



BGSU Community School Annual Report

2021-2022

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 continues to impact student outcomes. BGSU continues to work closely with Toledo School for the Arts as they work to close the academic gap for students impacted by the pandemic. The school continues to work diligently to provide the necessary support for students and teachers.

A sponsor evaluation did not occur for BGSU during the 2021-2022 school year. Sponsors that received an overall sponsor rating of Exemplary or Effective for three consecutive eligible evaluation cycles (2016-2017, 2017-2018, 2018-2019 and 2021-2022) are exempted from the 2022-2023 sponsor evaluation. Exempted sponsors still have to maintain documentation required by law available for audit purposes and to fulfill their legal responsibilities for their sponsored schools. 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 regardless of their sponsor evaluation process participation status.

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

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 (TSA) 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.

In May of this year, 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. Arts School Network will honor the school at the Awards Ceremony during the ASN 2022 National Conference in Las Vegas, NV. TSA has been designated as an Exemplary school since 2011.

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.

On September 22, 2022, TSA earned Great Schools’ 2022 College Success Award. Great Schools is the nation’s leading nonprofit providing school information to parents and families. The annual recognition honors schools that excel at preparing students to enroll and succeed in college, as determined by available data in each state. TSA is among high schools from 25 states that have demonstrated a successful track record of graduating students who enroll in two- or four-year college, are ready for college-level coursework, and persist into their second year.

The Next Big Thing Campaign will help TSA serve more students, improve and expand their facility, and increase the school’s long-term sustainability. The annex and expanded stairwell will allow for double the capacity of the building, but we only plan to enroll an additional 140 students for a 20% increase. Permanent instructional, administrative, and support jobs will be created to serve the increased number of students. The community portal will activate the Adams Street Creative Corridor and it will allow the school to be open into the evenings for Outreach and Night Classes. This space will increase programming and internships for students with real world experiences in operating a Publishing Company, Gallery, Retail, Booking Agency, Maker Space, Recording Studios, Performance and Dance Studios, and much more.

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 Shinen

Dean, College of Education & Human Development

Dr. Tracy Huziak-Clark

Assistant Dean for Educator Preparation and Partnerships

April Coy, M.Ed.

Community School Liaison, College of Education & Human Development

Suzanne Gwozdz

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 entrepreneurism
- 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 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 2019-20, 2020-21 or 2021-22 school year due to statutory updates to ORC 3314.016(B)(7)(b). BGSU is confident they will maintain the “Exemplary” sponsor rating when it is formally evaluated again, as will be determined by ODE and the General Assembly.

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 2021-2022 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 2021-2022 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 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 College Budget Administrator 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 College Budget Administrator 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.

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 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. 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. Due to the COVID-19 pandemic, schools have needed to provide a variety of instructional delivery models including remote, hybrid, and in-person learning over the past two years. BGSU has not been able to assess many components of academic performance due to a lack of academic data on the 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 2022-2023

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 2022-2023 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 College of Education and Human Development 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 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 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 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, 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 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.

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.

Attached you will find the Annual Performance Report for Toledo School for the Arts for the 2021-2022 school year.

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. Due to the COVID-19 pandemic, schools have needed to provide a variety of instructional delivery models including remote, hybrid, and in-person learning over the past couple of years. BGSU has not been able to assess many components of academic performance due to a lack of academic data on the state report card

SCHOOL OVERVIEW

School Name				Toledo School for the Arts					
IRN		Contract Term		Contract Start Date		Contract End Date		Grades Served	
133942		5 Years							
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, Interim 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 2021-2022 (as of last day of school)				659					
STUDENT DEMOGRAPHICS						ENROLLMENT BY GRADE			
GENDER						K		NA	
Female	483 (73.3%)		Male	176 (26.7%)		1		NA	
RACE/ETHNICITY						2		NA	
Asian/Pacific Islander			7 (1%)			3		NA	
African American			135 (20.5%)			4		NA	
Hispanic/Latino			74 (11.2%)			5		NA	
Multiracial & Other			59 (9%)			6		94 (14.3%)	
Native American			1 (<1%)			7		97 (14.7%)	
White/Caucasian			383 (58.1%)			8		101 (15.3%)	
HISTORICALLY UNDERSERVED POPULATIONS						9		94 (14.3%)	
Free or Reduced-Price Lunch			281 (42.6%)			10		100 (15.2%)	
Students with Disabilities			36 (5.5%)			11		82 (12.4%)	
English Language Learners			1 (<1%)			12		91 (13.8%)	

Section A: ACADEMIC MEASURES- LRC

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 2021-2022 report card ratings are still affected by the pandemic.

INDICATORS AND MEASURES	SCHOOL PERFORMANCE		GRADE	NOTES	
ACHIEVEMENT	Component Grade: *** (3 Stars)				
Performance Index	%		Grade		
2021-2022	71.5%		NR	COVID-19	
2020-2021	59.8%		NR	COVID-19	
2019-2020	NR		NR	COVID-19	
Indicators Met	%		Grade		
2021-2022	NR		NR	COVID-19	
2020-2021	NR		NR	COVID-19	
2019-2020	NR		NR	COVID-19	
PROGRESS/VALUE ADDED	Component Grade: ** (2 Stars)				
	Overall	Gifted	Lowest 20%	SWD	Notes
2021-2022	NR	NR	NR	NR	Change in reporting
2020-2021	NR	NR	NR	NR	COVID-19
2019-2020	NR	NR	NR	NR	COVID-19
GAP CLOSING	Component Grade: *** (3 Stars)				
ANNUAL MEASURABLE OBJECTIVES					
AMO POINTS:	%		Grade	Notes	
2021-2022	37.5%		NR	COVID-19	
2020-2021	NR		NR	COVID-19	
2019-2020	NR		NR	COVID-19	
GRADUATION RATES	Component Grade: **** (4 Stars)				
	% of Students graduated in 4 years		% of Students graduated in 5 years		Notes
2021-2022	94.6%		96.9%		
2020-2021	96.9% (NR)		97.8% (NR)		
2019-2020	96.7% (NR)		98.9% (NR)		
K-3 LITERACY	Component Grade: Not Rated				
COLLEGE, CAREER, WORKFORCE, AND MILITARY READINESS	Component Grade: Not Rated				
	Grade			Notes	
2021-2022	NR (38.7%)			COVID-19	
2020-2021	NR (46.5%)			COVID-19	
2019-2020	NR (45.4%)			COVID-19	

Performance Accountability Framework	Met/Not Met	NOTES
Section A: Academic Measures- LRC		
A1- CHRONIC ABSENTEEISM		
Goal: Meet or exceed state expectations		
2021-2022	Not Met	25.5% Chronic Absenteeism
2020-2021	Met	10.4% Chronic Absenteeism
2019-2020	Met	4.1% Chronic Absenteeism
A2- Performance Index		
Goal: Increase in performance index points		
2021-2022	Met	78.1 Points/ 109.1 (71.5%)
2020-2021	Not Rated	71.7 Points / 120 (59.8%)
2019-2020	Not Rated	Limited data is available due to the coronavirus pandemic and ordered school-building closure.
A3- Indicators Met		
Goal: Increase in indicators met		
2021-2022	Not Met	1/13 Indicators Met
2020-2021	Not Rated	1/13 Indicators Met
2019-2020	Not Rated	Limited data is available due to the coronavirus pandemic and ordered school-building closure.
A4- Gifted Data		
Goal: Show an increase in gifted performance index or gifted value-added		
2021-2022	Met	Gifted PI: 105.514 (87.1%); Gifted VA: 1 Star (NR)
2020-2021	Not Rated	Gifted PI: 103.832 (86.5%); Gifted VA: NR
2019-2020	Not Rated	Limited data is available due to the coronavirus pandemic and ordered school-building closure.
A5- Progress		
Goal: Positive increase from the previous year in one of following: overall students, SWD, or lowest 20%		
2021-2022	Not Rated	Selected category- SWD- NA due to change in reporting
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.
A6- Gap Closing		
Goal: Increase in overall gap closing		
2021-2022	Not Rated	Annual Performance Goals: 37.5%
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.
A7- Graduation Rate		
Goal: Meet or Exceed the State Expectations in Overall Graduation Component		
2021-2022	Met	4 Stars (Graduation Rate 94.6)
2020-2021	Met	97.3%
2019-2020	Met	97.8%
A8- 4 Year Graduation Rate		
Goal: Meet or Exceed the state expectation in 4-year graduation rate		
2021-2022	Met	94.6%
2020-2021	Met	96.9%
2019-2020	Met	96.7%
A9- 5 Year Graduation Rate		
Goal: Meet or Exceed the state expectation in 5-year graduation rate		
2021-2022	Met	96.9%
2020-2021	Met	97.8%
2019-2020	Met	98.9%
A10- College, Career, Workforce, and Military Readiness (Previously Prepared for Success)		
Goal: Increase in overall percentage OR Specific component within indicator		
2021-2022	Met	Goal: 33.8% Honors Diploma Actual: 34.4% Honors Diploma
2020-2021	Met	Goal: 32% Honors Diploma Actual: 32.8% Honors Diploma
2019-2020	Met	Goal: 30% Dual Enrollment Credit Actual: 34.1% Dual Enrollment Credit
A11- Comparative Goal		
Goal: Perform higher or equal to similar schools in selected LRC categories		
2021-2022	Met	Goal: Perform higher than or equal to Maritime Academy and Start High School in PI and Graduation <u>Start High School</u> PI: 47.9% Overall Graduation: 1 Star

		<u>Maritime Academy</u> PI: 40.9% Overall Graduation: 1 Star <u>TSA</u> PI: 71.5 % Overall Graduation: 4 Stars
2020-2021	Met	Performed at rates higher than similar schools in the local community in graduation. Achievement not assessed due to no LRC data.
2019-2020	Met	Performed at rates higher than similar schools in the local community in graduation. Achievement not assessed due to no LRC data.

Section B: OTHER ACADEMIC MEASURE GOALS

Performance Accountability Framework	Met/Not Met	NOTES
Section B: Other Academic Measure Goals		
B1- Subgroup		
Goal: Increase for a specific subgroup of students on STAR assessment		
2021-2022	Progressing	Goal: SWD Grades 6-8 will increase in overall growth in Star Mathematics Diagnostic Testing from Fall 2021-Spring 2022. Actual: 6th & 7th grade students with disabilities showed an increase in overall math growth and 8th grade showed a decrease in overall math growth.
2020-2021	Not Rated	Not Applicable 2020-2021 School Year
B2- Overall Reading		
Goal: 5% increase in proficiency from Fall 2021-Spring 2022 in Reading on STAR assessment		
2021-2022	Not Met	Goal: 56% Proficient or Higher Actual: 51% Proficient or Higher
2020-2021	Not Rated	Not Applicable 2020-2021 School Year
B3- Overall Math		
Goal: 5% increase in proficiency from Fall 2021-Spring 2022 in Math on STAR assessment		
2021-2022	Not Met	Goal: 65% Proficient or Higher Actual: 48% Proficient or Higher
2020-2021	Not Rated	Not Applicable 2020-2021 School Year

Section C: Non-Academic Goals

Performance Accountability Framework	Met/Not Met	NOTES
Section C: Non-Academic Goals		
C1- Mission Statement		
Goal: Mission specific performance measures and targets		
2021-2022	Not Rated	<p>Goal: On a scale of 1-5, 75% of the members of the President Council will rate the creativity and individuality component of TSA's Mission Statement as either a 4 or 5 on an in-house survey by the final meeting of the 2021-2022 school year.</p> <p>Actual: Change in leadership did not allow for assessment of this goal.</p>
C2- Parent Satisfaction		
Goal: Focus on what form of parental feedback and what will be done with feedback received.		
2021-2022	Met	<p>Goal: 75% response on in-house Satisfaction Survey of either "Good" or "Excellent" based on the question- "On a scale of 1 to 5, with 1 being Poor and 5 being Excellent, how would you rate your overall satisfaction with Toledo School for the Arts?"</p> <p>Actual: 80.8% rated overall satisfaction with TSA either "Good" or "Excellent".</p>
C3- Governing Authority		
Goal: Focused on increasing the efficiency/effectiveness of the board		
2021-2022	Met	<p>Goal: The TSA Board of Directors will dedicate a portion of a minimum of three meetings per year to allow for collaborative discussion and/or professional development related to issues surrounding Ohio Community Schools.</p> <p>Actual: The TSA Board of Directors dedicated a portion of three meetings (October 2021, May 2022, and June 2022) during the school year to allow for collaborative discussion and/or professional development related to issues surrounding Ohio Community Schools.</p>
C4- Organizational/Operational		
Goal: 85% or higher on time and 90% or higher accuracy for Epicenter submissions.		
2021-2022	Met	96% on time; 100% accuracy
C5- Financial Performance and Sustainability		

Goal: Schools will receive a clean audit from the Auditor of the State.		
2021-2022	Met	TSA received a clean audit report from the Auditor of the State.
C6- Student Discipline		
Goal: Focused on decreasing behavior incidents		
2021-2022	Not Met	<p>Goal: Reduce the number of teacher-issued detentions that students fail to serve by 5% or more during 2nd semester.</p> <p>1st Semester: 25 Detentions Issued- 6 Students failed to serve (24%). 2nd Semester: 23 Detentions Issued- 5 Students failed to serve (22%)</p> <p>2% Decrease</p>

ACADEMIC CAP

Toledo School for the Arts was not placed on an Academic Corrective Action Plan for the 2021-2022 school year.

SPECIAL EDUCATION CAP

Toledo School for the Arts was not placed on a Special Education Corrective Action Plan for the 2021-2022 school year.

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, Legal Compliance, Performance Index Percentage Increase, College, Career, Workforce, and Military Readiness Goal, Governing Board Goal
Area(s) for Improvement	Chronic Absenteeism, Indicators Met, Proficiency
Prospects for Renewal	Probable – Although limited data is available due to the coronavirus pandemic and ordered school-building closure for academic goals, TSA met most 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.
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Toledo School for the Arts continues to meet or exceed the minimum expectation set by BGSU.