

BGSU Community School Annual Report



2024-2025

Message from the Community School Liaison:

Bowling Green State University (BGSU) remains firmly committed to ensuring academic excellence, operational soundness, and fiscal responsibility in our sponsored community schools. Our mission as a sponsor continues to focus on compliance, accountability, and fostering academic rigor across all areas of school performance.

The 2024–2025 school year tested the resilience and adaptability of schools across Ohio in addressing academic and emotional needs. In response, Toledo School for the Arts (TSA) strengthened their academic and behavioral intervention efforts to better support students. Through the Multi-Tiered System of Supports (MTSS) framework, TSA continues to work diligently to meet students' needs and improve outcomes. BGSU is proud to partner in this work and to see measurable academic improvement, even as we acknowledge that sustained effort is still required to close achievement gaps.

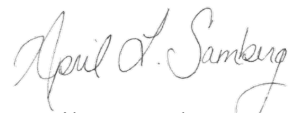
We deeply value our relationships with all stakeholders: governing authority members, school leaders, educators, support staff, students and families, community organizations, and fellow sponsors. Our work is most impactful when we collaborate to create strong, student-centered learning environments. Together, we remain focused on raising student achievement and driving positive change.

BGSU was honored to receive an “Exemplary” rating on the 2018–2019 Sponsor Performance Review, and we continue to uphold the high standards expected of sponsors. By law, all community school sponsors must provide consistent technical assistance, oversight, and monitoring to ensure schools meet academic, fiscal, and operational requirements—and remain faithful to their contracts.

In June 2024, the 135th Ohio General Assembly passed Senate Bill 168, which paused the Department of Education and Workforce's sponsor evaluations for the 2024–2025 school year. However, beginning with the **2025–2026 school year**, sponsor evaluations will resume under a similar comprehensive performance framework. BGSU remains committed to transparency, continuous improvement, and excellence in sponsorship.

We are proud of the ongoing progress and the collaborative spirit that defines our relationship with TSA and all our school communities. Looking ahead, BGSU will continue to lead with integrity and innovation in the charter school sector, working to ensure that every student in our sponsored schools receives a high-quality education.

Sincerely,



April L. Samberg, M.Ed.

Community School Liaison

College of Education & Human Development

Bowling Green State University

About Us and Our Sponsored School:

Since 2008, Bowling Green State University (BGSU) has proudly sponsored **Toledo School for the Arts (TSA)**—a dynamic public community (charter) school located in the heart of downtown Toledo at **333 14th Street**. TSA opened its doors in **1999** with a mission to provide a rigorous academic education alongside an immersive, pre-professional visual and performing arts experience.

TSA serves Ohio students through an open enrollment lottery system and serves as an inclusive community where **learning is rigorous, creativity is cultivated, and the individual is celebrated**. In addition to a full college-preparatory curriculum, TSA offers robust arts programs in:

- **Dance**
- **Music**
- **Theatre**
- **Video**
- **Visual Art**
- **Creative Writing**

Students explore both foundational and advanced levels in each discipline, with numerous opportunities to collaborate with **professional artists**, engage in **real-world creative projects**, and build lifelong skills such as teamwork, time management, critical thinking, and creative problem-solving.

With over **150 performances, exhibits, and showcases annually**—ranging from film and fashion to ballet, yoga, and experimental art—students are continually putting their learning into action.

Additionally, TSA has received national recognition for its excellence:

- Exemplary School Designation by the Arts Schools Network (ASN) for 2022–2027. TSA has maintained this prestigious status since 2011.
- Semi-finalist for the prestigious 2025 S. Joseph Bruno Model Charter Award
- 2025 Best Art School in Toledo by Quality Business Awards.

TSA graduates are consistently accepted into top-tier universities and arts institutions, often with significant academic and artistic scholarships.

Completion of the Next Big Thing Campaign has further enhanced TSA's capacity to serve more students and support its long-term sustainability. This effort funded a major expansion, including:

- A new **annex and community portal** in the Uptown Toledo district.
- A **black box theater**, new art **studio**, and **school store**.
- A launchpad for **arts entrepreneurship**, providing **paid opportunities** for students to gain real-world experience in the creative economy.

Through these initiatives, TSA strengthens its role not just as a school—but as a cultural and creative hub for the greater Toledo community.

TSA does not discriminate on the basis of race, color, national origin, sex, sexual orientation, gender identity or expression, disability, or age, and provides equal access to the Boy Scouts of America and other designated youth groups.

Faculty/Staff Members:

Dr. Glenn Davis

Interim 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

April Samberg, M.Ed.

Community School Liaison, College of Education & Human Development

Suzanne Gwozdz, MBA

College Budget Administrator, College of Education & Human Development

Bowling Green State University Vision:

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

Bowling Green State University Mission:

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

BGSU Core Values:

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

BGSU College of Education and Human Development Vision:

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

College of Education and Human Development Mission:

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

BGSU Office of Charter School Sponsorship Mission:

The Office of Community School Sponsorship at Bowling Green State University is committed to fostering excellence in education by sponsoring high-quality charter schools that uphold academic, operational, and fiscal integrity.

BGSU Office of Charter School Sponsorship Vision:

The Office of Community School Sponsorship at Bowling Green State University envisions a future where every student has access to a high-performing school of choice that puts their needs first—academically, socially, and emotionally. Through strong partnerships and a commitment to quality, we strive to be a leading model of student-centered, ethical, and effective school authorizing.

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.

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 2025-2026

Bowling Green State University strives to constantly improve its processes and develop itself as a high-quality authorizer of charter schools, in line with national standards. Continuous improvement with a defined plan is best practice. BGSU conducted an extensive defined improvement process and re-evaluated the Principles and Standards as its foundation of sponsoring priorities and developed a strategic plan for the 2025-2026 school year. The detailed strategic plan is attached.

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

3 Principles of Quality Charter School Authorizing

Principle 1: Maintain High Standards

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

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

Principle 2: Uphold School Autonomy

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

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

Principle 3: Protect Student and Public Interest

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

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

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

5 Standards for Quality Charter School Authorizing

Standard 1: Agency Commitment & Capacity

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

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

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

Standard 2: Application Process & Decision-Making

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

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

Standard 3: Performance Contracting

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

Standard 4: On-Going Oversight and Evaluation

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

Standard 5: Revocation and Renewal Decision Making

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

Conclusion

This report is in response to the 2024-2025 requirement of an annual report concerning the performance and compliance of the community schools authorized by Bowling Green State University. Toledo School for the Arts, the only school sponsored by BGSU, performs at or above a comparable level of traditional schools in the area. As the proud sponsor of Toledo School for the Arts, BGSU will continue to develop and define its internal accountability plan and improvement process. We will also adhere to all legal requirements of an authorizer, following the NACSA Principles & Standards for Quality School Authorizing.

Attached is the 2024-2025 Annual Performance Report for Toledo School for the Arts.

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

ANNUAL PERFORMANCE REPORT FOR Toledo School for the Arts

Introduction

As the sponsor of Toledo School for the Arts, Bowling Green State University (BGSU) is committed to advancing high-quality educational opportunities for public school students across Ohio. Each year, BGSU publishes an Annual Performance Report for each of its sponsored community schools. These reports are designed to inform school leadership and stakeholders by providing a comprehensive review of the school's performance during the sponsorship contract term.

This report presents an overview of Toledo School for the Arts' performance in the areas of academics, fiscal responsibility, organizational effectiveness, and legal compliance. It highlights the school's strengths, identifies areas for growth, and offers insights into its overall progress under the current sponsorship agreement, which covers the 2024–2029 contract term.

As part of its oversight responsibilities, BGSU monitors and evaluates the academic performance and operational quality of each sponsored school and provides technical assistance to support continuous improvement. The evaluations are based on the most current and reliable data available.

This Annual Performance Report reflects BGSU's ongoing commitment to accountability, transparency, and excellence in community school sponsorship.

School Overview

School Name			Toledo School for the Arts		
IRN	Contract Term		Contract Start Date	Contract End Date	Grades Served
133942	5 Years		7-1-2024	6-30-2029	6-12
Address			333 14 th Street; Toledo OH 43604		
Contact Information			Phone: 419-246-8732		Fax: 419-724-4295
Website			https://ts4arts.org		
School Leadership			Rob Koenig, Director Letha Ferguson, Principal		
Governing Authority			https://ts4arts.org/about-us/governing-board/		
Mission Statement			Toledo School for the Arts serves as an inclusive community where learning is rigorous, creativity is cultivated, and the individual is celebrated.		
TOTAL ENROLLMENT IN 2024-2025 (as of last day of school)			723		
STUDENT DEMOGRAPHICS				ENROLLMENT BY GRADE	
GENDER				K	NA
Female	529 / 73%	Male	194 / 27%	1	NA
RACE/ETHNICITY				2	NA
Asian/Pacific Islander		4 / < 1%		3	NA
African American		134 / 18.5 %		4	NA
Hispanic/Latino		82 / 11.3%		5	NA
Multiracial & Other		79 / 10.9%		6	99 / 13.7%
Native American		0 / 0%		7	109 / 15.1%
White/Caucasian		424 / 58.6%		8	112 / 15.5%
HISTORICALLY UNDERSERVED POPULATIONS				9	116/ 16%
Free or Reduced-Price Lunch		352/ 48.7%		10	111/ 15.4%
Students with Disabilities		75/ 10.4%		11	93/ 12.9%
English Language Learners		1/ <1%		12	83/ 11.5%

Contract Term Summary of Performance

School Academic/Non-Academic Performance

Traditional Ohio State School Report Card	2024-2025	2025-2026	2026-2027	2027-2028	2028-2029
Overall Rating	Meets Standard				
Achievement Component	Meets Standard				
Performance Index	Meets Standard				
Progress Component	Meets Standard				
Gap Closing Component	Approaches Standard				
Chronic Absenteeism	Falls Below Standard				
Gifted Performance	NA	NA	NA	NA	NA
Graduation Component	Exceeds Standard				
4-Year Graduation Rate	Exceeds Standard				
5-Year Graduation. Rate	Meets Standard				
Early Literacy Component	NA	NA	NA	NA	NA
Proficiency in 3 rd Grade	NA	NA	NA	NA	NA
Promotion to 4 th Grade	NA	NA	NA	NA	NA
Improving K-3 Literacy	NA	NA	NA	NA	NA
College, Career, Workforce, and Military Readiness	Exceeds Standard				
PBIS	Meets Standard				
PI vs Similar School #1	Exceeds Standard				
PI vs Similar School #2	Exceeds Standard				
School Academic Achievement Targets and Metrics	2024-2025	2025-2026	2026-2027	2027-2028	2028-2029
Nationally-Normed Assessment Achievement 6-8 Reading/ELA (STAR)	Meets Standard				
Nationally-Normed Assessment Achievement 6-8 Math (STAR)	Approaches Standard				
9-12 EOC Algebra I	Meets Standard				
9-12 EOC American US Government	Exceeds Standard				
9-12 EOC American US History	Exceeds Standard				
9-12 EOC Biology	Exceeds Standard				
9-12 EOC ELA II	Exceeds Standard				
9-12 EOC Geometry	Falls Below Standard				
9-12 Credit Earning Rate	Exceeds the Standard				
School Academic Growth Targets and Metrics	2024-2025	2025-2026	2026-2027	2027-2028	2028-2029
Nationally-Normed Assessment Growth 6 th -8 th Reading	Meets Standard				
Nationally-Normed Assessment Growth 6 th -8 th Math	Meets Standard				
Nationally-Normed Assessment Growth 6 th -8 th Reading - SUBGROUP	Falls Below Standard				
<i>School performance ratings are identified as Exceeds, Meets, Approaches or Falls Below Standard</i>					

School Academic/Non-Academic Performance

School Fiscal Performance Targets and Metrics	2024-2025	2025-2026	2026-2027	2027-2028	2028-2029
Unrestricted Days Cash	Exceeds Standard				
Current Year Enrollment Variance	Exceeds Standard				
Debt Management	Meets Standard				
Total Expense Variance	Meets Standard				
Sponsor Financial Reporting	Exceeds Standard				
Audit Findings	Meets Standard				
Enrollment Sustainment	Exceeds Standard				
Sustainability	Exceeds Standard				
School Governance Performance Targets and Metrics	2024-2025	2025-2026	2026-2027	2027-2028	2028-2029
Board Engagement	Exceeds Standard				
Required # of Reg. Board Meetings	Meets Standard				
Required # of Board Members	Meets Standard				
Required Board Documents	Meets Standard				
Proper Meeting Notice	Meets Standard				
Board Member Training	Meets Standard				
Board Member Attendance	Meets Standard				
Compliance/Organizational & Operational Performance Targets and Metrics	2024-2025	2025-2026	2026-2027	2027-2028	2028-2029
On-Time Records Submissions	Meets Standard				
Accuracy of Records Submissions	Exceeds Standard				
Three-/Five-Year Forecast Submission	Meets Standard				
Annual Budget	Meets Standard				
Annual Report	Meets Standard				
Emergency Management Plan	Meets Standard				
Out of School Suspension 6-8	Falls Below Standard				
Out of School Suspension 9-12	Falls Below Standard				
Mission Specific	Exceeds Standard				
<i>School performance ratings are identified as Exceeds, Meets, Approaches or Falls Below Standard</i>					

Performance Framework Metrics (2024-2025)

Section I- Performance on the State Report Card Component

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

School Academic Performance on the Traditional Ohio School Report Card					
Academic Indicators		Exceeds Standard (6 points)	Meets Standard (4 points)	Approaches Standard (2 Points)	Falls Below Standard (0 points)
Overall Rating		4 - 5 Stars	3 – 3.5 Stars	2 – 2.5 Stars	1 – 1.5 Stars
Achievement Component		4 - 5 Stars	3 – 3.5 Stars	2 – 2.5 Stars	1 – 1.5 Stars
Performance Index		≥80% of maximum score	≥70% but < 80% of maximum score 73.0%	≥50% but < 70% of maximum score	< 50% of maximum score
Progress Component		4 - 5 Stars	3 – 3.5 Stars	2 – 2.5 Stars	1 – 1.5 Stars
Gap Closing Component		4 - 5 Stars	3 – 3.5 Stars	2 – 2.5 Stars	1 – 1.5 Stars
Chronic Absenteeism			Met		Not Met Annual Performance Goal for 2024-2025 is 16.4%. TSA is 22.2%.
Gifted Performance		N/A	N/A	N/A	N/A
Graduation Component		4 - 5 Stars	3 – 3.5 Stars	2 – 2.5 Stars	1 – 1.5 Stars
4-Year Graduation Rate		≥93.5% 95.4%	≥90% but < 93.5%	≥84% but < 90%	< 84%
5-Year Graduation. Rate		≥ 93.5%	≥90% but < 93.5% 91.7%	≥84% but < 90%	< 84%
Early Literacy Component		NA	NA	NA	NA
Proficiency in 3 rd Grade		NA	NA	NA	NA
Promotion to 4 th Grade		NA	NA	NA	NA
Improving K-3 Literacy		NA	NA	NA	NA
College, Career, Workforce, and Military Readiness		4 - 5 Stars	3 – 3.5 Stars	2 – 2.5 Stars	1 – 1.5 Stars
PBIS			Yes		No
Performance Index vs. Similarly Situated Local Schools		Exceeds performance index average gathered from two (2) similar schools in the local market	Meets performance index average gathered from two (2) similar schools in the local market	Meets performance index gathered from one (1) similar school in the local market	Falls below performance index gathered from two (2) similar schools in the local market
Horizon Science Academy Toledo: 62.9%	Start High School: 48.2%				

Section II- Academic Achievement Targets & Metrics Component

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

School Academic Achievement Targets & Metrics						
Measure Domain	Assessment	Grades	Exceeds the Standard (6 points)	Meets the Standard (4 points)	Approaches the Standard (2 points)	Falls Below the Standard (0 points)
Achievement	Schools locally administered norm-referenced assessment Reading/ELA (STAR)	6 th -8 th	50% at or above grade level on schools locally administered norm-referenced assessment	41-49% at or above grade level on schools locally administered norm-referenced assessment 43%	30-40% at or above grade level on schools locally administered norm-referenced assessment	< 30% at or above grade level on schools locally administered norm-referenced assessment
Achievement	Schools locally administered norm-referenced assessment Math (STAR)	6 th -8 th	50% at or above grade level on schools locally administered norm-referenced assessment	41-49% at or above grade level on schools locally administered norm-referenced assessment	30-40% at or above grade level on schools locally administered norm-referenced assessment 39%	< 30% at or above grade level on schools locally administered norm-referenced assessment
Achievement	Algebra I EOC pass rates	9 th -12 th	70-100% of students pass EOC exam in Algebra I	50-69% of students pass EOC exam in Algebra I 51.7%	40-49% of students pass EOC exam in Algebra I	< 40% of students pass EOC exam in Algebra I
Achievement	American US Government EOC pass rates	9 th -12 th	70-100% of students pass EOC exam in American US Government 93.7%	50-69% of students pass EOC exam in American US Government	40-49% of students pass EOC exam in American US Government	< 40% of students pass EOC exam in American US Government
Achievement	American US History EOC pass rates	9 th -12 th	70-100% of students pass EOC exam in American US History 88.5%	50-69% of students pass EOC exam in American US History	40-49% of students pass EOC exam in American US History	< 40% of students pass EOC exam in American US History
Achievement	Biology EOC pass rates	9 th -12 th	70-100% of students pass EOC exam in Biology 77.6%	50-69% of students pass EOC exam in Biology	40-49% of students pass EOC exam in Biology	< 40% of students pass EOC exam in Biology
Achievement	English Language Arts II EOC pass rates	9 th -12 th	70-100% of students pass EOC exam in ELA II 87.2%	50-69% of students pass EOC exam in ELA II	40-49% of students pass EOC exam in ELA II	< 40% of students pass EOC exam in ELA II
Achievement	Geometry EOC pass rates	9 th -12 th	70-100% of students pass EOC exam in Geometry	50-69% of students pass EOC exam in Geometry	40-49% of students pass EOC exam in Geometry	< 40% of students pass EOC exam in Geometry 25.2%

Achievement	Credit Earning Rate	9 th -12 th	The average credit earning rate for HS students is 90-100% 96%	The average credit earning rate for HS students is 80-89%	The average credit earning rate for HS students is 60-79%	The average credit earning rate for HS students is below 60%
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Section III- Academic Growth Component

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

School Academic Growth Targets & Metrics							
Measure Domain	Assessment	Grades	Overall Goal	Exceeds the Standard (6 points)	Meets the Standard (4 points)	Approaches the Standard (2 points)	Falls Below the Standard (0 points)
Locally Administered Norm-Referenced Assessment:		STAR Reading					
Growth	Schools locally administered norm-referenced assessment Reading	6 th -8 th	Students grow 1.0 or more in grade equivalency from the beginning of year to end of year administration	80-100%	50-79% 60%	40-49%	< 40%
Locally Administered Norm-Referenced Assessment:		STAR Math					
Growth	Schools locally administered norm-referenced assessment Math	6 th -8 th	Students grow 1.0 or more in grade equivalency from the beginning of year to end of year administration	80-100%	50-79% 59%	40-49%	< 40%
Identified Subgroup	Students with Disabilities	Identified Subject	Math	Locally Administered Norm-Referenced Assessment			STAR
Growth	Schools locally administered norm-referenced assessment Subgroup	6 th -8 th	Students grow 1.0 or more in grade equivalency from the beginning of year to end of year administration in Reading/ELA or Math	80-100%	50-79%	40-49% 47%	< 40%

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

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

School Fiscal Performance Targets and Metrics				
Measure Domain	Exceeds the Standard (6 points)	Meets the Standard (4 points)	Approaches the Standard (2 points)	Falls Below the Standard (0 points)
Unrestricted Days of Cash	School has 60 days cash available 64.03 Days	School has between 30- and 60-days cash available	School has between 15- and 30-days cash available	School has < 15 days cash available
Current-year Enrollment Variance	Actual enrollment equals or is within 95% of budgeted enrollment in most recent year Budget based on 750, current ADM is 787	Actual enrollment is 90–95% of budgeted enrollment in most recent year	Actual enrollment is 80–90% of budgeted enrollment in most recent year	Actual enrollment is less than 80% of budgeted enrollment in most recent year
Debt Management	School carries no debt	School meets all debt requirements and is not delinquent on payments	Schools has missed payments	School is in default on any debt service
Total Expense Variance	School expenses are less than 95% of projected	School expenses are between 95-100% of projected	School expenses are between 100-110% of projected	School expenses are more than 110% of projected
Sponsor Financial Reporting	All reports submitted by deadline	No more than two (2) reports or responses submitted no more than five (5) days late	Between three (3) to four (4) reports submitted no more than five (5) days late	More than four (4) reports submitted late or more than five (5) days late
Audit Findings	School's most recent audit contains zero (0) findings AND zero (0) management letter comments	School's most recent audit contains zero (0) findings and no more than two (2) management letter comments	School's most recent audit contains zero (0) findings and between two (2) to five (5) management letter comments	School's most recent audit contains any findings and/or five (5) or more management letter comments
Enrollment Sustainment	Final FTE is >95% of beginning FTE 96%	Final FTE is between 90% and 95% of beginning FTE	Final FTE is between 85% and 90% of beginning FTE	Final FTE is <85% of beginning FTE
Sustainability	The % of eligible students remaining enrolled from one year to the next (October to October) will be at least 90% 91%	The % of eligible students remaining enrolled from one year to the next (October to October) will be 80-89%	The % of eligible students remaining enrolled from one year to the next (October to October) will be at least 70-79%	The % of eligible students remaining enrolled from one year to the next (October to October) below 70%

School Governance Performance Targets and Metrics

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

Performance Accountability Framework Attachment 11.6 – Measurable SMART Goal

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

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

Compliance/Organizational/Operational Performance Targets and Metrics					
Measure Domain	Goal	Exceeds the Standard (6 points)	Meets the Standard (4 points)	Approaches the Standard (2 points)	Falls Below the Standard (0 points)
Legal Compliance	On-time Records Submission	School is compliant for 100% of ORC/OAC required items	School is compliant for 94-99% of ORC/OAC required items (98%)	School is compliant for 90-93% of ORC/OAC required items	School is compliant for less than 90% of ORC/OAC required items
Legal Compliance	Accuracy of Records Submission	School is compliant for 100% of ORC/OAC required items	School is compliant for 94-99% of ORC/OAC required items	School is compliant for 90-93% of ORC/OAC required items	School is compliant for less than 90% of ORC/OAC required items
Legal Compliance	Five-Year Forecast Submission		November & May forecasts approved and submitted on-time	November & May forecasts approved and submitted 1-15 days after deadline	November & May forecasts approved and submitted 16 or more days after deadline
Legal Compliance	Annual Budget		Annual Budget approved and submitted on-time	Annual Budget approved and submitted 1-15 days after deadline	Annual Budget approved and submitted 16 or more days after deadline
Legal Compliance	Annual Report		School Annual Report submitted AND made available to parents by the due date		School Annual Report not submitted OR not made available to parents by the due date

Measure Domain	Goal	Exceeds the Standard (6 points)	Meets the Standard (4 points)	Approaches the Standard (2 points)	Falls Below the Standard (0 points)
Legal Compliance	Emergency Management Plan		Emergency management plan approved and current		Emergency management plan not submitted on time, approved or expired
Student Discipline 6-8	The school will show an overall decrease in out-of-school suspensions (OSS) from the previous school year. The percent will be calculated using the total number of suspension incidents divided by the total student enrollment.	OSS has decreased by 50% or more from the previous school year.	OSS has decreased from the previous school year.	OSS remains the same from the previous school year.	OSS increased from the previous school year. 3.67% Increase
Student Discipline 9-12	The school will show an overall decrease in out-of-school suspensions (OSS) from the previous school year. The percent will be calculated using the total number of suspension incidents divided by the total student enrollment.	OSS is decreased by 50% or more from the previous school year.	OSS is decreased from the previous school year.	OSS remains the same from the previous school year.	OSS increased from the previous school year. 4.43% Increase
Mission Specific	At least 75% of TSA students will meet the statewide proficient score on the Business of Arts and Communications WebXam.	School shows evidence of exceeding mission-specific contract SMART goal 96.5%	School shows evidence of meeting mission-specific contract SMART goal	School shows evidence of meeting some, but not all, of its mission-specific contract SMART goal	Evidence of meeting mission-specific SMART goals is not provided, or school is not meeting the goal

Performance Summary & Prospect for Renewal

Performance Summary & Prospect for Renewal: The prospect for renewal is a reference only as a preliminary calculation and does not guarantee renewal. Renewal determinations and subsequent contract terms are based on each school's renewal application and high stakes review. Prospects for renewal assume that the school will continue to produce consistent levels of performance as documented in the data trends of the previous sections of this report, using the guidelines below: <ul style="list-style-type: none"> • Probable – The school meets or exceeds the minimum expectation, which is likely to be successful, or • Not Probable – The school does not adequately meet the minimum expectation which is likely to be successful. 	
Areas of Strength	<p>Graduation & College Readiness: TSA exceeds graduation benchmarks with a 95.4% four-year graduation rate and 91.7% five-year rate, both well above state standards. Students also perform strongly in ELA II (87.2%), U.S. Government (93.7%), U.S. History (88.5%), and Biology (77.6%) EOC exams.</p> <p>Mission-Specific Success: TSA excelled in its mission-aligned WebXam, with 96.5% of students achieving proficiency in Business of Arts and Communications.</p> <p>Comparative Academic Standing: TSA's performance index (73%) significantly exceeds that of local peer schools (Horizon Science Academy Toledo 62.9%; Start High School 48.2%).</p> <p>Financial Health: The school maintains 64 days of cash on hand, has no debt concerns, and sustains strong enrollment (787 vs. 750 budgeted). Retention (91%) indicates family and student confidence.</p> <p>Governance & Compliance: Board engagement, compliance with state reporting (98%), audit integrity, and legal submissions are consistently strong.</p> <p>School Culture: Positive enrollment growth, effective policy updates, and high engagement in arts-integrated programming support a healthy climate.</p>
Areas for Improvement	<p>Mathematics Achievement: Proficiency remains low in math, particularly Geometry (25.2% EOC) and Algebra I (51.7%). Middle school STAR Math also shows only 39% at grade level.</p> <p>Chronic Absenteeism: TSA reports a 22.2% chronic absenteeism rate, above the 16.4% state target, requiring continued intervention.</p> <p>Subgroup Growth: Students with disabilities show only 47% growth in math, indicating the need for stronger targeted supports.</p> <p>Discipline Trends: Out-of-school suspensions increased in both middle (3.67%) and high school (4.43%) grades, signaling a need for renewed focus on restorative practices and behavior supports.</p>
Prospect for Renewal	<p>Probable- TSA has demonstrated strong alignment with its mission and has consistently met sponsor expectations in financial, governance, and compliance measures. Academic performance overall is competitive and, in several areas, exceeds state standards, though targeted work in math, absenteeism, and discipline is essential for continuous improvement.</p>