



**BGSU Community School Annual
Report**

2020-2021

Message from the Community School Liaison:

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.

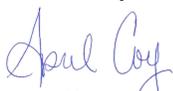
This year has allowed BGSU to focus on continual improvement as a sponsor, including improved technical assistance and oversight processes. Schools and sponsors faced an unprecedented time in spring 2019 due to the COVID-19 pandemic which continued into the 2020-2021 school year. BGSU worked closely with Toledo School for the Arts as they continued to provide remote learning to provide any essential technical assistance and support. The school worked diligently to provide the necessary support for students and teachers. Toledo School for the Arts returned to in-person instruction on March 1, 2021.

A sponsor evaluation did not occur for BGSU during the 2020-2021 school year. BGSU received an Effective or Exemplary rating for the three most recent consecutive review cycles and will not be evaluated again until the 2023-2024 school year due to House Bill 67. In addition, Ohio law specifies that for sponsors currently exempted from being evaluated due to the provisions of ORC 3314.016(B)(7)(b), the 2019-2020 and 2020-2021 school year would not count toward the number of years for which such sponsors are not required to be evaluated. Although sponsors who have received an Effective or Exemplary rating for the three most recent consecutive review cycles will not have to participate in the sponsor evaluation process until 2023-2024, they still have to maintain documentation required by law available for audit purposes and to fulfill their legal responsibilities for their sponsored schools.

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. 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 Coy, M.Ed.

Community School Liaison

College of Education & Human Development

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 since 2008. Toledo School for the Arts is a public “community” or charter school focused on providing a college preparatory 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, classes are offered in music, dance, theatre and visual arts. TSA provides students opportunities to work with professional artists to expand their arts experiences and knowledge base. TSA has ARTnerships with our area’s community and cultural institutions including the Toledo Museum of Art, the Toledo Symphony, the Toledo Repertoire Theatre, the Arts Commission of Greater Toledo, the Toledo Zoo and others.

Toledo School for the Arts has been rated Excellent by the Ohio Department of Education and has received national attention as a U.S. Department of Education Blue Ribbon School, a Bronze level recognition by U.S. News and World Report as one of the nation’s top high schools and Charter School of the Year by the Center for Education Reform. Ohio Superintendent of Education Susan Zelman named TSA a School of Promise.

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 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 Shinew

Dean, College of Education & Human Development

Dr. Tracy Huziak-Clark

Assistant Dean for Educator Preparation and Partnerships

Dr. Mark Seals

Director, School of Teaching and Learning, College of Education & Human Development

Dr. Patrick Pauken

Director, School of Educational Foundations, Leadership & Policy, College of Education & Human Development

April Coy, M.Ed.

Community School Liaison, College of Education & Human Development

Faith Olson-Elsea, Ed.S.

Senior Fiscal Officer, College of Education & Human Development

Melissa Cardenas, MBA

Director, Assessment & Accreditation, 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.

Toledo School for the Arts Mission Statement:

Toledo School for the Arts serves as an inclusive community where learning is rigorous, creativity is cultivated, and the individual is celebrated.

Sponsor Performance Review

It is the goal of Bowling Green State University to adhere as closely as possible to the National Association of Charter School Authorizers (NACSA) *Principles & Standards for Quality School Sponsorship*, widely considering the gold standard nationally for the work of charter school sponsorship. The Ohio Department of Education (ODE) has developed a Sponsor Performance Review (SPR) that is aligned to NACSA standards, as well as Ohio-specific requirements.

The Sponsor Performance Review has three major components: Academic Performance, Compliance, and Quality Practices. The academic performance component determines how well students are performing academically at sponsored schools. The compliance component is a review of a sponsor's adherence to applicable laws and rules. The quality portion of the review assesses the quality of authorizer practices.

ODE completed its SPR for the 2017-2018 school year and released the ratings in November 2018. BGSU received an overall rating of "Effective". The components were as follows: Academic Performance- "C"; Compliance- "Exemplary"; and Quality Practices- "Meets Standards".

ODE completed its SPR for the 2018-2019 school year and released the ratings in November 2019. BGSU received an overall rating of "Exemplary". The components were as follows: Academic Performance- "C"; Compliance- "Exemplary"; and Quality Practices- "Exceeds Standards".

BGSU was not evaluated for the 2019-2020 or 2020-2021 school year due to statutory updates to ORC 3314.016(B)(7)(b).

Quality Practices:

The following sections correlate to the SPR and provides details on how Bowling Green State University conducts its sponsorship work.

A. Commitment and Capacity

Bowling Green State University is staffed with a portfolio of individuals whose collective backgrounds include community schools, law, education, instruction, assessment, facilities, special education, finance, business/performance management, and compliance. We have faculty and consultants on hand to address specific needs or questions in these areas. We are committed to excellence, have a strategic plan with measurable goals and timeframes for achievement, and evaluate our work regularly. We provide technical assistance to all authorized schools throughout the year and follow quality practices to maintain high standards. Bowling Green State University devotes sufficient financial resources to fulfill all authorizing responsibilities in accordance with the standards.

B. Application Process and Decision Making

Bowling Green State University continued to implement a comprehensive application process during the 2020-2021 school year. The application process and timeline is outlined clearly on our website (<https://www.bgsu.edu/education-and-human-development/office-of-charter-school-sponsorship.html>), and the guidance provided includes clear criteria for approval.

Bowling Green State University has rigorous criteria for new schools, replicators, schools seeking a change in sponsor and renewal. For each application cycle for new, replication or transfer schools, we convene an application review team with a high level and broad range of expertise. We use a mix of Bowling Green State University staff and faculty as well as external reviewers from the ESC of Lake Erie West. We strive to achieve a balanced level of skills (e.g. special education, law, governance, finance, compliance, operations, and curriculum). The external reviewers bring years of community school sponsoring experience as well as expertise in the following areas: Education Plan, Finance, Governance, and Accountability. Each member of the application review team received annual training prior to reviewing applications and completing an evaluation. Each application review team member's evaluation is combined into a final evaluation rubric. The application process also includes an interviewing piece where schools and current sponsors are asked a series of detailed questions. The review team then provides evidence-based recommendations for approval to the Bowling Green State University Provost and Dean of Education and Human Development based on the created rubric for evaluation.

No applications for new schools, replicators or schools seeking a change in sponsorship were received. Bowling Green State University only sponsored one community school during the 2020-2021 school year. Per our sponsorship agreement with Ohio Department of Education, Bowling Green State University may sponsor no more than two (2) new schools per year beginning with the 2019-2020 school year and through the 2021-2022 school year up to a total of seven (7) sponsored schools due to an effective sponsor rating. However, currently Bowling Green State University is not accepting applications for sponsorship of new schools, replicators or schools seeking a change in sponsorship.

C. Performance Contracting

The Community School Contract maintained between Bowling Green State University and Toledo School for the Arts includes all legal requirements, as well as best practices, and it is updated regularly to ensure it aligns with changing state and federal law. The contract includes a Performance Accountability Framework that details the areas of oversight on which schools will be assessed, as well as academic and non-academic goals specific to each school. The Performance Accountability lays out conditions for intervention, renewal or non-renewal, probation, and suspension of the contract.

D. Oversight and Evaluation

Bowling Green State University attends regular and special governing authority meetings. As a result, Bowling Green State University is present for financial reports, directors' reports, and all other discussion regarding policy and school decisions. Bowling Green State University also attends monthly sponsor committee meetings with the Toledo School for the Arts Governing Authority to provide compliance updates and technical assistance as needed.

The Bowling Green State University Senior Fiscal Officer and Community School Liaison reviews financials and enrollment of Toledo School for the Arts on a monthly basis. The school submits a required set of financial documents each month, as well as other financial documents throughout the year. The Senior Fiscal Officer meets with the school treasurer once per month to discuss the financial and enrollment health of the school, as well as any areas of concern. This information is shared at Board Meetings during the Finance Committee Report. The school is then provided a copy of the Financial and Enrollment Report completed by Bowling Green State University via email.

Annually, Bowling Green State University shares how it will monitor academic, operational, and financial performance by giving all sponsored school a list of compliance items that will be reviewed throughout the year, as well as detailed guidance on each item. To better manage compliance documents, BGSU contracts with Epicenter to allow for review of all submissions for compliance with statute and contract. If there are any issues on a given document, specific feedback and follow-up is provided until compliance is met.

The Community School Liaison conducts on-site visits for every school building on a monthly basis during the school year where oversight and technical assistance are provided, and compliance with state law and academic performance are examined. Site visits included a walk-through of the building and collection and review of data from school leadership, staff, and other stakeholders. If any items need additional work, feedback is provided to the school with technical assistance and recommended action steps. Follow-up on previously identified concerns, complaints, and questions are addressed monthly. The Community School Liaison completes a site visit report form after every site visit, detailing what was reviewed, a summary of findings, areas of strengths, and, as applicable, areas for improvement. A copy of each site visit report is provided to school leadership via email. At times, site visits may occur virtually due to the continued COVID-19 pandemic.

Bowling Green State University also provides academic oversight at site visits and through communications with the schools. All schools have delineated academic and non-academic performance goals in the contract Performance Accountability Framework. Bowling Green State University monitors progress toward these goals at site visits and provides technical assistance to the schools in meeting goals whenever necessary.

Monthly, Bowling Green State University reviews and collects data on the school's compliance with all applicable laws, rules, contractual obligations and academic performance measures. BGSU discusses implementation of state and district tests, improvement of student scores, and interpretation of data with relevant school staff. BGSU also reviews the school's contract education plan annually. The plan must include curricular objectives and descriptions, instructional delivery methods, educational programs offered for each grade, alignment with Ohio standards, and any non-classroom-based learning opportunities offered by the school.

E. Termination and Renewal Decision Making

Leading into the renewal of a community school contract, BGSU asks each school up for renewal to complete a renewal application reviewing its performance and describing its continuing efforts for academic growth and operational strength. The BGSU review team evaluates the school's performance based on this application, as well as the school's historical academic and operational performance. The review team then provides recommendations on renewal and renewal term length, based on the strength of the school, to the BGSU Provost. The overall term length of the contract must align with the Sponsorship Agreement between ODE and BGSU. Renewal is only granted to schools that earn at least 75% of possible points on the renewal rubric.

In the event that a school's contract is non-renewed, terminated, or if the school is otherwise required to close, BGSU has appropriate protocols in place to transition students and families smoothly. BGSU's only sponsored school, TSA, was renewed in 2018-2019. Per BGSU's Sponsorship Agreement with ODE and a recent contract amendment, the renewal contract will expire in June 2024.

F. Technical Assistance

Bowling Green State University places great value and emphasis on providing high quality support and research-proven trainings as a means of ensuring high quality school programs. Sponsored schools are invited to participate in professional development throughout the school year. BGSU focused on improving the technical assistance provided to its schools through the Community School Liaison. The BGSU Community School Liaison works independently with the school in an effort to provide and connect the school to additional customized technical assistance events, specifically designed to improve each school's overall success. In fall 2020, administration helped tailor and identify technical assistance and professional development needs by completing a needs assessment. The Community School Liaison continually works with the executive director to ensure the school receives adequate technical assistance from Bowling Green State University. Looking into the future, BGSU will strive to continually improve in this area and continue to discover how to better work together and advance the work already being done at the school.

ANNUAL PERFORMANCE REPORTS

Every year, BGSU produces an Annual Performance Report for each sponsored charter school, for use by the school and other stakeholders. The report summarizes the school's academic performance, legal compliance, financial health and sustainability, and organizational and operational performance according to the most recent data available for the years in review. The Annual Performance Report also provides an overview of the charter school's enrollment demographics for the 2020-2021 school year.

BGSU is committed to promoting high-quality education for public school students in Ohio. This Annual Performance Report is produced in order to:

1. Provide timely information to the charter school on its performance relative to the standards and expectations established by applicable federal and state law and the charter contract.
2. Identify the schools strengths and any areas needing improvement.
3. Provide information that enables the community and the public to understand the school's performance, including its fulfillment of public obligations.

Academic Performance –

This section provides an overview of our schools performance in the year reviewed on a variety of academic measures the school is accountable for achieving, as established by applicable federal and state law and the performance accountability framework (Attachment 11.6) in the charter contract. Goals set by the school should be rigorous, yet attainable.

Fiscal Performance –

We evaluate all of our sponsored schools on the required fiscal performance and sustainability goals as established in the performance accountability framework (Attachment 11.6) of the community school contract and the accuracy and on-time rates of all required fiscal documents submitted through Epicenter to determine the percentage of goals met. Sponsored schools are then determined to have 'Exceeded', 'Met', or 'Not Met' the expected performance level based on the percentage of contractual goals and the accuracy and on-time rates of all required fiscal documents submitted, using the following guidelines:

Exceeded: School met 85-100% of all Fiscal Performance requirements

Met: School met 51-84% of all Fiscal Performance requirements; or

Not Met: School met 50% or less of all Fiscal Performance requirements.

Organization & Operation –

We evaluate our schools on the required governing board performance goals established in the community school contract performance accountability framework (Attachment 11.6) along with the accuracy and on-time rates of all required governing authority compliance documents submitted through Epicenter to determine the percentage of goals met. The schools are then determined to have ‘Exceeded’, ‘Met’ or ‘Not Met’ the expected performance level based on the percentage of contractual goals and the accuracy and on-time rates of all required Organization and Operation documents submitted, using the guidelines below:

- ***Exceeded*** - Schools met 85-100% of all Organization and Operation Requirements,
- ***Met*** – Schools met 51-85% of all Organization and Operation Requirements, or
- ***Not Met*** – Schools met 50% or less of all Organization and Operation Requirements

Legal Compliance –

We evaluate our schools on all legal requirements in statute and the community school contract submitted through Epicenter. The schools are then determined to have ‘Met’ or ‘Not Met’ the required legal requirements in statute and the community school contract using the following guidelines:

- ***Met*** – School was compliant with all legal requirements in statute and the community school contract;
- ***Not Met*** – School was not compliant with all legal requirements in statute and the community school contract

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 2021-2022

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 detailed plan is best practice. BGSU will continue to implement a detailed improvement plan, monitor progress of the improvement plan and outline the detailed strategic goals for the 2021-2022 school year. The detailed strategic plan is attached.

2021-2022

Bowling Green State University

Strategic Plan

The Office of Charter School Sponsorship at 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.
- Oversees charter schools that, over time, meet the performance standards and targets on a range of measures and metrics set forth in their 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:

- 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.
- 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.
- 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.
- Supports parents and students in being well-informed about the quality education provided by charter schools.

Source: <https://www.qualitycharters.org/wp-content/uploads/2018/10/NACSA-Principles-and-Standards-2018-Edition.pdf>

5 Standards for Quality Charter School Authorizing

Standard 1: Agency Commitment & Capacity

The Office of Charter School Sponsorship at Bowling Green State University will engage in chartering as a means 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 Office of Charter School Sponsorship 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 Office of Charter School Sponsorship helps to provide a focus on academic, operational, and fiscal integrity.

Community schools attract students because of the uniqueness of their particular educational approach to instruction, educational effectiveness, and academic achievement. The only school sponsored by Bowling Green State University at this time is Toledo School for the Arts. 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

The Office of Charter School Sponsorship 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 Office of Charter School Sponsorship 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, that 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 Office of Charter School Sponsorship 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.

Standard 5: Revocation and Renewal Decision Making

As a quality sponsor, the Office of Charter School Sponsorship 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.

Attached you will find the Annual Performance Report for Toledo School for the Arts for the 2020-2021 school year.

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

Introduction

Every year, Bowling Green State University produces an Annual Performance Report for each charter school it oversees, for use by the school and other stakeholders. The report summarizes the school's academic performance, legal compliance, financial health and sustainability, and organizational and operational performance according to the most recent data available for the years in review. The Annual Performance Report also provides an overview of the charter school's enrollment demographics for the 2020-2021 school year.

Bowling Green State University is committed to promoting high-quality education for public school students in Ohio. This Annual Performance Report is produced in order to:

1. Provide timely information to the charter school on its performance relative to the standards and expectations established by applicable federal and state law and the charter contract.
2. Identify the school's strengths and any areas needing improvement.
3. Provide information that enables the community and the public to understand the school's performance, including its fulfillment of public obligations.

SCHOOL OVERVIEW

SCHOOL NAME	Toledo School for the Arts		
GRADES SERVED	06-12	IRN	133942
SCHOOL ADDRESS	333 14 th Street, Toledo, Ohio 43604		
SCHOOL CONTACT INFORMATION	P: (419)246-8732		
SCHOOL WEBSITE	http://ts4arts.org/		
SCHOOL LEADERSHIP	Doug Mead, Director Letha Ferguson, Principal David Johnson, Assistant Principal		
GOVERNING AUTHORITY	https://ts4arts.org/about-us/governing-board/		
SCHOOL MISSION	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 2020-2021 (as of last day of school)	693		
STUDENT DEMOGRAPHICS		ENROLLMENT BY GRADE	
GENDER		K	NA
Female	513 (74%)	Male	NA
		NA	1
RACE/ETHNICITY		2	NA
Asian/Pacific Islander	9 (1.3%)	3	NA
African American	141 (20.4%)	4	NA
Hispanic/Latino	73 (10.5%)	5	NA
Multiracial & Other	62 (9.0%)	6	103
Native American	1 (0.1%)	7	104
White/Caucasian	407 (58.7%)	8	105
HISTORICALLY UNDERSERVED POPULATIONS		9	92
Free or Reduced-Price Lunch	255 (36.8%)	10	89
Students with Disabilities	46 (6.6%)	11	97
English Language Learners	1 (0.1%)	12	92

I. ACADEMIC PERFORMANCE

This section provides an overview of the school’s performance in the years reviewed on a variety of academic measures the school is accountable for achieving, as established by applicable federal and state law and the Performance Accountability Framework in the charter contract.

Please note: The 2020-2021 report card will not have grades or ratings. Limited data is available due to the coronavirus pandemic.

INDICATORS AND MEASURES	SCHOOL PERFORMANCE		GRADE	NOTES	
ACHIEVEMENT	Component Grade: Not Rated				
Performance Index	%		Grade		
2020-2021	59.8%		NR	COVID-19	
2019-2020	NR		NR	COVID-19	
2018-2019	74.5%		C		
Indicators Met	%		Grade		
2020-2021	NR		NR	COVID-19	
2019-2020	NR		NR	COVID-19	
2018-2019	52.9%		D		
PROGRESS/VALUE ADDED	Component Grade: Not Rated				
	Overall	Gifted	Lowest 20%	SWD	Notes
2020-2021	NR	NR	NR	NR	COVID-19
2019-2020	NR	NR	NR	NR	COVID-19
2018-2019	F	F	C	B	
GAP CLOSING	Component Grade: Not Rated				
ANNUAL MEASURABLE OBJECTIVES					
AMO POINTS:	%		Grade	Notes	
2020-2021	NR		NR	COVID-19	
2019-2020	NR		NR	COVID-19	
2018-2019	81.0		B		
GRADUATION RATES	Component Grade: Not Rated				
	% of Students graduated in 4 years		% of Students graduated in 5 years		Notes
2020-2021	96.9% (NR)		97.8% (NR)		
2019-2020	96.7% (NR)		98.9% (NR)		
2018-2019	98.9% (A)		98.8% (A)		
K-3 LITERACY	Component Grade: Not Rated				
PREPARED FOR SUCCESS	Component Grade: Not Rated				
	Grade			Notes	
2020-2021	NR (46.5%)			COVID-19	
2019-2020	NR (45.4%)			COVID-19	
2018-2019	D				

Performance Accountability Framework	Met/Not Met	NOTES
Achievement		
Percentage and total number of proficiency level indicators met		
2020-2021	Not Rated	Limited data is available due to the continued coronavirus pandemic.
2019-2020	Not Rated	Limited data is available due to the coronavirus pandemic and ordered school-building closure.
2018-2019	Not Met	10 out of 17- 58.8% Goal Set; 52.9% Actual. It is important to note that TSA did not decline in this area from the previous school year. They remained the same.
Performance index score and percent increase in each category		
2020-2021	Not Rated	Limited data is available due to the continued coronavirus pandemic.
2019-2020	Not Rated	Limited data is available due to the coronavirus pandemic and ordered school-building closure.
2018-2019	Not Met	77.5% Goal Set- 74.5% Actual (Decrease of 1.3% from previous year; 3% short of meeting goal)
Progress: Value-added progress score, including subgroups:		
2020-2021	Not Rated	Limited data is available due to the continued coronavirus pandemic.
2019-2020	Not Rated	Limited data is available due to the coronavirus pandemic and ordered school-building closure.
2018-2019	Not Met	Component Grade "C" Goal Set; TSA received a D. It is important to note that the Lowest 20% in achievement earned a "C" and SWD earned a "B". Progress for all students in math, ELA and science as well as gifted students affected the overall score. It is also important to note that TSA did not decline in the overall component grade from the previous year. They remained the same.
Gap Closing: Annual measurable objectives (AMOs) percentages:		
2020-2021	Not Rated	Limited data is available due to the continued coronavirus pandemic.
2019-2020	Not Rated	Limited data is available due to the coronavirus pandemic and ordered school-building closure.
2018-2019	Not Met	82% Goal Set for All Students; 81.0% Actual. Although TSA did not meet the overall goal, it is important to note that TSA still increased their percentage by 0.5%. It is also important to note that TSA outperformed subgroup performance index expectations on the report card in all areas of ELA and graduation rate. In math, TSA outperformed subgroup performance index in math in all areas except Hispanic and students with disabilities.

Graduation Rates: Four and Five year graduation rates:		
2020-2021	Met	Meet or exceed state average goal set for 4 and 5-year Graduation Rate- 96.9% Actual for 4-year and 97.8% Actual for 5-year; Goal met for 4 and 5-year goal
2019-2020	Met	98% Goal Set for 4 and 5-year Graduation Rate- 96.7% Actual for 4-year and 98.9% Actual for 5-year; Met 5-year goal only but exceeds state data in both 4 and 5-year percentages.
2018-2019	Met	98% Goal Set for 4 and 5-year Graduation Rate- 98.9% Actual for 4-year and 98.8% Actual for 5-year; Exceeds state data
K-3 Literacy Improvement: Percentage of students moving from not on track to on track: NOT APPLICABLE		
Prepared for Success: Component grade and percentage of students participating across all six measured areas:		
2020-2021	Met	Goal set to increase the percentage of students earning an Honors Diploma from 29.1% to 32.0%. Actual: 32.8%
2019-2020	Met	Goal set to increase the percentage of students receiving dual enrollment credit from 26% to 30%. Actual: 34.1%
2018-2019	Not Met	Goal Set 55.5%; Actual 49.9%. It is important to note that although the overall percentage on the report card was lower this year (-3.3%), there were gains in several sub-categories such as ACT Participation, ACT Remediation Free, Honors Diplomas, and Dual Enrollment Credit.
Comparative Data from "Similar" Schools		
2020-2021	Met	Performed at rates higher than similar schools in the local community in graduation. Achievement was not rated. Limited data is available due to the coronavirus pandemic.
2019-2020	Met	Performed at rates higher than similar schools in the local community in graduation. Achievement was not rated. Limited data is available due to the coronavirus pandemic and ordered school-building closure.
2018-2019	Met	Performed at rates higher than similar schools in the local community.
Student Performance: Nationally-normed assessment conducted by the school: STAR		
2020-2021	Not Met	STAR Testing- Overall goal was to demonstrate a 10% increase from students in grade 8 scoring proficient or above in mathematics between fall and spring semester. Actual: 8% decrease (66% in Fall; 58% Spring)
2019-2020	Met	STAR Testing- 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% increase in 6 th -8 th grade math. 7 th grade had the largest gain (15%).
2018-2019	Met	STAR Testing- 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.

Section 1 (Academic Performance) Narrative

Due to the continued COVID-19 pandemic, limited data is available to evaluate the academic goals for the 2020-2021 school year. However, two goals, Prepared for Success and Student Performance, had available data and the goals were met. A few initiatives and strategies implemented this year include:

- New software applications such as “Limnu”
- Data analysis to develop instructional and intervention plans
- Summer intensive programming
- Tutoring
- Academic assist and study tables
- Lesson Study with BGSU
- Professional development focused on classroom and instructional techniques for the virtual platform

II. ACADEMIC CAP

Toledo School for the Arts was not placed on an Academic Corrective Action Plan for the 2020-2021 school year.

III. SPECIAL EDUCATION CAP

Toledo School for the Arts was not placed on a Special Education Corrective Action Plan for the 2020-2021 school year.

IV. FISCAL

Fiscal Performance:				
Bowling Green State University evaluated all of its sponsored schools on the required fiscal performance and sustainability goals as established in the community school contract performance accountability framework (Attachment 11.6) and the accuracy and on-time rates of all required fiscal documents submitted through Epicenter to determine the percentage of goals met. Toledo School for the Arts was then determined to have Exceeded, Met, or Not Met the expected performance level based on the percentage of contractual goals and the accuracy and on-time rates of all required fiscal documents submitted, using the following guidelines:				
<p>Exceeded: School met 85-100% of all Fiscal Performance requirements</p> <p>Met: School met 51-84% of all Fiscal Performance requirements; or</p> <p>Not Met: School met 50% or less of all Fiscal Performance requirements.</p>				
	2018-19	2019-20	2020-21	Notes
Accuracy Rate	Exceeded	Exceeded	Exceeded	97% Accuracy Rate in Epicenter
On-Time Rate	Exceeded	Exceeded	Exceeded	94% On-Time Submissions in Epicenter
Financial Performance & Sustainability Goals/ Annual Audit	Not Met	Met	Met	TSA had no findings on the 2020-2021 audit.
Corrective Action Plan Progress	N/A	NA	NA	N/A

Section 4 (Fiscal) Narrative

Toledo School for Arts had zero findings in the 2020-2021 audit.

No Corrective Action Plans were implemented for fiscal performance.

V. LEGAL COMPLIANCE

Legal Compliance:				
Bowling Green State University evaluated all of its sponsored schools on all legal requirements in statute and the community school contract submitted. Legal compliance includes compliance items from the sponsor evaluation. The schools are then determined to have Met or Not Met the required legal requirements in statute and the community school contract using the following guidelines:				
<ul style="list-style-type: none"> • Met- School was compliant with all Legal Compliance Requirements in statute and the community school contract, or • Not Met- School was not compliant with all Legal Compliance Requirements in statute and the community school contract. 				
	2018-19	2019-20	2020-21	Notes
Legal Compliance	Met	Met	Met	TSA was compliant with Legal Compliance requirements.
Corrective Action Plan Progress	N/A	N/A	N/A	N/A

Section 5 (Legal) Narrative

Toledo School for the Arts continues to be compliant with all Legal Compliance Requirements in statute and the community school contract.

VI. ORGANIZATION & OPERATION

Organization & Operation:				
<p>Bowling Green State University evaluated all of its sponsored schools on the required governing board performance goals established in the community school contract performance and accountability plans and the accuracy and on-time rates of all required governing authority compliance documents submitted through Epicenter to determine the percentage of goals met. The schools are then determined to have Exceeded, Met, or Not Met the expected performance level based on the percentage of contractual goals and the accuracy and on-time rates of all required Organization and Operation documents submitted, using the guidelines below:</p> <ul style="list-style-type: none"> • Exceeded – School met 85-100% of all Organization and Operation Requirements, • Met – School met 51-85% of all Organization and Operation Requirements, or • Not Met – School met 50% or less of all Organization and Operation Requirements. 				
	2018-19	2019-20	2020-21	Notes
Accuracy Rate	Exceeded	Exceeded	Exceeded	Goal was 85% accuracy for Epicenter submissions. Actual was 97% accuracy.
On-Time Rate	Exceeded	Exceeded	Exceeded	Goal was 85% on-time rating for Epicenter submissions. Actual was 94% on-time submissions.
Corrective Action Plan Progress	N/A	N/A	N/A	N/A
Attendance Goal	Not Met	Met	Met	Goal set was to meet or exceed annual state expectations in attendance for all students and chronic absenteeism. Actual was 96% attendance and 10.4% chronic absenteeism.
Mission Statement Goal	Exceeded	Exceeded	Exceeded	Goal set was at least 49 students will earn a minimum of 3 college credits; Actual was 56 students obtaining at least 3 college credits through CCP.
Governing Board Performance Goal	Exceeded	Not Met	Met	Goal set was 79%; Actual was 79.25%
Parent Satisfaction Goal	Not Met	Exceeded	Met	<p>Goal set was a 77% response of either “Good” or “Excellent” on an internally developed survey tool with the question: “On a scale of 2 to 5, with 1 being Poor and 5 being Excellent, how would you rate your overall satisfaction with Toledo School for the Arts?”</p> <p>78.97% of TSA parents rated “Good” or “Excellent” on the 2020-2021 parent survey.</p>

Section 6 (Organization/Operation) Narrative

This school year, BGSU continued utilizing Epicenter for collecting compliance documents from Toledo School for the Arts. TSA had 97% accuracy and 94% on-time submissions for organization and operation. No corrective action plan was necessary for organization and operation compliance. All goals were met in this area. The TSA Governing Authority President and TSA Executive Director worked diligently to improve the Board attendance through one-on-one communication, regular email notifications, and meeting reminders during session to meet the goal. This will be a continued practice into the 2021-2022 school year.

TSA continues to meet the annual state expectation in attendance and chronic absenteeism. TSA implements the following to help maintain the overall attendance percentage and decrease chronic absenteeism:

- Streamline how they 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; and
- Measure the absenteeism rate monthly.

In terms of providing an overall satisfaction rating for the school, TSA administered an internally developed survey instrument. 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?” 78.9% of respondents indicated either “Good” or “Excellent”, meeting their goal. TSA hopes to continually reach more parents and gather feedback about the school to continually grow and improve as an institution.

VII. PERFORMANCE SUMMARY

Performance Summary:	
<p>Bowling Green State University evaluated all of its sponsored schools and identified areas of strength, areas for improvement, and prospects for renewal. The prospects for renewal section is for 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. Prospects for renewal are based on the assumption 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. 	
Notes	
Area(s) of Strength	Graduation, Attendance, Legal Compliance, Prepared for Success Goal, Governing Board Goal
Area(s) for Improvement	Student Performance (STAR) Goal
Prospects for Renewal	Probable – Although limited data is available due to the coronavirus pandemic and ordered school-building closure for academic goals, TSA met all goals that could be evaluated with data except for the School Performance STAR data goal. However, with the pandemic and state-ordered school closures, a decrease in proficiency was predicted. TSA continues to provide intervention to students and is working diligently to meet all student needs.

Toledo School for the Arts continues to meet or exceed the minimum expectation set by BGSU.