

November 30, 2018

Erica Nye, Governing Authority Chairperson  
Bridges Community Academy  
190 St. Francis Avenue  
Tiffin, Ohio 44883

**Re: 2017-2018 Annual Report**

Dear Ms. Nye,

Ohio law requires the Department to complete an annual review of the performance of the School. The Ohio Department of Education, Office of School Sponsorship, evaluates the School based upon its academic, fiscal, organizational/operational performance, and legal compliance. During the 2017-2018 school year, the Department began working on its strategic plan which looks at the impact of education on the whole child. As a result, a large part of the School's evaluation will consider the School's impact on the whole child.

As a result of the review, the Office of School Sponsorship has determined that the School serves a unique cross-section of students in the rural Tiffin area. As a kindergarten through twelfth grade school, the students are able to grow and be part of the larger School community. It is clear that the school is a true community school and partners with the local sheriff's department, the community, and local colleges and universities. The school has engaged the arts into the curriculum and truly focuses on the whole child. Based upon the school's commitment to work towards continuous improvement, the School is rated as **working towards meeting the expectations of the Office of School Sponsorship**. Our office is looking forward to working with the School during the upcoming school year.

**Academic Performance**

Overall, the School's performance is improving. The School is generally compared to the Tiffin school district, however, a majority of the students come from the surrounding areas and such comparison is not accurate. The School received an overall grade of "B" in kindergarten through third grade literacy which is an important step in ensuring future overall literacy. The school is in the process of completing the overall improvement plan and has adopted an improved curriculum for the high school. A more detailed review of the School's overall academics is contained in the attachments as well as available on the Department's website at [reportcard@education.ohio.gov](mailto:reportcard@education.ohio.gov). The School's governing authority and leadership are dedicated to improving academics over the next school year. As we continue to partner with the School to work towards overall improvement, the School will continue to be a quality school choice in the rural Tiffin area.

**Fiscal Performance**

Overall the School meets the expectations of fiscal performance. A detailed analysis may be reviewed in the attachment.

**Legal Compliance**

During the 2017-2018 school year, we reviewed the School's policies and procedures to ensure compliance with the over 200 state laws and rules applicable to community schools. We appreciate the School's desire to work closely with our office in drafting and revising policies to

ensure compliance with our office's standards as well as statutory requirements. We have broken down the compliance into several sections and your compliance with each section is identified in the chart:

Category	Total Compliance Items	Items Compliant
Academic	80	79
Data and Technology	16	16
Enrollment/Admissions/Attendance	20	16
Fiscal	20	20
Governance and Employment	60	59
Health and Safety	34	33
Transportation	17	17
Other policies	11	10

We appreciate the School's hard work over the year.

#### **Organization and Operational Performance**

Operationally, the School has strong organizational and operational leadership. The School's leadership team is committed to school improvement and continuing to have a strong relationship with the community. The School's governing authority is present in the school and is working on ensuring that the school remains viable for many years to come. Overall the School is in compliance with its contract, the staff is committed to the students, and the governing authority is committed to the continued viability of the school.

#### **The 2018-2019 School Year**

Looking ahead to the 2018-2019 school year, we hope to continue to partner with the school and works towards overall school improvement. There are many changes in the school this year and with a continued focus towards comprehensive improvement, the School will see the results of its hard work. Our office will continue to be a partner to the School this year and in the future as the School continues serve as a quality school choice for families in the Tiffin/Fostoria and surrounding areas.

Sincerely,

*Sheila P. Vitale*

Sheila P. Vitale, Esq.  
Director, Office of School Sponsorship

The Performance Framework serves as the foundation for the performance and accountability plan for schools sponsored by the Ohio Department of Education's Office of School Sponsorship. The framework evaluates the school in four equally rated areas: academic and student performance; financial performance; operational performance; and additional evidence of the effectiveness of the community school.

## **Academic and Student Performance**

The goals in this section are measured based on the school's own academic and student performance measures, as well as the statewide similarly situated schools and comparable community schools.

In measuring the school's academic indicators, certain report card measures identified as "weighted report card measures" are areas that are weighted more heavily in considering whether the school is showing marked improvement in academics. The weighted report card measures include a look at the past three years of school performance and include a narrative regarding whether the school is making improvement year over year.

Additional consideration is given to schools that increase any component grade one level over the previous year. The school must have received a rating for the component grade in the prior school year for the school to receive additional consideration that it is meeting or exceeding goals.

The comparison groups by which the school is measured is an important tool in determining whether the school is meeting its academic goals. If a school meets or exceeds the results of the comparison group, the school will be considered to have met its goals. This measure also includes a narrative regarding the school's performance over the past three years compared to the comparison groups.

### **Weighted Report Card Measures**

Key	Exceeds Goals	Meets Goals	Making Progress Toward Goals	Needs Improvement	Three-Year Comparison
Performance Index	Grade A or B or exceeded the overall statewide average.	Grade C or meets the overall statewide average.	Grade D and is below the overall statewide average or an increase of 10 percent.	Grade F and is below the overall statewide average.	
Value-Added	Grade A or B	Grade C	Grade D	Grade F	
K-3 Literacy	Grade A or B	Grade C	Grade D	Grade F	
4-Year Graduation Rate	Meets district average	10 percent below district average.	Greater than 10 percent below but less than 20 percent below district average.	Greater than 20 percent below district average.	Not Rated
5-Year Graduation Rate	Meets district average as identified on report card	10 percent below district average as identified on report card.	Greater than 10 percent below district average as identified on report card.	Greater than 20 percent below district average as identified on report card.	Not Rated

Key	Notes	Meets Goal	
Any component grade increased one level	Includes only component grades that were graded on the two most recent report cards.		N/A

### Comparison with Peers

Key	Notes/Considerations	Meets Goals	Need Improvement	Three-Year Comparison
Performance v. District of Residence – Performance index		Performed at the level at or above the district of residence.	Performed below the level of the district of residence.	
Performance v. Statewide Similarly Situated Community Schools – Performance Index	Similar schools are based on the community school's characteristics: <ul style="list-style-type: none"> <li>• Brick and Mortar;</li> <li>• Special Education;</li> <li>• E-schools</li> </ul>	Performed at the level at or above similar community schools.	Performed below the level of similar community schools.	

#### Notes:

The school population pulls from many different districts. Therefore, comparing the school data to one district is not a clear representation of the school's ability to meet the needs of their students. Additionally, the school received a B in K-3 Literacy. We believe this a strong beginning to continued academic improvement.

### Other Report Card Measures

Key	Meets	Needs Improvement
Achievement (Overall)	A-C	D-F
Indicators Met	A-C	D-F
Progress (Overall)	A-C	D-F
Mobility		
Value-Added Gifted Students	A-C	D-F
Value-Added Lowest 20% in Achievement	A-C	D-F
Value-Added Students with Disabilities	A-C	D-F
Gap Closing	A-C	D-F
Prepared for Success	A-C	D-F
Chronic Absenteeism rate	Equal to or less than 10%	Greater than 10%

# Performance Framework

## Notes:

The School's special education program performs above the school's overall expectations. Similarly, the school works hard to improve the outcomes for the students with the lowest 20% in achievement. These successes are important to highlight as the school continues to work to improve overall outcomes.

## Academic and Student Performance – Dropout Prevention and Recovery Schools Only

### Weighted Report Card Measures

Key	Meets	Making Progress	Needs Improvement	Three-Year Comparison
Progress	Rated Exceeds Standards.	Rated Meets Standards.	Rated Does Not Meet Standards.	
Gap Closing	Rated Exceeds Standards.	Rated Meets Standards.	Rated Does Not Meet Standards.	
4-Year Graduation Rate	Rated Exceeds Standards.	Rated Meets Standards.	Rated Does Not Meet Standards.	
5-Year Graduation Rate	Rated Exceeds Standards.	Rated Meets Standards.	Rated Does Not Meet Standards.	

Key	Notes	Meets Goal	
Any Component Grade Increased One Level	Only includes component grades that were rated for two consecutive report cards.		N/A

### Comparison with Peers

Key	Meets	Making Progress	Needs Improvement	Three-Year Comparison
Performance v. District of Residence – Performance index		Performed at the level of or above the district of residence.	Performed at the level of or above the district of residence.	
Performance v. Statewide Similarly Situated Community Schools – Performance Index	Similar schools are based on the community school's characteristics: - Dropout Prevention and Recovery Schools.	Performed at the level of or above similar community schools.	Performed below the level of similar community schools.	

# Performance Framework

Notes:

## Other Report Card Measures

Key	Meets	Needs Improvement
School Rating	Exceeds	Rated Meets Standards or Below
High School Test Passage Rate	32-100%	31.9% and below
6-Year Graduation Rate	12-100%	11.9% and below
7-Year Graduation Rate	12-100%	11.9% and below
8-Year Graduation Rate	12-100%	11.9% and below
Combined Graduation Rate	12-100%	11.9% and below
Attendance	80-100%	79.9% and below

Notes:

## Financial Performance

The financial performance looks at the financial status of the school to determine whether the school is financially viable.

Key	Notes	Compliant	Noncompliant and Corrective Action Required
Annual Audit		The most recent audit contains no findings for recovery, noncompliance citations, questioned costs or material weaknesses.	The most recent audit contains findings for recovery, noncompliance citations, questioned costs, material weaknesses or findings for recovery.
Fiscal Officer		The governing authority ensures that the fiscal officer (treasurer) timely and accurately provides financial information to the sponsor.	The fiscal officer (treasurer) did not timely and accurately provide financial information to the sponsor.

Notes:

There were no deficiencies in the most recent audit. The school is diligent in their record keeping and reporting procedures.

# Performance Framework

## Key Financial Indicators of Fiscal Stability

Key	Definition	Measure	Meets Fiscal Standards	Approaching Fiscal Standards – Fiscal Plan Should be Adopted by the Governing Authority	Not Meeting Fiscal Standards – Corrective Actions Required and Sponsor-Approved Fiscal Plan Required
Current Ratio	Current Assets divided by Current Liabilities.	Identifies the current assets an agency has that easily can be changed into cash to pay current expenses.	$\Rightarrow 1.5$	$\Rightarrow 1.0, < 1.5$	$< 1.0$
Current Ratio (Multi-Year)	Current Assets divided by Current Liabilities for multiple years (three to five years).	Identifies the current assets an agency has that easily can be changed into cash to pay current expenses.	$\Rightarrow 1.5$ & Trends Up	$\Rightarrow 1.0, < 1.5$ & Stable	$< 1.0$ Trends Down
Working Capital	Current Assets minus Current Liabilities.	Measure of an entity's liquidity. If current assets exceed current liabilities, the entity is not expected to suffer from liquidity crunch in the near future. A negative working capital amount indicates the entity may not be able to pay its current liabilities when due.	Positive	Zero	Negative
Debt Ratio	Total Liabilities divided by Total Assets.	Measures the portion of the assets of a business that are financed through debt; a lower value is favorable because it indicates that a lower portion of assets is claimed by creditors. The amount identifies the percentage of assets financed through debts.	0 – 20%	$> 20\%, < 40\%$	$> 40\%$



# Performance Framework

## Key Financial Indicators of Fiscal Stability – continued

Key	Definition	Measure	Meets Fiscal Standards	Approaching Fiscal Standards – Fiscal Plan Should be Adopted by the Governing Authority	Not Meeting Fiscal Standards – Corrective Actions Required and Sponsor-Approved Fiscal Plan Required
Days Cash	Number of calendar days an entity can meet its current obligations using current cash balance including cash equivalents.	Measures calendar days a business can continue to operate without additional cash or resources from external sources.	30-60 Days	15-30 Days	<15 Days
Accounts Payable Past Due	Amounts owed to suppliers.	Identifies ability of entity to pay suppliers in a timely manner, usually within 30 days or payment is considered late. Identifies ability of entity to pay suppliers in a timely manner, usually within 30 days or payment is considered late.	=<30 Days	30-60 Days	>60 Days
Cash Flow (Operating)	Identifies how changes in balance sheet accounts and income affect cash and cash equivalents. (Source: Online)	Measures an entity's ability to generate positive cash flow from its primary (core) business activities. OCF=Income before interest and taxes + Depreciation + Amortization – Taxes.	Positive	Zero	Negative
Total Margin (Ratio)	A measure of the ability of an entity to generate excess revenue over expenditures. (Source: Online)	Measures the financial health of an entity. Total Margin = (Revenues – Expenses)/Total Revenue. Favorable if 25 per-cent (0.25) or greater.	>25% or >0.25	=>15% <25%	<15% or <0.15



# Performance Framework

## Key Financial Indicators of Fiscal Stability - continued

Key	Definition	Measure	Meets Fiscal Standards	Approaching Fiscal Standards – Fiscal Plan Should be Adopted by the Governing Authority	Not Meeting Fiscal Standards – Corrective Actions Required and Sponsor-Approved Fiscal Plan Required
FTE claw back	The school over-reported the number of full-time equivalent students and has received an overpayment from the Department.	Measures the financial health of the school and the addition-al debt of the school.	No claw back	Claw back less than \$500,000	Claw back greater than \$500,000

**Current Assets:** Cash, cash equivalents, accounts receivable, prepaid expenses, inventories and other items of value that can be converted to cash quickly.

**Current Liabilities:** Accounts payable, accrued expenses and liabilities, notes payable or short-term borrowings and the current portion of long-term debt.

Notes: The school is very diligent and fiscally responsible.

# Performance Framework

## Operational Performance

The operational performance of the school looks at various areas of the school's compliance with laws and rules and licensure. Specifically, operational performance looks to how the school operationally takes steps to ensure it is able to offer a quality educational option to its students. This factor looks at teachers, special education, use of federal funds and the effectiveness of the school's governing authority.

Key	Notes	Compliant	Noncompliant and Corrective Action Required
Appropriate Certification and Licensure		Each credentialed staff member holds the appropriate credential for his/her assigned position.	Some educators are not appropriately licensed for their assignment according to state statute.
Annual Report		Parents and sponsor received the school's annual report by the last day of October. The report was complete, accurate and included a self-evaluation of the school's performance over a multi-year period.	Parents and sponsor did not receive the school's annual report by the last day of October. The report was not complete and/or not accurate and/or did not include a self-evaluation of the school's performance over a multi-year period.
Management Company Evaluation	n/a	Governing authority annually evaluates the management company's performance and provided the sponsor a copy of the evaluation.	Governing authority did not annually evaluate the management company's performance or did not provide the sponsor a copy of the evaluation.
Corrective Action Plans		School satisfied all corrective action plans in a timely manner.	School did not fully satisfy all corrective action plans in a timely manner.

### Notes:

The school was given a letter of probation this year based on the condition of the facilities and several safety issues. The school complied with in a timely manner and fixed all the safety and health issues that were addressed.

# Performance Framework

## Operational Performance - Continued

Key	Compliant	Not Compliant	N/A
Federal Programs: Carryover Funds <sup>1</sup>	No large carryover of funds indicating ---.	Large carryover.	School does not receive federal program funds.
Federal Programs: Timely Submission of Consolidated Application	Application submitted by July 1.	School submitted application late.	School did not submit an application.
Federal Programs: Timely and Complete Monitoring Documentation	Requested documentation or self-survey was submitted by the requested date.	Requested documentation and/or self-survey was submitted with incomplete information and/or did not meet deadline.	N/A
Federal Programs: Noncompliance Issues with ESEA Law	School has no programmatic or fiscal compliance issues over the last three years.	School did experience a programmatic or fiscal compliance issue over the last three years or the school has unresolved programmatic issues.	

<sup>1</sup> "Large carryover" is defined as 15 percent or more of Title I-A and more than 30 percent from other grants.

Notes:

## Special Education

Key	Meets	Does Not Meet
Special Education Indicator 3c: Reading Proficiency Rate	<b>24.18 percent or more</b> students with disabilities scored at or above the proficient level on statewide reading assessments; compliant.	<b>Fewer than 24.18 percent</b> of students with disabilities scored at or above the proficient level on statewide reading assessments; noncompliant.
Special Education Indicator 3c: Math Proficiency Rate	<b>28.57 percent or more</b> students with disabilities scored at or above the proficient level on statewide math assessments; compliant.	<b>Fewer than 28.57 percent</b> of students with disabilities scored at or above the proficient level on statewide math assessments; noncompliant.
Special Education Indicator 4b: Disproportionality – Discipline - Expulsion	Risk ratio <b>less than or equal to 3.50</b> : A risk ratio of 3.5 signifies that students with disabilities within a given racial/ethnic group are 3.5 times more likely to be expelled for greater than 10 days than all students without disabilities; compliant.	Risk ratio <b>more</b> than 3.50: A risk ratio of 3.5 signifies that students with disabilities within a given racial/ethnic group are 3.5 times more likely to be expelled for greater than 10 days than all students without disabilities; noncompliant.

# Performance Framework

## Special Education - Continued

Key	Meets	Does Not Meet
Special Education Indicator 4b: Disproportionality – Discipline – Suspension	Risk ratio <b>less than or equal to 3.5</b> : A risk ratio of 3.5 signifies that students with disabilities within a given racial/ethnic group are 3.5 times more likely to be suspended for greater than 10 days than all students without disabilities; compliant.	Risk ratio <b>more</b> than 3.5: A risk ratio of 3.5 signifies that students with disabilities within a given racial/ethnic group are 3.5 times more likely to be suspended for greater than 10 days than all students without disabilities; noncompliant.
Special Education Indicator 9: Identification by Race	Risk ratio <b>less than or equal to 3.5</b> : A risk ratio of 3.5 signifies that students <b>within a specific racial/ethnic group</b> are 3.5 times more likely to be identified <b>for special education</b> than students NOT in that racial/ethnic group; compliant.	Risk ratio <b>more</b> than 3.5: A risk ratio of 3.5 signifies that students <b>within a specific racial/ethnic group</b> are 3.5 times more likely to be identified <b>for special education</b> than students NOT in that racial/ethnic group; noncompliant.
Special Education Indicator 10: Identification for Specific Disability Categories by Race	Risk ratio <b>less than or equal to 3.5</b> : A risk ratio of 3.5 signifies that students within a <b>specific racial/ethnic group</b> are 3.5 times more likely to be identified in a <b>specific disability category</b> than students NOT in that racial/ethnic group; compliant.	Risk ratio <b>more</b> than 3.5: A risk ratio of 3.5 signifies that students <b>within a specific racial/ethnic group</b> are 3.5 times more likely to be identified <b>in a specific disability category</b> than students NOT in that racial/ethnic group; noncompliant.
Special Education Indicator 1: Graduation	<b>82.80 percent or more</b> students with disabilities graduated from high school with regular diplomas within four years; compliant.	<b>Fewer than 82.80 percent</b> of students with disabilities graduated from high school with regular diplomas within four years; noncompliant.
Special Education Indicator 2: Dropout	<b>21.80 percent or fewer</b> students with disabilities dropped out of high school; compliant.	<b>More than 21.80 percent</b> of students with disabilities dropped out of high school; noncompliant.
Special Education Indicator 13: Secondary Transition	<b>100 percent</b> : All students with an IEP ages 16 and older must have compliant transition plans in place; compliant.	<b>Less than 100 percent</b> : All students with IEPs ages 16 and older must have compliant transition plans in place; noncompliant.

### Notes:

The school received a “Needs Assistance Year 1” with the recommendation of SST assistance in addressing deficiencies. While all compliance areas were met, the performance indicators relating to reading and math performance of students with disabilities was below the target (one standard deviation from the mean). All areas not marked received a score of “NR”.

# Performance Framework

## Additional Evidence of Effectiveness of the School in the Community:

This section measures the school's effectiveness in the community, taking in account the whole child and community involvement. This section is important in determining whether the school is meeting the goal of being a quality school choice in the community.

Key	Meets	Does Not Meet
Community Engagement	Evidence of one or more community engagement activities for the school year.	Some educators are not appropriately licensed for their assignment according to state statute.
Social/Emotional	Evidence of a plan to address social/emotional needs of the students.	Did not provide sufficient evidence of a plan to address social/emotional needs of the students.
Parent Satisfaction	The school obtained 85 percent or higher parent satisfaction based on surveys of parents during the evaluation year.	The school obtained less than 85 percent parent satisfaction based on surveys of parents during the evaluation year or the school failed to take a parent satisfaction survey.
The School Enrolls a Sufficient Number of Students and Receives Sufficient State Foundation Payments to Support the School's Programs		

### Notes:

The school has a counseling center that provides services on site for students and families. The school has a student population of students who did find their needs met in a public school setting. The small, intentional environment that the school creates is meeting the needs of their student population.

Key	Exceeds	Meets	Does Not Meet
School's Climate, As Measured by Sponsor During the Site Visit	The school meets all three: (1) The school has a program in place to support the diverse needs of its students; (2) The school's core mission is clearly incorporated throughout all the school's programs; and (3) The school's professional climate incorporates professional collaboration and teacher development and formal teacher evaluations	The school meets at least two of the following: (1) The school has a program in place to support the diverse needs of its students; (2) The school's core mission is clearly incorporated throughout all the school's programs; or (3) the school's professional climate incorporates professional collaboration and teacher development and formal teacher evaluations.	The school only meets one or none of the following: (1) The school has a program in place to support the diverse needs of its students; (2) The school's core mission is clearly incorporated throughout all the school's programs; or (3) The school's professional climate incorporates professional collaboration and teacher development and formal teacher evaluations.

# Performance Framework

Notes:

## **Overall Results of School Performance Evaluation Narrative:**

Bridges Community Academy meets the needs of students who may not excel in a traditional public-school environment. The school is small, the facilities are modest, but the climate of the school is one of acceptance.

The administration has recently added MAPS assessments into their academic plan and are pledging fidelity to the program. This change, along with several other academic plan implementations, should show an increase in test scores.

# Ohio School Report Cards



School Grade

## Bridges Community Academy

Districts and schools report information for the Ohio School Report Cards on specific marks of performance, called measures, within broad categories called components. They receive grades for up to ten measures and six components.

### Achievement

The Achievement Component represents whether student performance on state tests met established thresholds and how well students performed on tests overall. A new indicator measures chronic absenteeism.

Performance Index

48.4%

Indicators Met

0.0%



Component  
Grade

### Progress

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

Value-Added

Overall  
Gifted  
Lowest 20% in Achievement  
Students with Disabilities



Component  
Grade

### Gap Closing

The Gap Closing component shows how well schools are meeting the performance expectations for our most vulnerable students in English language arts, math, graduation and English language proficiency.

Annual Measurable Objectives  
37.5%



Component  
Grade

F  
NR  
C  
NR

F

### Graduation Rate

The Graduation Rate component looks at the percent of students who are successfully finishing high school with a diploma in four or five years.

Graduation Rates

0.0% of students graduated in 4 years

0.0% of students graduated in 5 years



Component  
Grade

### Improving At-Risk K-3 Readers

This component looks at how successful the school is at improving at-risk K-3 readers.

Improving At-Risk K-3 Readers  
69.2%



Component  
Grade

### Prepared for Success

Whether training in a technical field or preparing for work or college, the Prepared for Success component looks at how well prepared Ohio's students are for all future opportunities.



Component  
Grade

B

NR  
NR



