



Annual Report

Of

The Educational Service Center of Central Ohio

Sponsored

Community Schools

2019-2020

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The Educational Service Center of Central Ohio (ESCCO) considers the well-being of students the fundamental value informing all decisions and actions. The ESCCO'S purpose for charter school authorizing is to improve the quality of each school by holding schools accountable for their performance and using objective and verifiable measures of student achievement to verify success.

The Community School Department has a mission to monitor each of its community schools through quality sponsorship for the benefit of the students in each of the sponsored schools. Although sponsoring is a small part of the ESC's portfolio, it is dedicated to best practices for effective school choice options for parents, as supported by the National Association of Charter School Authorizers (NACSA) and has the following goals:

- Education: To monitor and assess the goals of the Education Plan of the sponsorship agreement, aligning them with the Assessment and Accountability Plan.
- Governance: To monitor and assist with governance compliance.
- Finance: To monitor and provide feedback for fiscal viability and sustainability, providing intervention if needed.
- Accountability: To monitor and evaluate legal compliance as well as areas of the contract.
- Technical Assistance: To provide technical assistance in all aspects of successful school programming.

The ESCCO expects clarity, consistency and transparency in implementing all contractual responsibilities defined for both the authorizer and each school governing board. Additionally, the ESCCO will be equally insistent that the rights and responsibilities of each party, their autonomy, expected outcomes and gains, as well as, measures for success or failure are clearly communicated in the contract.

The ESCCO conducts contract oversight that evaluates performance, monitors legal and contractual compliance, protects student rights, ensures autonomy and informs intervention and renewal decisions. The ESCCO is committed to a comprehensive performance accountability system that demonstrates transparency and rigor and that uses comprehensive data over the term of a charter to inform a fair and rigorous renewal decision-making process.

For more information, please contact the ESCCO Coordinators of Community Schools:

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ESCCO Community School Webpage: <http://www.escoco.org/programs-services/community-schools/>

[ESC Department of Community Schools Guidance Document](#) -- *descriptions of our oversight and evaluation systems that include processes, and policies.*

2019-2020 ESCCO Sponsored Community Schools RATINGS
Followed by Individual School Annual Reports

The ESCCO sponsored eight (6) schools during the 2018-2019 school year. They were:

Early College Academy	(IRN – 000912)
Graham Elementary and Middle School	(IRN – 011461)
Oakstone Community School	(IRN – 000679)
The Charles School at Ohio Dominican University	(IRN – 007999)
The Graham School	(IRN – 133421)
The Maritime Academy of Toledo	(IRN – 000770)

Each school was rated in the areas of academic performance, fiscal performance, organization/operation, and legal compliance. Ratings were **met**, **exceeded**, or **did not meet**. Legal compliance was rated as **met** or **did not meet**. Each school will be going through the sponsorship renewal process next school year culminating in a High Stakes Review. Current expiration dates of the contracts follow the titles of each school. Individual Annual Reports representing each school follow the Performance Report Ratings.

Performance Report Ratings

Early College Academy (Contract expires June 30, 2022.)

Academic Performance – Met

In the 2017-2018 school year academic performance was rated as “Did Not Meet” due to graduation rates placing the school in Priority Status. In the 2018-2019 school year the school “Met” the graduation rate resulting in Early College Academy receiving the “Met” designation in this Annual Report. The school submitted an improvement plan in the 2019-2020 school year and is working on the stated goals of the plan. Due to Ohio State Testing being canceled for the 2019-2020 as a result of COVID-19 school closures, the school could not be rated on their report card indicators. HB 197 established a safe harbor from penalties and sanctions for schools based on the absence of state report card grades for the 2019-2020 school year. Therefore, based on the completion of all other sponsor requirements, the school received a “Met” rating.

Fiscal Performance -- Met

All fiscal documents were found to be compliant. There had been a decline in enrollment with a potential effect on funding and future budgets resulting in a corrective action plan. The school has submitted progress reports and has increased its enrollment. PPP funds were also awarded resulting in improved financial stability. The sponsor has requested that the Board continue to monitor enrollment.

Operation/Organization -- Met

Epicenter submissions for the year were 100% on time and accurate. Enrollment had experienced a decrease but started an upward trend at the end of the 2019-2020 school year. Board leadership and member participation, as well as policy development are excellent. The sponsor has no concerns related to overall operation of the school.

Legal Compliance -- Met

The school has met all requirements for state and local laws, statute, policies, and procedures and the community school contract.

Graham Elementary and Middle School (Contract expires June 30, 2022.)

Academic Performance – Met

Although the school met contractual educational requirements, academic performance was rated as "Did Not Meet" in 2018-2019 due to the school receiving a "Focus" rating in the 2017-2018 school year followed by their first strike towards possible closure on the 2018-2019 state report card. This will continue to be monitored closely. The school submitted an improvement plan for the 2019-2020 school year. Due to Ohio State Testing being canceled for the 2019-2020 as a result of COVID-19 school closures, the school could not be rated on their report card indicators. HB 197 established a safe harbor from penalties and sanctions for schools based on the absence of state report card grades for the 2019-2020 school year. Therefore, based on the completion of all other sponsor requirements, the school received a "Met" rating.

Fiscal Performance – Met

All fiscal documents were found to be compliant. The Graham School served as the management company/operator for the Graham Elementary and Middle School and The Charles School at Ohio Dominican University.

Operation/Organization -- Met

The school's governing authority complies with the community school contract, Code of Regulations, meeting and training requirements, monthly fiscal reviews, board minutes, and meeting requirements. The school's on-time and accuracy percentages were at 100%. The sponsor has no concerns related to overall operation of the school. The board complied with and executed the educational program and defined in the contract.

Legal Compliance – Met

The school has met all requirements for state and local laws, statute, policies, and procedures and the community school contract.

Oakstone Community School (Contract expires June 30, 2022.)

Academic Performance – Met

Although the school met contractual educational requirements, academic performance was rated as “Did Not Meet” due to graduation rates placing the school in Priority Status. The school submitted an improvement plan for the 2019-2020 school year and has shown improvement on report card indicators over time. Due to Ohio State Testing being canceled for the 2019-2020 as a result of COVID-19 school closures, the school could not be rated on their report card indicators. HB 197 established a safe harbor from penalties and sanctions for schools based on the absence of state report card grades for the 2019-2020 school year. Therefore, based on the completion of all other sponsor requirements, the school received a “Met” rating.

Fiscal Performance – Met

All fiscal documents were found to be compliant. Accessing PPP funding assisted the school additionally.

Operation/Organization - Met

Epicenter submissions were on time and accurate. Enrollment is stable and board member participation, self-evaluation, and policy development are well done.

Legal Compliance – Met

The school has met all requirements for state and local laws, statute, policies, and procedures and the community school contract.

The Charles School at Ohio Dominican University (Contract expires June 30, 2022.)

Academic Performance – Met

Although the school met contractual educational requirements, academic performance was rated as “Did Not Meet” due to graduation rates and the special education rating of needs assistance placing the school in Priority Status. The school submitted an improvement plan for the 2019-2020 school year. Due to Ohio State Testing being canceled for the 2019-2020 as a result of COVID-19 school closures, the school could not be rated on their report card indicators. HB 197 established a safe harbor from penalties and sanctions for schools based on the absence of state report card grades for the 2019-2020 school year. Therefore, based on the completion of all other sponsor requirements, the school received a “Met” rating.

Fiscal Performance – Met

All fiscal documents were found to be compliant. The Graham School served as the management company/operator for Graham Elementary and Middle School and The Charles School at Ohio Dominican University. Accessing PPP funding assisted the school additionally.

Operation/Organization – Met

The school's governing authority complies with the community school contract, Code of Regulations, meeting and training requirements, monthly fiscal reviews, board minutes, and meeting requirements. The school's on-time and accuracy percentages were at 100%. The sponsor has no concerns related to overall operation of the school. The board complied with and executed the educational program and defined in the contract.

Legal Compliance – Met

The school has met all requirements for state and local laws, statute, policies, and procedures and the community school contract.

The Graham School (Contract expires June 30, 2022.)

Academic Performance – Met

Although the school met contractual educational requirements, academic performance was rated as "Did Not Meet" due to graduation rates placing the school in Priority Status. The school submitted an improvement plan for the 2019-2020 school year. Due to Ohio State Testing being canceled for the 2019-2020 as a result of COVID-19 school closures, the school could not be rated on their report card indicators. HB 197 established a safe harbor from penalties and sanctions for schools based on the absence of state report card grades for the 2019-2020 school year. Therefore, based on the completion of all other sponsor requirements, the school received a "Met" rating.

Fiscal Performance – Met

All fiscal documents were found to be compliant. The Graham School served as the management company for Graham Elementary and Middle School and The Charles School at Ohio Dominican University.

There has been an ongoing concern for TGS because the financial statements cannot reflect the obligation the other two schools have to help resolve the liabilities TGS takes on as a result of hiring all the staffing. Liabilities for salaries and benefits coupled with their debt are the reason they have this issue. This resulted in a "Did Not Meet" rating in 2018-2019 and a corrective action plan. As a result of grant funding and PPP funding, financial stability improved earning a "Met" rating.

Operation/Organization -- Met

The school's governing authority complies with the community school contract, Code of Regulations, meeting and training requirements, monthly fiscal reviews, board minutes, and meeting requirements. The school's on-time and accuracy percentages were at 100%. The sponsor has no concerns related to overall operation of the school. The board complied with and executed the educational program and defined in the contract.

Legal Compliance – Met

The school has met all requirements for state and local laws, statute, policies, and procedures and the community school contract.

The Maritime Academy of Toledo (Contract expires June 30, 2022.)

Academic Performance - Met

Although the school met contractual educational requirements, academic performance was rated as “Did Not Meet” due to graduation rates and the special education rating of needs assistance placing the school in Priority Status. The school also received its second strike towards potential closure for 2018-2019 state testing results. This will continue to be monitored closely. The school submitted an improvement plan for the 2019-2020 school year. Due to Ohio State Testing being canceled for the 2019-2020 as a result of COVID-19 school closures, the school could not be rated on their report card indicators. HB 197 established a safe harbor from penalties and sanctions for schools based on the absence of state report card grades for the 2019-2020 school year. Therefore, based on the completion of all other sponsor requirements, the school received a “Met” rating.

Fiscal Performance – Met

All submitted fiscal documents were found to be compliant. The five-year financial forecast is projecting financial challenges that must be addressed by the school to ensure their continued operations. Accessing PPP funding assisted the school.

Operation/Organization - Met

The school's on-time and accuracy percentages were at 100%. Enrollment is stable, and board leadership and member participation, as well as policy development are excellent. The sponsor has no concerns related to overall operation of the school.

Legal Compliance – Met

The school has met all requirements for state and local laws, statute, policies, and procedures and the community school contract.

**EARLY COLLEGE ACADEMY
ANNUAL REPORT TO SPONSOR**

NAME OF SCHOOL: Early College Academy
ADDRESS OF SCHOOL: 345 E. 5th Avenue
Columbus, OH 43201
TELEPHONE OF SCHOOL 614.298.4742
IRN: 000912
SUPERINTENDENT OF SCHOOL: Mr. Jonathan Stevens
FISCAL AGENT OF SCHOOL: Charter Schools Specialist: Dan Lamb

NAMES OF GOVERNING AUTHORITY MEMBERS: Eric Brandon
Valerie Johnson
Dawn Anderson-Butcher, Ph.D.
Andrew Schabo, Esq.
Bishop Donald Washington

SCHOOL YEAR THE SCHOOL OPENED: 2006-07

GRADE LEVELS SERVED: 11-12

MISSION OF SCHOOL: *All of our students will be educated according to their academic needs and personal interest, and prepared for personal success in life, for their chosen careers, for life long learning and for contributing positively to their various communities*

STUDENT ENROLLMENT: 150

PERCENTAGE OF STUDENTS ON IEP's: 13%

NAMES OF ASSESSMENTS GIVEN AT THE SCHOOL AND THE RESULTS: OGT, AccuPlacer, MAP, teacher developed short cycle assessments, year-end course exams

SPECIAL ACCOMPLISHMENTS/ACHIEVEMENTS:

Early College Academy (ECA) in cooperation with The Ohio State University (College of Social Work) and Columbus State Community College is a program for students residing in Franklin and its contiguous counties. The ECA program is for students willing to make a commitment to earn a high school diploma and transferrable college credit leading to an associate's/baccalaureate degree. The program allowed:

- Students to be dually enrolled in Columbus State Community College and ECA until which time they obtained the age of 22 or met the requirements for a high school diploma and/or an associate degree.
- Students took the college assessments to determine course placement and completed an Individualized Graduation Plan (IGP) which will have defined their personal goals and developed an educational plan leading to graduation.

- Students participated in learning communities of 20-25 for a successful high school and college experience.
- The foundation courses required for all students include reading, writing, math, college survival and success course.
- Students earned dual credit leading to a high school diploma and/or an associate's degree.

Graduation looked very differently this year due to the Pandemic; however, it was very successful and quite intimate with each graduate and their family being able to celebrate their graduate. Staff and administrators arrived in a caravan and held a graduation ceremony at each graduate's home complete with caps and gowns, signs, photographer and videographer.

Explanation of Subsections Below

(a) the performance standards by which the success of the school was evaluated by the sponsor during 2019-20 (i.e. the contractually stated academic goals including performance on statewide achievement and graduation tests and mission specific goals)

(b) the method of measurement that was used by the sponsor to determine progress toward those goals during 2019-20

Listed below are the deliverables included in the Assessment and Accountability Plan of the sponsor contract with ECA and the school results to date **(ALL CAPS)**:

100% of students/Graduates will complete an Individualized Graduation Plan (IGP) which will outline the academic path necessary to achieve their career objective. 100% OF STUDENTS MET THIS STANDARD

75% PARTICIPATION RATE OF NWEA/MAP TESTING—DOES MEET STANDARD.

Increase daily attendance rate by 2% each quarter. APPROACHING STANDARD

(c) the school's activities toward and progress in meeting those contractually stated academic goals during the 2019-20 school year

The following is a list of educational activities conducted at ECA in order to promote student success:

- Curriculum is a traditional (teacher-guided) model with computer-oriented (course mastery reinforcement).
- Each student initiates and is guided by an Individual Graduation Plan (IGP). The IGP addresses the passage of all parts of the Ohio Graduation Test (OGT), and the development of a post-high school educational and career plan.
- Instruction is differentiated, meeting the needs of students at different levels and with different learning styles.

- Teachers have high expectations for all students.
- Teaching and learning is active and engaging, utilizing nationally recognized research-based teaching practices.
- Literacy is integrated across the curriculum.

(d) the school's financial status during the 2019-20 school year

The Financial Records are reviewed annually by the auditor, State of Ohio, James Zupka, CPA, an independent auditor, monthly financial reports (as submitted by the treasurer to the sponsor), the five –year budget forecast, ODE's School Options Enrollment System (SOES) and school settlement reports (ODE). The treasurer of the sponsoring agency reviews all of the above-mentioned functions and/or reports in a timely manner. In addition, ECA received PPP monies, ESSER funds and CFR dollars for FY20-21. ECA files a Fiscal Plan through Epicenter monthly. The sponsor has no immediate concerns in these areas.



2019-20 Annual Report to the Community

Graham Elementary and Middle School

140 E 16th Ave.
Columbus, OH 43201
Phone: 614-253-4000
Fax: 614-643-5146
IRN – 011972

Superintendent, CEO - Greg Brown

Dean and Director – James Kutnow

Associate Dean of Middle Grades (5-8) – Leah Eckenrode

Associate Dean of Elementary (K-4) – Jordan Templeton

Director of SEL - Eileen Meers, PhD

Fiscal Agent – Jennifer L. Smith, CPA

School Year the School Opened – 2010-2011

Number of Students - 385

Grade Levels Served – K-8

Percentage of Students on IEP's – 29%

Percentage of Students eligible for Free and Reduced Lunch – 74%

Student demographic percentages – 62% African American, 28% Caucasian, 5% Hispanic, 4% multiracial, 1% Asian/American Indian

Percentage of Students for whom English is their second language – 1.5%

Dean's Message

The 2019-20 school year was disrupted in mid-March when school buildings were closed due to the global pandemic affecting every aspect of our lives. With the buildings closed our teachers and students pivoted to teaching and learning online. We distributed chromebooks to students who needed them and we all did our best to maintain a semblance of normalcy around academic and social and emotional learning. The safety of our students, families and staff has been our first priority and throughout the last months of the school year we followed the guidance from the Governor, the Departments of Health and the Department of Education to successfully complete the school year and celebrate that completion with our school community.

Governing Authority

Graham Elementary and Middle School (GEMS) is chartered in the state of Ohio and as such, is overseen by the Ohio Department of Education. Our sponsor is the Educational Service Center of Central Ohio (ESCCO). The GEMS Board of Directors provides governance, meeting a minimum of six times per year. A schedule of meeting dates and times, as well as a record of actions taken, are kept in the school's office and are available for review by the public. Board members in 2019-20 included: **Sara Neikirk**, President; **Joyce Swayne**, Vice President; **Sarah Levels**; Secretary/Treasurer, **Kitty King**, and **Angela Stoller-Zervas**. GEMS partners with EL Education, national experts in effective educational practice using an expeditionary model. *Governance/Organizational/Operational Performance for Sponsor – Top Rated – Leadership has been positive and supportive, all trainings have been completed.*

The Graham Elementary and Middle School Mission

As a member of The Graham Family of Schools and partner with EL Education, Graham Elementary & Middle School's (GEMS) mission is to provide a rigorous and engaging education while developing a strong sense of character and community among a diverse group of learners.

Special Accomplishments/Achievements

GEMS partners with EL Education, a national network that provides support and innovative curriculum with a vision of student success that integrates academic achievement, character, and high-quality work. GEMS successfully delivers curriculum and expeditions for each of its three trimesters complete with fieldwork, partnerships with professionals and professional organizations, Celebration of Learning events and student-led conferences.

GEMS is located near The Ohio State University in an historic building purchased in May 2017. We partner with multiple OSU programs including: OSU Honors & Scholars' (Adopt a School provides over 100 undergraduate students as volunteer tutors); The Office of Student Life ("Stories for Students" providing each GEMS student with a new book); and Art Education 252 (holds class at GEMS in collaboration with GEMS students). The Columbus Teaching & Learning Center (CTLC), a partnership between GEMS, The Ohio State University Department of Teaching and Learning, and Columbus City Schools, brought OSU courses and student interns to the GEMS site.

The GEMS leadership team was accepted for participation with five other EL Education middle schools in the Becoming Effective Learners (BEL) research conducted by Dr. Camille Farrington of the University of Chicago. This partnership included three on-site professional development meetings with Dr. Farrington to engage in her research and understand what our school's data can show us to help improve student learning experiences through the use of her survey tool. This research is ongoing. Mr. Kutnow and Ms. Muller were invited to speak in a BEL presentation to partners and funders last fall.

Launched in the fall of 2015, Play Us Forward, a partnership between ProMusica Chamber Orchestra, GEMS, and United Schools Network provided a shared music instructor and free instruments for 6th and 7th graders in partner charter schools. Play Us Forward's goal is to remove barriers of participation in individual instrumental instruction by providing instruction and instruments at no cost to students or their families. Through this partnership, we aim to create a model of musical instruction, and provide positive opportunities for artistic expression and overall academic enhancement for each student involved.

In Spring, 2020, Cassie Muller, 7th grade Mathematics teacher, was awarded the Martha Holden Jennings Foundation's George B. Chapman, Jr. Teacher Award for Excellence In Mathematics Education. In addition to this wonderful recognition of her work, she has been awarded \$7,500 to be applied to improvements in her curriculum for enhanced student engagement.

"We are crew, not passengers" is an essential belief at GEMS. Students meet daily in small groups (CREW) to establish relationships, build community, focus on character goals, literacy, and academic challenges.

Honors/Recognitions/Special Occasions

At the end of each term, an awards ceremony is planned for students in the 5th-8th grade. Students are recognized from each grade level for their contribution to the GEMS community as leaders. Awards include the Exemplary Citizen Award, the Expedition Leader Award and The Golden Ruler Award. GEMS also recognizes students who show more than 10 points of growth on their MAP assessments from Fall to Winter and from Winter to Spring.

Grades K-4 held its Community Meetings twice per month during which students, staff, and family members highlighted the five Habits of Learning: Responsibility, Perseverance, Quality, Thoughtfulness, and Teamwork. Meetings helped build school culture through highlighting quality work and student achievement. During Community Meeting, teachers recognized students by providing Habits of Learning certificates. In addition, students voted to recognize the highest achieving GEMS community members with Shooting Star Awards.

Celebrating Our Work Together

Students exhibited work from expeditions during Celebrations of Learning (COL) each trimester. For example, during our first COL 7th graders presented their podcasts that explored the effect of industrialization and scientific progress on Americans and how innovation shaped Columbus in the past 100 years. To develop their stories seventh graders learned about the history of our building and neighborhood and podcast development skills through partnerships with the Ohio Historical Society, WOSU, and Musicology Recording Studios.

Family Crew

Many parent volunteers assisted with a fall clean-up day, middle school dances, skating parties, fundraising events, holiday celebrations and fieldwork. GEMS families also participated in Breakfast with Books and Munchies with Math, monthly community gatherings where families enjoyed food with reading and exploring math together.

Additional Partners

Judy Alexander, Vanessa Allen, Kellie Gedert, Kent and Sally Johnson, Rich and Kitty King, Sara Niekirk, Yeon OK Ko, Corinna Owens, Amy Reese, Angela Stoller-Zervas, Joyce Swayne, and Betsy White.

City Campus Church, Communities In Schools, ECMC Foundation, Martha Holden Jennings Foundation, The Ohio State University, ProMusica Chamber Orchestra Play Us Forward Program, 21st Century Community Learning Centers program, University of Chicago's Trauma Responsive Educational Practices Project, University of Virginia's ExCEL Project.

The performance standards by which the success of the school was evaluated by the sponsor during the 2019-2020 school year by our Sponsor

Our sponsor evaluates the school with a high stakes review rubric that measures Academic Performance including mission specific goals; Fiscal Performance and Organizational/Operational Performance.

Names of Assessments Given at the School and the Results

GEMS uses the Measures of Academic Progress (MAP) Assessments at the beginning, middle, and end of the school year to correctly place, evaluate and support students. MAP captures objectives and data set to evaluate academic growth in relation to the state mandated value added measure. A variety of assessments are given in the classroom throughout the year to measure Learning Targets met. At the end of each trimester students make presentations demonstrating their learning. GEMS also has an internal assessment calendar for teachers to administer interims at different points of the terms to help inform teaching and assess student learning. The GEMS staff meets in data teams throughout the year to evaluate student progress as well as set teaching and learning goals.

Academic Performance is measured using the state report card, MAP scores, and Attendance. GEMS is meeting standards when it comes to progress and "Mission Specific Goals" which include MAP, Attendance, K-3 Reading, and Progress Comparison of Lowest 20% to all community schools statewide. State testing and report card ratings were suspended due to the pandemic.

As part of our formalized initiative in Social and Emotional Learning, GEMS used the National School Climate Survey to help us identify student progress toward SEL goals.

The method of measurement that was used by the sponsor (ESCCO) to determine progress toward those goals during the 2019-2020 school year

The sponsor has established a rubric with which it evaluates its schools annually which includes evaluating Academic Performance, Fiscal Performance, and Organizational/Operational Performance. The sponsor uses the annual state report card, MAP scores, fiscal and operational rubrics, and other measures. The sponsor attends board meetings, has periodic meetings with leadership and initiates site visits during the school year.

Students in the state of Ohio are required to take Ohio's State Tests, however, because of the pandemic these tests were not administered. To monitor student academic achievement and progress in the classroom, GEMS has established an assessment cycle that includes classroom-based formative assessments in core subject areas in 6-8 week cycles and NWEA MAP. MAP Math and Reading assessments are administered fall, winter, spring* to students in grades K-8 and are used to analyze and monitor student growth, guide instructional practices in the classroom, and summarize school performance. MAP Normative and Comparative Data is used by school leader(s) and staff for identifying and qualifying students for various instructional strategies and class schedules. NWEA's methodology includes a large and reflective sample using nine terms of data and a new model for estimating student growth. GEMS uses this data to monitor and analyze student growth in the classroom towards proficiency on Ohio's State Tests. *MAP assessments were suspended in the spring.

The school's activities toward and progress in meeting those contractually stated academic goals during the 2019-20 school year.

GEMS has completed its tenth year and is actively engaged in continuing to meet academic goals. New curriculum was introduced for ELA and Math. A supplemental math course was implemented, providing two additional math periods per week, and a reading initiative continues with all students independently reading during two full crew periods each week. GEMS teachers meet regularly after school in grade level teams to collaboratively build and implement cross-disciplinary expeditions. GEMS teachers also meet regularly in teams to discuss and integrate student data. GEMS teachers participate in over 10 scheduled professional development days annually led by our EL school designer and guided by our school's work plan with EL. As a brief review of our initiatives to address our improvement needs, we have:

- Built a school improvement plan that encompasses goals in Social and Emotional Learning, English Language Arts, and Mathematics aligned to our EL work plan.
- Empowered our Director of Social and Emotional Learning to help us better understand our students non-academic needs that directly impact their ability to learn, and to design strategies that help our students become more aware of their own needs and available resources.
- Expanded our efforts in SEL by establishing a partnership with the University of Chicago Network for College Success National Freshman Success Institute to focus resources towards the eighth grade transition year.
- Begun a focus around understanding the impact of trauma on children and their learning in partnership with the University of Chicago Department of Comparative Human Development, TREP project. New research in this area has been very helpful to understanding the impact of trauma on a child's brain and his or her ability to learn.
- Expanded work around Restorative Practices, helping us find new ways to address school culture and student behavior that's the most instructive for a child's growth.
- Hired a Director of Career Pathways to provide more intentional career focused activities and options for students and staff. The purpose of multiple programs and options is to address student preparedness for career and college success after high school.
- Maintained our strong partnership with EL Education to continuously improve our expeditionary focus integrated with academic growth and achievement goals in all core curricular areas based on Ohio and Common Core Standards.

Academic Curriculum Requirements including EL Education Curriculum

GEMS' academic and expeditionary curriculum fully incorporates Ohio and Common Core Standards. Interim and end of course assessments are part of our model. Our focus is on preparing students for high school by helping all of our students achieve or supersede grade level expectations in math, reading and writing. Our goal is to build lifelong learners.

EL Education provides school leaders and teachers with professional development, curriculum planning resources, and school structures to boost student engagement, character, and achievement. EL exists in over 150 schools in over 30 states nationwide. The EL model is a proven success in supporting schools in developing a positive school culture and higher achievement scores when compared to the school districts in which they exist. EL and GEMS together developed the school's habits of learning: perseverance, responsibility, thoughtfulness, teamwork, and quality.

As an EL Education school, we define success as having three dimensions: "Knowledge and Skills," "Character," and "High Quality Work." Our CREWs and intensives have been focusing not only on academic support for our students but also on social and emotional learning depending on a student's needs. Social and emotional learning (SEL) is based on the understanding that the best learning emerges in the context of supportive relationships that make learning challenging, engaging, and meaningful.

Expeditions for K-4th Graders

Kindergarten:

Kindergarten students began the year by learning about toys, play, and sharing. Students studied different attributes of toys, such as a shape and color. Then students shifted their focus to discussing what their favorite toys are and why. As a culminating activity, students made stuffed animals to distribute to other children at GEMS who they thought might need a new toy. The kindergarten stuffies were distributed at the GEMS Winter Resource fair and were a hit!

Kindergarten built their literacy and science skills as they engaged in a study of weather. Students began by building knowledge of different types of weather and then moved to how weather differs around the world and how it affects people. A local meteorologist visited our students and shared how the weather works. Students created their own video forecasts, where they explained the weather and gave advice on how to prepare for it.

Kindergarten students then learned about the importance of living things by studying plants and trees. Students explored the life cycle of a plant and how a tiny seed becomes a tree. Then, students learned about what trees need to survive and the different parts of a tree. While students were learning from home, they were able to observe, describe, and draw trees in their own neighborhoods!

1st Grade:

First graders began the year learning about Tools for Infinity and Beyond. They studied the habits of character that help people work (Initiative, Collaboration, Perseverance). They researched using books, images and videos to learn about the patterns of the sun, moon, and stars. With this knowledge they continued to learn about the different tools that scientists use to study the sun, moon, and stars by talking to experts. After learning more about Neil Armstrong, they finally wrote a narrative poem about what the moon "sees" at night.

In the spring, first graders became ornithologists (scientists that study birds). They completed research using books, images, and videos in order to answer the guiding question: "How can people care for birds and their environment so they can live and grow?" They began by paying close attention to different types of beaks and feathers and how each of these body parts helped a species of birds. While learning from home, we hatched and raised chickens.

This helped the students have real-life experience with seeing how the beak and feathers were used by real birds. This led to researching what kind of shelter and food people can provide the birds in their community. They then used this information to make bird houses and feeders, and plant gardens to bring native birds to their own backyards!

2nd Grade:

In the fall, second graders learned about schools around the world. After learning about different challenges faced by students and communities in different parts of the world, students corresponded with pen pals in Ghana to compare and contrast their school experiences. The classes each published a book that showed the similarities and differences between our school and their pen pals' school and even mailed a copy of the final book to their pen pals.

In the spring, second graders learned all about butterflies. Students studied the life cycle and body parts of butterflies and learned to identify different adaptations and defense mechanisms. Then, students broke into expert groups, where they each studied a special Ohio butterfly in depth. This led to students discovering that some butterflies (monarchs, in particular) are facing habitat destruction. Students became concerned and searched for solutions. Students were inspired by the book Butterfly Park by Elly MacKay, where a community comes together to plant flowers to attract butterflies.

3rd Grade:

For their first module of study, 3rd grade students learned about the power of literacy and how people around the world overcome learning challenges. Students studied the book My Librarian Is a Camel to learn about how librarians all over the world overcome challenges to get books to children. Students created beautiful watercolor bookmarks listing how to overcome their own learning challenges.

During their second module, 3rd graders became herpetologists. They studied the habitats and adaptations of various "Freaky Frogs." After building their background knowledge about frogs, each student became an expert in one species. Students read the book Bullfrog at Magnolia Circle and used this book as a model to create their own informational narrative about the freaky frog they studied.

4th Grade:

At the beginning of the year, fourth graders became poets. Students learned about the history and power of poetry, alongside different types of poems and their features. Students studied Love That Dog by Sharon Creech, as well as The Red Wheelbarrow by William Carlos Williams and Stopping by Woods on a Snowy Evening by Robert Frost. Students learned about what inspires writers to write and explored their own inspirations. 4th grade poets finished the module by hosting a poetry night, inviting the community in to hear their own original verse.

4th grade's second module of the year allowed them to build their skills as scientists and researchers. Students studied defense mechanisms of animals. After digging deeply into research in their expert groups, students produced an informational writing piece to describe their animal's physical characteristics, habitat, predators, and defense mechanisms.

Expeditions for 5th-8th Graders

To Planet or Not To Planet (5th Grade) -- In this expedition, students discovered our solar system, with specific emphasis on what constitutes a planet. In science, students read multiple texts, along with the anchor text, How I killed Pluto and Why it had it Coming, and delved into the essential question: "What should be considered a planet in our solar system?" In English, students read expedition novels about outer space and learned about quoting, point of view, how visuals impact understanding of a story, and how we can best convince an audience. In math, students looked at place values of numbers in thousands and millions in order to find the distance between the planets.

For the final product, students wrote an opinion paragraph using evidence from articles answering the question “What should be considered a planet in our solar system?” They used their paragraph to create a YouTube script stating their opinion with evidence. The students then turned that script into a hand illustrated YouTube film.

Human Rights (5th Grade) – “What are human rights, and how do real people and fictional characters respond when those rights are challenged?” Students developed their ability to read and understand complex text as they considered this question. Students began to build knowledge about human rights through a close read of the introduction and selected articles of the *Universal Declaration of Human Rights (UDHR)*, paired with short firsthand accounts of people around the world who currently face human rights challenges. In Unit 2, students did an extended study of *Esperanza Rising (740L)* by Pam Muñoz Ryan, applying their new learning about human rights as one lens through which to interpret the character and theme in this rich novel—a complex coming-of-age story set in Mexico and rural California during the early 1930s. Through close reading, interpretation, and analysis of fiction and nonfiction texts, students synthesized their understanding of human rights. The specific literacy focus was on supporting understanding through quoting directly from text, inferring theme, and comparing and contrasting how different texts address the topics and themes of human rights. Students wrote an analytical essay in which they described how a character in the novel responds to challenges. During Humanities and Art, students researched refugees to build empathy for refugees in the Columbus community.

Adventure and Survival (6th Grade) – Students explored the dichotomy of adventure/survival. Both of these things are an integral part of what it means to be human and both rely heavily on the environment. “What makes adventure different from survival?” “When do the lines blur?” “What happens when either of these things go too far?” “What does it mean to survive middle school at GEMS?” In English they wrote their narrative about adventure OR survival as a student at GEMS. In social studies they wrote their rough drafts of the intro to GEMS civilization and edited/published it for the *GEMS Survival Handbook*. In science, students learned about Mt. Everest geology. In art, they created maps of the 3rd floor to add to the handbook. The handbooks were given to new 5th grade students at back to school night to help with the transition to middle school.

Watt’s My Impact? (6th Grade) – In this expedition, students looked at human’s impact on the natural world. They learned about recycling, pesticides used that harm the environment such as DDT, and how our building responsibly uses or wastes energy. Students welcomed expert visits from a falcon handler who spoke about DDT’s impacts on the birds, and an engineer who conducted a school tour to point out energy efficient areas of the building, and areas for improvement. For the final product, students studied an energy audit of the building, analyzed our energy usage, and made suggestions for how our consumption could be improved. Their suggestions were presented to GEMS board members.

When Cultures Collide (7th Grade) – Students explored cultures colliding through texts and experts to create a photojournalism project documenting the story of a person in Columbus that regularly communicates/interacts across cultures. Students listened to a panel of experts and then selected one person from the panel, or from the larger community to interview at a local coffee shop. Students set up a photo with the community member to express something they’d like Columbus to know about their story. Photos were showcased along with a short story of the community members with the focus “How can we have courageous conversations across cultures?”

1908 (7th Grade) – Students explored the guiding questions:

- What was life like in America in 1908?
- What was the effect of industrialization and scientific progress on Americans?
- How has innovation shaped Columbus in the past 100 years?
- How do you engage an audience with only sound?

Students studied issues of the day from the era when our historic building was erected including the work environment, labor unions, and inventors of the time. We visited the Ohio History Connection archives to look at primary source newspaper publications, photos, books and maps to learn about industrialization, scientific progress, and immigration in Columbus. In partnership with WOSU and Musicology Recording Studios students learned how to write, edit, and produce their own podcasts.

Vote with Your Fork (8th Grade) - Using The Omnivore's Dilemma as the expedition's anchor text, students examined the history of food and the process of where our food comes from on its way to our tables. Fieldwork included visiting local grocers and farms. The culmination of the learning took place at the end of the term when students presented during an informational fair where students shared about food chains, how to best feed our ever-growing world population most effectively, and healthy food options in our communities.

Take a Stand (8th Grade) - Students looked at the guiding question: "Is it worth taking a stand for yourself/others?" "How do you know?" Students read Harper Lee's "To Kill A Mockingbird" to explore situations when they would want to take a stand. Students used this learning to create Public Service Announcements related to topics they were invested in.

Wheels of Change (8th Grade) - Students in all content areas focused on the Guiding Question, "What forces change the world around us?" In Science, students learned about the mechanics of biking, focusing not only on forces, but on how science itself changes how we view the world. In Social Studies, students analyzed the forces (diplomacy, railroads, slavery, post-Civil War) that changed the landscape and perspective of the United States of America. In Math, students learned about volume (cylinders, spheres, and cones) and completed a project to design a water bottle that can change the world. Later in the trimester, students looked at scatterplots to analyze the correlation between two variables related to the Puerto Rico hurricane (time taken to recover vs. population, time taken to recover vs. money spent to recover). In English, students analyzed the archetype of a hero. They focused on heroes in history who have changed the world around us. Students identified local heroes and interviewed them for a narrative story of that hero's life. The narratives were compiled into a professional book.

School-wide Title Program

GEMS is designated as a School-wide Title program, enabling us to receive Federal Funds to ensure that all of our students receive the support they need to reach and exceed grade level goals in reading and math.

Staff Members

The full-time and part-time staff roster in the 2019-20 school year included: Debbie Addison, Jane Addison, Alen Auguste, Melissa Bachorski, Carolyn Baginski, Heather Baker, Cathy Baney, Nicole Becks, Kevin Beery, Karen Blain, Jennifer Bricker, Greg Brown, Lavidia Chapman, Cassy Clawson, Jisuka Cohen, Eileen Collins, Christina Conrad, Keri Dana, Keegan Donovan, Rosa Dixon, Leah Ecaruan, John Eckenrode, Monica Eppler, Montana Fout, Susan Frank, Sydney Frazier, Nora Goss, Valerie Hessler, LeMoyné Jackson, Susan Jimison, Kaitlyn Justice, Noelle Klein, James Kutnow, James Lawlor, Jamie Lenzo, Katie Logan, Cheryl Long, Sarah Lopienski, Katherine Luikart, Allison Maynard, Kyleigh McCune, Melinda McFann, Eileen Meers, Cassie Muller, Anne Murphy, Michael O'Donnell, Kelli Orians, Wesley Owen, Angel Peaks, Michael Piteo, Hannah Reese, Victoria Ringwald, Evan Rulong, Jennifer Smith, Chris Spackman, Zach Steinberger, Jordan Templeton, Dodie Thebeault, Cynthia Tishue, Colleen Vaughan, Jennifer Waddell, Stephanie Waldeck, Jessica Watson, Jeanne Weinberg, Sharon White, and Jeff Wiseman.

Financial Status

In fiscal year 2019-20 the school received \$4,204,123 in state funds. The school also received \$660,146 in federal funds and \$120,930 in development and rental income funds, among other separated categories. Sources of income totaled \$4,985,199. In fiscal year 2019-20 the school paid for employee salaries and benefits, including payroll taxes and retirement, through The Graham School, GEMS's financial manager, and paid \$160,109 in loan payments for the purchase of the 16th Avenue building and a short term loan for building improvements. Uses, including the aforementioned items along with classroom support expenses, utilities, insurance and assorted services to and purchases for the school, totaled \$4,832,182 in expenses. When the current cash in bank was added to the sources, the year-end adjusted cash balance was \$254,049 to be carried over to 2020-21. The school conducts its own on-going internal financial audit under the direction of its Board Audit Committee and treasurer Jennifer Smith, CPA. Finances also were audited by the school's sponsor, The Educational Service Center of Central Ohio. And, the school is audited annually under the auspices of the State of Ohio Auditor's Office. All found the finances to be accurately and appropriately accounted for.

Fiscal Performance for Sponsor: All fiscal reports and documents have been successfully submitted to the sponsor on time.

Sponsor Review Comments

It is a pleasure working with the school and the cooperation and professionalism of all involved is appreciated. The school continues to do a nice job in all areas of compliance and timely submissions related to performance framework (academic, fiscal, organization/operational, and governance).

Oakstone Community School Annual Report
2019-2020

Oakstone Community School
October 28, 2020

5747 Cleveland Avenue
Columbus, OH 43231-2831
614-458-1085



Reviewed 10/28/2020

IRN: 000679

Superintendent: Heather Kronewetter
Fiscal Officer: Johanna Gladman

Governing Authority Members:

Jason Warner, President
Sherry Chapin, Vice-President, Secretary
Kelli Reavling-Cobb
Jere Corven
Thaddeus Boggs

School Opening Year:
2004-2005

Number of Students: 269 enrolled (2019-20), attendance rate was 94.6%

Grade Levels Served: K-12, 23

Mission of School:

Oakstone Community School (OCS) promotes the education of students with Autism Spectrum Disorder (ASD) and other disabilities by providing an innovative and individualized program focusing on accessing the general education curriculum to develop academic competency. Using empirically based curriculums, instructional strategies, and behavior techniques, students develop necessary academic precursor skills and self-management skills. Along with academics, related services and fine arts, the focus is on reducing the impact of the core deficit areas. Students learn and work collaboratively within the community as they develop respect for themselves and others in a school that provides a unique, dynamic and interactive environment. OCS focuses in on the strengths of each student as they gain academic competency and develop personal responsibility.

Percentage of Students on IEP: 100%

The Ohio Department of Education and Office of Exceptional Children provides an annual special education rating to each school. As of this report date there is no updated annual special education rating, this information will be available in December 2020.

Names of Assessments Given:

Ohio 3rd Grade ELA

Ohio Alternate Assessment (AASWD)

Ohio State Assessments: ELA, Math, Science and Social Studies

Ohio End of Course Exams: ELA I, ELA II, Alg. I, Geometry, Biology, US History, US Government

Ohio Diagnostic Assessments (K-3); Reading, Math, Writing

Summative and Formative Assessments

Developmental Reading Assessment (DRA) - Reading Assessment

Qualitative Reading Inventory (QRI) – Reading Assessment

Math Diagnostics (McGraw-Hill) – Math assessments

Kindergarten Readiness Assessment (KRA)

American College Testing (ACT Plan)

American College Testing (ACT)

Stanford Achievement Test (PSAT) (formerly known as Scholastic Aptitude Test)

Stanford Achievement Test (SAT) (formerly known as Scholastic Aptitude Test)

District/School Grade Card Breakdown:

As a result of COVID-19, the state of Ohio waived state level spring testing. This resulted in the annual LRC not providing grades for the FY20 school year. Moreover, OCS students not having participated in state testing or receiving academic results directly affected OCS's special education rating because it too is calculated from student scores on academic measures in the state tests. Therefore, OCS is providing you academic information from the strategies and procedures put in place during the COVID pandemic for the 2019-20 school shut down.

Oakstone Community School worked quickly to transition students into a remote learning environment for the March 2020 Governor mandated shutdown. As a result of having individual Chromebooks, students were able to move to online learning with a little more ease than if they hadn't already been instructed through some online learning formats.

While students were home learning remotely, teachers and staff worked to make daily contact with students in a variety of ways; phone calls, emails, live instruction, and comments within their google classrooms. Students who did not have access to WIFI were provided access through various service providers in order to connect to the learning platforms being provided. Students who struggled with online learning were provided paper/pencil packets and other materials and resources to ensure that learning continued. Staff participated in weekly meetings to discuss student access, progress or lack thereof. Staff accommodated student and parent schedules by providing instruction or meeting times during the evenings if required by the parents. Teachers completed daily attendance and communication logs to ensure that all

students were being monitored and helped. For those students who were significantly and negatively impacted by the change in routine, environment, health and behavioral services, then additional intervention services were provided to help meet these student's needs (academic, social, behavioral) and through use of the Wellness Funds.

Special Accomplishments/Achievements:

- Twenty-one (21) OCS High School students took college classes through College Credit Plus for the 2019-20 school year
- Seven (7) 2020 OCS graduates were awarded scholarships and went to college (Scholarship Totals = \$806,000)

Required Subsections:

- A. The performance standards by which the success of the school was evaluated by the sponsor during the 2019-20 school year (i.e. the contractually stated academic goals including performance on statewide achievement and graduation tests, as well as the additional accountability measures agreed upon by the sponsor):
- Passage of state mandated testing (unavailable for 2019-20)
 - Other testing in accordance with student's IEP
 - Graduates earning the minimum number of academic units required by the school
 - School works to meet the state's standards for passing
 - Disability Proficiency (unavailable for 2019-20)
 - Special Ed. Disproportionality
 - Special Ed. Execution
 - Special Ed. Compliance
- B. The method of measurement that was used by the sponsor to determine progress toward those goals during the 2019-20 school year:
- Local Report Card results (last available is 2018-19)
 - Additional Accountability Measures in Sponsor Contract
 - Site Visits
 - Student records inspection
 - Special Ed. Rating Report (last available is 2018-19)
- C. The School's activities toward and progress in meeting those contractually stated goals during the 2019-20 school year include but are not limited to:
- Differentiated instruction with individual students in small groups.

- Direct instruction in remediating the core deficits of autism including; enhancing social skills, teaching self-management and independence, and increasing efficacy of processing skills.
- Promoting cognition by use of general education materials as well as modified learning materials, including but not limited to; Reading Mastery, A. L. L., McGraw-Hill Math Ladders, and Unique Learning Systems.
- Activities geared toward mediating interactions between students and the environment to build normalized repertoires.
- Instruction enabling students to communicate with others by using picture schedules and assistive technology.
- Remote instruction and learning (March – June, 2020)
- Intervention based tutoring to students significantly and negatively impacted by COVID during the summer months.

D. The School's financial status during the 2019-2020 school year:

OCS began fiscal year 2020 (July 1, 2019 through June 30, 2020) with a cash balance of \$608,123. A summary of cash basis receipts and expenditures follows:

		2019-2020	
Receipts			
State Foundation		\$ 7,532,651	
State Funding - Casino		13,649	
State Funding - Grant		32,646	
Federal Reimbursements - Medicaid in Schools		44,514	
Federal Grants		138,660	
Interest		12,310	
Payroll Protection Program Loan Proceeds		208,500	
Other		26,646	
		<u>8,009,576</u>	
Expenditures			
Salaries		1,196,284	
Fringe Benefits		302,854	
Purchased Services		6,290,188	
Materials and Supplies		30,660	
Capital Outlay		1,312	
Other		1,375	
		<u>7,822,673</u>	
Net of receipts and expenditures		186,903	
Beginning Cash Balance		608,123	
Ending Cash Balance		<u>\$ 795,026</u>	

Receipts

State foundation receipts come through the Ohio Department of Education (ODE) and include: Opportunity Grant (per student funding totaling \$1,560,924), targeted assistance (\$25,693), K-3 literacy funding (\$12,925), special education weighted funding (\$5,865,105), facilities funding (\$63,510), a FY19 graduation bonus (\$1,445), and a FY19 3rd grade reading bonus (\$3,161). The FY 20 foundation line item was decreased by \$112 for FY 19 state foundation adjustments by ODE.

Casino revenue received in FY 20 totaled \$13,649.

State grants for Student Wellness in FY 20 totaled \$32,646.

Federal reimbursements from the Medicaid in Schools Program totaled \$44,514, which included final settlement for FY 17 (\$32,118).

Federal receipts included \$138,660 in Title VI-B IDEA and Title II-A grant funding.

OCS also received a payroll protection program loan through the Small Business Administration and First Commonwealth Bank as part of the CARES Act funding approved by the United States Congress in response to the COVID-19 pandemic. OCS received \$208,500 in funds that were to be used to cover salary expenditures. If 60% of the funds are used for payroll expenditures, the loan will be forgiven. OCS anticipates full forgiveness of the loan.

Expenditures

Salaries and fringe benefit expenditures were for OCS employees and included salaries, retirement (STRS or SERS), Medicare, insurance (including health, dental, vision, disability, and life), worker's compensation insurance, and unemployment benefits and insurance.

Purchased Service expenditures included: educational services from the Children's Center for Developmental Enrichment for students placed in full inclusion or intense learning programs at a private school, related services, summer services, sponsor fees, audit fees, attorney fees, bank fees, insurance, rent, technology, program support, payroll processing support, human resources, fees for our Medicaid in Schools billing agency, agreed upon procedures services for the Medicaid in Schools Program, accounting services, property firm services, ITC services, staff professional development and related travel, staff professional memberships, benefit services, meeting and position advertisements, college credit plus fees, interpreter services, website hosting, etc.

The remainder of the expenditures were for materials and supplies, equipment, and other.

OCS ended the fiscal year with \$795,026 in cash.

The financial information above is on the cash basis of accounting. The school is required to report its financial statements on the GAAP basis of accounting, which includes accruals for

non-cash assets, liabilities, etc. Draft GAAP basis statements will be available for review after November 27, 2020, and will be audited by the Auditor of State's Office.

The Ohio Revised Code also requires that the school prepare a five year forecast each fiscal year by November 30 and that it be updated by May 31 of each year. The five year forecast approved by the Board on May 27, 2020, projected a positive cash balance through fiscal year 2024.



2019-20 Annual Report to the Community

The Charles School at Ohio Dominican University

1270 Brentnell Ave.
Columbus, OH 43219
Phone: 614-258-8588
Fax: 614-643-5083
IRN – 007999

Superintendent, CEO - Greg Brown

Dean – Ed Ingman

Dean – Alexandra Konet

Dean – Melissa Rulong

Dean - Sarai Correa

Director of SEL - Eileen Meers, PhD

Fiscal Agent – Jennifer L. Smith, CPA

School Year the School Opened – 2007-2008

Number of Students - 329

Grade Levels Served – 9, 10, 11, 12, 13

Percentage of Students on IEP's – 17%

Percentage of Students eligible for Free and Reduced Lunch – 80%

Student demographic percentages – 70% African American, 10% Caucasian, 18% Hispanic, 1% multiracial, 1% Asian/American Indian

Percentage of Students for whom English is their second language – 13%

Dean's Message

The 2019-20 school year was disrupted in mid-March when school buildings were closed due to the global pandemic affecting every aspect of our lives. With the buildings closed our teachers and students pivoted to teaching and learning online. We distributed chromebooks to students who needed them and we all did our best to maintain a semblance of normalcy around academic and social and emotional learning. The safety of our students, families and staff has been our first priority and throughout the last quarter of the school year we followed the guidance from the Governor, the Departments of Health and the Department of Education to successfully complete the school year and celebrate that completion with our school community.

Governing Authority

The Charles School at Ohio Dominican University, a five year Early College High School, is chartered by the state of Ohio and as such, is overseen by the Ohio Department of Education. Our sponsor is the Educational Service Center of Central Ohio (ESCCO). The Charles School Board of Directors provides governance, meeting a minimum of six times per year. A schedule of meeting dates and times, as well as a record of actions taken, are kept in the school's office and are available for review by the public. Board members in the 2019-20 school year were: **Kitty King**, President; **Jim Ziminski**, Vice President and Treasurer; **Melody Steely**, Secretary; **Susan Coady**, **Nick Gulyassy**; and, **Sara Neikirk**. The Charles School partners with Middle College National Consortium (MCNC) for guidance in the Early College initiative, is a member of the Ohio Early College Association, and partners with EL Education, national experts in effective educational practice using an expeditionary mode. Governance/Organizational/Operational Performance for Sponsor – Top rated – Leadership has provided very positive support. All trainings have been completed.

The Charles School Mission

The mission of TCS is to provide a diverse population of Ohio's high school students access to, and support for, an immersive and successful college experience while completing rigorous high school coursework and preparing for careers.

The Charles School Vision

TCS pursues excellence by providing a safe and innovative learning environment that cultivates a growth mindset and supports social and emotional learning, while bridging the transition to post-secondary aspirations.

The Charles School Goals

- Make higher education more accessible, affordable, and attractive by bridging the divide between high school and college. Students are able to achieve up to two years of college credit at the same time they are earning a high school diploma during five years of high school.
- Provide guidance and support to students through the first two years of college. Guided by teachers and professors who are licensed in their fields and have achieved mastery of their academic disciplines, students have the advantage of college-level experience with the understanding and close guidance that TCS@ODU teachers can provide.
- Provide a unique and nurturing environment where students can explore and pursue their dreams. Students are offered learning experiences balanced between the experiential and the conceptual. Real world projects that demand both knowledge and skill motivate TCS@ODU students to take responsibility for learning not only in their high school classes, but also in planning and completing up to two years of college.
- Provide small, nurturing learning communities, called Crews which are led by passionate educators. Crews meet daily to discuss relevant grade-level issues, support one another, and continually monitor academic progress.

Ohio Dominican University (ODU)

ODU is the primary university partner of The Charles School at Ohio Dominican University. A fully accredited, four-year liberal arts institution, ODU was founded in 1911. The university occupies 64 beautifully wooded acres, centrally located in Columbus and adjacent to TCS@ODU. Today, ODU has over 3,000 students and is committed to academic excellence, life-long learning and community service. Classes are small and students may choose from more than 50 undergraduate majors. The student body is diverse and individualism is celebrated, regardless of age, race, gender, religious background, ethnic or cultural heritage. We are grateful to the faculty and staff at Ohio Dominican University for their work alongside us to fulfill our important educational mission.

Columbus State Community College (CSCC)

CSCC is also an Early College partner which enhances our ability to serve all of our student's needs and interests. CSCC is a community college first established in Columbus in 1963. It currently offers Associates Degrees and Technical Certifications in a variety of areas as well as transfer programs and service learning. Students whose EC experience is at CSCC have the option to graduate in 4 years.

Middle College National Consortium

The Charles School at Ohio Dominican University continues its partnership with Middle College National Consortium (MCNC). The Consortium, an organization of some 40 schools across the country and headquartered in New York City, is committed to driving educational reform by making college a reality for traditionally under-served youth. MCNC's network of schools are situated on college campuses that provide high school youth access to college.

This year's MCNC student Community Leadership Conference project would have culminated in attendance at the national student conference if not for the global pandemic. Students learned about contemporary global

issues, such as immigration, refugees, human rights, climate change, indigenous activists, and direct action. Our 2019-2020 CLC class was very interested in climate justice, and we started a garden at the back of TCS. Much of our work was to be done in the Spring, but due to Coronavirus, we had to take a break. We look forward to continuing to work on the TCS community garden after the pandemic!

EL Education

The Charles School also partners with EL Education. EL Education is one of the nation's leading K-12 education organizations committed to creating classrooms where teachers can fulfill their highest aspirations and where students can achieve more than they think possible. For more than 20 years, EL affiliated schools have striven for a vision of student success that joins academic achievement, character, and high-quality work.

The EL model is characterized by: Active instructional and student-engaged assessment practices that build academic skills and students' ownership of their learning; Rigorous academic projects connected to real-world issues that meet state and national standards; A culture of learning that builds persistence, collaboration, critical thinking, problem solving, communication, and independence in every student.

EL's approach is grounded in respect for teachers and school leaders as creative agents in their classrooms. Stakeholders build their capacity to ignite each student's motivation, persistence, and compassion so that they become active contributors to building a better world and succeed in school, college, career, and life.

Career Pathways Work

It has become increasingly apparent that our diversity of students need a diversity of options as they move through high school toward college and careers. We recognize the necessity of expanding upon our academic and experiential offerings with additional career focused opportunities that give students multiple paths to gain and demonstrate knowledge and skills required for future life in college or careers. Our career pathways initiative will allow us to provide more educational and graduation options to our students increasing engagement, perseverance and their belief in a positive future. Our belief and experience in hands on learning through experiential opportunities lends itself to expanding our career and college pathways.

For the 2019-2020 school year we introduced our first official CTE course in the N3 pathway of Information Technology Software and Computer Programming, Information Technology. We had a total of 20 students take the course. Career focused work was also integrated into each grade level crew. The OhioMeansJobs backpack was a central tool throughout, using everything from career exploration, budget calculators and the 15 professional skills established by the work readiness seal. We also supported 12th and 13th grade students focusing on the 15 professional skills established by the OhioMeansJobs work readiness seal. Even with the closing of in-person school and internships we had several students earning the OMJ work readiness seal.

The program was also able to purchase through the Expanding Opportunities for Each Child grant several key pieces of technology for our students to further their technological experiences. There are now a set of indoor drones, programmable robots, 3D printer, vinyl cutter, and circuit playgrounds for students to use along with software and game simulation curriculum. Some furniture and supporting equipment was also able to be obtained to further the program's development.

Additional Partners

Jane Addison, Bibibop Asian Grill, Chipotle Mexican Grill, Gail Collins, Crane Group, Amelia Davis, El Rodeo, El Vacquero, Ena's Caribbean Kitchen, Franklin County Children Services, Giant Eagle Store, Andrea Gorzitze and Mr. Julian Maxey, Jessica Grimm, Rich and Kitty King, Little Ol' Cupcakes Green Sweets, Sarah Lopienski, Marco's Pizza, Deborah McClendon, The Pit BBQ, Raising Cane's Chicken Fingers, Doris Ross, Tialia Vinson, Transit Arts, Angel Yonek, Jim Ziminski.

Special Accomplishments/Achievements

Nine graduating seniors earned an Associates of Arts degree from Ohio Dominican University. Fourteen students earned a high school diploma with honors. At ODU 65 students attempted 1,016 hours and earned 907 credit hours, with an average GPA of 2.64. Three students participated in College Credit Plus at Columbus State Community College.

Some of the colleges and universities that seniors are planning to attend: Ohio Dominican University, Xavier University, Bowling Green State University, Ohio State University, Ohio University, and Columbus State Community College.

Celebrating Our Work Together & Honors/Recognitions/Special Occasions

In May, due to COVID-19 and the Stay at Home orders, The Charles School at Ohio Dominican University graduation celebration looked different than past years. TCS celebrated the Class of 2020 by delivering caps and gowns, celebration yard signs and diplomas to the graduates home. The annual Awards Ceremony was virtual and recognized students who exhibit achievement and leadership in a variety of categories. During the virtual ceremony students who exemplify the best in science, social studies, English, math, French, Spanish, physical education, health, and fine arts were recognized. Students were also recognized with the Dean's Award for Courage, Perseverance, Leadership and the Biggest Leap Forward Award.

In 2019-20 the following students were honored as recipients of these awards:

Awards	
English 9	DeAsia Green Brown & Jaiana Cowans
English 10	Taniah Saunders & Nacyhia Conner
English 11	Dylan Natoma
English 12	Makaila Earthman
Math I	Allison Motter-Treece
Math II	Josh A'Neal Pack
Math III	Joe McComis
Math Senior	Marshawn Mankins & SeMaria Harvest
Science 9	Dalen Hill
Science 10	Samira Williamson, Ta'Shawn Eggelton, Paige Strait, Gabriella Cesar-janey, Zanyrah Diehl
Science 11	Nyobi Jenkins, Diye Mamoudou, Micaiah Vinson
Science 12	Rachael Silvera and Sydney Washington
Social Studies 9	Edreese Robinson
Social Studies 10	Khristopher Logan
Social Studies 11	Diye Mamoudou
Social Studies 12	Geidy Castro Duarte
Spanish 1	Genesis Peyton, Jaiana Cowans, & Jannet Garcia Guzman
Spanish 2	Diye Mamoudou & Saul Gomez
Spanish 3	Nyobi Jenkins
Fine Arts Award	Sara Pacheco Pantaleon
Cultural Studies	Laquasia Hilliard
Health	Joe McComis & Paige Straight
PE	Navianna Calloway-Snodgress & Louis Jordan
ESL Underclassman	Gabby Cesar-Janey
ESL Upperclassman	Diye Mamoudou
CTE Information Technology	Ahja Dias, Makaila Earthman, Malaki Fisher, Andrea Goins, Sonaiyu Griggs, Kevin Hairston, Laquasia

	Hillard, Shawn Jones, Sa'Ni Little, Dynasty Mack, Dylan Notoma, Arturo Pacheco, Juriell Rivera, Cesar Rosales, Austin Tanner, Quincy Yorka
CTE Leaders	Juriell Rivera, Evan Smith, Ahja Dias, Laquasia Hillard, Quincy Yorka

Excellence in the Early College Programs	
ODU	Micaiah Vinson
CSCC	Sumaya Ali
Dean's Award for Courage	Samira Williamson
Dean's Award for Integrity	Jennifer Chavez-Cortez
Dean's Award for Grit	Jalia Berry
The Gabe Gaiusbayode Award for Leadership	Charis Caldwell
Experiential Education Award	Koby Houpe & Talayeh Williams
Crew 9	Jordan Culberson & Allison Motter-Treece
Crew 10	Sadatu Ali & Maleah Eggerson
Crew 11	Riley Yonek
Crew 12	Na'jiyyaha Pettey
Biggest Leap Forward	Laquasia Hilliard
The True Panther Award	Assabir Ali Oumar
Attendance	Treasure Allen, Navianna Calloway-Snodgress, Carine Edoth, Caroline Edoth, Desiree Franklin, Levi Fravel, Andrea Goins, Kevin Hairston, Dalen Hill, Josh Kurtz, Karol Ledesma, Lauren LeMaster, Grace Manning, Johnae McQuiller, Allison Motter-Treece, Andy Nosouvanh, Tony Nosouvanh, Leslie Richardson III, Edreese Robinson, Naomi Shaw, Quincy Yorka

Graduates from The Charles School

In 2019-2020 The Charles School at Ohio Dominican University had its ninth graduating class. Fifty seven students graduated from TCS@ODU with earned college credits and 9 of the TCS@ODU graduates received an Associates of Arts degree from Ohio Dominican University.

2020 graduates of The Charles School at Ohio Dominican University include:

Laila Abdim, Assabir Ali Oumar, Rukia Amin, BethAnne Bautista, Rania Boyce, Quinton Brown, Ingrid Carreno-Encarnacion, Geidy Castro, Omar Cervantes, Chamique Clarke, Makaila Earthman, Cezanne Edwards, Mercedes Garcia, Max Garro, Lee'ko Green, Chase Greene, Sonaiyu Griggs, Jenna Grimm, Alejandro Guzman, Vincent Hall, Robyn Harshaw, Octavia Hawley, Shamira Hicks, Jasmyn Hill, Adoriana Howard, Jahyira Jennings Allen, De'Neaja Johnson, Jahmal Joyce, Tyshaune Keys, Devahnasia Lewis, Madison Lucas, Marshawn Mankins, Davon McClendon, Makhala Moss, Mekhi Moss, Kenia Ponce-Benites, Bayron Quiroz, Grace Randolph, Christopher Renderos, Liliana Reyes, Misael Rosales, Kierra Ruffin, Diana Sanchez, Diana Saucedo Vazquez, N'Dea Shelton, Samuel Sikpe, Rachael Silvera, Razan Siraj, Andre Smith, Carmen Stephens, Drew Stephens, Mayerly Torrijos Quintana, Ahjanae Valentine, Ayden Van Fossen, Stephanie Villanueva, Sydney Washington, and Jaden Yencer

2020 graduates of Ohio Dominican University with an Associate's of Arts degree include:

Rukia Amin, BethAnne Bautista, Vincent Hall, Jahmal Joyce, Bayron Quiroz, N'Dea Shelton, Razan Siraj, Stephanie Villanueva, and Jaden Yencer

Athletics

Students participated in indoor soccer and volleyball. Parents actively participated by transporting students to and from games, providing snacks and fundraising.

Family/Community

The Parent Group met regularly establishing projects, communication, and volunteer opportunities. Parents have helped with homecoming and classroom supplies.

Academic Curriculum Requirements

The Charles School at Ohio Dominican University's academic curriculum fully incorporates Ohio and Common Core Standards in courses in all the required core academic areas. Interim and end of course exams are part of our model. In order to graduate from TCS@ODU, students must earn requisite credit in these areas, as well as in other areas designated by the school, including CREW and college experience. Academic areas include: English, mathematics, science, social studies, global language, fine arts, health, and physical education.

Names of Assessments given at the School and the Results

To monitor student academic achievement and progress in the classroom, TCS@ODU has established an assessment cycle that includes classroom-based formative assessments in core subject areas in 6-8 week cycles and NWEA MAP. MAP Math and Reading assessments are administered fall, winter, spring to students in grades 9-12 and are used to analyze and monitor student growth, guide instructional practices in the classroom, and summarize school performance. MAP Normative and Comparative Data is used by school leader(s) and staff for identifying and qualifying students for various instructional strategies and class schedules. NWEA's methodology includes a large and reflective sample using nine terms of data and a new model for estimating student growth. TCS@ODU uses this data to monitor and analyze student growth in the classroom towards proficiency on Ohio's State Tests as well as projected college and career readiness on the SAT.

TCS@ODU selected College Board's nationally normed assessments (SAT, PSAT) given the high validity and reliability of their national measures of student college and career readiness upon graduation from high school. Assessment reports are utilized by teachers, students, families help guide individual student instructional planning and future college/career planning discussions.

The **SAT** was administered to 41 students in Grade 12 in October 2019 and 66 students in Grade 11 in March 2020. The 12th grade mean ERW score was 432 where 29% of students tested met or exceeded the CCR benchmark. The 12th grade mean Math score was 434 where 10% of students tested met or exceeded the CCR benchmark. The 11th grade mean ERW score was 422 where 21% of tested students met or exceeded the CCR benchmark. The 11th grade mean Math score was 409 where 8% of students tested met or exceeded the CCR benchmark

Our students successfully earn credits in college classes and can achieve an Associate's Degree often before they have reached the SAT benchmark.

The **PSAT/NMSQT** was administered to 100 students in Grade 10 and Grade 11 in October 2019. The 10th and 11th grade mean ERW score was 409 and 414 respectively where 32% and 30% of students tested met or exceeded the CCR benchmark. The 10th and 11th grade mean Math score was 395 and 394 respectively where 12% and 8% of students tested met or exceeded the CCR benchmark.

The **PSAT 8/9** was administered to 102 students in Grade 9 in October 2019. The mean ERW score was 367 where 23% of students tested met or exceeded the College Board's college and career readiness (CCR) benchmark. The mean Math score was 378 where 10% of students tested met or exceeded the CCR benchmark.

The performance standards by which the success of the school was evaluated by the sponsor (ESCCO) during the 2019-20 school year:

Our sponsor evaluates the school with a high stakes review rubric that measures Academic Performance including mission specific goals; Fiscal Performance and Organizational/Operational Performance.

Academic Performance is measured using the state report card; MAP scores, and Attendance. TCS@ODU is exceeding or meeting standards when it comes to progress and "Mission Specific Goals" which include MAP, Attendance, Freshman Success, and Progress Comparison of Lowest 20% to all community schools statewide. TCS@ODU did not receive report card ratings in the typically measured achievement and growth areas based on state testing as testing was suspended due to the pandemic.

The method of measurement that was used by the sponsor (ESCCO) to determine progress toward those goals during the 2019-20 school year.

The sponsor has established a rubric with which it evaluates its schools annually, which includes evaluating the annual state report card, MAP data and other measures. The sponsor attends board meetings and initiates site visits during the school year.

A state graduation requirement in Ohio for all students starting 9th grade after July 2014 is taking Ohio's State Tests in the spring. These tests were not administered due to the pandemic. However, end of course grades were allowed to be substituted for state testing as graduation requirements. Of 69 graduates in 2019-20, 21 graduates were impacted by COVID EOC course grade substitutions (~30%), and 100% of underclassman (grades 10-12) were impacted by COVID EOC course grade substitutions (includes students doing EOC make-up testing in Spring 2020).

The state report card calculates graduation rate focusing on the 4 year rate first as the primary goal and 5 year as a secondary count if 4 year is not achieved. TCS@ODU's goals are in reverse. Our objective is to prepare and enable our students to gain college credit while in high school over the course of 5 years. The state report card penalizes us for our 5 year Early College model. The 2019-20 4 year graduation rate was 44% and the 5 year graduation rate was 93%. Prepared for Success only measures student preparedness for those achieving a remediation free SAT score.

Compared with the State of Ohio, The Charles School has an above average percentage of teachers with a bachelor's degree and an equivalent percentage of teachers with a master's degree. The Charles School teachers are 100% certified and highly qualified.

The school's activities toward and progress in meeting those contractually stated academic goals during the 2019-20 school year.

Academics at TCS@ODU integrate standards based course work that provides coverage and mastery of required content with perspectives and skills that are designed to make them effective participants in the world outside the high school classroom including in higher education and careers.

As a brief review of our initiatives to address our improvement needs, we have:

- Built a school improvement plan that encompasses goals in Social and Emotional Learning, English Language Arts, and Mathematics.
- Empowered our Director of Social and Emotional Learning to help us understand better our students non-academic needs that impact directly their ability to learn, and to design strategies that help our students become more aware of their own needs and resources including writing a comprehensive curriculum for CREW (daily advisory);

- Expanded our efforts in SEL by establishing a partnership with the University of Chicago Freshman Success Institute to focus resources towards 9th graders including the transition from eighth grade and to tenth grade;
- Expanded work around restorative practices, helping us find new ways to address school culture and student behavior that's the most instructive for a child's growth.
- Begun a focus around understanding the impact of trauma on children and their learning in partnership with the University of Chicago. Much new research in this area has been very helpful to understanding this impact on a child's brain and his or her ability to learn.
- Hired a Director of Career Pathways to provide more intentional career focused activities and options for students and staff. The purpose of multiple programs and options is to address student preparedness for career and college success after high school.
- Expanded our partnership with EL Education enhancing our expeditionary focus integrated with academic growth and achievement goals in all core curricular areas based on Ohio and Common Core Standards.

Ohio Improvement Process

TCS@ODU is in the Ohio school improvement process based on the State Report Card's gap closing measure and graduation rate measure that penalizes TCS@ODU for being a 5 year high school. However the school is working closely with ODE and our sponsor to build structures of continuous improvement.

School-wide Title Program

TCS@ODU is designated as a School-wide Title program, enabling us to receive Federal Funds to ensure that all of our students receive the support they need to reach and exceed grade level goals in reading and math.

Staff Members

The full-time and part-time staff roster in the 2019-20 school year included: Debbie Addison, Cathy Baney, Nicole Barbour, Jerrilynn Baumbusch, Eric Bowles, Greg Brown, Sarah Brubeck, Noah Campagna, Gail Collins, Sarai Correa, Brigitte Dick, Katherine Fischer, Todd Francoeur, Susan Frank, Clifton Gregory, Jane Hatch, Emelie Heltsley, Valerie Hessler, Ed Ingman, Lydia Jones, Alexandra Konet, Kara Kralik, James Lawlor, John Kramer, Sidney Leatherman, Jamie Lenzo, Katie Logan, Cheryl Long, Sarah Lopienski, Samantha Lortz, Owen May, Amanda McCain, Eileen Meers, Amanda Menechella, Carol Nashalsky, Sonia Nazario, Julia Painter, Darla Patrick, Angel Peaks, Rachel Prince, Rebecca Riley, Evan Rulong, Melissa Rulong, Jennifer Smith, Chris Spackman, Zach Steinberger, Jennifer Waddell, Ruby Wing, Jeff Wiseman, and Rachelle Zuniga.

Financial Status

In fiscal year 2019-20 the school received \$3,274,222 in state funds. The school also received \$724,760 in federal funds and \$18,269 in development funds, among other separated categories. Sources of income totaled \$4,017,251. In fiscal year 2019-20 the school paid for employee salaries and benefits including payroll taxes and retirement through The Graham School, The Charles School's financial manager, and paid \$23,415 in loan payments for the purchase of the Brentnell building. Uses, including the aforementioned items along with classroom support expenses, utilities, insurance and assorted services to and purchases for the school, totaled \$3,892,309 in expenses. When the current cash in bank was added to the sources, the year-end adjusted cash balance was \$237,545 to be carried over to 2020-21. The school conducts its own on-going internal financial audit under the direction of its Board Audit Committee and treasurer Jennifer Smith, CPA. Finances also were audited by the school's sponsor, The Educational Service Center of Central Ohio. And, the school is audited annually under the auspices of the State of Ohio Auditor's Office. All found the finances to be accurately and appropriately accounted for.

Fiscal Performance for Sponsor: All fiscal reports and documents have been successfully submitted to the sponsor on time.

Sponsor Review Comments

It is a pleasure to work with everyone at the school, and the high level of professionalism and cooperation of all personnel is truly appreciated. The school continues to do an excellent job in all areas of compliance and timely submissions related to performance framework (academic, fiscal, organization/operational, and governance).



The Graham School

encounter the world, engage the mind

2019-20 Annual Report to the Community

The Graham School

3950 Indianola Ave.
Columbus, OH 43214
Phone: 614-262-1111
Fax: 614-447-0558
IRN – 133421

Superintendent, CEO - Greg Brown

Dean – Amy Vickroy

Dean - Sarai Correa

Associate Dean - RJ Larry

Director of SEL - Eileen Meers, PhD

Fiscal Agent – Jennifer L. Smith, CPA

School Year the School Opened – 2000-2001

Number of Students - 221

Grade Levels Served – 9, 10, 11, 12

Percentage of Students on IEP's – 37%

Percentage of Students eligible for Free and Reduced Lunch – 57%

Student demographic percentages – 47% Caucasian, 42% African American, 5% Hispanic, 5% multiracial, 1% Asian/American Indian

Percentage of Students for whom English is their second language – 5%

Dean's Message

The 2019-20 school year was disrupted in mid-March when school buildings were closed due to the global pandemic affecting every aspect of our lives. With the buildings closed our teachers and students pivoted to teaching and learning online. We distributed chromebooks to students who needed them and we all did our best to maintain a semblance of normalcy around academic and social and emotional learning. The safety of our students, families and staff has been our first priority and throughout the last quarter of the school year we followed the guidance from the Governor, the Departments of Health and the Department of Education to successfully complete the school year and celebrate that completion with our school community.

Governing Authority

The Graham School (TGS) is chartered by the state of Ohio and as such, is overseen by the Ohio Department of Education. Our sponsor is the Educational Service Center of Central Ohio (ESCCO). The Graham School Board of Directors provides governance, meeting a minimum of six times per year. A schedule of meeting dates and times, as well as a record of actions taken, are kept in the school's office and are available for review by the public. Board members in 2019-20 included: **Steve Gussler**, President; **George Norris**, Vice President and Treasurer; **Kim Gulyassy**, Secretary; **Bill Dawson**, **Scott Lesinski**, **Mirria Martin**, and **Michelle Umali**. TGS partners with EL Education, national experts in effective educational practice using an expeditionary model.

Governance/Organizational/Operational Performance for Sponsor – Top rated – Leadership has been positive and supportive. all trainings have been completed.

The Graham School Mission

The Graham School has a particular mission to urban students in Central Ohio preparing them for lifelong learning and informed citizenship through real-world experiences and rigorous academics. Fostering ownership and responsibility for their education prepares our students to be successful in college, the workplace, and other endeavors they undertake upon leaving The Graham School.

The Graham School Vision and Values

The Graham School's vision is to be an innovative leader in the education world by engaging students in authentic academic work, networking with community partners, and nurturing social and emotional growth to empower future citizens and leaders.

At Graham we...

- Have a safe, positive school climate
- Solve problems together in a peaceful, restorative way
- Embrace diversity
- Reflect on our experiences in order to gain fresh perspective and inform future outcomes
- Encourage a growth mindset for students and staff
- Believe that learning is our priority and time spent in class and in the community is essential
- Create belonging within our school and honor our connection to the world community
- Celebrate an open mind, an open heart and an open hand
- Are CREW, not passengers
- Use Habits of Learning as foundational principles --**Self-Direction, Perseverance, Teamwork & Collaboration, Service & Stewardship, and Adventure & Risk**
- Believe that cultivating these habits has a profound impact on student achievement and the ability to thrive, both in school and beyond

Habits of Learning

Self-Direction: We are dedicated to the learning process and set goals for our learning and behavior. We take ownership of our work and our actions; take initiative when we are supposed to, and especially when there is no one looking. We strive for mastery and expertise through the process of revision and pride in craftsmanship, ultimately seeking to become artisans.

Perseverance: We never give up. We work hard and keep trying, even and especially when it gets tough. We recognize when we need help and elicit it. We are resourceful and work to solve problems creatively. We understand that some things are going to be hard- yet we persist to achieve more than we thought we could. We can adapt to challenges, remaining diligent and establishing a network of social and academic supports. We continue to revise our work until expectations are met or exceeded.

Teamwork & Collaboration: "We are crew, not passengers." We work together to meet our goals, supporting each other through the journey. We celebrate each other's successes and problem solve, when necessary. We are a team. We hold each other accountable for our actions, goals, and achievements. We cultivate relationships to enhance and strengthen bonds of commitment to our community.

Service & Stewardship: We "get smart to do good" in our community. We see service not as an isolated action, but as a way of being a member of a community. We take responsibility for our community and the environment around us by caring for each other and our surroundings. Our campus reflects our talents, creativity, and commitment to maintaining beautiful spaces. We think about how our words and actions affect the people around us; work to be kind and considerate to others; and seek to understand and relate to diverse perspectives.

Adventure & Risk: We honor and model our school motto, “Encounter the World and Engage the Mind” by pursuing challenges and opportunities outside of our comfort zone that allow us to grow. We are courageous, passionate, and attentive to our self-discovery. We understand that there are many routes to knowledge and realize that failure along the journey is essential to learning. We believe that success without the experience of adversity brings only a limited sense of accomplishment.

Philosophy

The Graham School believes that it is the role of education to facilitate learning by making connections. These connections include: connections between academic content and real world experience, as well as across generations, cultures, and socio-economic levels. The Graham School believes that the most impactful learning is both interdisciplinary and interactive.

The Graham School is committed to the ongoing social and emotional growth of all of our students. Research shows that there is a significant connection between academic learning and Social Emotional Learning (SEL). Studies over the past 30 years also connect trauma, including the stressful environment of continuous, pervasive poverty, as a significant factor in many children's school struggles. Therefore, our entire staff is being trained in trauma sensitivity. Our SEL focus incorporates work in daily, small group community advising, the use of Restorative Practices, and the use of mindfulness to equip our students with strategies, skills, experiences and mindsets to enable success both in the classroom and in their lives beyond school.

TGS Program Goals

- Provide practical real world experience for students through experiential internship opportunities, expedition fieldwork, service learning projects, and curriculum that connects traditional high school standards to 21st century skill sets and career pathways.
- Create a learning environment that is safe, encouraging, reflective, and community conscious.
- Maintain small learning environments that develop relational aptitude and provide opportunities for growth and self-awareness through Habits of Learning focused around self-direction, perseverance, teamwork and collaboration, service and stewardship, and adventure and risk.
- Foster an atmosphere that promotes Restorative Practices for community building and conflict management.
- Construct mentoring and crew groups per academic level in which students are guided to solve problems and establish goals related to their internships, fieldwork, social emotional learning, and academic environments. Through intentional curricula students have the opportunity to make larger connections between school and the world outside.

The learning goals are to: help students further develop the ability to imagine and create, think, and reason analytically; solve problems; integrate and synthesize complex information; use language clearly and persuasively; self-advocate; and make responsible decisions. This requires skills of: communication, research and investigation, critical thinking, reflection, interpersonal relationships, career exploration, exploring values and time management. These learning goals will be addressed through curricula in three areas: academic, experiential/expedition, and crew.

EL Education

The Graham School completed the fifth year of its partnership with EL Education in 2019-2020. EL Education is one of the nation's leading K-12 education organizations committed to creating classrooms where teachers can fulfill their highest aspirations and where students can achieve more than they think possible. For more than 20 years, EL affiliated schools have striven for a vision of student success that joins academic achievement, character, and high-quality work.

The EL model is characterized by: Active instructional and student-engaged assessment practices that build academic skills and students' ownership of their learning; Rigorous academic projects connected to real-world

issues that meet state and national standards; A culture of learning that builds persistence, collaboration, critical thinking, problem solving, communication, and independence in every student.

EL's approach is grounded in respect for teachers and school leaders as creative agents in their classrooms. Stakeholders build their capacity to ignite each student's motivation, persistence, and compassion so that they become active contributors to building a better world and succeed in school, college, career, and life.

Academic Curriculum Requirements

The Graham School staff creates classroom work in traditional and non-traditional courses in order to help students acquire conceptual and factual knowledge and to develop our students' study habits, self-discipline, research skills, and teamwork. The Graham School curriculum includes courses in all required academic areas as designated by the State of Ohio for graduation. Students must progress experientially and academically in order to meet the requirements for graduation. Academic requirements include: 4 credits in English, 4 credits in mathematics, 3 credits in science, 3 credits in social studies, 2 credits in electives, 1 credit in fine arts, 1 credit in technology, 0.5 credits in health, 0.5 credits in physical education, and financial literacy. Between 1.5 and 4.5 credits are required in experiential education depending on how many years the student has been attending The Graham School. All students graduating in the class of 2014 and beyond are required to fulfill the CORE graduation requirements established by the Ohio Department of Education. Approximately 75 different courses were offered over the school year in all academic areas.

Career Pathways Work

It has become increasingly apparent that our diversity of students need a diversity of options as they move through high school toward college and careers. We recognize the necessity of expanding upon our academic and experiential offerings with additional career focused opportunities that give students multiple paths to gain and demonstrate knowledge and skills required for future life in college or careers. Our career pathways initiative will allow us to provide more educational and graduation options to our students increasing engagement, perseverance and their belief in a positive future. Our belief and experience in hands on learning through experiential opportunities lends itself to expanding our career and college pathways.

For the 2019-2020 school year we introduced our first official CTE course in the N3 pathway of Information Technology Software and Computer Programming. We had a total of 16 students take the course. Career focused work was also integrated into each grade level crew, and in 9th grade ELA and Math courses. The OhioMeansJobs backpack was a central tool throughout, using everything from career exploration, budget calculators and the 15 professional skills established by the work readiness seal. We also supported all of the senior walkabout experiences focusing on the 15 professional skills established by the OhioMeansJobs work readiness seal. Even with the closing of in-person school and internships we had several students earning the OMJ work readiness seal.

We were also able to purchase through the Expanding Opportunities for Each Child grant several key pieces of technology for our students to further their technological experiences. There are now a set of indoor drones, programmable robots, 3D printer, vinyl cutter, and circuit playgrounds for students to use along with software and game simulation curriculum. Some furniture and supporting equipment was also able to be obtained to further the program's development.

Experiential Education Curriculum

TGS experiential program combined with college preparatory academic courses allow for student growth through service learning and engagement with mentors and organizations that provide practical experiential learning opportunities.

In Spring of 2020, 50 seniors participated in The Graham School's culminating experiential internship: Walkabout. Walkabout provides students with the opportunity to participate in one sixteen-week or two eight-week, 30 hour per week internships. The objective of Walkabout is to provide seniors with significant real world experiences that they design themselves.

Walkabout Partners

TGS is grateful to have partnered with the following organizations during the 2019-2020 school year: Kobolt Design Studio, Pets without Parents, Oranjudio Recording Studio, AA Precise Auto Repair, Blendon Kennels, Hardy Learning Center, Huntington Bank Catering Kitchens, Stowe Mission, Boyd Cleaning Services, Hire Level, Crunch Fitness, Indoor Gardens, Ziph Keys, Robbies Hobbies, CRIS, Art Outside the Lines, Columbus Metropolitan Library, Columbus Cultural Arts Center, and Public Defender

School-wide Title Program

TGS is designated as a School-wide Title program, enabling us to receive Federal Funds to ensure that all of our students receive the support they need to reach and exceed grade level goals in reading and math.

Special Accomplishments and Achievements

In 2020, TGS students embodied our Habits of Learning by participating in a variety of fulfilling and authentic Walkabout experiences in spite of the COVID-19 pandemic. Seniors worked with mentors at the following local businesses and organizations: Linden Medical Center, OOD (Opportunities for Ohians with Disabilities), Junior Achievement BizTown, BCCO (Bhutanese Community of Central Ohio), CRIS (Community Refugee & Immigration Services, Art Outside the Lines, Crunch Fitness, and Cat Welfare. Additionally, a student obtained his Eagle Scout Badge and worked in food service at Huntington Kitchens, a student trained in management for Tommy Hilfiger, a student created an online marketplace for the House of Security Lock Shop, a student trained to hike the Appalachian Trail, and a student volunteered at the YMCA North.

May Days comprise a month long academic expedition in which students focus in-depth study in one course. This course provides ample opportunity for fieldwork, hands-on learning, group participation, and individual challenge in academic areas. Unfortunately, The Graham School was unable to hold May Days 2020 due to the challenges presented by COVID. Students either continued with their second semester courses or worked on flex credits to further themselves along on their path to graduation.

The Graham School is an active participant in the College Credit Plus (CCP) programs available through Columbus State Community College and The Ohio State University. Students are encouraged in their third and fourth year to take at least one CCP class prior to graduation from TGS. Additionally, several Class of 2020 seniors took CC Plus classes for their Walkabout experience.

Honors/Recognitions/Special Occasions

The Graham School presents several awards in May to students who exhibit achievement and leadership in a variety of categories. In 2019-2020 the following students were honored:

Subject Awards	Student
Drama	Avery George
English	Camila Vasquez
Fine Arts	Estella Martin
Foreign Language	Sara Giannoni
Health/PE	Dane Bednar-Warren
Math	Aidian Drenberg
Science	Tianna Carse
Social Studies	Alecia Jarvis
Technology	Trenton Helmer

Experiential & Habit Awards	Student
Adventure & Risk	Roy Berry, Violetha Martinez, Pearl Jones, Salome Gelashvili, & Samer Shraim
Perseverance	Ivory Issac, Junior Mugisha, & Xavion Martin
Self Direction 9	Hailie Clark
Self Direction 10	Ethan Strader
Self Direction 11	Skylar Long
Self Direction 12	Aidan Stephens
Service & Stewardship 9	James Ramey II
Service & Stewardship 10	Delaejah Thomas
Service & Stewardship 11	Camila Vasquez
Service & Stewardship 12	Christian Fouts
Teamwork & Collaboration 9	Robbie O'Brien
Teamwork & Collaboration 10	Amirah Youssef
Teamwork & Collaboration 11	Shae Stine
Teamwork & Collaboration 12	Nate Lee
Service Learning 9	Natalie Dishner
Service Learning 10	Mariska Toney
Service Learning 11	Avery George
Service Learning 12	Isaiah Bednar-Warren
Open Hand	Jordan Davis
Open Heart	Isaiah Bednar-Warren
Open Mind	Kelson McLuen

Recognition Awards	Student
Senior Spirit Award	Jaelin Talley
Reaching for the Stars	Ryan Wellman
Dean's Award of Courage	Ariana Jordan
Dean's Award of Leadership	Lilly Foust
True Dragon	Drea Stills
True North	Bre Greene, Jazmin Toppins, & Angelina Sexton
Student Peacemaker Award	Sh'Zareh Shows & Kristiana Jones
Cultural Exchange	Sara Giannoni & Salome Gelashvili
Henry Stout Award	Quentin Fields
Outstanding Student Award	Kristiana Jones & Josie Delancy

Celebrating Our Work Together

The school typically has many events that celebrate our work together including: Open House, ice cream social and buddy event, May Days presentation night, Prom, Alumni Reunion, Community Presentation Days, Have a Heart, Walkabout presentations, and of course, the commencement ceremony. Due to COVID restrictions, several of these events did not occur this year; however, senior students did participate in virtual presentations of their senior symposiums and the school hosted a virtual graduation ceremony. Many individuals and groups made these celebrations possible including the Student Board, the Parent Guardian Community,

TGS staff and students as a whole, alumni, friends of the school, and all families who work hard to support our students and the school. All of us affiliated with TGS are grateful to the many individuals dedicated to our work in support of educating students through our academic and experiential programs.

Graduation: Another Class of Life-Long Learners

The Graham School class of 2020 had a unique graduation celebration week due to Covid and the Stay at Home order. During the last week of virtual school Seniors virtually presented their Senior Symposiums to their Crew leader and other invited guests including their family and Walkabout mentor. Each senior Crew had a virtual celebration including speeches from TGS staff members and a student representative. TGS Staff delivered diplomas, caps and gowns, and congratulation yard signs to graduates' homes to celebrate the accomplishments of our amazing graduates.

As we ended another year at The Graham School we added 50 students to our list of graduates, which now totals more than 650 over the last seventeen years. Graham graduates have gone on to universities outside Ohio including: Bennington College, Boston University, Columbia University, DePaul University, Knox College, and Reed College, and universities within Ohio including: Antioch College, Bowling Green University, Capital University, Columbus College of Art and Design, Columbus State Community College, Heidelberg College, Hiram College, Muskingum University, Ohio Dominican University, Ohio Northern University, The Ohio State University, Ohio University, Ohio Wesleyan University, Shawnee State University, University of Cincinnati, Warren Wilson College, Wittenberg University. Graduates also have gone on to serve in the military.

2020 graduates of The Graham School included:

Ziyadah Anderson, Isaiah Bednar-Warren, Flynn Birrell, Nathan Brady, Zackariah Carey, Simone Collins, Misael Cortez, Jordan Davis, Josie Delancy (Elliot), Quentin Fields, Lillian Foust, Christian Fouts, Lynzie Frazier, Gabrielle Geddas, Breanna Greene, Anika Henderson, Lily Hudson, Ariana Jordan, Laila Kale, Nathan Lee, Jada Lucas Gates, Finnegan Martin, Xavion Martin, Aidan McBride, Darius McKinney, Kelson McLuen, Jada Mitchell, Taylor Noble, Hayden Quigley, Mercedes (Mickey) Reyes-Parson, Kathleen Rodgers, Madison Runkle, Jacob Sentivany, Angelina Sexton, Samer Shraim, Paige Snipes, Aidan Stephens, Drea Stills, Jessica Stover, Mamoudou Sy, Jaelin Talley, Patricia (Tommy) Thompson, Gary Thompson Jr., Jazmin Toppins, Evan Watts, Ryan Wellman, Roshawn West Jr., LaFinnis (X) Williams II, Harper Yorka, Elijah Young.

TGS Parent Guardian Community (Dragon Boosters);

Working in conjunction with staff at TGS, parents facilitate communication; build community; support teachers, staff and families; organize events; and enhance educational opportunities for students. They meet monthly and are open to input from Graham families and staff. There are many ways for parents, guardians or other family members and friends to be involved: Attend meetings for information, community and planning; help with new and ongoing programs and projects; classroom donations; or participation in fundraising activities. Parent volunteers donated time, food, and energy to a variety of school events supporting both staff and students.

Additional Partners

Mr. and Mrs. Douglas Addison, Peggy Adkins, Ms. Louise Antony and Mr. Joe Levine, Robert T. Barkley, Mr. and Mrs. John Baughman, Jessica Bezant, Mr. Greg Brown and Ms. Nancy Perkins, Mrs. Shirley Brown, Peggy and Ken Calestro, Janet Chen, Gail Collins, Mr. and Mrs. Tom Copeland, Sandra Crum-Rogers, Mr. and Mrs. Paolo DeMaria, Mr. and Mrs. Bill Fein, Jean Ferrara, Nazree Gore, Mr. and Mrs. Chuck Graham, Clay and Alice Graham, Beverly J. Graves, Ms. Rebecca Gurk and Mr. Stuart Mangel, Mr. Stephen Gussler and Ms. Melody Steely, Chris and Sommer Hawker, Mr. and Mrs. David Hull, Mr. and Mrs. Bill Ingram, Mr. Chris Ingram, Ms. Patricia Brown James, Rachael Jarvis, Justin and Yvonne Kale, Mr. and Mrs. Gary Kiefer, Mr. and Mrs. Michael Kindred, Brendan King, Rich and Kitty King, James and Deborah Lawlor, Mr. Bill Leber and Ms. Sally Speer Leber, Scott Lesinski, Sarah Levels, Mr. and Mrs. Michael Logan, Colin Hedges & Katie Logan Hedges, Ms. Cheryl Long, Barbara Mack, Mrs. Jane Marland, Mr. and Mrs. Steve Martin, Selena Mattison, Dr. and Mrs. Thom McCain, Mr. and Mrs. Thomas Meers, Mr. Mark K. Merkle, Jr., Tom and Myra Molnar,

Sara Neikirk, Dr. George Norris, Jean Ann Osterling, Corinna Owens, Michael and Sherri L Palackdharry, Mr. Tom Paplaczky, Darren Patton, Bev Pettit, Mr. and Mrs. Marc Pinsonneault, Mark and Sue Real, Amy Reese, Karen Riccio, Ellen Shraim, Mary Logan So, Angela Stoller-Zervas, Sharon Stout, Joyce Swayne, Mr. and Mrs. Bob Weiler, Sharon Wellman, Madine Wright, Angel Yonek, and Jim Ziminski.

Names of Assessments Given at the School and the Results

The effort to individualize each student's educational experience at The Graham School is captured in our unique approach to curriculum designed to meet the needs of all of our students within fully integrated multi-grade level classes. Students with disabilities are involved in all classroom lectures, laboratory activities, and experiential opportunities. Our evaluations are not grades in the traditional sense, because they do much more than sort and rank students. Instead, our evaluation system describes what work looks like when it approaches, meets, or exceeds our expectations. Moreover, our evaluations are presented in narrative form so that students, parents/guardians, and other interested parties will have a greater understanding of the totality of the students' performance in a variety of identified essential skills, academic objectives, and experiential abilities. The academic curriculum fully incorporates Ohio and Common Core Standards. Interim and end of course exams are part of our model. Experiential curriculum is measured by rubrics.

To monitor student academic achievement and progress in the classroom, TGS has established an assessment cycle that includes classroom-based formative assessments in core subject areas in 6-8 week cycles and NWEA MAP. MAP Math and Reading assessments are administered fall, winter, spring to students in grades 9-12 and are used to analyze and monitor student growth, guide instructional practices in the classroom, and summarize school performance. MAP Normative and Comparative Data is used by school leader(s) and staff for identifying and qualifying students for various instructional strategies, scheduling, and screening students for special instruction. TGS uses this data to monitor and analyze student growth in the classroom towards proficiency on Ohio's State Tests as well as projected college and career readiness on the SAT. NWEA's methodology includes a large and reflective sample using nine terms of data and a new model for estimating student growth.

TGS selected College Board's nationally normed assessments (SAT, PSAT) given the high validity and reliability of their national measures of student college and career readiness upon graduation from high school. Assessment reports are utilized by teachers, students, families help guide individual student instructional planning and future college/career planning discussions.

The **SAT** was administered to 46 students in Grade 11 in March 2020. The 11th grade mean ERW score was 447 where 35% of tested students met or exceeded the CCR benchmark. The 11th grade mean Math score was 404 where 7% of students tested met or exceeded the CCR benchmark. Our students successfully earn credits through college credit plus often before they have reached the SAT benchmark.

The **PSAT/NMSQT** was administered to 93 students in Grade 10 and Grade 11 in October 2019. The 10th and 11th grade mean ERW score was 403 and 421 respectively where 38% and 37% of students tested met or exceeded the CCR benchmark. The 10th and 11th grade mean Math score was 376 and 400 respectively where 2% and 5% of students tested met or exceeded the CCR benchmark

The **PSAT 8/9** was administered to 37 students in Grade 9 in October 2019. The mean ERW score was 384 where 30% of students tested met or exceeded the CCR benchmark. The mean Math score was 373 where 11% of students tested met or exceeded the CCR benchmark.

The performance standards by which the success of the school was evaluated by the sponsor (ESCCO) during the 2019-2020 school year:

Our sponsor evaluates the school with a high stakes review rubric that measures Academic Performance including mission specific goals; Fiscal Performance and Organizational/Operational Performance.

Academic Performance is measured using the state report card; MAP scores and Attendance. TGS is exceeding or meeting standards when it comes to progress and "Mission Specific Goals" which include MAP, Attendance, Freshman Success, and Progress Comparison of Lowest 20% to all community schools statewide. TGS did not receive report card ratings in the typically measured achievement and growth areas based on state testing as testing was suspended due to the pandemic.

The method of measurement that was used by the sponsor (ESCCO) to determine progress toward those goals during the 2019-2020 school year

The sponsor has established a rubric with which it evaluates its schools annually which includes multiple data points. The sponsor attends board meetings and initiates site visits during the school year.

A state graduation requirement in Ohio for all students entering 9th grade after July 2014 is taking Ohio's State Tests in the spring. These tests were not administered due to the pandemic. However, end of course grades were allowed to be substituted for state testing as graduation requirements. Of 56 graduates in 2019-20, 20 graduates impacted by COVID EOC course grade substitutions (~36%), and 100% of underclassman (grades 10-12) were impacted by COVID EOC course grade substitutions (includes students doing EOC make-up testing in Spring 2020).

The 4 year graduation rate which applies to the class of 2019 was 77% and the 5 year graduation rate which applies to the class of 2018 was 84%.

Compared with the State of Ohio, The Graham School has an above average percentage of teachers with a bachelor's degree and an equivalent percentage of teachers with a master's degree. The Graham School teachers are 100% certified and highly qualified.

The school's activities toward and progress in meeting those contractually stated academic goals during the 2019-20 school year.

The Graham School, founded in the year 2000, is dedicated to preparing students to be life-long learners through rigorous academics and experiential learning. Academics at TGS integrate standards based course work that provides coverage and mastery of required content with perspectives and skills that are designed to make them effective participants in the world outside the classroom. In the 2019-20 school year The Graham School continued its mission to educate students who seek significant learning through focused academics, self-directed learning, and meaningful internships throughout Columbus. As a brief review of our initiatives to address our improvement needs, we have:

- Built a school improvement plan aligned with our EL Education work plans that encompasses goals in Social and Emotional Learning, English Language Arts, and Mathematics.
- Empowered our Director of Social and Emotional Learning to help us better understand our students non-academic needs that impact directly their ability to learn, and to design strategies that help our students become more aware of their own needs and resources including infusing CREW with daily SEL curriculum.
- Expanded our efforts in SEL by establishing a partnership with the University of Chicago Freshman Success Institute to focus resources towards 9th graders including the transition from eighth grade and to tenth grade;
- Expanded work around restorative practices, helping us find new ways to address school culture and student behavior that's the most instructive for a child's growth.
- Begun a focus around understanding the impact of trauma on children and their learning in partnership with the University of Chicago. Much new research in this area has been very helpful to understanding this impact on a child's brain and his or her ability to learn.

- In 2018-29 The Graham School introduced block scheduling enabling deeper learning opportunities and more classroom co-teaching.
- Hired a Director of Career Pathways to provide more intentional career focused activities and options for students and staff. The purpose of multiple programs and options is to address student preparedness for career and college success after high school.
- Continued to expand our partnership with EL Education enhancing our expeditionary focus integrated with academic growth and achievement goals in all core curricular areas based on Ohio and Common Core Standards.

The Graham School academic curriculum fully incorporates Ohio and Common Core Standards. Interim and end of course exams are part of our model. Experiential curriculum is measured by a specific rubric built to evaluate achievement in each grade level program. Staff meets in weekly data teams that report to the Leadership team that meets monthly.

Ohio School Improvement Process

The Graham School is in the Ohio school improvement process based on the State Report Card's gap closing measure and graduation rate measure. We are working closely with the Ohio Department of Education and our sponsor, the Educational Service Center of Central Ohio to build structures of continuous improvement.

Staff Members

The full-time and part-time staff roster in the 2019-20 school year included: Debbie Addison, Genevieve Adkins, Cathy Baney, Pam Boseker, Greg Brown, Brittany Buxton, Randi Channel, Mackenzie Cook, Sarai Correa, Shawn Dyer, Kevin Elliott, Ashley Fecher, Susan Frank, Zachary Franklin, Roberta Gier, Valerie Hessler, Sufiy James, Martha Judge, Bryan Kossmann, RJ Larry, James Lawlor, Jamie Lenzo, Catherine Lewis, Kathryn Livingston, Katie Logan, Cheryl Long, Sarah Lopienski, Kathryn McDaniel, Eileen Meers, Shayna Noonan, Angel Peaks, Andrew Reardon, Evan Rulong, Kathryn Sasser, Gheon Selemon, Gilberto Serrano, Andy Shields, Mary Slaback, Jennifer Smith, Chris Spackman, Zach Steinberger, Amy Vickroy, Jennifer Waddell, Laurel Wakeley, Jeanne Weinberg, Rachel Widmer, and Jeff Wiseman.

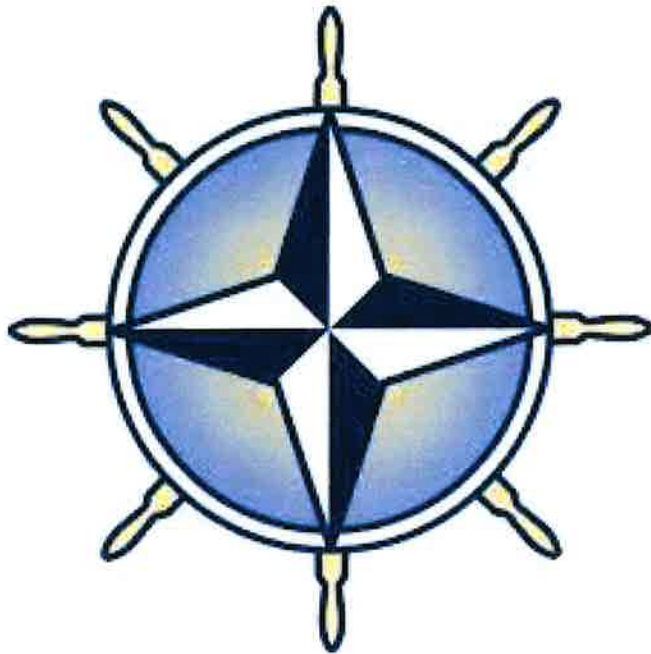
Financial Status

In fiscal year 2019-20 the school received \$2,235,792 in state funds. The school also received \$457,319 in federal funds and \$106,373 in development funds, among other separated categories. The school also received \$6,391,128 in management fees. Sources of income totaled \$9,190,613. In fiscal year 2019-20 the school paid \$7,982,341 in employee salaries and benefits, including payroll taxes and retirement; and \$17,300 in mortgage and loan payments on the purchase of the building. Uses, including the aforementioned items along with classroom support expenses, utilities, insurance and assorted services to and purchases for the school, totaled \$8,757,277. When the current cash in bank was added to the sources, the year-end adjusted cash balance was \$450,899 to be carried over to 2020-21. The school conducts its own on-going internal financial audit under the direction of its Board Audit Committee and treasurer Jennifer Smith, CPA. Finances also were audited by the Educational Service Center of Central Ohio, the school's sponsor. And, the school is audited annually by the State of Ohio Auditor's Office. All found the finances to be accurately and appropriately accounted for.

Fiscal Performance for Sponsor: All fiscal reports and documents have been successfully submitted to the sponsor on time.

Sponsor Review Comments

It is a pleasure working with the school and the cooperation and professionalism of all involved is appreciated. The school continues to do a nice job in all areas of compliance and timely submissions related to performance framework (academic, fiscal, organizational/operational/governance).



**THE MARITIME
ACADEMY OF
TOLEDO**

**ANNUAL REPORT
2019-2020**

Submitted to
ESC Central Office
2080 Citygate Drive
Columbus, OH 43219

By
Aaron Lusk, Superintendent
October 2020

Navigate to Excellence!



Annual Report 2019-2020		
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Section 3	Methods of Measurement & Progress Monitoring	Pages 18-27
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Section 6	Unique Information	Pages 32-35





**The Maritime Academy
of Toledo**



The Maritime Academy of Toledo

803 Water Street, Toledo, OH 43604
Phone: 419-244-9999 Fax: 419-244-9898
Website: www.maritimeacademy.us
Email: info@maritimeacademy.us

October 23, 2020

Dear Parents/Guardians:

It is with pleasure that I present to you the 2019-2020 Annual Report detailing accomplishments and areas of continued need for the Maritime Academy of Toledo.

The Maritime Academy of Toledo is one of Northwest Ohio's most innovative tuition-free public schools using nautical themes to educate students in grades 6-12. All students, referred to as "cadets," are challenged to achieve academic excellence and leadership skills in preparation for college and the world of work. We strive to become Northwest Ohio's premier career tech center with a personalized learning experience.

Maritime courses of study ensure that students master grade-level standards and complete a high school diploma-based course of study. Differentiated instruction ensures that every Maritime student will experience academic growth in reading, writing, math, science, social studies, art, music, technology, and physical education.

The Academy is committed to ensuring students receive a rigorous, high-quality education which incorporates career education beginning in 7th grade. TMAT offers students a challenging Ohio standards-based education that promotes teamwork and moral leadership through maritime/nautical focused themes.

TMAT is committed to ensuring a safe and healthy learning environment through a strict code of conduct. The Academy is also committed to developing strong partnerships with families through a strong parent organization, volunteer program, regular conferences, and intervention strategy meetings.

Signature:

Superintendent



Our Vision

It is our vision at the Maritime Academy of Toledo to shape future leaders by developing strong character and innovative minds.

Our Mission:

It is our mission to:

- develop students with strong character and creativity through hands-on learning.
- teach positive character traits including Respect, Accountability, and Discipline
- develop skills for college and career readiness.
- involve all stakeholders in the educational process.
- incorporate nautical/maritime themes into the general education curriculum.
- provide innovative and challenging career tech programs.
- create a safe and welcoming learning environment.

Our Values:

The Maritime Academy of Toledo supports student's interests, strengths, and emerging academic needs using individualized and small group instruction methods and hands-on, life-based learning experiences across the curriculum.

Our Philosophy:

WE BELIEVE in the education of the “whole child.”

WE BELIEVE every child is entitled to an education that supports the child's present level of knowledge, skills, and dispositions, and at the same time challenges the child to grow, develop, and learn to his or her maximum potential.

WE BELIEVE all children can learn.

WE BELIEVE good teaching practices support children's emerging interests, strengths, and talents.

WE BELIEVE it is critically important to plan for children's intellectual and personal growth based upon what they already know and can do.

WE BELIEVE in identification of the academic strengths and needs of students in the fifth grade to give them essential support throughout their time at the Maritime Academy.

WE BELIEVE strongly in our character education program “Welcome ABOARD” to teach valuable social skills.



The Maritime Academy of Toledo 803 Water St. Toledo, OH 43604	
Telephone	419-244-9999
Fax	419-244-9898
IRN	000770
Website	www.maritimeacademy.us
Facebook	https://www.facebook.com/MaritimeAcademyofToledo/
Inaugural School Year	2006-2007

The Maritime Academy of Toledo Governing Board	
Chairperson	Dr. William Davis
Vice Chairperson	Keith Jordan
Director	James Hartung
Director	Barb Pinter
Director	Linda Stacy
Director	Robert Lucas
Director	Jack Sculfort
Treasurer	Tony Swartz
Secretary	Kathy Simpson

The Maritime Academy of Toledo Administration	
Superintendent	Aaron M. Lusk
Treasurer	Tony Swartz
Principal	Amy Hinline
Business Manager	Kathy Simpson



ASSESSMENTS

The Maritime Academy of Toledo utilizes several assessments to measure the academic proficiency and growth of our students. Utilizing and analyzing data from assessments is a very important part of your child's education as it helps the teachers determine the best methods to teach the content. Below is a summary of each of our assessments used at the Maritime Academy of Toledo.

STAR Reading and Math Benchmarking System

STAR Reading assesses the reading achievement of independent readers from reception to year 13 who have a sight vocabulary of 100 or more words and provides both criterion-referenced and norm-referenced scores. The STAR Reading item bank includes more than 5,000 carefully calibrated, standards-based items. STAR Reading assesses skills in five broad domains. The STAR Reading item bank's thousands of items assess all the skills in the new reading curriculum from reception right through to the end of Key Stage 4. STAR Reading is innovative among reading assessments because it estimates a student's oral reading fluency with high reliability and validity through his or her silent reading. STAR reports fluency as an Estimated Oral Reading Fluency (Est. ORF) score, complete with Est. ORF benchmarks. The Est. ORF benchmarks are consistent with the Hasbrouck and Tindal (2006) fluency benchmarks, which are the standard in the field.

STAR Math STAR Math assesses the math achievement of students in years 1 to 13. It provides both norm-referenced and criterion-referenced scores. Each test includes questions in four broad domains. The STAR Math item bank includes over 3,400 items that test all the skills in the new math curriculum from reception right through to the end of Key Stage 4.

Study Island Benchmarking: Science and Social Studies

Study Island's Benchmark assessments help students stay on track by:

- **Providing educators with four benchmark assessments per subject** for each available grade level to administer at key points throughout the school year.
- **Mirroring high-stakes testing environments** with similar student tools, navigation options, and technology-enhanced items that students will see on test day.
- **Developing tests from each state's assessment blueprints** and specifications to adequately prepare students for end-of-the-year assessments.
- **Reporting comprehensive results in real time** across state reporting categories with detailed information to identify the strengths and weaknesses of individual students.

Ohio State Tests:

State achievement tests tell us how well our students are growing in the knowledge and skills outlined in Ohio's Learning Standards. These tests help guide and strengthen future teaching so we can be sure that we are preparing our students for long-term success in school, college, careers and life. Test results also allow citizens to know how their local schools are performing compared to others around the state.



Which tests will be given for what grade level?

GRADES 3-8

	English language arts	Mathematics	Science
Grade 3	✓	✓	
Grade 4	✓	✓	
Grade 5	✓	✓	✓
Grade 6	✓	✓	
Grade 7	✓	✓	
Grade 8	✓	✓	✓

HIGH SCHOOL COURSES

Classes of 2018 and beyond – End-of-course tests in English language arts I and II, algebra I, geometry (or integrated mathematics I and II), biology or physical science (class of 2018 only), American history and American government.

Note: The Ohio Department of Education has eliminated the English Language Arts I End of Course Test.

ACT

The ACT is a standardized test used for college admissions in the United States. It is currently administered by ACT, a nonprofit organization of the same name. The ACT test covers four academic skill areas: English, mathematics, reading, and science reasoning. It also offers an optional direct writing test. It is accepted by all four-year colleges and universities in the United States as well as more than 225 universities outside of the U.S. All students at the Maritime Academy of Toledo will take the ACT, for free, during their Junior year of High School.

ASVAB

The Armed Services Vocational Aptitude Battery (ASVAB) is a multiple choice test, administered by the United States Military Entrance Processing Command, used to determine qualification for enlistment in the United States Armed Forces. All Juniors at the Maritime Academy can choose to take the ASVAB test which will give them quality information applicable to any career.

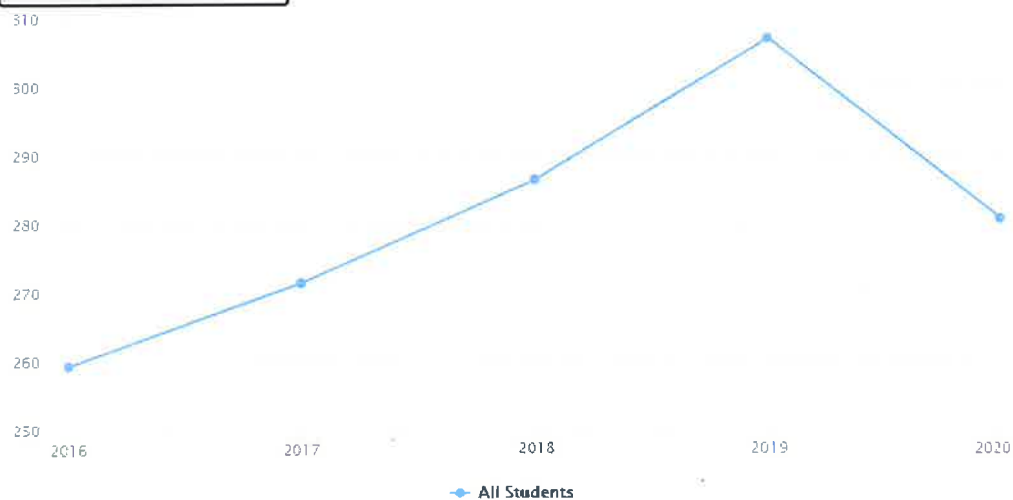


ENROLLMENT

The Maritime Academy of Toledo prides itself on the diversity of our student body as shown in the table below. As you can see, for the 2019-2020 school year, our students on IEPs was 26% of our student population while our students on free and reduced lunch was 93.6%.

	Enrollment #	Pct
All Students	281	
American Indian or Alaskan Native	NC	NC
Asian or Pacific Islander	NC	NC
Black, Non-Hispanic	83	29.5
Hispanic	51	18
Multiracial	36	12.7
White, Non-Hispanic	111	39.5
Students with Disabilities	73	26
Economic Disadvantage	263	93.6
English Learner	NC	NC
Migrant	NC	NC

All Students





ATTENDANCE

	District Mobility		Attendance Rate
All Students	19%	All Students	89.4%
American Indian or Alaskan Native	NC	American Indian or Alaskan Native	NC
Asian or Pacific Islander	NC	Asian or Pacific Islander	NC
Black, Non-Hispanic	16.1%	Black, Non-Hispanic	90.5%
Hispanic	25%	Hispanic	88.4%
Multiracial	22.7%	Multiracial	87.1%
White, Non-Hispanic	17.2%	White, Non-Hispanic	89.8%
Students with Disabilities	24.7%	Students with Disabilities	88.8%
Economic Disadvantage	15.3%	Economic Disadvantage	89.6%
English Learner	NC	English Learner	NC
Migrant	NC	Migrant	NC
		Male	89.6%
		Female	89.2%

The tables above show the percentage of students who did not attend Maritime Academy for the entire school year which was 19.6%. This makes it difficult to teach consistent curriculum considering so many students move in and out of the school during the year.

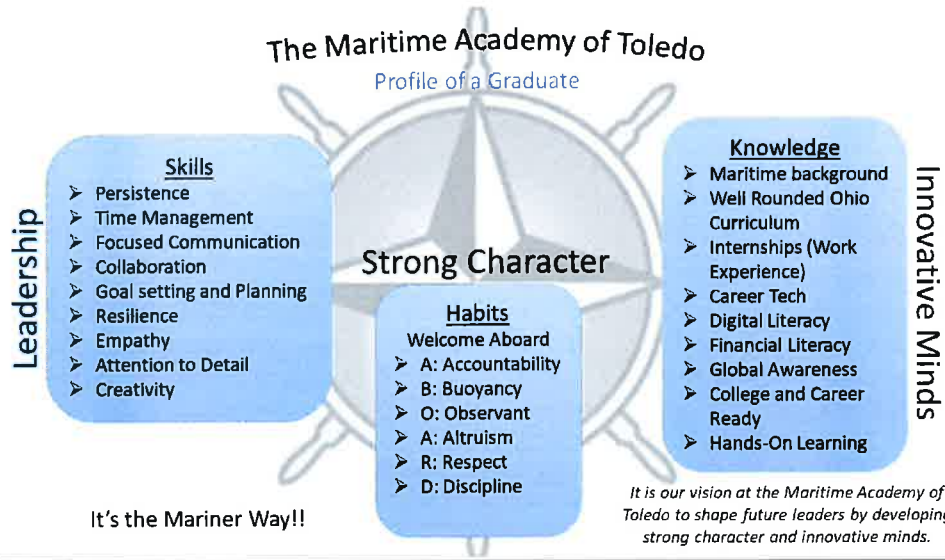
Our attendance rate is lower than past years because the State of Ohio began calculating the attendance with hours as opposed to days. We will continue working on getting our students to school on time which accounts for much of the lower rate.



**Section 1:
Special Accomplishments**

Contents:

- A: Why Choose Maritime?**
- B: 2020 Graduates**
- C: Community Partnerships**
- D: Teacher Experience**



The Maritime Academy of Toledo is one of the most unique and innovative tuition-free public schools in the country—integrating nautical/maritime themes and experiences across the curriculum to educate students in grades 6-12. All Maritime Academy students are challenged to achieve academic excellence and develop leadership skills in preparation for college and the world of work. The Academy is one of only a few marine deck, engine, and culinary High School Career Tech Education program in the U.S., graduating students with 20 semester hours of college credit, a passport, Transportation Worker Identification Card, Merchant Marine Credential (Basic Firefighting, Personal Survival Techniques, Personal Safety and Social Responsibility, and CPR/First Aid, making them ready to begin a lucrative career at sea, on tugboats, freighters, barges, oil rigs, and in shipyards. The Academy's Maritime Career Tech Education Program is the first and only in the State of Ohio and one of the few in the U.S., with its mission is to cultivate a new generation of racially and gender diverse competent, job-ready mariners for the maritime industry. The Culinary Career Tech field prepares students to achieve Pro Start and Serve Safe credentials which provides each one with an advantage in hiring. The Marine Environmental Science program, will allow our graduates to pursue a degree in up to 19 different fields ranging from Marine Biology, Environmental Science, Landfill Management to employment in water and sewage treatment facilities (See Page 34 for a more thorough explanation of our Career Tech Programs.)

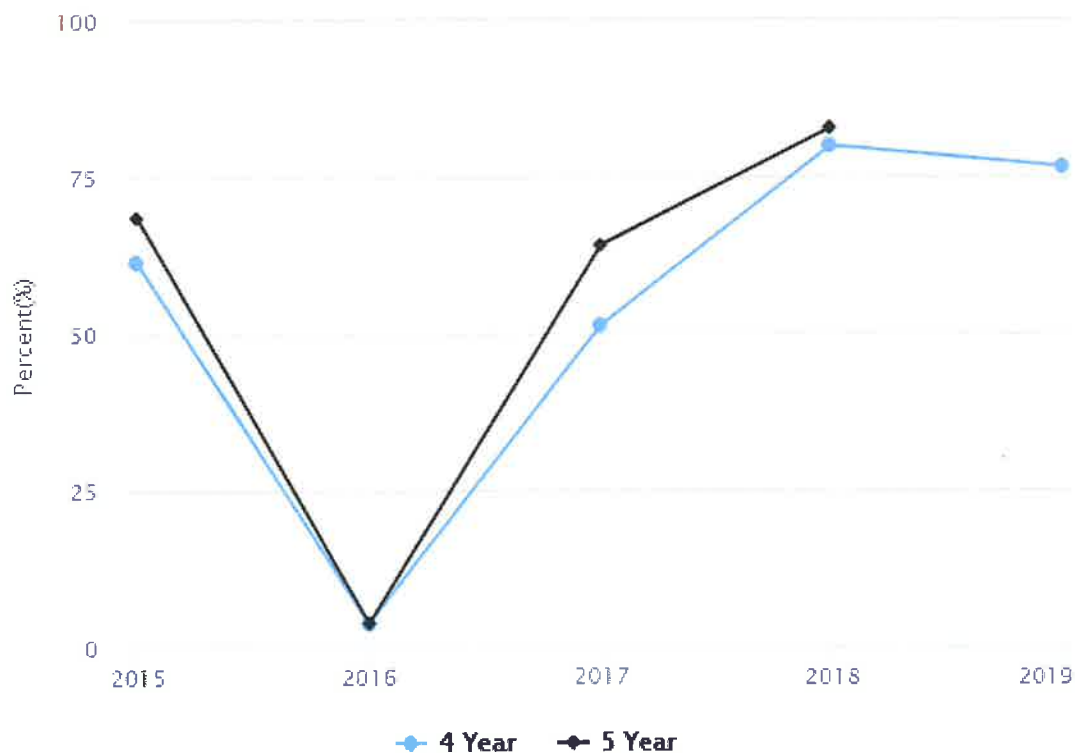


2020 Graduates - 39

1. Number of scholarship recipients - 5
- 1) Maritime Industry Credentials – STCW Not Completed due to COVID,
- 2) Culinary Industrial Credentials - ServSafe Not completed due to COVID.
- 3) Full Time College/University – 13/39 or 33%
- 4) Military Service – 3/39 or 8%
- 5) Full Time Employment - 4
- 6) Maritime Employment - 1
- 7) Culinary Employment – 4
- 8) Unemployed: 1
- 9) Data Unavailable: 2

Comparison

Trend



Note: The 5-year graduation rate does not appear in the final year of this graph because the necessary data is not yet available to calculate the 5-year rate for that school year.



COMMUNITY PARTNERSHIPS

To aid in its mission and vision, TMAT has formed dynamic partnerships with the USCG, TACKLE Behavioral services, The National Museum of the Great Lakes, The Lucas County Library, Sea School and the Toledo Port Authority. The school also partners with members of the local community, as well as other marine-related organizations and industries around the world.

- a. Maintained a partnership with Owens Community College to provide college credits for CTE programs: The latest state data had 27.1% of our students receiving at least 3 college credits.
- b. Maintained an international partnership with V-Step, from the Netherlands for software updates on the Class A Full Mission Bridge and 8-Station (16 students) Radar Classroom simulators
- c. Continued a partnership with the Toledo Building Trades and placed another graduate in the carpenters union
- d. Eight cadets sailed on the USS Brig Niagara for three-week internship in the summer, accumulating 120 sailing hours. A five-year partnership with the Niagara has been established.
- e. Hosted several career days attended by various shipping companies, shipping union representatives, military branches, NW Ohio trade organization, environmental science careers, and culinary employment possibilities.
- f. Provided academic assistance afterschool program and virtual summer camps (navigation simulation, boating, swimming, kayaking, boat building, art, test prep, math and language arts tutoring, guitar, physical education, basketball, track, culinary and dance)
- g. We held several career tech education industry advisory committee meetings to advise and guide both Culinary and Maritime Occupations programs.

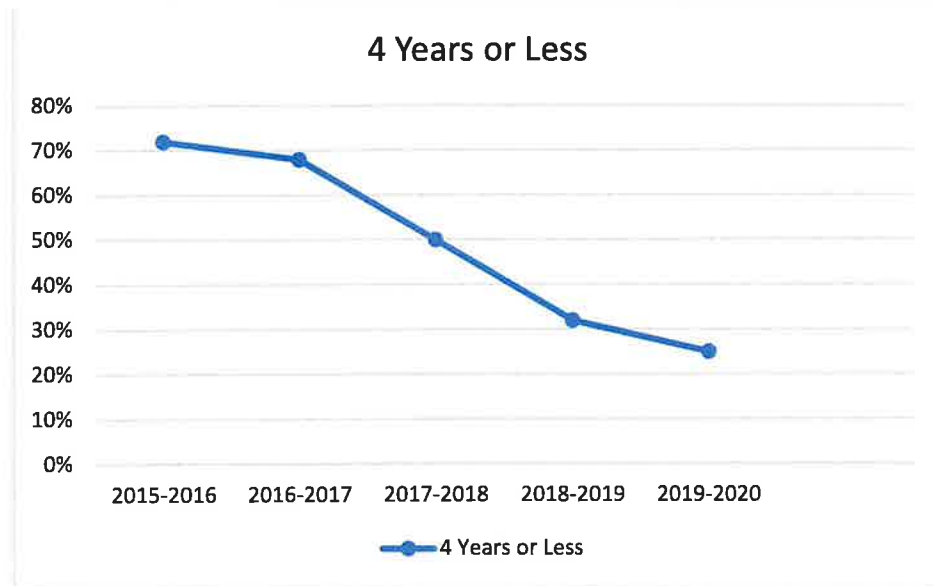
TEACHER EXPERIENCE

The Maritime Academy of Toledo, similar to other Community Schools, has had a high rate of teacher turnover. We have, however, been able to attract qualified candidates with more experience.

Consider the following:

During the 2015-2016 school year 72% of the teachers at the Maritime Academy of Toledo had 4 years or less of experience.

During the 2019-2020 school year 25% of the teachers at the Maritime Academy of Toledo had 4 years or less of experience.



Your School's Teachers

	Your School	Your District
Percentage of teachers with at least a Bachelor's Degree	100.0	
Percentage of teachers with at least a Master's Degree	15.0	
Percentage of inexperienced teachers	25.0	
Percentage of inexperienced principals	0.0	
Percentage of teachers who are not teaching in the subject or field for which the teacher is certified or licensed	0.0	
Percentage of teachers teaching with temporary or conditional credentials	0.0	
Lead or Senior Teachers	0.0	

A district's high poverty schools are those ranked in the top quartile based on the percentage of the district's economically disadvantaged students. Low-poverty schools are those ranked in the bottom quartile based on the percentage of economically disadvantaged students. A district may have buildings in both quartiles, in just one quartile, or in neither quartile.



**Section 2:
Performance and Academic Standards**

Contents:

A: Maritime Short-Term Goals



Goals and Objectives (Standards Based Cohesive Curriculum)	
Baseline: Every teacher at Maritime academy has curriculum maps but they are not based upon a common template or cohesive thinking process.	
1). By November 6 th , 2019 all Maritime staff will be trained in teacher clarity with the teacher clarity playbook modules 1-4 specifically on deconstructing standards and learning progressions.	
Obj.1	By October 22 nd . 2019 Maritime staff will learn, during an afterschool training, the basics of the Webb's Depth of Knowledge.
Obj.2	On November 6 th , 2019 teachers will learn how to deconstruct standards and aligning assessments to those standards with a high level of rigor.
Obj.3	On November 6 th , 2019 curriculum map templates will be introduced to the staff that aligns standards and assessments.
Obj.4	By December 6 th , 2019 teachers will evaluate curriculum needs based upon November STAR benchmark scores and develop curriculum maps utilizing the Maritime curriculum template.
Student Outcomes: (Note: Most student outcomes are based upon other data but this is directly correlated to the state test.) Outcomes for the State Test: Accelerated: 12% Proficient: 35% Basic: 27% Limited: 26%	
This short term goal will be related to our school improvement plan through teacher clarity but present a short term approach to provide impactful student achievement on the state report card.	

Goals and Objectives (Positive Behavior Supports)
Baseline: <ul style="list-style-type: none">• There is a desire to have school-wide behavior expectations however, they are not consistently implemented or enforced.• Teachers have positive relationships with students however, there are low expectations for participation and engagement i.e., students permitted to not participate in lessons, allowed to leave the classroom at will, and use cell phones for non-academic purposes during instructional time.• The schedule and related instructional time for courses is appropriate however, instructional time is not utilized effectively i.e., begin instruction late, teachers provide 5-10 minute breaks during a class period, and end instruction 5-10 minutes prior



to the bell, etc.	
Outcomes Goal: Develop a culture and climate reflective of high academic and behavioral expectations to increase student achievement.	
Obj.1	<p>Develop school-wide plan for addressing the top three targeted behaviors impacting student achievement i.e., tardiness and class attendance, cell phone use, first time effort, etc.</p> <ul style="list-style-type: none">• Staff will:<ul style="list-style-type: none">○ define expected behavior in positive terms;○ teach expected behavior; and○ reinforce expected behaviors through positive reinforcement structures and consequences for individuals, classroom, grade levels, etc. that can be implemented with fidelity.• Staff will identify how they will hold each other accountable for implementing the plan with fidelity.• Administrators will conduct daily walk throughs and hold staff and students accountable through feedback, conferences, and/or written documentation.
Obj.2	<p>Teachers will increase expectations for student participation and engagement.</p> <ul style="list-style-type: none">• Teachers will use Teacher Clarity and school-wide behavioral plans to identify daily classroom expectations• Teachers will use Teacher Clarity and school-wide behavioral plans to increase student ownership• Teachers will expect that 100% of students actively participate in daily instruction
Obj.3	<p>Maximize instructional time to increase student achievement</p> <ul style="list-style-type: none">• Staff will receive training on how to utilize learning structures to increase student engagement within block.• Staff will develop a school-wide structure for limiting disruptions to instructional time, i.e., no passes the first 10 or last 10 minutes of class.• Teachers will develop daily lesson plans through the Teacher Clarity framework that will provide enough learning experiences and instructional expectations that will engage students through an entire class period.



**Section 3:
Methods of Measurement &
Progress Monitoring**

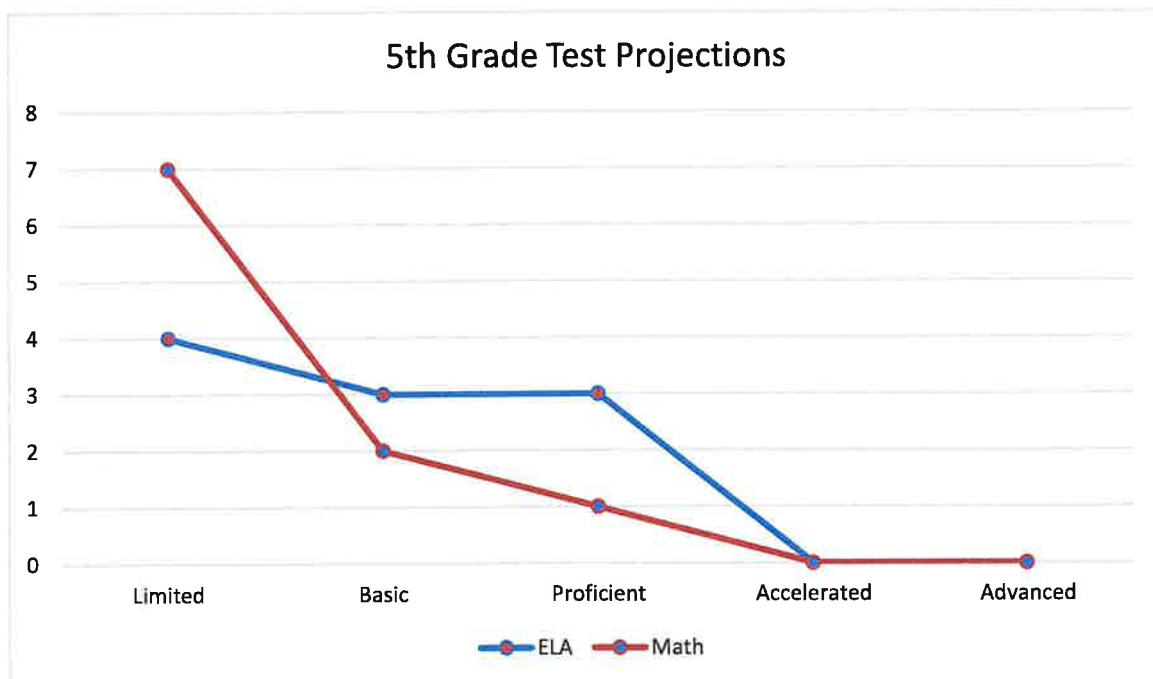
Contents:

- A: STAR Test Projections**
- B: State Report Card**
- C: Classroom Walkthrough
Data**



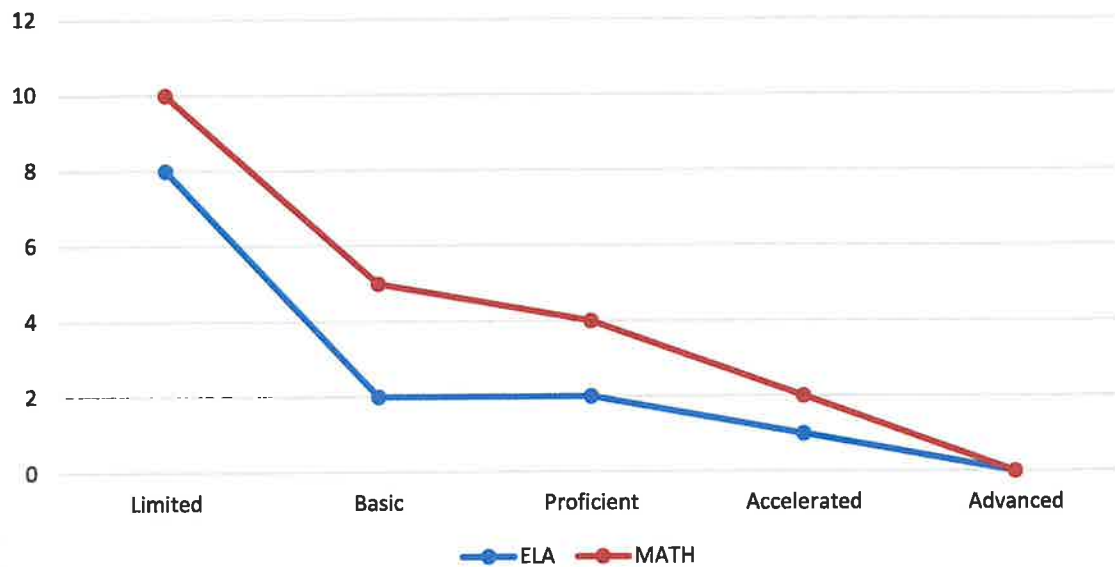
Academic Achievement

Due to the school closure on 03/13/2020 the Ohio State Tests were cancelled for the 2019-2020 school year. We do, however, have STAR benchmark data from late January but the students tend to be more successful on high stakes tests. It is projected that our performance would have earned a “D”, on the performance index, through a hand calculation of results during an entire week of state practice tests, which was conducted exactly like the “real” state test. It is worth noting, however, that given the school closure for the last 3 months of the school year these graphs and test results are all anecdotal and should not be viewed as significant or accurate as the official state report card.

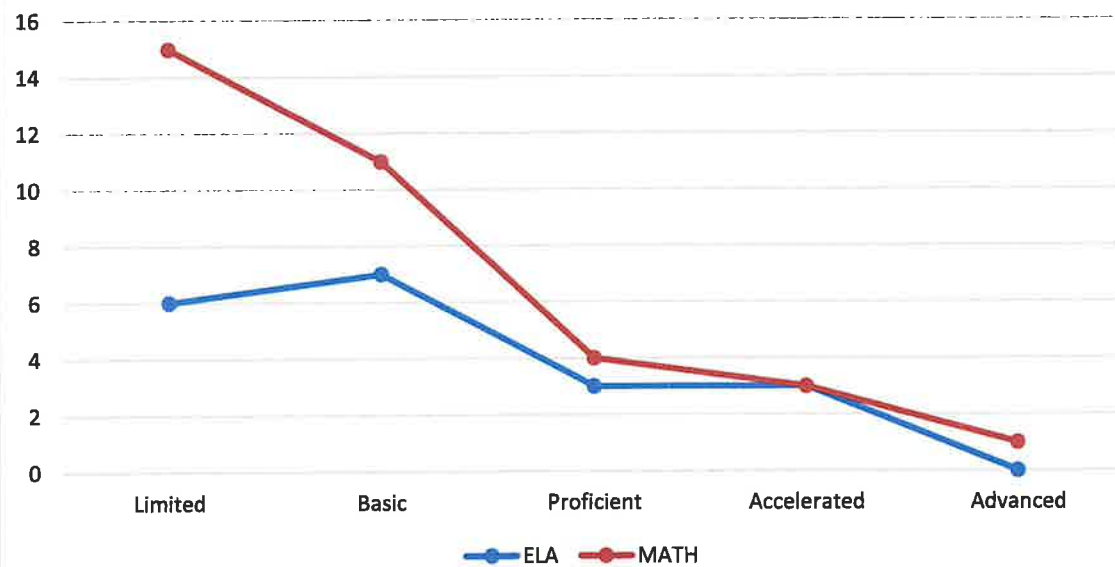




6th Grade State Test Projections

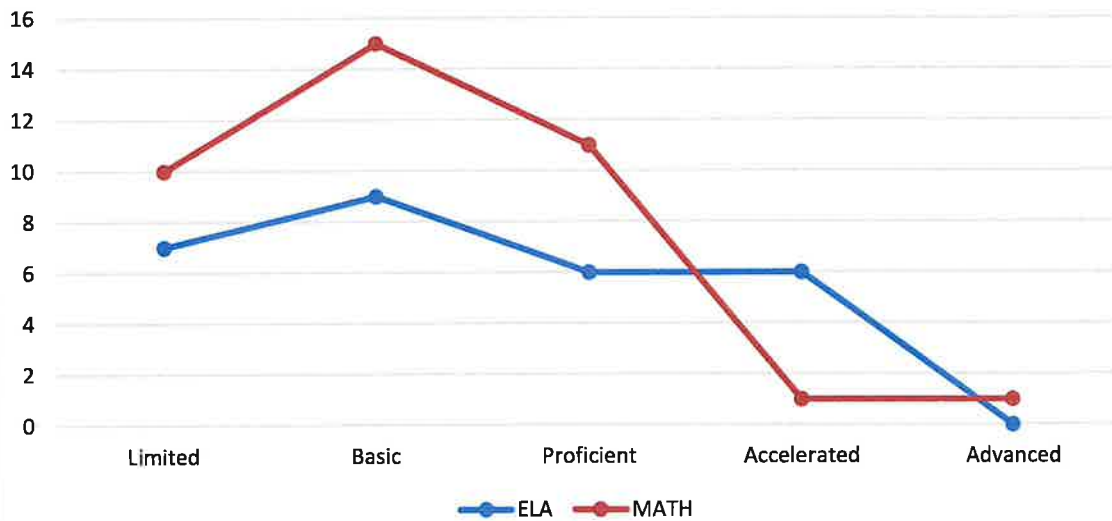


7th Grade State Test Projections





8th Grade State Test Projections 38 Students



Ohio State Report Card			
State of Ohio Criteria	2018	2017	2016
Report Card Rating	F	N/A	N/A
Performance Index Possible 120	57.3/120	56.5	56.1/120
Percent of Proficient Students And Rank		18.7	15.4
# Indicators Met	2 out of 18	0 of 18- F	0 of 16-F
% of Indicators Met	11%	0%	0%
AMO GOALS Academic Progress was met for all groups: SPED, Economic Disadvantaged and Minority Students	67.7% D	N/A	N/A
Value Added	F Overall	F Overall High Mobility -C SWD- C Lowest 20%- C	F
School Improvement	N/A	N/A	N/A
ACT Participation	72%	27.4%	16.9%
Graduation Rate – 4 Year	80% D	Data was incorrect	61.5%
Graduation Rate – 5 Year	64% F	Data was incorrect	75%
Attendance	89%	95%	94%



State Test Trend and Analysis		
		2018 Report Card (Released September 2019)
Performance Index	Last 3 years 56 points	<p>This year 57.3</p> <p>Higher number of proficient students and accelerated than last 3 years</p> <p>Geometry brought us down but there was a high number of basic students.</p>
Gap Closing	<p>F's in last 3 years</p> <p>African American students had a large gap.</p>	<p>D this year.</p> <p>African American students have closed the gap due to a placement of many students in accelerated classes.</p> <p>We have done well closing the gaps for our students. We just need to increase math.</p>
Indicators Met	0 indicators met for the last 3 years	We have met 2 indicators. One being the end of course exam improvement indicator which measures the passage rates of high school students. Our passage rate was higher than the state average.
Graduation Rate	F's for the last 7 years.	We had 1 data error in the 4 year rate and multiple errors in the five year rate. If these were correct we would likely have earned a C component grade which would have given us likely a D overall.
Teacher Turnover	<p>In the last 15 months we have added or replaced:</p> <p>7 language arts teachers 4 phys ed teachers 3 chefs</p> <p>Every teacher in the 5th-7th grade cohort has been replaced at least 1 time in the last 15 months.</p> <p>Last school year 5 teachers were replaced in the middle of the school year</p> <p>The 2019-2020 school year we had replaced or added 8 new teachers.</p> <p>2019-2020 was the first year in 3 years to have a permanent special education</p>	<p>We have spent a great amount of time interviewing and making sure teachers were bought in and understood our improvement plan during the 2019-2020 school year.</p>



	<p>teacher in the 5th-7th grade. 2019-2020 was also the first year that we have had enough special education teachers to manage the large caseloads.</p> <p>AND WE STILL IMPROVED IN EVERY AREA OF THE REPORT CARD</p>	
Improvement Plan	<p>Last school year was spent completing improvement plans and compliance. I could not coach or lead and we still improved.</p> <p>The disparity between community school grades and district grades are very large. Likely due to the roll out of the improvement plans.</p> <p>The majority of community schools that had a K-3 literacy grade has a D overall. This is due to students being able to take the 3rd grade reading test multiple times. These schools also get the students in kindergarten. We start in 5th grade where the students are already extremely far behind behaviorally and academically.</p>	<p>This school year we have systems in place that will improve student achievement.</p>



TEACHER CLARITY

In order to provide a strong platform for student achievement The Maritime Academy of Toledo decided with guidance from our Sponsor, The ESC of Central Ohio, to focus solely on the practice of Teacher Clarity. Teacher Clarity is an evidence based strategy focusing on the importance of clearly communicating the intentions of the lessons and the success criteria. Clear learning intentions describe the skills, knowledge, attitudes and values that the student needs to learn. Teachers need to know the goals and success criteria of their lessons, know how well all students in their class are progressing, and know where to go next.

Maritime Focus (Updated: 02/17/2020 & 02/23/2020)					
Baseline: <ul style="list-style-type: none"> Teachers know that they are to teach state standards however, they do not have the knowledge base to understand how to deconstruct a standard to know what they want students to learn or be able to do. Every teacher at Maritime academy has curriculum maps but they are not based upon a common template or cohesive thinking process. 					
Student Outcomes Goal: Maritime will increase their Performance Index and earn at least a D on the state report card in the Achievement component through a focus on Standards Based Teacher Clarity. Green = accomplished; Yellow= in progress; Red= not started					
Obj.1	Teachers are able to deconstruct state standards and develop learning progressions, learning intentions and success criteria to plan formative and summative assessments and lesson/unit planning. <ul style="list-style-type: none"> By November 6th, 2019 all Maritime staff will be trained in teacher clarity with the teacher clarity playbook modules 1-4 specifically on deconstructing standards and learning intentions. Teachers will be able to articulate how the objectives of the lesson are aligned to standards and a final summative assessment during an OTES pre-conference utilizing the lesson from the formal observation or other pertinent lessons. February 5th PD will focus on State Assessments, alignment with standards, and test question format with depth of knowledge. 				
	<div style="text-align: center;"> </div>				
Reflection	1 0-20% of Teachers	2 21%-40% of Teachers	3 41%-60% of Teachers	4 61%-80% of Teachers	5 81%-100% of Teachers
Comments	Of the goals in Objective #1 we are focusing upon how the objectives of				



	<p>the lesson are aligned to the standards and a final summative assessment during the OTES pre-conference. I am currently conducting many OTES evaluations and teachers are able to articulate how objectives and lessons are related to Ohio Learning Standards.</p> <p>Update 02/23/2020: The Teacher Clarity Rubric and having mentor teachers conduct walkthroughs and coach will be the main focus of this week. It was determined that no teacher has seen an exemplary teacher clarity model. Therefore, we will begin developing a more collaborative observation process to help teachers stay out of any normal rut.</p>				
Obj.2	<p>Teachers will use the Teacher Clarity process to plan and implement daily lessons, learning activities, and formative and summative assessments scoring at least a 3 out of 4 on a school developed rubric.</p> <ul style="list-style-type: none"> The building leadership team will develop a teacher clarity rubric to measure success implementing the teacher clarity process discussed on the November 6th professional development. Teachers will use the Teacher Clarity process, learning progressions, and varied Depth of Knowledge levels to address the learning needs of students Principal and Building Coach will conduct walkthroughs weekly and use the walkthrough form to gather data and provide feedback. Throughout the first semester, and by mid-January the leadership team will collect data to determine what changes need to be made and to develop the February PD. 				
Reflection	<p>←</p> <p>1 0-20% of Teachers</p>	<p>2 21%-40% of Teachers</p>	<p>3 41%-60% of Teachers</p>	<p>4 61%-80% of Teachers</p>	<p>5 81%-100% of Teachers →</p>
Comments	<p>The teachers are doing very well with the teacher clarity process and all teachers have posted the necessary learning intentions and success criteria. We are now at the point where we can continue to refine the success criteria and learning intentions. Many teachers, including the 5th grade math teacher, sometimes have success criteria based upon what students are doing rather than what they are learning. This is the area we will work on for the next two weeks and having a training with Lisa Hite on 02/24/2020.</p> <p>Mr Lusk and Lisa Hite will also be doing a comprehensive study on the Maritime Teacher Clarity Rubric on 02/24/2020. This rubric has been refined and will continue to provide a guiding process to the</p>				



	implementation of the teacher clarity evidenced based practice. Updated 02/25/2020: Lisa had conducted the refresher training on success criteria. The teachers had worked in grade level cohorts to look at actual examples of teacher clarity procedures from actual classrooms. The teachers provided feedback and developed other possible learning intentions and success criteria and shared it with the entire group.														
Obj.3	100% of teachers in each cohort will clearly communicate the Learning Intentions and Success Criteria for the day and how it relates to the overall unit/standard to be mastered. <ul style="list-style-type: none">Teachers will develop a common plan for communicating the daily learning as stated above by cohort: (Grades 5-7: Welcome Aboard), (8-9: Charting the Course), (10-12: Setting Sail)Principal and Building Coach will conduct walkthroughs weekly and use the walkthrough form to gather data and provide feedback.														
Reflection	<div><div></div><div></div><div></div><div></div><div></div></div> <table><tr><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td></tr><tr><td>0-20% of Teachers</td><td>21%-40% of Teachers</td><td>41%-60% of Teachers</td><td>61%-80% of Teachers</td><td>81%-100% of Teachers</td></tr></table>					1	2	3	4	5	0-20% of Teachers	21%-40% of Teachers	41%-60% of Teachers	61%-80% of Teachers	81%-100% of Teachers
1	2	3	4	5											
0-20% of Teachers	21%-40% of Teachers	41%-60% of Teachers	61%-80% of Teachers	81%-100% of Teachers											
Walkthrough Comments	All teachers are utilizing the process developed by the content area teams but we are going to refine the language of the Math/Science/CTE in order to provide better clarification for the learning intentions and success criteria. The current wording leads to a focus on an activity rather than learning: Previous: Today we will: New: Today we will learn: that fractions represent a part of a whole.														
Obj.4	80% of students, chosen at random, will be able to articulate what content they are learning and how it fits into the broader purpose of the lesson or unit.														
Comments	On 02/25/2020 several students were asked at random about the success criteria and learning intentions of 1 st block A day. 7 out of 11 students could explain the learning intentions or success criteria. 1 student knew what I was talking about but could not remember the success criteria but remembered the learning intention.														



Summary of the 2019-2020 School Year and a Look Ahead
06/10/2020

We ended the 2019-2020 school year better than we started considering the following factors:

- 1. We had virtually 100% parent support this school year. We never had parents disagree or question our decisions without just cause. We had started a Parent Advisory Council that allowed parents to have a voice in the educational process.**
- 2. We accomplished our Short Term Teacher Clarity Goals that were developed in conjunction with the ESC of Central Ohio.**
- 3. We were given coaching support from the SST, ESC, and Dr. Weber throughout the school year and this directly correlates to increased student achievement.**
- 4. The tests were canceled due to the coronavirus so no state test data exists for this year.**
- 5. We worked on the One Needs Assessment and identified some important root causes of areas that need to improve.**
- 6. Our vision for the future of the Maritime Academy is shared leadership, efficiency, and transparency. In addition, every staff member will become a public relations expert to promote our school.**
- 7. We have set up a Leadership Team for the Positive Behavior Supports. This team includes staff members and two parents. Is there any board member that would like to be on this team?**
- 8. We have also begun a plan to promote our Career Tech programs. We are creating a sub page on our website to promote the programs. We have been discussing and utilizing data to determine the concrete benefits of the simulator and have some exciting ideas.**
- 9. We will begin planning for the next school year soon and Tom has developed a PowerPoint to help us guide implementation.**
- 10. The virtual graduation, for the class of 2020, was a success and was viewed 1,500 times on the Maritime Facebook page.**
- 11. We will be moving to OTES 2.0 (as opposed to using OTES 1.0) for the 2020-2021 school year.**



**Section 5:
Financial Information**

Contents:

- A: Federal Title Funds**
- B: Classroom Instruction
Spending Data**
- C: Spending per Pupil Data**



2019-2020 Financial Status of the Maritime Academy of Toledo

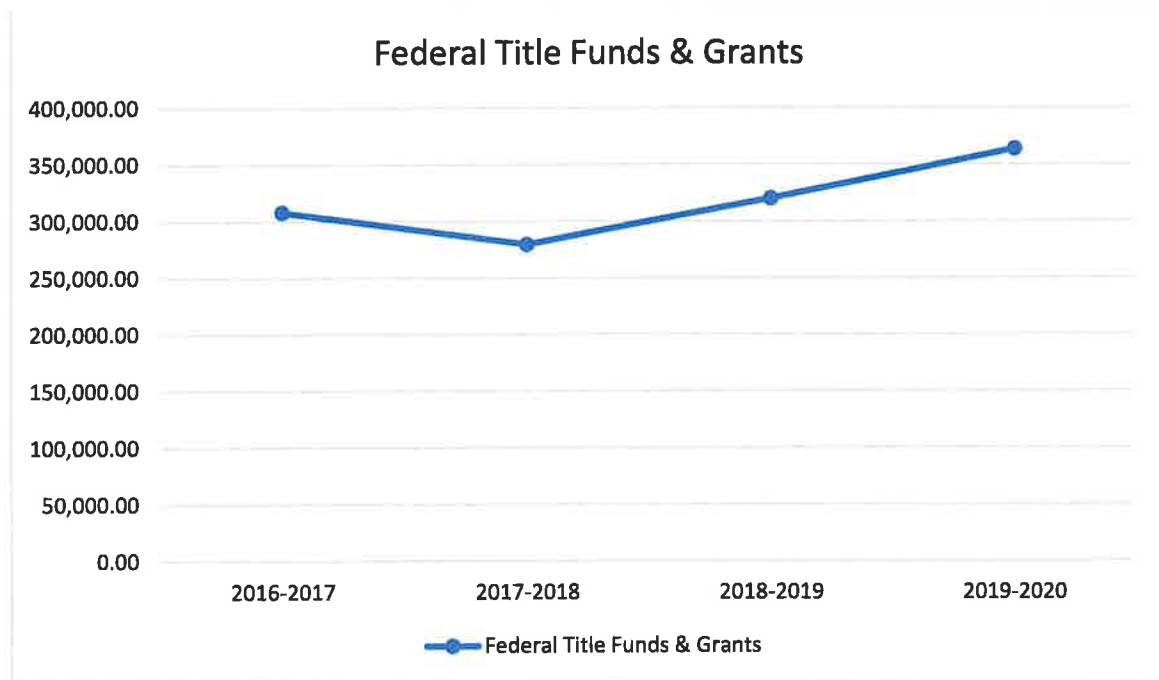
For the 2019-2020 school year the Maritime Academy of Toledo once again earned a clean, “No Findings,” financial audit from the State Auditor’s office. The Maritime Academy has had “Clean Financial Audits” from the state of Ohio every year since 2011.

Funds	Beginning Balance	Ending Balance
General Fund	\$516,913.55	\$643,060.71
Permanent Improvement	\$42,717.29	\$4,285.19
Food Service	-\$14,502.03	-\$36,149.16
Satin Gavel Scholarship Fund	\$2,700.00	\$5,350.00
Uniform Supply Fund	\$5,032.44	\$4,952.04
Leadership Fund	\$1,576.82	\$1,280.62
Rotary Uniform Fund	\$3,530.54	\$3,530.54
Class Fund	-\$390.92	-\$390.92
Prom Fund	\$0.00	\$554.69
Student Activities Fund	-\$105.47	\$203.12
Cadet Chronicle Fund	\$767.66	\$767.66
Culinary Fund	\$2,434.94	\$2,728.19
Athletic Fund (Basketball)	\$132.00	\$132.00
Tall Ships Fund	\$9,300.00	\$9,740.00

b. Received \$363,789.34 in Federal Title Grants for the 2020 fiscal year:

1) Non-Competitive Title 1	\$52,500.00
2) Title I	\$173,919.38
3) Title II A	\$30,457.22
4) IDEA-B	\$83,768.74
5). 6B Idea Restoration	\$5,098.49
5). Title IV-A	\$12,045.51
5) High Schools That Work (State)	\$6,000

Total: \$363,789.34

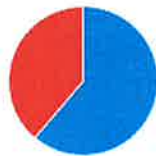


Classroom Spending Data

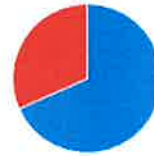
What percent of funds are spent on classroom instruction?

61.3%

School



State

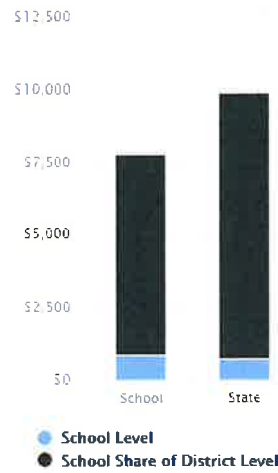
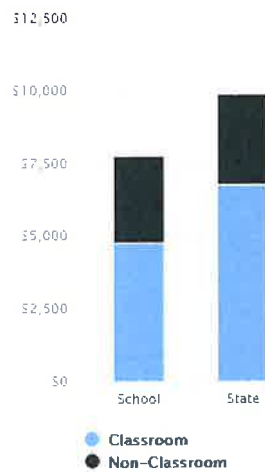


● Classroom Instruction ● Non-Classroom Instruction



Spending Per Pupil Data

	School	State
Operating Spending per Pupil i	\$7,758	\$9,883
Classroom Instruction	\$4,755	\$6,764
Non-Classroom Spending	\$3,002	\$3,119
Federal Funds	\$845	\$719
State and Local Funds	\$6,912	\$9,164





**Section 5:
Unique Information**

Contents:

- A. Parent Advisory Group**
- B. High School Academic Pathways**
- C. Career Tech Pathways**



At the beginning of the 2019-2020 school year the Maritime Academy of Toledo developed a Parent Advisory Council to provide support to the school.

Vision of the Parent Advisory Council:

During the 2019-2020 school year we had developed and implemented a Parent Advisory Council. The vision of the PAC is:

The vision of the Parent Advisory Council (PAC) is to provide advice and input for school improvement, increase parent involvement, and strengthen the educational and social environment of the school so that all students can learn to the fullest potential.

Goals of the Parent Advisory Group	
	<ul style="list-style-type: none">• Increase parent involvement• Increase communication• Improve student attendance and achievement by working with other parents<ul style="list-style-type: none">• Stay up to date on the operations of the school• Share ideas and suggestions for school improvement• Have a parent liaison for each cohort (6-7, 8-9, 10-12)

The Maritime Academy of Toledo had developed 3 academic pathways for high school students. Students pick their pathway at the end of their freshman year which will help guide the rest of their graduation plan.

Note: Beginning in the 2020-2021 school year students will begin picking their Academic Pathways at the end of their 8th grade year.

Academic Pathways	
College Prep Pathway	<ol style="list-style-type: none">1). The College Prep Pathway provides an academically intensive curriculum in preparation for college.2). Cadets in this pathway should be able to obtain an Academic Honors Diploma. For information see: http://education.ohio.gov/Topics/Ohio-s-Graduation-Requirements/Honors-Diplomas/Academic-Honors-Diploma.3). Cadets must maintain a 3.5 GPA.4). Cadets failing any class will be disqualified from continuing in the College Prep Pathway.
Career Tech Pathway	<ol style="list-style-type: none">1). The Career Tech (CTE) Pathway provides a choice of enrolling in Maritime Occupations, Marine Environmental Science, or Culinary.2). Cadets in this pathway will graduate high school with credentials in



	<p>chosen CTE program. (For Example: Culinary students can graduate with ServSafe certification.)</p> <p>3). Cadets can graduate with the Ohio Means Job Readiness Seal on their diploma. For information see: http://education.ohio.gov/Topics/New-Skills-for-Youth/SuccessBound/OhioMeansJobs-Readiness-Seal.</p> <p>4). Cadets can graduate with a Career Tech Honors Diploma with hard work and determination. For information see: http://education.ohio.gov/Topics/Ohio-s-Graduation-Requirements/Honors-Diplomas/Career-Tech-Honors-Diploma.</p> <p>5). Cadets can only change their Career Tech program choice during their Sophomore Year.</p> <p>6). A requirement of the CTE Pathway are classes at Owens Community College & on the job internships.</p>
Applied Pathway	<p>1). The Applied Pathway provides extra support for Language Arts and Math.</p> <p>2). The majority of the classes will provide hands-on learning when possible.</p> <p>3). This pathway is the best fit for students who plan to obtain a job right after high school.</p> <p>4). Applied Math (Senior Year) is the equivalent of Algebra 2.</p> <p>5). The minimum number of credits to graduate is 22 but must be in required courses.</p>

Maritime Occupations	<p>TMAT was the first Maritime High School in the U.S. to offer a Career Technical Education (CTE) Program in Maritime Occupations. It is a 4 year program with 9th graders taking a course called Maritime Skills, learning the basics of various maritime industries and its terminology, as well as having the chance to earn their Ohio Safe Boaters License. Further specialization is offered for 10th – 12th graders that decide to stay in the CTE program. Deck and Engine fundamentals are equally taught and cadets attend the local community college every Friday to learn welding, small engine repair, electrical and circuitry and diesel engines. This is combined with full semesters of seamanship skills, navigation, ships systems, boat building and other “maritime” core courses. Course work culminates as seniors as they may earn their Coast Guard certified STCW-BST credential. The senior cadets may receive their TWIC cards, US Passports and Merchant Mariner Credentials. This “job ready” approach have assisted several of our cadets in receiving job offers</p>
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	<p>from various Great Lakes shipping companies and others have been admitted into the Great Lakes Maritime Academy, in Traverse City, Mi. Again, the bottom line for that program is opportunity, so the cadets in this program may earn several industry credentials and will graduate “job ready”.</p> <p><u>In School Internship:</u></p> <ul style="list-style-type: none">• Tall Ship Niagara – intern aboard the brig for a 2 – 3 week total immersion in sail training.<ul style="list-style-type: none">- Prerequisites: Must compose various letters and have a letter of recommendation <p><u>Post Graduate Apprenticeship Opportunities:</u></p> <ul style="list-style-type: none">• SIU (Seafarers International Union) – 9 month program for entry level candidates with promise of employment after program completion.<ul style="list-style-type: none">- Prerequisites: Must be 18 years or older, have no criminal record, drug free, pass USCG physical• STAR Center Engineering Tech Program – 24 month program that will advance the individual from entry level to 3rd Assistant Licensed Engineer<ul style="list-style-type: none">- Prerequisites: Must pass an entry academic and aptitude selection screening, must be 18 years or older, a U.S. citizen, have no criminal record, drug free, pass USCG physical
Culinary	<p>The culinary arts program prepares cadets for a career in food service, food management, or hospitality. The cadets earn certificates in ServSafe and ProStart, which will give them precedence in the Culinary industry.</p>
Marine Environmental Science	<p>The Marine Environmental Sciences CTE program is a 3-year program. The program aims to prepare students to either obtain positions in water treatment plants or pursue degrees in environmental science. There are many different careers related to environment science: environmental engineers, wildlife biologists, park rangers, community outreach, environmental law, research, etc. Year 1 focuses on natural resources. Students will take courses at The Source in leadership and supervision. Year 2 is an introduction to environmental sciences. The students will take an OSHA Safety course and an environmental sciences course at Owens. Year 3 is Wildlife Zoology and Fisheries. The students will take an environmental science lab and an environmental law class at Owens. The students will participate in many service projects including Clean Your Stream, Student Watershed Watch, and Get the Lead Out. Students will obtain an OSHA certificate and Ohio EPA approved certificates through OTCO.</p>

