



**Annual Report**

**Of**

**The Educational Service Center of Central Ohio**

**Sponsored**

**Community Schools**

**2018-2019**

**ANNUAL REPORT**  
**The Educational Service Center of Central Ohio**  
**Sponsored**  
**Community Schools**  
**2018-2019**

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

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

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

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

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

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

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

ESC Department of Community Schools Guidance Document -- descriptions of our oversight and evaluation systems that include processes, and policies.

**2018-2019 ESCCO Sponsored Community Schools RATINGS**  
**Followed by Individual School Annual Reports**

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

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

Each school was rated in the areas of academic performance, fiscal performance, organization/operation, and legal compliance. Ratings were **met**, **exceeded**, or **did not meet**. Legal compliance was rated as **met** or **did not meet**. Each school went through the sponsorship renewal application process successfully during the 2018-2019 school year as their contracts were set to expire on June 30, 2019. Expiration dates of the renewed contracts follow the titles of each school. Individual Annual Reports representing each school follow the Performance Report Ratings.

**Performance Report Ratings**

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

**Academic Performance – Met**

In the 2017-2018 school year academic performance was rated as “Did Not Meet” due to graduation rates placing the school in Priority Status. In the 2018-2019 school year the school “Met” the graduation rate resulting in Early College Academy receiving the met designation in this Annual Report. The school has submitted an improvement plan for the 2019-2020 school year and is working on the stated goals in the plan.

**Fiscal Performance -- Met**

All fiscal documents were found to be compliant. There has been a decline in enrollment with a potential effect on their funding and future budgets. The Sponsor has requested that the Board monitor enrollment closely.

### **Operation/Organization -- Met**

Epicenter submissions for the year were 100% on time and accurate. Enrollment has decreased. Board leadership and member participation, as well as policy development are excellent. The sponsor has no concerns related to overall operation of the school.

### **Legal Compliance -- Met**

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

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

### **Academic Performance – Did Not Meet**

Although the school met contractual educational requirements, academic performance was rated as “Did Not Meet” due to the school receiving a “Focus” rating in the 2017-2018 school year followed by receiving a first strike towards possible closure on the 2018-2019 state report card. The school has submitted an improvement plan for the 2019-2020 school year.

### **Fiscal Performance – Met**

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

### **Operation/Organization -- Met**

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

### **Legal Compliance – Met**

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

- *The 2017-2018 school year marked Graham Elementary and Middle School’s first year as a K-8 school. During the 2016-2017 school year, the governing authorities of the Graham Primary School (K-5) and Graham Expeditionary Middle School (6-8) voted to merge both schools effective July 1, 2017. The new school name selected was Graham Elementary and Middle School serving grades K-8. Prior to the merger, both schools were already in the same building. Both schools were operated by The Graham School. The new Graham Elementary and Middle School is still operated by The Graham School.*

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

**Academic Performance – Did Not Meet**

Although the school met contractual educational requirements, academic performance was rated as “Did Not Meet” due to graduation rates placing the school in Priority Status. The school has submitted an improvement plan for the 2019-2020 school year and has shown improvement on report card indicators.

**Fiscal Performance – Met**

All fiscal documents were found to be compliant.

**Operation/Organization - Met**

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

**Legal Compliance – Met**

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

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

**Academic Performance – Did Not Meet**

Although the school met contractual educational requirements, academic performance was rated as “Did Not Meet” due to graduation rates and the special education rating of needs assistance placing the school in Priority Status. The school has submitted an improvement plan for the 2019-2020 school year.

**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.

**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, 2021.)**

#### **Academic Performance – Did Not Met**

Although the school met contractual educational requirements, academic performance was rated as “Did Not Meet” due to graduation rates placing the school in Priority Status. The school has submitted an improvement plan for the 2019-2020 school year.

#### **Fiscal Performance – Did Not Met**

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

There is 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.

#### **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, 2021.)**

#### **Academic Performance - Did Not Meet**

Although the school met contractual educational requirements, academic performance was rated as “Did Not Meet” due to graduation rates and the special education rating of needs assistance placing the school in Priority Status. The school also received its second strike towards potential closure for 2018-2019 state testing results. The school has submitted an improvement plan for the 2019-2020 school year.

#### **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.

#### **Operation/Organization - Met**

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

**Legal Compliance – Met**

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

**EARLY COLLEGE ACADEMY  
ANNUAL REPORT TO SPONSOR**

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

<b>NAMES OF GOVERNING AUTHORITY MEMBERS:</b>	Eric Brandon Valerie Johnson Janet Ravneberg Andrew Schabo, Esq. Wendell Scott Bishop Donald Washington Marlayna Randolph, Ph.D.
<b>SCHOOL YEAR THE SCHOOL OPENED:</b>	2006-07
<b>GRADE LEVELS SERVED:</b>	11-12

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

**STUDENT ENROLLMENT:** 167.18

**PERCENTAGE OF STUDENTS ON IEP's:** 10%

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

**SPECIAL ACCOMPLISHMENTS/ACHIEVEMENTS:**

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

- Students to be dually enrolled in Columbus State Community College and ECA until which time they obtained the age of 22 or met the requirements for a high school diploma and/or an associate degree.
- Students took the college assessments to determine course placement and completed an Individualized Graduation Plan (IGP) which will have defined their personal goals and developed an educational plan leading to graduation.
- Students participated in learning communities of 20-25 for a successful high school and college experience.



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

### Explanation of Subsections Below

(a) the performance standards by which the success of the school was evaluated by the sponsor during the 2018-2019 school year (i.e. the contractually stated academic goals including performance on statewide achievement and graduation tests)

(b) the method of measurement that was used by the sponsor to determine progress toward those goals during the 2018-2019 school year

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

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

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

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

*(c) the school's activities toward and progress in meeting those contractually stated academic goals during the 2018-2019 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 2018-2019 school year*

The Financial Records are reviewed annually by the auditor, State of Ohio, Julian & Grube, 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. The sponsor has no immediate concerns in these areas.



## **2018-19 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

**Co-Superintendent, CEO - Eileen Meers, PhD**

**Co-Superintendent, CEO - Greg Brown**

**Dean and Director – James Kutnow**

**Dean of Middle Grades (5-8) – Hadley Bachman**

**Dean of Elementary (K-4) – Heather Markward**

**Fiscal Agent – Jennifer L. Smith, CPA**

**School Year the School Opened – 2010-2011**

**Number of Students - 423**

**Grade Levels Served – K-8**

**Percentage of Students on IEP's – 29%**

**Percentage of Students eligible for Free and Reduced Lunch – 64%**

**Student demographic percentages – 53% African American, 38% Caucasian, 4% Hispanic, 4% multiracial, 1% Asian/American Indian**

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

### **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 2018-19 included: **Sara Neikirk**, President; **Joyce Swayne**, Vice President; **Sarah Levels**, Secretary/Treasurer, **Kitty King**, **Angela Stoller-Zervas**, and **Mari Sunami**. GEMS partners with EL Education, national experts in effective educational practice using an expeditionary model. *Governance/Organizational/Operational Performance for Sponsor – Top Rated – Leadership has been positive and supportive, all trainings have been completed.*

### **The Graham Elementary and Middle School Mission**

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

### **Special Accomplishments/Achievements**

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

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

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

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

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

#### **Honors/Recognitions/Special Occasions**

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

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

#### **Celebrating Our Work Together**

Students exhibited work from expeditions during Celebrations of Learning each Trimester. These included a 7th grade presentation of their podcasts on the history of our building and neighborhood through partnerships with WOSU and Musicology Recording Studios, and an 8th grade American Revolution Oscar style film festival.

#### **Family Teacher Organization**

Many parent volunteers assisted with a fall clean-up day, two middle school dances, skating parties, fundraising events, holiday celebrations and fieldwork. GEMS FTO funded classroom projects and fieldwork; Kings Island math trip, science supplies for the 5th-8<sup>th</sup> grade science department, Mars Rover COSI Expedition for 5th graders, imagine lab materials for K-2<sup>nd</sup> grade classrooms, and 200+ books for 5<sup>th</sup>-8<sup>th</sup> graders.

#### **Additional Partners**

Olayemi Aaron, Mr. and Mrs. John Baughman, Seth Becker and Janet Meltzer, Mr. and Mrs. Tom Copeland, Mr. and Mrs. Paolo DeMaria, Suzanne Fahey, Stephen Gussler and Melody Steely, Dan Hansvick, Mr. and Mrs. Michael Kindred, Rich and Kitty King, Augusto Leal, Sarah Levels, Samantha Lortz, Mr. and Mrs. Thomas

Meers, Myra and Tom Molnar, Doris Calloway Moore, Sara Neikirk, Dianne Purdy, Sommer Renaldo, Athena Smith, Angela Stoller-Zervas, Joyce Swayne, Sara Tobin, Kimberly and Mark Tremains, Mr. and Mrs. Bob Weiler, and Betsy White.

BIAMP Systems, City Campus Church, Communities In Schools, ECMC Foundation, The Ohio State University, ProMusica Chamber Orchestra Play Us Forward Program

### **Names of Assessments Given at the School and the Results**

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

GEMS administers STAR assessments to middle school students, short cycle assessments help us measure student progress and place students in 9 week intensives. As part of our formalized initiative in Social and Emotional Learning, GEMS used the National School Climate Survey to help us identify student progress toward SEL goals.

### **The performance standards by which the success of the school was evaluated by the sponsor during the 2018-2019 school year by our Sponsor**

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

Academic Performance is measured using the state report card, MAP scores, and Attendance. GEMS is meeting standards when it comes to progress and "Mission Specific Goals" which include MAP, Attendance, K-3 Reading, and Progress Comparison of Lowest 20% to all community schools statewide. GEMS has struggled with achievement scores, specifically AMO, Performance Index and Indicators.

### **The method of measurement that was used by the sponsor (ESCCO) to determine progress toward those goals during the 2018-2019 school year**

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

#### **Academic Performance for Sponsor:**

Students in the state of Ohio are required to take Ohio's State Tests. GEMS administered ELA and Math assessments for 3<sup>rd</sup>, 4<sup>th</sup>, 5<sup>th</sup>, 6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup> graders, Science assessments for 5<sup>th</sup> and 8<sup>th</sup> graders.

42 -5th grade students took the Science assessment and 31% scored proficient or higher; 49 - 8<sup>th</sup> graders took the Science assessment and 41% scored proficient or higher; 45 – 3<sup>rd</sup> graders took the ELA assessment and 29% scored proficient or higher; 55 – 4<sup>th</sup> graders took the ELA assessment and 24% scored proficient or higher; 42 – 5<sup>th</sup> graders took the ELA assessment and 36% scored proficient or higher; 54 – 6<sup>th</sup> graders took the ELA assessment and 22% scored proficient or higher; 54 – 7<sup>th</sup> graders took the ELA assessment and 39% scored proficient or higher; 50 – 8<sup>th</sup> graders took the ELA assessment and 46% scored proficient or higher; 45 – 3<sup>rd</sup> graders took the Math assessment and 33% scored proficient or higher; 55 – 4<sup>th</sup> graders took the Math assessment and 29% scored proficient or higher; 41 – 5<sup>th</sup> graders took the Math assessment and 20% scored proficient or higher; 55 – 6<sup>th</sup> grade students took the Math assessment and 9% scored proficient or higher; 54 – 7<sup>th</sup> graders took the Math assessment and 37% scored proficient or higher; 49 – 8<sup>th</sup> graders took the Math assessment and 43% scored proficient or higher.

This year's report card rating for GEMS included an D in Progress with an Overall F, a D for the Lowest 20% in Achievement and an F for Students with Disabilities, which looks at the growth that all students are making

based on their past performances. GEMS received an F in Achievement, which measures the number of students who passed the state tests and how well they performed on them. GEMS received an F in Gap Closing, which shows how the school is meeting the performance expectations for the most vulnerable populations of students in English language arts and math. After the release of our 18-19 report card, we became aware of an issue in regards to our Third Grade Reading Guarantee data. The report appeared to show that some of our kindergarten through third grade students did not receive the required Reading Improvement and Monitoring Plan (RIMP) codes in the Education Management Information System (EMIS). All of those students did receive interventions and all third grade students passed the guarantee either via the state test or MAP assessment. The data reporting procedures are being corrected. State tests were particularly challenging across the school last year. Intensive work with EL Education and our leadership teams have produced detailed plans for improvement.

**The school's activities toward and progress in meeting those contractually stated academic goals during the 2018-19 school year.**

GEMS has completed its eighth 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 lead by our EL school designer and guided by our school's work plan with EL.

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

- Empowered our Director of Social and Emotional Learning to help us better understand our students non-academic needs that directly impact their ability to learn, and to design strategies that help our students become more aware of their own needs and available resources.
- Expanded our efforts in SEL by establishing a partnership with the University of Chicago Network for College Success National Freshman Success Institute to focus resources towards the eighth grade transition year.
- Begun a focus around understanding the impact of trauma on children and their learning in partnership with the University of Chicago Department of Comparative Human Development, TREP project. New research in this area has been very helpful to understanding this impact on a child's brain and his or her ability to learn.
- Expanded work in all our schools around Restorative Practices, helping us find new ways to address school culture and student behavior that's the most instructive for a child's growth.
- Hired a Director of Career Pathways to provide more intentional career focused activities and options for students and staff. The purpose of multiple programs and options is to address student preparedness for career and college success after high school.
- Maintained our agreement with Learning Circle, a Columbus-based organization, designed to collect student metrics to provide early alerts about student progress. Learning Circle works with many Ohio K-12 district and charter schools.

**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.

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

152 schools in over 30 states nationwide. The EL model is a proven success in supporting schools in developing a positive school culture and higher achievement scores when compared to the school districts in

which they exist. EL and GEMS developed the school's habits of learning: perseverance, responsibility, thoughtfulness, teamwork, and quality.

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

Our goal is to build lifelong learners. To this end, we use the Measures of Academic Progress (MAP) assessment, the Star Reading and Math assessments, student academic interim grade reports, and student self-assessments to place students in appropriate 9<sup>th</sup> period Intensive classes. Some of the Intensives we offered at GEMS were: Math skills Intensive, Reading skills Intensive, Study skills Intensive, SEL Intensive: focusing on self-regulating emotions, personal decision-making, goal-directed behavior and more, Attendance Intensive: focusing on building responsible habits as a scholar.

### **Expeditions for K-4th Graders 2018-2019**

#### **Kindergarten:**

Kindergarten built their literacy and science skills as they engaged in a study of the weather. Students began by building knowledge of the different types of weather and then moved to how weather is different around the world and how it affects people. A local meteorologist came to visit our students and shared how the weather works. Students listened to the story The Snowy Day to use as a mentor text to write their own weather story describing one type of weather that they have learned about and how it affected their character.

Kindergarten students then learned about the importance of living things by studying plants and trees. They visited The Cox Arboretum at OSU to gain expert knowledge on the importance of trees and plants, and planted a tree in the front lawn at GEMS for Better World Day. They learned there are 2 types of trees coniferous and deciduous and that Ohio has both, unlike other places around the world.

#### **1st Grade:**

First graders became ornithologists (scientists that study birds) in Module 3. They completed research using books, images, and videos in order to answer the guiding question: "How does a bird's features help them survive." They paid close attention to different types of beaks and feathers and how each of these body parts helped a species of birds. In our classroom, we hatched and raised chickens. This helped the students have real-life experience with seeing how the beak and feathers are used by real birds. Finally, students went to the Columbus Zoo to take pictures of birds in different habitats. They used these and other pictures to create scientific drawings of birds.

#### **2nd Grade:**

Second graders learned about butterflies and their habitat requirements. This led to students discovering that some butterflies (monarchs, in particular) are facing habitat destruction. Students became concerned and searched for solutions. Inspired by the book, Butterfly Park by Elly MacKay, where a community comes together to plant flowers to attract butterflies, students worked to revitalize the butterfly garden at GEMS. Students also worked to create scientific drawings of their butterflies, using feedback and multiple drafts to improve the quality of their work. These images along with student writing were published on packets of butterfly-friendly seeds that were distributed to GEMS families and friends to plant in their own gardens.

#### **3rd Grade:**

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



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

For their final module of the year, 3rd grade students studied the character traits of various characters in Peter Pan. They chose a character to study in-depth and created a bio-poem for that character as well as a collage to describe the character and represent the traits they studied.

#### **4th Grade:**

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

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

For their third module, 4th graders learned about the Revolutionary war. They became historians, digging into primary and secondary sources to learn more about this time in our history. Finally, armed with new knowledge, students took a stance on which group from the Revolutionary War they believe they would have sided with, Patriot or Loyalist. Students came up with slogans to present their stance and created posters to publicize their belief.

#### **Expeditions for 5th-8th Graders 2018-2019**

**To Planet or Not To Planet (5th Grade)** -- In this expedition, students discovered our solar system, with specific emphasis on what constitutes a planet. In science, students read multiple texts, along with the anchor text, How I killed Pluto and Why it had it Coming, and delved into the essential question: “What should be considered a planet in our solar system?” In English, students read expedition novels about outer space and learned about quoting, point of view, how visuals impact understanding of a story, and how we can best convince an audience. In math, students looked at place values of numbers in thousands and millions in order to find the distance between the planets. For the final product, students wrote an opinion paragraph using evidence from articles answering the question “What should be considered a planet in our solar system?” They used their paragraph to create a YouTube script stating their opinion with evidence. The students then turned that script into a hand illustrated YouTube film.

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



Through this relationship, students developed a "5th Grader's Guide to Columbus" to gift to their new refugee friends to ease their transitions into the United States. Throughout the expedition students also raised funds for gifts for the refugee friends.

**Most Beautiful Roof in the World (5th Grade)** - In this expedition, students created a dichotomous key to help community members identify the types of ants that are in their environment. Students also created an informational page that tells about how ants contribute to ecosystems in Columbus and speaks to the dangers of using pesticides to kill ants. The expedition culminated with students presenting their dichotomous keys at the Audubon Center. Samples of ants were at the Audubon Center and audience members used the dichotomous keys made by the students to help identify the ants.

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

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

**Minding Your Mind (6th grade)** – In this expedition, students explored the essential questions; "What is a stigma?" "How do our cultural views impact the way we think and feel? What does it mean to be mentally healthy? What can you do to stay mentally healthy and support others? Students learned what a stigma is and the damage that the stigma around mental illness discussion and education has on our society. Students read both fiction and non-fiction texts about mental illnesses and people's accounts of their own experiences dealing with various mental illnesses. Students learned what it means to be and feel mentally healthy, researched and learned about specific mental illnesses, and researched ways that our community can work to remove the stigma around mental illness and the resources available in Columbus to help people who are dealing with mental illness. Fieldworks included a mindful hike at Highbanks Metropark, a visit to the Twin Valleys Behavioral Health Hospital, an office tour and Q&A session with a therapist and a final trip to the NAMI's Youthmove Organization 'resiliency ring' at the Ohio Statehouse. The final product was a brochure about stigma, specific mental health disorders and information about how you can boost your mental health, which they passed out to students and staff at the Ohio State University's Ohio Union while demonstrating some of the ways learned to boost our mental wellness.

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

**1908 (7th Grade)** – Students studied issues of the day from the era when our historic building was erected including the work environment, labor unions, and inventors of the time. We visited the Ohio History Connection archives to look at primary source newspaper publications, photos, books and maps to learn about

the Wright Brothers and the invention of flight. Students visited the Wright Brothers Museum in Dayton and read from the book, America: 1908 to ground our ideas about how flight came to be. Students collected their research to record 3 minute podcasts at a professional studio to share with our Columbus community via Soundcloud.

**Vernal Pools (7th Grade)** – In partnership with Glacier Ridge Metro Park, students studied the impact of vernal pools on our ecosystem. Students traveled four times to the metro park to work with a naturalist in collecting and cataloging data on salamander eggs, tree frogs and a variety of invertebrates. Students used dichotomous keys to identify the vernal pool creatures to determine the health of the ecosystem. Each student selected a plant or animal from the vernal pool to include in our vernal pool field guide. Students worked to complete the research in science class and to make high quality scientific sketches for the field guides in art.

**Vote with Your Fork (8th Grade)** - Using The Omnivore's Dilemma as the expedition's anchor text, students examined the history of food and the process of where our food comes from on its way to our tables. Fieldwork included visiting local grocers and farms. The culmination of the learning took place at the end of the term when students presented a Ted Talk where students argue why a chosen food chain is the best to feed our ever-growing world population.

**Take a Stand (8th Grade)** - Students looked at the guiding question: "Is it worth taking a stand for yourself/others?" "How do you know?" Students delved into the content of The Revolutionary War. They learned about the battles and events leading up to the War for independence from Great Britain. Students created short film scripts and filmed them.

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

### **School-wide Title Program**

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

### **Staff Members**

The full-time and part-time staff roster in the 2018-19 school year included: Debbie Addison, Jane Addison, Alen Auguste, Hadley Bachman, Carolyn Baginski, Heather Baker, Cathy Baney, Nicole Becks, Kevin Beery, Greg Brown, Lavidia Chapman, Jisuka Cohen, Eileen Collins, Christina Conrad, Keri Dana, Rosa Dixon, Leah Ecaruan, John Eckenrode, Monica Eppler, Nora Goss, Stacie Haman, Valerie Hessler, Christina Kokot, James Kutnow, Jamie Lenzo, Katie Logan, Cheryl Long, Sarah Lopienski, Katherine Luikart, Joanna Malachowsky, Heather Markward, A'Leah Martin, Melinda McFann, Eileen Meers, Olivia Miranda, Cassie Muller, Anne Murphy, Kathryn Nelson, Kelli Orians, Wesley Owen, Michael Piteo, Laura Rapp, Karen Rickrich, Victoria Ringwald, Evan Rulong, Harmony Salvatore, Sarah Salvatore, Scott Schag, Lauren Seitz, L.M. Sheffield, Courtney Smoot, Chris Spackman, Zach Steinberger, Cynthia Tishue, Jason Treadway, Colleen Vaughan, Jennifer Waddell, Stephanie Waldeck, Amie Whalen, Jeff Wiseman, and Krsna-Jivani Ziyad.

### **Financial Status**

In fiscal year 2018-19 the school received \$3,838,653 in state funds. The school also received \$548,451 in federal funds and \$86,950 in development and rental income funds, among other separated categories. Sources of income totaled \$4,474,054. In fiscal year 2018-19 the school paid for employee salaries and

9 – The Graham Elementary Middle School

2018-19 Annual Report to the Community

benefits, including payroll taxes and retirement, through The Graham School, GEMS's financial manager, and paid \$84,026 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 \$4,568,256 in expenses. When the current cash in bank was added to the sources, the year-end adjusted cash balance was \$101,032 to be carried over to 2019-20. The school conducts its own on-going internal financial audit under the direction of its Board Audit Committee and treasurer Jennifer Smith, CPA. Finances also were audited by the school's sponsor, The Educational Service Center of Central Ohio. And, the school is audited annually under the auspices of the State of Ohio Auditor's Office. All found the finances to be accurately and appropriately accounted for.

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

**Sponsor Review Comments**

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

Oakstone Community School Annual Report  
2018-2019

Oakstone Community School  
October 23, 2019

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

IRN: 000679

Superintendent: Heather Kronewetter  
Fiscal Officer: Johanna Gladman

**Governing Authority Members:**

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

School Opening Year:  
2004-2005

Number of Students: 258 enrolled (2018-19), average attendance = 246 and attendance rate was 94.3%

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. The annual Ohio Special Education 2018-19 Rating for Oakstone Community School is ***“Meets Requirements”; required actions: None.*** There were a total of 28 points able to be earned and OCS is proud to say we earned all 28 points.

Additionally within the special education report the performance results for OCS students with disabilities were also provided for the areas of reading, math, and Third Grade Reading Proficiency (TGRP) for those students who are proficient or above. The state targets included in the Special Education rating report are an average of the performance results of all students with disabilities across the state of Ohio. The actual performance of OCS students is then compared to this average. Please see a summary of the OCS special education annual rating ***“Meets Requirements”*** below.

	<b>OCS</b>	<b>State Target</b>
Reading	67.72%	24.68%
Math	52.38%	29.00%
TGRP	56.25%	30.00%

In other areas of the report, the total number of points available was 4:

- Disproportionality in discipline rates 4 points
- Disproportionality in special education 4 points
- Disproportionality in specific disability categories 4 points
- Initial evaluation timelines 4 points
- Secondary transition planning 4 points
- Correction of Noncompliance 4 points
- Submission of valid, reliable and timely data, 4 points
- IDEA audit findings NR

\* The entire special education annual rating report is available upon request.

#### **Names of Assessments Given:**

Ohio 3<sup>rd</sup> Grade ELA

Ohio Alternate Assessment (AASWD)

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

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

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

Summative and Formative Assessments

Developmental Reading Assessment (DRA) - Reading Assessment

Qualitative Reading Inventory (QRI) – Reading Assessment

Math Diagnostics (McGraw-Hill) – Math assessments

Kindergarten Readiness Assessment (KRA)

American College Testing (ACT Plan)

American College Testing (ACT)

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

**District/School Grade Card Breakdown:**

The Ohio Department of Education's (ODE) annual local report card (LRC) grades districts on the following scales: Achievement, Progress, Gap Closing, Graduation Rate, Improving At-Risk K-3 Literacy Readers, and Prepared for Success.

It is important for us to inform our families and stakeholders that OCS's results on the 2018-19 report card indicated that we have made steady progress and, in some areas, more significant gains. OCS will continue to hold our students academically accountable as well as support all of our students to do their absolute best. Additional test taking strategies, academic support, and professional development are being offered to help support areas where OCS was found to have deficits.

OCS recognizes that the state grade card (LRC) is an imperfect measure of all student success. However, OCS continues to strive for increased progress with regard to our LRC each year. Of the six total components on the LRC, I would like to highlight a few of the components for you. Two of these components are achievement metrics (Achievement and Gap Closing). Achievement metrics measure student performance against grade level learning standards. These metrics only measure where a student performs, not how much they may have grown over time. Most of our students come to us needing remediation. Our current scores in achievement metrics indicate that our students are making progress within our environment and programs. More specifically, results on performance index scores as well as value added increased from last year's report card. In addition to achievement metrics, two other components are progress metrics (Progress and Improving At-Risk K-3 Readers). The Progress component for the 2018-19 LRC provides that OCS students have increased in the following areas; overall, lowest 20% in achievement, and students with disabilities. This year the Improving At-Risk K-3 Readers component had too few students in the sample size resulting in a NR (or no record) grade.

Regarding the graduation component of the LRC, OCS continues to follow federal law which provides that students on an IEP are eligible for educational services until they turn 22. Currently, the state of Ohio is only grading districts on a four or five year graduation rate. OCS continues to ensure that every student is working toward the goals outlined in his/her transition plan in the IEP and therefore may not graduate within the LRC time frame. It is important to note that OCS continues to strive for student readiness with regard to graduation. Results on the 2018-19 LRC provide that OCS had 40.0% of the seniors graduated in 4 years and 63.2% in 5 years.

### **Special Accomplishments/Achievements:**

- Eighteen (15) OCS High School students took college classes through College Credit Plus for the 2018-19 school year
- Four (4) 2019 OCS graduates were awarded scholarships and went to college (Scholarship Totals = \$658,500)

### **Required Subsections:**

- A. The performance standards by which the success of the school was evaluated by the sponsor during the 2018-19 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 2018-2019 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 2018-19 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.

**D. The School's financial status during the 2018-2019 school year:**

OCS began fiscal year 2019 (July 1, 2018 through June 30, 2019) with a cash balance of \$539,383. A summary of cash basis receipts and expenditures follows:

	2018-2019	
<b>Receipts</b>		
State Foundation	\$ 7,119,194	
State Funding - Casino	13,685	
Federal Reimbursements - Medicaid in Schools	47,394	
Federal Grants	107,275	
Interest	19,732	
Other	14,990	
	<u>7,322,270</u>	
<b>Expenditures</b>		
Salaries	1,143,665	
Fringe Benefits	302,481	
Purchased Services	5,735,387	
Materials and Supplies	49,892	
Capital Outlay	22,103	
Other	1	
	<u>7,253,529</u>	
<b>Net of receipts and expenditures</b>	<b>68,741</b>	
<b>Beginning Cash Balance</b>	<b>539,383</b>	
<b>Ending Cash Balance</b>	<b><u>\$ 608,124</u></b>	



### *Receipts*

State foundation receipts come through the Ohio Department of Education (ODE) and include: Opportunity Grant (per student funding totaling \$1,490,371), targeted assistance (\$23,306), K-3 literacy funding (\$10,054), special education weighted funding (\$5,542,184), facilities funding (\$48,299), a FY18 graduation bonus (\$2,258), and a FY18 3<sup>rd</sup> grade reading bonus (\$2,288). The FY 19 foundation line item was increased by \$434 for FY 18 state foundation adjustments by ODE.

Casino revenue received in FY 19 totaled \$13,685.

Federal reimbursements from the Medicaid in Schools Program totaled \$47,394, which included final settlement for FY 16 (\$34,351).

Federal receipts included \$107,275 in Title VI-B IDEA and Title II-A grant funding. No state grants were received.

### *Expenditures*

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

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

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

OCS ended the fiscal year with \$608,124 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, 2019, and will be audited by the Auditor of State's Office.

The Ohio Revised Code also requires that the school prepare a five year forecast each fiscal year by November 30 and that it be updated by May 31 of each year. The five year forecast approved by the Board on May 22, 2019, projected a positive cash balance through fiscal year 2023.



An Early College High School

## 2018-19 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

**Co-Superintendent, CEO - Eileen Meers, PhD**

**Co-Superintendent, CEO - Greg Brown**

**Dean – Ed Ingman**

**Dean – Alexandra Konet**

**Dean – Melissa Rulong**

**Fiscal Agent – Jennifer L. Smith, CPA**

**School Year the School Opened – 2007-2008**

**Number of Students - 346**

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

**Percentage of Students on IEP's – 12.6%**

**Percentage of Students eligible for Free and Reduced Lunch – 71%**

**Student demographic percentages – 50% African American, 12% Caucasian, 13% Hispanic, 2% multiracial, 2% Asian/American Indian**

**Percentage of Students for whom English is their second language – 11%**

### **Governing Authority**

The Charles School at Ohio Dominican University (TCS@ODU), 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 2018-19 school year included: **Kitty King**, President; **Jim Ziminski**, Vice President and Treasurer; **Melody Steely**, Secretary; **Susan Coady**, **Nick Gulyassy**; and, **Sara Neikirk**. The Charles School also partners with Middle College National Consortium (MCNC) for guidance in the Early College initiative, and is a member of the Ohio Early College Association. Governance/Organizational/Operational Performance for Sponsor – Top rated – Leadership has provided very positive support. All trainings have been completed.

### **The Charles School Mission**

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

### **The Charles School Vision**

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

The Charles School at Ohio Dominican University is a five-year Early College High School program offering students a high school diploma and up to 62 hours of college credit tuition free. Students who may have faced

obstacles in the past, and students who might not have considered higher education, have teachers and advisors who smooth the transition to college. This school is a significant partnership initiative between The Charles School at Ohio Dominican University and Ohio Dominican University with both entities fully committed to the success of our students as well as the many opportunities to bring our communities together. In addition, a partnership has been established between TCS@ODU and Columbus State Community College to provide additional college options to our students.

### **Ohio Dominican University (ODU)**

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

### **Columbus State Community College (CSCC)**

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

### **Middle College National Consortium**

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

Seven TCS@ODU students and two teachers attended the MCNC National Conference in New York City, sponsored by YVote. The students studied youth activism and civic engagement throughout the 5 day conference, participating in a panel with activists from across the country, working in seminars and round tables to discuss issues impacting young people, and attending the Broadway play What the Constitution Means to Me. Most importantly, our students presented a lesson to empower students to raise their voices about gun violence and police brutality.

### **Additional Partners**

Mr. and Mrs. John Baughman, Seth Becker and Janet Meltzer, Susan Coady, Communities In Schools, Mr. and Mrs. Tom Copeland, Mr. and Mrs. Paolo DeMaria, Future Ready Columbus, Crane Group, Ms. Andrea Gorzitze, Jessica Grimm, Mr. Stephen Gussler and Ms. Melody Steely, Kerre Kammerer, Mr. and Mrs. Michael Kindred, Rich and Kitty King, Augusto Leal, Samantha Lortz, Mr. Julian Maxey, Valarie J. McDaniel, Stephanie McNutt, Mr. and Mrs. Thomas Meers, Myra and Tom Molnar, Sara Neikirk, Doris Ross, Hortensia Salto, Angela Stoller-Zervas, Joyce Swayne, Sara Tobin, Kimberly and Mark Tremains, Mr. and Mrs. Bob Weiler, and Jim Ziminski

### **Special Accomplishments/Achievements**

Twelve graduating seniors earned an Associates of Arts degree from Ohio Dominican University. Twelve students earned a high school diploma with honors. At ODU 76 students attempted 1,037 hours and earned 942 credit hours, with an average GPA of 2.89. Fifteen students participated in College Credit Plus at Columbus State Community College. Eighteen students were inducted into the National Honor Society.

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

### **Celebrating Our Work Together & Honors/Recognitions/Special Occasions**

In May, The Charles School at Ohio Dominican University held its annual Awards Ceremony at Ohio Dominican University to recognize students who exhibit achievement and leadership in a variety of categories. During the 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 Deans Award for Courage, Perseverance, Leadership and the Biggest Leap Forward Award. We welcomed eighteen new students to the National Honor Society, as well as over 37 new students to the Early College programs at both Ohio Dominican University and Columbus State Community College.

In 2018-19 the following students were honored as recipients of these awards:

#### **Awards**

English 9	Sadatu Ali Oumar
English 10	Koby Houpe, Fadumo Aden
English 11	Madison Lucas
English 12	Lakiya Backner, Khagendra Biswarkarma
Math II	Joe McComis
Math III	SeMaria Harvest
Math Senior	Rebecca Campbell
Science 9	Josh A'Neal Pack
Science 10	Nyobi Jenkins
Science 11	Jaeda Jackson-Rivera
Science 12	BethAnne Bautista
Social Studies 9	Mesha Chase
Social Studies 10	Talayeh Williams
Social Studies 11	BreAnna Freeman
Social Studies 12	Lenea Dobbs
Spanish 1	Joshua A'Neal Pack, Diana Santiago
Spanish 2	Fadumo Aden, Micaiah Vinson, Fredi Pacheco
Spanish 3	Ashley Thompson
Fine Arts Award	Gabby Cesar
Fine Arts Award	Key'ara Kendall
Fine Arts Award	Semaria Harvest
Health	Desiree' Franklin
PE	Marie Smith, Riley Yonek
ESL Underclassman	Ivana Gonzalez Reyes
ESL Underclassman	Kenia Ponce-Benites
Cultural Studies	Kristeona Noaks

#### **Excellence in the Early College Programs**

ODU	Stephanie Villanueva
CSCC	Alex Guerra
Dean's Award for Perseverance	Laura Olalde Ramos
Dean's Award for Courage	Kenia Ponce-Benites
The Gabe Gaiusbayode Award for Leadership	Asabir Ali Oumar
Experiential Education Award	Ilijawaun Stenson, Kristeona Noaks, Koby Houpe, Caroline Edorh, Ny'emah Hines, Asabir Ali Oumar, Heavenly Ward
Crew 9	Tavaris Willis
Crew 10	Empress Mosley
Crew 11	Madison Lucas
Crew 12	Mekhi Moss
Biggest Leap Forward	Omar Cervantes
The True Panther Award	Troylonda Bachus

### **Graduates from The Charles School**

In 2018-2019 The Charles School at Ohio Dominican University had its eight graduating class. Sixty three students graduated from TCS@ODU with earned college credits and 12 of the TCS@ODU graduates received an Associates of Arts degree from Ohio Dominican University.

#### **2019 graduates of The Charles School at Ohio Dominican University include:**

Raiyaanah Ameer Abdul-Malik, Asma Mohamed Ali, Nasteho Abdi Amin, Anaya Estell Avila, Troylonda Raeniece Bachus, Lakiya Deshawna Backner, Khagendra Biswakarma, McKenzie Lynn Boals, Katelin Rose Borghese, Curtis Lamar Bush, Cheyanne Nicole Calloway, Rebecca Mykeala Campbell, Abigail Lynn Cancel, Kiana Louise Chapman, Eric Jeffrey Childs, Chauncey De'Shawn Cooper, Jalena Marie Cozart, Cheyenne Marie Earthman, Tyana J Floyd, Isaiah Clemon Fox, Kristian Glass, Tyrone Deleon Godfrey Jr, Cristal Anayeli Gomez Sandoval, Everson Nathaniel Gonzalez, Trinity Marie Gray, Desmond Maurice Green, Alexander Guerra, Andrea Isabel Heredia Aguirre, William Hines Jr., Michael Benjamin Hunter, Aliyah Ta'rell James-Hampton, Alexis Unique Jefferson, Jewell A'dai, Iysrael Jessie, Jules Eric Tyreek Johnson, Tytian Doron Johnson, Aron Kassa, Rosa Maria Leal, Dayron Shamar Lesley, Micaiah Shalisha Marley, Brandon Jonny Marquez, Melvin Tonny Marquez, Billy Dashaun Marshall, Elijah James McCutcheon, Zoe McWhorter, Olivia Renee Mellett, Carlos Alberto Mora Resendiz, Gabriella Elicia Martinez Munoz, Laura Veronica Olalde Ramos, Brenden John Osborne, Ja'Juan William Bray Pettey, Austin Hunter Rice, Na'Sha Lee Richardson, Alexis Dion Roberts, Maia Shirlene Schofield, Elijah Bene Smith, Lance Allan Thomas, Kiana Valderrama, Heavenly Delores Betty Ward, Helena Renee Watkins, Magnus Kristopher Wilcock, Alaine Marie Williams, Ayanna Marie Williams, and Kenta Winchester

#### **2019 graduates of Ohio Dominican University with an Associate's of Arts degree include:**

Raiyaanah Abdul-Malik, Nasteho Amin, Troylonda Bacchus, McKenzie Boals, Abigail Cancel, Jalena Cozart, Elijah McCutcheon, Brenden Osbourne, Alexis Roberts, Maia Schofield, Lance Thompson, and Alaine Williams

### **Athletics**

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

### **Family/Community**

The Parent Group meets regularly establishing projects, communication, and volunteer opportunities. Parents have helped with homecoming, spring dance, prom and classroom supplies, and they organized and donated an end of year picnic for parents and their students.

### **Academic Curriculum Requirements**

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

### **Names of Assessments given at the School and the Results**

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

TCS@ODU administered College Board's PSAT 8/9 to 90 students in Grade 9 in October 2018; the mean ERW score was 374 and 23% met benchmark, mean math score was 368 and 14% met benchmark. The PSAT/NMSQT was administered to 129 students in Grade 10 and Grade 11 in October 2018. The grade 10 mean ERW score was 422 and 28% met benchmark and mean math score was 418 and 8% met benchmark. Grade 11 mean ERW score was 406 and 30% met benchmark and mean math score was 407 and 13% met benchmark. The SAT was administered to Grade 12 in October 2018 and Grade 11 in March 2019; the grade 12 mean ERW score was 442 and 26% met benchmark and mean math score was 433 and 13% met benchmark. Grade 11 mean ERW score was 440 and 26% met benchmark and mean math score was 435 and 7% met benchmark. College Board offers a suite of nationally normed assessments which are valid and reliable measures of a student's readiness for college and careers at the time tested. This information is utilized by students, families, and teachers to guide productive discussions and areas of strength and challenge towards readiness.

Our students successfully earn credits in college classes and can achieve an associates degree often before they have reached the SAT benchmark.

**The performance standards by which the success of the school was evaluated by the sponsor (ESCCO) during the 2018-2019 school year:**

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

Academic Performance is measured using the state report card; MAP scores, and Attendance. TCS@ODU is exceeding or meeting standards when it comes to progress and "Mission Specific Goals" which include MAP, Attendance, Freshman Success, and Progress Comparison of Lowest 20% to all community schools statewide. TCS@ODU is struggling from an achievement standpoint; specifically AMO, Performance Index, Indicators, Graduation Rate, Prepared for Success.

**The method of measurement that was used by the sponsor (ESCCO) to determine progress toward those goals during the 2018-19 school year.**

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

**Academic Performance for Sponsor:**

A state graduation requirement in Ohio for all students starting 9<sup>th</sup> grade after July 2014 is taking Ohio's State Tests in the spring. TCS@ODU administered in Spring 2019 tests for Biology, American Government, American History, English Language Arts I and II, and Integrated Math I and II.

98 students took the Biology assessment and 45% scored proficient or higher. 97 students took the American History assessment and 71% scored proficient or higher. 36 students took the American Government assessment and 44% scored proficient or higher.

164 students took the Integrated Math I assessment and 11% scored proficient or higher. 101 students took the Integrated Math II assessment and 13% scored proficient or higher. 135 students took the ELA I assessment and 29% scored proficient or higher. 103 students took the ELA II assessment and 44% scored proficient or higher.

This year's report card rating for TCS@ODU included a B in Progress with an overall B, an A in Lowest 20% in Achievement and a C in Students with Disabilities, which looks at the growth that all students are making based on their past performances. TCS@ODU received a D in Achievement, which measures the number of students who passed the state tests and how well they performed. TCS@ODU received a F in Gap Closing, which shows how the school is meeting the performance expectations for the most vulnerable populations of students in English language arts, math and graduation. TCS@ODU received a F in Prepared for Success, which shows the progress in preparing students for a technical field, work, college, and future opportunities.

TCS@ODU received a F in Graduation Rate, which looks at the percentage of students who successfully finish high school with a diploma in four (F) or five years (D). TCS@ODU is designed to be a five year school.

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

**The school's activities toward and progress in meeting those contractually stated academic goals during the 2018-19 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:

- Empowered our Director of Social and Emotional Learning to help us understand better our students non-academic needs that impact directly their ability to learn, and to design strategies that help our students become more aware of their own needs and resources including writing a comprehensive curriculum for CREW (daily advisory);
- Expanded our efforts in SEL by establishing a partnership with the University of Chicago Freshman Success Institute to focus resources towards 9<sup>th</sup> graders including the transition from eighth grade and to tenth grade;
- Expanded work around restorative practices, helping us find new ways to address school culture and student behavior that's the most instructive for a child's growth.
- Begun a focus around understanding the impact of trauma on children and their learning in partnership with the University of Chicago. Much new research in this area has been very helpful to understanding this impact on a child's brain and his or her ability to learn.
- Hired a Director of Career Pathways to provide more intentional career focused activities and options for students and staff. The purpose of multiple programs and options is to address student preparedness for career and college success after high school.
- Maintained our agreement with Learning Circle, a Columbus-based organization, designed to collect metrics on our students' academic work, behaviors and attendance, and provide early information about students' progress.

The Charles School is a member of a Consortium that received a 5 year Straight A grant to fund the use of Illuminate, an IIS system enabling teachers to collect and use classroom data efficiently and effectively. Staff meets in weekly data teams.

**Ohio Improvement Process**

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

**School-wide Title Program**

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



### **Staff Members**

The full-time and part-time staff roster in the 2018-19 school year included: Debbie Addison, Taylor Armstrong, Cathy Baney, Eric Bowles, Greg Brown, Noah Campagna, Jisuka Cohen, Gail Collins, Audra Crum, Brigitte Dick, Brice Dobler, Katherine Fischer, Todd Francoeur, Stephanie Glitsch, Emelie Heltsley, Valerie Hessler, Ed Ingman, Jennifer Jones, Alexandra Konet, Kara Kralik, John Kramer, Shelbie Krantz, Katrina Kugler, Sidney Leatherman, Jamie Lenzo, Katie Logan, Cheryl Long, Sarah Lopienski, Samantha Lortz, Amanda McCain, Eileen Meers, Jeff Mihocik, Tiffany Myers, Carol Nashalsky, Sonia Nazario, Julia Painter, Renee Parrill, Darla Patrick, Kimberly Porter, Philip Powers, Rachel Prince, Rebecca Riley, Jordan Rosenfield, Evan Rulong, Melissa Rulong, Harmony Salvatore, William Schroedl, Chris Spackman, Zach Steinberger, Jennifer Waddell, Jane Wiedenhoft, Roby Wing, and Jeff Wiseman.

### **Financial Status**

In fiscal year 2018-19 the school received \$2,696,231 in state funds. The school also received \$620,355 in federal funds and \$47,949 in development funds, among other separated categories. Sources of income totaled \$3,364,536. In fiscal year 2018-19 the school paid for employee salaries and benefits including payroll taxes and retirement through The Graham School, The Charles School's financial manager, and paid \$33,336 in loan payments for the purchase of the Brentnell building. Uses, including the aforementioned items along with classroom support expenses, utilities, insurance and assorted services to and purchases for the school, totaled \$3,413,589 in expenses. When the current cash in bank was added to the sources, the year-end adjusted cash balance was \$112,603 to be carried over to 2019-20. The school conducts its own on-going internal financial audit under the direction of its Board Audit Committee and treasurer Jennifer Smith, CPA. Finances also were audited by the school's sponsor, The Educational Service Center of Central Ohio. And, the school is audited annually under the auspices of the State of Ohio Auditor's Office. All found the finances to be accurately and appropriately accounted for.

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

### **Sponsor Review Comments**

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





# The Graham School

encounter the world, engage the mind

## 2018-19 Annual Report to the Community

### **The Graham School**

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

**Co-Superintendent, CEO - Eileen Meers, PhD**

**Co-Superintendent, CEO - Greg Brown**

**Dean – Myra Molner**

**Dean – Amy Vickroy**

**Fiscal Agent – Jennifer L. Smith, CPA**

**School Year the School Opened – 2000-2001**

**Number of Students - 242**

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

**Percentage of Students on IEP's – 36%**

**Percentage of Students eligible for Free and Reduced Lunch – 54%**

**Student demographic percentages – 34% Caucasian, 30% African American, 5% Hispanic, 2% multiracial, 1% Asian/American Indian**

**Percentage of Students for whom English is their second language – 4%**

### **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 2018-19 included: **Steve Gussler**, President; **George Norris**, Vice President and Treasurer; **Kim Gulyassy**, Secretary; **Bill Dawson**, **Scott Lesinski**, **Mirria Martin**, and **Michelle Umali**. TGS partners with EL Education, national experts in effective educational practice using an expeditionary model.

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

### **The Graham School Mission**

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

### **The Graham School Vision and Values**

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

At Graham we...

- Have a safe, positive school climate

## 2 – The Graham School

### 2018-19 Annual Report to the Community

- 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 --**Adventure & Risk, Perseverance, Self-Direction, Service & Stewardship, and Teamwork & Collaboration**
- Believe that cultivating these habits has a profound impact on student achievement and the ability to thrive, both in school and beyond

### EL Education

The Graham School completed the fourth year of its partnership with EL Education in 2018-2019. 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.

### Special Accomplishments and Achievements

Walkabout students further their goals: In 2019 a TGS student traveled to Ireland to work with a church in serving its underprivileged community; students interned across Columbus with local businesses including Kobalt Graphic Design, Blendon Kennels and Mid-Ohio Electric. Other students opted to give back to the community by volunteering with Mid-Ohio Food Bank and Habitat for Humanity, while another senior worked closely with the director of Vineyard Child Care Center to prepare for their international children's festival.

May Days comprise a month long academic expedition in which students focus in-depth study in one course. This course provides ample opportunity for fieldwork, hands-on learning, group participation, and individual challenge in academic areas. 2019 May Days included a number of exciting and interesting courses such as: Theater; DIY Homes & Cars in which students explored how to plan for and execute common household projects and how to negotiate purchases and sales; Find Your Hustle, in which students learned about the principles of creating a business and making money and set up TGS' school store; Japan, where students learned about Japanese culture and cuisine; Sports, where the fundamentals of a variety of sports were covered and explored.

In June of 2019, as an extension to the May Days course "Japan" The Graham School sent a group of students and staff to Japan where students demonstrated many aspects of etiquette, cultural understanding, and basic language skills to use the public transportation system to explore Tokyo; visited Mt. Fuji; swam in the Pacific Ocean; viewed Tokyo from the observation deck of the Tokyo Tower; dressed in traditional Japanese attire for a stroll through Kyoto; and enjoyed a variety of Japanese cuisine.

The Graham School is an active participant in the College Credit Plus (CCP) programs available through Columbus State Community College and The Ohio State University. Students are encouraged in their third and fourth year to take at least one CCP class prior to graduation from TGS.

### Honors/Recognitions/Special Occasions

The Graham School presents several awards each year in June to students who exhibit achievement and leadership in a variety of categories. In 2018-2019 the following students were honored:

Subject Awards	Student
Cultural Studies	Avery George
Drama	Tyler Wickes
English	Breanna Greene
Fine Arts	Jasmine Ramirez
Foreign Language	Jazmin Toppins
Health/PE	Taylor Noble
Math	Kelson McCluen, Laila Kale
Music	Ryan Nunamaker
Science	Mauricio Ramirez
Social Studies	David Huff
Technology	Ray Adkins

Experiential & Habit Awards	Student
Adventure & Risk	Maria Drenberg, Jeremiah Neal, Caid Steere, Donnell Warren-Albert
Perseverance	Daija Bangura, Tosheanna Fagain, Jessica Stover, Jaelin Talley, Dalaejah Thomas
Self Direction 9	Arriel King
Self Direction 10	Emma Luft
Self Direction 11	Cheyenne Oettinger Benton & Aidan Stephens
Self Direction 12	Austin Loetz & Jaila Felts
Service & Stewardship 9	Jaquez Corder
Service & Stewardship 10	Pearl Jones
Service & Stewardship 11	Lynzie Frazier & Simone Collins
Service & Stewardship 12	Tavia Adams
Teamwork & Collaboration 9	Violetha Martinez
Teamwork & Collaboration 10	Allie Adams
Teamwork & Collaboration 11	Drea Stills
Teamwork & Collaboration 12	Victor Kent & Maddie Legech
Service Learning 9	Lex Hudson
Service Learning 10	Vernon Hill-Felts & Shelayjah Greer
Service Learning 11	Christian Fouts
Service Learning 12	Justin McClenathan
Open Hand	Thomas Barton
Open Heart	Mercie O'Connor
Open Mind	Jasmine Ramirez
Perfect Attendance	Jaquez Corder Gabrielle Geddas Iyanna Greathouse Andralyn Howey Pearl Jones Maverick Marquez Justin McClenathan Roshawn West Michael Tepper Maddison Runkle Adrianna Simmons

Recognition Awards	Student
Salutatorian Award	Caleb Potter
Valedictorian Award	Nia Richardson
Outstanding Senior Award	Nia Richardson
Senior Spirit Award	Asha Ahmed-Lane
Reaching for the Stars	Michael Tepper
Dean's Award of Courage	Sydney Shirley
Dean's Award of Leadership	Caleb Potter
True Dragon	Iyanna Greathouse
True North	Iyanna Greathouse & Alexias Rinehart
Student Peacemaker Award	Iyanna Greathouse
Cultural Exchange	Marvin Jaehn & Mauricio Ramirez

### Celebrating Our Work Together

The school has many events that celebrate our work together including: Open House, ice cream social and buddy event, May Days presentation night, Prom, Alumni Reunion, Community Presentation Days, Have a Heart, Walkabout presentations, and of course, the commencement ceremony. Many individuals and groups made these celebrations possible including Student Board, the Parent Guardian Community, TGS staff and students as a whole, alumni, friends of the school, and all families who work hard to support our students and the school. All of us affiliated with TGS are grateful to the many individuals dedicated to the work of the school in support of educating students through our academic and experiential programs.

### Graduation: Another Class of Life-Long Learners

The Graham School commencement ceremonies for the class of 2019 were held on Saturday, May 25th at the Northland Performing Arts Center. Parents, families, friends, board members, community partners, and staff celebrated with our students as they graduated. Before the ceremony, graduates gave presentations to the community on their individual Walkabouts, the culminating experience of their high school careers. As we ended another year at The Graham School we added 50 students to our list of graduates, which now totals more than 600 over the last seventeen years. Two of these students graduated in August. 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.

### 2019 graduates of The Graham School included:

Tavia Adams, Raymond Adkins, Asha Ahmed-Lane, Jackson Anderson, Richard Anderson, Giovonni Banks, Thomas Barton, Christopher Brown, Josiah Elder, Tosheanna Fagain, Christian Farris, Jaila Felts, Paris Gossett, Kayla Gravely, Iyanna Greathouse, Anika Henderson, Joel Henderson III, Jamir Henriquez, Andralyn Howey, Marvin Jaehn, Kiah Johnson, Miracle Jordan, India (Victor) Kent, Hallie Lee, Madeline Legech, Lexi Lehman, Dennis Lewis, Austin Loetz, Maverick Marquez, Kimberly Martinez-Morales, Justin McClenathan, Jacqueline Mendoza, Miles Montjoy, Ryan Nunamaker, Mercie O'Connor, Caleb Potter, Jasmine Ramirez, Yoselin Ramirez, Jaylon Reed, Tierra Richards, Nia Richardson, Alexias Rinehart, Jose Saucedo, Josue Saucedo, Sheldon (Sydney) Shirley, Danielle Slaughter, Charlotte (Jesse) Stage, Tyler Starkey, Caid Steere, Michael Tepper, Mallory Thompson, Bella (Haru) Troper, Galen White, Micah White, Daiyon Winters, and Claudia Zarazua

### TGS Parent Guardian Community (PGC);

Working in conjunction with staff at TGS, parents facilitate communication; build community; support teachers, staff and families; organize events; and enhance educational opportunities for students. They meet monthly and are open to input from Graham families and staff. They communicate through; Facebook at <https://www.facebook.com/GrahamPGC>. There are many ways for parents, guardians or other family members

and friends to be involved in the PGC: 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. The Graham School is indebted to all its families, and is particularly grateful for the work of the PGC.

### **Academic Curriculum Requirements**

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

### **School-wide Title Program**

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

### **Names of Assessments Given at the School and the Results**

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

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

TGS administered College Board's PSAT 8/9 to 56 9<sup>th</sup> grade students in October 2018: the mean ERW score was 385 and 39% met benchmark and the mean math score was 377 and 20% met benchmark. The PSAT/NMSQT was administered to 95 10<sup>th</sup> and 11<sup>th</sup> grade students in October 2018 the grade 10 mean ERW score was 463 and 51% met benchmark and mean math score was 413 and 16% met benchmark. The grade 11 mean ERW score was 415 and 41% met benchmark and mean math score was 373 and 2% met benchmark.

The SAT was administered to Grade 11 in March 2019; the mean ERW score was 467 and 42% met benchmark and mean math score was 437 and 14% met benchmark. College Board offers a suite of national normed assessments which are valid and reliable measures of a student's readiness for college and careers at

the time tested. This information is utilized by students, families, and teachers to guide productive discussions and areas of strength and challenge towards readiness.

**The performance standards by which the success of the school was evaluated by the sponsor (ESCCO) during the 2018-2019 school year:**

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

Academic Performance is measured using the state report card; MAP scores and Attendance. TGS is exceeding or meeting standards when it comes to progress and "Mission Specific Goals" which include MAP, Attendance, Freshman Success, and Progress Comparison of Lowest 20% to all community schools statewide. TGS is struggling from an achievement standpoint; specifically AMO, Performance Index, Indicators, Graduation Rate, Prepared for Success.

**The method of measurement that was used by the sponsor (ESCCO) to determine progress toward those goals during the 2018-2019 school year**

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

**Academic Performance for Sponsor:**

A state graduation requirement in Ohio for all students entering 9th grade after July 2014 is taking Ohio's State Tests. Graham administered these assessments in Spring 2019 for Biology, American Government, American History, English Language Arts I, English Language Arts II, Algebra, and Geometry.

35 students took the Biology assessment and 60% scored proficient or higher. 78 students took the American History assessment and 47% scored proficient or higher. 50 students took the American Government assessment and 48% scored proficient or higher. 77 students took the Algebra I assessment and 8% scored proficient or higher. 73 students took the Geometry assessment and 10% scored proficient or higher. 64 students took the ELA I assessment and 30% scored proficient or higher. 34 students took the ELA II assessment and 29% scored proficient or higher.

This year's overall report card rating for TGS was a D. It included a D in Progress with a C in lowest 20% Achievement, which measures the growth that all students are making based on their past performances; a D in Achievement, which measures the number of students who passed the state tests and how well they performed on them; a C in Gap Closing, which shows how the school is meeting the performance expectations for the most vulnerable populations of students in English language arts, math and graduation rate; an F in Prepared for Success, which shows the progress in preparing students for a technical field, work, college, and future opportunities and an F in Graduation Rate, which looks at the percentage of students who successfully finish high school with a diploma in four years (F) or five years (D).

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

**The school's activities toward and progress in meeting those contractually stated academic goals during the 2018-19 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 2018-19 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:

- Empowered our Director of Social and Emotional Learning to help us better understand our students non-academic needs that impact directly their ability to learn, and to design strategies that help our students become more aware of their own needs and resources including infusing CREW with daily SEL curriculum.
- Expanded our efforts in SEL by establishing a partnership with the University of Chicago Freshman Success Institute to focus resources towards 9<sup>th</sup> graders including the transition from eighth grade and to tenth grade;
- Expanded work in all our schools around restorative practices, helping us find new ways to address school culture and student behavior that's the most instructive for a child's growth.
- Begun a focus around understanding the impact of trauma on children and their learning in partnership with the University of Chicago. Much new research in this area has been very helpful to understanding this impact on a child's brain and his or her ability to learn.
- In 2018-29 The Graham School introduced block scheduling enabling deeper learning opportunities and more classroom co-teaching.
- Hired a Director of Career Pathways to provide more intentional career focused activities and options for students and staff. The purpose of multiple programs and options is to address student preparedness for career and college success after high school.
- Maintained our agreement with Learning Circle, a Columbus-based organization, designed to collect metrics on our students' academic work, behaviors and attendance, and provide early information about students' progress.

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

### **Experiential Education Curriculum**

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

In Spring of 2019, 48 seniors participated in The Graham School's culminating experiential internship: Walkabout. Walkabout provides students with the opportunity to participate in one sixteen-week or two eight-week, 30 hour per week internships. The objective of Walkabout is to provide seniors with significant real world experiences that they design themselves.

### **Walk About Partner's**

TGS is grateful to have partnered with the following organizations during the 2018-2019 school year:

Appalachian Trail, Art Your Way, Avi Food Systems of Huntington Bank, BizTown, Blendon Kennels, Bracesbar, Cap City Diner, Central Flyway Taxidermy, CState, Furniture with a Heart, GEMS, Glass Blowing Studio, Habitat for Humanity , Hamilton STEM Elementary School in Linden, The Hardy Center, Haugland Learning Center, Kobalt Design, Local Comic Book Artists, MAACO, Mid-Ohio Electric Company, Neighborhood Pride, Portia's Café, Puptown Lounge, Salon Lofts, SOS Spay and Neuter Pet Clinic , Special Effects Studio in Clintonville, St. James the Less Catholic School, Sundowner Aviation, The Vineyard Community Center, and The Y - Americorp



### **Additional Partners**

Mr. and Mrs. Douglas Addison, Peggy Adkins, Niklas and Ann Almstedt, Ms. Louise Antony and Mr. Joe Levine, Mrs. Mary Babcock, Robert T. Barkley, Mr. and Mrs. John Baughman, Mr. Seth Becker and Ms. Janet Meltzer, Mr. Greg Brown and Ms. Nancy Perkins, Mrs. Shirley Brown, Jessica and Mike Butsko, Peggy and Ken Calestro, Mr. and Mrs. Tom Copeland, Mr. and Mrs. Paolo DeMaria, Mrs. Harriet Donaldson, Mr. and Mrs. Bill Fein, Ms. Rebecca Gurk and Mr. Stuart Mangel, Mr. Stephen Gussler and Ms. Melody Steely, Dr. Mark Harris, Mr. and Mrs. Bill Ingram, Ms. Patricia Brown James, Rachael Jarvis, Kent and Sally Johnson, Justin and Yvonne Kale, Mr. and Mrs. Gary Kiefer, Mr. and Mrs. Michael Kindred, Rich and Kitty King, Augusto Leal, Tracy Loetz, Mr. and Mrs. Michael Logan, Ms. Cheryl Long, Samantha Lortz, Darlene Mason, Selena Mattison, Eileen Meers, Mr. and Mrs. Thomas Meers, Mr. Mark K. Merkle, Jr., Myra and Tom Molnar, Sara Neikirk, Dr. George Norris, Darren Patton, Bev Pettit, Michelle K. Reed, Regina C Siren, Ms. Sandy Smith, Dr. Gordon Snider, Angela Stoller-Zervas, Sharon Stout, Patricia Strobe, Joyce Swayne, Sara Tobin, Kimberly and Mark Tremains, UA Firefighters Local #1521, Mr. and Mrs. Bob Weiler, Sharon Wellman, Madine Wright, Ms. Debbie Yoho, and Mrs. Sandy Yorka,

### **Staff Members**

The full-time and part-time staff roster in the 2018-19 school year included: Debbie Addison, Genevieve Adkins, Naki Akrobettoe, Cathy Baney, Pam Boseker, Brandy Brannon, Greg Brown, Randi Channel, Jisuka Cohen, Mackenzie Cook, Sarai Correa, Kevin Elliott, Ashley Fecher, Susan Frank, Zachary Franklin, Cynthia Gavagan, Johnny Ginter, Roy Greenlee, Megan Grunewald, Valerie Hessler, RJ Larry, Jamie Lenzo, Catherine Lewis, Kathryn Livingston, Katie Logan, Cheryl Long, Sarah Lopienski, Kathryn McDaniel, Eileen Meers, Myra Molnar, Shayna Noonan, Andrew Reardon, Evan Rulong, Harmony Salvatore, Sarah Salvatore, Gheon Selemon, Andy Shields, Mary Slaback, Chris Spackman, Zach Steinberger, Amy Vickroy, Jennifer Waddell, Laurel Wakeley, Jeanne Weinberg, Rachel Widmer, Jeff Wiseman, and Angel Yarbrough.

### **Financial Status**

In fiscal year 2018-19 the school received \$2,269,745 in state funds. The school also received \$309,102 in federal funds and \$39,386 in development funds, among other separated categories. Sources of income totaled \$8,801,334. In fiscal year 2018-19 the school paid \$7,913,662 in employee salaries and benefits, including payroll taxes and retirement; and \$135,066 in mortgage and loan payments on the purchase of the building. Uses, including the aforementioned items along with classroom support expenses, utilities, insurance and assorted services to and purchases for the school, totaled \$8,865,319. When the current cash in bank was added to the sources, the year-end adjusted cash balance was \$17,563 to be carried over to 2019-20. The school conducts its own on-going internal financial audit under the direction of its Board Audit Committee and treasurer Jennifer Smith, CPA. Finances also were audited by the Educational Service Center of Central Ohio, the school's sponsor. And, the school is audited annually by the State of Ohio Auditor's Office. All found the finances to be accurately and appropriately accounted for.

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

### **Sponsor Review Comments**

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





# THE MARITIME ACADEMY OF TOLEDO

Annual Report  
2018-2019



Tom Shafer

THE MARITIME ACADEMY OF TOLEDO

Name of School	The Maritime Academy of Toledo
Address of School	803 Water Street, Toledo, OH 43604
Telephone of School	419-244-9999
IRN	000770
Superintendent	Thomas W. Shafer
Principal	Aaron Lusk
Fiscal Agent of School	Tony Swartz
Voting Governing Board Members	Chair: Dr. Bill Davis
	Vice-Chair: Keith Jordan

Member:	Jim Hartung
Member:	Jack Sculfort
Member:	Barb Pinter
Member:	Bob Lucas
Member:	Linda Stacey

Non Voting board members	Treasurer: Tony Swartz
Secretary	Kaitlyn Kruse
Business Manager	Kathy Simpson

School Year the School Opened:	2006-2007
Number of Students:	306
Grade Levels Served:	5-12
Percentage of Students on IEP's:	32%
Assessments:	Study Island; AIR, End of Course, STAR Diagnostic

## **A Grade 5-12 Nautical-Themed Public School.**

The Academy is one of Northwest Ohio's newest and most innovative tuition-free public schools using nautical themes to educate students in grades 5-12. All students, referred to as "cadets," are challenged to achieve academic excellence and leadership skills in preparation for college and the world of work.

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 80% proficiency rate of the AIR / End Of Course exams and to achieving a 92% diploma and graduation rate, by providing students a rigorous, high-quality middle/junior/high school education (Grades 5-12) which incorporates career education beginning in 7<sup>th</sup> grade. It also includes a partnership with the USCG allowing the formation of a Flotilla. This formed the very first high school Auxiliary Coast Guard unit in the country. TMAT offers students a challenging Ohio standards-based education that promotes teamwork and moral leadership through maritime/nautical focused themes.

The Maritime curriculum, among other things focuses on one of the most valuable environments, habitats, and natural resources in the world-namely, water, and in particular, the navigable waterways of the Great Lakes, its islands, bays, and confluent rivers. Nautical/Marine Themes will teach to Ohio standards through traditional and non-traditional content areas such as marine biology, physics, earth science, engineering, radar, sonar, Global Positioning, Geographical Information Systems, mapping/charting labs, nautical/marine art, architecture, woodworking, sea literature, narratives, poetry and prose classes, lighthouses, shipwrecks, coastlines, islands, sea travel, seaports, canals, locks, leisure, sports, economics/commerce, and technology themes will be used to teach to Ohio Content standards.

A Culinary program has been established for five years. This program allows our cadets to receive industry-wide credentials which will improve employment capabilities.

The Maritime Academy of Toledo continues with a partnership with the Northwest Ohio Trades. This partnership will allow our cadets to enter into one of 16 different career fields after graduation. The Career Development position continues to help our graduates with job placement. Soft skills such as interviewing and resume writing are part of this program.

TMAT continues to have a strong partnership with the US Military as several graduates entered the military upon graduation

An Environmental Science Career Tech program with a partnership with Owens Community College is in place. Students in this program can go on to jobs right out of high school or continue a Science field in college.

Our original CTE program, Maritime Occupations continues to place graduates in maritime positions.

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

### **Our Vision**

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

### **Our Mission:**

It is our mission to:

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

### **Our Values:**

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

### **Our Philosophy:**

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

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

WE BELIEVE all children can learn.

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

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

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

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

The Maritime Academy of Toledo 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 5-12. All Maritime Academy students, referred to as cadets, 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 is in its third full year. It 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.

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

### **2018-2019 Accomplishments/Achievements of The Maritime Academy of Toledo**

#### **a. Received over \$287,796.07 in Grants Awards**

##### **1) Non-Competitive**

2) Title I	\$ 165,047.80
3) Title II A	\$ 33,832.95
4) Title IV	\$ 10,000
5) Idea-B	\$ 84,420.97
6) 6B Restoration	\$ 21,371.93
7) High Schools That Work	\$ 6,000

#### **b. 2018 Graduates - 29**

- 1) Scholarships Awarded – 4; Number of scholarship recipients - 4
- 2) Maritime Industry Credentials – 8, Culinary Industrial Credentials 3
- 3) Full Time College/University - 12
- 4) Military Service - 6
- 5) Full Time Employment - 11
- 6) Maritime Employment - 0
- 7) Culinary Employment – 2
- 8) Students attending college - 12

#### **a. Maintained a partnership with Owens Community College to provide college credits for CTE programs**

#### **b. Continue expanding our third CTE program- Marine Environmental Science, to the seniors in 18-19.**

#### **c. Earned a “no finding” audit for 2018-2019,**

#### **d. 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**

#### **e. Continued a partnership with the Toledo Building Trades and two graduates in the carpenters union and one in welding**

#### **f. Two cadets sailed on the USS Brig Niagara for two-week internship in the summer, accumulating 90 sailing hours. One of the two was asked to stay for an additional three weeks gaining valuable sea time. A five-year partnership with the Niagara remains**

#### **g. Hosted the 7th annual visit of the Great Lakes Maritime Academy, Traverse City, MI, “State of Michigan” training ship.**

#### **h. 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.**

#### **i. Provided academic assistance afterschool program and summer camps (navigation simulation, boating, swimming, kayaking, boat building, art, test prep, math and language arts tutoring, physical education, basketball and culinary.)**

#### **j. The high school drama department held our fourth school play and the second annual musical.**

#### **k. Maintained a partnership with the USCG which includes the continuing of the flotilla. Members of the CG Auxiliary enlisted in the military and were admitted.**

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

m. Culinary Students participated in several internships including Promedica and the Cherry St. Mission.

## Subsection Explanations of Academic Progress and Activities

(a) the performance standards by which the success of the school was evaluated by the sponsor during the 2018--2019 school year (i.e. the contractually stated academic goals including performance on statewide achievement and graduation tests)

(b) the method of measurement that was used by the sponsor to determine progress toward those goals during the 2018-2019 school year

(c) the school's activities toward and progress in meeting those contractually stated academic goals during the 2018-2019 school year

The following chart describes a, b, and c. illustrating The Maritime Academy of Toledo's five-year trends.

The school report card has been added to this report which reflects the most recent data

	2019	2017	2016
<b>State of Ohio Criteria</b>	<b>2019</b>	<b>2017</b>	<b>2016</b>
Report Card Rating	F	N/A	N/A
Performance Index Possible 120	58.2	56.5	56.1/120
Percent of Proficient Students And Rank	26.9	18.7	15.4
# Indicators Met	2	0 of 18- F	0 of 16-F
% of Indicators Met	10.5	0	0%
<b>AMO GOALS</b> Academic Progress was met for all groups: SPED, Economic Disadvantaged and Minority Students	D 67.7%	N/A	N/A
<b>Value Added</b>	F	F Overall High Mobility -C SWD- C Lowest 20%- C	F
School Improvement	N/A	N/A	N/A
ACT Participation		27.4%	16.9%
Graduation Rate – 4 Year	80.0	Data was incorrect	61.5%
Graduation Rate – 5 Year	64.1	Data was incorrect	75%
Attendance	87%	95%	94%
Excused Absences	540	800	649
Unexcused Absences	1,084	1350	2104
#Expulsions	2	1	1
Expulsion Days	30	90	10
Out of School Suspensions	18	30	52

Student Suspension Days	56.9 2	193 days	140
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ACADEMIC AND PERFORMANCE GOALS			
		Progress in Meeting 2018-2019 Goals	
<p>On the 2019 Ohio State Tests 70% of students will score basic, proficient, or above.</p>	<p>Study Island, Plato, Daily Test Prep classes and the 21<sup>st</sup> century test prep hour after school were activities designed to ensure every students' academic progress.</p> <p>Students who did not achieve proficiency in 2017-2018 were to be specifically targeted for academic progress that would lead to their proficiency. Students who were not proficient in one subject were required to attend mandatory test prep after school two days each week. Students who were not proficient in two or more subjects were asked to attend after school academic assistance. Students who failed to report for After School Test Prep classes had letters sent home and conferences with parents were held.</p>	2018-2019	
		Language Arts	
		5 <sup>th</sup> Grade	Basic:
			Proficient: 30.8
			Advanced:
		6 <sup>th</sup> Grade	Basic:
			Proficient: 15.8
			Advanced:
		7 <sup>th</sup> Grade	Basic:
			Proficient: 41.9
			Advanced:
		8 <sup>th</sup> Grade	Basic:
			Proficient: 18.4
			Advanced:
		ELA 1	Basic:
			Proficient: 39.7
			Advanced:
		ELA 2	Basic:
			Proficient: 30.4
			Advanced:
		Math	
		5 <sup>th</sup> Grade	Basic:
			Proficient: 30.8
			Advanced:
		6 <sup>th</sup> Grade	Basic:
			Proficient: 15.8
			Advanced:
		7 <sup>th</sup> Grade	Basic:
			Proficient: 30.0
			Advanced:
		8 <sup>th</sup> Grade	Basic:
			Proficient: 23.7
			Advanced:
		Algebra 1	Basic:
			Proficient: 24.6
			Advanced:
		Geometry	Basic:
			Proficient: 4.9
			Advanced:
		Science	
		5 <sup>th</sup> Grade	Basic:
			Proficient: 23.1
			Advanced:
		8 <sup>th</sup> Grade	Basic:
			Proficient: 26.3
			Advanced:
		Biology	Basic:

			Proficient: 50.7
			Advanced:
		Social Studies	
		Government	Basic: 0%
			Proficient: 51.3
			Advanced:
		American History	Basic:
			Proficient: 53.3
			Advanced:

**The Maritime Academy of Toledo**

**PERFORMANCE FRAMEWORK: ACADEMIC COMPONENT – Based on performance over multiple years.**

Report Card Scale			
4 points	3 points	2 points	1 points
Exceeds Standard	Meets Standard	Approaching Standard	Falls Far Below Standard
A/B	C	D	F

Overall School Performance: School Grade		
	Rating	Points
2018-2019	F	1
2017-2018	F	1
2016-2017	NR	
2015-2016	NR	

Achievement: Component Grade		
	Rating	Points
2018-2019	F	1
2017-2018	F	1
2016-2017	F	1
2015-2016	F	

Achievement: Performance Index		
	Rating	Points
2018-2019	F	1
2017-2018	F	1
2016-2017	F	1
2015-2016	F	1

Achievement: Indicators Met		
	Rating	Points
2018-2019	F	1
2017-2018	F	1
2016-2017	F	1
2015-2016	F	1

Progress: Component Grade		
	Rating	Points
2018-2019	F	1
2017-2018	F	1
2016-2017	D	2
2015-2016	D	2

Progress: Value Added Overall		
	Rating	Points
2018-2019	F	1
2017-2018	F	1
2016-2017	F	1
2015-2016	F	1

Progress: Value Added Lowest 20% in Achievement		
	Rating	Points
2018-2019	F	1
2017-2018	F	1
2016-2017	C	3
2015-2016	F	1

Progress: Value Added Students With Disabilities		
	Rating	Points
2018-2019	F	1
2017-2018	F	1
2016-2017	C	3
2015-2016	B	4

Gap Closing Component Grade: Annual Measurable Objectives		
	Rating	Points
2018-2019	D	2
2017-2018	F	1
2016-2017	F	1
2015-2016	F	1

Graduation Rate: Component Grade		
	Rating	Points
2018-2019	D	2
2017-2018	F	1
2016-2017	F	1
2015-2016	F	1

Annual Graduation Rate				
	4 Year		5 Year	
	Rating	Score	Rating	Score

18-19	D	2	F	1
17-18	F	1	F	1
16-17	F	1	F	1
15-16	F	1	F	1

Prepared for Success Component Grade		
	Rating	Points
2018-2019	F	1
2017-2018	F	1
2016-2017	F	1
2015-2016	F	1

Mission Specific Goal #1 Scale			
4 points	3 points	2 points	1 points
Exceeds Standard	Meets Standard	Approaching Standard	Falls Far Below Standard
Overall Attendance Rate is $\geq 95\%$	Overall Attendance Rate is 90-94.9%	Overall Attendance Rate is 85-89.9%	Overall Attendance Rate is $< 85\%$
Mission Specific Goal 1: Overall Attendance Rate $\geq 90\%$			
	Rate	Points	
2018-2019	Approaching Standard	2 (87.9%)	
2017-2018	MEETS STANDARD	3 (91.8%)	
2016-2017	NA	NA	
2015-2016	NA	NA	

Mission Specific Goal #2 Scale			
4 points	3 points	2 points	1 points
Exceeds Standard	Meets Standard	Approaching Standard	Falls Far Below Standard
Decrease in total # suspension days $>10\%$	10% decrease in # of total suspension days	7-9.9% decrease in # of total suspension days	Decrease in total # suspension days $< 7\%$
Mission Specific Goal 2: Number of Total Suspension Days Decreased by $\geq 10\%$			
	Rate	Points	
2018-2019	Exceeds Standard	4 (27.6% decrease)	
2017-2018	APPROACHING STANDARD	2 (9.375% DECREASE)	
2016-2017	NA	NA	
2015-2016	NA	NA	

Mission Specific Goal #3 Scale			
4 points	3 points	2 points	1 points
Exceeds Standard	Meets Standard	Approaching Standard	Falls Far Below Standard
$> 80\%$ of students have SGP of 25 in STAR math & reading	80% of students have SGP of 25 in STAR math & reading	75-80% of students have SGP of 25 in STAR math & reading	$< 75\%$ student have SGP of 25 in STAR math & reading
Mission Specific Goal 3: $\geq 80\%$ Students Will Have SGP of $\geq 25$ in STAR Math & Reading			
	Rating	Points	
2018-2019	Approaching Standard	2 (75%)	
2017-2018	Falls Far Below Standards	1 (74%)	
2016-2017	NA	NA	
2015-2016	NA	NA	

<b>Progress: Lowest 20% Comparison to All Community Schools Statewide Scale</b>				
Point Value	4 points	3 points	2 points	1 point
Rating	Exceeds Standard	Meets Standard	Approaching Standard	Falls Far Below Standard
Progress Lowest 20% Rate vs All Community Schools Statewide	Ranked $\geq 75\%$ of All	Ranked between 50-74.9% of All	Ranked between 25-49.9% of All	Ranked lower than 24.9% of All

<b>Progress: Lowest 20% Comparison vs All Community Schools Statewide</b>							
		Rating - Points	A	B	C	D	F
2018-2019	TMAT	NA					
	All						
2017-2018	TMAT	APPROACHING STANDARD - 2					F
	All		15%	8%	30%	12%	35%
2016-2017	TMAT	EXCEEDS STANDARD - 4			C $\geq$ 75%		
	All		14%	12%	31%	13%	30%
2015-2016	TMAT	NA					
	All						

**PERFORMANCE FRAMEWORK: FINANCIAL COMPONENT – Multiple years are reviewed, financial performance in the most recent year is prioritized for renewal. Information derived from Audit Reports.**

#### **Near-Term Measures**

<b>Current Ratio: Current Assets divided by Current Liabilities</b>			
<b>Source: Audited Balance Sheet</b>			
	2 points	1 point	0 points
	Meets Standard	Does Not Meet Standard	Falls Far Below Standard
	Current Ratio is greater than or equal to 1.1 or Current Ratio is between 1.0 and 1.1 and one-year trend is positive	Current Ratio is between 0.9 and 1.0 or equals 1.0 or Current Ratio is between 1.0 and 1.1 and one-year trend is negative	Current Ratio is less than or equal to 0.9
2018-2019			
2017-2018	MEETS (2.53)		
2016-2017	MEETS (3.97)		
2015-2016	MEETS (3.9)		
Most Recent Performance	2		

<b>Unrestricted Days Cash: Unrestricted Cash divided by (Total Expenses minus Depreciation Expenses)/365</b>			
<b>Source: Audited Balance Sheet and Income Statement</b>			
	2 points	1 point	0 points
	Meets Standard	Does Not Meet Standard	Falls Far Below Standard
	60 Days Cash or Between 30 and 60 Days Cash and one-year trend is positive	Days Cash is between 15-30 days or Days Cash is between 30-60 days and one-year trend is negative	Fewer than 15 Days Cash
2018-2019			

2017-2018	MEETS (94.0)		
2016-2017	MEETS (93.20)		
2015-2016	MEETS (93.81)		
Most Recent Performance	2		

Debt Default: Is the school able to meet its debt obligations or covenants? Source: Notes to Audited Financial Statement			
	2 points	1 point	0 points
	Meets Standard	Does Not Meet Standard	Falls Far Below Standard
	School is not in default of loan covenant(s) and/or is not delinquent with debt service payments	Not applicable	School is in default of loan covenant(s) and/or is delinquent with debt service payments
2018-2019			
2017-2018	MEETS (YES)		
2016-2017	MEETS (YES)		
2015-2016	MEETS (YES)		
Most Recent Performance	2		

### Sustainability Measures

Enrollment Variance: Sufficiency of revenues to fund ongoing operations Source: Projected Enrollment in the approved budget for the year vs. actual enrollment			
	2 points	1 point	0 points
	Meets Standard	Does Not Meet Standard	Falls Far Below Standard
	Enrollment Variance equals or exceeds 95% in the most recent year	Enrollment Variance is between 85-95% in the most recent year	Enrollment Variance is less than 85% in the most recent year
2018-2019			
2017-2018	MEETS (YES)		
2016-2017	MEETS (YES)		
2015-2016	MEETS (YES)		
Most Recent Performance	2		

Debt to Asset Ratio: Total Liabilities less the long term liability for pension obligations divided by Total Assets Source: Audited Balance Sheet			
	2 points	1 point	0 points
	Meets Standard	Does Not Meet Standard	Falls Far Below Standard
	Debt to Asset Ratio is less than 0.9	Debt to Asset Ratio is between 0.9 to 1.0	Debt to Asset Ratio is greater than 1.0
2018-2019			
2017-2018	MEETS (.165)		
2016-2017	MEETS (.586)		
2015-2016			FALLS FAR BELOW (1.556)
Most Recent	2		

Performance	
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**PERFORMANCE FRAMEWORK: ORGANIZATIONAL/OPERATIONAL COMPONENT - Based on performance over multiple years.**

**Education Program**

This measure does not evaluate the performance of the school. This measure only addresses the program described in the Education Plan of this contract – the school's fidelity to the program and organizationally the school's **faithfulness to the terms of the charter**.

Is the school implementing the material terms of the education program as defined in the current charter contract?		
	<b>1 point</b>	<b>0 points</b>
	<b>Meets Standard</b>	<b>Does Not Meet Standard</b>
	The school implemented the material terms of the education program in all material aspects and the education program in operation reflects the material terms as defined in the charter contract, or the school has gained approval from the ESC for a charter modification to the material terms.	
2018-2019	<b>X</b>	
2017-2018	<b>X</b>	
2016-2017	<b>X</b>	
2015-2016	<b>X</b>	

**Education Requirements**

Is the school complying with applicable education requirements?		
	<b>1 point</b>	<b>0 points</b>
	<b>Meets Standard</b>	<b>Does Not Meet Standard</b>
	The school materially complies with applicable laws, rules, regulations, and provisions of the charter contract relating to education requirements, including but not limited to: <ul style="list-style-type: none"> <li>• Academic Program Assurances Instructional days or hours requirements</li> <li>• Graduation requirements</li> <li>• Promotion and Acceleration requirements</li> <li>• Common Core Standards</li> <li>• State Assessments</li> <li>• Implementation of mandated programming as a result of state or federal funding</li> </ul>	
2018-2019	<b>X</b>	
2017-2018	<b>X</b>	
2016-2017	<b>X</b>	
2015-2016	<b>X</b>	

**Students with Disabilities**

Is the school protecting the rights of students with disabilities?			
	<b>2 points</b>	<b>1 point</b>	<b>0 points</b>
	<b>Meets Standard</b>	<b>Meets Standard w/ CAP</b>	<b>Does Not Meet Standard</b>
	Consistent with the school's status and responsibilities as an LEA, the school materially complies with applicable laws, rules, regulations, and provisions of the	The school is on an approved Corrective Action Plan and is actively making progress to cure the deficiency.	

	<p>charter contract (including IDEA, Section 504, and ADA) relating to the treatment of students with identified disabilities and those suspected of having a disability, including but not limited to:</p> <ul style="list-style-type: none"> <li>• Equitable access and opportunity to enroll</li> <li>• Identification and referral</li> <li>• Appropriate development and implementation of IEPs and 504 Plans</li> <li>• Operational compliance, including provision of services in the LRE, and appropriate inclusion in the school's academic program, assessments, and extracurricular activities</li> <li>• Discipline, including due process protections, manifestation determinations, and behavioral intervention plans</li> <li>• Access to the school's facility and program to students in a lawful manner and consistent with students' IEPs or 504 Plans</li> <li>• Appropriate use of all available funding</li> </ul>		
2018-2019	X		
2017-2018	X		
2016-2017	X		
2015-2016	X		

### English Learners

Is the school protecting the rights of English Learner (EL) students?		
	1 point	0 points
	Meets Standard	Does Not Meet Standard
	<p>The school materially complies with applicable laws, rules, regulations, and provisions of the charter contract relating to requirements regarding English Language Learners (ELs), including but not limited to:</p> <ul style="list-style-type: none"> <li>• Equitable access and opportunity to enroll</li> <li>• Required policies related to the service of EL students</li> <li>• Compliance with native language communication requirements</li> <li>• Proper steps for identification of students in need of EL services</li> <li>• Appropriate and equitable delivery of services of identified students</li> </ul>	



	<ul style="list-style-type: none"> <li>• Appropriate accommodations on assessments</li> <li>• Exiting of students from EL services</li> <li>• Ongoing monitoring of exiting students</li> </ul>	
2018-2019	<b>X</b>	
2017-2018	<b>X</b>	
2016-2017	<b>X</b>	
2015-2016	<b>X</b>	

### Financial Reporting and Compliance

Is the school meeting financial reporting and compliance requirements?		
	<b>1 point</b>	<b>0 points</b>
	<b>Meets Standard</b>	<b>Does Not Meet Standard</b>
	<p>The school materially complies with applicable laws, rules, regulations, and provisions of the charter contract relating to financial reporting requirements, including but not limited to:</p> <ul style="list-style-type: none"> <li>• Complete and on-time monthly submission of financial reports, including annual budget, revised budgets (if applicable), periodic financial reports as required by the authorizer, and any reporting requirements if the board contracts with an Education Service Provider (ESP)</li> <li>• On-time submission and completion of the annual independent audit and corrective action plans, if applicable</li> <li>• All reporting requirements related to the use of public funds</li> </ul>	
2018-2019	<b>X</b>	
2017-2018	<b>X</b>	
2016-2017	<b>X</b>	
2015-2016	<b>X</b>	

### Financial Management and Oversight

Is the school following Generally Accepted Accounting Principles (GAAP)?		
	<b>1 point</b>	<b>0 points</b>
	<b>Meets Standard</b>	<b>Does Not Meet Standard</b>
	<p>The school materially complies with applicable laws, rules, regulations, and provisions of the charter contract relating to financial management and oversight expectations as evidenced by an annual independent audit, including but not limited to:</p> <ul style="list-style-type: none"> <li>• An unqualified audit opinion</li> <li>• An audit devoid of significant findings and conditions, material weaknesses, or significant internal control weaknesses</li> <li>• An audit that does not include a significant <u>ongoing</u> concern disclosure in the notes or explanatory paragraph within the audit report</li> </ul>	
2018-2019	<b>X</b>	
2017-2018	<b>X</b>	
2016-2017	<b>X</b>	
2015-2016	<b>X</b>	

### Governance Requirements

Is the school complying with governance requirements?		
	<b>1 point</b>	<b>0 points</b>
	<b>Meets Standard</b>	<b>Does Not Meet Standard</b>

	<p>The school materially complies with applicable laws, rules, regulations, and provisions of the charter contract relating to governance by its board, including but not limited to:</p> <ul style="list-style-type: none"> <li>• Board policies, including those related to oversight of an Education Service Provider (ESP), if applicable</li> <li>• Board Bylaws</li> <li>• Board Training</li> <li>• Sunshine Laws: proper notice of meetings, changes to meeting times/locations, cancellation notices, and starting on time</li> <li>• Code of Ethics</li> <li>• Conflicts of Interest</li> <li>• Board composition and/or membership rules</li> <li>• Compensation for attendance at meetings</li> </ul>	
2018-2019	<b>X</b>	
2017-2018	<b>X</b>	
2016-2017	<b>X</b>	
2015-2016	<b>X</b>	

#### Management Accountability – N/A for The Maritime Academy of Toledo

Is the school holding management accountable, if applicable?		
	<b>1 point</b>	<b>0 points</b>
	<b>Meets Standard</b>	<b>Does Not Meet Standard</b>
	<p>The school materially complies with applicable laws, rules, regulations, and provisions of the charter contract relating to oversight of school management, including but not limited to:</p> <ul style="list-style-type: none"> <li>• Maintaining authority over management, holding it accountable for performance as agreed under written performance agreement, and requiring annual financial reports of the ESP</li> <li>• Oversight of management that includes holding it accountable for performance expectations which may or may not be agreed to under a written performance agreement</li> </ul>	
2018-2019	<b>X</b>	
2017-2018	<b>X</b>	
2016-2017	<b>X</b>	
2015-2016	<b>X</b>	

#### Reporting Requirements

Is the school complying with reporting requirements?		
	<b>1 point</b>	<b>0 points</b>
	<b>Meets Standard</b>	<b>Does Not Meet Standard</b>
	<p>The school materially complies with applicable laws, rules, regulations, and provisions of the charter contract relating to relevant reporting requirements to the ESC, ODE, and/or federal authorities, including but not limited to:</p> <ul style="list-style-type: none"> <li>• Accountability tracking</li> <li>• Attendance and enrollment reporting</li> <li>• Compliance and oversight</li> <li>• Additional information requested by ESCCO</li> </ul>	
2018-2019	<b>X</b>	

2017-2018	<b>X</b>	
2016-2017	<b>X</b>	
2015-2016	<b>X</b>	

### Students and Employees

Is the school protecting the rights of all students?		
	<b>1 point</b>	<b>0 points</b>
	<b>Meets Standard</b>	<b>Does Not Meet Standard</b>
	<p>The school materially complies with applicable laws, rules, regulations, and provisions of the charter contract relating to the rights of students, including but not limited to:</p> <ul style="list-style-type: none"> <li>• Policies and practices related to admissions, lottery, waiting lists, fair and open recruitment, and enrollment (including rights to enroll or maintain enrollment)</li> <li>• The collection and protection of student information</li> <li>• Due process protections, privacy, civil rights, and student liberties requirements including First Amendment protections and the prohibition of public schools from engaging in religious instruction</li> <li>• Conduct of discipline</li> </ul>	
2018-2019	<b>X</b>	
2017-2018	<b>X</b>	
2016-2017	<b>X</b>	
2015-2016	<b>X</b>	

Is the school respecting employee rights?		
	<b>1 point</b>	<b>0 points</b>
	<b>Meets Standard</b>	<b>Does Not Meet Standard</b>
	<p>The school materially complies with applicable laws, rules, regulations, and provisions of the charter contract relating to employment considerations, including those relating the FMLA, ADA, and employment contracts.</p>	
2018-2019	<b>X</b>	
2017-2018	<b>X</b>	
2016-2017	<b>X</b>	
2015-2016	<b>X</b>	

Is the school complying with health and safety requirements?		
	<b>1 point</b>	<b>0 points</b>
	<b>Meets Standard</b>	<b>Does Not Meet Standard</b>
	<p>The school materially complies with applicable laws, rules, regulations, and provisions of the charter contract relating to safety and the provision of health-related services, including but not limited to:</p> <ul style="list-style-type: none"> <li>• Nursing services and dispensing of medication to students (screenings, logs, policies)</li> <li>• Food Service Inspections</li> <li>• Health and Wellness requirements</li> <li>• Other services</li> </ul>	
2018-2019	<b>X</b>	

2017-2018	<b>X</b>	
2016-2017	<b>X</b>	
2015-2016	<b>X</b>	

Is the school handling information appropriately?		
	<b>1 point</b>	<b>0 points</b>
	<b>Meets Standard</b>	<b>Does Not Meet Standard</b>
	<p>The school materially complies with applicable laws, rules, regulations, and provisions of the charter contract relating to the handling of information, including but not limited to:</p> <ul style="list-style-type: none"> <li>• Maintaining the security of and providing access to student records under FERPA and other applicable authorities</li> <li>• Accessing documents maintained by the school under the state's Freedom of Information Law and other applicable authorities</li> <li>• Transferring of student records</li> <li>• Proper and secure maintenance of testing materials</li> </ul>	
2018-2019	<b>X</b>	
2017-2018	<b>X</b>	
2016-2017	<b>X</b>	
2015-2016	<b>X</b>	

#### Additional Obligations

Is the school complying with other obligations?		
	<b>1 point</b>	<b>0 points</b>
	<b>Meets Standard</b>	<b>Does Not Meet Standard</b>
	<p>The school materially complies with applicable laws, rules, regulations, and provisions of the charter contract that are not otherwise explicitly stated herein, including but not limited to requirements from the following sources:</p> <ul style="list-style-type: none"> <li>• Acceptable performance on site visit reports, Annual reports, and Annual Reviews</li> <li>• Revisions to State Charter Law</li> <li>• Intervention requirements by the ESC (corrective action plans or other required interventions)</li> <li>• Intervention requirements by the Ohio Department of Education</li> <li>• Requirements by other entities to which the charter school is accountable</li> </ul>	
2018-2019	<b>X</b>	
2017-2018	<b>X</b>	
2016-2017	<b>X</b>	
2015-2016	<b>X</b>	



### **Priority Need/ Goal #1:**

The Maritime Academy of Toledo needs to improve its language arts and math achievement, for all students through the utilization of a balanced assessment approach with specific focus upon formative assessment and data analysis practices to meet the needs of the academically diverse students and to support classroom instruction.

#### **Goal:**

By May 2022 60% of Maritime Academy teachers will score skilled or above on the Ohio teacher evaluation system with a 3 or above in student growth measures through the implementation of a teacher mentoring system and “The Profile of a Maritime Educator” as compared to a baseline of 45% skilled or above with 39% scoring a 3 or above on Student Growth in the 2017-2018

### **Priority Need/ Goal #2:**

The Maritime Academy of Toledo needs to improve instruction specifically for students with special needs by providing professional development and training to teachers regarding improving classroom planning and instruction, inclusion practices, and assessment practices.

By June 3rd, 2022 all staff members at the Maritime Academy of Toledo will have completed monthly training for a minimum of 5 CEUs or 50 contact hours over the course of 3 years, given a baseline of 70% of staff in 2019 indicated a lack of comfort to 70% of staff feeling a high level of comfort in inclusive and co-teaching practices for students with special needs.

### **Priority Need/ Goal #3:**

The Maritime Academy of Toledo needs to improve its graduation rate by involving parents in school activities, improving communication practices, and by teaching to the whole child and focusing upon the vision of the Maritime Academy by shaping future leaders by developing strong character and innovative minds.

By June 3rd, 2021 to increase the graduation rate to 90% or above with a baseline of 80% in 2017, a system will be put in place where teachers hold a collective belief that all students can achieve.

### **2018-2019 Attendance Goals**

1. TMAT will achieve an Attendance Rate of 90% or greater.
2. TMAT will decrease unexcused absences by 20%
3. TMAT will decrease excused absences by 10%.
4. TMAT will decrease unexcused late arrival/early dismissals by 10%
5. Hospitalized students and students with unique circumstances that prevent them from attending school regularly will be given “alternative placement” education at home or in the hospital.
6. An attendance officer has been hired to meet the demands of HB 410.

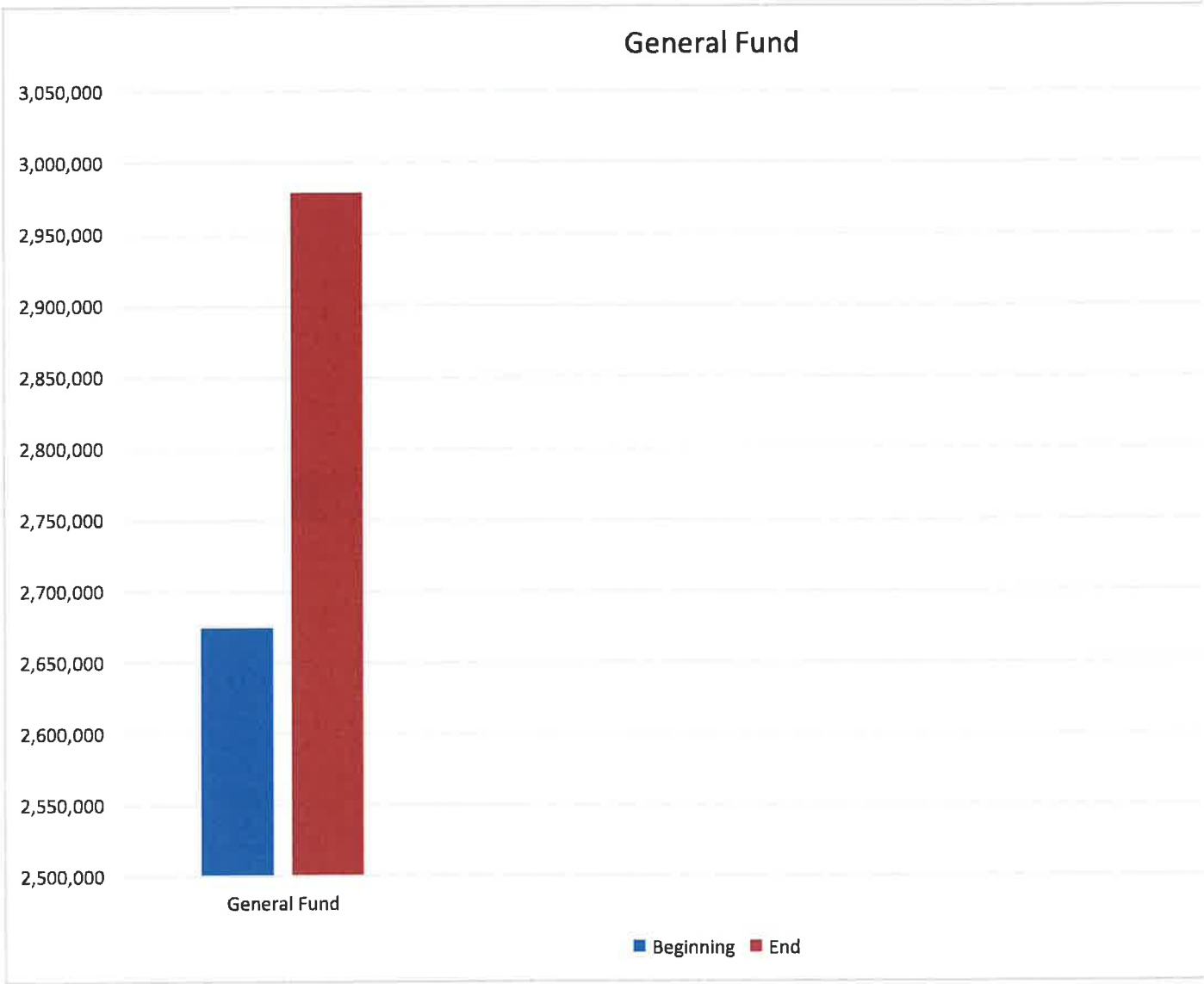
The school's financial status during the 2018--2019 school year

The Maritime Academy of Toledo began the 2018-2019 academic year with \$ \$516,913.55 in its General Fund. The Academy ended the 2018-2019 academic year with \$643,060.71 in its General Fund. TMAT remains fiscally sound at the start of the 2019-2020 academic year.

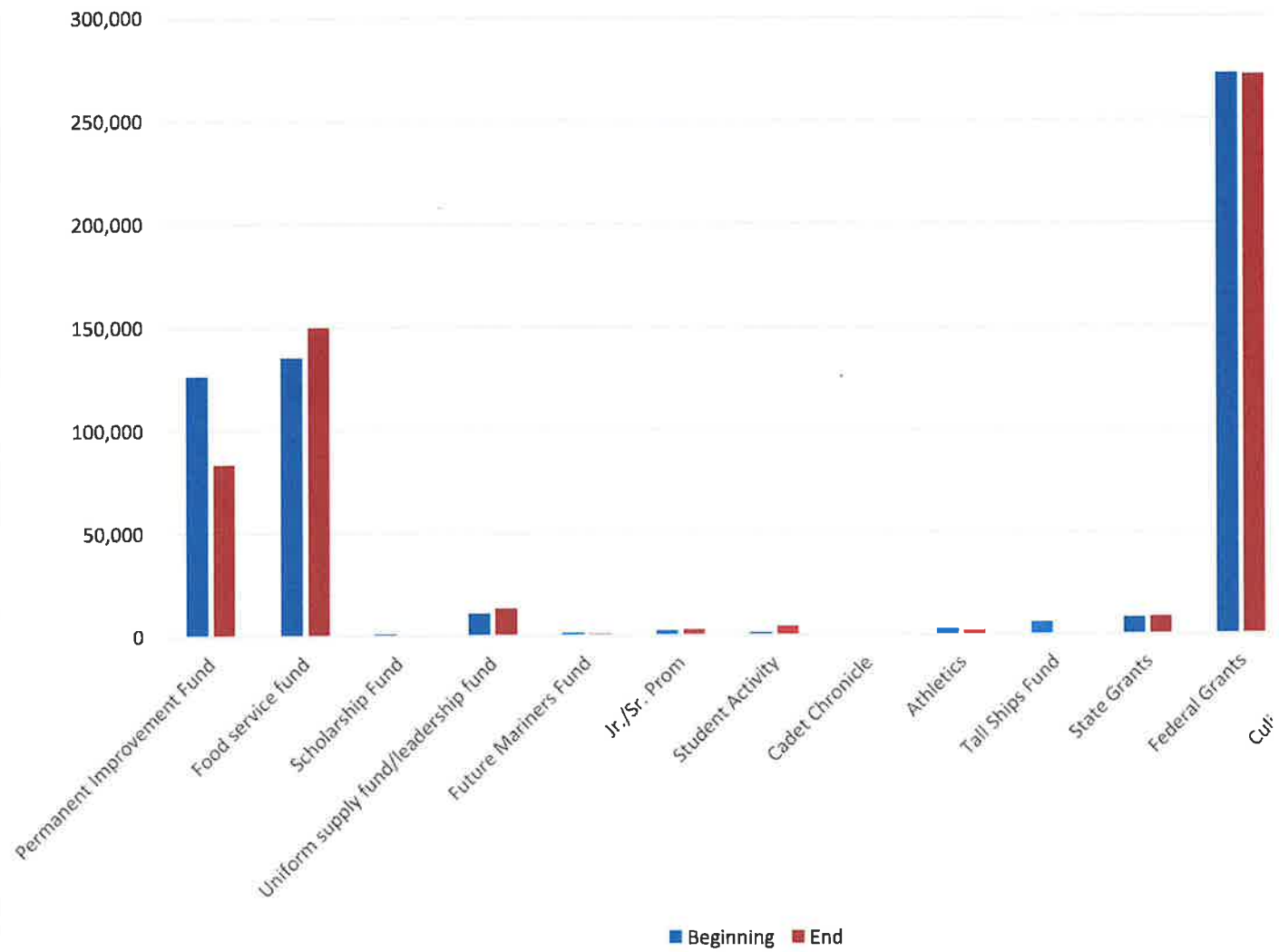
<b>Enrollment</b>	<b>307</b>
<b><u>Beginning balance</u></b>	516,913
<b><u>Operating Receipts</u></b>	2,575,910
General Fund	516,913
Other operating receipts	55,091
Food service fund	(14,502.03)
Scholarship fund	\$2,700
Uniform supply fund/leadership fund	\$5,032.44
<b>Future Mariners Fund</b>	1,906.30
<b>Jr./Sr. Prom</b>	0.00
<b>Student Activity</b>	(105.47)

<b>Cadet Chronicle</b>	767.66
<b>Athletics</b>	4211.82
<b>Tall Ships Fund</b>	9,300
<b>State Grants</b>	8,000
<b>Federal Grants</b>	271795
<b>Culinary Fund</b>	2,434.94
<b>Total Operating Receipts</b>	\$2,869,658.65
<b>Total Cash Balance</b>	<b>576,240.43</b>
<b>General Fund</b>	643,060.71
<b>Permanent Improvement Fund</b>	4,285.14
<b>Food service fund</b>	(36,149.16)
<b>Scholarship Fund</b>	5350
<b>Uniform supply fund/leadership fund</b>	4,952.04
<b>Future Mariners Fund</b>	2,106.30
<b>Jr./Sr. Prom</b>	554.69
<b>Student Activity</b>	203.12
<b>Cadet Chronicle</b>	767.66
<b>Athletics</b>	1,399.64
<b>Tall Ships Fund</b>	9,740.00
<b>State Grants</b>	10,500
<b>Federal Grants</b>	314,674
<b>Culinary Fund</b>	2,728.19
<b>Total Operating Expenditures</b>	2,743,511.49
<b>Ending Cash Balance</b>	643,060.71





## Financial



## Data analyzed for School Improvement Plan

Within the decision framework needs assessment the Maritime Academy of Toledo also collected and analyzed multiple data points including observations, surveys from teachers and intervention specialists, gained parental input, student input, analyzed STAR benchmark data in reading and math. After the data was collected and reviewed that data was analyzed within a specific lens utilizing the decision framework, the special education self-review, and our sponsor site visit from February 2019 utilizing rubrics and observations. After conducting these needs assessments data and needs were reviewed again to determine root causes for each area of concern.

Upon conducting the Decision Framework, most recently in June 2019, the special education self-review and the reviewing conclusions from the sponsor site visit three areas of concern were developed which include:

- 1). The Maritime Academy of Toledo needs to improve its language arts and math achievement, for all students through the utilization of a balanced assessment approach with specific focus upon formative assessment and data analysis practices to meet the needs of the academically diverse students and to support classroom instruction.
- 2). The Maritime Academy of Toledo needs to improve instruction specifically for students with special needs by providing professional development and training to teachers regarding improving classroom planning and instruction, inclusion practices, and assessment practices.
- 3). The Maritime Academy of Toledo needs to improve its graduation rate by involving parents in school activities, improving communication practices, and by teaching to the whole child and focusing upon the vision of the Maritime Academy by shaping future leaders by developing strong character and innovative minds.

### Data Points and Needs

#### Need 1 from Decision Framework

The Maritime Academy of Toledo needs to improve its language arts and math achievement, for all students through the utilization of a balanced assessment approach with specific focus upon formative assessment and data analysis practices to meet the needs of the academically diverse students and to support classroom instruction.

### Academic Rigor in Language Arts and Math

#### Data Analysis Points:

##### 1). State Report Card Data

Achievement data from 17-18 school year

Fifth Grade	
English Language Arts	30.8%
Mathematics	23.1%

<b>Sixth Grade</b>	
English Language Arts	26.3%
Mathematics	21.1%
<b>Seventh Grade</b>	
English Language Arts	21.4%
Mathematics	21.4%
<b>Eighth Grade</b>	
English Language Arts	19.6%
Mathematics	21.7%
<b>High School</b>	
Algebra I	8.6%
English Language Arts I	31.1%
English Language Arts II	31.9%
EOC Improvement Indicator	22.0%
Geometry	10.6%

## 2). STAR Benchmark

### Language Arts

	% of students at grade level at the end of the school year	% of students who met growth expectations	Average grade equivalent
ELA 5	20%	80%	4.6
Math 5	33%	46%	4.7
ELA 6	23%	68%	5.1
Math 6	19%	71%	5.3
ELA 7	21%	Not calculated	
Math 7	40%	80%	6.6
ELA 8	12%	83%	6.1
Math 8	52%	78%	6.8 Sept. to 7.9 May
ELA 9	19%	82%	6.8
Algebra 1	40%	80%	7.6
English 2	14%	74%	6.3
English 3	7%	85%	7.4

As this graph clearly displays most grade levels met growth expectations but the percentage of

students at grade level is very low for most grades. In addition looking at the grade equivalent we must determine how to get kids up to grade level in order to raise student achievement.

**3). Sponsor Site Visit February 2019**

1 out of 5 teachers had objectives posted in an appropriate and visible place.

**4). OTES Evaluations**

**2018-2019 School Year:**

**56% Skilled or above**

**44% Developing**

**19% RESA Exemption**

**2017-2018 School Year**

**45% Skilled or above**

**55% Developing**

**2016-2017 School Year**

**31% Skilled or Above**

**69% Developing**

**5). 2019 Equitable Access Tool**

**Economically Disadvantaged: 56.8**

**Poverty Quartile: Medium High**

**Minority: 57.4**

**Minority Quartile: High**

**Equitable access index: 90.4**

**6). Data Binder Implementations**

4 teachers out of 24 required teachers implemented data binders in the pilot year during the 2018-2019 school year.

**7). Student Attendance**

83% of students have 90% attendance or better in 2018-2019 school year

17% are considered chronically absent with at least 89% attendance or below.

**8). Staff Attendance**

3 staff members and the Principal had perfect attendance.

2 staff members had over 20 days missed

81% of teachers had 1 day missed to 19 days missed.

#### **9). Special Education Categories:**

**Largest to Smallest from 2017-2018 Special Education profile**

**Learning Disabilities: 53.53%**

**OHI Minor: 19.39%**

**Emotionally Disturbed: 9.7%**

**Intellectually Disabled: 8.58%**

**Autism 8.83%**

Utilizing these 8 data points the team conducted a five why analysis which helped to determine the actual root cause of concerns related to Academic Rigor: Many symptoms were discovered including no common curriculum maps to help vertical alignment, no department heads to provide leadership, and lack of systems for student accountability. These were determined to be symptoms, however, and the true root cause determined to be a lack of skilled teachers that can implement these systems and differentiate instruction for students with special needs while continuing to make it rigorous. It has been determined that developing skilled teachers should be the starting point because implementing any plan or system with fidelity requires experience, expertise, and teachers that feel comfortable teaching within their subjects and classrooms. In addition a year of formative assessment and data binder training seen only 4 out of the required 24 teachers implementing this system effectively. With discussions with the teachers it was determined that many normal classroom procedures took precedence over implementing data binders. The only teachers implementing the data binders identified themselves and through the OTES observations as having more experience and skilled teaching methods.

#### **Need 2 from decision framework**

The Maritime Academy of Toledo needs to improve instruction specifically for students with special needs by providing professional development and training to teachers regarding improving classroom planning and instruction, inclusion practices, and assessment practices.

#### **Educating Students with Disabilities**

##### **Data Analysis Points:**

##### **1). Licensure and OTES Data (2018-2019 Data)**

**3 full time intervention specialists and 1 part time**

**100% of Intervention Specialists have not obtained professional licensure**

**75% are alternative licensure**

**75% rated developing and 25% skilled**

##### **2). Inclusion data**

**100% of students at The Maritime Academy of Toledo spend greater than 60% of their day in the regular classroom.**

##### **3). Staff Survey**

**A survey given to the staff indicated that 70% of Maritime staff were not comfortable with providing specially designed instruction and individualized intervention to core instruction based upon**

students' strengths and weaknesses.

#### 4). Intervention Specialist and General Education teacher turnover

At the end of the 2018-2019 school year the Maritime Academy of Toledo will have to replace 7 staff members out of 26 total academic staff members which comprises a turnover percentage of 27%.

#### 5). Report Card Data and Special Education Profile Data

Data reported in the district's 2017-2018 Indicator 3c Reading and Math Proficiency Rate displayed reading proficiency as 8.2%, with a target of 24.68% or greater, and a math proficiency as 8.33%, with a target of 29% or greater.

#### 6). STAR Benchmark Assessment Data

Reading: Data from STAR Reading Benchmark Assessments were also used from (03/01/2019). The district's goal is 80% of students with an SGP of 30 or higher but only 63% of students had a 30 (Student Growth Percentile) SGP or higher in language arts.

Math: Data from STAR Math Benchmark Assessments were also used from (03/01/2019). The district's goal is 80% of students with an SGP of 30 or higher but only 69% of students had a 30 (Student Growth Percentile) SGP or higher in Math.

#### 8). State Average and Special education to General Education Ratio for Maritime Academy

The Maritime Academy of Toledo, according to the special education profile for 2017-2018, has a special education population of 27.5% as compared to the state average 15.16%. The students with learning disabilities comprise 53.3% of the population as compared to the state average of 39.12%.

#### 9). Teacher Inexperience

The Maritime Academy of Toledo has a high number of teachers that have taught four years or less.

2015-2016: 71%

2016-2017: 68%

2017-2018: 58%

2018-2019: 50%

2019-2020: 27%

### Data Analysis for need 2:

#### Lens #1: (Decision Framework)

The Maritime Academy of Toledo needs to improve instruction specifically for students with special needs by providing professional development and training to teachers regarding improving classroom planning and instruction, inclusion, and assessment practices.

#### Lens #2: (Special Education Self Review)

The self review provided a second lens of analysis and gave a more succinct area of focus to help effectively determine the root cause of low student achievement for students with special needs.

#### Guiding Question:

For SWDs that have a math goal, how does the Specially Designed Instruction (SDI) support each

individual student's need(s), as identified in the ETR and IEP present levels, to address the math discrepancy?

Analysis from self review: Our special education teachers do not have enough expertise in content areas and our general education teachers do not have enough expertise in educating students with special needs. Situations like this cause an inability to collaborate effectively allowing for creative and the freeflow of ideas. The special education teachers are gaining more clarity and expertise in analyzing student data but are less able to implement this in practice.

In the area of reading and math it was determined that students who were not on track in these subjects areas were not receiving supports beyond the scope of their IEP which had root causes of lack of enough staff, lack of adequately trained staff, a lack of collaborative techniques, and we added not enough support time in addition to the regular core instruction.

Throughout the self-review process, the district determined the root cause of low proficiency rates includes a lack of established, evidenced-based instructional practices that are aligned to identified student needs within their IEPs. The root cause also identified the need to supplement core instruction and staff professional development to support individualized instructional practices and use of data to collaborate and guide instruction.

The areas of concern rated as number 1 priorities in our special education self review have symptoms related to the lack of appropriate collaboration techniques between staff, and No "toolbox" of strategies to offer more effective support in the classroom. After conducting a root cause analysis it was determined that the root cause of this priority is not enough staff being trained in special education.

### **Need #3 from Decision Framework**

The Maritime Academy of Toledo needs to improve its graduation rate by involving parents in school activities, improving communication practices, and by teaching to the whole child and focusing upon the vision of the Maritime Academy by shaping future leaders by developing strong character and innovative minds.

### **Graduation Rate and Student Development**

#### **1). Percentage of students with D's, F's, or No Grade due to missing assignments**

Students are missing classes which causes them to miss instruction and assignments. There is no consistent practice among teachers as to how or if missing work is collected and no support system in place to allow time for students to get help for the missed instruction. (Input data from first semester of the students who failed high school courses, how many of them had missing assignments?) Maritime has developed support classes during the 2019-2020 school year for 5-9<sup>th</sup> grade and the applied pathway for 10-12<sup>th</sup> grade students.

#### **2). Attendance Rate Chronic Absenteeism**

##### **Student Attendance**

83% of students have 90% attendance or better in 2018-2019 school year

17% are considered chronically absent with at least 89% attendance or below.



### 3). STAR Benchmark Data

	% of students at grade level at the end of the school year	% of students who met growth expectations	Average grade equivalent
ELA 5	20%	80%	4.6
Math 5	33%	46%	4.7
ELA 6	23%	68%	5.1
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ELA 9	19%	82%	6.8
Algebra 1	40%	80%	7.6
English 2	14%	74%	6.3
English 3	7%	85%	7.4

### 4). Implementation of the Positive Character Program (Welcome ABOARD)

There has been no data collected on the efficacy of the Welcome ABOARD positive character program which presents