



Annual Report

Of

The Educational Service Center of Central Ohio

Sponsored

Community Schools

2021-2022

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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:

Sophia Speelman, Ed.D.

Email – sophia.speelman@escoco.org

Phone - 614-542-4135

OR

James Marion

Email – james.marion@escoco.org

Phone - 614-753-4713

OR

Tamar Campbell

Email – tamar.campbell@escoco.org

Phone - 614-753-4718

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.

2021-2022 ESCCO Sponsored Community Schools RATINGS
Followed by Individual School Annual Reports

The ESCCO sponsored eight (6) schools during the 2021-2022 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. That process was delayed last year to the COVID-19 Pandemic. Current expiration dates of the contracts follow the titles of each school. Individual Annual Reports representing each school follow the Performance Report Ratings. These six schools served over 1600 students as enrollment fluctuated due to the pandemic. Nevertheless, all remained open providing remote, hybrid, and in-person instruction.

Performance Report Ratings

Please note that the state's education community experienced unprecedented disruptions during the 2020-2021 school year due to the COVID-19 pandemic. State report cards continue to look different than in prior years. There were no ratings available from 2019-2021. For the 2021-2022 report card, the indicators were changed and not as much information was available as in past report cards. Additional information can be found on the Department's [Report Card Resources webpage](#). The schools successfully completed academic meetings throughout 2021-2022 using internal data to

monitor students growth by comparing baseline, mid-year, and year-end student data through extended state standards, STAR Assessments, and MAP Assessments.

Each school utilizes an on-line compliance repository system known as Epicenter for the submission of compliance items needed by the sponsor and the state. All documents are archived from year to year and schools have a master calendar of submissions for each school year.

Early College Academy (Contract expires June 30, 2024.)

Academic Performance – Met

Met or exceeded all components of the report card with the exception of needed improvement in achievement.

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. The school ended the year with 108.31 FTE's which was a decrease from the year before.

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. Epicenter submissions for the year were submitted and completed. Board leadership and member participation, as well as policy development have continued to improve. The sponsor has no concerns related to overall operation of the school. The school completed a move during the summer of 2021 resulting in a new address – 137 E. State Street, Columbus, Ohio, 43215. Full occupancy of the building was awarded for the upper floor in February of 2022.

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, 2024.)

Academic Performance – Met

The school showed great gains in the progress component on the report card.

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. The school ended the year with 319.06 FTE's which was a decrease from the year before.

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, 2024.)

Academic Performance – Met

The school utilizes extended state standards for special education students since 100% of their students are on IEP's with the vast majority being on the autism spectrum. Assessments are designed in conjunction with the standards and individualized to students. The school made gains in the progress component which reflects growing individual students from year to year.

Fiscal Performance – Met

All fiscal documents were found to be compliant. The school ended the year with 217.2 FTE's.

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. Epicenter submissions were on time, often early, and accurate. Enrollment is stable and board member participation, self-evaluation, and policy development are well done. Board members are exceptionally involved in committee work and the treasurer is very communicative with the board.

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, 2024.)

Academic Performance – Met

The school improved on the progress component of the report card.

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. The school ended the year with 302.73 FTE's – a decrease from the year before.

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, 2024.)

Academic Performance – Met

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. The school ended the year with 195.38 FTE's remaining fairly stable in enrollment.

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. In 2021-2022, federal monies were still available which assisted the school. Monitoring will continue; however, the school met fiscal performance in 2021-2022.

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, 2024.)

Academic Performance – Met

The school received its second strike towards potential closure for 2018-2019 state testing results. The school submitted an improvement plan for the 2019-2020 school year. Safe harbor was issued to community schools as a result of the global pandemic and report cards were not issued for the 2018-2019 and 2019-2020 school years. Community schools were issued safe harbor and, therefore, strikes were erased. Report cards returned for the 2021-2022 school year and all schools start with zero strikes. They showed some improvement in the progress component; however, continue to need improvement across state reported areas. The Ohio strike policy is scheduled to return in 2023 based on the 2022-2023 performance ratings.

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. The school ended the year with 259.21 FTE's – a decrease from the year before.

Operation/Organization - Met

The school submitted compliance documents via Epicenter. Enrollment is down but stable, and board leadership and member participation, as well as policy development are excellent. Staffing has changed quite a bit over the course of the year causing the need to train faculty in school initiatives as well as some retraining. The school receives support from multiple entities and continues to move the organization forward.

Legal Compliance – Met

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

- *All schools have been reminded that as federal ESSER funds discontinue, budgets should be adjusted accordingly.*



Early College Academy Annual Report To Sponsor FY22

Name of School	Early College Academy
Address of School	137 E. State Street
Telephone of School	614-298-4742
IRN	000912
Superintendent of School	Jonathan Stevens
Fiscal Agent of School	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	9-12
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 lifelong learning and for contributing positively to their various communities

Student Enrollment	110
Percentage of Students on IEP's	18%
Names of Assessments Given at the School	End of Course, OGT, AccuPlacer, STAR, 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 once again looked very different this year; however, it was very successful and quite intimate with each graduate and their family coming to the school and having individualized ceremonies where families were able to celebrate their graduate. Each student's graduation was complete with caps and gowns, signs, and photographer with the staff able to offer a small, socially distanced individual graduation for each family, complete with signs, balloons and much celebration.

Explanation of Subsections Below

(a) the performance standards by which the success of the school was evaluated by the sponsor during 2021-22 (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 2021-22

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 STAR TESTING—NOT APPLICABLE.

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 2021-2022 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 2021-22 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 ESSER funds and CFR dollars for FY21-22 and roll over from ESSER through 2024. ECA files a Fiscal Plan through Epicenter monthly. The sponsor has expressed concerns regarding enrollment and retention of students.



2021-22 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/Founder - Greg Brown

Executive Dean of The Graham Family of Schools Culture/Dean & Director – James Kutnow

Executive Dean of The Graham Family of Schools Academics - Ed Ingman

Dean of Students – Jisuka Cohen

Dean of Instruction – Jordan Templeton

Associate Dean of Instruction - Christina Conrad

Associate Dean of Students - Angelic Dean

Fiscal Agent – Jennifer L. Smith, CPA

School Year the School Opened – 2010-2011

Number of Students - 319

Grade Levels Served – K-8

Percentage of Students on IEP's – 33%

Percentage of Students eligible for Free and Reduced Lunch – 59%

Student demographic percentages – 63% African American, 26% Caucasian, 7% Hispanic, 3% multiracial, 1% Asian/American Indian

Percentage of Students for whom English is their second language – 2%

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 2021-22 included: **Sara Neikirk**, President; **Joyce Swayne**, Vice President; **Sarah Levels**; Secretary/Treasurer, **Kitty King**, and **Ari Pompas**. GEMS partners with EL Education, national experts in effective educational practice using an expeditionary model. GEMS is a member of The Graham Family of Schools.

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 in which students complete fieldwork in partnership 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, and a variety of departments on campus to supplement learning in our curriculum.

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 5th-8th grade students 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.

Honors/Recognitions/Special Occasions

At the end of each term, an awards ceremony is planned in which 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 5-8 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

During Better World Day in early May, students exhibited work from their learning expeditions during celebrations of their learning. To develop their stories, seventh graders shared the impact of how our many cultures cross and shape the country; and gained podcast development skills through partnerships with the Ohio Historical Society, WOSU, and Musicology Recording Studios.

GAP

In partnership with Communities in Schools (CIS) GEMS hosts two daily after school programs for K-5 students and 6-8 students. The programs are free to our students, funded by two Nita M. Lowey 12th Century Community Learning Centers Grants. OSU students from the Department of Teaching and Learning assist our programs staff in all areas including homework help, ELA and Math enrichment, Social and Emotional Learning activities, career exploration and expeditions.

Partners

Thank you to our generous partners. Your support makes it possible for us to continue providing a high quality experiential education to our students!

Judy Alexander, Trinia Brooks, Kathleen Farrell, Olivia Frishkorn, Rich and Kitty King, Yeon OK Ko, Devin Langston, Sarah Levels, Brian Muller, Sara Neikirk, Kristian Overmyer, Christina Sineath, Joel Stead & Erin Brain Stead, Angela Stoller-Zervas, Joyce Swayne, Cindy Tishue, Oceania Trent, and Emily Wample.

Communities In Schools, Martha Holden Jennings Foundation, Huntington Bank, The Ohio State University, State of Ohio/Ohio Department of Education and ProMusica Chamber Orchestra Play Us Forward Program.

Federal Funding

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. Funds also support professional development for teachers and administrators, additional support for students affected academically, socially and emotionally by the pandemic, and improvements to our campus spaces, sanitation, safety, air quality and infrastructure. Federal funds this year included Title IA, Title IIA, Title III, Title IVA, EOE, IDEA-B, CRF, Broadband, ESSER I, ESSER II, ARP ESSER, ARP IDEA.

The performance standards by which the success of the school was evaluated by the sponsor during the 2021-2022 school year, and the method of measurement that was used by the sponsor (ESCCO) to determine progress toward goals.

The sponsor has established a high stakes rubric with which it evaluates its schools annually by 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 mission specific measures. The sponsor attends board meetings, has periodic meetings with leadership and initiates site visits during the school year.

Contractually stated goals

1. Safe and Healthy Schools: 50% or more of GEMS students will have a “favorable” perspective in Growth Mindset, Self-Efficacy and Sense of Belonging as measured two times per year with Panorama.
2. English/Language Arts: Increase the number of students proficient or higher in grades 3-8 ELA end of course exams by 5% each year for the next three years.
3. Mathematics: Increase the number of 3-8 students proficient or higher in Math end of year course exams by 5% each year for the next three years.

Names of Assessments Given at the School and the Results

To monitor schoolwide academic progress and achievement, GEMS uses NWEA MAP, Panorama, and State Tests. 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. As part of our formalized initiative in Social and Emotional Learning, GEMS used the Panorama Survey to help us identify student progress toward SEL goals. Students in the state of Ohio are required to take Ohio's State Tests in grades 3 through 8, the results of which are presented on the state report card. The GEMS staff meets in data teams throughout the year to evaluate student progress as well as set teaching and learning goals.

Spring **MAP results** showed important growth with grades 2,6,7,8, meeting or exceeding their Math growth goals, grades 3 and 4 coming very close to meeting these goals and KG, 1, 5 showing promising progress. In ELA grades 5,7,8, met their growth goals, grades 2,4,6 came very close to meeting these goals, and KG, 1 and 5 showed promising progress. Grade level achievement measures show progress, however more growth is needed.

Panorama data focused on our priorities of Growth Mindset, Self-Efficacy and Sense of Belonging showed growth in all areas as well as a 45% increased participation rate as this measurement of SEL competencies becomes thoroughly embedded in our culture.

The **Ohio State Report Card** has been revised to show star vs letter grades. Overall ratings will be introduced next school year. GEMS received 1 star in Achievement which measures levels of achievement on the Ohio State Tests; **4 stars in Progress which measures student academic growth as compared to the previous year**; 1 star in Gap Closing which combines a variety of measures including achievement, progress, and attendance; 1 star in Early Literacy which measures 3rd grade reading growth and achievement. Highlights include: 100% of 3rd graders were able to move up to 4th grade; Growth in Science tests (grades 5 and 8) GEMS received 5 stars which equals nearly two years of growth; ELA state test results show grades 4 and 7 gaining nearly two years of growth and grades 5 and 8 gaining more than one year of growth; Math state test results show grades 7 and 8 gaining nearly two years of growth.

Our primary focus is growth every day. Having a Growth Mindset amongst students and staff is essential. We meet students where they are, focus on the whole child, differentiate instruction and move students forward academically.

The 2021-2022 Report Cards give us a snapshot of student achievement and growth as well as teacher effectiveness during our first school year back to fully in-person learning since the start of the pandemic. During this school year we needed to re-establish a new baseline for our students and teachers academically, socially and culturally. We created work-plans to address the ongoing social emotional trauma and learning loss, and challenges of attendance, engagement and self-direction resulting from the isolation of an online learning environment and disruption in so many areas of our daily lives.

The state report card is being rolled out over three years, thus there will be additional measures and components being added in 2022-23 and 2023-24.

The school's activities toward and progress in meeting those contractually stated academic goals

GEMS has completed its eleventh 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. As a brief review of our initiatives to address our improvement needs, we have:

- Built a school improvement plan focusing on goals in Social and Emotional Learning, English Language Arts, and Mathematics aligned to our work plan.
- Expanded our RTI program into the middle school
- 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 through a partnership with the University of Chicago Network for College Success National Freshman Success Institute to focus resources towards the eighth grade transition year.
- Focused on 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.
- Maintained two after school programs focusing on SEL, ELA and Math enrichment and support as well as career exploration.
- 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 33 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 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.

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 on Zoom 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:

In the fall, Students focus on tools and work. Students first learn about how tools help to do a job. They then extend their understanding of what it takes to do a job when they learn how the "habits of character" of initiative, collaboration, perseverance, and responsibility help them do work. At the end of the module, students take all they have learned about tools and work to create a "magnificent thing" that fulfills an authentic classroom need (e.g., pencil holder for classroom use).

In the winter, students build their literacy and science skills as they engage in a study of the sun, moon, and stars. Students use their growing understanding of descriptive language, author's craft, and patterns of the sun and moon to compose a narrative poem titled: What the Sun Sees.

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?" First graders had to pay close attention to different types of beaks and feathers and how each of these body parts helped a species of birds.

2nd Grade:

In the fall, second graders learned about schools around the world. They studied how schools have adapted and changed when communities are faced with disasters or hardships. This year, students then moved to a new topic to focus on that was closer to home! Second grade students studied how GEMS changed our approach to school due to the pandemic. Students wrote a book comparing and contrasting different aspects of school before and during the pandemic.

For their second expedition, 2nd grade dug into the world of fossils and dinosaurs. They became paleontologists, studying the work of Mary Anning in order to learn about the kinds of things paleontologists do. Reading the book Stone Girl, Bone Girl by Laurence Anholt also allowed students to study the structure and craft of narrative writing. Finally, students produced a detailed drawing of a fossil and wrote their own narrative piece about a fictional paleontologist of their design!

During their final expedition of the year, second graders studied the “secret world of pollination.” They learned to navigate informational text and deepened their understanding of how plants grow and thrive. They then became entomologists, studying pollinators such as bees, hummingbirds, and butterflies in their expert research groups.

3rd Grade:

For their first expedition, 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 by Margriet Ruurs to learn about how librarians all over the world overcome challenges to get books to children. Students enjoyed learning new technology skills when they created comic strips about how they overcome their own learning challenges at school.

During their second expedition, 3rd graders became herpetologists. They studied the habitats and adaptations of various “Freaky Frogs.” 3rd graders studied pourquoi tales and informational text about frogs and practiced using both narrative and informational writing.

For their final expedition, Students answer the question: What can we learn from reading literary classics? In this module, students consider the answer to this question through a case study of *Peter Pan* by J.M. Barrie. Once students have finished reading *Peter Pan*, in the second half of Unit 2, they write a book review explaining whether they would recommend the story to a friend. Lastly, for the performance task, students read aloud their revised scenes to an audience before explaining how and why they revised the scene.

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

Human Rights Revolution! (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 themes, and comparing and contrasting how different texts address the topics and themes of human rights.

For the final product, students created a calendar showcasing resources, events, weather and other important details about living in Columbus to help connect refugees to the experience of living in the Columbus community. Students showcased refugee and immigrant owned businesses in Columbus and interviewed refugees to share their stories within the artwork and writing featured in the calendar.

Everybody's Zoon' It! (5th Grade) – Through this expedition students learned about animal rights and the needs of animals at the Columbus zoo. The students learned about different habitats and how animals need different habitats to sustain themselves. Students discussed and created a habitat that needed to be redone for a new animal coming to the Columbus zoo. The habitat will be reviewed by the Columbus zoo staff and they could pick the idea of the habitat for the incoming animal. Students worked on this habitat project with a budget in mind, along with knowing the parameters that the zoo has space for. Students learned about the food webs, different characteristics of animals based on their diet.

Trashley Ever After (6th Grade)- In our expedition Plastic and Waste Pollution students focused on how our plastic and waste impacts the environment. In unit 1, students tracked their families own plastic/waste and read Trash Vortex by Danielle Smith-Llera, analyzing the history and the reasons why we have a plastic/waste pollution problem and how it impacts the world. In the next unit students continued to focus on our second guiding question of "How is plastic/waste pollution hurting the world?" by reading Flush, by Carl Hiaaseh. During this unit students learned about renewable and nonrenewable resources in science. In the final unit students created and presented a TedTalk on a topic related to our guiding question of "How does plastic and waste impact our world and what can we do about it?"

Career Exploration (6th Grade)- Students learned more about who they are and their likes, interests, and skills that can be applied to a future career. In math students created a budget based on their future career choices. Students then wrote an informative paper explaining their career, salary, skills and education requirements, financial values, and training needed.

Voices (7th Grade) – Students created a podcast answering the questions "Is the USA a land of opportunity for all?" and "How can we use our voices to help others?" Throughout the expedition students interviewed experts, wrote scripts, and recorded a podcast at a local recording studio as their final product. Students gained skills in posing interview questions that elicited elaboration, researching opportunity gaps in the USA, and articulating their arguments with relevant evidence. Students realized the power of their voice and the impact of sharing their stories to build connections and community.

Wetlands (7th Grade) - Students partnered with Alum Creek Lake to study and restore a wetland habitat. We focused on the importance and impact of water quality to the ecosystem. Through this study they explored the 4 spheres of the Earth: Biosphere, Hydrosphere, Atmosphere, and Geosphere and how they are connected to each other. Students analyzed the impacts humans have on wetlands and how communities are disproportionately impacted by environmental issues such as climate change.

Take a Stand (8th Grade) - Gandhi once said, "Be the change you wish to see in the world." It's time for students to ask the question, Who am I? Through this unit they studied identity groups and discovered their voice. They learned how historical, biological and statistical details affect each individual's identity, the school community, and the world. Students partnered with The Juvenile Justice Coalition and Kaleidoscope, where they learned to create laws, and web content in the form of written word for a youth run website. Students read To Kill A Mockingbird, by Harper Lee to explore situations dealing with social justice and discuss topics interwoven into identity. During their fieldwork they learned about curating an exhibit for a museum in

collaboration with their ending project of creating a collaborative piece of art that hung in the school hallways. The piece was an expression of their identity and will influence others for years to come.

Food Justice (8th Grade) - In this expedition, students used the school garden to learn about nutritious eating and the injustice in food choices in schools and historically excluded communities. We looked at the history of agriculture as it relates to society and culture. We also analyzed the policies behind school lunches in the US and compared our school lunches to the national guidelines as well as global policies.

Staff Members

The full-time and part-time staff roster in the 2021-22 school year included: Kristin Adams, Debbie Addison, Alen Auguste, Ashley Austrie-Brown, Cathy Baney, Nicole Becks, Kevin Beery, Stacey Bittinger, Mariano Bowles, Katelynn Brewster, Jennifer Bricker, Greg Brown, Kristen Bucci, Taylor Bush, Jisuka Cohen, Loren Collins, Christina Conrad, Keri Dana, Angelic Dean, John Eckenrode, Monica Eppler, Katherine Folger, Susan Frank, Sydney Frazier, Joseph Hasseltine, Julian Huelshoff-Ahumada, Ed Ingman, Tamara Jones, Raesheena Kennedy, Nathan King, Noelle Klein, Alexandra Konet, James Kutnow, James Lawlor, Jamie Lenzo, Katie Logan, Cheryl Long, Sarah Lopienski, Rosa Markward, Allison Maynard, Kyleigh McCune, Kathryn McDaniel, Melinda McFann, Angela Meabon, Brady Miller, Cassie Muller, Kelli Orians, Wesley Owens, Lindsay Pearson, Sarah Pfirman, Michael Piteo, Asher Pollock, Victoria Ringwald, Rachel Rutkowski, Evan Rulong, Jennifer Smith, Audrey Snyder, Chris Spackman, Zachary Steinberger, Hannah Stewart, Hunter Stewart, Jordan Templeton, Cynthia Tishue, Colleen Vaughan, Jennifer Waddell, Stephanie Waldeck, and Jeff Wiseman.

Financial Status

In fiscal year 2021-22 the school received \$3,827,288 in state funds. The school also received \$1,331,631 in federal funds and \$51,505 in development and rental income funds, among other separated categories. Sources of income totaled \$5,210,424. In fiscal year 2021-22 the school paid for employee salaries and benefits, including payroll taxes and retirement, through The Graham School, GEMS's financial manager, and paid \$81,852 in loan payments for the purchase of the 16th Avenue building. Uses, including the aforementioned items along with classroom support expenses, utilities, insurance and assorted services to and purchases for the school, totaled \$5,086,908 in expenses. When the current cash in bank was added to the sources, the year-end adjusted cash balance was \$599,153 to be carried over to 2022-23. 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 accounted for accurately and appropriately.

Oakstone Community School Annual Report
2021 - 2022

Oakstone Community School
October 26, 2022

5747 Cleveland Avenue
Columbus, OH 43231-2831
614-865-3413

IRN: 000679

Superintendent: Heather Kronewetter
Fiscal Officer: Johanna Gladman

Governing Authority Members:
Jason Warner, President
Scott Duffy, Vice-President
Sherry Chapin, Secretary
Kelli Reavling-Cobb
Eric Yitz Frank

School Opening Year:
2004-2005

Number of Students: 224 enrolled (2021 - 22), attendance rate was 94.9%

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. OCS received results of the Special Education Rating on October 3, 2022 for the 2020-21 data. Results indicated the following:

Indicator 3b –

Reading Proficiency Rate - Grade 4	40%	(target = 21.86%)
Reading Proficiency Rate - Grade 8	50%	(target = 10.97%)
Reading Proficiency Rate - HS	54.17%	(target = 17.84%)
Reading Participation in Alternate Assessments	17.09%	(target = >1.0%)
Math Participation in Alternate Assessments	18%	(target = >1.0%)
Math Proficiency Rate - Grade 4	30%	(target = 26.83%)
Math Proficiency Rate - Grade 8	38.89%	(target = 13.94%)
Math Proficiency Rate - HS	23.53%	(target = 6.77%)

It should be noted that OCS received a “Meets Requirements” rating and that we did not have any “actions” against us.

** It should be noted that all students who attend OCS are students with an IEP and per Federal Law, students on an IEP may continue to receive instruction according to his/her IEP until the age of 22.*

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 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:

Ohio introduced a new grade card format for the FY22 school year. As always, information within the grade card is reflective of data from the previous school year. OCS received their FY22 grade card in September 2022. Information outlined in the grade card provided the following:

Achievement Component: 2 stars

The achievement component measures students academic achievement using each level of performance on Ohio's State Tests. The Performance Index measures the test results of every student. Each year the maximum possible score is determined by the average of the highest 2% performance index scores in the state. The performance indicators measure is the percentage of students who scored proficient or higher on state tests. The performance indicator measure is not factored into the overall achievement component rating. However, OCS utilizes this information to help determine areas of both strength and weakness with regard to our students for all areas tested.

Areas of strength for OCS as identified on this report card include: Fourth grade math (50%), Fifth grade science (53.8%), Seventh grade ELA (50%), Eighth grade science (61.9%), Algebra I (50%), Government (68.2%), US History (68.2%), and Biology (66.7%).

Areas of weakness for OCS as identified on this report card include: Fifth grade math (30.8%), Sixth grade math (21.4%), Eighth grade math (30%), and Geometry (26.3%).

Progress Component: 3 stars

The progress component measures the academic performance of students compared to expected growth on Ohio's state tests. OCS students demonstrated significant evidence in achieving more progress than expected in the following areas: Biology, Eighth grade science, and Seventh grade math. OCS students demonstrated less than expected growth in Fourth grade math.

Gap Closing & Graduation Component: 2 stars, 1 star

The Gap Closing component shows how well schools are meeting the performance expectations for students in English language arts, math, and graduation. OCS demonstrated the following with regard to English Language Arts and mathematics achievement: 70.8% students with disabilities in ELA compared to the state target of 50.6%, and 62.9% students with disabilities in math compared to the state target of 45.5%. In graduation, OCS had a 53.1% four year graduation rate for students with disabilities compared to the state target of 75.4% and 83.3% for the five year graduation rate. It should be noted however that 100% of OCS students met their state graduation requirements but deferred their diploma to continue working on the transition plan of their IEP.

Early Literacy Component - NR

This means that we did not have enough students to meet the threshold to report early literacy.

Special Accomplishments/Achievements:

- \$304,000 in scholarships awarded to three graduating seniors
-

Required Subsections:

A. The performance standards by which the success of the school was evaluated by the sponsor during the 2021-22 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
- 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
- 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 2021-22 school year:

- Local Report Card results
- Additional Accountability Measures in Sponsor Contract
- Site Visits
- Student records inspection
- Special Ed. Rating Report

C. The School's activities toward and progress in meeting those contractually stated goals during the 2021-22 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.

- In person instruction during the Pandemic for the 2020-21 school year, as well as remote learning for those with medical needs.
- Intervention based tutoring/services to students significantly and negatively impacted by COVID during the summer months.

D. The School's financial status during the 2021-2022 school year:

The School's financial status during the 2021-2022 school year:

OCS began fiscal year 2021 (July 1, 2021 through June 30, 2022) with a cash balance of \$775,556. A summary of cash basis receipts and expenditures follows:

Receipts

In fiscal year 2022, the State of Ohio legislature implemented a new funding model for all schools in Ohio. This changed funding for community schools from a per student amount to a cost based approach based on enrollment and average costs across the state. State foundation receipts come through the Ohio Department of Education (ODE) and now included: Base cost funding \$1,449,070, Student Wellness and Success funding (purpose restricted) \$81,567, special education funding \$5,360,964, and facilities funding \$107,722. The state foundation was then reduced by a 10% holdback of special education funding of \$536,096 to fund catastrophic special education costs in schools across the state. The School's FY 22 foundation line item was increased by \$23,609 for FY 21 state foundation and by \$1,649 for college credit plus refunds owed to the School by ODE.

Casino revenue received in FY 22 totaled \$14,518.

Federal reimbursements from the Medicaid in Schools Program totaled \$54,015, which included final settlement for FY 20 (\$29,679), as well as interim reimbursements for FY 21 and FY 22.

Federal receipts included \$149,392 in Title VI-B IDEA, Coronavirus Relief, and Title I SES grant funding.

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 and related service fees,

attorney fees, insurance, rent, technology, program support, fees for our Medicaid in Schools billing agency, agreed upon procedures services for the Medicaid in Schools Program, accounting services, ITC services, staff professional development, benefit services, meeting and position advertisements, college credit plus fees, website hosting, etc.

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

OCS ended the fiscal year with \$527,085 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, 2022, and will be audited by an Independent Public Account in coordination with 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 25, 2022, projected a positive cash balance through fiscal year 2026.



2021-22 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/Founder - Greg Brown

Executive Dean of The Graham Family of Schools Academics/Dean – Ed Ingman

Executive Dean of The Graham Family of Schools Culture – James Kutnow

Dean – Melissa Rulong

Dean - Gheon Selemon

Fiscal Agent – Jennifer L. Smith, CPA

School Year the School Opened – 2007-2008

Number of Students - 303

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

Percentage of Students on IEP's – 18%

Percentage of Students eligible for Free and Reduced Lunch – 46%

Student demographic percentages – 70% African American, 11% Caucasian, 15% Hispanic, 2% multiracial, 2% Asian/American Indian

Percentage of Students for whom English is their second language – 9%

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 2021-22 school year were: **Kitty King**, President; **Jim Ziminski**, Vice President and Treasurer; **Susan Coady**, Secretary; **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. TCS is a member of The Graham Family of Schools.

The Charles School Mission

The mission of TCS@ODU 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 Program 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.

Partners

Ohio Dominican University (ODU) Early College Program

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. Our students can begin taking college courses on the ODU campus as early as the beginning of their Junior year and continue through a fifth year of high school to obtain an Associates Degree.

Columbus State Community College (CSCC) College Credit Plus Program

CSCC is 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 43 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.

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.

Additional Partners

Thank you to our generous partners. Your support makes it possible for us to continue providing a high quality experiential and early college education to our students!

Pursia Castillo, Gail Collins, Andrea Gorzitze and Mr. Julian Maxey, Rich and Kitty King, Affinity Memorial Chapel, Central Community House, City of Columbus, CLC, Columbus State Community College, Dress For Success Columbus, Driven Foundation, Harmony Project, La Ti Do Music Co., Lead the Way Learning Academy, Lifeline of Ohio, More Inc., MBUBE Institute, Stephaine Mingo, Ohio Arts Council, Ohio Dominican University, Ohio Wesleyan, Transit Arts, Mid-Ohio Food Bank, Rising Youth, The Ohio State University; Think, Make, Live; United Methodist Church, Vantage Inhouse, and Zora's House.

Career Pathways Work and CTE

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 allows 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 2021-2022 school year we introduced a third CTE course in the N3 pathway of Information Technology Software and Computer Programming. Students had the opportunity to take Information Technology, Programming, or Web Design. We had a total of 55 students take the courses, increasing our N3 cohort. 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. In addition to OMJ backpack students also explored college and careers through Naviance; discovering career interests and potential college pathways. The OhioMeansJobs work readiness seal, Technology Seal, Community Service seal, and the Industry Credential seal all count towards the two required seals needed to graduate under the new graduation requirements for 2023. As our program grows we continue to explore new avenues for our students to engage with the community and prepare for life after high school.

Federal Funding

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. Funds also support professional development for teachers and administrators, additional support for students affected academically, socially and emotionally by the pandemic, and improvements to our campus spaces, sanitation, safety, air quality and infrastructure. Federal funds this year included Title IA, Title IIA, Title III, Title IVA, EOEC, IDEA-B, CRF, Broadband, ESSER I, ESSER II, ARP ESSER, ARP IDEA.

Special Accomplishments/Achievements

Six graduating seniors earned an Associates of Arts degree from Ohio Dominican University. Five students earned a high school diploma with honors. At ODU 52 students earned 535 credit hours, with an average GPA of 2.46. Two students participated in College Credit Plus at Columbus State Community College and earned a total of 13 credits, with an average GPA of 3.8.

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

Celebrating Our Work Together & Honors/Recognitions/Special Occasions

In May, The Charles School at Ohio Dominican University conducted an outside graduation celebration extravaganza for the Class of 2022. The annual Awards Ceremony and picnic recognized students who exhibit achievement and leadership in a variety of categories. During the awards 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, Integrity, and Grit, the Biggest Leap Forward Award, and The True Panther Award.

In 2021-22 the following students were honored as recipients of these awards:

Awards	
English 9	Sonia Pacheco-Panteleon
English 10	Mahamat Ali Oumar
English 11	Amirah Hancock
English 12	La'Naysha Hale-Caldwell
Algebra 1	Nakai Mwashita & Jenissa Cooper
Geometry	Nathan Ward & Maci Braaksma
Algebra 2	Andrea Goins
Senior Math	Josh A'Neal Pack & Aurora Micheletti
Science 9	William Mullen, Zyon Havener, Wanye Fleming-Harris, & Jenissa Cooper
Science 10	Kemonie McGee, Maci Braaksma, & Nia Cottrell
Science 11	Christopher Todd
Science 12	Kameron McCord & Ivana Gonzalez Reyes
Social Studies 9	McKenzie Lancaster, Eli Hurt, & Jontue Rogers
Social Studies 10	Seriah Harvest
Social Studies 11	Jannet Garcia Guzman, Amirah Hancock, Tony Nosouvanh, LaMarion Barnes, & Roger Varela Cruz
Spanish 1	Julia Fouts
Heritage Spanish 1	Jennifer Calderón Salto
Spanish 2	Kemonie McGee
Heritage Spanish 2	Roger Varela Cruz
Spanish 3	Navianna Calloway-Snodgress
Cultural Studies	Skyy Julious
Fine Arts Award	Julia Fouts, Nashiya Johnson, Ty'Keice Cox, Ivana Gonzales Reyes, & Anwynn Roundtree
CTE: Information Technology Certificate	Maci Braaksma, N'mya Burger, Saul Gomez, Syeir McBride, Kameron McCord, Kemonie McGee, Rai'Niyah Ransom, Adrianna Shaw, Autumn Smith, Rylie Tucker, & Nathan Ward
CTE: Web Design Certificate	Malaki Fisher, Joseph McComis, Allison Motter-Treece, & Evan Smith
CTE: Programming Certificate	Malaki Fisher, Connor McCord, Kameron McCord, Allison Motter-Treece, Arturo Pacheco Pantaleon, Evan Smith, & Micaiah Vinson
CTE Industry Recognized Credentials	Miciah Vinson
CTE Leaders	Kemonie McGee, Lamareion Peyton, Ron'Naysha Carter, Arturo Pacheco, James Bryant, Joe McComis, Naomi Shaw, Nathan Ward, Micicah Vinson, Adrianna Shaw
Health	Nia Cottrell & La'Nyjah Blanks

PE	Jennifer Calderon Salto, Jontue Rogers Jr., William Mullen III, & Dimitrius Bennington
ESL Underclassman:	Jonathan Rodriguez Gante
ESL Upperclassman:	Maylin Lopez-Hernandez
ODU:	Tahlia Vinson
CSCC:	Hawa Ali
Perfect Attendance	Malachi Mitchell, SeMaria Harvest, Fiona Cobun, Caroline Eдорh, Joseph McComis, Nyla Wells, Riley Yonek, & Micaiah Vinson
Nearly Perfect Attendance	Andy Nosouvanh, Tony Nosouvanh, Dimitrius Bennington, Julia Fouts, DonJae' Harris-Johnson, McKenzie Lancaster, Lilla Morris, Allan Olivar, Jontue Rogers Jr, Merlin Diebert, Ian Smith, Yahya Awale, & Jonathan Rodriguez
Dean's Award for Integrity:	Kameron McCord
Dean's Award for Grit	Johanna Cruz
Dean's Award for Courage	Jonathan Rodriguez Gante & Rosa Rodriguez
The Gabe Gaiusbayode Award for Community Leadership	Micaiah Vinson
The Charles School Award for Community Engagement	Rikeliah Cox, Elijah Hurt, Jenissa Cooper, Maci Braaksma, Ty'Keice Cox, Marie Smith, & Annikah Cundiff
Crew Award 9th	Safourata Bah
Crew Award 10th	Lamarion Barnes & Laniyah Curry
Crew Award 11th	Ron'Naysha Carter
Crew Award 12th	James Bryant
Crew Award 13th	Riley Yonek
Biggest Leap Forward	Andrew Streete
The True Panther Award	Nyobi Jenkins

Graduates from The Charles School

In 2021-2022 The Charles School at Ohio Dominican University had its tenth graduating class. Sixty four students graduated from TCS@ODU with earned college credits and 6 of the TCS@ODU graduates received an Associates of Arts degree from Ohio Dominican University.

2022 graduates of The Charles School at Ohio Dominican University include:

Alayna Amos, Yahya Awale, Quardele Bell, James Bryant V, Pursia Castillo, Gabriella Cesar-Janey, Fiona Cobun, Jazmine Coleman, Nacyhia Conner, Rikeliah Cox, Ty'Keice Cox, Giovanni Coyotl Martinez, Johanna Cruz, Annikah Cundiff, TakiyaDavidson, Ethan Davis, Karvonna Davis, Erick Deras Santos, Alexander Dobson, Kezayah Eberhart, Caroline Eдорh, Ta'Shawn Eggleton, Malaki Fisher, Desiree' Franklin, Lance Frierson, Diana Galindo, Jameceia Gibson, Saul Gomez, Ivana Gonzalez Reyes, Dashyra Green Brown, Desiree Hairston, La'Naysha Hale-Caldwell, SeMaria Harvest, Koby Houpe, Nyobi Jenkins, Said Jeylani, Shawn Jones, Zaniela Kelley, Lauren Lemaster, Khristopher Logan, Micha'el Martin, Kameron McCord, Abel Morales, Dylan Notoma, Miguel Olalde Ramos, Brianna Oliver, Fredi Pacheco Pantaleon, Si'Nai Parker, Lamarion Peyton, Megan Potter, Dashauna Rigsbee, Juriell Rivera Andujar, Rosa Rodriguez, Taniah Saunders, Marie Smith, My'kaylah Sparks, Camryn Stragand, Andrew Streete, Micaiah Vinson, Nyla Wells, Talayeh Williams, Janya Williamson, Samira Williamson, Riley Yonek.

2022 graduates of Ohio Dominican University with an Associate's of Arts degree include:

Fiona Cobun, Kezayah Eberhart, Caroline Eдорh, SeMaria Harvest, Nyobi Jenkins, and Micaiah Vinson

Athletics

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

Family Engagement Council

The Family Engagement Council met regularly establishing projects, communication, and volunteer opportunities. The pandemic disrupted some of our plans. Parents have helped with homecoming, the monthly free produce give-away, graduation and classroom supplies.

Panther Table Talks

Developed in 2020-2021, Family Crew was established as a natural extension of Student Crew and Staff Crew. In 2021-2022, Family Crew became Panther Table Talks (PTT). Led by teachers, PTT hosted monthly evening meetings with families to discuss pertinent school issues, build a better understanding amongst our community about the activities and purpose of Crew, and offer families opportunities to experience the elements of Crew by participating themselves. PTT subjects included Mindfulness, Restorative Practices, Social and Emotional Learning, Trauma Responsive Educational Practices and Positive Behavior Interventions and Supports. Each meeting also expanded the conversation to include subjects of interest to participants.

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, financial literacy, health, and physical education.

The performance standards by which the success of the school was evaluated by the sponsor (ESCCO) during the 2021-2022 school year and The method of measurement that was used by the sponsor (ESCCO) to determine progress toward those goals.

The sponsor has established a high stakes rubric with which it evaluates its schools annually by 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 mission specific measures. The sponsor attends board meetings, has periodic meetings with leadership and initiates site visits during the school year.

Contractually stated goals

1. Safe and Healthy Schools: 50% or more of TCS students will have a "favorable" perspective in Growth Mindset, Self-Efficacy and Sense of Belonging as measured two times per year with Panorama.
2. English/Language Arts: Increase the number of students proficient or higher in ELA end of course exams by 5% each year for the next three years.
3. Mathematics: Increase the number of students proficient or higher in Math end of year course exams by 5% each year for the next three years.

Names of Assessments given at the School and the Results

To monitor student academic achievement and progress TCS@ODU uses NWEA MAP, Panorama and Ohio State Tests. 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.

As part of our formalized initiative in Social and Emotional Learning, TCS used the Panorama Survey to help us identify student progress toward SEL goals. Students in the state of Ohio are required to take Ohio's State Tests, the results of which are presented on the state report card. The TCS staff meets in data teams throughout the year to evaluate student progress as well as set teaching and learning goals.

Spring **MAP** results showed important growth from fall to spring. In grades 9-12 MAP ELA the annual growth targets were met or exceeded. In grades 9-12 MAP Math the annual growth targets were met or exceeded.

Panorama data focused on our priorities of Growth Mindset, Self-Efficacy and Sense of Belonging showed lack of growth in all areas possibly skewed by an increased participation rate of 70%. As we continue to offer Panorama SEL surveys twice/year, we are starting to establish a stronger understanding of our students' SEL skills as they connect to our goals.

Ohio State Report Card

The Ohio State Report Card has been revised to show star vs letter grades. Overall ratings will be introduced next school year. TCS received 2 stars for Achievement measuring levels of achievement on the Ohio State Tests; **3 stars for Progress measuring student academic growth as compared to the previous year**; 2 stars for Gap Closing measuring a variety of measures including achievement, progress, and attendance; 1 star for Graduation measuring the 4 and 5 year graduation rate from the previous school year (our goal is inverted: we seek to graduate students in 5 years rather than 4 and the state seeks to have students graduate in 4 years rather than 5). Our 4 year graduation rate grew to 59.4% because we had many post COVID students who were ready to be finished with high school. Our 5 year graduation rate was 90.7%

Highlights include: ELA Achievement on state tests was noted with significant gains over the state goals for Black students, Economically Disadvantaged students and students with Disabilities, we had an overall 8% rise; US Government performance index reached 71.9%; US History performance index rose to 66.7%; and Biology performance index rose 5%.

Early College Progress - The state report card reported that 56% of our students earned college credit. Students across our demographic who are historically underserved undersupported and underrepresented in higher education earned multiple college credits and gained college experience at significantly higher rates than reported by the state of Ohio.

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 2021-2022 Report Cards give us a snapshot of student achievement and growth as well as teacher effectiveness during our first school year back to fully in-person learning since the start of the pandemic. During this school year we needed to re-establish a new baseline for our students and teachers academically, socially and culturally. We created work-plans to address the ongoing social emotional trauma and learning loss, and challenges of attendance, engagement and self-direction resulting from the isolation of an online learning environment and disruption in so many areas of our daily lives. Our primary focus is growth every day. Having a Growth Mindset amongst students and staff is also a mantra. We meet students where they are, differentiate instruction and move them forward academically.

The state report card is being rolled out over three years, thus there will be additional measures and components being added in 2022-23 and 2023-24.

SAT/PSAT

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 to help guide individual student instructional planning and future college/career planning discussions.

The school's activities toward and progress in meeting those contractually stated academic goals during the 2021-2022 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 through 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.
- Focused on 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.

Staff Members

The full-time and part-time staff roster in the 2021-22 school year included: Debbie Addison, Cathy Baney, Nicole Barbour, Eric Bowles, Greg Brown, Gail Collins, Holly Corns, Joyce Inez De Groot, Meaghan DeLong, Brigitte Dick, Katherine Fischer, Todd Francoeur, Susan Frank, Hollie Galzarano, Clifton Gregory, Jane Hatch, Emelie Heltsley, Trina Hurt, Edmund Ingman, Lydia Jones, Alexandra Konet, John Kramer, James Lawlor, Sidney Leatherman, Jamie Lenzo, Bailey Line, Katie Logan, Cheryl Long, Sarah Lopienski, Samantha Lortz-Baird, Owen May, Amanda McCain, Kathryn Mcdaniel, Amanda Menechella, Miriam Miles, Carol Nashalsky, Sonia Nazario, Steve Owens, Julia Painter, Darla Patrick, Rachel Prince, Rebecca Riley, Evan Rulong, Melissa Rulong, William Schroedl, Gheon Selemon, Jennifer Smith, Chris Spackman, Zachary Steinberger, Jennifer Waddell, Amanda Waluzak, Jeanne Weinberg, Ruby Wing, Jeff Wiseman, and Rachelle Zuniga

Financial Status

In fiscal year 2021-22 the school received \$3,182,213 in state funds. The school also received \$1,178,724 in federal funds and \$26,606 in development funds, among other separated categories. Sources of income totaled \$4,387,543. In fiscal year 2021-22 the school paid for employee salaries and benefits including payroll taxes and retirement through The Graham School, The Charles School's financial manager. The school has no debt. Uses, including the aforementioned items along with classroom support expenses, utilities, insurance and assorted services to and purchases for the school, totaled \$4,298,217 in expenses. When the current cash in bank was added to the sources, the year-end adjusted cash balance was \$428,238 to be carried over to 2022-23. 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 accounted for accurately and appropriately.



The Graham School

encounter the world, engage the mind

2021-22 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/Founder - Greg Brown

Executive Dean of The Graham Family of Schools Culture – James Kutnow

Executive Dean of The Graham Family of Schools Academics - Ed Ingman

Dean - RJ Larry

Associate Dean - Kathryn Livingston

Associate Dean - Laurel Wakeley

Fiscal Agent – Jennifer L. Smith, CPA

School Year the School Opened – 2000-2001

Number of Students - 195

Grade Levels Served – 9, 10, 11, 12

Percentage of Students on IEP's – 34%

Percentage of Students eligible for Free and Reduced Lunch – 58%

Student demographic percentages – 41% Caucasian, 44% African American, 8% Hispanic, 6% multiracial, 1% Asian/American Indian

Percentage of Students for whom English is their second language – 6%

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 2021-22 included: **Steve Gussler**, President; **George Norris**, Vice President and Treasurer; **Kim Gulyassy**, Secretary; **Bill Dawson**, **Mirria Martin**, and **Scott Lesinski**. TGS partners with EL Education, national experts in effective educational practice using an expeditionary model. TGS is a member of The Graham Family of Schools.

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 participates in ongoing training 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 seventh year of its partnership with EL Education in 2021-2022. 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 a state minimum of 20 credits across specific subjects: English Language Arts 4 credits; Mathematics 4 credits; Science 3 credits; Social Studies 3 credits; Electives 5 credits including 1 credit in Fine Arts, 0.5 credits in Health, 0.5 credits in Physical Education and 0.5 credits in 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.

Career Pathways Work and CTE

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 and careers. Our career pathways initiative allows 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 2021-2022 school year we continued to grow our CTE cohorts in the N3 pathway of Information Technology, Software and Computer Programming. We had a total of 78 students take the courses, an increase of over 30 students. 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. In addition to OMJ backpack students also explored college and careers through Naviance; discovering career interests and potential college pathways. Career Pathway work also supported all of the senior walkabout experiences. Several students earned the Ohio Means Jobs readiness seal. The OMJ readiness seal, Technology seal, Community Service seal and the Industry Credential seal all count towards the two required seals needed to graduate under the new graduation requirements for 2023. As our program grows we continue to explore new avenues for our students to engage with the community and prepare for life after high school.

Walkabout

In Spring of 2022, 60 students 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 and embody our Habits of Learning. Seniors worked with mentors at some of the following local businesses and organizations: Kobolt Graphic Design Studio, Reale Dogs Training School, Russ Meyer Welding Group, Laughing Ogre, Piece of Cake Bakery, TGS lunch program, Ohio History Center, TA at TGS, Robbie's Hobbies, Columbus State Community College, The Columbus Metropolitan Library, Biztown, Gladden House, Stowe Mission, and Steve's Landscape Service.

May Days

In May 2022, TGS students participated in May Days courses; these courses delve deeply into particular topics of interest ranging from Game Theory and Design to Latin American Culture. Throughout the month students spent their days encountering the world and engaging their minds through hands-on, authentic work. Additionally opportunities for academic support and enrichment were an integrated thread.

CCP

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 or fourth year to take at least one CCP class prior to graduation from TGS. Several Class of 2022 seniors took CCP 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 2021-2022 the following students were honored:

Subject Awards	Student
English	Allie Scharnhorst
Fine Arts	Archie Jessie
Foreign Language	JJ Holonitch
Math	Hattie Edinger-Von Netzer
Science	Jaelyn Koueviakoe & Sha'Riyah Lymon

Social Studies	Hattie Edinger-Von Netzer
Health/PE	Abe Vasquez
Cultural Exchange Award	Jemy Leelassawin
Technology	Kristen Cavazos

Experiential & Habit Awards:	Student
Adventure & Risk 9	Sarah Cordes
Adventure & Risk 10	Izzy Fralick
Adventure & Risk 11	Roy Berry
Adventure & Risk 12	Mila Mitchell
Perseverance 9	Em Marcum
Perseverance 10	Oscar Vazquez Diaz
Perseverance 11	Tanijia Thomas
Perseverance 12	My'Nique Peyton
Self Direction 9	Robert Murphy
Self Direction 10	Brianna Harmer
Self Direction 11	Ashley Ramirez Chavez
Self Direction 12	V Martinez
Service & Stewardship 9	Jocelyn Williams
Service & Stewardship 10	Qua'Jenee Taylor
Service & Stewardship 11	Jaelyn Koueviakoe
Service & Stewardship 12	Ivory Isaac
Teamwork & Collaboration 9	Maddie Carrington
Teamwork & Collaboration 10	Kristen Cavazos
Teamwork & Collaboration 11	Jack Fralick
Teamwork & Collaboration 12 x2	Desiree Osterloh and Mariska Toney
Service Learning 10	Malakai Best
Service Learning 12	Jeremiah Coons
Outstanding Student Award 9	Exzavier Hudson
Outstanding Student Award 10	JJ Holonitch
Outstanding Student Award 11	Abe Vasquez

Recognition Awards:	Student
Outstanding Senior Award	Breona Eaton
Senior Spirit Award	Adonis Daniels
Henry Stout Award	Hunter Rayburn
Reaching for the Stars	Amanda Baker
Dean's Award of Courage	Chris Tyler
Open Hand	Tanner Durst
Open Heart	Tianna Carse
Open Mind	Totionna Keith
True North	David Huff
True Dragon	Selena Schaney

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, Community Presentation Days, Student Led Conferences, Walkabout presentations, and of course, the commencement ceremony. Many individuals and groups make these celebrations possible including staff, students, the Parent Guardian Community, and other friends of The Graham 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 2022 Commencement Ceremony was held at Tree of Life High School's Northridge Campus. Seniors were presented with diplomas, a Purple Dragon, and a "Congratulations 2022 Graduate of The Graham School" yard sign. TGS staff and families were thrilled to be able to come together to celebrate the accomplishments of our amazing graduates.

As we ended another year at The Graham School we added 59 students to our list of graduates, which now totals more than 700 over the last nineteen 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.

2022 graduates of The Graham School include

Tyler Addington, Amanda Baker, Dane Bednar-Warren, John Berry, Kya Bice, Terrell Butler, Tianna Carse, Piper Clark, Angus Cook, Jeremiah Coons, Tylor Crawford, Richard Cunningham III, Adonis Daniels, Tanner Durst, Breona Eaton, Max Fleisher, Ethan Frazier, Keontae Glanton, Jackson Grayson, Michael Gwinn III, Esther Harrison, Hunter Hashman, Brielle Hodge, Shawn Hood, Elexis Hudson, David Huff, Ivory Isaac, Alecia Jarvis, Archie Jessie, Ta'Nasia Jones, Totionna Keith, Jemy Leelaassawin, Lio Leslie, Chandler Marsden, Violetha Martinez, Cambran Mason, Alyshia Montgomery, Jeremiah Neal, William O'brien Jr, Mila Mitchell, My'Nique Peyton, Desiree Osterloh, Mackenzie Pizzurro, Fen Quigley, Hunter Rayburn, Izzy Rhodes, Courtney Robbins, Selena Schaney, Helen Shapoval, E-Naijah Smith, Ethan Strader, Delaney Strathie, Sean Swift, Dalaejah Thomas, Mariska Toney, Christophor Tyler, Flores Vargas, Reeves Vaughn, & Moesha Wilson.

TGS Parent Guardian Community (Dragon Boosters)

Working in conjunction with staff, 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.

Family Crew

Developed in 2020-2021, Family Crew was established as a natural extension of Student Crew and Staff Crew. In 2021-2022, Family Crew hosted monthly evening meetings with families to discuss pertinent school issues, build a better understanding amongst our community about the activities and purpose of Crew, and offer families opportunities to experience the elements of Crew by participating themselves. Subjects included Mindfulness, Restorative Practices, Social and Emotional Learning, Trauma Responsive Educational Practices and Positive Behavior Interventions and Supports. Each meeting also expanded the conversation to include subjects of interest to participants.

Partners

Thank you to our generous partners. Your support makes it possible for us to continue providing a high quality experiential education to our students!

Debbie and Doug Addison, Ms. Louise Antony and Mr. Joe Levine, Mrs. Mary Babcock, Hawa Bah, Robert T. Barkley, Mr. Seth Becker and Ms. Janet Meltzer, Maree A. Bednar-Warren, Mrs. Shirley Brown, Mr. and Mrs. Steve Buchenroth, Jessica & Mike Butsko, Mr. and Mrs. Tom Copeland, Ms. Barbara Cornelison, Deca Cleaning Services, Mr. and Mrs. Paolo DeMaria, Peggy Fein, Mr. Chuck Graham, Clay and Alice Graham, Susan L Graham, Rachel Gratz, Mr. Stephen Gussler and Ms. Melody Steely, Dr. Mark Harris, Shauna Heyman, The Hildreth Foundation, Inc., Roxanne Holonitch, Mr. and Mrs. David Hull, Ingram-White Castle Foundation, Ms. Patricia Brown James, Yolanda Jones, Justin and Yvonne Kale, Scott Lesinski, Milman Linn,

Ms. Cheryl Long, Mrs. Jane Marland, Selena Mattison, Sara Neikirk, Darren Patton, Bev Pettit, Mark and Sue Real, Michelle K. Reed, Ellen Shraim, Dr. Gordon Snider, Sharon Stout, Sara Tobin, Mr. Bob Weiler, and Sharon Wellman.

Gifts given in memory of Chuck and Lorna Graham, great friends of The Graham School for 22 year: Brian and Sharon Brown, David and Lydia Buchenroth, Susan L. Graham, Gregory and Linda Knight, Monument Chemical (Mark Graham), and Ohio Hi-Point Career Center.

Federal Funding

The Graham School 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. Funds also support professional development for teachers and administrators, additional support for students affected academically, socially and emotionally by the pandemic, and improvements to our campus spaces, sanitation, safety, air quality and infrastructure. Federal funds this year included Title IA, Title IIA, Title III, Title IVA, EOEC, IDEA-B, CRF, Broadband, ESSER I, ESSER II, ARP ESSER, ARP IDEA.

The performance standards by which the success of the school was evaluated by the sponsor (ESCCO) during the 2021-22 school year and the method of measurement that was used by the sponsor (ESCCO) to determine progress toward those goals.

Our sponsor has established a high stakes 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 missions specific measures. The sponsor attends board meetings, has periodic meetings with leadership and initiates site visits during the school year.

Contactually state goals

1. Safe and Healthy Schools: 50% or more of TGS students will have a “favorable” perspective in Growth Mindset, Self-Efficacy and Sense of Belonging as measured two times per year with Panorama.
2. English/Language Arts: Increase the number of students proficient or higher in ELA end of course exams by 5% each year for the next three years.
3. Mathematics: Increase the number of students proficient or higher in Math end of year course exams by 5% each year for the next three years.

Names of Assessments Given at the School and the Results

To monitor student academic achievement and progress TGS uses NWEA MAP, Panorama and Ohio State Tests. MAP Math and Reading assessments are administered fall, winter, spring to students in grades 9-11` 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. NWEA's methodology includes a large and reflective sample using nine terms of data and a new model for estimating student growth. 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. TGS staff meets in data teams throughout the year to evaluate student progress as well as set teaching and learning goals.

Spring **MAP** results: Grades 9 and 10 met their growth goals in Math; Grade 11's growth goal was nearly met in Math. Grade 10 met their growth goal in ELA/Reading while grades 9 and 11 showed growth but did not meet the goal.

As part of our formalized initiative in Social and Emotional Learning, TGS used the **Panorama Survey** to help us identify student progress toward SEL goals. Panorama data focused on our priorities of Growth Mindset, Self-Efficacy and Sense of Belonging showed lack of growth in all areas possibly skewed by an increased participation rate. As we continue to offer Panorama SEL surveys twice/year, we are starting to establish a stronger understanding of our students' SEL skills as they connect to our goals.

The Ohio State Report Card

The Ohio State Report Card has been revised to show star vs letter grades. Overall ratings will be introduced next school year. TGS received 2 stars for Achievement, measuring levels of achievement on the Ohio State Tests; 2 stars for Progress measuring student academic growth as compared to the previous year; 2 stars for Gap Closing measuring a variety of measures including achievement, progress, and attendance; 2 stars for Graduation measuring the 4 and 5 year graduation rate from the previous school year.

Highlights include: ELA 2 test results show more growth than expected (nearly 2 years); Algebra I test results show expected levels of growth; Both 4 (84%) and 5 year graduation rates (91%) show steady increases

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 2021-2022 Report Cards give us a snapshot of student achievement and growth as well as teacher effectiveness during our first school year back to fully in-person learning since the start of the pandemic. During this school year we needed to re-establish a new baseline for our students and teachers academically, socially and culturally. We created work-plans to address the ongoing social emotional trauma and learning loss, and challenges of attendance, engagement and self-direction resulting from the isolation of an online learning environment and disruption in so many areas of our daily lives. Progress equals Growth. Our primary focus is growth every day. Having a Growth Mindset amongst students and staff is also a mantra. We meet students where they are, differentiate instruction and move them forward academically.

The state report card is being rolled out over three years, thus there will be additional measures and components being added in 2022-23 and 2023-24.

The school's activities toward and progress in meeting those contractually stated academic goals during the 2021-2022 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 through 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.
- Focused on 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 2018-19 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. 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 a specific rubric built to evaluate achievement in each grade level program.

SAT/PSAT

TGS selected College Board's nationally normed assessments (SAT and 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, and families, to help guide individual student instructional planning and future college/career planning discussions.

Staff Members

The full-time and part-time staff roster in the 2021-22 school year included: Debbie Addison, Genevieve Adkins, Cathy Baney, Kiara Banks, Pam Boseker, Ashton Brammer, Greg Brown, Brittany Buxton, Randi Channel, Sarai Correa, Kevin Elliott, Elliot Enns, Susan Frank, Zachary Franklin, Hollie Galzarano, Roberta Gier, Jorge Giraldo, Cameron Hughes, Rebecca Jackson, Alexandra Konet, Bryan Kossmann, RJ Larry, James Lawlor, Sidney Leatherman, Jamie Lenzo, Catherine Lewis, Kathryn Livingston, Katie Logan, Cheryl Long, Sarah Lopienski, Kathryn McDaniel, Hannah Martin, Chandni Patel, Isabel Romain, Evan Rulong, Joanne Rhode, Kathryn Sasser, Gilberto Serrano, Kristen Sever, Andy Shields, Laurie Sigloch, Mary Slaback, Jennifer Smith, Sheri Smith, Chris Spackman, Zachary Steinberger, Bradley Tarbutton, Amy Vickroy, Jennifer Waddell, Laurel Wakeley, Rachel Widmer, Promise Winchester, and Jeff Wiseman.

Financial Status

In fiscal year 2021-22 the school received \$2,104,899 in state funds. The school also received \$935,229 in federal funds, and \$79,282 in development funds, among other separated categories. The school also received \$6,617,248 in management fees. Sources of income totaled \$9,736,658. In fiscal year 2021-22 the school paid \$9,013,509 in employee salaries and benefits, including payroll taxes and retirement; and \$33,271 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 \$9,986,165. When the current cash in bank was added to the sources, the year-end adjusted cash balance was \$598,850 to be carried over to 2022-23. 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 accounted for accurately and appropriately.



**THE MARITIME
ACADEMY OF
TOLEDO**

**ANNUAL REPORT
2021-2022**

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

By
Aaron Lusk, Superintendent

September 2022

Freedom to Succeed

Annual Report 2020-2021 Table of Contents		
Introduction	A. Welcome Letter B. Vision and Mission C. Staff and Admin Assessments Enrollment Attendance	Pages 3-9
Section 1	Special Accomplishments	Pages 10-14
Section 2	Performance and Academic Standards	Pages 15-17
Section 3	State Report Card	Pages 18-27
Section 5	Financial Information	Pages 28-31
Section 6	Unique Information	Pages 32-35



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 24, 2022

Dear Parents/Guardians:

It is with pleasure that I present to you the 2021-2022 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. TMA offers students a challenging Ohio standards-based education that promotes teamwork and moral leadership through maritime/nautical focused themes.

TMA 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:**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 that helps develop “RAD” Mariners.

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	Keith Jordan
Vice Chairperson	James Hartung
Director	Dr. William Davis
Director	Paul Hubbard
Director	Robert Lucas (Director until October 2021)
Director	Kate Fineske
Director	Joy Goodner
Treasurer	Tony Swartz
Secretary	Kathy Simpson

The Maritime Academy of Toledo Administration	
Superintendent	Aaron M. Lusk
Treasurer	Tony Swartz
Principal	Amy Hinline
Assistant Principal	Jacob Lofton
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 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.

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

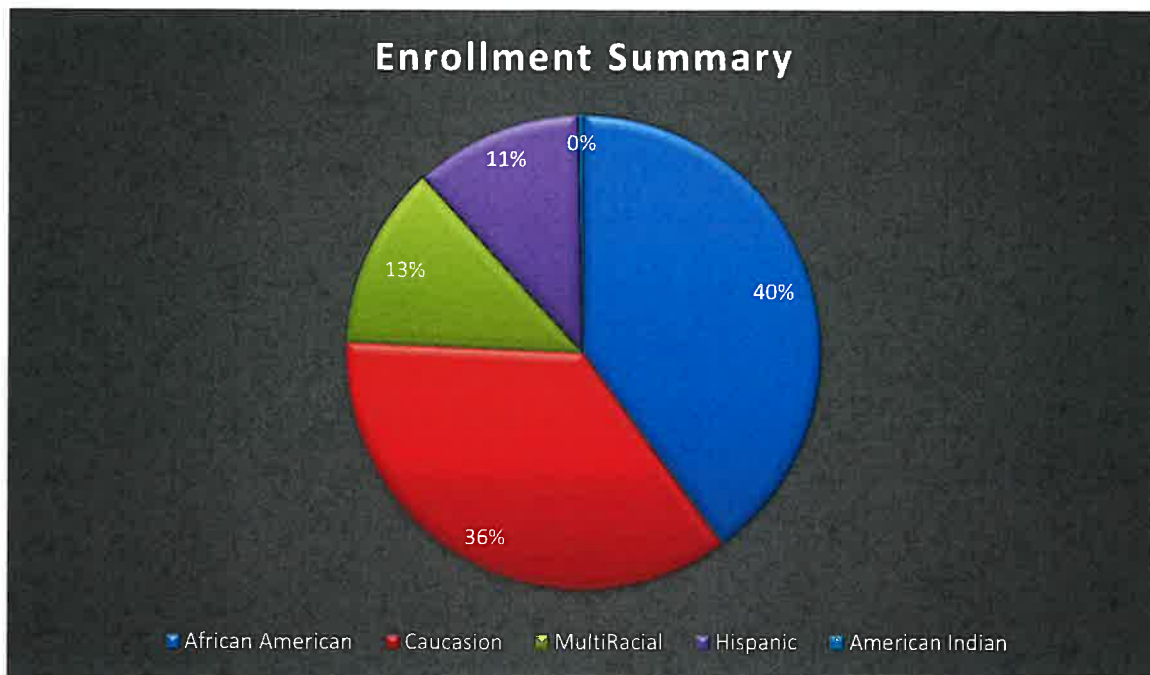
The ACT is a standardized test used for college admissions in the United States. It is currently administered by ACT, a nonprofit organization of the same name. The ACT test covers four academic skill areas: English, mathematics, reading, and science reasoning. It also offers an optional direct writing 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 2021-2022 school year, our students on IEPs was 26% of our student population while our students on free and reduced lunch was 93.6%.



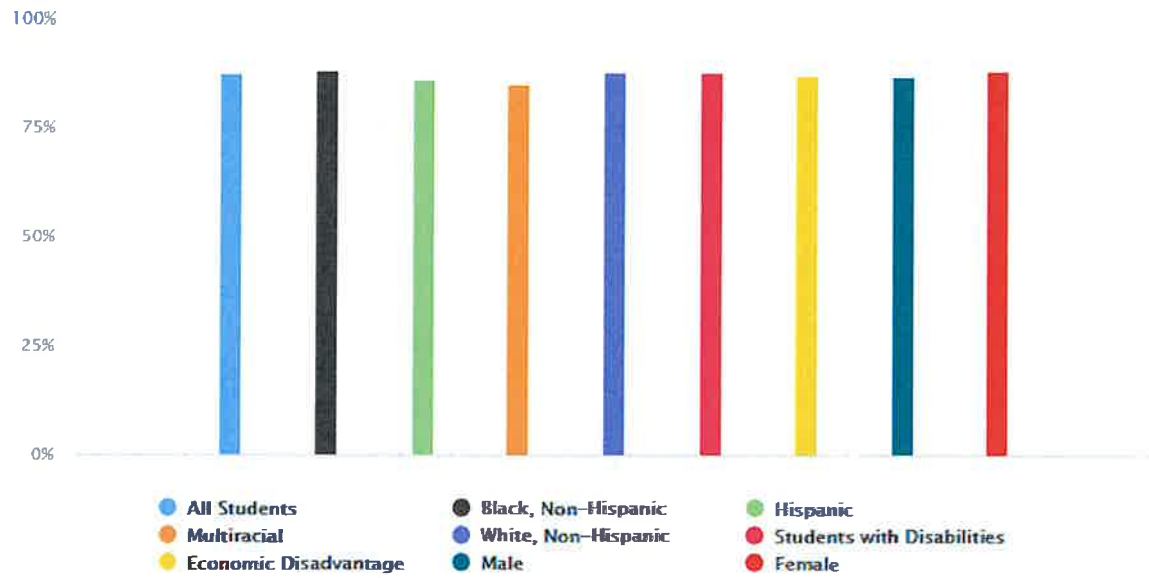
ATTENDANCE

School Mobility

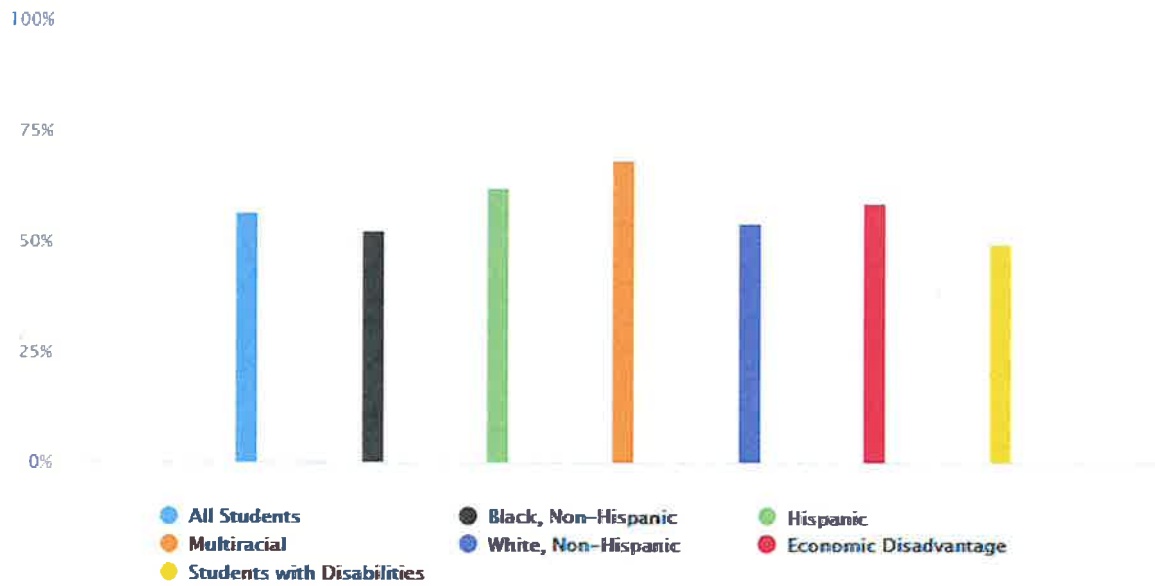
Data Table >

	District Mobility
All Students	27.4%
American Indian or Alaskan Native	NC
Asian or Pacific Islander	NC
Black, Non-Hispanic	22.6%
Hispanic	34.6%
Multiracial	36.8%
White, Non-Hispanic	25.9%
Students with Disabilities	34.1%
Economic Disadvantage	21.8%
English Learner	NC
Migrant	NC

The tables above show the percentage of students who did not attend Maritime Academy for the entire school year which was 27.4% up from 19.6% the previous year. This makes it difficult to teach consistent curriculum considering so many students move in and out of the school during the year. In addition, 34.1% of our students with disabilities were not at The Maritime Academy for the entire school year.



This graph shows attendance rates by subgroup.



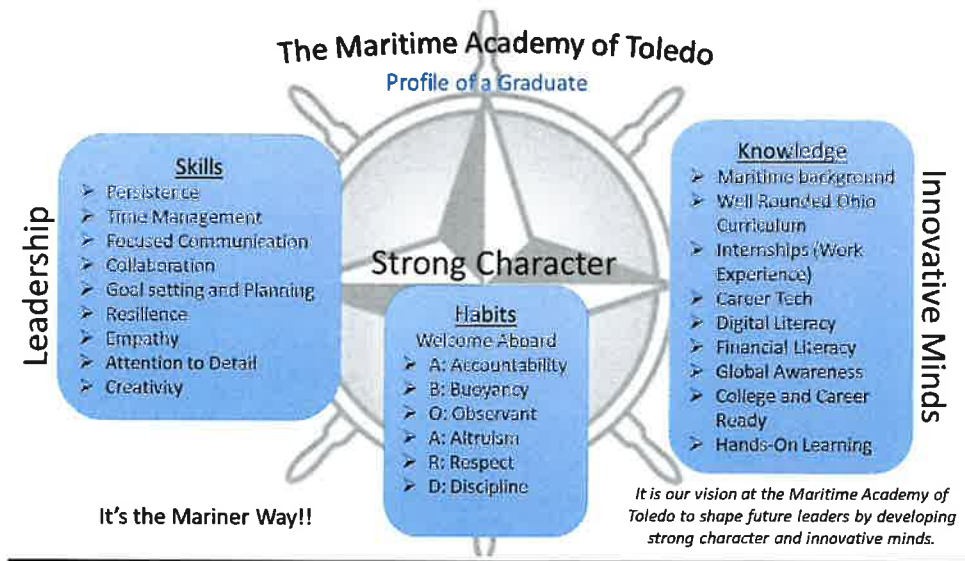
CARTE POSTALE

CARTE POSTALE

Section 1:
Special Accomplishments

Contents:

- A: Why Choose Maritime?**
- B: 2021 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.)

2022 Graduates – 38 out of 43 Cadets

4-Year Graduation Rate

The four-year graduation rate applies to students in the class of 2021 who graduated within four years. These are the students who entered ninth grade in the fall of 2017 and graduated by the summer of 2021.

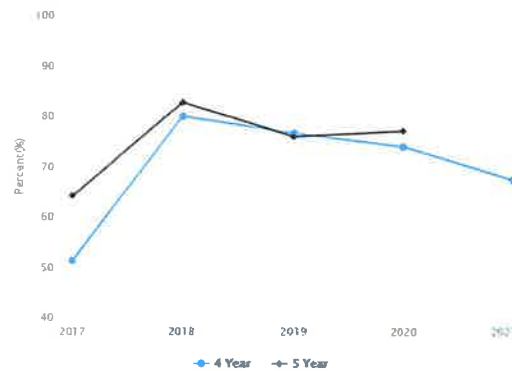
67.3%

5-Year Graduation Rate

The five-year graduation rate applies to students in the class of 2020 who graduated within five years. These are the students who entered ninth grade in the fall of 2016 and graduated by the summer of 2021.

77.1%

Comparison Trend Non-Graduate



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 , The National Museum of the Great Lakes, The Lucas County Library, 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.

Maintained a partnership with Owens Community College to provide college credits for CTE programs: Several of our cadets take

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

Continued a partnership with the Toledo Building Trades and placed another graduate in the carpenters union

The pandemic prevented our cadets from sailing on the USS Brig Niagara for three-week internship in the summer but a partnership with the Niagara has been maintained, however.

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.

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)

We held several career tech education industry advisory committee meetings to advise and guide both Culinary and Maritime Occupations programs.

TEACHER EXPERIENCE

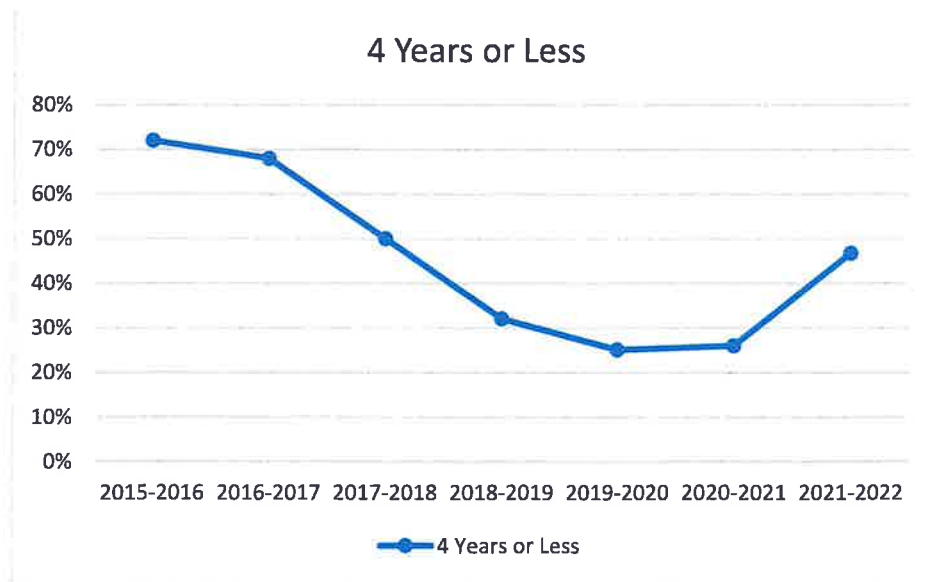
The Maritime Academy of Toledo, similar to other Community Schools, has had a high rate of teacher turnover during the pandemic.

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 2020-2021 school year 26% of teachers at The Maritime Academy of Toledo had 4 years or less of experience.

During the 2021-2022 school year 46.7% of the teachers at The Maritime Academy of Toledo had 4 years or less of experience. A nationwide teacher shortage has affected the makeup of the staff at The Maritime Academy.



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	6.7	
Percentage of inexperienced teachers	46.7	
Percentage of inexperienced principals	100.0	
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	

CARTE POSTALE CARTE POSTALE

Section 2:
Performance and Academic Standards

Contents:

**A: Maritime Improvement Plan
Goals**

One Plan Information

1. Goal #1 of 3

1. Root Cause Analysis

In December 2021 the Maritime Academy of Toledo had a turnover of 20% of our academic staff and replaced 7 academic staff members with 8 new staff members. With these 8 new academic staff members 88% of these staff members have long term substitute licenses in areas other than what they are teaching. With these changes the academic improvement plans had to start over because less than 50% of the teachers had curriculum maps at the beginning of the 2021-2022 school year. Additionally, at the start of the 2021-2022 50% of the teachers were new, at Maritime, and did not have curriculum maps. Here at The Maritime Academy of Toledo, we need to have both vertical and horizontal learning alignment, across both grades and content areas. This alignment should focus on informational text and higher depth of knowledge questioning strategies. It is important that we allow teachers the time to plan and monitor curriculum in order to allow students to excel through progressive content in the English classroom.

2. SMART Goal Statement

By **05/31/2026** we will improve the performance of **All Students, All Grades** students at/in **Maritime Academy of Toledo, The** to **increase 40.00 SGP** in **Informational Text** using **District Short Cycle Assessments**.

3. Student Measures

1. Student Measure #1

Every **Quarter, Informational Text - District Short Cycle Assessments** of **All Students** will be measured, with a final improvement of **increase 40.00 SGP** at the end of the plan.

4. Strategies and Actions

1. Strategy #1: Curriculum, Instruction and Assessment

1. Strategy Level: Level 1

2. Description:

Teacher Clarity: Teacher clarity relates to organization, explanation, examples and guided practice, and assessment of student learning. It can involve clearly communicating the intentions of the lessons and the success criteria. According to Hattie, teacher clarity is the ability to name all of one's planning steps about goals, content, methods and media and

using examples to explain them to students. Before instruction can begin, the teacher must articulate success criteria for achievement to students (Hattie, 2018, p. 62). To successfully provide clarity during instruction, teachers must have a deep understanding of what they are teaching and why, how to provide effective instruction through explicit delivery of content, and what successful learning looks like for different learners. It is important to note that these elements begin with explicit and thoughtful planning.

3. Action Steps

1. Plan Year: 2023, Action Completion: 07/01/2022

Develop onboarding system for all new staff and teachers to teach the Maritime Way.

2. Plan Year: 2023, Action Completion: 08/12/2022

Staff surveys (Developed by the Building Leadership Team) will be conducted each quarter to determine Teacher Clarity implementation success and staff buy in.

3. Plan Year: 2023, Action Completion: 08/12/2022

All NEW teachers and staff will be trained on chapters 1-4 of the Teacher Clarity Playbook.

4. Plan Year: 2023, Action Completion: 08/12/2022

Review and Revise Curriculum Maps (Start: ELA/Social Studies, then Math & Science) to ensure curriculum and assessments are aligned to Ohio Learning Standards

5. Plan Year: 2023, Action Completion: 12/16/2022

Utilizing the Teacher Clarity Playbook the Teacher Clarity Building Leadership Team will help teachers create effective formative assessments that align to standards

6. Plan Year: 2023, Action Completion: 05/26/2023

Throughout the 22-23 school year administration staff will conduct walkthroughs to determine the implementation success of the Teacher Clarity Process.

7. Plan Year: 2024, Action Completion: 08/11/2023

By 8/15/2024 utilizing walkthrough data from the previous year staff will be individually trained in implementing success criteria and how to align the criteria with formative and summative assessments.

8. Plan Year: 2024, Action Completion: 05/31/2024

Throughout the 23-24 school year the principals will conduct walkthroughs and provide feedback on the integrity of implementation of Teacher Clarity.

9. Plan Year: 2024, Action Completion: 05/31/2024

Utilizing the Teacher Clarity Process teachers will use formative assessment to drive instruction.

10. Plan Year: 2024, Action Completion: 08/16/2024

Utilizing the Teacher Clarity Process teachers will align their assessments to the standards and make sure that the assessments have high level of DOK levels.

11. Plan Year: 2024, Action Completion: 08/11/2023

All teachers will be given professional development on how to incorporate informational text in their classrooms.

12. Plan Year: 2025, Action Completion: 05/30/2025

Create evaluation team for implementation and determining effectiveness.

13. Plan Year: 2025, Action Completion: 05/30/2025

Professional Learning Communities (PLCs), with BLT support, will learn to implement their chosen evidence-based strategy as it is intended.

2. Strategy #2: Operations

1. Strategy Level: Level 1

2. Description:

The Schoolwide Enrichment Model-Reading (SEM-R) is an instructional model in which all students are exposed to a variety of books, spend time independently reading self-selected books, and meet with their teachers for a few minutes every week or two to discuss reading strategies and respond to higher-order questions. The program is implemented 40-45 minutes daily or 3 hours per week in regular English language art classes.

3. Action Steps

1. Plan Year: 2023, Action Completion: 06/07/2024

By May 2021 The Maritime Academy of Toledo will have a system developed for implementing and training all staff on the reading enrichment program.

2. Plan Year: 2024, Action Completion: 05/30/2025

By May 30th, 2025 80% of staff will be utilizing the reading enrichment system as evidenced through classroom walkthroughs.

3. Plan Year: 2024, Action Completion: 08/15/2025

All new staff will be trained on the reading enrichment system and 100% of teachers and staff will utilize the system as measured through walkthrough data.

5. Adult Measures

1. Adult Measure #1

- Operations

Every **Semester, Reading/Literacy - Walkthrough Data** of **All Staff** will be measured, with a final improvement of **increase 100.00 %** at the end of the plan.

Goal #2 of 3

1. Root Cause Analysis

Based on data including the records review in December 2021 there was clear evidence that progress monitoring and specialized instruction was not taking place in the general education classroom or elsewhere. In January 2022 8 IEPs and 9 ETRs were out of compliance with federal law after a full records review was conducted by our sponsor The ESC of Central Ohio. There was no one that understood the importance of progress monitoring in the special education department. Therefore, the root cause of a lack of achievement for students with special needs is because there was no defined system which would include a policy and procedures manual about what data gets reported by special education staff to inform instruction in the general education classroom.

2. SMART Goal Statement

By **05/26/2026** we will improve the performance of **Students with Disabilities, 6th-12th** students at/in **Maritime Academy of Toledo, The** to **increase 10.00 %** in **Math** using **special education profile**.

3. Student Measures

1. Student Measure #1

Every **Quarter, Math - District Short Cycle Assessments** of **Students with Disabilities** will be measured, with a final improvement of **increase 40.00 SGP** at the end of the plan.

4. Strategies and Actions

1. Strategy #1: Curriculum, Instruction and Assessment

1. Strategy Level: Level 4

2. Description:

Multi-Tiered System of Support (Academic)

MTSS is a framework many schools use to provide targeted support to struggling students. The goal of MTSS is to intervene early so students can catch up with their peers. It screens all students and aims to address academic and behavior challenges.

MTSS assists:

Promoting school participation in the focus to align the entire system of initiatives, supports, and resources

Relying on a problem-solving systems process and method to identify problems, develop interventions, and evaluate the effectiveness of the intervention in a multi-tiered system of service delivery

Transforming the way schools provide support and setting higher expectations for all students through intentional integration of instruction and intervention services and supports so that systemic changes are sustainable and based on standards-aligned classroom instruction

Endorsing Universal Design for Learning instructional strategies so that all students have opportunities for learning through differentiated content (i.e., teachers reacting responsively to a learner's needs), processes, and products

Challenging all school staff to change the way in which they have traditionally worked both in and out of the classroom

Using schoolwide and classroom research-based positive behavioral supports for achieving important social and learning outcomes

Supporting high-quality standards and research-based, culturally and linguistically relevant instruction with the belief that every student can learn and excel, including students of poverty, those who are gifted and high achievers, students with disabilities, English learners, and students from all ethnicities evident in the school and cultures

Integrating a data collection and assessment system including universal screening, diagnostics, and progress monitoring, to inform decisions appropriate for all students

Implementing a collaborative approach to analyze student data and work together in the intervention process

3. Action Steps

1. Plan Year: 2023, Action Completion: 08/18/2023

We will identify staff and time for Tier 2 and Tier 3 instruction and defining the expectations to include roles, and responsibilities including a method of tracking data and staff needed.

2. Plan Year: 2023, Action Completion: 12/15/2023

To create a dynamic system of academic support by December 2023 the Building leadership team will determine what data is used, considering formative, summative, state and/or STAR benchmark.

3. Plan Year: 2023, Action Completion: 06/28/2024

Determine who the co-planning teams are, what they are discussing and identify their next steps.

4. Plan Year: 2023, Action Completion:

Develop or provide resources and tools for teams to use in data collection, data analysis and subsequent next steps.

5. Plan Year: 2024, Action Completion: 08/15/2024

100% teachers will receive professional development on the three chosen areas of mnemonics, vocabulary, and graphic organizers which will be used in TIER 2 and 3.

6. Plan Year: 2024, Action Completion: 12/20/2024

By December of 2024 100% of 6th-9th grade teachers will be trained and utilizing a multi-tiered system of support.

7. Plan Year: 2024, Action Completion: 05/30/2025

By May, 2025 all teachers in grades 6-12 will be trained and utilize a multi-tiered system of support.

8. Plan Year: 2024, Action Completion: 07/31/2025

Throughout the 25-26 school year the Principals will conduct walkthroughs and utilize the data to determine the efficacy of the system and academic growth.

9. Plan Year: 2024, Action Completion:

Instructional staff and administrators will receive on-going job-embedded training.

2. Strategy #2: School Climate and Supports

1. Strategy Level: Level 1

2. Description:

A universal, school-wide prevention strategy aimed at reducing behavior problems that lead to office discipline referrals and suspensions, and change perceptions of school safety.

Students in the SWPBIS schools received significantly fewer school suspensions than students in schools that did not receive SWPBIS training. Perceptions of safety improved in

the schools that implemented SWPBIS, but declined in the schools that did not implement SWPBIS.

3. Action Steps

1. Plan Year: 2023, Action Completion: 08/11/2023

Renew apps such as PBIS Rewards and SWIS by the beginning of September.

2. Plan Year: 2023, Action Completion: 08/18/2023

Staff training for PBIS team for new and returning staff in August.

3. Plan Year: 2023, Action Completion: 08/18/2023

Create staff incentives for teaching PBIS lessons and acknowledgements throughout the school year Communicate meeting notes to the rest of the staff during monthly BLT share-outs and bi-weekly staff meetings Staff survey to determine consistency amongst staff.

4. Plan Year: 2023, Action Completion: 08/18/2023

Plan and implement new teacher training and orientation Plan for student orientation and Open House parent night

5. Plan Year: 2023, Action Completion: 09/29/2023

The Positive Behavior support team will develop a pamphlet, video, or other information to teach students how to properly wear the Maritime uniform.

6. Plan Year: 2024, Action Completion: 12/20/2024

The Positive Behavior Intervention Team will develop a mentoring group and incorporate it into the Leadership Corps (Student Council).

7. Plan Year: 2024, Action Completion: 12/20/2024

Create staff incentives for teaching PBIS lessons and acknowledgements throughout the school year

5. Adult Measures

1. Adult Measure #1

- Curriculum, Instruction and Assessment

Every **Semester, Math - Walkthrough Data of Math Teachers** will be measured, with a final improvement of **increase 100.00 %** at the end of the plan.

2. Adult Measure #2

Every **Semester, academic counseling sessions - Completion of Task of Ninth Grade Staff** will be measured, with a final improvement of **increase 100.00 %** at the end of the plan.

3. Adult Measure #3

Every **Semester, teamwork - Participation of All Staff** will be measured, with a final improvement of **increase 100.00 %** at the end of the plan.

Goal #3 of 3

1. Root Cause Analysis

The Maritime Academy of Toledo has created many systems to provide communication between leaderships teams and stakeholders but are still at the beginning phases of this development. Developing these new systems takes time and "trial and error" and no one thought to ask the stakeholders how they would best receive or understand this information to use on a daily or weekly basis. Therefore, the root cause of the lack of "progress monitoring" of communication amongst leadership teams proves to be the lack of stakeholder surveys or other methods to determine the best way for stakeholders to receive and use information that is coming from leadership teams such as TBTs, and BLTs. We have no data that shows that stakeholders have processed that information. This fact that no data exists means that progress monitoring the communication process of BLTs and TBTs makes it difficult and make decisions about what action to take or what should be completed next.

2. SMART Goal Statement

By **05/26/2026** we will improve the performance of **All Students, High School** students at/in **Maritime Academy of Toledo, The** to **increase 10.00 %** in **Graduation** using **State Report Card - Graduation Rate**.

3. Student Measures

1. Student Measure #1

Every **Semester, Graduation - Course Credits Earned** of **All Students** will be measured, with a final improvement of **increase 80.00 %** at the end of the plan.

4. Strategies and Actions

1. Strategy #1: Leadership, Administration, Governance

1. Strategy Level: Level 4

2. Description:

Developing a system of Career Development by providing opportunities for students to engage in career focused activities across all pathways at each grade level.

Career Planning, Decision-Making, & Transition (e.g.: understand career interests, engage in career-based learning experiences, explore and identify education and training options beyond high school aligned with career interests, learn how to adjust career plans according to shifts in the economy and interests).

3. Action Steps

1. Plan Year: 2023, Action Completion: 08/11/2023

Develop an orientation system for new students to learn the school expectations and career opportunities and pathways.

2. Plan Year: 2023, Action Completion: 08/11/2023

Develop implementation plan with specific tasks for each level of implementation.

3. Plan Year: 2023, Action Completion: 08/18/2023

Develop or provide resources and tools for teams to use in data collection, data analysis and subsequent next steps.

4. Plan Year: 2023, Action Completion: 09/29/2023

Develop a plan for monthly parent information nights to provide career guidance and opportunities for relationship building.

5. Plan Year: 2023, Action Completion: 12/15/2023

Develop a system of 2 X 10 conversations focusing on building teacher relationships and graduation plans.

6. Plan Year: 2023, Action Completion: 12/15/2023

Develop a system to reduce the amount of students receiving success plans by 10% from the previous semester.

7. Plan Year: 2023, Action Completion: 05/31/2024

Identify the format of the infosheet/newsletter and who is responsible for creating the infosheet/newsletter for career guidance and development.

8. Plan Year: 2023, Action Completion: 08/15/2025

Instructional staff and administrators will receive on-going job-embedded training. Determine current levels of teacher knowledge and implementation of graduation plans and success plans.

9. Plan Year: 2024, Action Completion: 08/16/2024

Create annual records review process with HS students and guidance staff.

10. Plan Year: 2025, Action Completion: 08/15/2025

Develop credit recovery process.

11. Plan Year: 2025, Action Completion: 12/19/2025

Determine mechanism for monitoring effectiveness of career guidance implementation.

2. Strategy #2: Operations

1. Strategy Level: Level 4

2. Description:

Teacher Estimates of Achievement: Hattie Effect size 1.29

Teachers that build positive relationships with, and know their students, are much more likely to have students achieve at a higher level. For example, if a teacher has a positive relationship with a student, then that student is likely to try harder, persist longer, take risks and retry after failure. From the teacher's perspective, they are more likely to allocate work that is appropriate for the students in question, and select an instructional style that gets the most out of the students. Student-teacher relationships significantly impact teacher effectiveness and student achievement. Teacher relationship variables were among the most influential factors on student performance with an effect size of .52. These include empathy, warmth, encouragement, authenticity, and respect for student backgrounds.

3. Action Steps

1. Plan Year: 2023, Action Completion: 08/01/2022

Develop customized onboarding process for new hires that addresses the identified needs of the district/building.

2. Plan Year: 2024, Action Completion: 08/18/2023

Develop or provide tools to monitor changes in adult practices.

3. Plan Year: 2025, Action Completion: 08/16/2024

Introduce SEL strategies to building/teachers.

5. Adult Measures

1. Adult Measure #1

- Leadership, Administration, Governance

- Every **Semester, graduation plans - Implementation Data** of **All Staff** will be measured, with a final improvement of **increase 100.00 %** at the end of the plan.

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**Section 3:
Academic and Survey Data**

Contents:

- A. State Report Card**
- B. High Schools that
Work Survey**

Academic Achievement: Ohio State Report Card

The 2021-2022 school report card were released in September of 2022. This is the first year of the new 5-star system which does make the report cards more equitable concerning the methodology and calculations. The Maritime Academy does need significant support to achieve higher growth academically.

Achievement

This component represents whether student performance on state tests met established thresholds and how well students performed on tests overall

★☆☆☆☆
Needs significant support to meet state standards in academic achievement

[View More Data](#)

Progress

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

★★☆☆☆
Significant evidence that the school fell short of student growth expectations

[View More Data](#)

Gap Closing

The Gap Closing Component is a measure of the reduction in educational gaps for student subgroups.

★☆☆☆☆
Needs significant support to meet state standards in closing educational gaps

[View More Data](#)

Gifted

Graduation

The Graduation Component is a measure of the four-year adjusted cohort graduation rate and the five-year adjusted cohort graduation rate.

★☆☆☆☆
Needs significant support to meet state standards in graduation rates

[View More Data](#)

Early Literacy

The Early Literacy Component is a measure of reading improvement and proficiency for students in kindergarten through third grade.

☆☆☆☆☆
[View More Data](#)

College, Career, Workforce and Military Readiness

This component looks at how well-prepared Ohio's students are for future opportunities, whether training in a technical field or preparing for work or college.

[View More Data](#)

Performance Index

The Performance Index measures the test results of every student, not just those who score proficient or higher. Schools and districts receive points on the index for every student who takes a test. The higher the performance level on the state tests, the more points awarded toward the index score. The index score is divided by the maximum possible score. Each year the maximum possible score is determined by the average of the highest 2% performance index scores in the state.

40.9%

44.6 of a possible 109.1

Calculation [Pie Chart](#) [Trend](#)

Achievement Level	Pct of Students		Points for this Level		Points Received
Advanced Plus	0	X	13	=	0
Advanced	0.5	X	12	=	0.6
Accomplished	0.7	X	11	=	0.8
Proficient	10.8	X	10	=	10.8
Basic	23	X	0.6	=	13.8
Limited	62.3	X	0.3	=	18.7
Untested	2.7	X	0.0	=	0.0

44.6

Performance Indicators

The Performance Indicators measure reports the percent of students who have scored proficient or higher on state tests. This measure does not factor into the Achievement Component rating - the data is reported for informational purposes only.

Indicators [Comparison](#) [Achievement Levels](#) [Trend](#)

Sixth Grade		
English Language Arts		7.7%
Mathematics		15.4%
Seventh Grade		
English Language Arts		11.1%
Mathematics		3.7%
Eighth Grade		
English Language Arts		7.7%
Mathematics		0.0%
Science		0.0%
High School		
Algebra I		8.8%
American US Government		46.7%
American US History		NC
Biology		18.8%
English Language Arts II		33.3%
Geometry		3.6%

Progress Details

These tables show the Progress scores by test grade and subject for students in grades 4-8 and some end-of-course tests, and includes up to three years of data as available.

Progress				
Test Grade	English Language Arts	Mathematics	Science	All Tests
All Grades				
4th Grade				
5th Grade				
6th Grade				
7th Grade				
8th Grade				

Progress								
Test Grade	English II	Algebra	Geometry	Mathematics I	Mathematics II	Biology	American History	American Government
High School								

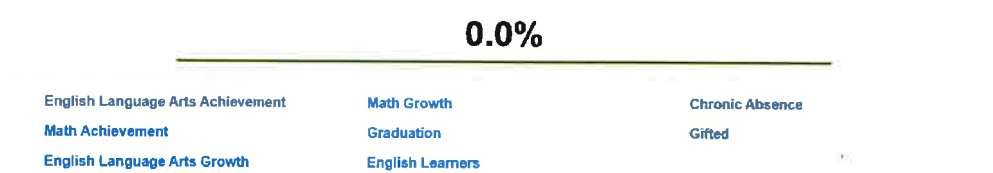
What do the colors mean?

The Progress Component measures how groups of students made progress as compared to the statewide expectation of growth. The expectation of growth is based on how students in the group performed, on average, compared to other students like them across the state.

- Students made more progress than expected - significant evidence
- Students made more progress than expected - moderate evidence
- Students made progress similar to the statewide expectation - evidence
- Students made less progress than expected - moderate evidence
- Students made less progress than expected - significant evidence
- Value Added data is not available

Annual Performance Goals

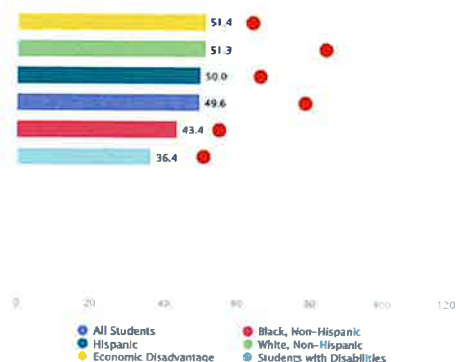
The annual performance goals are established in six areas, and the performance of specific student subgroups are measured against the annual or long-term goals for each area. Goals are established for English Language Arts academic achievement and growth, Math academic achievement and growth, graduation, English learner language proficiency, chronic absenteeism, and gifted performance. The state expectation for all areas and all student subgroups is to continue closing educational gaps year over year.



Each student subgroup has its own interim and long-term goals. In English language arts, math and graduation. Subgroups with fewer than 15 students are not rated and do not appear on the graphs.

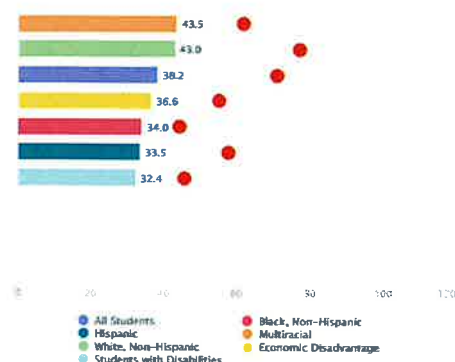
English Language Arts Achievement

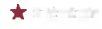
Performance Index by Subgroup



Math Achievement

Performance Index by Subgroup





Needs significant support to meet state standards in graduation rates

Graduation

The Graduation Component is a measure of the four-year adjusted cohort graduation rate and the five-year adjusted cohort graduation rate.

4-Year Graduation Rate

The four-year graduation rate applies to students in the class of 2021 who graduated within four years. These are the students who entered ninth grade in the fall of 2017 and graduated by the summer of 2021.

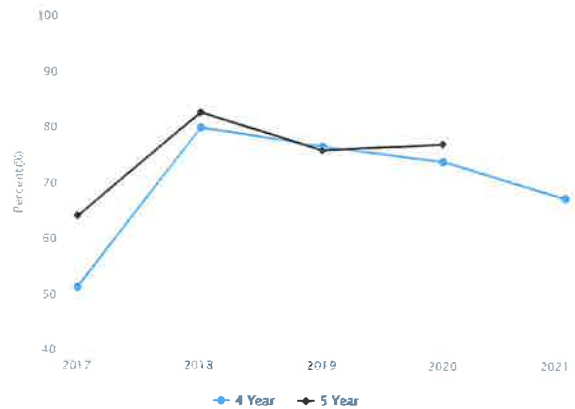
67.3%

5-Year Graduation Rate

The five-year graduation rate applies to students in the class of 2020 who graduated within five years. These are the students who entered ninth grade in the fall of 2016 and graduated by the summer of 2021.

77.1%

Comparison Trend Non-Graduate



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.

High School That Work Survey Conducted February 2022

Overall Results

The HSTW ten Key Practices offer accelerated learning opportunities that help students master foundational academic skills, develop relevant and applied technical skills and prepare for their next step after high school. The HSTW student and teacher surveys ask questions that gauge how well schools are meeting each of these Key Practices. **Figure 1** offers an overview of your school's overall scores for each focus area, indicating how well you are currently meeting each one. **Figure 2** provides a breakdown of scores by Key Practice index area, which are explained in greater detail in the following pages.

Figure 1 - Focus Area Scores

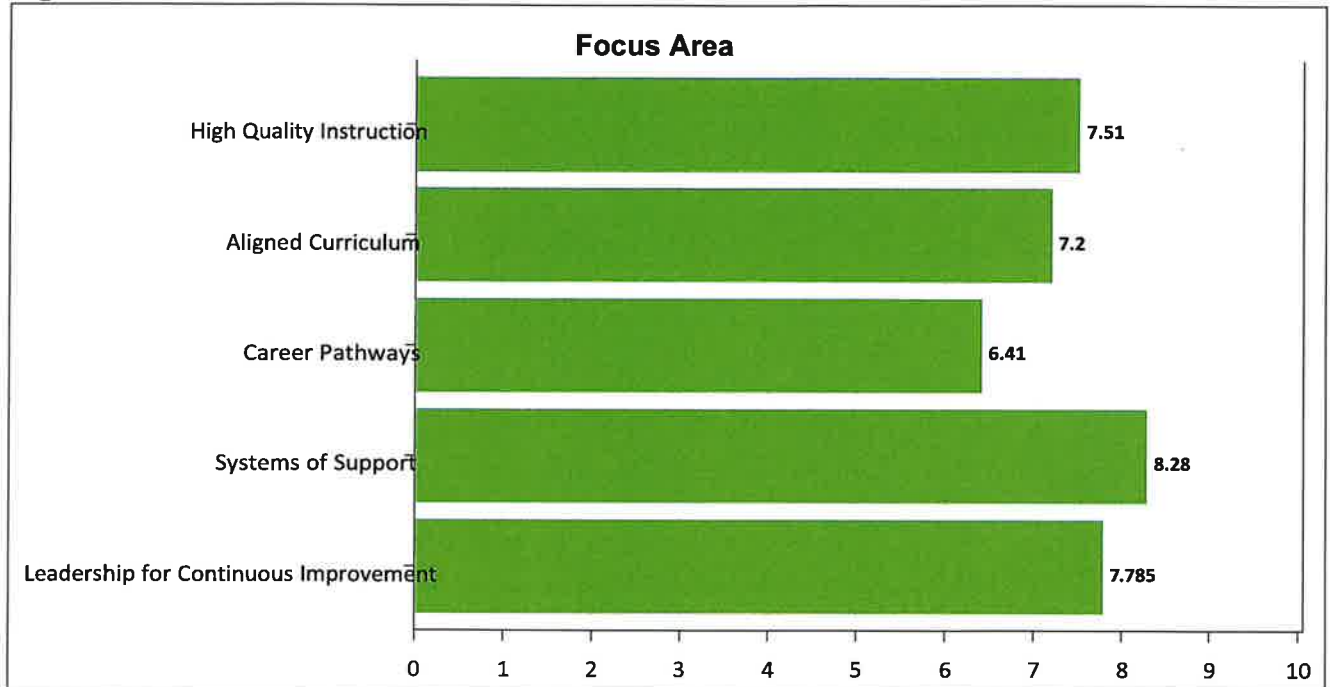
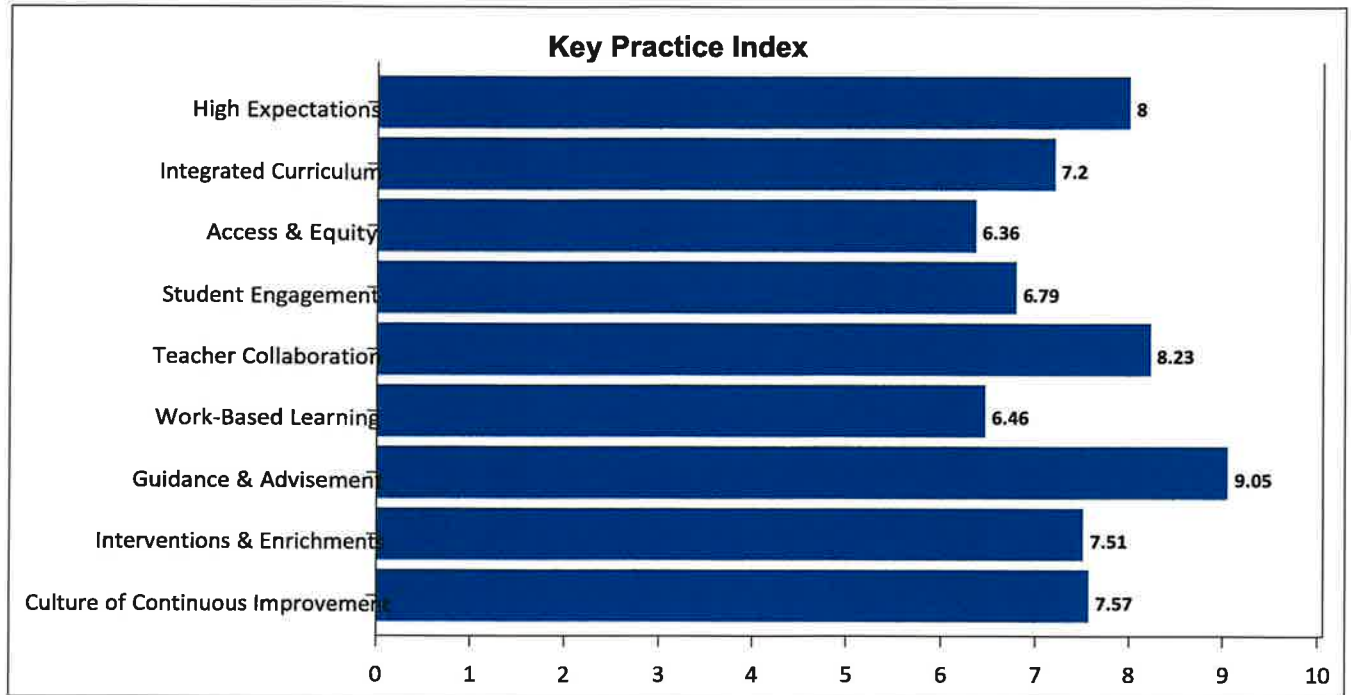


Figure 2 - Key Practice Scores



7

Key Practice 1 – High Expectations

Focus Area: Leadership for Continuous Improvement

HSTW helps school leaders establish a shared vision, mission and goals for school improvement by creating consensus among faculty and staff in a goal of helping more students graduate college-ready, career-ready or both. This shared vision creates a positive school culture in which students are held to high expectations, challenged and encouraged to succeed. This index uses a weighted average from student responses to 6 questions to create an overall score out of 10 for your school. **Figure 3** shows your school's score on this index compared to all HSTW survey sites and comparable school sites.

Table 1 depicts the percentage of student responses at each level on each question included in this index. **Figure 3**

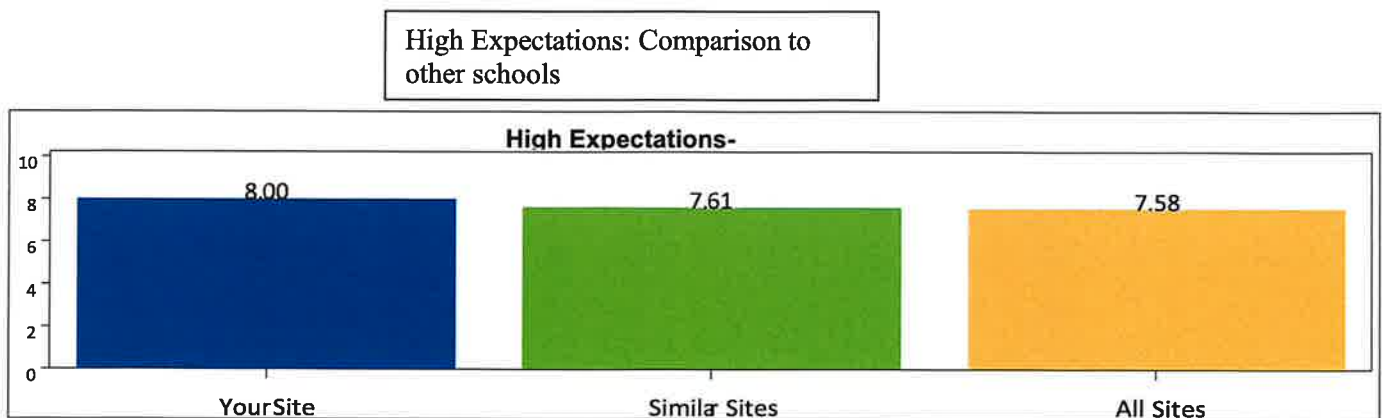


Table 1 - Index Questions

Table 1 - Index Questions

Please indicate the extent to which you agree or disagree with the following statements about your school:	Strongly Disagree	Disagree	Agree	Strongly Agree
My teachers encourage me to continue my education after high school.	2.2%	4.4%	40%	53.3%
Adults at this school encourage all students, not just some, to continue their education after high school or get a job.	0	15.6	48.9	35.6
My school values getting ready for a career just as much as getting ready for college.	0	15.6	55.6	28.9
Teachers at this school have high academic expectations for students.	0	13.3	51.1	35.6
My school helps me to develop challenging academic goals.	4.4	6.7	64.4	24.4
My teachers care about me enough that they will not let me pass without doing the work.	6.7	8.9	51.1	33.3

Key Practice 3 – Integrated Curriculum

Focus Area: Aligned Curriculum

Courses that truly engage and interest students typically draw upon real-world problems through project-based assignments. These assignments, when implemented correctly, incorporate grade-level college- and career-readiness standards in literacy, math and science blended with the use of hands-on technology appropriate for the project. Students to take ownership of learning and engage in ongoing inquiry and problem-solving related to a real-world scenario. Key Practice 3 is measured using a weighted average from student responses to 9 questions to create an overall score out of 10 for your school. **Figure 8** shows your school's score on this index compared to all HSTW survey sites and comparable school sites. **Table 2** depicts the percentage of student responses at each level on each question included in this index.

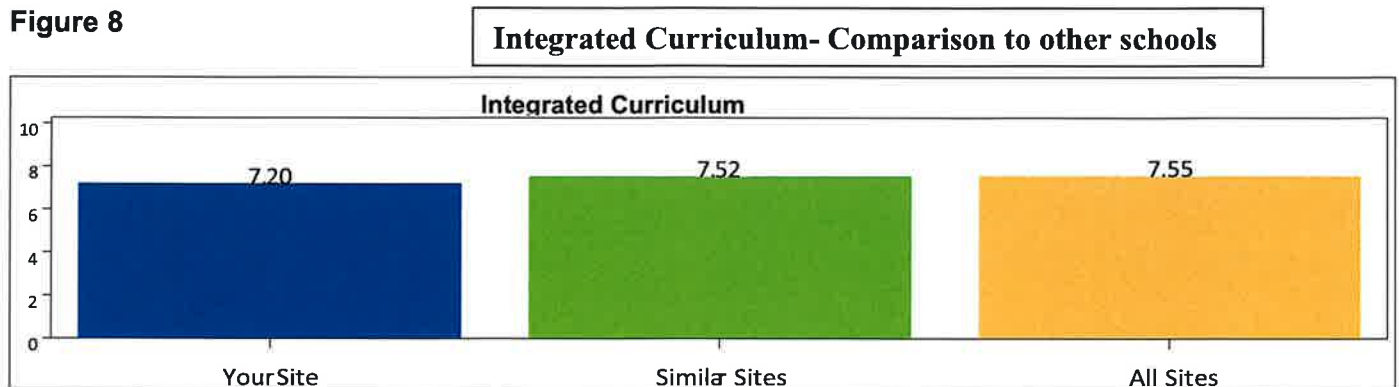
Figure 8

Table 2 - Index Questions

Table 2 - Index Questions

To what extent do you agree that you regularly complete assignments in your career pathways/CTE classes where you:	Strongly Disagree	Disagree	Agree	Strongly Agree
Create a solution to a real-world problem or challenge.	0%	12.9%	67.7%	19.4%
Do background research to develop a plan for design.	0	19.4	58.1	22.6
Work with a group to create a solution to a real-world problem or challenge.	0	16.1	58.1	25.8
Apply technical knowledge and skills to a real-world problem or challenge.	3.2	16.1	45.2	35.5
Present my solution to experts within the industry.	6.5	29	58.1	6.5
Use industry related technology or software on an assignment.	3.2	29	58.1	9.7
Make a written record of my work (like a work log).	12.9	48.4	32.3	6.5
Use math to complete an assignment.	3.2	32.3	48.4	16.1
Apply knowledge and skills from my English, math, science or social studies courses to my CTE class.	3.2	12.9	54.8	29

Key Practice 4 – Access and Equity

Focus Area: Career Pathways

Schools should actively work to ensure that all students, particularly students with underrepresented or nontraditional backgrounds, have access to high quality academic environments. This includes not only rigorous core academic courses like Honors, AP and IB, but also challenging career and technical pathway courses. A school with high levels of implementation examines policies and practices that may hinder student access to high rigor classes. Key Practice 4 is measured using a weighted average from student responses to 8 questions to create an overall score out of 10 for your school. **Figure 9** shows your school's score on this index compared to all HSTW sites and comparable school sites. **Table 3** depicts the percentage of student responses at each level on each question included in this index.

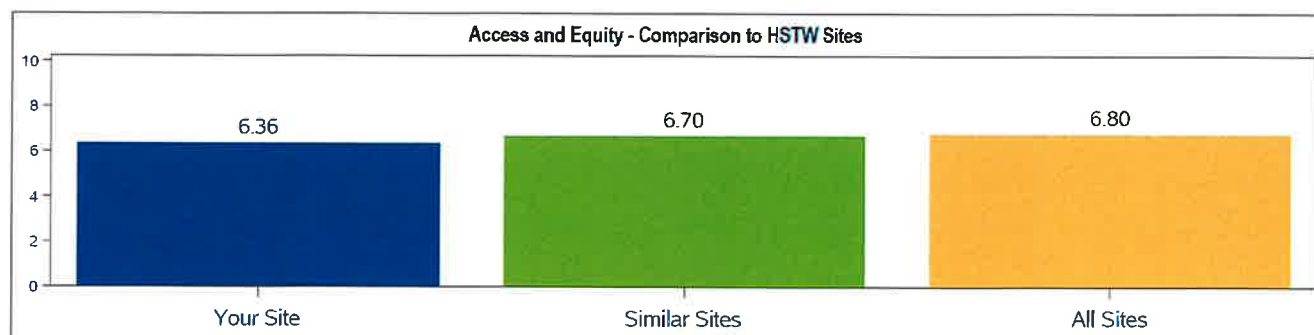
Figure 9

Table 3 – Index Questions

Table 3 – Index Questions

Please indicate whether the following statements are true of your school:	Yes	No
I am allowed to sign up for any class that I want to take.	80%	20%
My school makes sure I know about any special opportunities or programs.	75.6	24.4
My school makes sure I know about any options for support or extra help I may need.	80	20
I cannot take an honors class unless I have also taken the prerequisite class at honors-level (for example, taking Honors Algebra II without taking Honors Algebra I).	46.7	53.3
Adults at my school have high expectations of all of their students, not just some of them.	73.3	26.7
Adults at my school like some students based on who they are or who their parents are (such as their status in the community, wealth, etc.).	42.2	57.8
Adults at my school are open and inclusive of my background (such as my gender, race, ethnicity, religion or culture).	71.1	28.9
I feel like my voice counts at my school.	73.3	26.7
I feel like an outsider in my school.	20	80
My school tries to get my parents or guardian involved in my education.	73.3	26.7

Key Practice 5 – Student Engagement

Focus Area: Quality Instruction

In order to engage students in challenging assignments and content, teachers implement effective instructional strategies. All teachers emphasize literacy skills of reading, writing, research and oral and written communication. Math teachers apply a balanced approach to mathematics that emphasizes problem solving and reasoning. Key Practice 5 is measured using a weighted average from student responses to 15 questions to create an overall score out of 10 for your school. **Figure 10** shows your school's score on this index compared to all HSTW sites and comparable school sites. **Table 4** depicts the percentage of teacher responses to the readiness index question.

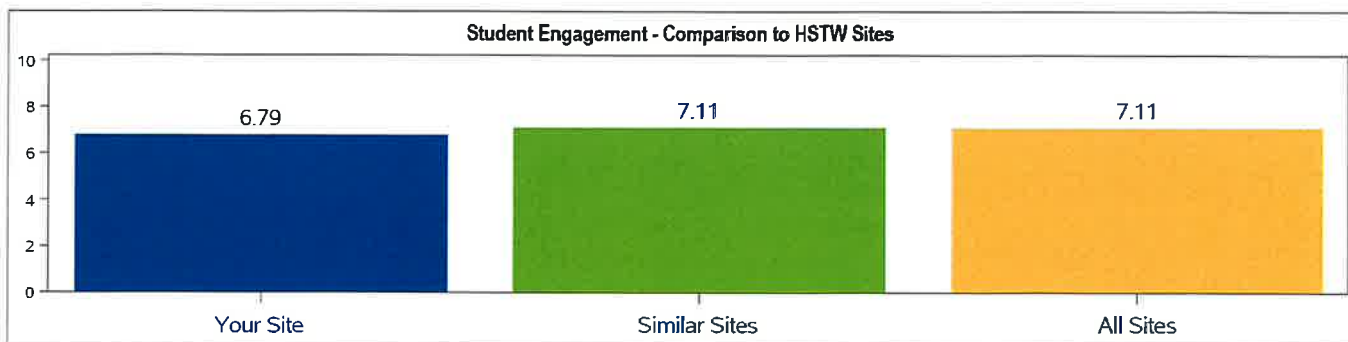
Figure 10

Table 4 – Index Questions

Table 4 – Index Questions

The following questions ask about all of your MATH classes through high school. How often do the following statements occur?	Never	Sometimes	Often	Always
I learn from other students by discussing different ways to solve a math problem.	16.7%	47.9%	27.1%	8.3%
My math teachers encourage me to understand math concepts instead of just memorizing rules and procedures.	14.6	35.4	27.1	22.9
My math teachers have me apply math to situations in the real world.	20.8	56.3	4.2	18.8
My math teachers encourage me to think about more than one way to solve a math problem before I choose my strategy.	14.6	33.3	35.4	16.7
When we solve problems, my math teachers ask me to explain how I chose my method of solving the problem.	16.7	41.7	29.2	12.5
I solve math problems that require using more than one math concept to solve.	8.3	33.3	31.3	27.1

Table 4 – Index Questions (continued)

Think about all of the classes where you do reading, writing, interpreting and communicating. How often do the following statements occur?	Never	Sometimes	Often	Always
I understand how the activities we do relate to what we are supposed to be learning.	4.1%	22.4%	40.8%	32.7%
I learn skills that help me read texts (such as finding key words, summarizing, annotating, etc.).	4.1	20.4	40.8	34.7
We discuss the texts we read with other students in pairs or small groups.	46.9	34.7	46.9	16.3
I learn reading and writing skills for each subject that help me read the texts for that class (such as learning how to read an engineering article in an engineering class).	6.1	38.8	26.5	28.6
My teachers ask questions that really make me think about the texts that we read.	6.1	22.4	55.1	16.3
I complete written assignments to show what I have learned.	6.1	16.3	51	26.5
I complete assignments that require me to present my work orally.	6.1	44.9	26.5	22.4
My teachers have me do written assignments that require me to use evidence to support what I write.	2	26.5	30.6	40.8
My teachers have me do assignments using online or in-person research.	4.1	30.6	38.8	26.5

Key Practice 6 – Teacher Collaboration & Planning

Focus Area: Quality Instruction

Successful teacher collaboration requires providing teachers with the time and support to plan both within and across content areas and disciplines. This could take the form of professional learning committees, focus groups, departmental groups and all-staff convenings. Administrators should both guide and actively participate in collaborative opportunities, when and where appropriate. Key Practice 6 is measured using a weighted average from teacher responses to 9 questions to create an overall score out of 10 for your school. **Figure 11** shows your school's score on this index compared to all HSTW survey sites and comparable school sites. **Table 5** depicts the percentage of teacher responses at each level on each question included in this index.

Figure 11

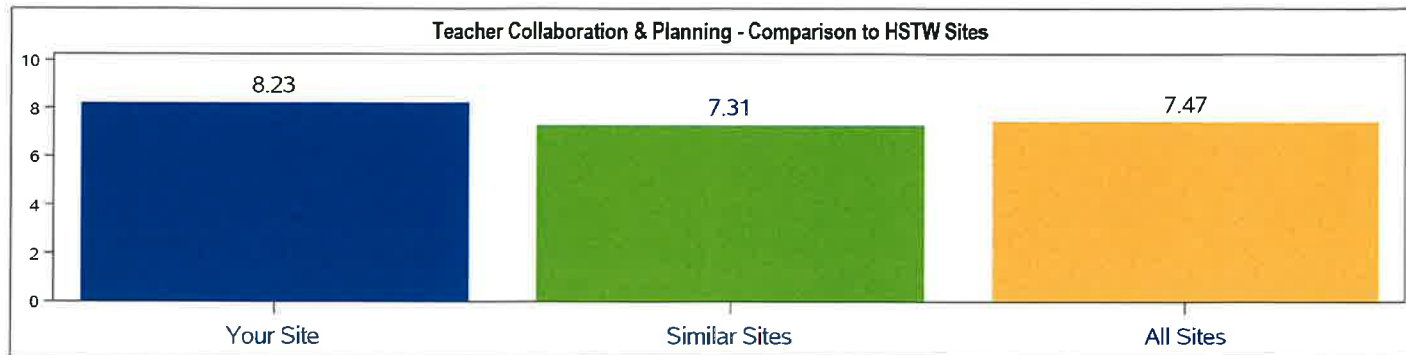


Table 5 – Index Questions

Table 5 – Index Questions

Please indicate the frequency in which each of the following teacher collaboration opportunities occur at your school:	Never	Sometimes	Often	Always
Teachers meet to collaborate and plan within their content area. (e.g., core academic teachers collaborating with other core academic teachers or CTE teachers collaborating with other CTE teachers.)	0%	35.3%	17.6%	47.1%
Teachers meet to collaborate and plan across content areas. (e.g., CTE teachers collaborating with core academic teachers.)	5.9	23.5	17.6	47.1
Administrators facilitate professional learning communities in which all educators participate.	0	17.6	29.4	52.9
Administrators participate, help guide and/or provide feedback during collaborative meetings.	0	29.4	29.4	41.2
How often do you do the following when planning your lessons and instruction:	Never	Sometimes	Often	Always
I use results from assessments to address skill weaknesses.	0%	5.9%	47.1%	47.1%
I reference standards to make sure assignments are at or above grade level.	0	0	47.1	58.8
I plan time for structured discussion in my classroom.	0	11.8	35.3	52.9
I plan questioning strategies to accompany lessons.	0	23.5	17.6	58.8
I embed learning targets or objectives throughout a lesson.	0	0	50	50

Key Practice 7 – Work-Based Learning

Focus Area: Career Pathways

With the support of caring employers and community partners, students in HSTW schools should have the opportunity to participate in a series of structured work-based learning experiences that help them connect their academic and career pathway studies with real-world applications in the workforce. These experiences can include worksite tours, job shadowing, internships, apprenticeships, etc. Key Practice 7 is

measured using a weighted average from student responses to 12 questions to create an overall score out of 10 for your school. **Figure 12** shows your school's score on this index compared to all HSTW survey sites and comparable school sites. **Table 6** depicts the percentage of student responses at each level on each question included in this index.

Figure 12

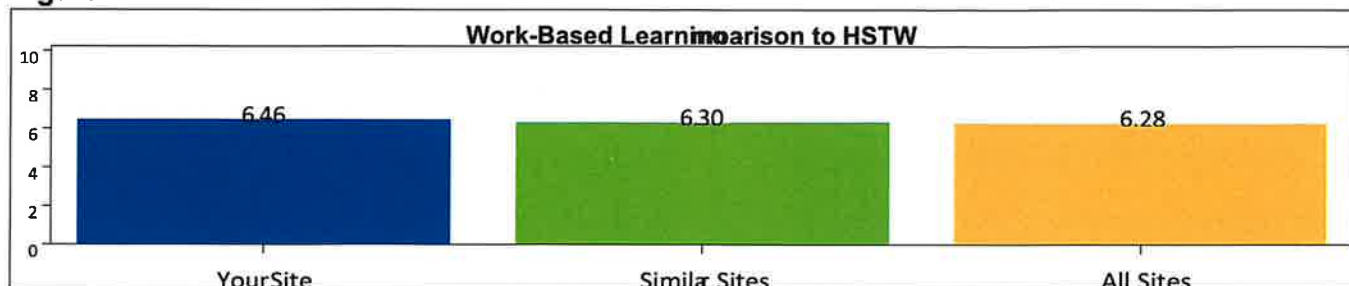


Table 6 – Index Questions

Table 6 – Index Questions

Have you or will you have had the following opportunities to think about / explore careers through your school by the time you graduate:	Yes	No
Guest speakers talking about various careers	84.4%	15.6%
Career fairs	62.2	37.8
Information about jobs and careers that will be in high demand	80	20
Chance to speak with someone at your school about a career you are interested in	71.1	28.9
Information from your school about internships or other work-based opportunities that you can take during high school	73.3	26.7
Chance to participate in a career technical student organization (CTSO) like SkillsUSA or HOSA Future Health Professionals	35.6	64.4
Job shadowing (observing someone working to learn more about that job or business)	71.1	28.9
Worksite tours	55.6	44.4
Paid or unpaid internships that are organized by the school	57.8	42.2
Chance to work regularly with someone in a career you are interested in	51.1	48.9
Chance to do a presentation for your school on your experiences during an internship or work opportunity	64.4	35.6
Chance to do a project that helps you connect what you are learning in school with what you did in an internship or work opportunity	68.9	31.1

Key Practice 8 – Guidance and Advisement

Focus Area: Systems of Support

Schools help students explore their interests, aptitudes and career and postsecondary educational goals through in-school and out-of-school activities. HSTW works with district and school leaders to implement a comprehensive, curriculum-based counseling system in which students in every grade engage in developmentally appropriate career exploratory lessons. Students and parents are paired with teacher advisers and counselors to develop personalized programs of study that prepare students for the double purpose of college and a career. Key Practice 8 is measured using a weighted average from student responses to 11 questions to create an overall score out of 10 for your school. **Figure 13** shows your

school's score on this index compared to all HSTW survey sites and comparable school sites. **Table 7** depicts the percentage of student responses at each level on each question included in this index.

Figure 13

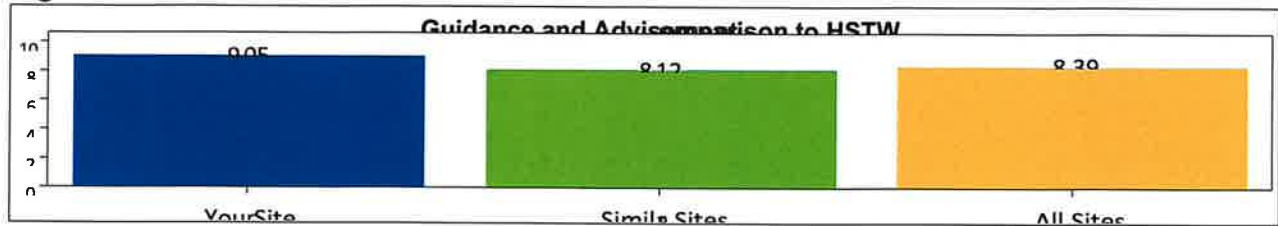


Table 7 – Index Questions

Table 7 – Index Questions

	Yes	No
Did you have a teacher, adviser, counselor or career coach in high school who helped you select courses and plan for your future?	48.9%	51.1%
During high school, did you have a meeting with your teacher adviser, counselor or career coach where you:	Yes	No
Talked about what you'd like to do after high school.	86.4	13.6
Talked about different options for college or careers after high school.	95.5	4.5
Talked about your career goal.	100	0
Came up with a plan together for the courses you would take in high school based on the education and career that you want after high school.	86.4	13.6
Met with you and your parent/guardian every year.	86.4	13.6
Discussed what training or education you would need after high school to achieve your career goal.	90.9	9.1
Discussed all the different options for colleges (including community colleges, 2-year colleges, 4-year colleges, etc.).	90.9	9.1
Discussed financial aid options for study after high school.	81.8	18.2
Discussed how to apply for education after high school (either college or career training).	86.4	13.6
Discussed what major you would need to choose in college to achieve your career goal.	90.9	9.1

Key Practice 9 – Interventions and Enrichments

Focus Area: Supports for Students

Schools can extend learning time and provide personalized supports to students through alternative instructional delivery methods like online learning and regular availability for teacher assistance. A school with high levels of implementation has structures in place to provide targeted support for students when and where it is needed. Key Practice 9 is measured using a weighted average from student responses to 10 questions to create an overall score for your school. **Figure 14** shows your school's score on this index compared to all HSTW survey sites and comparable school sites. **Table 8** depicts the percentage of student responses at each level on each question included in this index.

Figure 14

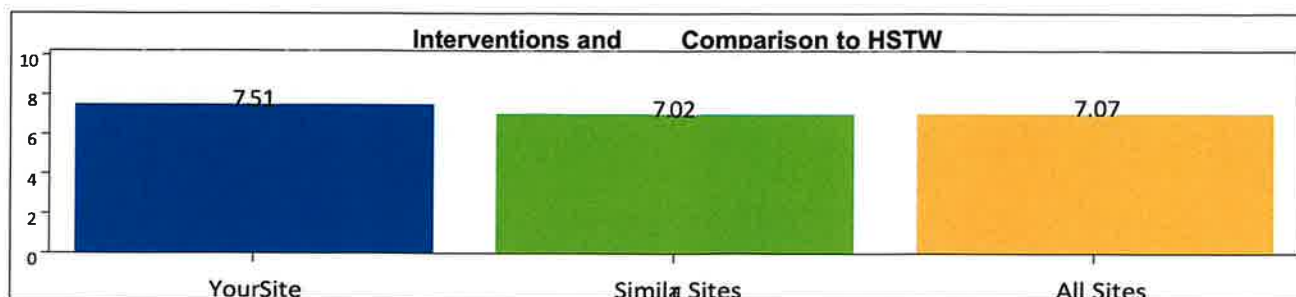


Table 8 – Index Questions

Table 8 – Index Questions

Please indicate the extent to which you agree with the following statements about your school:	Strongly Disagree	Disagree	Agree	Strongly Agree
If I do not do well on an assignment, my teachers require me to relearn the material with a new assignment.	6.7%	22.2%	60%	11.1%
If I have already learned something we are doing in class, my teacher has a different assignment for me to work on.	6.7	40	46.7	6.7
If I do not understand something in class, my teachers explain it in a different way to help me understand.	0	8.9	53.3	37.8
My teachers give me feedback on my assignments that helps me understand what I need to do better.	2.2	8.9	62.2	26.7
My teachers help me learn from my mistakes on my assignments.	2.2	11.1	57.8	28.9
My teachers use strategies (like quizzes and questioning check-ins) to identify skills that I still need to master.	0	13.3	60	26.7
I have a chance to redo assignments that I do poorly on.	2.2	15.6	57.8	24.4
Tutoring is available within the school day.	11.1	31.1	42.2	15.6
My teachers notice if a student is not doing well in class.	0	6.7	64.4	28.9
Our school lets parents know if students are not doing well in their classes.	2.2	8.9	57.8	31.1

Key Practice 10 – Culture of Continuous Improvement

Focus Area: Leadership for Continuous Improvement

School leaders receive the support and resources they need to advance school improvement initiatives, strengthen teachers' understanding of effective curriculum and instructional strategies and help good teachers become even better. School leaders establish a shared vision, mission and goals for school improvement by creating consensus among faculty and staff in goal-setting and sharing leadership responsibilities within and across disciplines. Key Practice 10 is measured using a weighted average from teacher responses to 9 questions to create an overall score out of 10 for your school. **Figure 15** shows your school's score on this index compared to all HSTW survey sites and comparable school sites. **Table 9** depicts the percentage of student responses at each level on each question included in this index.

Figure 15

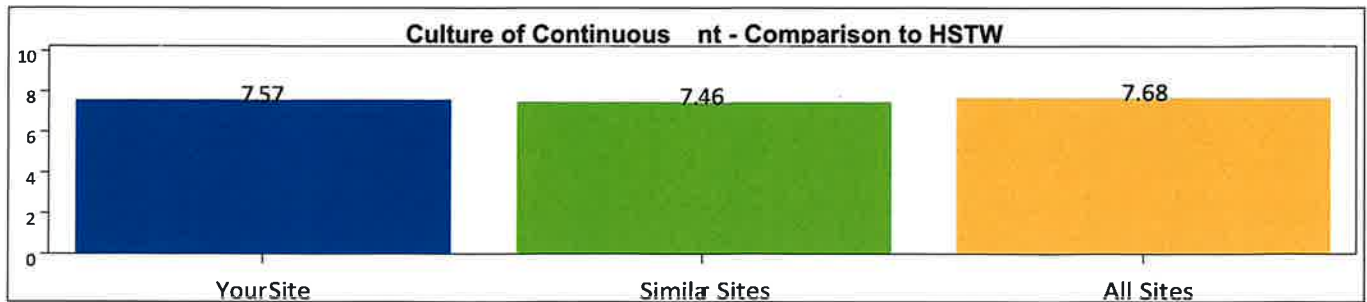


Table 9 – Index Questions

Table 9 – Index Questions

Please indicate the extent to which you agree or disagree with the following statements about your school:	Strongly Disagree	Disagree	Agree	Strongly Agree
Goals and priorities for this school are clearly expressed.	5%	15%	45%	35%
The surrounding community actively supports our school's educational goals.	10	30	40	20
Teachers in this school are continually learning and seeking new ideas on how to improve student achievement.	0	5	40	55
Teachers in this school maintain a demanding yet supportive environment that pushes students to do their best.	0	20	50	30
Teachers and school administrators continually use data to evaluate the school's academic and technical programs and activities.	0	15	50	35
Administrators make sure that teaching content is aligned to state content standards.	0	10	45	45
Administrators encourage teachers to try out innovative instructional strategies.	0	10	55	35
Administrators consult with staff members before making decisions that affect them.	30	35	20	15
Administrators involve staff in identifying problems of practice and selecting appropriate school improvement solutions.	5	30	40	25

Impact of COVID-19

The COVID-19 pandemic has had a tremendous impact on all facets of students' lives, including their education. The pandemic has also caused schools to pivot and shift to providing virtual, hybrid, or in-person instruction with increased safety parameters – all of which have put a strain on teachers. While these questions are not part of our standard SREB surveys, we felt that it was important to include them this year as a lens through which one can look at the data included in this report. The following tables outline both student and teacher responses to the impact that COVID-19 has had on their learning or teaching.

Table 11 – Student Responses
Table 11 – Student Responses

To what extent do you agree with the following statements about your school experience during COVID-19?	Strongly Disagree	Disagree	Agree	Strongly Agree
I have easy access to the internet.	2.9	8.6	57.1	31.4
I have easy access to a device to do my online learning (like a tablet, laptop or computer).	2.9	5.7	45.7	45.7
I am able to keep up with my teachers and the class during online learning.	11.4	20	48.6	20
I am able to do most of my online learning without needing help from my parent or guardian.	5.7	14.3	45.7	34.3
I am learning as much as I was before the COVID-19 pandemic.	17.1	28.6	34.3	20
It is easy to balance my home environment with learning from home.	14.3	42.9	34.3	8.6
I feel connected to other students at my school right now.	11.4	11.4	65.7	11.4
I feel connected to adults at my school right now.	0	8.6	65.7	25.7

Table 12 – Teacher Responses
Table 12 – Teacher Responses

To what extent do you agree with the following statements about your school experience during COVID-19?	Strongly Disagree	Disagree	Agree	Strongly Agree
I feel comfortable with the level of flexibility required for virtual or hybrid instruction.	0	27.3	36.4	36.4
I received the PD that I needed to be successful in delivering virtual or hybrid instruction.	0	9.1	54.5	36.4
I have access to the tools, materials and resources I need when teaching virtually.	0	9.1	36.4	54.5
Expectations around how to handle virtual instruction are clearly communicated by leadership.	9.1	18.2	27.3	45.5
I feel connected to other staff at my school right now.	9.1	18.2	27.3	45.5

Ongoing Professional Development

Improving students' college and career readiness begins with solid teaching foundations. Participating HSTW schools should provide teachers with the ongoing professional development needed to help students master the literacy (writing, reading and oral communication) and math skills that promote success in postsecondary education and the workplace. This index is not scored, and instead provides useful insight into the professional development opportunities in which teachers have participated, would like to participate and those which they felt benefited their teaching practices. **Figure 10** depicts the percentage of teachers responding "yes" to each professional development (PD) activity.

Table 13 – Index Questions

Table 13 – Index Questions

Non-CTE Teachers	Participated in PD	PD Benefited Teaching	Would like to Participate
Understanding and using data at the classroom level	58.8%	64.7%	23.5%
Enhancing classroom instruction with project-based instruction	35.3	41.2	35.3
Creating quality assignments	52.9	76.5	23.5
Creating quality assessments	52.9	58.8	23.5
Counseling for careers and college	29.4	29.4	41.2
Using effective classroom management	35.3	58.8	29.4
Aligning assignments and assessments to college-ready and technical readiness standards	41.2	41.2	35.3
Linking assignments and assessments to core content standards	58.8	70.6	17.6
Cultivating an environment of high expectations	29.4	41.2	29.4
Facilitating social and emotional learning techniques	47.1	64.7	17.6
Working with students as a mentor or teacher adviser	29.4	41.2	29.4
Helping students prepare for the transition to postsecondary	23.5	17.6	47.1
Helping at-risk students master complex content	29.4	29.4	35.3
Collecting, interpreting and presenting data for school improvement	52.9	58.8	11.8
Analyzing and improving your center's recognized credentials	23.5	29.4	35.3
Connecting core academic skills to career pathway assignments	29.4	35.3	29.4
Embedding literacy in CTE and the workplace	17.6	17.6	47.1
Embedding math in CTE and the workplace	11.8	23.5	52.9
Implementing instructional strategies (e.g., use of teams, project-based instruction) in the CTE classroom	17.6	35.3	29.4

Section 5:
Financial Information

- 1). Financial Status
- 2). Federal Funds

2021-2022 Financial Status of the Maritime Academy of Toledo

For the 2021-2022 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.

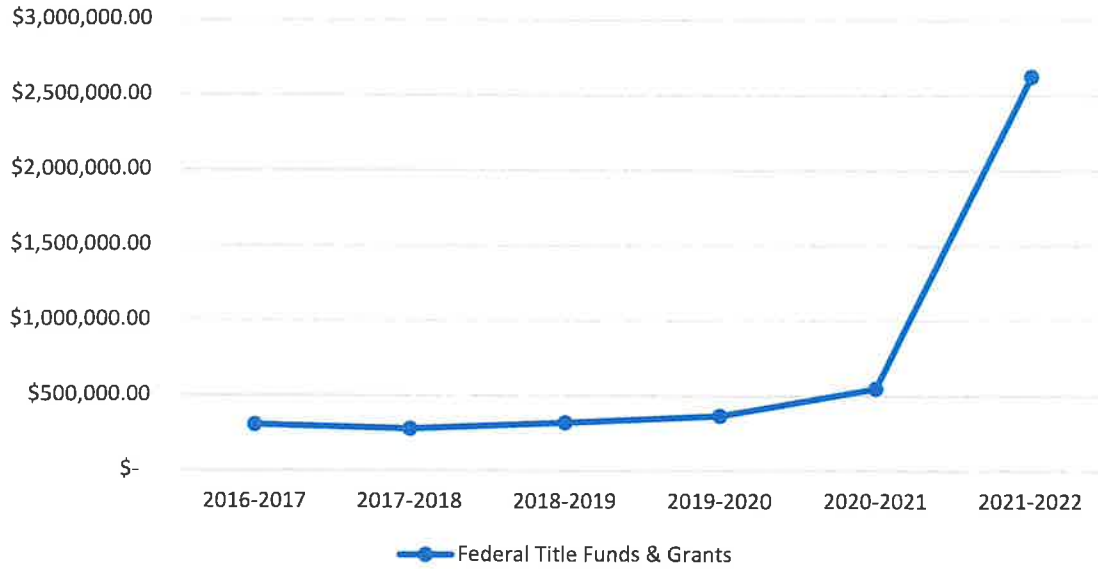
Funds	Beginning Balance	Ending Balance
General Fund	\$1,041,096.54	823,159.08
Permanent Improvement	\$75,260.44	-\$11,577.78
Food Service	-2,410.05	\$42,340.95
Satin Gavel Scholarship Fund	\$7,090.00	\$7,090.00
Leadership Fund	\$1,280.62	\$1,280.62
Rotary Uniform Fund	\$3,530.54	\$3,530.54
Class Fund	-\$390.92	-\$390.92
Prom Fund	\$1,172.19	\$1,695.22
Student Activities Fund	\$761.03	\$1,349.64
Cadet Chronicle Fund	\$767.66	\$767.66
Culinary Fund	\$3,172.49	\$4,544.77
Athletic Fund (Basketball)	\$0	\$90.00
Tall Ships Fund	\$7,040.00	\$7,040.00

- a. Received Coronavirus recovery funds in addition to other Federal Grants for the 2022 fiscal year:

1) Title 1	\$217,377.44
2) Title I Non-Competitive	\$33,000
3) Title II A	\$20,908.63
4) IDEA-B	\$90,096.44
5). Title IV-A	\$17,879.51
6) High Schools That Work (State)	\$6,000
7). ESSER	\$669.84
8). ESSER 2	\$751,650.54
9). ARP ESSER	\$1,689,229.36
10). ARP IDEA	\$16,540.02

Total: \$2,626,191.91

Federal Title Funds & Grants



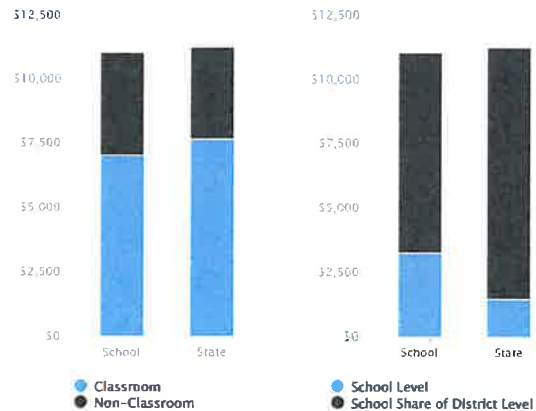
Classroom Spending Data

What percent of funds are spent on classroom instruction?
63.9%



Spending Per Pupil Data

	School	State
Operating Spending per Pupil ⓘ	\$11,049	\$11,246
Classroom Instruction	\$7,061	\$7,664
Non-Classroom Spending	\$3,987	\$3,582
Federal Funds	\$3,263	\$1,466
State and Local Funds	\$7,786	\$9,780



CARTE POSTALE

CARTE POSTALE

Section 5:
Career Tech Information

Contents:

A. Career Tech Pathways

Career Technical Education

Maritime Occupations	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 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”. <u>In School Internship:</u> • Tall Ship Niagara – intern aboard the brig for a 2 – 3 week total immersion in sail training. - Prerequisites: Must compose various letters and have a letter of recommendation <u>Post Graduate Apprenticeship Opportunities:</u> • SIU (Seafarers International Union) – 9 month program for entry level candidates with promise of employment after program completion. - 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 - 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
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Culinary	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.
Marine Environmental Science	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.

Future Career Tech Programs

Dental Assistant

Welding

