40% of students pass EOC exam in American US History
Achievement	Biology EOC pass rates	9 th -12 th	70-100% of students pass EOC exam in Biology	50-69% of students pass EOC exam in Biology	40-49% of students pass EOC exam in Biology	< 40% of students pass EOC exam in Biology
Achievement	English Language Arts II EOC pass rates	9 th -12 th	70-100% of students pass EOC exam in ELA II	50-69% of students pass EOC exam in ELA II	40-49% of students pass EOC exam in ELA II	< 40% of students pass EOC exam in ELA II
Achievement	Geometry EOC pass rates	9 th -12 th	70-100% of students pass EOC exam in Geometry	50-69% of students pass EOC exam in Geometry	40-49% of students pass EOC exam in Geometry	< 40% of students pass EOC exam in Geometry
Achievement	Credit Earning Rate	9 th -12 th	The average credit earning rate for HS students is 90-100%	The average credit earning rate for HS students is 80-89%	The average credit earning rate for HS students is 60-79%	The average credit earning rate for HS students is below 60%

Section III- Academic Growth Component

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

School Academic Growth Targets & Metrics							
Measure Domain	Assessment	Grades	Overall Goal	Exceeds the Standard (6 points)	Meets the Standard (4 points)	Approaches the Standard (2 points)	Falls Below the Standard (0 points)
Locally Administered Norm-Referenced Assessment:		STAR Reading					
Growth	Schools locally administered norm-referenced assessment Reading	6 th -8 th	Students grow 1.0 or more in grade equivalency from the beginning of year to end of year administration	80-100%	50-79% (51%)	40-49%	< 40%
Locally Administered Norm-Referenced Assessment:		STAR Math					
Growth	Schools locally administered norm-referenced assessment Math	6 th -8 th	Students grow 1.0 or more in grade equivalency from the beginning of year to end of year administration	80-100%	50-79% (53%)	40-49%	< 40%
Identified Subgroup	Black Students	Identified Subject	6 th Grade Math	Locally Administered Norm-Referenced Assessment			STAR
Growth	Schools locally administered norm-referenced assessment Subgroup	6 th -8 th	Students grow 1.0 or more in grade equivalency from the beginning of year to end of year administration in Reading/ELA or Math	80-100%	50-79% (69%)	40-49%	< 40%

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

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

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

School Governance Performance Targets and Metrics

Measure Domain	Assessment	Exceeds the Standard (6 points)	Meets the Standard (4 points)	Approaches the Standard (2 points)	Falls Below the Standard (0 points)
School Governance	Board Engagement	100% of board members attend two (2) or more school visits or school-sponsored events	100% of board members attend at least one (1) school visit or school-sponsored event	At least one board member attends at least one (1) school visit or school-sponsored event	Zero (0) board members attend a school visit or school-sponsored event
School Governance	Required Number of Regular Board Meetings		Six (6) or more Meetings held per year	Five (5) meetings held per year	Four (4) or fewer meetings held per year
School Governance	Required Number of Board Members		Five (5) or more sponsor approved board members for all meetings		Fewer than five (5) sponsor approved board members for one (1) or more meetings
School Governance	Required Board Documents		All board members have a current BCI/FBI criminal background check and COI Disclosure on file with the sponsor prior to expiration.	All board members have a current BCI/FBI criminal background check and COI Disclosure on file with the sponsor, but not prior to expiration.	All board members do NOT have a current BCI/FBI criminal background check and COI Disclosure on file with the sponsor prior to expiration.
School Governance	Proper Meeting Notice		Timely public notice for all meetings, reschedules, and cancellations	Timely public notice not provided for one (1) meeting, reschedule, or cancellation	Timely public notice not provided for two (2) or more meetings, reschedules, or cancellations
School Governance	Required Board Member Training		Completion of Open Meetings and Public Records for 100% of board members	Completion of Open Meetings and Public Records for 80-99% of board members	Completion of Open Meetings and Public Records for less than 80% of board members
School Governance	Board Member Attendance	Overall member attendance is >90%	Overall member attendance is between 80-90% TSA Average: 81.3%	Overall member attendance is between 70-79%	Overall member attendance is < 70%

Performance Accountability Framework Attachment 11.6 – Measurable SMART Goal

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

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

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

Measure Domain	Goal	Exceeds the Standard (6 points)	Meets the Standard (4 points)	Approaches the Standard (2 points)	Falls Below the Standard (0 points)
Student Discipline 6-8	The school will show an overall decrease in out-of-school suspensions (OSS) from the previous school year. The percent will be calculated using the total number of suspension incidents divided by the total student enrollment.	OSS has decreased by 50% or more from the previous school year.	OSS has decreased from the previous school year.	OSS remains the same from the previous school year.	OSS increased from the previous school year. (10% Increase)
Student Discipline 9-12	The school will show an overall decrease in out-of-school suspensions (OSS) from the previous school year. The percent will be calculated using the total number of suspension incidents divided by the total student enrollment.	OSS is decreased by 50% or more from the previous school year.	OSS is decreased from the previous school year. (1.5% Decrease)	OSS remains the same from the previous school year.	OSS increased from the previous school year.
Mission Specific	At least 75% of TSA students will meet the statewide proficient score on the Business of Arts and Communications WebXam.	School shows evidence of exceeding mission-specific contract SMART goal (97.8% Proficiency)	School shows evidence of meeting mission-specific contract SMART goal	School shows evidence of meeting some, but not all, of its mission-specific contract SMART goal	Evidence of meeting mission-specific SMART goals is not provided, or school is not meeting the goal

Performance Summary & Prospect for Renewal

Performance Summary & Prospect for Renewal:	
<p>The prospect for renewal is a reference only as a preliminary calculation and does not guarantee renewal. Renewal determinations and subsequent contract terms are based on each school's renewal application and high stakes review. Prospects for renewal assume that the school will continue to produce consistent levels of performance as documented in the data trends of the previous sections of this report, using the guidelines below:</p> <ul style="list-style-type: none"> • Probable – The school meets or exceeds the minimum expectation, which is likely to be successful, or • Not Probable – The school does not adequately meet the minimum expectation which is likely to be successful. 	
Areas of Strength	<p>Toledo School for the Arts (TSA) has many strengths that allow the school to meet student needs and improve student outcomes. The principal continues to diligently collaborate with teachers analyzing data, improving/increasing instructional strategies, and intervening with struggling students. This focused work will continue to improve student outcomes and bridge the academic gap.</p> <p>Additionally, TSA has made strides with the MTSS process, focusing on Tier 1 and executive functioning.</p> <p>Finally, TSA offers students something that is not offered in any other area school- an intense visual and performing arts environment. Engaging arts integration blended with a rigorous academic curriculum result in growth and achievement of students. The school continues to grow and blossom into an extraordinary environment for students.</p>
Areas for Improvement	<p>Toledo School for the Arts (TSA) should continue efforts to improve mathematics across all grade levels. To accomplish this, a defined system of intervention such as Response to Intervention (RTI) or Multi-Tiered Support Systems (MTSS) must continue, and academic interventions implemented within this area.</p> <p>Additionally, TSA should work to decrease out-of-suspensions in grades 6-8 as there was a 10% increase last school year. It is noted that this group also had a substantial number of new students learning the expectations. TSA should also work to ensure there are no findings on the upcoming audit.</p>
Prospect for Renewal	Probable- TSA continues to meet or exceed the minimum expectation set by BGSU.

Part 2: Performance Framework Metrics (2019-2023)

Academic Performance

Academic Measures- LRC	
Chronic Absenteeism	
2022-2023	Met
2021-2022	Not Met
2020-2021	Met
2019-2020 (Previously attendance goal)	Met
Performance Index	
2022-2023	Met
2021-2022	Met
2020-2021	NR
2019-2020	NR
Indicators Met	
2022-2023	Met
2021-2022	Not Met
2020-2021	NR
2019-2020	NR
Gifted Data	
2022-2023	NR
2021-2022	Met
2020-2021	NR
2019-2020	NR
Progress	
2022-2023	Not Met
2021-2022	NR
2020-2021	NR
2019-2020	NR
Gap Closing	
2022-2023	Met
2021-2022	NR
2020-2021	NR
2019-2020	NR
Graduation	
2022-2023	Met
2021-2022	Met
2020-2021	Met
2019-2020	Met
4 Year Graduation Rate	
2022-2023	Met
2021-2022	Met
2020-2021	Met
2019-2020	NR
5 Year Graduation Rate	
2022-2023	Met
2021-2022	Met
2020-2021	Met
2019-2020	NR
College, Career, Workforce and Military Readiness	
2022-2023	Progressing
2021-2022	Met
2020-2021	Met
2019-2020	Met
Comparative Goal	
2022-2023	Met
2021-2022	Met
2020-2021	Met
2019-2020	Met
Other Academic Measures (STAR)	
Subgroup	
2022-2023	Progressing
2021-2022	Progressing
2020-2021	NR
2019-2020	NR
Overall Reading	
2022-2023	Met
2021-2022	Not Met
2020-2021	NR
2019-2020	NR
Overall Math	
2022-2023	Not Met
2021-2022	Not Met
2020-2021	NR
2019-2020	NR

Non- Academic Performance

Mission Statement	
2022-2023	Met
2021-2022	NR
2020-2021	Exceeded
2019-2020	Exceeded
Parent Satisfaction	
2022-2023	Met
2021-2022	Met
2020-2021	Met
2019-2020	Exceeded
Governing Authority	
2022-2023	Not Met
2021-2022	Met
2020-2021	Met
2019-2020	Not Met
Organizational/Operational	
2022-2023	Met
2021-2022	Met
2020-2021	Exceeded
2019-2020	Exceeded

Financial Performance and Sustainability	
2022-2023	Met
2021-2022	Met
2020-2021	Met
2019-2020	Met
Student Discipline	
2022-2023	Met
2021-2022	Progressing
2020-2021	NR
2019-2020	NR

Legal Compliance

Toledo School for the Arts was in compliance with all applicable state and federal laws, rules, and regulations for the 2023-2024 school year.

Corrective Action Plan (CAP)

Toledo School for the Arts was not on a Corrective Action Plan (CAP) during the 2023-2024 school year.

2024-2025 Strategic Plan

2024-2025 Strategic Plan

Standard 1: Agency Commitment & Capacity

Goal	Strategies & Action Steps	Measure/Metrics/Targets	Time Frames
<p>Planning and Commitment to Excellence</p> <p>Engage in sponsoring as a means to foster excellent schools that meet identified needs.</p>	<ol style="list-style-type: none"> 1) Support and advance the purposes of charter school law. 2) Ensure that the governing board, leadership, and staff understand and are committed to BGSU’s three core principals. 3) Define external relationships and lines of authority to protect the authorizing functions from conflicts of interest and political influence. 4) Implement policies, processes, and practices that streamline and systematize the work toward stated goals and execute the duties efficiently while minimizing administrative burdens on schools. 5) Evaluate work regularly against national standards for quality authorizing and recognize effective practices and develop and implement timely plans for improvement if BGSU falls short. 6) State a clear mission for quality authorizing. 	<ol style="list-style-type: none"> 1) Effective implementation of the updated strategic plan. 2) Distribution of BGSU’s Mission, Vision, Core Values and Goals. 3) Collection of conflict-of-interest disclosures from BGSU staff. 4) Adherence to the organizational chart and job descriptions to ensure qualified staff and/or contractors cover all sponsoring duties. 5) Completion of self-evaluation and improvement plan for Community School Liaison. 6) Citation of quality sponsoring practices in mission. 	<ol style="list-style-type: none"> 1) January 1 2) August 1 3) September 30 4) June 30 5) September 30 6) June 30
<p>Planning and Commitment to Excellence</p> <p>Clearly prioritize a commitment to excellence in education and in authorizing practices.</p>	<ol style="list-style-type: none"> 1) Articulate and implement an intentional strategic vision and plan for chartering, including clear priorities, goals, and timeframes for achievement. (Advanced Standard) 2) Evaluates its work regularly against its goals and utilizes reflective practices to maintain an environment of ongoing and purposeful improvement. (Advanced Standard) 3) Provide an annual public report on BGSU’s progress and performance in meeting strategic plan goals. 	<ol style="list-style-type: none"> 1) Effective implementation of the 23-24strategic plan. 2) Completion of self-evaluation and improvement plan for Community School Liaison. 3) Dissemination of BGSU Annual Report 4) Continual review of data to ensure stronger student outcomes. 	<ol style="list-style-type: none"> 1) January 1 2) September 30 3) November 30 4) Ongoing

	4) Make decisions that will result in stronger student outcomes, based on an accumulation of evidence, data, and expertise. (Advanced Standard)		
<p>Financial Resources & Human Resources</p> <p>Create organizational structures and commit human and financial resources necessary to conduct its authorizing duties effectively and efficiently.</p>	<p>1) Enlist expertise and competent leadership for all areas essential to charter school oversight through staff, contractual relationships, and/or intra- or inter-agency collaborations.</p> <p>2) Employ competent personnel at a staffing level appropriate and sufficient to carry out all authorizing responsibilities in accordance with national standards, and commensurate with the scale of the charter school portfolio.</p> <p>3) Develop new staff members' understanding of their role, priorities for oversight, and grounding in national and local best practices in authorizing through an effective onboarding process.</p> <p>4) Develop and retain high-quality staff members to achieve and maintain high standards of professional authorizing practice and enable continual agency improvement.</p> <p>5) Regularly examines human resource (e.g., hiring, promotion) and authorizing outcomes (e.g., application, renewal decisions) for potential sources of bias—including but not limited to different outcomes based on educational models, types of schools/operators, and background characteristics of applicants or school leadership—and takes steps to remedy unwanted or inappropriate practices leading to those outcomes.</p> <p>6) Ensures authorizing is visible, championed, and adequately resourced, and the people responsible for day-to-day authorizing functions have significant influence over decision making.</p> <p>7) Determine the financial needs of BGSU sponsorship and devote sufficient financial resources to fulfill authorizing responsibilities in accordance with national standards and commensurate with the scale of the charter school portfolio.</p>	<p>1) Adherence to the organizational chart and job descriptions to ensure qualified staff and/or contractors cover all sponsoring duties.</p> <p>2) Adherence to the organizational chart and job descriptions to ensure qualified staff and/or contractors cover all sponsoring duties.</p> <p>3) Onboarding training at the hire of new staff members focused on community school law, role of the sponsor, sponsor evaluation, and NACSA best practices.</p> <p>4) Community School Liaison will participate in state and national conferences, trainings, and meetings, etc. related to authorization, academic achievement and improving schools. BGSU will ensure that professional development aligns with sponsoring responsibilities and aligns to the strategic plan. Consultants per the organizational chart will align to area of expertise.</p> <p>5) Regular review of processes, applications/documents, and organizational chart with job descriptions to remove potential sources of bias.</p> <p>6) Adherence to the organizational chart and job descriptions to ensure qualified staff and/or contractors cover all sponsoring duties.</p> <p>7) Implementation of a needs assessment and data analysis for resource allocation to align with the strategic plan, support school improvement, and fulfill responsibilities.</p> <p>8) Maintain contracts that are free of conflicts, inducements, or disincentives. Do not enter into any new contracts that may create conflicts, inducements, or disincentives.</p> <p>9) Maintain a budget where revenues are sufficient for fulfilling sponsoring responsibilities.</p>	<p>1) June 30</p> <p>2) June 30</p> <p>3) Ongoing as staff are hired</p> <p>4) Ongoing monitoring- At least one session prior to December 31st and all sessions prior to June 30th</p> <p>5) June 30</p> <p>6) June 30</p> <p>7) March 1</p> <p>8) June 30</p> <p>9) June 30</p>

	<p>8) Structure funding in a manner that avoids conflict of interest, inducements, incentives, or disincentives that might compromise its judgment in charter approval and accountability decision making.</p> <p>9) Deploy funds effectively and efficiently with the public's interests in mind.</p>		
--	--	--	--

Standard 2: Application Process & Decision-Making			
Goal	Strategies & Action Steps	Measure/Metrics/Targets	Time Frames
<p>Proposal, Information, Questions, & Guidance</p> <p>Implement a comprehensive application process that includes clear application questions and guidance.</p>	<ol style="list-style-type: none"> 1) Issue a charter application information packet or request for proposals (RFP) that: a) states any sponsoring priorities established by the College of Education & Human Development at Bowling Green State University; b) articulates comprehensive application questions to elicit the information needed for rigorous evaluation of applicants' plans and capacities; and c) provides clear guidance and requirements regarding application content and format, while explaining evaluation criteria. 2) Welcome proposals from first-time charter applicants as well as existing school operators/replicators, while appropriately distinguishing between the two kinds of developers in proposal requirements and evaluation criteria. 3) Encourage expansion and replication of charter schools that demonstrate success and capacity for growth. 4) Welcome applications proposing diverse educational philosophies, approaches, and school models. 5) Require applicants to demonstrate capacity to serve students with diverse needs, such as students with disabilities or learning exceptionalities and English learners. 6) Broadly invite and solicit charter applications while publicizing its strategic visions and sponsoring priorities, without restricting or refusing to review applications that propose to fulfill other goals. 	<ol style="list-style-type: none"> 1) Posting on website of all materials for new transfer/replicator community school applications (Instructions, Timeline, Application, and Evaluation Rubric). 2) Posting on website of all materials for new transfer/replicator community school applications (Instructions, Timeline, Application, and Evaluation Rubric). 3) Proposal to sponsored school(s) to complete the replicator community school application. 4) Maintenance and expansion of distinctive community school portfolio. 5) Application materials require demonstration of capacity to serve students with diverse learning needs. 6) Posting of all materials for new and transfer/replicator community school applications (Instructions, Timeline, Application, and Evaluation Rubric). Ensure updated strategic plan in posted on the BGSU website. 	<ol style="list-style-type: none"> 1) February 28 2) February 28 3) As needed 4) September 30 5) September 30 6) February 28

<p>Fair, Transparent, Quality Focused Procedures</p> <p>Implement and follow fair, transparent procedures to establish and operate a quality community school.</p>	<ol style="list-style-type: none"> 1) Implement a charter application process that is open, well publicized, transparent, and is organized around clear, realistic timelines. 2) Allow sufficient time for each stage of the application and school pre-opening process to be carried out with quality and integrity. 3) Explain how each stage of the application process is conducted and evaluated. 4) Communicate chartering opportunities, processes, approval criteria, and decisions clearly to the public. 5) Inform applicants of their rights and responsibilities and promptly notify applicants of approval or denial, while explaining the factors that determined the decision. 	<ol style="list-style-type: none"> 1) Posting of all materials for new and transfer/replicator community school applications (Instructions, Timeline, Application and Evaluation Rubric). 2) Allotment of at least a nine-month pre-opening planning stage for all application timelines. 3) Posting of all materials for new and transfer/replicator community school applications (Instructions, Timeline, Application, and Evaluation Rubric). 4) Posting of all materials for new and transfer/replicator community school applications (Instructions, Timeline, Application, and Evaluation Rubric). 5) Notification to applicants of approval or denial that includes detailed reasons for the proposed action. 	<ol style="list-style-type: none"> 1-4) Timeline specifics for applications located on sponsor website-continually posted and updated as needed. 5) September 30
<p>Rigorous Approval Criteria</p> <p>Implement rigorous approval criteria and grant approval only to applicants who demonstrate strong capacity to establish and operate a quality charter school.</p>	<ol style="list-style-type: none"> 1) Require all applicants to present a clear and compelling mission, a quality educational program, a solid business plan, effective governance, and management structure systems, founding team members demonstrating diverse and necessary capabilities, and clear evidence of the applicant's capacity to execute its plan successfully. 2) For replications and expansions: (a) Establish distinct, rigorous, and transparent requirements and criteria for applicants who are existing school operators or replicators (b) Streamlines and expedites the process for replication and/or expansion; and (c) Thoroughly reviews the past performance of all schools the operator has previously operated. 3) Establish distinct requirements and criteria for applicants proposing to contract with education service or management providers. 4) Establish distinct requirements and criteria for applicants that propose to operate virtual or online community schools. 	<ol style="list-style-type: none"> 1) All community school applications include comprehensive, prescriptive requirements and evaluation criteria. 2) Transfer/replicator community school applications include comprehensive, prescriptive requirements and evaluation criteria. 3) All community school applications include comprehensive, prescriptive requirements and evaluation criteria. 4) All community school applications include comprehensive, prescriptive requirements and evaluation criteria. 	<ol style="list-style-type: none"> 1-4) Timeline specifics for applications located on sponsor website-continually posted and updated as needed.

	<p>5) Establish distinct requirements and criteria for applicants proposing to contract with education service or management providers.</p> <p>6) Grant charters only to applicants that have demonstrated competence and capacity to succeed in all aspects of the school, consistent with the stated approval criteria.</p> <p>7) Rigorously evaluate each application through thorough review of the written proposal, a substantive in-person interview with each qualified applicant, and other due diligence to examine the applicant’s experience and capacity, conducted by knowledgeable and competent evaluators.</p> <p>8) Engage, for both written application reviews and applicant interviews, highly competent teams of internal and external evaluators with relevant educational, organizational (governance and management), financial, and legal expertise, as well as thorough understanding of the essential principles of community school autonomy and accountability.</p> <p>9) Provide orientation or training to application evaluators (including interviewers) to ensure consistent evaluation standards and practices, observance of essential protocols, and fair treatment of applicants.</p> <p>10) Ensure that the application review process and decision-making are free of conflicts of interest and require full disclosure of any potential or perceived conflicts of interest between reviewers or decision makers and applicants.</p> <p>11) Engage in continuous review of application processes and consider: Are the current processes resulting in charter schools that the community wants and needs? What must change if different outcomes are desired? (Advanced Standard)</p>	<p>5) All community school applications include comprehensive, prescriptive requirements and evaluation criteria.</p> <p>6) Adherence to all applications’ comprehensive, prescriptive requirements and evaluation criteria</p> <p>7) Adherence to application reviewer protocol and applicant interview protocol</p> <p>8) Appointment and participation of application review team members, both internal and external</p> <p>9) Execution of annual application review team member training</p> <p>10) Collection of completed conflict of interest statements from all application review team members, both internal and external</p> <p>11) Application process review through a continual improvement process</p>	<p>5-8) Timeline specifics for applications located on sponsor website-continually posted and updated as needed.</p> <p>9) September 30</p> <p>10) September 30</p> <p>11) September 30</p>
--	--	--	---

Standard 3: Performance Contracting

Goal	Strategies & Action Steps	Measure/Metrics/Targets	Time Frames
<p>Contract Term, Negotiation, and Execution</p> <p>Establish the terms, negotiate, and execute a new community school contract.</p> <p>Establish the contract with community schools that establishes the legally binding agreement and terms under which the school will operate and be held accountable.</p>	<ol style="list-style-type: none"> 1) Execute a contract with a legally incorporated governing board independent of itself. 2) Grant community school contracts for an initial term of five operating years or longer with periodic high stakes reviews every five years or at renewal. 3) Define material terms of the contract. 4) Ensure mutual understanding and acceptance of the terms of the contract by the school’s governing board prior to the authorization by the authorizing board. 5) Allow- and require contract amendments for- occasional material changes to a school’s plan but does not require amending the contract for non-material modifications. 	<ol style="list-style-type: none"> 1-4) Adherence to the New School Application Instructions, Timeline and Rubric. 5) Adherence to the Community School Contract 	<ol style="list-style-type: none"> 1-4) September 30 5) As needed
<p>Rights and Responsibilities</p> <p>Execute the contract with community schools that articulate the rights and responsibilities of each party regarding school autonomy, funding, administration & oversight.</p>	<ol style="list-style-type: none"> 1) Execute charter contracts that clearly <ul style="list-style-type: none"> ▪ State the rights and responsibilities of the school and Bowling Green State University. ▪ State and respect the autonomies to which schools are entitled – based on statute, waiver, or Bowling Green State University policy – including those relating to the school’s authority over educational programming, staffing, budgeting, and scheduling. ▪ Define performance standards, criteria, and conditions for renewal, intervention, revocation, and non-renewal, while establishing the consequences for meeting or not meeting standards or conditions ▪ State the statutory, regulatory, and procedural terms and conditions for the school’s operation. ▪ State reasonable pre-opening requirements or conditions for new schools to ensure that they meet all health, safety, and other legal requirements prior to opening and are prepared to open smoothly. 	<ol style="list-style-type: none"> 1-2) Adherence to community school law. 	<ol style="list-style-type: none"> 1-2) September 30

	<ul style="list-style-type: none"> ▪ State the responsibility and commitment of the school to adhere to essential public-education obligations, including admitting and serving all eligible students so long as space is available, and not expelling or counseling students except pursuant to a legal discipline policy approved by the Bowling Green State University. ▪ State the responsibilities of the school and Bowling Green State University the event of a school closure. <p>2) Ensure that any fee-based services that the Bowling Green State University provides are set forth in a services agreement that respects community school autonomy and treats the community school equitably compared to district schools, if applicable; and ensures that purchasing such services is explicitly not a condition of charter approval, continuation, or renewal.</p>		
<p>Performance Standards</p> <p>Establish the contract with community schools that articulates outcomes, measures for evaluating success or failure, performance consequences, and other material terms.</p>	<p>1) Execute charter contracts that plainly:</p> <ul style="list-style-type: none"> ▪ Establish the performance standards under which schools will be evaluated, using objective and verifiable measures of student achievement as the primary measure of school quality. ▪ Define clear, measurable, and attainable academic, financial, and organizational performance standards and targets that the school must meet as a condition for renewal, including but not limited to state and federal measures. ▪ Utilize multiple measures to evaluate school quality and student success which include long used and normed measures of academic performance and rigorous, credible mission-specific performance measures that assess each school’s success in fulfilling its mission. ▪ Include expectations for appropriate access, education, support services, and outcomes for students with disabilities. 	<p>1) Adherence to community school law and sponsor requirements. Successful Performance Framework implementation.</p>	<p>1) September 30</p>

	<ul style="list-style-type: none"> ▪ Define the sources of academic data that will form the evidence base for ongoing and renewal evaluation, including state-mandated and other standardized assessments, student academic growth measures, internal assessments, qualitative reviews, and performance comparison with other public schools in the district and state. ▪ Define the sources of financial data that will form the evidence base for ongoing and renewal evaluation, grounded in professional standards for sound financial operations and sustainability. ▪ Define the sources of organizational data that will form the evidence base for ongoing and renewal evaluation, focusing on fulfillment of legal obligations, fiduciary duties, and sound public stewardship; and ▪ Include clear, measurable performance standards to judge the effectiveness of alternative schools, if applicable, requiring and appropriately weighting rigorous mission-specific performance measures and metrics that credibly demonstrate each school’s success in fulfilling its mission and serving its special population. 		
<p>Provisions for Education Service or Management Contract</p> <p>Establish the provisions for education service or management contract, if applicable.</p>	<p>1) For any school that contracts with an external (third party) provider for education design and operation or management, include additional contractual provisions that ensure rigorous, independent contract oversight by the charter governing board and the school’s financial independence from the external provider.</p> <p>2) Review the proposed third-party contract as a condition of charter approval to ensure that it is consistent with applicable law, the College of Education & Human Development at Bowling Green State University, policies, and the public interest.</p>	<p>1-2) Adherence to community school law and Sponsor requirements within the contract.</p>	<p>1-2) September 30</p>

Standard 4: Ongoing Oversight and Evaluation

Goal	Strategies & Action Steps	Measure/Metrics/Targets	Time Frames
<p>Performance Evaluation and Compliance Monitoring</p> <p>Conduct contract oversight that competently evaluates performance and monitors compliance.</p>	<ol style="list-style-type: none"> 1) Implement a comprehensive performance accountability and compliance monitoring system that is defined by the charter contract and provide the information necessary to make rigorous and standards-based renewal, revocation, and intervention decisions. 2) Define and communicate to schools the process, methods, and timing of gathering and reporting school performance and compliance data. 3) Implement an accountability system that effectively streamlines federal, state, and local performance expectations and compliance requirements while protecting schools' legally entitled autonomy and minimizing schools' administrative and reporting burdens. 4) Provide clear technical guidance to schools as needed to ensure timely compliance with applicable rules and regulations. 5) Visit each school as appropriate and necessary for collecting data that cannot be obtained otherwise and in accordance with the contract, while ensuring that the frequency, purposes, and methods of such visits respect school autonomy and avoid operational interference. 6) Evaluate each school annually on its performance and progress toward meeting the standards and targets stated in the charter contract, including essential compliance requirements, and clearly communicates evaluation results to the school's governing board and leadership. 7) Require and review annual financial audits of schools, conducted by a qualified independent auditor. 8) Communicate regularly with schools as needed, including both the school leaders and governing boards, and provide timely notice of contract violations or performance deficiencies. 	<ol style="list-style-type: none"> 1) Adhere to the Master Calendar of Compliance Requirements and the Master Site Visit and Epicenter Submission Rubric 2) Dissemination of the Master Calendar of Compliance Requirements and the Master Site Visit and Epicenter Submission Rubric and provide updates as needed. 3) Adhere to the Master Calendar of Compliance Requirements and the Master Site Visit and Epicenter Submission Rubric 4) Completion of monthly site visits and Site Visit Reports; Follow-up communication (via email) 5) Completion of monthly site visits and Site Visit Reports 6) Dissemination of Annual Performance Reports and discussion of the report to each school's governing authority and leadership. 7) Provide necessary follow or Corrective Action Plan based on the results of the financial audit 8) Completion of monthly site visits and Site Visit Reports; Follow-up communication (via email); Attendance at all governing authority meetings for each school; Adherence to Targeted Intervention Procedures 	<ol style="list-style-type: none"> 1) June 30 2) Prior to First Day of School 3) June 30 4) June 30 5) June 30 6) October 31 7) June 30 8) Monthly

	<p>9) Provide an annual written report to each school, summarizing its performance and compliance to date and identifying areas of strength and areas needing improvement.</p> <p>10) Articulate and enforce stated consequences for failing to meet performance expectations or compliance requirements.</p> <p>11) Differentiates and customizes oversight approaches, consistent with federal and state law and the performance contract between the authorizer and school's governing board, based on school performance. (Advanced Standard)</p>	<p>9) Dissemination of Annual Performance Reports and discussion of the report to each school's governing authority and leadership.</p> <p>10) Adherence to Targeted Intervention Procedures, Implementation of Corrective Action Plans</p> <p>11) Adherence to contract and evaluation of performance framework goals.</p>	<p>9) October 31</p> <p>10) June 30</p> <p>11) June 30</p>
<p>Respecting School Autonomy</p> <p>Ensure schools' legally entitled autonomy</p>	<p>1) Respect the school's authority over its day-to-day operations.</p> <p>2) Collect information from the school in a manner that minimizes administrative burdens on the school, while ensuring that performance and compliance information is collected with sufficient detail and timeliness to protect student and public interests.</p> <p>3) Periodically review compliance requirements and evaluate the potential to increase school autonomy based on flexibility in the law, streamlining requirements, demonstrated school performance, or other considerations.</p> <p>4) Encourage schools to make educational decisions or choices that are appropriately within a school's purview under the charter law or contract and refrains from directing or participating in these decisions.</p>	<p>1) Adhere to and complete the roles and responsibilities identified in the Community School Contract as well as BGSU's Roles and Responsibilities handout.</p> <p>2) Completion of monthly site visits and Site Visit Reports; Utilization of Epicenter</p> <p>3) Evaluation, revision, and finalization of the Master Calendar of Compliance Requirements and the Master Site Visit and Epicenter Submission Rubric</p> <p>4) Adhere to and complete the roles and responsibilities identified in the Community School Contract as well as BGSU's Roles and Responsibilities handout.</p>	<p>1) June 30</p> <p>2) June 30</p> <p>3) June 30</p> <p>4) June 30</p>
<p>Protecting Student Rights</p> <p>Protect Student Rights</p>	<p>1) Ensure that schools admit students through a random selection process that is open to all students, is publicly verifiable, and does not establish undue barriers to application (such as mandatory meetings, mandated volunteer service, or parent contracts) that exclude students based on socioeconomic, family, or language background, prior academic performance, special education status, or parental involvement.</p>	<p>1) Review the school's enrollment and admissions policies and procedures.</p>	<p>1) June 30</p>

	<p>2) Ensure that schools provide access and services to students with disabilities as required by applicable federal and state law, including compliance with student individualized education programs and Section 504 plans, facilities access, and educational opportunities.</p> <p>3) Ensure clarity in the roles and responsibilities of all parties involved in serving students with disabilities.</p> <p>4) Ensure that schools provide access to and appropriately serve other special populations of students, including English learners, homeless students, and gifted students, as required by federal and state law.</p> <p>5) Ensure that schools' student discipline policies and actions are legal and fair, and that no student is expelled or counseled out of a school outside of that process.</p>	<p>2) Review the school's Special Education and 504 policies and procedures as well as service logs for individual students.</p> <p>3) Review the school's Special Education Policies and procedures</p> <p>4) Review the school's Special Education Policies and procedures</p> <p>5) Review the school's Discipline Policies and/or Procedures</p>	<p>2) As needed- June 30</p> <p>3) June 30</p> <p>4) June 30</p> <p>5) June 30</p>
<p>Intervention</p> <p>Informs intervention, revocation, and renewal decisions</p>	<p>1) Establish and make known to schools at the outset an intervention policy that states the general conditions that may trigger intervention and the types of actions and consequences that may ensue.</p> <p>2) Give schools clear, adequate, evidence-based, and timely notice of contract violations or performance deficiencies.</p> <p>3) Allow schools reasonable time and opportunity for remediation in non-emergency situations.</p> <p>4) Where intervention is needed, engage in intervention strategies that clearly preserve school autonomy and responsibility (identifying what the school must remedy without prescribing solutions).</p> <p>5) Applies professional judgment when intervention is needed and considers context and a range of effective solutions, rather than relying solely on tools or protocols to make decisions.</p>	<p>1) Dissemination of the Targeted Intervention Procedures</p> <p>2) Completion of specified action steps to correct any identified deficiencies and/or implementation of Corrective Action Plan.</p> <p>3) Completion of specified action steps to correct any identified deficiencies and/or implementation of Corrective Action Plan.</p> <p>4) Completion of specified action steps to correct any identified deficiencies and/or implementation of Corrective Action Plan.</p> <p>5) Completion of specified action steps to correct any identified deficiencies and/or implementation of Corrective Action Plan.</p>	<p>1) September 30</p> <p>2) As needed</p> <p>3) As needed</p> <p>4) As needed</p> <p>5) As needed</p>
<p>Public Reporting</p> <p>Provide annual public reports on school performance.</p>	<p>1) Produce an annual public report that provides clear, accurate performance data for the charter schools it oversees, reporting on individual school and overall portfolio performance according to the framework set forth in the charter contract.</p>	<p>1) Dissemination of the Annual Report and posting of it on the BGSU website and verify schools post on their website.</p>	<p>1) December 31</p>

Standard 5: Revocation and Renewal Decision-Making

Goal	Strategies & Action Steps	Measure/Metrics/Targets	Time Frames
<p>Revocation</p> <p>Implement a transparent and rigorous process that uses comprehensive academic, financial, and operational performance data to revoke charters when necessary to protect student and public interests.</p>	<p>1) Revoke a charter during the charter term if there is clear evidence of extreme underperformance or violation of law or the public trust that imperils students or public funds.</p>	<p>1) Suspension of Operations and Contract Termination Procedures</p>	<p>1) September 30 and continued as needed</p>
<p>Renewal Decisions Based on Merit and Inclusive Evidence</p> <p>Implement a transparent and rigorous process that uses comprehensive academic, financial, and operational performance data to make merit-based renewal decisions.</p>	<p>1) Base the renewal process and renewal decision on the thorough analyses of a comprehensive body of objective evidence defined by the performance framework in the charter contract.</p> <p>2) Grant renewal only to schools that have achieved the standards and targets stated in the charter contract, are organizationally and fiscally viable, and have been faithful to the terms of the contract and applicable law.</p> <p>3) Do not make renewal decisions, including granting probationary or short-term renewals, based on political or community pressure or solely on promises of future improvement.</p>	<p>1) Verify the community school contract has updated language that bases the renewal process and renewal decision on a thorough analysis of a comprehensive body of objective evidence</p> <p>2) Adherence to the Renewal Application Instructions, Timeline, Rubric, and community school contract</p> <p>3) Adherence to the Renewal Application Instructions, Timeline, Rubric, and community school contract</p>	<p>1) June 30</p> <p>2) January 15</p> <p>3) January 15</p>
<p>Cumulative Report & Renewal Application</p> <p>Provide schools with a cumulative report and renewal application to make merit-based renewal decisions.</p>	<p>1) Provide to each school, in advance of the renewal decision, a cumulative performance report that:</p> <ul style="list-style-type: none"> ▪ Summarizes the school’s performance record over the charter term, and ▪ States the College of Education & Human Development at Bowling Green State University summative findings concerning the school’s performance and its prospects for renewal. <p>2) Require any school seeking renewal to apply for it through a renewal application, which provides the school a meaningful opportunity and reasonable time to respond to the cumulative report; to correct the record, if needed; and to present additional evidence regarding its performance.</p>	<p>1) Dissemination of Annual Performance Report</p> <p>2) Requirement of all schools up for renewal to complete the Renewal Application with adherence to the Instructions, Timeline, Rubric and community school contract</p>	<p>1) December 31</p> <p>2) September 30</p>

<p>Fair, Transparent Process</p> <p>Implement a fair, transparent process to make merit-based renewal decisions.</p>	<ol style="list-style-type: none"> 1) Clearly communicate to schools the criteria for charter revocation, renewal, and non-renewal decisions that are consistent with the charter contract. 2) Promptly notify each school of its renewal (or, if applicable, revocation) decision, including written explanation of the reasons for the decision. 3) Promptly communicate renewal or revocation decisions to the school community and public within a time frame that allows parents and students to exercise choices for the coming school year. 4) Explain in writing any available rights of legal or administrative appeal through which a school may challenge the College of Education & Human Development at Bowling Green State University's decision. 5) Regularly updates and publishes the process for renewal decision making, including guidance regarding required content and format for renewal applications. 	<ol style="list-style-type: none"> 1) Dissemination of the schools updated community school contract. 2) Notification to each renewal school of the new contract term length (or, if applicable, revocation) 3) Notification to each renewal school of the new contract term length (or, if applicable, revocation). 4) Notification to each non-renewal school of the appeal process 5) Posting of updated renewal application materials to the website 	<ol style="list-style-type: none"> 1) June 30 2) January 15 3) January 15 4) January 15 5) June 30
<p>Closure</p> <p>Implement school closure procedures.</p>	<ol style="list-style-type: none"> 1) In the event of a school closure, monitor and work with the school governing board and leadership in carrying out a detailed closure protocol that ensures timely notification to parents; orderly transition of students and student records to new schools; and disposition of school funds, property, and assets in accordance with law. 	<ol style="list-style-type: none"> 1) Adherence to the BGSU Standard Operating Procedure- Financial Difficulty or Closure Prior to the End of the School Year and ODE's Closing Procedures. 	<ol style="list-style-type: none"> 1) September 30 and as needed