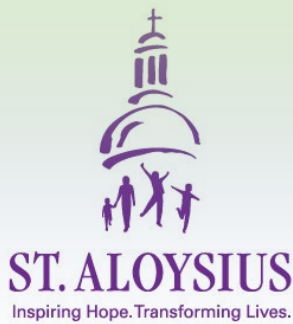


MADISON AVENUE SCHOOL OF ARTS

2023-2024 End of the Year Compilation Report



Charter School Specialists provides this annual summary on behalf of St. Aloysius Orphanage.



Governing Authority,

Enclosed you will find an annual summary for 2023-2024 of the sponsorship services provided by St. Aloysius and Charter School Specialists that include technical assistance, monitoring, contract faithfulness, and the compliance status of your school. We are grateful for our enduring partnership.

St. Aloysius and Charter School Specialists endeavor to build strong relationships with our schools and to provide our schools with the tools they need to succeed. As a sponsor, we are required to provide technical assistance, monitoring, and oversight to the school and governing authority. The contract between the sponsor and school includes provisions required by law and specific terms negotiated between the sponsor and the school. The attached site visit reports and summaries are intended to provide a reminder of the all the great work that has been completed at this school and provide data that might be helpful in identifying areas that may warrant additional attention. We hope you find this annual summary to be a valuable tool as you continue to evaluate and implement a process of continuous improvement for your school, in the best interest of your parents and students.

If you have any questions regarding this report, please contact me by phone, 614-507-8312, or email, dcash@charterschoolspec.com. We look forward to working with you and welcome the opportunity to answer any additional questions you may have.

Sincerely,

President, Charter School Specialists
On behalf of St. Aloysius

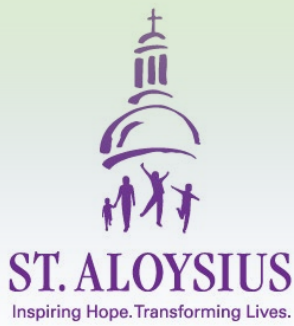
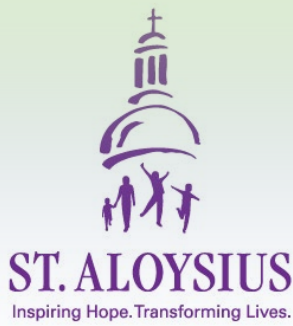


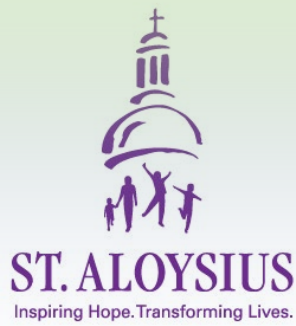
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2023-2024 Sponsor Monitoring Ratings Summary

- Annual Report of the Academic, Financial and Organizational/Operational Performance
 - *The school meets the academic achievement targets as outlined in its community school contract and has been offered a renewal as noted in the Charter Renewal Application and Decision.*
- On-Site Assistance Review (OAR)
 - *The school was determined to be "On-Track" in all areas reviewed as a part of the OAR.*
- Overall Compliance
 - *The school is compliant with all rules and laws as noted in the Annual Compliance Summary Report.*
- Special Education
 - *The school complies with the Ohio Special Education Operating Standards as noted in the Special Education Report.*
- Federal Programs
 - *The school implements Federal Programs (ie Title I, 2a,3b, etc.) and is monitored by Charter School Specialists as noted in the Federal Programs Monitoring Summary Report.*
- College and Career Readiness
 - *N/A*
- Corrective Action Plans/Probations
 - *The school received no CAP Requests and was not placed on Probation.*



2023-2024
Annual Report of the Academic, Financial
and Organizational/Operational
Performance

—
2023-2024

CHARTER RENEWAL APPLICATION AND DECISION



THE 2023-2024 CHARTER RENEWAL PROCESS

The 2023-2024 charter renewal process was developed to evaluate schools with charter agreements ending on June 30, 2024. The charter renewal process, as outlined in the sponsor evaluation, consists of two parts: the **High Stakes Review** and the **Renewal Application**. The overall score is calculated using the Renewal Application Rubric which shows a scoring combination between this Renewal Application and the High Stakes Review. The Renewal Application evaluates the Contract Performance Measures as outlined in section 11.7 of the school's charter contract. This evaluation is worth 30% and the High Stakes Review is worth 70% of the overall score. The School must receive 75% of the total combined points from the Renewal Application and High Stakes Review for charter renewal. All data collected during this process comes from the most recent local report card which was issued in September of 2023 and previous local report card data. Each school is assessed on multiple years of student achievement, multiple measures of student achievement, financial audits, performance on site visit and compliance reports and if applicable status of corrective action plans or other interventions.

The timeline for this application and renewal process is as follows:

August 28, 2023 to September 22, 2023	Charter School Specialists assembles applications, renewal rubrics and high stakes review data for renewal schools.
October 3, 2023	St. Aloysius approves applications, renewal rubrics, high stakes review data and Charter School Specialists' renewal recommendations.
October 5, 2023	Charter School Specialists releases applications, renewal rubrics and results of charter renewal process to schools.
November 15, 2023	Deadline for schools to approve all renewal applications and accept sponsorship renewal offers.
November 30, 2023	Notification to schools of contract process including: (a) Contract Template; (b) Contract Attachment Submission Timeline.

MADISON AVENUE SCHOOL OF ARTS SCHOOL OVERVIEW

School Address:
 1511 Madison Avenue
 Toledo, OH 43604
Satellite Locations (if applicable): N/A
Board President: Darlene Burke
Board Counsel: Tim Clements
Operator: Imagine Schools Inc
School Leader: Lindsey Day
Fiscal Officer: Dan Lamb
Year Opened: 2015
Grades Served: K-6
Enrollment from 2023-2024: 429.17

MISSION

Imagine Madison Avenue School of the Arts, in partnership with families and the community, will assure that all children learn at high levels. As a school, we celebrate positive character development to produce high self-esteem and respect for others. Students will be prepared academically, artistically, and emotionally for their future life endeavors.

APPLICATION SCORING

The application gives each school an opportunity to show improvement in local report card measures and how the school is performing in comparison to local traditional public schools and community schools. The sponsor reviews this information and analyzes various measures to determine the effectiveness of these metrics in assessing the school’s improvement. When the metrics are determined to be less effective in providing an overall assessment of the school’s performance, they may be excluded from a school’s score.

Each school is initially assessed on one report card metric or how it performed based on its local comparison schools to determine its eligibility for renewal. Per the accountability section of the community school contract, if the School receives a rating of at least 2 Stars in at least one (1) applicable grade card component for the most recent school year or its overall report card score as calculated on the local report card is greater than three (3) of the five (5) comparison schools listed below, the School is eligible to be considered for renewal. This is the minimal eligibility threshold that all schools must meet regardless of the type of school or maturity level. These metrics are assigned a score per the rubric included with this application. Based on the information below, Madison Avenue was awarded a score of 8 out of 8 points as evidenced in the renewal school rubric.

Madison Avenue School of Arts - 2022-2023 Report Card Ratings						
Overall Grade	Achievement	Progress	Gap Closing	Graduation	Early Literacy	College, Career, Workforce and Military Readiness
3 Stars	1 Star	4 Stars	4 Stars	NR	1 Star	NR



COMPARISON SCHOOL REPORT CARD DATA

Comparison schools are included in the School’s contract and used as an accepted means of measuring performance against schools as similar as possible in demographic characteristics (percentages of families with low income; racial/ethnic minority; students with disabilities; and English learners) as well as in close proximity to the School, if possible. When determining eligibility for renewal, while some schools may not perform as well as hoped against State tests, it is important to note how they perform against similar schools from similar neighborhoods..

For the 2022-2023 school year, schools are compared to each other based on the overall local report card score. The chart below demonstrates how Madison Avenue School of Arts compared to the schools provided in its charter contract. Based on this comparison, Madison Avenue was awarded a score of 8 out of 8 points as evidenced on the renewal school rubric.

<u>Comparison Schools Academic Performance: 2022-2023 Report Card</u>					
	Overall School Grade	Achievement	Progress	Gap Closing	Early Literacy
	2022-2023	2022-2023	2022-2023	2022-2023	2022-2023
Madison Avenue School of Arts	3 Stars	1 Star	4 Stars	4 Stars	1 Star
Central Academy of Ohio	2 Stars	1 Star	3 Stars	1 Star	NR
Ella P. Stewart Academy for Girls	2.5 Stars	2 Stars	2 Stars	3 Stars	3 Stars
Sherman Elementary School	2.5 Stars	1 Star	3 Stars	2 Stars	1 Star
Spring Elementary School	2.5 Stars	1 Star	3 Stars	2 Stars	1 Star
Winterfield Venture Academy	3.5 Stars	2 Stars	4 Stars	5 Stars	1 Star

IMPROVEMENT SCORE

For the current application cycle, the schools are provided an opportunity to show improvement by comparing the total number of stars earned across all report card components on the 2021-2022 and 2022-2023 report cards. Based on this comparison, Madison Avenue was awarded a score of 8 out of 8 points as evidenced on the renewal school rubric.

OVERALL APPLICATION SCORE

Overall Application Score	Accountability Score	Comparison School Score	Improvement Score	Final
	8	8	8	24

HIGH STAKES REVIEW DATA

Academic, Organizational and Operational, and Financial Performance Tables

The Academic Performance, Organizational and Operational Performance, and Financial Performance tables used for the High Stakes Review align to the indicators specified in the Performance Framework and are also used for the D.07 Annual Reports. For detailed indicator descriptions and information about scoring and weighting, please refer to the Performance Framework found [here](#). Here is information to note regarding the tables below:

- The Academic Performance table includes data from each year of the charter.
- The local report card changed several times over the past four years and the table reflects the grades/ratings as measured at the time. Points were assigned using the scale in the Performance Framework.
- Because the local report card did not include data in 2019-20 and 2020-21, the scores were calculated by averaging data from each year scores were reported.
- Total points for each category include years for which the data were reported. Several indicators on each table are weighted.
- **Weighting is not considered in the total points available, meaning the average score in weighted categories may exceed the total points.**
- Each table includes total points and the points received from each item.
- NR - Item not rated on the report card.
- TBD - To Be Determined. The School may submit additional information to clarify scoring.

ACADEMIC PERFORMANCE

The academic performance of the School is evaluated based on the following components on the local report card: *Overall Grade, Achievement, Progress, Gap Closing, Early Literacy, and College, Career, Workforce, and Military Readiness*. For indicators not calculated during 2022-2023 or if an indicator is not calculated because it does not pertain to the population served (e.g. the *Early Literacy* indicator for a high school), the indicator will not be factored into the total overall points. Points were also calculated for nationally normed assessment data as described in the Performance Framework. For a comprehensive explanation of performance indicators, scoring, and weighting, see the Performance Framework [here](#). You can access the School's report card [here](#):

Academic Performance Data

Performance Area	Scores (Points)						
	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	Average Total Points	Total Points Available
Overall Grade (Weighted)	D (1)	NR	NR	NR	3 Stars (3)	2	4
Overall Grade vs Comparison Schools Overall Grade (Weighted)	12	NR	NR	NR	12	12	4
Achievement (Weighted)	F (0)	NR	NR	1 Star (0)	1 Star (0)	0	4
Progress (Weighted)	A (12)	NR	NR	3 Stars (3)	4 Stars (8)	7.7	4
Gap Closing (Weighted)	D (1)	NR	NR	1 Star (0)	4 Stars (8)	3	4
Early Literacy	F (0)	NR	NR	1 Star (0)	1 Star (0)	0	4
Overall Graduation Rate	NR	NR	NR	NR	NR	---	---
College, Career, Workforce, Military (previously referred to as Prepared for Success)	NR	NR	NR	NR	NR	---	---
Nationally Normed Assessment Data	NR	NR	NR	NR	0	0	4
Additional Factor: Growth by Indicator	NR	NR	NR	NR	2	2	---
Additional Factor: Improved Subgroup Suspensions and Expulsions	NR	NR	NR	NR	0	0	---
Additional Factor: Improved Performance over Comparison Schools	3	NR	NR	0	1	1.3	---
Additional Factor: Classroom Spending Indicator	NR	NR	NR	0	1	0.5	---

*Weighting is not considered in the total points available.

* Due to the COVID-19 pandemic, the 2020-2021 report card assigned no letter grades for any report card component or an overall letter grade.

Total Points	28.5/28
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ORGANIZATIONAL AND OPERATIONAL PERFORMANCE

Organizational and Operational Performance shows how well the governing authority and School adhere to state and federal statutes and rules. Additionally, the governing authority is measured on how well it follows the charter contract. The *Timely Submission of Required Documentation* shows how timely assessment data, management company evaluations, school improvement plans, annual reports and five-year forecasts were submitted. A school will receive two (2) points if a majority of documents were submitted on time as requested. To receive a full two (2) points in *Compliance Onsite Visits including Spring Survey*, the School must be overall compliant by June 30th of each school year (96% or greater of applicable compliance items substantiated). If the governing authority is not placed on any corrective action plans or probation, it will receive two (2) full points in these sections. Finally, the governing authority must meet at least six (6) times per year to receive two (2) points in the *Board Meeting* section.

Schools receive an additional point if they hired an academic coach to support instruction. Additionally, a maximum of three (3) additional points are awarded in this section if the School meets any mission specific goal for any subgroup as provided in the school improvement plan. The School and governing authority will provide evidence starting in 2022-2023 that these mission-specific goals were met for subgroups. For a comprehensive explanation of scoring and weighting for this section, see the Performance Framework [here](#).

Organizational and Operational Data

Performance Area	Scores (Points)						
	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	Average Total Points	Total Points Available
Current Contract Term: 7/1/2018-6/30/2024							
Timely submission of required documentation.	2	NR	1	2	2	1.8	2
Compliance Onsite Visits including Spring Survey	2	NR	2	2	2	2	2
Corrective Action Plans	2	NR	2	2	0	1.5	2
Probation	2	NR	2	2	2	2	2
Board Meetings	2	NR	2	2	2	2	2
Additional Factor: Academic Coach	2	NR	NR	NR	1	1.5	---
Additional Factor: Mission-Specific Goal Accomplishment	NR	NR	NR	1	3	2	---

Total Points	12.8/10
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FINANCIAL PERFORMANCE

The School's financial performance is rated by using the information provided in the financial reports, monthly financial reviews, five-year forecasts, and annual audits. These items provide the information needed to determine if the School receives a maximum of two (2) points in each section. *Net Income/Change in Net Position* is a weighted measure, meaning the School can earn up to four (4) points in this section. *Average FTE Change* is measured from the beginning of the year to the end of the year, starting in October and ending in June. To receive two (2) points in the *Current Ratio* section, the current asset to debt ratio must be greater than 1.5:1. In order to earn two (2) points in the *Days of Operating Cash on Hand* section, the School must maintain greater than sixty (60) days of operating cash. The governing authority must submit a five-year forecast on time with no projected deficits to receive the maximum points in this section. The governing authority should not receive any findings for recovery on audit reports.

Financial Data

	<u>6/30/19</u>	<u>6/30/20</u>	<u>6/30/21</u>	<u>6/30/22</u>	<u>6/30/23</u>	Average Total Points	Total Points Available
Net Income (Change in Net Position) Net of GASB 68, 75	4	NR	0	4	0	2	2
Average FTE Change from beginning of year to end of year (calculated from October to June)	2	NR	2	1	1	1.5	2
Current Ratio	1	NR	0	1	0	0.5	2
Days of Operating Cash on Hand	NR	NR	NR	NR	NR	---	2
Five Year Forecast	2	NR	2	2	2	2	2
Audit Reports, Findings for Recovery (FFR)	2	NR	2	2	2	2	2
Additional Factor: EMO/CMO Start-Up Support	1	1	1	1	1	1	---

Total Points	9/12
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CONCLUSION

Results of the Renewal Process for Madison Avenue School of Arts

St. Aloysius and Charter School Specialists have evaluated the completed renewal application and high stakes review for Madison Avenue School of Arts. The high stakes review included an assessment of academic, compliance and operations and financial data. Academic data included a side by side look at comparison school report card data and analysis of both the 2022-2023 local report card data and historical academic data. Compliance and Operations data comprising 2022-2023 and historical information on the school's timely submission of required documentation, onsite visits including the spring survey, corrective action plans, probation and the number of board meetings held per school year was factored into the renewal results. Financial data, which included a review of 2022-2023 and historical information pertaining to the school's net income, average FTE change from October to June per school year, current ratio, days of operating cash on hand, five year forecast, and audit reports (findings for recovery), was also taken into account.

Areas of Strength and Improvement for the 2022-2023 School Year

The areas of strength are elements that the school performs well. The school should continue to focus on the areas of improvement listed below to ensure further development in all areas. Below are areas of strength and improvements for the 2022-2023 school year from the School Improvement, Compliance, and Fiscal teams for Madison Avenue School of Arts.

Areas of Strength

Academic

- Madison has shown great improvement on the Local Report Card as well as their Nationally Normed Assessment. Their PBIS program has also improved student behavior and achievement.

Organizational and Operational

- Cameron Sanders helped in completing the 2022-23 Compliance Process review. His support and follow up were appreciated, especially since this was his first year engaged in the process.

Financial

- The school had a significant increase in net position in FY22.

Areas of Improvement

Academic

- The school should consider the following to promote further growth around Early Literacy: Science of Reading PD, Rigor of Standards in Literacy PD, and/or data analysis work in the area of Early Literacy as it relates to the Local Report Card.

Financial

- The school should focus on recruiting to maintain or grow its enrollment.

Summary

For the 2022-2023 school year, Madison Avenue School of Arts received a rating of 2 *Stars* in at least one (1) applicable grade card component. The School must receive 75% of the total combined points from the Renewal Application and High Stakes Review for charter renewal. For the 2022-2023 school year, the school scored a total of greater than 100%, which was comprised of a score of 99% on the organizational/operational data and financial data combined and a score of greater than 100% on the academic section.

Each year, our schools are faced with unique challenges in achieving the prescribed metrics. The COVID-19 pandemic exacerbated these challenges. According to the Department of Education and Workforce, urban areas still lag behind in local report card scores as they struggle to recover from this pandemic. A summary of the report card results and existing challenges can be found on the Department’s website here: [2022-2023 State Report Card | School and District Results](#). To that end, the sponsorship mission of St. Aloysius and Charter School Specialists is to provide access to a high-quality education for all students in Ohio, especially during a time when our students struggle to make up for lost ground following the pandemic. Our team is dedicated to increasing access to high-performing schools by expanding educational opportunities, improving school performance and ultimately lifting student achievement. As students and schools continue to struggle in the aftermath of the pandemic, we believe that closing schools who are improving in the areas of progress or gap closing, are in the midst of implementing a turn-a-round model within the school, or that are outperforming other local traditional public schools or community schools is contrary to this vision and mission. Should a school meet one or more of these criteria, we believe additional considerations for renewal are necessary and justified.

Points earned in Academic, Organizational and Operational, and Financial	Academic	Organizational and Operational	Financial	Application Score
	28.5/28	12.8/10	9/12	24/24

Overall Renewal Score	Score (Points)	Renewal Year
	73/74 = 99%	2023-2024

Based on the overall score received, we are pleased to offer Madison Avenue School of Arts a renewal term of ten (10) years ending on June 30, 2034.



AFFIRMATION

I hereby certify that all information provided in this application and high stakes review process is true and correct and accurately reflects the school's performance. I acknowledge that this application has been reviewed and approved by a majority of the Madison Avenue School of Arts Governing Authority. Additionally, I certify that I am legally authorized to sign this and submit this information to the Charter School Specialists and St. Aloysius on behalf of the Governing Authority of Madison Avenue School of Arts.

Furthermore, I certify that I am legally authorized to accept the offer of ten (10) years for the Governing Authority of Madison Avenue School of Arts and will work diligently with Charter School Specialists to execute a new contract to begin on July 1, 2024.

Governing Authority of Madison Avenue School of Arts

Signed: _____

Print Name: _____

Title: _____

Date: _____





2023-2024 On-Site Assistance Review (OAR)



Site Visit Report

Thank you for partnering with St. Aloysius as your community school sponsor. As you know, the sponsor's role is to provide technical assistance, monitoring and oversight. Charter School Specialists on behalf of St. Aloysius has recently completed a regular Site Visit review at your school and is pleased to provide the following summary and attached details of the findings of that site visit.

Please don't hesitate to contact Buddy Harris at BHarris@charterschoolspec.com with any questions, comments, or concerns.

Name of School	Madison Avenue School of Arts
Date of Site Visit:	November 8, 2023
Sponsor Representative Conducting Visit:	Daniel Willenborg
Purpose:	Onsite Assistance Review
Information Collected:	Information collected included statements from the Principal, the Academic Coaches, and the Imagine Regional Representative. Several paper or electronic documents including the Education Plan, the Annual Report, lesson plans, pacing guides, a MTSS/RTI chart, primary and supplemental curricular materials, a curricular invoice, Six Pillars of Character diagrams, and the school website were reviewed. In addition, classroom walk-throughs provided observations from most classrooms and every grade level.
Summary of Findings:	<p>My onsite visit to Madison Avenue School of Arts began with a review of one of the more creative and dazzling school websites I have ever seen and possibly the most enthusiastic greeting from a receptionist that I have ever heard! Her spirited and helpful voice set the tone for a wonderful visit. Ms. Day quickly impressed me with her passion and the ownership she projects regarding the students and the school. As she explained the school operations and procedures, it became perfectly clear that she was the leader of learning and the creator of culture for her school. Nothing was based on hope or wishes; everything was planned and rigorously implemented. The academic coaches, Ms. Abed and Ms. Mims, also impressed me as strong players on the leadership team and were quick to back up what they were saying with documents and data. Our classroom walk-throughs almost always revealed the classroom teacher providing direct and explicit instruction. Achievement and academic growth charts were appropriately on display in the hallways and in every classroom. Student behaviors throughout my visit were distinguished by polite manners and respectful interactions. The 'CHAMPS' classroom management framework has been successfully integrated into the school culture.</p> <p>Through my discussions with school personnel, a review of supporting documents, and my observations during classroom visits, I found Madison Avenue School of Arts to be in appropriate adherence with the tenants of their Education Plan.</p>


<p>Area(s) of Strength:</p>	<ol style="list-style-type: none"> 1. The school is abundantly staffed. Kudos to the school leadership team, the management company, and the Governing Authority for providing staffing that, unlike most other schools, include a librarian, a counselor, an SEL teacher, a dance teacher, and not only one, but two academic coaches. Significant effort has been directed to ensure class size is appropriately limited. 2. The school is rich in resources. Most teachers were using technology to enhance their instruction and each student had printed curriculum materials on their desks. A display table near the school entrance allows visitors to see the numerous materials available for teachers and students. The emphasis on the Arts for every student is commendable. 3. The leadership team offers vision, energy, and direction. Multiple systems are in place to support teachers, measure student performance, and to assist students that struggle - most notably the Success Blocks. The leadership team accepts complete ownership of achievement shortcomings and successes.
<p>Recommendations</p>	<p>With full recognition that a short visit and a quick walk-through of classrooms on a single day is just a snapshot and can create a limited picture of the full scope and dynamics of what transpires on a more regular basis, my recommendations for further review include:</p> <ol style="list-style-type: none"> 1. Continued focus and emphasis on student engagement during instruction - especially in the upper levels. 2. Intentional instructional effort and additional curricular materials to challenge the upper quartile students. 3. Continued analysis of the grade levels served and how that structure may be impacting student enrollment.

CHARTER SCHOOL SPECIALISTS ONSITE ASSISTANCE REVIEW RUBRIC

School Name:		Madison Avenue School of Arts		CSS Reviewers:		Daniel Willenborg		Date of Visit:		November 8, 2023		
Year of CSS School Improvement Status		Enrollment	Attendance Rate	ODE CSI (Priority), TSI (Focus), or ATSI (Warning) School Status?		Management Company or Independent Entity		Data/Evidence Collected From:				
				CSI (Priority)		Imagine Schools Inc						
Year 1		399	87.5%	TSI (Focus)		Special Education Case Numbers		Parent		Board Member		
				ATSI (Warning)		Total I.S. on Staff		Student		Mgmt. Co. Rep.		X
				Watch		IEP Caseload		Teacher	X	Principal		X
School Year	Overall Rating	Achievement	Progress	Gap Closing		Early Literacy		Graduation Rate		College, Career, Workforce, and Military		
21-22	NR	1 Star	3 Stars	1 Star		1 Star		NR		NR		
22-23	3 Stars	1 Star	4 Stars	4 Stars		1 Star		NR		NR		

Areas of Improvement and Recommendations from Previous OAR	
Areas of Improvement or Recommendations from Previous OAR	The recommendation to focus on the rigor of standards remains, but the school has made strides in the area of classroom and behavior management.
Progress Toward Areas of Improvement or Recommendations	The Madison Avenue School of the Arts Leadership Team has created a welcoming, nurturing, and structured environment where student performance is diligently monitored. Behavior management efforts have shown positive results and a focus on the rigor of standards is a never-ending challenge for all schools. Our mutually agreeable recommendations are to strive toward a 100% student engagement level in every classroom and to provide challenging growth opportunities for the upper quartile of students.

CHARTER SCHOOL SPECIALISTS ONSITE ASSISTANCE REVIEW RUBRIC

 Charter Section: 6.3 Curriculum			
Element	Off-Track	Developing	On-Track
Curriculum Documents/ Monitoring/ Revision	There is little to no evidence of written curriculums produced by the state or the school specifying what is to be taught. Teachers rely solely on textbooks.	Standards-aligned curriculums are accessible to some teachers with some evidence of teacher use in classroom instruction and lesson plans.	Written curriculums are being utilized as the primary instructional guidance document. The effectiveness is being monitored using staff input and student performance data via a curriculum mapping process and is being supported by professional development trainings and the work of teacher-based-teams.
	There is little to no evidence of the use of comprehensive, up-to-date grade level and content specific pacing guides .	Pacing guides are available for some grade and content areas and utilized in the classroom and lesson plans. Some may be out-of-date or not comprehensive.	Learning targets are chunked by similarities, evidence cross curricular skills that emphasize ELA and math shifts, balance levels of complexity and rigor (DOK – Depth of Knowledge levels) with introductory skills and are being reviewed systematically by teachers using student performance data results via a curriculum mapping process to justify modifications. Pacing guides reflect the deconstruction of state standards.
Literacy	<p>Displays evidence of 1-2 of the elements of an effective literacy program.</p> <ul style="list-style-type: none"> School does not meet the criteria of an effective literacy program. 	<p>Displays evidence of 3-6 of the elements of an effective literacy program.</p> <ul style="list-style-type: none"> School partially meets the criteria of an effective literacy program. 	<p>Displays evidence of all elements of an effective literacy program, as listed below.</p> <ul style="list-style-type: none"> School has completed a Reading Improvement Plan (for schools with less than 80% proficiency in the third grade). Teachers use evidence-based instructional strategies, including instructions in foundational word recognition, language comprehension, and writing skills. Teachers provide explicit instruction and immediate feedback. Teachers select and support students in accessing complex text. Teachers receive system-level coaching. School adheres to Dyslexia Screening Requirements. Leadership team provides support in and monitoring of implementation for fidelity and impact.

CHARTER SCHOOL SPECIALISTS ONSITE ASSISTANCE REVIEW RUBRIC



Charter Section: 6.3 Curriculum

Comments:

Imagine Madison Avenue School of the Arts (IMASA) follows the Ohio Model Curriculum and Ohio’s Learning Standards for all core and non-core content areas. Teachers are provided professional development and personal support through the School Leader and the Academic Coaches to ensure adherence to the curriculum and that the prescribed pacing guides are followed. The curriculum includes both electronic and print materials from iReady Reading and iReady Math, Foundations (K-2), Phonics for Reading (3-6), Freckle Adaptive Math, elevateScience, and Scholastic for social studies. Teachers also have access to RealityWorks Career Kits to build awareness and to introduce students to career interests. Notably and impressively, IMASA has two Academic Coaches with one providing services to the K-2 levels and the other providing services to the 3-6 levels. Both Ms. Abed and Ms. Mims are advanced in their knowledge and professional in their demeanor and provide valuable leadership and support to their corresponding teachers and the educational program.

The STAR assessment allows for the tracking of performance progress and the mastery of concepts. All K-3 teachers have completed Dyslexia training, and the school leadership team actively supports the Science of Reading initiatives. Pacing guides with learning objectives were accessible outside of each classroom and Word Walls and Sound Walls were observable in the appropriate classrooms. IMASA has developed a unique daily schedule that utilizes targeted Success Blocks during the school day and provides all students with exposure to the Arts through music, dance, drama, and visual arts instruction.


Element (Please see Literacy Supplemental)	Yes	No
All new state literacy requirements including those listed in the Dyslexia guidebook are being followed and are on track to be met according to the appropriate timeline.	X	



Charter Section: 6.3 Instructional Delivery Methods and Resources/Materials

Element	Off-Track	Developing	On-Track
Instructional Delivery Methods	Key instructional practices defined in the charter were not evidenced in classrooms, or stated as a focus of the school leader.	Key evidence-based instructional practices outlined in the CSS/school charter were not clearly articulated by the school leader and teachers and monitoring for effectiveness was sporadic.	The school leader provided data to support implementation monitoring and impact on student learning. There is evidence that the instructional delivery methods and practices are research-based per ESSA and can prove effective for the school's student population.
Resources and Materials	Resources were limited and did not include those specified in the school’s charter.	Some, but not all, Instructional materials and resources were aligned to the standards, best practice, principles of UDL and result in engaged learning. Quality and	Resources are ample and enriching the activities that help students achieve mastery of standards. Resources are taking student diversity, interests, and learning needs into account. Instructional staff and other stakeholders are actively contributing to the selection of resources and

CHARTER SCHOOL SPECIALISTS ONSITE ASSISTANCE REVIEW RUBRIC


 Charter Section: 6.3 Instructional Delivery Methods and Resources/Materials			
		quantity of resource varied classroom to classroom.	take responsibility for finding relevant, evidence-based resources when appropriate. Resources selected in a classroom are aligned to the standards being taught.
	Students had limited or inconsistent access to working technology that included desktops, tablets, and/or laptops.	Some, but not all, students had sufficient and consistent access to working technology and evidence of use.	Technology is routinely and seamlessly integrated into all classroom instruction or used in manner consistent with education plan. Students have access to a variety of tools that match the task at hand (social media platforms, Google classroom, digital cameras, smart phones). Technology allows for independent and collaborative research and problem solving to deepen content understanding and critical thinking.
	Teachers lacked access and/or training to working multi-media teaching aides on a consistent and routine schedule.	Teachers had some access to and there was some evidence of use of working teaching aids that included audio visual, whiteboards, and computer assisted instructional software, apps, and hardware to support teaching and learning.	Teachers demonstrate expertise in utilizing instructional technology and multi-media teaching aids that are aligned to Ohio Learning Standards, promote critical thinking and problem solving, allow for differentiation, and engage students in collaborative problem solving.
College and Career Readiness	Little or no college and career readiness instruction is provided.	The school includes college and career readiness instruction that provides opportunities for students to learn about job and career options and appropriate for grade levels served.	There is evidence that all grades are developing student awareness and allowing students to become familiar with careers through learning that connects classroom instruction to future work. Career awareness strategies show students various types of careers and stimulate interest in future work.
	Career pathways are not being provided to students. Additionally, there is little to no evidence of student success plans being developed with students.	Career pathways are being provided to students and student success plans are being created for all students. School has a clear plan to provide Credentialing/workforce readiness and post-graduation opportunities for students.	There is evidence of students focusing on career planning. Activities provide advanced experiences that offer hands-on opportunities in a workplace or specific skill development. Career planning strategies focus on making clear links between career options and educational decisions. One or all of the following are evident: <ul style="list-style-type: none"> ● Advanced academic technical education


CHARTER SCHOOL SPECIALISTS ONSITE ASSISTANCE REVIEW RUBRIC

Charter Section: 6.3 Instructional Delivery Methods and Resources/Materials			
			<ul style="list-style-type: none"> College Credit Plus Career connections learning strategies Career pathways Career-tech Industry-recognized credentials Student Success Plan Work-based Learning Career mentorships Pre-apprenticeship programs Part-time work Service learning OhioMeansJobs K-12
<p>Comments:</p> <p>IMASA provides a literacy rich environment for students and there is a building-wide, no-nonsense atmosphere that expects students to be giving their best effort. School classrooms provided access to appropriate and abundant learning resources including smart boards and laptops that made individual work and rotational group work seamless and effective. During my classroom observations I witnessed whole group direct instruction, small group rotational stations, and independent work. Most teachers were actively engaging their students with guiding questions to build comprehension and interpretive skills. Several teachers were having students interact with their reading passages on the smartboards, and a few others had students participating in their STAR assessments. Classroom routines have been established and all classrooms were filled with environmental print to reinforce recurrent concepts and themes. Teachers knew students by their names and offered words of encouragement. IMASA was certainly living true to its vision to foster a nurturing and inspiring environment.</p>			

Charter Section: 6.3 Continuous Improvement and Growth			
Element	Off-Track	Developing	On-Track
OTES (2.0)	OTES or approved/aligned alternative specified in the school's charter is neither in place nor timelines followed.	OTES, or an alternative outlined in the school's charter, is in place and there is some evidence of alignment to improvement plan goals and adult indicators, and timelines and requirements are being followed.	Pre- and post-conferences between teacher and evaluator are a documented part of the evaluation process. OTES data and other information is shared with the LPDC and used to inform the professional development plans in the school's One Plan.
OPES (2.0)	OPES or approved/aligned alternative specified in the	OPES or approved/aligned alternative specified in the school's charter is in place and timelines followed. The	The principal and evaluator agree upon and establish two specific goals with evidence indicators, and action

CHARTER SCHOOL SPECIALISTS ONSITE ASSISTANCE REVIEW RUBRIC

 Charter Section: 6.3 Continuous Improvement and Growth			
	school's charter is neither in place nor timelines followed.	program, however, has not been fully implemented.	steps and strategies that align to the goals and strategies outlined in the school's One Plan.
Resident Educator Program	Resident Educator Program is not in place or does not align to Ohio Resident Educator Program	Resident educator program is in place using Ohio Standards for the Teaching Profession and Ohio Resident Educator Program Standards. The program, however, has not been fully implemented.	Resident educator mentor is in the same building as the mentee on a daily basis with a manageable number of assigned mentees. Data and other information from the RE Program is being shared with the LPDC and used to inform the professional development plans in the school's improvement plan, which are best practices.
Comments: Ms. Day is the evaluator of the teaching and support staff. Both she and the Academic Coaches conduct numerous and daily classroom walk-throughs to monitor instruction and to assist with student and/or teacher needs. Ms. Crump of Imagine Schools evaluates Principal Day. Academic Coach, Ms. Mims, also serves as the Resident Educator mentor to two current teachers.			

 Charter Section: 6.3 Prevention and Intervention			
Element	Off-Track	Developing	On-Track
Processes to Identify At-Risk Students for Interventions* (See MTSS Supplemental)	One or none of the following conditions is met: (1) screening is conducted for all students; (2) procedures are in place to ensure implementation accuracy (cut points/decisions are accurate); and (3) a process to screen all students occurs more than once per year	Two of the following conditions are met: (1) screening is conducted for all students; (2) procedures are in place to ensure implementation accuracy (cut points/decisions are accurate); and (3) a process to screen all students occurs more than once per year	All of the following conditions are met: (1) screening is conducted for all students; (2) procedures are in place to ensure implementation accuracy (cut points/decisions are accurate); and (3) a process to screen all students occurs more than once per year
Implementation of Tiered System of Supports for Intervention	Only one or fewer of the following conditions is met: (1) core curriculum materials are evidence-based in EACH tier for target population of learners; (2) Tier 2 and 3 intensive interventions supplement Tier 1	Only two or fewer of the following conditions are met: (1) core curriculum materials are evidence-based in EACH tier for target population of learners; (2) Tier 2 and 3 intensive interventions supplement Tier 1 core programming and are led	All of the following conditions are met: (1) core curriculum materials are evidence-based in EACH tier for target population of learners; (2) Tier 2 and 3 instruction supplement Tier 1 core programming and are led by well-trained staff and group size is optimal; (3) schoolwide schedules are aligned to support

CHARTER SCHOOL SPECIALISTS ONSITE ASSISTANCE REVIEW RUBRIC



Charter Section: 6.3 Prevention and Intervention

	core programming and are led by well-trained staff and group size is optimal; (3) schoolwide schedules are aligned to support multiple levels of intervention; and (4) PD structures build staff efficacy.	by well-trained staff and group size is optimal; (3) schoolwide schedules are aligned to support multiple levels of intervention; and (4) PD structures build staff efficacy.	multiple levels of intervention; and (4) PD structures build staff efficacy.
Progress Monitoring Tools	Neither of the following conditions is met: (1) progress monitoring occurs at least monthly for students receiving secondary-level intervention and a least weekly for students receiving intensive intervention; and (2) procedures are in place to ensure implementation accuracy (i.e. decision-making rules applied consistently)	Only one of the following conditions is met: (1) progress monitoring occurs at least monthly for students receiving secondary-level intervention and a least weekly for students receiving intensive intervention; and (2) procedures are in place to ensure implementation accuracy (i.e. decision-making rules applied consistently)	Both of the following conditions are met: (1) progress monitoring occurs at least monthly for students receiving secondary-level intervention and a least weekly for students receiving intensive intervention; and (2) procedures are in place to ensure implementation accuracy (i.e. decision-making rules applied consistently)
Data System/Paper Trail	A data system for tracking is in place, but only meets one or fewer of the following conditions: (1) the system allows users to document and access individual student-level data for academics/PBIS and instructional decisions; (2) data are entered in a timely manner; (3) data can be disaggregated	A data system for tracking is in place, but only meets two of the following conditions: (1) the system allows users to document and access individual student-level data for academics/PBIS and instructional decisions; (2) data are entered in a timely manner; (3) data can be disaggregated	A data system for tracking is in place, and meets all of the following conditions: (1) the system allows users to document and access individual student-level data for academics/PBIS and instructional decisions; (2) data are entered in a timely manner; (3) data can be disaggregated

Comments:

Through a systematic review of STAR assessment and iReady data, students are identified for additional support. The Leadership Team uses software embedded programming for screening and for progress monitoring purposes. The focus and primary effort revolve around moving the students in the red and yellow banded level of achievement into the higher achieving bands. As referenced above, IMASA has implemented a unique daily schedule that utilizes blocks of time during the daily schedule to provide targeted interventions. Those aptly named ‘Success Blocks’ are scheduled three times over the daily schedule. Using the performance

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Charter Section: 6.3 Prevention and Intervention

data, students are divided into four groups and each group is assigned a corresponding task or intervention. Every six weeks, the groups are reevaluated by the teachers and the Leadership Team. The Academic Coaches work with the teachers to develop individual intervention action plans that are also implemented during regular daily classroom instruction. It is a well-designed intervention process that propels students toward higher achievement.



Charter Section: 6.5 Assessment Plan

Element	Yes	No
All required Ohio State Tests are administered according to state timelines and calendar dates are provided to staff, students, and parents.	X	
Nationally Normed Assessment, identified in the contract, is administered a minimum of twice per year with calendar dates provided to staff, students, and parents.	X	
Comments: MASA administers the mandated Ohio State Tests according to the timelines and ensures that staff, students, and parents are aware of the requirements and the dates. During my visit, several classrooms were engaged in STAR assessments.		



Charter Section: 6.3 Continuous Improvement and Growth

Ohio Improvement Process & School Improvement Plan

Element	Off-Track	Developing	On-Track
Monitoring and Tracking of OIP	There is no evidence that the school improvement plan has been updated or that tracking systems for data and accountability were in place to do so.	School Improvement Plan/One Plan was reviewed with checkpoints identified; however, the plan is not comprehensive or being fully implemented or reviewed. Adult and student indicators are not aligned to the goals and strategies.	Timelines for implementation of actions listed on the school's plan are being clearly followed and include multiple checkpoints for monitoring effectiveness through data collection and analysis using the 5-step process (CSLT, BLT, or TBTs). Teams are meeting frequently to review strategies, action steps, and goals. Adult and student indicators are measurable, SMART, and evidence-based.

*Comments only provided if needed

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Follow-up Activities Notes

Team Lead: Daniel Willenborg

Date and names OAR report sent to School Leader (and Management Company, if applicable): November 22, 2023

Date and names phone or in person conference with School Leader (and Management Company, if applicable): Lindsey Day sent me an email on 12/4/23 confirming acceptance of the OAR.

Conference notes:

Date OAR report sent to BOD:

Please click on the link below, or scan this QR code, to complete the 2023-2024 Onsite Assistance Review Survey in order to provide feedback on the OAR process:

[2023-2024 Onsite Assistance Review Survey](#)





2023-2024 Annual Compliance Report



2023-2024 Annual Compliance Summary Report

Charter School Specialists on behalf of St. Aloysius, is pleased to provide the following summary of compliance results for the 2023-2024 school year. Over the course of multiple reviews (on-site and virtual) including the **Fall/Winter Compliance Review**, the **On-Site Assistance Review**, the **College and Career Readiness Review and Special Education Review** (as a part of the Fall/Winter Review), the **Student File Review**, the **Spring Compliance Survey**, and the **E-School Review** (if applicable). Charter School Specialists has confirmed the compliance status of the items listed below. Please don't hesitate to contact Brian Dunbar at bdunbar@charterschoolspec.com with any questions/comments/concerns.

School Name:	Madison Avenue School of Arts						
Review Purpose:	On-Site Assistance*:	11/8/23	Special Ed Review*:	3/4/24	Spring Survey:	5/13/24	
	Fall/Winter Review:	10/9/23	College and Career*:	N/A	Student File Review:	3/4/24	
Stakeholder Group Data Collected From:		<input checked="" type="checkbox"/> School Leader		<input type="checkbox"/> Student		<input checked="" type="checkbox"/> Management Company Representative	
		<input checked="" type="checkbox"/> Teacher/Staff Member		<input type="checkbox"/> Parent		<input type="checkbox"/> Governing Authority	
Information Collected:	101, 102, 103, 104, 105, 106, 108, 109, 110, 111, 112, 113, 114, 115, 116, 117, 118, 119, 120, 121, 122, 123, 126, 127, 128, 129, 130, 131, 132, 133, 134, 135, 136, 137, 138, 139, 146, 147, 148, 149, 150, 156, 157, 158, 159, 160, 161, 163, 164, 165, 166, 167, 168, 171, 172, 173, 174, 175, 176, 177, 178, 179, 181, 182, 183, 184, 185, 186, 187, 196, 197, 198, 199, 201, 203, 207, 208, 209, 210, 216, 217, 218, 219, 220, 221, 222, 223, 224, 225, 226, 227, 228, 229, 230, 301, 302, 304, 305, 306, 307, 308, 309, 310, 311, 312, 313, 314, 315, 316, 317, 318, 401, 402, 403, 404, 405, 406, 407, 408, 409, 410, 411, 412, 413, 414, 415, 416, 417, 418, 426, 427, 428, 429, 430, 431, 432, 433, 434, 435, 436, 437, 438, 439, 440, 441, 442, 443, 501, 502, 503, 504, 505, 506, 507, 508, 509, 511, 513, 514, 515, 516, 517, 519, 520, 521, 522, 523, 524, 525, 526, 527, 530, 601, 602, 603, 604, 605, 606, 607, 608, 610, 611, 612, 613, 614, 615, 616, 617, 618, 619, 620, 621, 622, 623, 624, 625, 626, 627, 628, 629, 630, 631, 632, 633, 634, 635, 636, 637, 638, 639, 640, 642, 643, 651, 652, 653, 654, 655, 656, 657, 658, 659, 660, 661, 662, 663, 664, 665, 666, 667, 668, 669, 670, 671, 672, 701, 702, 703, 704, 705, 706, 707, 708, 709, 710, 711, 712, 713, 714, 715, 716, 717, 718, 719, 720, 751, 752, 753, 754, 755, 756, 757, 758, 759, 760, 761, 763, 764, 765, 766, 767, 776, 777, 778, 779, 780, 782, 783, 784, 785, 786, 787, 788, 789, 801, 802, 803, 804, 805, 806, 807, 808, 809, 810, 811, 812, 813, 814, 815, 816, 817, 818, 819, 820, 901, 902, 903, 904, 951, 952, 953, 954, 955, 956, 957, 958, 959, 970, 971, 973						
<i>NOTE:</i> In addition to the item #s listed here the following documentation was reviewed for compliance: Community School Charter, Plan-State Mandated Testing, Lease or Verification of Facility Ownership, Certificate of Occupancy, Liability Insurance Certification, Health & Safety Inspections, Fire Inspections, Food Service License, Emergency Response Plan, School Emergency Safety Drills, LPDC, staff records.							
Summary of Compliance Findings:	All items above were compliant or N/A.						
Compliance Area of Strength:	Mr. Cameron Sanders is organized, detail oriented, and diligent regarding the compliance process. He is well prepared and professional with a good understanding of the educational process. He works hard to comply with all regulations, standards, and laws affecting the schools' operations. It has been a pleasure working with him this year.						
Compliance Areas of Improvement:	N/A						
Steps/Timeframes to Address Area of Improvement:	N/A						
Recommendations:	N/A						
<i>* Please refer to the specific board report to review Strengths/ Areas of Improvements/ Recommendations from the On-Site Assistance Review, Special Education Summary, and College and Career Readiness Summary.</i>							

2023-2024 Annual Compliance Summary Item Reference Document

Item #	ORC Section	OAC/ORC Description
101	ORC 3314.03(11)(a)	The sponsor confirms annually that the school provides at least 920 hours of learning opportunities to at least 25 students.
102	ORC 3313.842	The school does not charge students participating in the joint education program tuition or fees.
103	ORC 3333.83, 3333.85	The school awards equivalent credit for any student completing courses from the distance learning clearinghouse and complies with other requirements in using such courses.
104	ORC 3313.6015	The school adopted a resolution describing how it will address college and career readiness and financial literacy in its curriculum for grades 7 or 8 and submitted a copy of the resolution to the Department.
105	ORC 3313.6012	The school has adopted a policy, updated annually, governing academic prevention and intervention services covering requirements of law, which include, but are not limited to, measuring student progress, identifying students not attaining proficiency thresholds, collecting and using student performance data, and provision of prevention/intervention services.
106	ORC 3314.23	Internet- and computer-based community schools must comply with standards developed by the International Association for K-12 Online Learning.
108	ORC 3301.079	The school's contract provides all required information regarding the blended learning model offered.
109	ORC 3302.41	The school timely notified the Department of its use of a blended learning model or that it ceased operating using a blended model by July 1 of the school year for which the changes is effective.
110	ORC 3313.482	A school that is not computer- or internet-based may adopt a plan that requires students to access and complete classroom lessons posted on the school's web portal or website to make up hours if the school closes for purposes identified in ORC 3313.482.
111	ORC 3313.6020	The school adopts a policy on career advising that incorporates the elements described in ORC 3313.6020(B).
112	ORC 3313.6020	The school identifies students who are at risk of dropping out of school and takes all actions described in ORC 3313.6020(C) respecting the plan and parental involvement.
113	ORC 3302.04, 3302.041	The school complies with the requirements and timelines associated with the Ohio Improvement Process created through the Department's NCLB waiver (or its successor).
114	ORC 3302.13	The school timely submits a reading achievement improvement plan that was approved by the Department.
115	ORC 3314.21	The school does not exceed the teacher/student ratio of 1:125. Teachers employed by internet- or computer-based schools must conduct visits with their students in person throughout the year. The contract with the sponsor must specify the installation of appropriate filtering devices or software on all students' computers. The school will set up a central base.
116	ORC 3313.608, section 18 of H.B. 164	The school promotes students to fourth grade when all criteria outlined in ORC 3313.608 and section 18 of H.B. 164 are met.
117	ORC 3313.608	The school continues any required intervention services for students not promoted to fourth grade, consistent with the requirements of 3313.608.
118	ORC 3313.608	The school sees that students on reading monitoring improvement plans are taught by teachers with the appropriate license, endorsements and/or qualifications.
119	ORC 3313.6112	The school shall attach or affix the OhioMeansJobs Readiness Seal to the diploma and transcript of a student who meets the requirements prescribed in law.
120	ORC 3301.0729	The school follows all requirements regarding student time spent on assessments, consistent with ORC 3301.0729.
121	ORC 3301.0715(G)	Schools in which less than eighty per cent of its students score at the proficient level or higher on the third-grade English language arts assessment prescribed under section 3301.0710 of the Revised Code shall establish a reading improvement plan supported by reading specialists. Prior to implementation, the plan shall be approved by the governing authority.
122	ORC 3313.6114	Requires districts, community schools, STEM schools, and chartered nonpublic schools to offer and develop guidelines for at least one of the following additional state seals: (1) a community service seal, (2) a fine and performing arts seal, and (3) a student engagement seal.
123	ORC 3313.603	If a school district or chartered nonpublic school requires a foreign language as an additional graduation requirement under 3313.603(E), a student may apply computer coding credit to satisfy foreign language credit requirements.
126	ORC 3365.04	The school follows all requirements regarding providing information about the College Credit Plus program each year, consistent with ORC 3365.04.
127	ORC 3365.15	Schools participating in the College Credit Plus program submit required data to the chancellor of Higher Education.
128	ORC 3365.13	The school follows procedures to develop, provide notice of, and offer model College Credit Plus pathways, consistent with ORC 3365.13.

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Item #	ORC Section	OAC/ORC Description
129	ORC 3365.09	The school follows requirements and procedures consistent with ORC 3365.09 when seeking reimbursement from a student for the cost of any failed college course.
130	ORC 3365.032	The school follows notice requirements regarding expelled students who participated in the College Credit Plus program, consistent with ORC 3365.032.
131	ORC 3365.03	The school follows the criteria set forth in 3365.03 for enrollment of students in College Credit Plus.
132	ORC 3365.12	The school awards course credit consistent with ORC 3365.12 and includes the information in the student's record.
133	ORC 3365.11	The school ensures that College Credit Plus teachers have satisfied all credentialing requirements, consistent with ORC 3365.11.
134	ORC 3365.06	The school gives students options for enrolling in college courses for only college credit or for both college and high school credit.
135	ORC 3365.033	The school allows students in grades 7 and 8 to participate in the College Credit Plus program according to the same standards as students in grades 9-12.
136	ORC 3365.031	The school complies with enrollment and participation requirements, consistent with ORC 3365.031.
137	ORC 3365.04, 3365.05, 3365.034	Each public and participating nonpublic secondary school will comply with ORC 3365.04 with respect to the College Credit Plus program (summer program).
138	ORC 3365	OAC 3333-1-65.2: Secondary schools that offer qualifying courses on-site comply with classroom requirements and requirements for calculating college credit hours and full-time enrollment hours.
139	ORC 3365.10	The school has an approved waiver from the requirements of the College Credit Plus program.
146	ORC 3301.52	The school complies with all requirements for the school child program described in OAC 3301-32.
147	ORC 3301.52-3301.59, 3323.022	The school is in compliance with the requirements for preschool programs consistent with ORC 3301.52-59 and 3323.022.
148	ORC 3301.57	The school corrects any issues deemed to be out of compliance by the Department during annual inspections of preschool programs or licensed school child programs.
149	ORC 3301.55	The school's facilities used for preschool comply with the requirements in ORC 3301.55.
150	ORC 3301.50	The school's preschool program is in compliance with standards for preschool programs, in accordance with ORC 3301.50.
156	ORC 3313.6014	The school, by resolution, adopts a procedure for notifying parents about the consequences for a student not graduating from high school regarding eligibility to enroll in most Ohio state universities.
157	ORC 3313.614, H.B. 67	The school issues high school diplomas to students successfully completing the high school curriculum and any required graduation tests.
158	ORC 3313.611(B)	The school issues a diploma of adult education consistent with standards in ORC 3313.611.
159	ORC 3313.61	The school awards honors diplomas or diplomas consistent with the requirements of ORC 3313.61.
160	ORC 3313.603	The school's minimum curriculum requirements for graduation are consistent with those described in ORC 3313.603.
161	ORC 3301.0712	The school complies with Ohio law and offers the college and work readiness assessments as stated in ORC 3301.0712.
163	ORC 5107.30	The school complies with requirements for enrolled students participating in the Learning, Earning and Parenting (LEAP) program through ODJFS.
164	ORC 3313.613	The school adopts a policy that denies high school credit for students that take College Credit Plus courses during an expulsion.
165	ORC 3313.89	The school provides information regarding online education and career planning tools and "OhioMeansJobs web site" by April 1 each year.
166	ORC 3313.618	The school offers the graduation pathways described in ORC 3313.618 and awards diplomas to eligible students.
167	ORC 3313.617	The school adopts a policy that meets the requirements of ORC 3313.617 regarding students who are at risk of not qualifying for a high school diploma.
168	ORC 3313.6025	The school uses the model curriculum provided by the State Board to provide instruction on proper interactions with peace officers in one or more high school courses required for graduation.
171	ORC 3323.012, 3323.04, 3323.05, 3323.051	The school has written policies and procedures, which are approved by the Department's Office for Exceptional Children, regarding procedural safeguards for students with disabilities, and provides services to students with disabilities in a manner consistent with its approved policies.
172	ORC 3323.012, 3323.04	The school has written policies and procedures, consistent with law and rule, to ensure an IEP is developed and implemented for each child with a disability.

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Item #	ORC Section	OAC/ORC Description
173	ORC 3323.012, 3323.03	The school has written policies and procedures, which are approved by the Department's Office for Exceptional Children, to ensure that a referral process is employed to determine whether or not a child is a child with a disability.
174	ORC 3323.012, 3323.02, 3323.07	The school has written policies and procedures to ensure confidentiality of any personally identifiable information, which are approved by the Department's Office for Exceptional Children, and maintains its records and information about students with disabilities in a manner consistent with its approved policies.
175	ORC 3323.012, 3323.02, 3323.07	The school has written policies and procedures regarding the identification and evaluation of children with disabilities according to the child find procedures in OAC 3391-51-03, which are approved by the Department's Office for Exceptional Children, and identifies and evaluates students with disabilities in a manner consistent with its approved policies.
176	ORC 3323.012, 3323.02, 3323.07	The school has written policies and procedures for ensuring a free and appropriate public education is provided, which is approved by the Department's Office for Exceptional Children, and provides education in a manner consistent with its approved policies.
177	ORC 3323.012, 3323.02, 3323.04, 3323.07, 3323.11	The school has written policies and procedures, which are approved by the Department's Office for Exceptional Children, to ensure that children with disabilities are being educated in the least restrictive environment and ensures students are placed in classes in a manner consistent with its approved policies.
178	ORC 3323.012, 3323.01, 3301.07, 3323.02, 3323.07	The school has written policies and procedures for ensuring compliance with IDEA, which is approved by the Department's Office for Exceptional Children, and provides education in a manner consistent with its approved policies.
179	ORC 3323.012, 3323.19	For any student who is identified with disabilities and who has not had an eye exam within the previous nine months, the school required students to undergo an eye exam within three months of the disability diagnosis and report to the Department as required.
181	ORC 3323.012, 3323.12	If the school had a student who could not attend due to the student's disabilities, the school provided home instruction.
182	ORC 3323.012, 3323.08	The school submitted a plan to the Department for providing education to students with disabilities.
183	ORC 3323.012, 3323.052	The school provides parents with information about the Jon Peterson Special Needs Scholarship program and the Autism Scholarship program as appropriate and specified in ORC 3323.052
184	ORC 3323.012, 3323.031	The school annually assesses the reading and writing skills of each student with a visual impairment in a medium deemed appropriate by the student's IEP.
185	ORC 3323.012, 3323.014	The school takes all required steps regarding strategies to meet transition objectives when transition services are not provided by another entity.
186	ORC 3314.28	The school submits its plan to the sponsor for providing special education and related services to students with disabilities.
187	ORC 3314.061	A governing authority may establish a community school under this chapter that is limited to providing simultaneously special education and related services to a specified number of students identified as autistic and regular educational programs to a specified number of students who are not disabled.
196	ORC 3313.605	The school establishes a community service advisory committee with the required membership and adopts a community service plan that was filed with the Department.
197	ORC 3313.6013	The school does not charge students a fee or tuition for participating in any advanced standing course, with exceptions as noted in ORC 3313.6013.
198	ORC 3314.38, 3317.23, 3317.231, 3317.24, 3345.86	The school complies with all requirements of ORC 3314.38 for enrolling eligible adults in a dropout prevention and recovery program that is designed to allow enrollees to earn a high school diploma.
199	ORC 3314.087	The school correctly reports students simultaneously enrolled in the school and a career-technical program not offered by the school.
201	ORC 3313.539	The school operates a state-approved interscholastic athletic program using licensed coaches and certificated referees and annually provides concussion information to parents.
203	ORC 3326	The school complies with all requirements in accordance with receiving a STEM or STEAM designation.
207	ORC 3319.078	The school district, community school, and STEM school to establishes a structured literacy certification process for teachers in grades K-3 that aligns with the statutory requirements of the dyslexia guidebook.
208	ORC 3323.251	The school complies with all applicable screening requirements of ORC 3323.251.
209	ORC 3319.077(C) and (D)	The school complies with all professional development requirements of ORC3319.077(C) and (D)
210	ORC 3313.5315	The school allows any students from a province outside of the United States to participate in interscholastic athletics on the same basis as students who are residents of Ohio.

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Item #	ORC Section	OAC/ORC Description
216	ORC 3301.0710, 3301.0711, 3301.0712, 3301.0728, 3301.947	The school complies with Ohio statutory guidelines in administering state assessments at all required levels.
217	ORC 3301.0711, 3313.608	The school provides intervention services as required by ORC 3301.0711(D).
218	ORC 3314.26, 3314.262	The school withdraws any student who failed to participate in the annual spring administration of any required assessment for two consecutive school years while enrolled at that school without excuse beginning with the 2020-2021 school year.
219	ORC 3314.25	The school provides students with a location within 50 miles of student's residence at which to complete the statewide achievement and diagnostic assessments.
220	ORC 3301.0715	The school administers state diagnostic tests to students in required categories and to all students in the appropriate grade level at least once annually, providing the information to parents and the Department.
221	ORC 3301.0710(A)	Requires schools to teach and test social studies in at least fourth and sixth grades using a test selected by the school. Prohibits the reporting of the test results to the Department.
222	3320.01; ORC 3320.03	The school does not prohibit a student from engaging in religious expression in the completion of assignments and does not penalize or reward a student based on the religious content of a student's work.
223	ORC 3314.0310(A)	If a community school serves students in any of grades kindergarten through six, the school's curriculum for those grades shall include annual developmentally appropriate instruction in child sexual abuse prevention, including information on available counseling and resources for children who are sexually abused. Such instruction and information provided shall not be connected in any way to any individual, entity, or organization that provides, promotes, counsels, or makes referrals for abortion or abortion-related services.
224	ORC 3314.0310(A)	If a community school serves students in any of grades seven through twelve, the school's curriculum for those grades shall include developmentally appropriate instruction in sexual violence prevention education.
225	ORC 3314.0310(A)	The school notifies parents of students who receive instruction on child abuse prevention and/or sexual violence prevention, as required by 3314.0310(B)(3), and allows parents to examine the related education instruction materials within 48 hours of request.
226	ORC 3314.0310(A)	The school requires coaches to complete a mental health training course approved by the Department of Mental Health and Addiction Services.
228	ORC 3314.0310(A)	By June 30 each year, the school provides a student's parents or guardians with the student's state assessment scores on any state assessment administered to the student during that school year by either 1) sending the scores to the parent or guardian by mail or email or 2) posting the scores in a secure portal on the district's or school's web site that the parent or guardian may access.
230	ORC 3314.0310(A)	The school shall require all teachers and administrators to complete professional development by June 30, 2025 in the science of reading and evidence-based strategies in effective literacy instruction provided by the Department. The school shall pay a stipend to each teacher who completes the professional development course as specified in Section 265.330 of H.B. 33 of the 135th General Assembly.
318	ORC 3314.0310(A)	The school responds to any student records request within five school days of receiving the request for any student that has transferred to another district or school by transmitting either the student's school records or a statement of no record of attendance (if applicable). The school may withhold a student's records if the student has an outstanding debt of \$2,500 or more.
301	ORC 3314.22(C)	Site-based school's provision of a computer: the school provides a computer to students in the same manner as an e-school, consistent with ORC 3314.22
302	ORC 3314.22	The school provides a computer to students unless waiver conditions are met.
304	ORC 3312.10, 3301.075	The school participates, as required by its ITC, in governance, financial support, professional development, and submission of data.
305	ORC 3301.075,	The school and other user entities follow the appropriate procedures outlined in OAC 3301-3-03 to establish an ITC.
306	ORC 2151.357	The school follows ORC 2151.357 pertaining to maintenance and release of sealed student records.
307	ORC 1347	The school has adopted policies rules-and developed procedures that provide for the correct operation of personal information systems as detailed in ORC 1347.
308	ORC 3314.17; 3301.0714	The school follows all guidelines and timely submitted complete and accurate EMIS data using a software package certified by the Department. Each fiscal officer appointed under ORC 3314.011 is responsible for annually reporting the community school's data under ORC 3301.0714.

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Item #	ORC Section	OAC/ORC Description
309	ORC 3314.017	A school primarily serving students enrolled in a dropout prevention and recovery program complies with all testing and reporting requirements as prescribed by the state board of education and submits to the Department all data required to calculate the report card.
310	ORC 3314.038	A school enrolling students who reside in a residential center annually reports the information to the Department and the Auditor of State.
311	ORC 3310.42	The school complies with requests from the Department for the SSID of a student applying for the Autism Scholarship Program.
312	ORC 3310.11	The school complies with requests from the Department for the SSID of a student applying for the Educational Choice Scholarship Program.
313	ORC 3310.63	The school complies with requests from the Department for the SSID of a student applying for the Jon Peterson Special Needs Scholarship Program.
314	ORC 3313.978	The school complies with requests from the Department for the SSID of a student applying for the Cleveland Scholarship Program.
315	ORC 3301.948	The community school does not provide student names and addresses to a multi-state consortium.
316	ORC 3319.321	The school only releases directory information regarding students in the circumstances described in law.
317	ORC 3314.27	The school maintains student participation records accurately and completely in a form easily provided to the Department upon the request of the Department or the Auditor of State.
401-A	ORC 3314.261	The internet- or computer-based school's attendance policy specifies the conditions for which a student is considered to be in attendance or not in attendance. Such schools shall develop and adopt a policy regarding failure of students to participate in instructional activities and the consequences students will face if this occurs. Lists what an internet- or computer-based school must do if a student disenrolls.
401-B	ORC 3321.19, 3321.191	The school provides parents with the proper notice of truancy, utilizes an intervention strategy and/or files a complaint in juvenile court when appropriate for students who are truant. The board is to adopt policy regarding habitual truancy and intervention strategies.
402	ORC 3321.18	The attendance officer institutes proceedings for violations of compulsory education laws.
403	ORC 3321.13	When students withdraw from the school, the school identified the reason for withdrawal and notified the appropriate parties.
404	ORC 3321.041	A classroom teacher must accompany any students absent from school for an extracurricular or enrichment activity longer than four consecutive days.
405	ORC 3313.66, 3313.668	The school complied with all requirements regarding the length of a suspension, expulsions or removal and provided students with the required due process concerning such actions.
406	ORC 3313.66, 3313.661	The school adopted a policy regarding suspension, expulsion, removal, and permanent exclusion of students fulfilling the requirements in ORC 3313.66 and 3313.661.
407	ORC 3313.662	The school may issue to the governing board a request that a pupil that meets the requirements outlined in ORC 3313.662 be permanently excluded from public school attendance.
408	ORC 3321.141	Within 2 hours of the beginning of each school day, the school makes at least one attempt to contact the parent, guardian, or other person having care of any student who was absent without legitimate excuse from the school.
409	ORC 3313.668	All suspensions and expulsions for students in grades pre-kindergarten through three are either for offenses described in divisions (B)(2) to (5) of section 3313.66 of the Revised Code, as required by division (B)(1)(a) of section 3313.668 of the Revised Code or are necessary for the immediate health and safety of the student, the student's fellow classmates, classroom staff and teachers, or other school employees as required by division (B)(1)(b) of section 3313.668 of the Revised Code.
410	ORC 3321.191(C)(1)	In the event that a child of compulsory school age is absent with or without legitimate excuse from the public school the child is supposed to attend for thirty-eight or more hours in one school month, or sixty-five or more hours in a school year, the attendance officer of that school shall notify the child's parent, guardian, or custodian of the child's absences, in writing, within seven days after the date after the absence that triggered the notice requirement.
411	ORC 3321.191(C)(2), 2151.011, 3321.19(E)	If the absences of a student surpass the threshold for an habitual truant as set forth in section 2151.011 of the Revised Code, the principal or chief administrator of the school or the superintendent of the school district shall assign the student to an absence intervention team as outlined in ORC 3321.191(C)(2).
412	ORC 3321.19(D), 2151.011, 3321.16, 3321.191	If the absences of a student surpass the threshold for an habitual truant as set forth in section 2151.011 of the Revised Code, the attendance officer shall file a complaint in the juvenile court of the county in which the child has a residence or legal settlement or in which the child is supposed to attend school jointly against the

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Item #	ORC Section	OAC/ORC Description
		child and the parent, guardian, or other person having care of the child, in accordance with the timelines and conditions set forth in ORC 3321.16.
413	ORC 3321.191(E)	Each school district shall report to the Department of Education, in a format and manner determined by the Department, any of the occurrences defined in 3321.191(E).
414	ORC 3313.66(A)	The school's governing authority shall adopt a policy establishing parameters for completing and grading assignments missed because of a pupil's suspension.
415	ORC 3313.66(A)	The school's governing authority shall adopt a policy establishing parameters for completing and grading assignments missed because of a pupil's suspension.
416	ORC 3313.66	If at the time an out-of-school suspension is imposed there are fewer than ten school days remaining in the school year in which the incident that gives rise to the suspension takes place, the superintendent shall not apply any remaining part of the period of the suspension to the following school year. The superintendent may instead require the pupil to participate in a community service program or another alternative consequence for a number of hours equal to the remaining part of the period of the suspension.
417	ORC 3314.03(A)(6)(b)	The school's governing authority adopts an attendance policy that includes a procedure for automatically withdrawing a student from the school if the student without a legitimate excuse fails to participate in seventy-two consecutive hours of the learning opportunities offered to the student.
418	ORC Chapter 3331	The school issues age and schooling certificates under the conditions specified in ORC Chapter 3331.
426	ORC 3314.06	The school has admission procedures that specify the items outlined in ORC 3314.06.
427	ORC 3314.03(A)(19), 3314.06, 3314.061	The school's admission policy for students residing outside the district of residence is followed.
428	ORC 3301.0723	The school, when enrolling a student, confirms whether the child has already been assigned an SSID before requesting or assigning a data verification code.
429	ORC 3314.08, 3317.02, 5753.11	The school provides complete and accurate reporting of student enrollment data used to calculate payments and reviews the school's borrowing and expenditures for consistency with legal requirements.
430	ORC 3314.20	For internet- or computer-based community schools, the school's enrollment limit for each school year is the prescribed annual rate of growth, as calculated by the Department.
431	ORC 3314.041	The school provides the parent, at the time a student is enrolled, with a statement about the requirement for enrolled students to take proficiency tests and other examinations prescribed by law.
432	ORC 3314.03(A)(7)	The school's contract includes the ways it will achieve racial and ethnic balance reflective of the community it serves.
433	ORC 3313.672	At the time of initial entry to the school, the school's admissions office collects the documentation required by ORC 3313.672 from new students.
434	ORC 3313.662	The school did not knowingly admit any student permanently excluded from school attendance by the Superintendent of Public Instruction.
435	ORC 3313.648	The school did not offer a monetary payment or other in-kind gift to any student or student's family as an incentive for the student to enroll in the school.
436	ORC 3313.6411	The school provides parents or guardians with a copy of the most recent report card during the admissions process.
437	ORC 3314.271	The school complies with all requirements of ORC 3314.271 regarding student orientation and parent involvement.
438	ORC 3321.01, ORC 3324.10	The school adopts and follows an admission policy for kindergarten and first grade, consistent with ORC 3321.01.
439	ORC 3314.11(A)	The governing authority of each community school monthly reviews the residency records of students enrolled in that community school and annually verifies to the Department per the requirements of ORC 3314.11.
440	ORC 3314.11(B)	The governing authority of a community school shall adopt a policy that prescribes the number of documents listed in ORC 3314.11 (E) required to verify a student's residency and prescribes the information required to verify a student's residency.
441	ORC 3314.11(D)	If a community school's determination of the school district a student is entitled to attend differs from a district's determination, the community school shall provide the school district with documentation of the student's residency and shall make a good faith effort to accurately identify the correct residence of the student.

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Item #	ORC Section	OAC/ORC Description
442	ORC 3314.03(A)(32)	A provision requiring the governing authority to adopt an enrollment and attendance policy that requires a student's parent to notify the community school in which the student is enrolled when there is a change in the location of the parent's or student's primary residence.
443	ORC 3321.01(G)	Each district shall report to the department, in the manner prescribed by the department, the information described in ORC 3321.01(G)(2)(a) to (d) .
501	ORC 3314.051	A school that acquires property from a traditional public district follows notice and pricing requirements per ORC 3314.051 when disposing of the property.
502		Schools that receive funding under Title I must maintain the required level of expenditures on an annual basis as outlined in federal regulation.
503	ORC 3314.042, 3314.032	The school reports all financial information in an easily understood format and by the reporting categories and subgroups required by the Department.
504	ORC 3314.03(A)(15)	The school provides a financial plan detailing an estimated budget and the per pupil expenditures for each year of the contract.
505	ORC 117.43	The schools have maintained financial records in accordance with the uniform school accounting system (USAS).
506	ORC 117.38	The schools filed annual financial reports with the Auditor of State that are prepared using generally accepted accounting principles.
507	ORC 3314.50	The school posts a bond, guarantee or cash deposit in an amount of \$50,000 with the Auditor of State to be used, in the event the school closes, to pay the auditor of state any moneys owed or that become owed by the school for the costs of audits conducted by the auditor of state or a public accountant under Chapter 117. of the Revised Code.
508	ORC 3317.25	The school spends economically disadvantaged funds in accordance with the allowances under ORC 3317.25, including the requirement to coordinate with a community partner in planning how to use the funds. At the end of each fiscal year, each city, local, exempted village, or joint vocational school district, community school, and STEM school shall submit a report to the Ohio Department of Education describing the initiative or initiatives on which the district's or school's economically disadvantaged funds were spent during that fiscal year.
509	ORC 3314.03(A)(11)(b)	The school has liability insurance sufficient to cover any risks to the school.
511	ORC 2915.092	The school does not conduct illegal raffles.
513	ORC 3314.51	If the Auditor of State or a public accountant, under section 117.41 of the Revised Code, declares a community school to be unauditible, the governing authority of the school shall suspend the fiscal officer until the Auditor of State or a public accountant has completed an audit of the school, except that if the school has an operator and the operator employs the fiscal officer, the operator shall suspend the fiscal officer for that period. Suspension of the fiscal officer may be with or without pay, as determined by the entity imposing the suspension based on the circumstances that prompted the auditor of state's declaration.
515	ORC 3314.074	If a community school permanently closes, the assets of the school will be distributed. Any remaining funds shall be paid to the Ohio Department of Education for deposit into the general revenue fund-
516	ORC 3314.023, ORC 3314.44	If a community school closes or is permanently closed, the designated fiscal officer shall deliver all financial and enrollment records to the school's sponsor within 30 days of the school's closure.
517-A	ORC 3314.011	The school's fiscal officer is hired consistent with the requirements of ORC 3314.011.
517-B	ORC 3314.011	The governing authority of a community school adopted a resolution waiving the requirement that the governing authority is the party responsible to employ or contract with the designated fiscal officer and the school's sponsor approves the resolution. A new resolution is required for each year the authority wishes to waive this requirement and the sponsor approves each resolution.
519	ORC 5705.391	The school submitted a five-year forecast to the Department and, upon notification of a potential deficit, took immediate steps to eliminate any deficit in the current fiscal year and began plans to avoid projected future deficits.
520	ORC 3314.024	The school receives a detailed financial accounting from its management company if the management company receives more than 20 percent of the annual gross revenues of a community school, consistent with the requirements of ORC 3314.024. A management company that receives more than 20 percent of the annual gross revenues of a community school shall provide a detailed accounting, including the nature and costs of goods and services it provides to the community school.
521	ORC 5705.391	The school submitted a five-year forecast to the Department and, upon notification of a potential deficit, took immediate steps to eliminate any deficit in the current fiscal year and began plans to avoid projected future deficits.

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Item #	ORC Section	OAC/ORC Description
522	ORC 3314.52(A-B)	Not later than three months after the effective date of this section, the governing authority of a community school that holds a credit card account on the effective date of this section shall adopt a written policy for the use of credit card accounts. Otherwise, a governing authority shall adopt a written policy before first holding a credit card account. The name of the community school shall appear on cards and checks.
523	ORC 3314.52(C)(D)	If the designated fiscal officer of the community school does not retain general possession and control of the credit card account and presentation instruments related to the account including cards and checks, the governing authority shall appoint a compliance officer to perform the duties enumerated under 3314.52(D).
524	ORC 3314.52(C)(D)	If the community school's fiscal officer does not retain general possession and control of the credit card account and presentation instruments related to the account including cards and checks, the governing authority shall appoint a compliance officer to perform the duties enumerated under ORC 3314.52(D). The compliance officer, if applicable, and the governing authority at least quarterly shall review the number of cards and accounts issued, the number of active cards and accounts issued, the cards' and accounts' expiration dates, and the cards' and accounts' credit limits.
525	ORC 3314.52(C)	If a chief administrator acting as compliance officer has authority to use a credit card account, the governing authority monthly shall review the credit card account transaction detail and shall sign an attestation stating the governing authority reviewed the credit card account transaction detail.
526	ORC 3314.52(G)	The fiscal officer or the fiscal officer's designee annually shall file a report with the governing authority detailing all rewards received based on the use of the political subdivision's credit card account.
527	ORC 3.061, 3314.011	A school's governing authority may adopt a policy, by ordinance or resolution, to allow for the use of an employee dishonesty and faithful performance of duty policy, rather than a surety bond, to cover losses caused by the fraudulent or dishonest actions of, and the failure to perform a duty prescribed by law for, officers, employees, or appointees that would otherwise be required to give an individual surety bond to qualify for the office or employment before entering upon the discharge of duties imposed by the office or employment.
530	ORC 3313.848	A school that has a service agreement with an educational service center (ESC) may elect to have the ESC retain unexpended and unobligated funds at the end of a fiscal year for the purpose of applying them toward any payment the school will ESC under a service agreement for the next fiscal year. The school may expend its retained funds only for services specifically set forth under a service agreement.
601	ORC 3309.013, 9.90, 9.91	A community school and/or its management company may employ and make appropriate withholdings for teachers and non-teaching employees to carry out its mission and fulfill its contract.
602	ORC 3314.401	The school maintained reports of its investigations into the conditions described in ORC 3314.40(B) in the employee's personnel file.
603	ORC 3314.101	The school will suspend a person from all duties that require the care, custody or control of a child during the pendency of the criminal action against the person.
604	ORC 117.103	The school is in compliance with audit requirements and new employees are provided the means of reporting fraud.
605	ORC 2744	The school provides for the defense of an employee in specific situations outlined in ORC 2744.
606	ORC 2313.19	The school demonstrates that an employee is not penalized for being called to jury duty.
607	ORC 3323.11	The school shall employ, as necessary, the personnel to meet the needs of the students with disabilities enrolled in the school. Personnel shall possess appropriate qualifications and certificates or licenses as prescribed in the rules of the state board of education.
608	ORC 9.91	The school allows employees to designate the licensed agent, broker, or company through whom the placement or purchase of a tax-sheltered annuity is arranged, consistent with ORC 9.91.
610	ORC 3319.223	The school's resident educator program complies with the requirement in OAC 3301-24-04.
611	ORC 3319.22	The school has a local professional development committee to determine coursework and other professional development needed by licensed educators to satisfy the renewal of such licenses.
612	ORC 3319.22- 3319.24, ORC 3319.26-3319.28, ORC 3319.30	All school teachers, aides and providers are appropriately licensed.
613	ORC 4141	The school maintains true and accurate employment and payroll records.
614	ORC 4113.52	The school did not take any disciplinary or retaliatory action against an employee for reporting a violation of any criminal offense that is likely to cause an imminent risk of physical harm to persons or a hazard to public health or safety, a felony or an improper solicitation for contribution.
615	ORC 4112	The school did not discriminate against employees, prospective employees, vendors or prospective vendors on the basis of race, color, religion, sex, military status, national origin, disability, age, or ancestry. The school

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Item #	ORC Section	OAC/ORC Description
		did not request, make or keep records of, use on an application form, print or publish, announce a policy using a quota system, or utilize in recruitment or hiring any information concerning the race, color, religion, sex, military status, national origin, disability, age, or ancestry of an employee or prospective employee, except as certified in advance as a bona fide occupational qualification by the Ohio Civil Rights Commission.
616	ORC 3319.303	All coaches, as defined in ORC 3319.303, employed by the school have been issued a pupil-activity permit by the State Board of Education.
618	ORC 3314.03(A)(12)	The contract with the sponsor must provide for arrangements for health and other benefits for school employees.
619	ORC 3319.27	The school provides resources necessary for individuals with an alternative principal license to fulfill licensure requirements.
620	ORC 4167	The school is in compliance with Ohio employment risk reduction laws, standards, rules, and orders applicable to public employers, or has been granted a variance from the standard or provision by the Bureau of Workers' Compensation.
621	ORC 4123, 4123.35	The school is current in their workers' compensation premiums and have a current certificate indicating compliance.
622	ORC 3314.41	The school requires a criminal records check for any person who is an employee of a private company that provides the school with essential services as defined in ORC 3314.41(A)(2) and meets the requirements of ORC 3314.41(B).
623	ORC 3319.31, 3319.311, 3319.39, 3319.391	The school has a current criminal background check on file for each of its non-licensed employees, employs no such employees convicted of a non-rehabilitative offense, and maintains evidence of rehabilitation for any such employees convicted of a rehabilitative offense.
624	ORC 3319.31, 3319.311, 3319.39, 3319.391	The school has a current criminal background check on file for each of its non-licensed employees, employs no such employees convicted of a non-rehabilitative offense, and maintains evidence of rehabilitation for any such employees convicted of a rehabilitative offense.
625	ORC 3319.31, 3319.311, 3319.39, 3319.391	The school has a current criminal background check on file for each of its non-licensed employees, employs no such employees convicted of a non-rehabilitative offense, and maintains evidence of rehabilitation for any such employees convicted of a rehabilitative offense.
626	ORC 3319.291, 3319.31, 3319.311, 3319.39	The school has a current criminal background check on file for each of its licensed employees.
627	ORC 3301.541	The school conducts a criminal records check for all employees working in the preschool.
628	ORC 3314.10	The school acknowledges the rights of any school employees to organize and collectively bargain and monitors employment practices accordingly.
629	ORC 3314.03(A)(17)	For conversion schools, duties or responsibilities are delegated to the governing authority of the community school with respect to all or any specified group of employees provided the delegation is not prohibited by a collective bargaining agreement applicable to such employees.
630	ORC 4117.10	The school's governing authority receives a copy of the collective bargaining agreement within 14 days of the parties finalizing it.
631	ORC 4117.08	The school agrees to bargain on wages, hours, terms and other conditions of employment, and the rating of candidates for positions.
632	ORC 4117.04	The school bargains collectively with the exclusive employee organization certified by the State Employment Relations for a period of at least 12 months from certification.
633	ORC 3314.102	The school operates accordingly when the state employment board approves a request to void a collective bargaining agreement in place at the school.
634	ORC 2921.44	The school treasurer/fiscal officer has never been convicted of dereliction of duty or the conviction occurred more than four years ago and the individual has fulfilled any repayment or restitution requirements.
635	ORC 3301.53	The school's preschool program director or administrator holds a valid educator license, along with required coursework per ORC 3301.53.
636	ORC 3314.40	The school submits to the superintendent of public instruction information about any employee who is subject to a condition described in ORC 3314.40(B).
637	ORC 3319.39, 3319.391, 3327.10, 4511.76	The school's employment of bus drivers follows all requirements of OAC 3301-83-23 regarding criminal convictions.
638	ORC 4511.76	All bus drivers are in compliance with all training and certificate requirements.
639	ORC 3327.10, 4511.76	All pupil transportation employees or contractors meet the requirements in OAC 3301-83-06, (e.g., criminal background checks, licensing, training).

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Item #	ORC Section	OAC/ORC Description
640	ORC 3327.01, 3327.10, 4511.01	School bus drivers meet all physical requirements.
642	ORC 3301.531	The school tests potential employees for tuberculosis as required in ORC 3301.531.
643	ORC 3319.361 (B)	The school assigns a mentor to individuals holding a supplemental teaching license.
651	ORC 3314.034	When changing sponsors the school contracts with a new sponsor rated effective or higher, unless otherwise approved by the Department or through an appeal to the State Board of Education.
652	ORC 3314.05	The contract for the sponsor specifies multiple facilities to be used by the school; statutory limitations on use of multiple facilities; and exceptions to being established in more than one school district.
653	ORC 3314.03(C)	The school paid the sponsor no more than 3 percent of the total amount received from the state for operations.
654	ORC 3314.02(E)(5)	The governing authority of a startup or conversion community school may provide by resolution for the compensation for its members.
655	ORC 3314.035	The school shall post on the school's website the names of the school's governing authority and provides, upon request, the name and address of each member of the governing authority to the sponsor of the school and the Ohio Department of Education.
656	ORC 3314.032	The school's contract with its operator contains criteria for termination as well as other stipulations, consistent with ORC 3314.032.
657	ORC 3314.03(A)(9)	The school's information about its facility, description of the facility, costs of leasing the facility, annual mortgage principal and interests, landlord information and relationship to the school's operator, if relevant, is described in the contract's addendum, accurately and completely.
658	ORC 2921.42	The school's governing authority members have no interest in a public contract in which the member, any of the member's family or business associates also has an interest during the time the member holds his/her position and within one year of leaving the position, with certain narrow and specific exceptions.
659	ORC 3313.131	No member of the governing authority is also a member of a district school board.
660	ORC 1702	The school was established as either a nonprofit corporation or a public benefit corporation, depending upon the date of its creation, and maintains that standing in compliance with requirements of law.
661	ORC 3314.036	The school employs an attorney, independent from the school's sponsor or the operator, for any services related to the negotiation of the community school's contract with the sponsor or the school's contract with the operator.
662	ORC 3314.03(B)	The school provides the sponsor with a comprehensive plan describing the governance, management, administration, instructional program, educational philosophy and financial controls of the school.
663	ORC 3314.03(A)(18)	The school and sponsor agree upon procedures for resolving potential disputes between the two parties.
664	ORC 121.22	The school's meetings of its governing authority are public meetings, provide public advance notice and follow all laws with respect to proper public meeting protocol.
665	ORC 4117.14	Before terminating, modifying or renegotiating its collective bargaining agreement, the school follows all procedures required in ORC 4117.14.
666	ORC 102	The school's governing authority, administrative officers and employees comply with the requirements outlined in Chapter 102 regarding ethics obligations of public officials and public employees.
667	ORC 3314.037	The school's governing authority members, fiscal officer, administrators and supervisory staff are annually trained on the public records and open meetings laws.
668	ORC 149.43	The school fills public records requests timely.
669	ORC 3321.14, 3321.17	The school employs an attendance officer.
670	ORC 4111.17	The school does not discriminate in the payment of wages on the basis of race, color, religion, sex, age, national origin, or ancestry.
671	ORC 3319.393(A)	Each of the school's applications for employment includes the statement defined in ORC 3319.393(A) in boldface type.
672	ORC 3319.393(B)	The school consults the "educator profile" database prior to making any hiring decisions.
701	ORC 3313.718	The school allows its students to possess and use epinephrine auto injectors provided certain conditions are met.
702	ORC 3313.71	The school provided and required tests and examinations for tuberculosis for pupils in certain grades and of school employees as may be required by the director of health.
703	ORC 3313.673	The school screened pupils enrolled in either kindergarten or first grade prior to Nov. 1 for hearing, vision, speech and communications, or medical problems and developmental disorders.

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Item #	ORC Section	OAC/ORC Description
704	ORC 3313.67, 3313.671	The school maintains immunization records for students, reports a summary of those records to the Director of Health.
705	ORC 3313.719	The school adopts a policy to protect students with peanut or other food allergies.
706	ORC 2151.421, 3319.073	The school shall adopt or adapt the curriculum developed by the department of education for, or shall develop in consultation with public or private agencies or persons involved in child abuse prevention or intervention programs, a program of in-service training in the prevention of child abuse, violence, and substance abuse and the promotion of positive youth development.
707	ORC 3313.716	The school allows its students to use a metered dose inhaler or dry powder inhaler to alleviate asthmatic symptoms.
708	ORC 3313.7112	The school ensured that each student enrolled who has diabetes received appropriate and needed care.
709	ORC 3313.68, 3313.69, 3313.50	The school provided a system of medical or dental inspection which shall include tests to determine the existence of hearing and visual defects in enrolled students.
710	ORC 5164.02	The school has a current valid Medicaid provider agreement and is in compliance with all requirements for being a Medicaid School Program (MSP) provider.
711	ORC 3313.6023, 3314.16, 3701.85	The school's staff successfully completed training offered or approved by a nationally recognized organization and maintained the defibrillator per manufacturer's guidelines.
712	ORC 3314.15, 3313.674	A community school may screen students for body mass index and weight status category. If a governing authority elects to require the screenings, it will comply with ORC section 3313.674.
713	ORC 3314.144; ORC 3313.7113	With governing board approval, the school may procure inhalers and must maintain records of use and procurement, per ORC 3314.144.
714	ORC 3314.143; 3313.7110	With governing board approval, the school may procure epinephrine autoinjectors and must maintain records of use and procurement, per ORC 3314.143.
715	ORC 3313.5310	The school must provide information and training regarding sudden cardiac arrest consistent with ORC 3313.5310.
716	ORC 3313.721	The school may contract with a health center for the purposes of providing health care services.
717	3313.6021	The school shall provide instruction in cardiopulmonary resuscitation (CPR) and the use of an automated external defibrillator (AED).
718	ORC3313.7115, ORC 4729.01	With governing board approval, the school may procure injectable or nasally administered glucagon and must adopt a policy regarding its use and must maintain records of use and procurement, per ORC 3313.7115.
719	ORC 3313 .712	The school shall annually provide to the parent of every student an emergency medical authorization form and manage the forms as required by ORC 3313.712.
720	ORC 3313.751, ORC 3794	The governing authority shall adopt a policy providing for the enforcement of ORC 3313.751 (B) regarding the prohibition against the possession or use of tobacco.
751	ORC 921.18, 921.06	The school has complied with the rules governing the use of pesticides on school grounds, maintains records of its use of pesticides, and notifies parents and students of pesticide use.
752	ORC 3742	The school does not apply lead-based paint and complies with all orders and requirements for inspection, maintenance and prevention of lead-based poisoning.
753	ORC 3319.41	The school did not employ or engage any teacher, principal, administrator, nonlicensed school employee or bus driver that inflicted corporal punishment as a means of discipline upon a pupil attending the school.
754	ORC 3313.96	The school developed informational programs for students, parents and community members relative to missing children issues and matters.
755	ORC 3313.86	The school has reviewed policies and procedures to ensure safety of students, employees and other persons using a school building from any known hazards in the building or on building grounds that pose an immediate risk to health or safety.
756	ORC 3313.643	The school requires teachers and students to wear industrial quality eye protective devices when participating or observing in any of the activities described in ORC 3313.643.
757	ORC 3781.106	The school complies with OAC 4101:1-10-01 when installing devices to block doorways during emergencies and has trained staff on the use of such devices.
758	ORC 3734.62	The school does not use any mercury or mercury-added measurement devices in the classroom that were purchased after April 4, 2007.
759	ORC 5502.262	The school timely (as defined in ORC 5502.262) submitted an emergency management plan as required by the Director of Public Safety.
760	ORC 3313.667	The school uses any state or federal funds appropriated for bullying prevention to provide training, workshops, or courses on the harassment, intimidation, or bullying policies.
761	ORC 3313.666	The school adopted the required policy prohibiting harassment, intimidation and bullying.

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Item #	ORC Section	OAC/ORC Description
763	ORC 3313.6024	The school reports to the Department, in the manner required by the Department, the types of prevention-focused programs, services, and supports used to assist students in developing healthy behaviors and increase awareness of risky behaviors.
764	ORC 3313.669	Requires each school district, community school, and STEM school to establish a threat assessment team for each school serving grades 6-12. Each team member must complete an approved training program upon appointment and every 3 years after, proof of which must be included in the district's or school's emergency management plan.
765	ORC 3313.6610	Requires each school district, community school, and STEM school to register with the SaferOH tip line (or a similar program) and annually submit data to the Department of Education and to the Department of Public Safety as described in ORC 3313.6610(B).
766	ORC 3737.73	The school trains its employees and holds required fire, tornado, and safety drills to provide pupils with instruction in the procedures to follow. It corrects any violations found by the police chief or other similar chief law enforcement officer and reports violation corrections as required.
767	ORC 2923.122, 5502.703	Schools are allowed to have armed personnel on school grounds if (1) the individuals complete approved training and undergo annual background checks and (2) the school notifies the public that it allows armed personnel. Schools using armed personnel must also provide a list of the armed individuals to the Ohio School Safety and Crisis Center.
776	ORC 3313.814, 3313.816, 3313.817	The school adopts and enforces nutrition standards governing types of food and beverages that may be sold on school premises.
777	ORC 3313.816	The school does not permit the sale of an a la carte beverage during the regular and extended school day other than those detailed in ORC 3313.816.
778	ORC 3313.815	At least one employee must be present while students are being served food who has received instruction in methods to prevent choking and has demonstrated an ability to perform the Heimlich maneuver.
779	ORC 3313.813, 3317.024	The school timely reports the number of free lunches served each month.
780	ORC 3313.817	Schools that receive the Department's computer software for assessing the nutritional value of foods follow prescribed guidelines.
782	ORC 3314.18	The school provides breakfast and/or lunch during the summer if it offers summer intervention services.
783	ORC 3313.818	The school offers breakfast to all students either before or during the school day if it meets the conditions prescribed in ORC 3313.818.
784	ORC 3313.819	The school provides free breakfast and lunch to each student eligible for reduced-priced breakfast and lunch.
785	ORC 3313.819	The school provides free feminine hygiene products to students in grades 6-12 for use on school premises and determines where feminine hygiene products are to be kept in the school.
786	ORC 3313.819	A seizure action plan shall be maintained in the office of the school nurse or school administrator if the district does not employ a full-time school nurse. The school nurse or a school administrator (if applicable), shall notify an eligible school employee, contractor, and volunteer in writing regarding the existence and content of each seizure action plan
787	ORC 3313.819	A governing authority shall designate at least one employee at each school building it operates, aside from a school nurse, to be trained on the implementation of seizure action plans every two years per the requirements
788	ORC 3313.819	The school nurse or a school administrator (if school does not have a school nurse), shall identify each individual who has received training in the administration of drugs prescribed for seizure disorders and ensure that all eligible staff are trained in the care of students with seizure disorders.
789	ORC 3313.819	A governing authority shall require each person employed as an administrator, guidance counselor, teacher, or bus driver to complete a minimum of one hour of self-study training or in-person training on seizure disorders not later than twenty-four months after the effective date of this section. Any such person employed after that date shall complete the training within ninety days of employment. The training shall qualify as a professional development activity for the renewal of educator licenses, including activities approved by local professional development committees
801	ORC 3327.01, 3301.07, 4511.76	The school does not charge students fees for routine pupil transportation or nonroutine transportation that occurs during the school day.
802	ORC 3314.092	The school consults with the school district(s) providing transportation for its students before it makes changes to its calendar or hours of operation.
803	ORC 3327.10, 3301.07, 4511.76	The school complies with all laws and rules governing student transportation, including proper use of funds.

2023-2024 Annual Compliance Summary Item Reference Document

Item #	ORC Section	OAC/ORC Description
804	ORC 3327.10, 3301.07, 4511.76	The school adopts a policy for handling emergencies on school buses and trains drivers, employees and students accordingly.
805	ORC 3327.10, 3301.07, 4511.76	The school's buses have a valid safety inspection and all drivers complete and document a daily pre-trip inspection.
806	ORC 3301.07, 3327.01, 4511.76	The school adopts a policy that requires compliance with various bus usage requirements listed in OAC 3301-83-20.
807	ORC 3301.07, 4511.76	The school's buses have a current inspection sticker from the Ohio Department of Public Safety and any accidents are reported to the Ohio State Highway patrol as required.
808	ORC 3327.01, 3301.07, 4511.76	The school only transports eligible riders.
809	ORC 3301.07, 4511.76	The school timely filed its annual report regarding pupil transportation and timely reported any adjustments.
810	ORC 3301.07, 3327.16, 4511.76	The superintendent may establish a volunteer bus rider assistance program.
811	ORC 3301.07, 3327.15, 4511.76	The school follows requirements for trip permits for any non-routine use of a school bus and for approved out-of-state trips.
812	ORC 3327.08, 3327.09, 3301.07, 4511.76	Boards of education may purchase on individual contract school buses and other equipment used in transporting children to and from school and to other functions as authorized by the boards, or the boards, at their discretion, may purchase the buses and equipment through any system of centralized purchasing established by the state Department of Education for that purpose, provided that state subsidy payments shall be based on the amount of the lowest price available to the boards by either method of purchase.
813	ORC 3301.07, 3327.01, 4511.76	The school maintains the records required by OAC 3301-83-14.
814	ORC 3301.07, 3327.01, 4511.76	The school maintains the pupil transportation management policies described in OAC 3301-83-08.
815	ORC 3301.07, 3327.01, 4511.76	The school consulted with transportation personnel and provided transportation in a manner consistent with all of the students' respective IEPs.
816	ORC 3327.01, 3327.12, 4511.76, 4511.62, 3301.07	The schools setting of bus stops and time schedules is timely and consistent with safety regulations described in OAC 3301-83-13.
817	ORC 3365.08	The school follows processes and requirements of ORC 3365.08 regarding student financial aid ineligibility and transportation reimbursement.
818	ORC 3327.09, 3301.07, 4511.76	The school follows all requirements of OAC 3301-83-19 regarding authorized vehicles for transportation of pupils to and from school and school-related events.
819	ORC 3327.016	The school establishes the school's start and end times for the upcoming school year and notifies the district that is transporting the school's students by April 1 prior to that school year.
820	ORC 3327.02	A school responsible for transporting its own students may declare a student's transportation impractical upon passage of a resolution by the board, notification to the parents and reimbursing the parents for transportation.
901	ORC 3301.07, 3314.03, 3319.46, 3326.11, 3328.24	The school has developed written policies and procedures on positive behavior intervention and supports that comply with the requirements in OAC and ORC.
902	ORC 3313.609	The school adopted a grade promotion and retention policy that prohibits the promotion of a student to the next grade level if the student has been truant for more than 10 percent of the required attendance days of the current school year and failed two or more of the required curriculum subject areas, unless the student's principal and teachers of any failed subject areas agree the student is academically prepared for the next grade level.
903	ORC 3313.472	The school has adopted a policy on parental involvement in the school and that policy includes foster caregivers.
904	ORC 3301.07, 3319.46	A school district shall establish a procedure to monitor the implementation of the state board of education's policy and the district's policy on restraint and seclusion and shall annually report information regarding its use of restraint and seclusion to the Ohio Department of Education in the form and manner as prescribed by the Department.
951	ORC 3302.16, 3302.17, 3302.18	The school is in compliance with all requirements for establishing a community learning center.

2023-2024 Annual Compliance Summary Item Reference Document

Item #	ORC Section	OAC/ORC Description
952	ORC 3314.02(B)	Any person or group of individuals may initially propose under this division the conversion of all or a portion of a public school or ESC to a community school. The proposal shall be made to the board of education of the city, local, exempted village or joint vocational school district in which the public school is proposed to be converted.
953	ORC 3314.24	No internet or computer based community school may enter into a contract with a nonpublic school to use or rent any facility space at the nonpublic school for instructional services.
954	ORC 109.65	The school understands its obligation to notify the missing children clearinghouse and law enforcement.
955	ORC 3314.352	A community school that is permanently closed may be reopened under another name if following the requirements of statute.
956	ORC 3311.742	The partnering community school (located within the territory of a municipal school district and that either is sponsored by the district or is a party to an agreement with the district whereby the district and the community school endorse each other's programs) timely established and implemented the student advisory committee in a manner consistent with law.
957	ORC 3313.80	The school displays a U.S. flag, not less than five feet in length, when school is in session.
958	ORC 3313.801	If a copy of the official motto of the USA or Ohio is donated to the school, the school accepts the donation and displays the motto as prescribed in ORC 3313.801.
959	ORC 3313.602(D)	The school shall devote time on or about Veteran's Day to observe the meaning and significance of that day.
970	ORC 3320.01; ORC 3320.02(A)	A student enrolled in a public school may engage in religious expression before, during, and after school hours in the same manner and to the same extent that a student is permitted to engage in secular activities or expression before, during, and after school hours.
971	ORC 3320.01; ORC 3320.02(B)	The school gives the same access to school facilities to students who wish to conduct a meeting for the purpose of engaging in religious expression as is given to secular student groups, without regard to the content of a student's or group's expression.
973	ORC 3313.6026	The school enters into a data sharing agreement with the Chancellor of Higher Education for the purposes of operating the Free Applications for Federal Student Aid (FAFSA) data system. Each school shall provide principals and school counselors with access to the data system to assist with efforts to support and encourage students to complete the free application for federal student aid form.



2023-2024 Special Education Report



2023-2024 Special Education Program Report

Thank you for partnering with St. Aloysius as your community school sponsor. Charter School Specialists on behalf of St. Aloysius pleased to provide the following Special Education Program Report. Special Education program monitoring includes multiple interactions during the year, including policy and procedure compliance review during the Fall/Winter Compliance Review, on-site Special Education student file reviews, specific in-depth compliance reviews (if-necessary), and Special Education Profile desk reviews. Additionally, Susan Scarponi, Director of Special Education Program Compliance hosted virtual office hours and professional development opportunities.

School Name:	Madison Avenue School of Arts		
Sponsor Representative Providing Report:	Susan Scarponi		
Purpose:	Special Education Program Monitoring		
Stakeholder Group Data Collected From:	X School Leader	<input type="checkbox"/> Student	X Special Education Supervisor/ Coordinator
	Intervention Specialist	<input type="checkbox"/> Parent	<input type="checkbox"/> Governing Authority
Information Collected/ Technical Assistance Provided:	<p>Collected data relative to all special education rules, laws and applicable contractual obligations as provided in student files and the school's special education plan. This included the school calendar, special education student files, and policies and procedures related to Free and Appropriate Education (FAPE), Multiple Tiers of Student Support (MTSS), Section 504 of the Americans with Disabilities Act (ADA), and students with Limited English Proficiency (LEP). Sample student files were reviewed to ensure accurate documentation.</p> <p>I visited the school on November 10, 2023 and March 7, 2024.</p>		
Summary of Findings:	The school complies with Ohio's Special Education Operating Standards		
Area of Strength:	The school has worked hard to increase academic progress for students with disabilities. They have also developed specific processes to ensure that all students who are suspected of having a disability are evaluated in a timely manner. The school leader and lead Intervention Specialist work closely together and never hesitated to contact me for guidance.		
Areas of Improvement:	N/A		
Steps/Timeframes to Address Area of	N/A		
Recommendations:	N/A		



2023-2024 Federal Programs Monitoring Summary Report



2023-2024 Annual Summary for Federal Programs

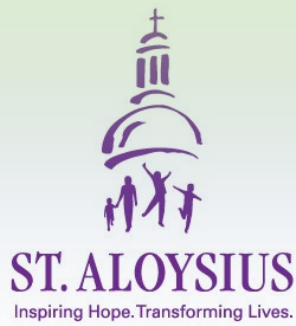
Charter School Specialists has performed monitoring and oversight responsibilities of the Federal Programs implementation for each school sponsored by St. Aloysius this year. The monitoring of these programs included all federal program grants accepted by the school. These may include: Title IA, Title II-A, Title III, Title IV, IDEA Part B Special Education, Early Childhood Special Education, Title I Non-Competitive, ARP ESSER, Expanding Opportunities for Each Child. Please feel free to contact Nannette Sherman, nsherman@charterschoolspec.com, with any questions or concerns regarding this summary.

School Name:	Madison Avenue School of Arts
Sponsor Rep Conducting Review:	Nannette Sherman, Director of Federal Programs, Charter School Specialists
Monitoring Process:	Nannette Sherman monitored grant statuses each month. Reminders about deadlines, any concerns, updates on federal regulations (whenever necessary) were sent to school leaders and/or treasurer. Federal Programs updates and information is regularly provided in the monthly issue of the CSS Sponsor Connection.
Technical Assistance Provided to all schools:	<p>Each school leader received: announcements for the Fall and Spring Ohio Association of Administrators of State and Federal Education Programs (OAASFEP), a seasonal calendar of federally required activities and deadlines in July, a checklist of all required activities and examples of what serves to document that the activities have occurred. The Risk Analysis process used by the Ohio Department of Education to determine the type of audit the school will receive was explained to school leaders.</p> <p>The Charter School Specialists website has a page for Federal Programs that includes sample surveys available to all schools for parents, students, and staff. Schools must include all stakeholders in the planning process for federal funds. Surveys are one method to increase stakeholder participation.</p> <p>Cohort 1 schools were all sent the questions for the One Needs Assessment and were invited to attend a One Plan Professional Development opportunity in February.</p> <p>Many schools received additional assistance regarding the COVID-19 funds (ARP ESSER III).</p> <p>Schools in Cohorts 2 and 3 received assistance in updating their One Plans as requested.</p>
School Specific Technical Assistance Provided:	*In addition to the Technical Assistance noted above, this school separately contracted with Charter School Specialists for Federal Programs Services. The summary of additional services has been provided to the board by Nannette Sherman in a separate Federal Programs Services summary for 2023-2024.
Recommendations:	N/A



2023-2024 College and Career Readiness Report

N/A



2023-2024 Corrective Action Plans or Probation Status

- Corrective Action Plans/Probations
 - *The school received no CAP Requests and was not placed on Probation.*