

2025-2026 Strategic Plan

Standard 1: Agency Commitment & Capacity

Goal	Strategies & Action Steps	Measure/Metrics/Targets	Annual Time Frames
Planning and Commitment to Excellence Engage in sponsoring as a means to foster excellent schools that meet identified community aspirations and need.	1) State a clear mission for quality authorizing. 2) Support and advance the purposes of charter school law. 3) Ensure that the governing board, leadership, and staff understand and are committed to BGSU's three Core Principles of authorizing, modeled after NACSA. 4) Define external relationships and lines of authority to protect the authorizing functions from conflicts of interest and political influence. 5) Implement policies, processes, and practices that streamline and systematize the work toward stated goals and execute the duties efficiently while minimizing administrative burdens on schools. 6) Evaluate work regularly against national standards for quality authorizing and recognize effective practices and develop and implement timely plans for improvement if BGSU falls short.	1) Citation of quality sponsoring practices in mission. 2) Effective implementation of the updated strategic plan. 3) Distribution of BGSU's Mission, Vision, Core Values and Goals. 4) Collection of conflict-of-interest disclosures from BGSU staff. 5) Adherence to the organizational chart and job descriptions to ensure qualified staff and/or contractors cover all sponsoring duties. 6) Completion of self-evaluation and improvement plan for Community School Liaison.	1) August 1 2) January 1 3) August 1 4) September 30 (or within 14 days of someone starting new position) 5) June 30 6) September 30
Planning and Commitment to Excellence Clearly prioritize a commitment to excellence in education and in authorizing practices.	1) Articulate and implement an intentional strategic vision and plan for chartering, including clear priorities, goals, and timeframes for achievement. (Advanced Strategy and Action Step) 2) Evaluates its work regularly against its goals and utilizes reflective practices to maintain an environment of ongoing and purposeful improvement. (Advanced Strategy and Action Step)	1) Effective implementation of the 5-year strategic plan. 2) Completion of self-evaluation and improvement plan for Community School Liaison. 3) Dissemination of BGSU Annual Report 4) Continual review of data to ensure stronger student outcomes including STAR and state testing.	1) January 1 (Review as Necessary) 2) September 30 3) November 30 4) Ongoing 5-6) June 30

	<p>3) Provide an annual public report on BGSU’s progress and performance in meeting strategic plan goals. (Advanced Strategy and Action Step)</p> <p>4) Make decisions that will result in stronger student outcomes, based on an accumulation of evidence, data, and expertise. (Advanced Strategy and Action Step)</p> <p>5) Develop systems and practices that generate information and evidence of community educational aspirations. (Advanced Strategy and Action Step)</p> <p>6) Work with multiple stakeholders to facilitate community engagement efforts designed to identify and act on the kinds of educational opportunities communities desire. (Advanced Strategy and Action Step)</p>	5-6) Conduct stakeholder interviews and collect feedback from at least three stakeholders annually.	
<p>Financial Resources & Human Resources</p> <p>Create organizational structures and commit human and financial resources necessary to conduct its authorizing duties effectively and efficiently.</p>	<p>1) Enlist expertise and competent leadership for all areas essential to charter school oversight through staff, contractual relationships, and/or intra- or inter-agency collaborations.</p> <p>2) Employ competent personnel at a staffing level appropriate and sufficient to carry out all authorizing responsibilities in accordance with national standards, and commensurate with the scale of the charter school portfolio.</p> <p>3) Develop new staff members’ understanding of their role, priorities for oversight, and grounding in national and local best practices in authorizing through an effective onboarding process.</p> <p>4) Develop and retain high-quality staff members to achieve and maintain high standards of professional authorizing practice and enable continual agency improvement.</p> <p>5) Regularly examine human resource (e.g., hiring, promotion) and authorizing outcomes (e.g., application, renewal decisions) for potential sources of bias—including but not limited to different outcomes based on educational models, types of schools/operators, and background characteristics of applicants or school leadership—and takes steps to remedy unwanted or inappropriate practices leading to those outcomes.</p>	<p>1-2) Adherence to the organizational chart and job descriptions to ensure qualified staff and/or contractors cover all sponsoring duties.</p> <p>3) Onboarding training at the hire of new staff members focused on community school law, role of the sponsor, sponsor evaluation, and NACSA best practices.</p> <p>4) Community School Liaison will participate in state and national conferences, trainings, and meetings, etc. related to authorization, academic achievement and improving schools. BGSU will ensure that professional development aligns with sponsoring responsibilities and aligns to the strategic plan.</p> <p>5) Regular review of processes, applications/documents, and organizational chart with job descriptions to remove potential sources of bias.</p> <p>6) Adherence to the organizational chart and job descriptions to ensure qualified staff and/or contractors cover all sponsoring duties.</p> <p>7) Implementation of a needs assessment and data analysis for resource allocation to align with the strategic plan, support school improvement, and fulfill responsibilities.</p>	<p>1) June 30</p> <p>2) June 30</p> <p>3) Ongoing as staff are hired</p> <p>4) Ongoing monitoring- At least one session prior to December 31st and all sessions prior to June 30th</p> <p>5) June 30</p> <p>6) June 30</p> <p>7) March 1</p> <p>8) June 30</p> <p>9) June 30</p>

	<p>6) Ensure authorizing is visible, championed, and adequately resourced, and the people responsible for day-to-day authorizing functions have significant influence over decision making.</p> <p>7) Determine the financial needs of BGSU sponsorship and devote sufficient financial resources to fulfill authorizing responsibilities in accordance with national standards and commensurate with the scale of the charter school portfolio.</p> <p>8) Structure funding in a manner that avoids conflict of interest, inducements, incentives, or disincentives that might compromise its judgment in charter approval and accountability decision making.</p> <p>9) Deploy funds effectively and efficiently with the public's interests in mind.</p>	<p>8) Maintain contracts that are free of conflicts, inducements, or disincentives. Do not enter into any new contracts that may create conflicts, inducements, or disincentives.</p> <p>9) Maintain a budget where revenues are sufficient for fulfilling sponsoring responsibilities.</p>	
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Standard 2: Application Process & Decision-Making			
Goal	Strategies & Action Steps	Measure/Metrics/Targets	Annual Time Frames
<p>Proposal Information, Questions, & Guidance</p> <p>Implement a comprehensive application process that includes clear application questions and guidance.</p>	<p>1) Issue a charter application information packet or request for proposals (RFP) that: a) states any sponsoring priorities established by the College of Education & Human Development at Bowling Green State University; b) articulates comprehensive application questions to elicit the information needed for rigorous evaluation of applicants' plans and capacities; and c) provides clear guidance and requirements regarding application content and format, while explaining evaluation criteria.</p> <p>2) Welcome proposals from first-time charter applicants as well as existing school operators/replicators, while appropriately distinguishing between the two kinds of developers in proposal requirements and evaluation criteria.</p> <p>3) Encourage expansion and replication of charter schools that demonstrate success and capacity for growth.</p>	<p>1) Posting on website of all materials for new transfer/replicator community school applications (Instructions, Timeline, Application, and Evaluation Rubric).</p> <p>2) Posting on website of all materials for new transfer/replicator community school applications (Instructions, Timeline, Application, and Evaluation Rubric).</p> <p>3) Proposal to sponsored school(s) to complete the replicator community school application.</p> <p>4) Maintenance and expansion of distinctive community school portfolio.</p> <p>5) Application materials require demonstration of capacity to serve students with diverse learning needs.</p> <p>6) Posting of all materials for new and transfer/replicator community school applications</p>	<p>1) February 28</p> <p>2) February 28</p> <p>3) As needed</p> <p>4) September 30</p> <p>5) September 30</p> <p>6) Timeline specifics for applications located on sponsor website-continually posted and updated as needed. Strategic Plan posted prior to Jan 1.</p>

	<p>4) Welcome applications proposing diverse educational philosophies, approaches, and school models.</p> <p>5) Require applicants to demonstrate capacity to serve students with diverse needs, such as students with disabilities or learning exceptionalities and English learners.</p> <p>6) Broadly invite and solicit charter applications while publicizing its strategic visions and sponsoring priorities, without restricting or refusing to review applications that propose to fulfill other goals. (Advanced Strategy and Action Step)</p>	(Instructions, Timeline, Application, and Evaluation Rubric). Ensure updated strategic plan in posted on the BGSU website.	
<p>Fair, Transparent, Quality Focused Procedures</p> <p>Implement and follow fair, transparent procedures to establish and operate a quality community school.</p>	<p>1) Implement a charter application process that is open, well publicized, transparent, and is organized around clear, realistic timelines.</p> <p>2) Allow sufficient time for each stage of the application and school pre-opening process to be carried out with quality and integrity.</p> <p>3) Explain how each stage of the application process is conducted and evaluated.</p> <p>4) Communicate chartering opportunities, processes, approval criteria, and decisions clearly to the public.</p> <p>5) Inform applicants of their rights and responsibilities and promptly notify applicants of approval or denial, while explaining the factors that determined the decision.</p> <p>6) Utilize a multi-stage process in which applicants are provided information at each stage and are permitted to respond to that information during the process.</p> <p>7) View denied charter applications as an opportunity to provide reasons for denial, so that applicants can decide if they wish to revise their plans based on that information and resubmit in the future.</p>	<p>1) Posting of all materials for new and transfer/replicator community school applications (Instructions, Timeline, Application and Evaluation Rubric).</p> <p>2) Allotment of at least a nine-month pre-opening planning stage for all application timelines.</p> <p>3) Posting of all materials for new and transfer/replicator community school applications (Instructions, Timeline, Application, and Evaluation Rubric).</p> <p>4) Posting of all materials for new and transfer/replicator community school applications (Instructions, Timeline, Application, and Evaluation Rubric).</p> <p>5) Notification to applicants of approval or denial that includes detailed reasons for the proposed action.</p> <p>6) Conduct stakeholder interviews to provide additional information</p> <p>7) Notification to applicants of approval or denial that includes detailed reasons for the proposed action.</p>	<p>1-4) Timeline specifics for applications located on sponsor website-continually posted and updated as needed.</p> <p>5-7) September 30</p>
<p>Rigorous Approval Criteria</p> <p>Implement rigorous approval criteria</p>	<p>1) Require all applicants to present a clear and compelling mission, a quality educational program, a solid business plan, effective governance, and management structure systems, founding team members demonstrating diverse</p>	<p>1) All community school applications include comprehensive, prescriptive requirements and evaluation criteria.</p>	<p>1-4) Timeline specifics for applications located on sponsor website-continually posted</p>

	<p>and necessary capabilities, and clear evidence of the applicant's capacity to execute its plan successfully.</p> <p>2) For replications and expansions: (a) Establish distinct, rigorous, and transparent requirements and criteria for applicants who are existing school operators or replicators (b) Streamlines and expedites the process for replication and/or expansion; and (c) Thoroughly reviews the past performance of all schools the operator has previously operated.</p> <p>3) Establish distinct requirements and criteria for applicants proposing to contract with education service or management providers.</p> <p>4) Establish distinct requirements and criteria for applicants that propose to operate virtual or online community schools.</p>	<p>2) Transfer/replicator community school applications include comprehensive, prescriptive requirements and evaluation criteria.</p> <p>3) All community school applications include comprehensive, prescriptive requirements and evaluation criteria.</p> <p>4) All community school applications include comprehensive, prescriptive requirements and evaluation criteria.</p>	and updated as needed.
<p>Rigorous Decision Making</p> <p>Grant approval only to applicants who demonstrate strong capacity to establish and operate a quality charter school.</p>	<p>1) Grant charters only to applicants that have demonstrated competence and capacity to succeed in all aspects of the school, consistent with the stated approval criteria.</p> <p>2) Rigorously evaluate each application through thorough review of the written proposal, a substantive in-person interview with each qualified applicant, and other due diligence to examine the applicant's experience and capacity, conducted by knowledgeable and competent evaluators.</p> <p>3) Engage, for both written application reviews and applicant interviews, highly competent teams of internal and external evaluators with relevant educational, organizational (governance and management), financial, and legal expertise, as well as thorough understanding of the essential principles of community school autonomy and accountability.</p> <p>4) Provide orientation or training to application evaluators (including interviewers) to ensure consistent evaluation standards and practices, observance of essential protocols, and fair treatment of applicants.</p>	<p>1) Adherence to all applications' comprehensive, prescriptive requirements and evaluation criteria</p> <p>2) Adherence to application reviewer protocol and applicant interview protocol</p> <p>3) Appointment and participation of application review team members, both internal and external</p> <p>4) Execution of annual application review team member training</p> <p>5) Collection of completed conflict of interest statements from all application review team members, both internal and external</p> <p>6) Application process review through a continual improvement process</p>	<p>1-3) Timeline specifics for applications located on sponsor website-continually posted and updated as needed.</p> <p>4) September 30</p> <p>5) September 30</p> <p>6) September 30</p>

	<p>5) Ensure that the application review process and decision-making are free of conflicts of interest and require full disclosure of any potential or perceived conflicts of interest between reviewers or decision makers and applicants.</p> <p>6) Engage in continuous review of application processes and consider: Are the current processes resulting in charter schools that the community wants and needs? What must change if different outcomes are desired? (Advanced Strategy and Action Step)</p>		
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Standard 3: Performance Contracting			
Goal	Strategies & Action Steps	Measure/Metrics/Targets	Annual Time Frames
<p>Contract Term, Negotiation, and Execution</p> <p>Establish the terms, negotiate, and execute a new community school contract.</p> <p>Establish the contract with community schools that establishes the legally binding agreement and terms under which the school will operate and be held accountable.</p>	<p>1) Execute a contract with a legally incorporated governing board independent of itself.</p> <p>2) Grant community school contracts for an initial term of five operating years or longer with periodic high stakes reviews every five years or at renewal.</p> <p>3) Define material terms of the contract.</p> <p>4) Ensure mutual understanding and acceptance of the terms of the contract by the school's governing board prior to the authorization by the authorizing board.</p> <p>5) Allow- and require contract amendments for- occasional material changes to a school's plan but does not require amending the contract for non-material modifications.</p>	<p>1-4) Adherence to the New School Application Instructions, Timeline and Rubric.</p> <p>5) Adherence to the Community School Contract</p>	<p>1-4) September 30</p> <p>5) As needed</p>
<p>Rights and Responsibilities</p> <p>Execute the contract with community schools that articulate the rights and responsibilities of each party</p>	<p>1) Execute charter contracts that clearly</p> <ul style="list-style-type: none"> ▪ State the rights and responsibilities of the school and Bowling Green State University. ▪ State and respect the autonomies to which schools are entitled – based on statute, waiver, or Bowling Green State University policy – including those 	<p>1-2) Adherence to community school law.</p>	<p>1-2) September 30</p>

<p>regarding school autonomy, funding, administration & oversight.</p>	<p>relating to the school's authority over educational programming, staffing, budgeting, and scheduling.</p> <ul style="list-style-type: none"> ▪ Define performance standards, criteria, and conditions for renewal, intervention, revocation, and non-renewal, while establishing the consequences for meeting or not meeting standards or conditions ▪ State the statutory, regulatory, and procedural terms and conditions for the school's operation. ▪ State reasonable pre-opening requirements or conditions for new schools to ensure that they meet all health, safety, and other legal requirements prior to opening and are prepared to open smoothly. ▪ State the responsibility and commitment of the school to adhere to essential public-education obligations, including admitting and serving all eligible students so long as space is available, and not expelling or counseling students except pursuant to a legal discipline policy approved by the Bowling Green State University. ▪ State the responsibilities of the school and Bowling Green State University the event of a school closure. <p>2) Ensure that any fee-based services that the Bowling Green State University provides are set forth in a services agreement that respects community school autonomy and treats the community school equitably compared to district schools, if applicable; and ensures that purchasing such services is explicitly not a condition of charter approval, continuation, or renewal.</p>		
<p>Performance Standards</p> <p>Establish the contract with community schools that articulates outcomes, measures for evaluating</p>	<p>1) Execute charter contracts that plainly:</p> <ul style="list-style-type: none"> ▪ Establish the performance standards under which schools will be evaluated, using objective and verifiable measures of student achievement as the primary measure of school quality. 	<p>1) Adherence to community school law and sponsor requirements. Successful Performance Framework implementation.</p>	<p>1) September 30</p>

<p>success or failure, performance consequences, and other material terms.</p>	<ul style="list-style-type: none"> ▪ Define clear, measurable, and attainable academic, financial, and organizational performance standards and targets that the school must meet as a condition for renewal, including but not limited to state and federal measures. ▪ Utilize multiple measures to evaluate school quality and student success which include long used and normed measures of academic performance and rigorous, credible mission-specific performance measures that assess each school's success in fulfilling its mission. ▪ Include expectations for appropriate access, education, support services, and outcomes for students with disabilities. ▪ Define the sources of academic data that will form the evidence base for ongoing and renewal evaluation, including state-mandated and other standardized assessments, student academic growth measures, internal assessments, qualitative reviews, and performance comparison with other public schools in the district and state. ▪ Define the sources of financial data that will form the evidence base for ongoing and renewal evaluation, grounded in professional standards for sound financial operations and sustainability. ▪ Define the sources of organizational data that will form the evidence base for ongoing and renewal evaluation, focusing on fulfillment of legal obligations, fiduciary duties, and sound public stewardship; and ▪ Include clear, measurable performance standards to judge the effectiveness of alternative schools, if applicable, requiring and appropriately weighting rigorous mission-specific performance measures and metrics that credibly demonstrate each school's success in fulfilling its mission and serving its special population. 		
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Provisions for Education Service or Management Contract Establish the provisions for education service or management contract, if applicable.	1) For any school that contracts with an external (third party) provider for education design and operation or management, include additional contractual provisions that ensure rigorous, independent contract oversight by the charter governing board and the school's financial independence from the external provider. 2) Review the proposed third-party contract as a condition of charter approval to ensure that it is consistent with applicable law, the College of Education & Human Development at Bowling Green State University, policies, and the public interest.	1-2) Adherence to community school law and Sponsor requirements within the contract.	1-2) September 30
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Standard 4: Ongoing Oversight and Evaluation			
Goal	Strategies & Action Steps	Measure/Metrics/Targets	Annual Time Frames
Performance Evaluation and Compliance Monitoring Conduct contract oversight that competently evaluates performance and monitors compliance.	1) Implement a comprehensive performance accountability and compliance monitoring system that is defined by the charter contract and provide the information necessary to make rigorous and standards-based renewal, revocation, and intervention decisions. 2) Define and communicate to schools the process, methods, and timing of gathering and reporting school performance and compliance data. 3) Implement an accountability system that effectively streamlines federal, state, and local performance expectations and compliance requirements while protecting schools' legally entitled autonomy and minimizing schools' administrative and reporting burdens. 4) Provide clear technical guidance to schools as needed to ensure timely compliance with applicable rules and regulations. 5) Visit each school as appropriate and necessary for collecting data that cannot be obtained otherwise and in accordance with the contract, while ensuring that the frequency, purposes, and methods of such visits respect school autonomy and avoid operational interference.	1) Adhere to the Master Calendar of Compliance Requirements and the Master Site Visit and Epicenter Submission Rubric 2) Dissemination of the Master Calendar of Compliance Requirements and the Master Site Visit and Epicenter Submission Rubric and provide updates as needed. 3) Adhere to the Master Calendar of Compliance Requirements and the Master Site Visit and Epicenter Submission Rubric 4) Completion of monthly site visits and Site Visit Reports; Follow-up communication (via email) 5) Completion of monthly site visits and Site Visit Reports 6) Dissemination of Annual Performance Reports and discussion of the report to each school's governing authority and leadership. 7) Provide necessary follow or Corrective Action Plan based on the results of the financial audit 8) Completion of monthly site visits and Site Visit Reports; Follow-up communication (via email);	1) Monthly until June 30 2) Prior to First Day of School 3) June 30 4) June 30 5) June 30 6) October 31 7) June 30 8) Monthly

	<p>6) Evaluate each school annually on its performance and progress toward meeting the standards and targets stated in the charter contract, including essential compliance requirements, and clearly communicates evaluation results to the school's governing board and leadership.</p> <p>7) Require and review annual financial audits of schools, conducted by a qualified independent auditor.</p> <p>8) Communicate regularly with schools as needed, including both the school leaders and governing boards, and provide timely notice of contract violations or performance deficiencies.</p> <p>9) Provide an annual written report to each school, summarizing its performance and compliance to date and identifying areas of strength and areas needing improvement.</p> <p>10) Articulate and enforce stated consequences for failing to meet performance expectations or compliance requirements.</p> <p>11) Differentiate and customize oversight approaches, consistent with federal and state law and the performance contract between the authorizer and school's governing board, based on school performance. (Advanced Strategy and Action Step)</p>	<p>Attendance at all governing authority meetings for each school; Adherence to Targeted Intervention Procedures</p> <p>9) Dissemination of Annual Performance Reports and discussion of the report to each school's governing authority and leadership.</p> <p>10) Adherence to Targeted Intervention Procedures, Implementation of Corrective Action Plans</p> <p>11) Adherence to contract and evaluation of performance framework goals.</p>	<p>9) October 31</p> <p>10) June 30</p> <p>11) June 30</p>
<p>Respecting School Autonomy</p> <p>Ensure schools' legally entitled autonomy</p>	<p>1) Respect the school's authority over its day-to-day operations.</p> <p>2) Collect information from the school in a manner that minimizes administrative burdens on the school, while ensuring that performance and compliance information is collected with sufficient detail and timeliness to protect student and public interests.</p> <p>3) Periodically review compliance requirements and evaluate the potential to increase school autonomy based on flexibility in the law, streamlining requirements, demonstrated school performance, or other considerations.</p> <p>4) Encourage schools to make educational decisions or choices that are appropriately within a school's purview under the charter law or contract and refrains from directing or participating in these decisions.</p>	<p>1) Adhere to and complete the roles and responsibilities identified in the Community School Contract as well as BGSU's Roles and Responsibilities handout.</p> <p>2) Completion of monthly site visits and Site Visit Reports; Utilization of Epicenter</p> <p>3) Evaluation, revision, and finalization of the Master Calendar of Compliance Requirements and the Master Site Visit and Epicenter Submission Rubric</p> <p>4) Adhere to and complete the roles and responsibilities identified in the Community School Contract as well as BGSU's Roles and Responsibilities handout.</p>	<p>1) June 30</p> <p>2) June 30</p> <p>3) June 30</p> <p>4) June 30</p>

<p>Protecting Student Rights</p> <p>Protect Student Rights</p>	<ol style="list-style-type: none"> 1) Ensure that schools admit students through a random selection process that is open to all students, is publicly verifiable, and does not establish undue barriers to application (such as mandatory meetings, mandated volunteer service, or parent contracts) that exclude students based on socioeconomic, family, or language background, prior academic performance, special education status, or parental involvement. 2) Ensure that schools provide access and services to students with disabilities as required by applicable federal and state law, including compliance with student individualized education programs and Section 504 plans, facilities access, and educational opportunities. 3) Ensure clarity in the roles and responsibilities of all parties involved in serving students with disabilities. 4) Ensure that schools provide access to and appropriately serve other special populations of students, including English learners, homeless students, and gifted students, as required by federal and state law. 5) Ensure that schools' student discipline policies and actions are legal and fair, and that no student is expelled or counseled out of a school outside of that process. 	<ol style="list-style-type: none"> 1) Review the school's enrollment and admissions policies and procedures. 2) Review the school's Special Education and 504 policies and procedures as well as service logs for individual students. 3) Review the school's Special Education Policies and procedures 4) Review the school's Special Education Policies and procedures 5) Review the school's Discipline Policies and/or Procedures 	<ol style="list-style-type: none"> 1) June 30 2) As needed- June 30 3) June 30 4) June 30 5) June 30
<p>Intervention</p> <p>Informs intervention, revocation, and renewal decisions</p>	<ol style="list-style-type: none"> 1) Establish and make known to schools at the outset an intervention policy that states the general conditions that may trigger intervention and the types of actions and consequences that may ensue. 2) Give schools clear, adequate, evidence-based, and timely notice of contract violations or performance deficiencies. 3) Allow schools reasonable time and opportunity for remediation in non-emergency situations. 4) Where intervention is needed, engage in intervention strategies that clearly preserve school autonomy and responsibility (identifying what the school must remedy without prescribing solutions). 5) Apply professional judgment when intervention is needed and considers context and a range of effective solutions, rather than relying solely on tools or protocols to make decisions. 	<ol style="list-style-type: none"> 1) Dissemination of the Targeted Intervention Procedures 2) Completion of specified action steps to correct any identified deficiencies and/or implementation of Corrective Action Plan. 3) Completion of specified action steps to correct any identified deficiencies and/or implementation of Corrective Action Plan. 4) Completion of specified action steps to correct any identified deficiencies and/or implementation of Corrective Action Plan. 5) Completion of specified action steps to correct any identified deficiencies and/or implementation of Corrective Action Plan. 	<ol style="list-style-type: none"> 1) September 30 2) As needed 3) As needed 4) As needed 5) As needed

Public Reporting Provide annual public reports on school performance.	1) Produce an annual public report that provides clear, accurate performance data for the charter schools it oversees, reporting on individual school and overall portfolio performance according to the framework set forth in the charter contract.	1) Dissemination of the Annual Report and posting of it on the BGSU website and verify schools post on their website.	1) October 31
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Standard 5: Revocation and Renewal Decision-Making			
Goal	Strategies & Action Steps	Measure/Metrics/Targets	Annual Time Frames
Revocation Implement a transparent and rigorous process that uses comprehensive academic, financial, and operational performance data to revoke charters when necessary to protect student and public interests.	1) Revoke a charter during the charter term if there is clear evidence of extreme underperformance or violation of law or the public trust that imperils students or public funds.	1) Suspension of Operations and Contract Termination Procedures	1) September 30 and continued as needed
Renewal Decisions Based on Merit and Inclusive Evidence Implement a transparent and rigorous process that uses comprehensive academic, financial, and operational performance data to make merit-based renewal decisions.	1) Base the renewal process and renewal decision on the thorough analyses of a comprehensive body of objective evidence defined by the performance framework in the charter contract. 2) Grant renewal only to schools that have achieved the standards and targets stated in the charter contract, are organizationally and fiscally viable, and have been faithful to the terms of the contract and applicable law. 3) Do not make renewal decisions, including granting probationary or short-term renewals, based on political or community pressure or solely on promises of future improvement.	1) Verify the community school contract has updated language that bases the renewal process and renewal decision on a thorough analysis of a comprehensive body of objective evidence 2-3) Adherence to the Renewal Application Instructions, Timeline, Rubric, and community school contract	1) June 30 2) Timeline specifics for applications located on sponsor website. January 15 is date school is notified of recommendation for renewal.
Cumulative Report & Renewal Application Provide schools with a cumulative report and	1) Provide to each school, in advance of the renewal decision, a cumulative performance report that: <ul style="list-style-type: none"> Summarizes the school's performance record over the charter term, and 	1) Dissemination of Annual Performance Report 2) Requirement of all schools up for renewal to complete the Renewal Application with adherence to the Instructions, Timeline, Rubric and community school contract	1) October 31 2) September 30

renewal application to make merit-based renewal decisions.	<ul style="list-style-type: none"> States the College of Education & Human Development at Bowling Green State University summative findings concerning the school's performance and its prospects for renewal. <p>2) Require any school seeking renewal to apply for it through a renewal application, which provides the school a meaningful opportunity and reasonable time to respond to the cumulative report; to correct the record, if needed; and to present additional evidence regarding its performance.</p>		
Fair, Transparent Process Implement a fair, transparent process to make merit-based renewal decisions.	<p>1) Clearly communicate to schools the criteria for charter revocation, renewal, and non-renewal decisions that are consistent with the charter contract.</p> <p>2) Promptly notify each school of its renewal (or, if applicable, revocation) decision, including written explanation of the reasons for the decision.</p> <p>3) Promptly communicate renewal or revocation decisions to the school community and public within a time frame that allows parents and students to exercise choices for the coming school year.</p> <p>4) Explain in writing any available rights of legal or administrative appeal through which a school may challenge the College of Education & Human Development at Bowling Green State University's decision.</p> <p>5) Regularly updates and publishes the process for renewal decision making, including guidance regarding required content and format for renewal applications.</p>	<p>1) Dissemination of the schools updated community school contract.</p> <p>2) Notification to each renewal school of the new contract term length (or, if applicable, revocation)</p> <p>3) Notification to each renewal school of the new contract term length (or, if applicable, revocation).</p> <p>4) Notification to each non-renewal school of the appeal process</p> <p>5) Posting of updated renewal application materials to the website</p>	<p>1) June 30</p> <p>2) January 15</p> <p>3) January 15</p> <p>4) January 15</p> <p>5) June 30</p>
Closure Implement school closure procedures.	<p>1) In the event of a school closure, monitor and work with the school governing board and leadership in carrying out a detailed closure protocol that ensures timely notification to parents; orderly transition of students and student records to new schools; and disposition of school funds, property, and assets in accordance with law.</p>	<p>1) Adherence to the BGSU Standard Operating Procedure- Financial Difficulty or Closure Prior to the End of the School Year and ODE's Closing Procedures.</p>	<p>1) September 30 and as needed</p>