

# ANNUAL PERFORMANCE REPORT

## Buckeye On-Line School for Success (BOSS)

The ESC of Lake Erie West Community Schools Center is a student-centered authorizer of charter schools, advancing quality educational opportunities throughout the state of Ohio. Every year, the ESC of Lake Erie West (ESCLEW) produces an Annual Performance Report for each sponsored community school. The report provides an overview of the school and a summary of its performance in academics, non-academics (fiscal and organizational/operational), and legal compliance over the current contract term. The report also identifies the school's strengths, areas for improvement, and prospects for renewal.

### Overview

School Information							
IRN	Contract Term	Contract Start Date	Contract End Date	Grades Served			
000417	4 Years	07/01/2024	06/30/2028	K-12			
Address	119 E Fifth St. East Liverpool, OH 43920						
Contact	Phone: (330) 385-1987	Fax: (330) 385-4535					
Website	<a href="http://www.go2boss.com">www.go2boss.com</a>						
Leadership	Jeannette Bailey, Superintendent, Frank Mader, Principal, Angela McGraw, Special Education Director, Amy Pryor, Instructional Coach, Frankie Leppar, IT/Data						
Governing Authority	Brett Green, Josh Martin, Rob O'Hara, Joe Shemasek, David Bickerton, Linda Henderson						
Mission Statement	<i>The Buckeye On-Line School for Success is dedicated to educating all students in its diverse population by offering academic choices to meet their individual needs. Our school is committed to preparing lifelong learners and productive citizens through collaboration with staff, families, and communities utilizing cutting-edge technology.</i>						
Student Demographics			Enrollment				
Gender	%	#	Grade	#			
Female	54	328	K	21			
Male	46	285	1	19			
Race/Ethnicity	%	#	2	24			
American Indian/Alaskan Native	0.3	2	3	28			
Asian/Pacific Islander	0.98	6	4	28			
Black, Non-Hispanic	14	83	5	28			
Hispanic	7	42	6	43			
Multiracial	11	65	7	52			
White, Non-Hispanic	68	415	8	67			
Historically Underserved	%	#	9	111			
Economically Disadvantaged	69	421	10	87			
English Learner	0.5	3	11	62			
Migrant	0	0	12	43			
Students with Disabilities	21	125	Total	613			

## ***School Academic/Non-Academic Performance***

<b>Traditional Ohio State School Report Card</b>	<b>2024-2025</b>				
Overall Rating	Approaches Standard				
Achievement Component	Approaches Standard				
Performance Index	Approaches Standard				
Chronic Absenteeism	Falls Below Standard				
Progress Component	Approaches Standard				
Gap Closing Component	Falls Below Standard				
Gifted Performance Indicator	N/A				
Graduation Component	Falls Below Standard				
4-Year Graduation Rate	Falls Below Standard				
5-Year Graduation Rate	Falls Below Standard				
Early Literacy Component	Falls Below Standard				
Proficiency in 3rd Grade	Falls Below Standard				
Promotion to 4 <sup>th</sup> Grade	Falls Below Standard				
Improving K-3 Literacy	Falls Below Standard				
College, Career, Workforce & Military Readiness	Meets Standard				
PBIS	Meets Standard				
PI vs Similar School #1	N/A				
PI vs Similar School #2	N/A				
<b>School Academic Achievement Targets and Metrics</b>	<b>2024-2025</b>				
Nationally-Normed Assessment Achievement K-8 Reading	Exceeds Standard				
Nationally-Normed Assessment Achievement K-8 Math	Approaches Standard				
9-12 EOC Algebra I	Falls Below Standard				
9-12 EOC Biology	N/A				
9-12 EOC ELA II	Falls Below Standard				
9-12 EOC Geometry	N/A				
9-12 EOC American US History	N/A				
9-12 EOC American US Government	N/A				
9-12 Credit Earning Rate	Approaches Standard				
<b>School Academic Growth Targets and Metrics</b>	<b>2024-2025</b>				
Nationally-Normed Assessment Growth K-12 Reading	Approaches Standard				
Nationally-Normed Assessment Growth K-12 Math	Falls Below Standard				
Nationally-Normed Assessment Growth K-12 Reading - SUBGROUP	N/A				

*School performance ratings are identified as Exceeds, Meets, Approaches or Falls Below Standard*

## ***School Academic/Non-Academic Performance***

<b>School Fiscal Performance Targets and Metrics</b>	<b>2024-2025</b>				
Ratio Assets to Liabilities	Exceeds Standard				
Unrestricted Days Cash	Exceeds Standard				
Current Year Enrollment Variance	Exceeds Standard				
Total Expense Variance	Meets Standard				
Sponsor Financial Reporting	Exceeds Standard				
Audit Findings	Exceeds Standard				
<b>School Governance Performance Targets and Metrics</b>	<b>2024-2025</b>				
Board Engagement	Exceeds Standard				
Required # of Reg. Board Meetings	Meets Standard				
Required # of Board Members	Meets Standard				
Proper Meeting Notice	Meets Standard				
Required Board Member Training	Meets Standard				
Board Member Attendance	Exceeds Standard				
<b>Compliance/Organizational &amp; Operational Performance Targets and Metrics</b>	<b>2024-2025</b>				
On-Time Records Submissions	Exceeds Standard				
Accuracy of Records Submissions	Exceeds Standard				
Five-Year Forecast Submission	Meets Standard				
Annual Budget	Meets Standard				
Annual Report	Meets Standard				
Emergency Management Plan	Meets Standard				
Out of School Suspension K-3	Exceeds Standard				
Out of School Suspension 4-8	Falls Below Standard				
Out of School Suspension 9-12	Approaches Standard				
Mission Specific	N/A				

*School performance ratings are identified as Exceeds, Meets, Approaches or Falls Below Standard*

### School Compliance Summary

<b>Special Education</b>	During the 2024–2025 school year, Buckeye On-Line School for Success was not selected for a formal file or documentation review. Instead, the ESC of Lake Erie West Special Education Specialist conducted periodic check-ins to monitor special education compliance and support ongoing service delivery.
<b>Legal</b>	Buckeye On-Line School for Success was in compliance with all applicable state and federal laws, rules, and regulations for the 2024–25 school year.
<b>Corrective Action Plan (CAP)</b>	Buckeye On-Line School for Success was not placed on corrective action during the 2024–25 school year.

### School Performance Summary

<b>Areas of Strength</b>	<p>Buckeye On-Line School for Success (BOSS) demonstrated strong progress in supporting students with disabilities (SWD), meeting federal participation targets and showing positive trends in proficiency rates. i-Ready data confirmed growth in reading and math, with four grade levels increasing the percentage of SWD performing at or above grade level.</p> <p>BOSS demonstrated strong progress in supporting students with disabilities (SWD), meeting federal participation targets and showing positive trends in proficiency rates. i-Ready data confirmed growth in reading and math, with four grade levels increasing the percentage of SWD performing at or above grade level.</p> <p>In addition to academic progress, BOSS strengthened its school culture and school-family engagement. The Positive Behavioral Interventions and Supports (PBIS) system promoted positive student behavior through a range of awards and celebrations. School-wide communication efforts expanded across multiple platforms and included targeted parent meetings to keep families well-informed. These initiatives reflect BOSS's commitment to cultivating an inclusive, engaging, and supportive virtual learning community.</p> <p>In the area of special education, according to the check-ins conducted throughout the school year, BOSS continues to provide compliant services across all areas. The school remains fully staffed and demonstrates strong practices in documentation, timely completion of IEPs/ETRs, and service delivery. Intervention Specialists use the ESCLEW-provided tracking document and consistently monitor student progress on a weekly basis using progress monitoring sheets.</p>
<b>Areas for Improvement</b>	<p>Although BOSS showed gains for SWD, many remain below grade-level expectations. Continued focus on targeted interventions and instructional supports is needed to strengthen proficiency in both mathematics and English Language Arts.</p> <p>While progress in LRE and RTI structures is evident, BOSS should continue refining intervention practices to ensure consistent, measurable growth in academic, social-emotional, and behavioral outcomes for all at-risk students.</p> <p>Beyond academics, BOSS enhanced its school culture and school-family engagement efforts. The Positive Behavioral Interventions and Supports (PBIS) system reinforced positive student behavior through various awards and celebrations. School-wide communication expanded across multiple platforms and included targeted parent meetings to ensure families remained informed and engaged. These efforts reflect BOSS's ongoing commitment to fostering an inclusive, engaging, and supportive virtual learning community.</p> <p>In the area of special education, no areas for improvement were identified at this time. The school should continue adhering to its current procedures and best practices to maintain high levels of compliance and service quality.</p>
<b>Prospects for Renewal</b>	Probable