



Annual Report

Of

The Educational Service Center of Central Ohio

Sponsored

Community Schools

2017-2018

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The Educational Service Center of Central Ohio (ESCCO) considers the well-being of students the fundamental value informing all decisions and actions. As an effective Ohio sponsor for three years in a row, 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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OR

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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.

2017-2018 ESCCO Sponsored Community Schools RATINGS **Followed by Individual School Annual Reports**

The ESCCO sponsored eight (6) schools during the 2017-2018 school year. They were:

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

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

Performance Report Ratings

Early College Academy

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 will be required to submit a School Improvement Plan to the Ohio Department of Education.

Fiscal Performance -- Met

All fiscal documents were found to be compliant.

Operation/Organization -- Met

Epicenter submissions for the year were 100% on time and accurate. 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.

Graham Elementary and Middle School

- *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.*

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. The school is submitting a School Improvement Plan to the Ohio Department of Education. A coding error caused an extremely low K-3 literacy grade on the State Report Card. The reporting error was checked and the proper paperwork was conducted by the school. The coding error has been corrected by the school for 2018-2019 reporting.

Fiscal Performance – Met

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

Operation/Organization -- Met

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

Legal Compliance – Met

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

Oakstone Community School**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 will be required to submit a School Improvement Plan to the Ohio Department of Education.

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**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 will be required to submit a School Improvement Plan to the Ohio Department of Education.

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**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 will be required to submit a School Improvement Plan to the Ohio Department of Education.

Fiscal Performance -- Met

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

While there is an ongoing concern for TGS, 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

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 will be required to submit a School Improvement Plan to the Ohio Department of Education.

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

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

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

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

STUDENT ENROLLMENT: 173.58

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 2017-2018 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 2017-2018 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—DID NOT 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 2017-2018 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 2017-2018 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.



2017-18 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 – Brian G. Adams MBA, CMA, CFM, CrFA, CGFM; Ohio Community School Consultants, Ltd.

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 2017-18 included: **Sara Neikirk**, President; **Mari Sunami**, Vice President; **Sarah Levels**; Secretary/Treasurer, **Kitty King**, **Angela Stoller-Zervas**, and **Joyce Swayne**. 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, GEMS prepares students for academic success, self-direction, lifelong learning, and commitment to community by providing intentional learning experiences that foster imagination, discovery, problem solving skills, and growing independence. With a particular mission to serve urban students, GEMS is a supportive community where students learn to care for themselves, each other and the natural world. As a school that values generosity, stewardship, and service, GEMS nurtures not only students' academic growth and confidence but also their development as compassionate citizens of a global world.

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. GEMS purchased its school building 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 the OSU Reading Clinic as well as 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, United Schools Network, and KIPP provided a shared music instructor and free instruments for 6th and 7th graders in partner charter schools. Play Us Forward's goal is to remove barriers of participation 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 (Crews) 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 recognize students by providing Habit of Learning certificates. Students also recognized community members who had gone above and beyond the normal recognition of habits of learning to receive a Shooting Star Award.

Celebrating Our Work Together

Students exhibited work from expeditions during Celebrations of Learning each Trimester. These included an end-of-the-year 6th grade celebration for their work at the Grange Insurance Audubon Center, 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.

Parent Group

Many parent volunteers assisted with a fall clean-up day, two middle school dances, skating events, holiday celebrations and fieldwork. GEMS FTO hosted the 4th Annual Food Truckathon, a fundraiser for the school.

Additional Partners

BIAMP Systems, Mrs. Shirley Brown, Albert Chapman-Layland, City Campus Church, Communities In Schools, ECMC Foundation, Ms. Suzanne Fahey, Sarah Friedrich, Meghan Gergis, Kendra Hovey, Victoria

Lally, Pamela Lollathin, Jennifer McGuinness, Sara Neikirk, The Ohio State University, ProMusica Chamber Orchestra Play Us Forward Program, Dianne Purdy, Angela Stoller-Zervas, Desiree Swisher, Cindy Tishue.

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 also captures an additional objective 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 partnered with Future Ready to use DESSA with all K-8 students. The assessments help us identify students' progress toward SEL goals

The performance standards by which the success of the school was evaluated by the sponsor during the 2016-2017 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 exceeding or 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 2017-2018 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 3rd, 4th, 5th, 6th, 7th, and 8th graders, Science assessments for 5th and 8th graders.

GEMS administered the Science test to 42 - 8th graders and 38% scored proficient or higher; 53 - 5th grade students took the Science assessment and 45% scored proficient or higher; 46 - 3rd graders took the ELA assessment and 33% scored proficient or higher; 46 - 4th graders took the ELA assessment and 33% scored proficient or higher; 53 - 5th graders took the ELA assessment and 49% scored proficient or higher; 45 - 6th graders took the ELA assessment and 29% scored proficient or higher; 47 - 7th graders took the ELA assessment and 43% scored proficient or higher; 42 - 8th graders took the ELA assessment and 33% scored proficient or higher; 45 - 3rd graders took the Math assessment and 49% scored proficient or higher; 44 - 4th graders took the Math assessment and 45% scored proficient or higher; 53 - 5th graders took the Math assessment and 23% scored proficient or higher; 45 - 6th grade students took the Math assessment and 27% scored proficient or higher; 47 - 7th graders took the Math assessment and 40% scored proficient or higher; 42 - 8th graders took the Math assessment and 38% scored proficient or higher.

This year's report card rating for GEMS included an B in Progress with an Overall A, a B for the Lowest 20% in Achievement and a C for Students with Disabilities, which looks at the growth that all students are making based on their past performances. GEMS received a D 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 17-18 report card, we

became aware of an issue in regards to our Third Grade Reading Guarantee data. The report appeared to show that none of our kindergarten through third grade students received the required Reading Improvement and Monitoring Plan (RIMP) codes in the Education Management Information System (EMIS) and therefore would not have received the intervention services that they needed and are required. 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.

The school's activities toward and progress in meeting those contractually stated academic goals during the 2017-18 school year.

GEMS has completed its seventh year and is actively engaged in continuing to meet academic goals. 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 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 the use of Kickboard;
- Expanded our efforts in SEL by establishing a partnership with the University of Chicago 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. 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.
- 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 metrics on our students' academic work, behaviors and attendance, and provide early information about students' progress. Learning Circle works with Columbus City Schools, and a few other select charter organizations.

GEMS 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.

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 new school structures to boost student engagement, character, and achievement. EL exists in over 152 schools in over 39 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.

At GEMS during 9th period we do "Intensives." As an EL Education school, we define success as having three dimensions: "Knowledge and Skills," "Character," and "High Quality Work." Our 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 primary goal for our students is to build lifelong learners. To this end, we use the Measures of Academic Progress (MAP) assessment, the Star Reading and Math assessments, the Devereux Student Strengths Assessment (DESSA), student academic interim grade reports, and student self-assessments to place students in appropriate 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 2017-2018

Kindergarten:

Kindergartener's learned about the process of building a house. They had several community experts join them on their journey to create awareness for youth homelessness. Ms. Sarah from Star House spoke with them about what the demographics of homeless look like, sound like, and the ages they serve; A&R Architects came in to show them how to create well thought out blueprints. Mr. Jeff from Messer Construction showed the students the importance of beginning with the foundation, then walls, and finally a roof. For their final product, they focused on creating original blueprints and then asking Fireball Press to turn their hard work into postcards. They sold the postcards and donated some of the money to Star House and used the remaining money to build a house on the GEMS playground to raise awareness for youth homelessness.

1st Grade:

Students became zoologists (scientists that study animals). They researched to answer the questions: Why do animals look like they do? How do an animal's characteristics help it survive its environment? Students went to the Columbus Zoo to observe different animals. Then, an expert from Captive Born Reptiles visited to teach them more about animal characteristics. Students read books and observed the classes' pet bearded dragon, Beardie, to gather even more information. Finally, each student wrote an informational paragraph that told about one unique feature of a bearded dragon.

2nd Grade:

Second graders learned everything they could about butterflies that live in Ohio. After students got to know all about their butterflies, they began to look at their habitat requirements. This led to students discovering that some butterflies (monarchs, in particular) are facing habitat destruction. Students became concerned and started to search 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 their quality work. These images and student writing were published on packets of butterfly-friendly seeds that were distributed to family and friends of GEMS to plant in their own gardens.

3rd Grade:

Learned about where we get the energy to power our devices. They studied several different sources of where our energy comes from: oil, coal, and solar power. They learned how energy sources are converted into electricity and fuel things. They became experts on one energy source. They learned that all of these energy sources have pros and cons that can have big effects on our Earth. Finally, they turned their energy source into a character for an informational coloring book. This book has been sent to several schools across the country.

4th Grade:

Students studied oppressed groups. Some of the most recent groups they learned about or discussed were: LGBTQ+, women, and people with disabilities. We used the “Dear World” approach as our inspiration. In class, we wrote a message to the world on our bodies and then took pictures and wrote an essay advocating for our group of choice.

Expeditions for 5th-8th Graders 2017-2018

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 consider 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 created and raised funds for gifts for their refugee friends.

Most Beautiful Roof in the World (5th Grade) --In this expedition, students explored the following topics: Thinking like a scientist, what is an ecosystem? Communicating Like A Scientist, Creating Field Guides, and Invasive Species in the Columbus Ecosystem.

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 the first fieldwork they went as crews to Summit vision to talk about adventure and survival. In English they wrote their narrative about adventure OR survival. Students visited the Ohio History Connection to learn about early man’s cultures and discovering different aspects of civilizations, and then applied what they learned to our GEMS civilization. In social studies they wrote their rough drafts of the intro to GEMS civilization and edited/published for the handbook in ELA. In science, students learned about Mt. Everest geology. They visited Olentangy Indian caverns and Orton Geological Museum on OSU’s campus to support their study of the rock cycle.

Watt’s My Impact? (6th Grade) – A look into the environmental impact we have on the world and an examination of energy sources.

China: From Divine Emperors to Global Superpower – In this expedition, students explored how China has evolved into the country it is today. As a country with a population of over a billion people, China's past and present offer a dynamic view of culture and history. Ideals, beliefs and aspects of China's culture have endured through thousands of years. Students used the inquiry process to study key moments in China's history - from the ancient dynasties that unified and held China together, to the Cultural Revolution that moved China into a Communist regime, and finally, to modern China, a major global superpower with great impact in the world. Students examined China's sometimes tempestuous relationship with the rest of the world, one that at times branched out in an age of exploration, and at other times retreated into its own borders. In the first Case Study, students looked back thousands of years into China's past. Through reading one central text, *China: Land of Dragons and Emperors*, students uncovered how China developed as a country and the social structures created through the Dynastic system. Students read and compare select primary source documents that parallel the content of the central text. Students analyzed how the texts present information to deepen their understanding of the time period. Students also examined China's technological advances that still are used in today's modern world. Analyzing how art reveals beliefs, ideology and communicates aspects of a particular emperor's rule is a concept that students also explore. In the second Case Study, students investigated China's Cultural Revolution. They read the central text *Red Scarf Girl: A Memoir of the Cultural Revolution* to build an understanding of the revolution through a first person account. The curricular resource, *Facing History, Facing Ourselves: Teaching Red Scarf Girl*, was a central resource used throughout this Case Study. The analysis and close viewing of Chinese Propaganda posters was a focus for this Case Study, helping students understand how ideologies can be communicated and spread. Additionally, students examined several primary sources, as well as key secondary source documents that paralleled what they read in the *Red Scarf Girl*, continuing to deepen understanding about the Cultural Revolution, its causes and the effects on the people of China- particularly the young. Students explored young people's involvement in the Cultural Revolution - from oppression to rebellion. To end the Case Study, students examined the events of Tiananmen Square, particularly analyzing the role that students played in the events. Students read first hand student accounts of the event and compared those to secondary source and fictionalized accounts to again deepen their understanding of the role that young people played in this time of China's history.

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, from a list of options, or other community member of the student's choice to interview. 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?" As part of EL Education's 25th Anniversary, a committee of students, teachers, and leaders selected 18 exceptional Better World Projects from 50 submissions by student-teacher teams across the country. This GEMS project was selected. Better World Projects encouraged schools to engage in work that bridges differences, joins scholarship with service, and helps students take ownership of their learning—in short, projects that exemplify the learning happening in EL Education classrooms every day. The projects also support students in learning deeply about a topic through the act of documenting their work and presenting it to the world.

1908 (7th Grade) – Students took the era when our historic building was erected and studied issues of the day including the work environment, labor unions, and inventors of the time.

Vernal Pools (7th Grade) – In partnership with Glacier Ridge Metro Park, students studied the impact of vernal pools on our ecosystem. GEMS 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.

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 includes 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 this 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 on video.

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 2017-18 school year included: Debbie Addison, Hadley Bachman, Carolyn Baginski, Heather Baker, Cathy Baney, Shelby Bradford, Greg Brown, Lavidia Chapman, Eileen Collins, Christina Conrad, Keri Dana, Kalyssa Deken, Rosa Dixon, Leah Ecaruan, John Eckenrode, Monica Eppler, Cassie Farrell, Sarah Friedrich, Nora Goss, Lauren Greenspan, Stacie Haman, Julia Handelman, Madeline Hatch, Jisuka Hessler, Valerie Hessler, Caleb Hord, William Kaufman, Gautham Kaveti, James Kutnow, Angela Knight, Jamie Lenzo, Lauren Lever, Katie Logan, Cheryl Long, Sarah Lopienski, Katherine Luikart, Joanna Malachowsky, Heather Markward, A'Leah Martin, Melinda McFann, Eileen Meers, Olivia Miranda, Myra Molnar, Anne Murphy, Kelli Orians, Wesley Owen, Kim Pettit, Michael Piteo, Karen Rickrich, Courtney Rizek, Harmony Salvatore, Lauren Seitz, Chris Spackman, Zach Steinberger, Victoria Suever, Cynthia Tishue, Jason Treadway, Colleen Vaughan, Jennifer Waddell, Stephanie Waldeck, Amie Whalen, Jeff Wiseman, and Krsna-Jivani Ziyad.

Financial Status

In fiscal year 2017-18 the school received \$3,671,704 in state funds. The school also received \$429,876 in federal funds and \$64,798 in development and rental income funds, among other separated categories. Sources of income totaled \$4,255,929. In fiscal year 2017-18 the school paid for employee salaries and benefits including payroll taxes and retirement through The Graham School, GEMS's financial manager and paid \$68,742 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 \$4,351,389 in expenses. When the current cash in bank was added to the sources, the year-end adjusted cash balance was \$195,400 to be carried over to 2018-19. The school conducts its own on-going internal financial audit under the direction of its Board Audit Committee and treasurer Brian Adams, MBA, CMA, CFM, CGFM. 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 have been submitted to the sponsor on time and all documents have been successfully submitted.

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
2017-2018

Oakstone Community School
October 24, 2018

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
Dave Lambert
Jere Corven
Thaddeus Boggs

School Opening Year:
2004-2005

Number of Students: 277 enrolled (2017-18), average attendance = 260 and attendance rate was 94.33%

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%

Kimberly Monachino, Ed.D is the new Director Office of Exceptional Children. Mrs. Monachino sent OCS the annual Ohio Special Education 2017-18 Rating stating "Oakstone Community School: Meets Requirements; required actions: None." There were a total of 36 points able to be earned and OCS is proud to say we earned all 36 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.

	OCS	State Target
Reading	65.31%	24.18%
Math	53.73%	28.57%
TGRP	NR	27.30%

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 3rd Grade ELA

Ohio Alternate Assessment (AASWD)

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

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

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

Summative and Formative Assessments

Developmental Reading Assessment (DRA) - Reading Assessment

Qualitative Reading Inventory (QRI) – Reading Assessment

Math Diagnostics (McGraw-Hill) – Math assessments

Kindergarten Readiness Assessment (KRA)

American College Testing (ACT Plan)

American College Testing (ACT)

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

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

District/School Grade Card Breakdown:

The Ohio Department of Education's (ODE) yearly report card grades districts on the following scales; Achievement, Progress, Gap Closing, Graduation Rate, K-3 Literacy, and Prepared for Success.

It is important for us to inform our families and stakeholders that OCS's results on the 2017-18 report card indicated that we have made slow and steady progress, and they are consistent with results from other schools across the state. Continued discussion is currently happening around the state's assessments and outcomes amongst state legislators and the Ohio Department of Education. 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. Two of the six grade card components are achievement metrics (Achievement and Gap Closing). Achievement metrics measure student standings against grade level learning standards. They only measure where a student stands, not how much they may have grown. Most of our students come to us needing remediation. Our scores on achievement metrics reflect this. Additionally, two of the six grade card components are progress metrics (Progress and K-3 Literacy). The Progress component was designed to use several years of student data and is currently calculated with only two years of data. Schools statewide are showing large swings in this component. The K-3 Literacy component shows appropriate progress but measures a small percentage of students.

Regarding the graduation component of the grade card, 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 provide that OCS continues to have more students graduate each year and increased its four year graduation rate from 22.7% in 2015-16 to 36.4% in 2016-17 and now 50% in 2017-18. It should also be noted that on the special education rating report, OCS received the highest number of points available under the Secondary Transition Supports.

Special Accomplishments/Achievements:

- Constant Quality Award – Ohio Coalition for Quality Education – (2009-2012)
- Excellent Rating Award – Commendation from ODE (3 years)
- Fourteen (14) OCS High School students are currently taking college classes
- Six (6) 2018 OCS graduates were awarded scholarships and went to college (Scholarship Totals = \$567,000)

Required Subsections:

A. The performance standards by which the success of the school was evaluated by the sponsor during the 2017-18 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 2017-2018 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 2017-18 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 2017-2018 school year:

OCS began fiscal year 2018 (July 1, 2017 through June 30, 2018) with a cash balance of \$594,210. A summary of cash basis receipts and expenditures follows:

	2017-2018	
Receipts		
State Foundation	\$ 7,780,237	
State Funding - Casino	13,746	
Federal Reimbursements - Medicaid in Schools	32,344	
Federal Grants	136,283	
Interest	14,074	
Other	9,296	
	7,985,980	
Expenditures		
Salaries	1,111,373	
Fringe Benefits	306,943	
Purchased Services	6,582,832	
Materials and Supplies	27,148	
Capital Outlay	11,834	
Other	677	
	8,040,807	
Net of receipts and expenditures	(54,827)	
Beginning Cash Balance	594,210	
Ending Cash Balance	\$ 539,383	

Receipts

State foundation receipts come through the Ohio Department of Education (ODE) and include: Opportunity Grant (per student funding totaling \$1,614,947), targeted assistance (\$23,265), K-3 literacy funding (\$13,354), special education weighted funding (\$6,076,457), facilities funding (\$52,459), a FY17 graduation bonus (\$1,313), and a FY17 3rd grade reading bonus (\$2,817). The FY 18 foundation line item was reduced by \$4,374 for FY 17 state foundation adjustments by ODE.

Casino revenue received in FY 18 totaled \$13,746.

Federal reimbursements from the Medicaid in Schools Program totaled \$32,344, which included final settlement for FY 15 (\$30,833).

Federal receipts included \$136,283 in Title VI-B IDEA 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 advertisements, college credit plus fees, interpreter services, property firm services, etc.

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

OCS ended the fiscal year with \$539,383 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, 2018, 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 October 31 and that it be updated by May 31 of each year. The five year forecast approved by the Board on May 23, 2018, projected a positive cash balance through fiscal year 2022.



An Early College High School

2017-18 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 – Melissa Rulong

Dean - David Scharping

Assistant Dean – Alexandra Konet

Fiscal Agent – Brian G. Adams MBA, CMA, CFM, CrFA, CGFM, Ohio Community School Consultants, Ltd.

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 2017-18 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 membership in 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.

5 TCS@ODU students and 1 teacher attended the MCNC National Conference in Houston, Texas, sponsored by Milby Early College Academy and Sterling Aviation High School. The students studied youth homelessness throughout the 5 day conference, visiting City Hall, a local Houston school, and a local youth homeless shelter, at which students worked with other Early College High School students from across the country to create murals to benefit the local community.

Additional Partners

Robert F. Beard Charitable Foundation, Mr. Seth Becker and Ms. Janet Meltzer, Susan Coady, Communities and Schools, Future Ready Columbus, Ms. Andrea Gorzitze and Mr. Julian Maxey, Kerre Kammerer, Rich and Kitty King, Victoria Lally, Augusto Leal, Valarie J. McDaniel, Hortensia Salto, Kimberly and Mark Tremains, Judith Tyler, Angel Yonek, and Jim Ziminski.

Special Accomplishments/Achievements

Nine graduating seniors earned an Associates of Arts degree from Ohio Dominican University. Eleven students earned a high school diploma with honors. At ODU 61 students attempted 934 hours and earned 889 credit hours, with an average GPA of 3.077. Twenty eight students participated in College Credit Plus at Columbus State Community College. Twenty students were inducted into the National Honors Society.

Some of the schools seniors are attending: Ohio Dominican University, The Ohio State University, Columbus College of Art and Design, Otterbein University, Capital University, Old Dominion University, Kent State University, University of Cincinnati, Mount Carmel College of Nursing 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.

3 – The Charles School at Ohio Dominican University
2017-18 Annual Report to the Community

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 seven 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 2017-18 the following students were honored as recipients of these awards:

Awards

English 9	Kezayah Eberhart
English 10	Quinton Brown & Tyana Floyd
English 11	Alex Guerra
English 12	Elijah Person
Math 9	Micaiah Vinson
Math 10	Rachael Silvera
Math 11	Rania Boyce
Math 11	Samuel Sikpe
Math 12	McKenzie Boals
Science 9	Micaiah Vinson
Science 10	BreAnna Freeman
Science 11	Aliyah James-Hampton
Science 12	Abigail Cancel
Social Studies 9	Nyobi Jenkins
Social Studies 10	Angel Stubbs
Social Studies 11	Bryce Straight
Social Studies 12	Imani Bell-Lyons
French 2	Everson Gonzalez
French 3	Vincent Hall
Spanish 1	Courtne' Blackwell
Spanish 2	Anaya Avila
Spanish 3	Rachel Silvera
Fine Arts Award	Rosa Rodriguez
Fine Arts Award	Abraham Garcia Galarza
Fine Arts Award	Cristal Gomez Sandoval
Fine Arts Award	Aridai Morales Dominguez
Health	BreAnna Freeman
PE	Asabir Ali Oumarn & Kenia Ponce-Benites
ESL Underclassman	Hermelinda Contreras
ESL Underclassman	Ingrid Carreno-Encarnacion

Excellence in the Early College Programs

ODU	Alaine Williams
CSCC	Melinda Sourivong
Attendance	Anaja Washington
Attendance	Brandon Marquez
Attendance	Caroline Edoth
Attendance	Siraji Abdi
Dean's Award for Perseverance	Chamique Clarke
Dean's Award for Courage	James Moore
The Gabe Gaiusbayode Award for Leadership	Elijah McCutcheon
Experiential Education Award	Alana Crockett
Experiential Education Award	Arreya Smith
Experiential Education Award	Fredi Pacheco Pantaleon

Biggest Leap Forward	Jose Pacheco
Biggest Leap Forward	Misa Rosales
Biggest Leap Forward	Chamique Clarke
The True Panther Award	Anthony Conner
The True Panther Award	Kaiyah Taylor

Graduates from The Charles School

In 2017-2018 The Charles School at Ohio Dominican University had its seventh graduating class. Fifty students graduated from TCS@ODU with earned college credits and 9 of the TCS@ODU graduates received an Associated of Arts degree from Ohio Dominican University.

2018 graduates of The Charles School at Ohio Dominican University include:

Belinda Abbingtion, Seth Baker, Trinity Battle, Brandon Bautista, Kiya Beaty, Taira Bennett, Da'Miah Bostic, Gianna Bronston, Halei Bryant, Dayja Burnside, Alexander Camarillo, Anthony Conner, Serenity Davis, Jason Dennis, Jocelyn Diggs, Abrein Dunn, Serenity Fields, Dayrell Flint, Aaron Fountain, Sydnee Haeger, Tahnysha Harrison, Autumn Hart, Shakayla Hill, Gaige Huy, Antonio Johnson, Lisa Kassa, Alison Ligon, Ynobe McCrae, Shawndale McDonald, Ryan McElroy, Ashanti McKnight, Taylor McLinton, Aaliyah Middlebrooks, James Moore III, Aridai Morales Dominguez, Damar Noaks, Jordyn Patman, Kenyetta Peacock, Ralph Polk, Jontae Rivera, Adrianna Sandoval, Braionna Smith, Victoria Smith, Melinda Sourivong, DyMon Starks, Ni'Jaya Stevens, Kaiyah Taylor, Gregory Tharp, Alexander Vasquez, and Danielle Wollerman.

2018 graduates of Ohio Dominican University with an Associate's of Arts degree include:

Seth Baker, Brandon Bautista, Jason Denni, Jocelyn Diggs, Aaron Fountain, Tahnysha Harrison, Lisa Kassa, Kaiyah Taylor, and Danielle Wollerman.

Athletics

Students participated in indoor soccer, volleyball, and drill team. Parents actively participated by transporting students to 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, particularly experiential education and successful completion of courses and/or experience in college. Academic areas include: English, mathematics, science, social studies, global language, fine arts, health, physical education, and experiential 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 NWEA MAP and classroom-based formative assessments in core subject areas in 6-8 week cycles. MAP Math and Reading assessments are administered fall, winter, spring to students in grades 9-11 and are used to analyze and monitor student growth, guide instructional practices in the classroom, and summarize school performance. MAP Normative and Comparative Data is used by school leader(s) and staff for identifying and qualifying students for various instructional strategies, scheduling, and screening students for special instruction. NWEA's methodology includes a large and reflective sample using nine terms of data and a new model for estimating student growth. TCS@ODU uses this data to monitor and analyze student growth in the classroom towards proficiency on Ohio's State Tests in ELA and Math as well as projected college and career readiness on the SAT in Math and Reading.

College readiness assessments, including the PSAT 8/9, PSAT NMSQT, and SAT were administered this school year. The PSAT 8/9 and the PSAT NMSQT were administered to 9th, 10th and 11th grade students in October. PSAT/NMSQT was administered to 144 students in October with the average score being 839. SAT was administered to 82 students in March with the average score being 907.

The performance standards by which the success of the school was evaluated by the sponsor (ESCCO) during the 2017-2018 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 2017-18 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 9th grade after July 2014 is taking Ohio's State Tests in the spring. TCS@ODU administered in Spring 2018 tests for Biology, American Government, American History, English Language Arts I and II, and Integrated Math I and II.

87 – TCS@ODU students took the Biology assessment and 57% scored proficient or higher. 106 – TCS@ODU students took the American History assessment and 57% scored proficient or higher. 57 – TCS@ODU students took the American Government assessment and 58% scored proficient or higher.

102 – TCS@ODU students took the Integrated Math I assessment and 34% scored proficient or higher. 97 – TCS@ODU students took the Integrated Math II assessment and 19% scored proficient or higher. 110 – TCS@ODU students took the ELA I assessment and 40% scored proficient of higher. 109 – TCS@ODU students took the ELA II assessment and 42% scored proficient or higher.

A state graduation requirement in Ohio for all students entering 9th grade before July 2014 is passage of all five parts (Reading, Mathematics, Writing, Science, and Social Studies) of the Ohio Graduation Test (OGT), which is given for the first time in 10th grade.

TCS@ODU administered in Fall, Spring and Summer 2018 tests in Reading, Mathematics, Writing, Science and Social Studies. 5 – TCS@ODU students took the fall test - 3 took Writing, 1 took Reading, 3 took Mathematics, 3 took Social Studies, and 3 took Science - 0% scored proficient of higher. 2 – TCS@ODU students took the Spring test - 1 took Writing, 1 took Mathematics, 1 took Social Studies, and 1 took Science - 0% scored proficient of higher. 1 TCS@ODU student took the Summer test - 1 took Mathematics - 0% scored proficient of higher.

This year's report card rating for TCS@ODU included a B in Progress with an overall A, 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 all 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 graduate rate focusing on 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 our students to gain college credit. In 5 years, achieving this is one less year than it would typically take. The state report card penalizes us for our 5 year Early College model.

The school's activities toward and progress in meeting those contractually stated academic goals during the 2017-18 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;
- Expanded our efforts in SEL by establishing a partnership with the University of Chicago Freshman Success Institute to focus resources towards 9th graders including the transition from eighth grade and to tenth grade;
- Expanded work 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.
- 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. Learning Circle works with Columbus City Schools, and a few other select charter organizations.

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 2017-18 school year included: Debbie Addison, Jose Alvarez, Autumn Appis, Taylor Armstrong, Cathy Baney, Eric Bowles, Greg Brown, Noah Campagna, Gail Collins, Audrey Connor, Amanda Corbin, Brigitte Dick, Brice Dobler, Katherine Fischer, Stephanie Glitsch, Lauren

Greenspan, Christina Hefty, Emelie Heltsley, Crystal Hofacker, Joseph Jacomet, Jennifer Jones, Audra Juarez, Alexandra Konet, Shelbie Krantz, Jamie Lenzo, Katie Logan, Cheryl Long, Sarah Lopienski, Samantha Lortz, Jodi Mancuso, Eileen Meers, Myra Molnar, Carol Nashalsky, Steve Owens, Kimberly Porter, Rachel Prince, Jordan Rosenfield, Melissa Rulong, Harmony Salvatore, David Scharping, William Schroedly, Chris Spackman, Zach Steinberger, Andrea Townsend, Adam Vincenzo, Jennifer Waddell, Jane Wiedenhoft, Roby Wing, Jeff Wiseman, and Sandra Yorka.

Financial Status

In fiscal year 2017-18 the school received \$2,754,917 in state funds. The school also received \$632,435 in federal funds and \$37,002 in development funds, among other separated categories. Sources of income totaled \$3,397,038. In fiscal year 2017-18 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 \$3,400,356 in expenses. When the current cash in bank was added to the sources, the year-end adjusted cash balance was \$161,656 to be carried over to 2018-19. The school conducts its own on-going internal financial audit under the direction of its Board Audit Committee and treasurer Brian Adams, MBA, CMA, CFM, CGFM. 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 have been submitted to the sponsor on time and all documents have been successfully submitted.

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

2017-18 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 – Evan Rulong

Dean – Amy Vickroy

Fiscal Agent – Brian G. Adams MBA, CMA, CFM, CrFA, CGFM; Ohio Community School Consultants, Ltd.

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 – 53%

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 2017-18 included: **Steve Gussler**, President; **George Norris**, Vice President and Treasurer; **Kim Gulyassy**, Secretary; **Bill Dawson**, **Jill Lugo**, and **Mirria Martin**. TGS partners with EL Education, national experts in effective educational practice using an expeditionary model.

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

The Graham School Mission

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

The Graham School Vision and Values

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

At Graham we...

- Have a safe, positive school climate
- Solve problems together in a peaceful, restorative way

2 – The Graham School

2017-18 Annual Report to the Community

- 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 third year of its partnership with EL Education in 2017-2018. 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 2018 a TGS student traveled to Ireland to work with a church in serving its underprivileged community; students interned across Columbus with local businesses including Salon Lofts, Kobalt Studios, Biztown, and Neighborhood Pride. A student hosted an event to showcase local artists while another worked to create the 2017-2018 yearbook. Additionally, two students spent their Walkabouts working at the YMCA with Americorps' youth outreach program.

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. 2018 May Days included courses such as: CSI, in which students took on the role of either a forensic scientist or detective to investigate and solve a fictional murder at TGS; People, Food, Community, in which students learned about the principles of permaculture and how to design, plant, maintain, and harvest produce in a garden; Macbeth, where students got to test their dramatic flair while breathing new life into this iconic Shakespeare play; Viaja Conmigo! in which students explored the cultures of several Spanish-speaking countries; and many more exciting courses.

In June of 2018 The Graham School, in partnership with Columbus Sister Cities International, also sent a small delegation of students, along with one social studies teacher, to Accra, Ghana where they met with dignitaries, explored the city, and learned much about both Ghanaian culture and history.

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 2017-2018 the following students were honored:

Subject Awards	Student
Cultural Studies	Albert Matthews
English	Levi Hansen
Fine Arts	Angel Muzzleman
Foreign Language	Simone Collins
Health/PE	Jonell Medina
Math	Charlotte Stage
Music	Bhas Davis & Cole Hamel
Science	Sophie Nicklaus
Social Studies	Kelson McLuen
Technology	Gage Farris

Experiential & Habit Awards	Student
Adventure & Risk 9	Paul Le
Adventure & Risk 10	Mercie O'Connor
Adventure & Risk 11	Raymond Adkins
Adventure & Risk 11	Hallie Lee
Adventure & Risk 12	Dominga Black
Perseverance 9	Jack Rohrbach
Perseverance 10	Aaryn Roberts
Perseverance 11	Austin Loetz
Perseverance 11	Mallory Thompson
Perseverance 12	Ethan Doles
Self Direction 9	Aidian Drenberg
Self Direction 10	Caydie Back
Self Direction 11	Jada Mitchell
Self Direction 12	Caleb Potter, Christian Farris Payton Willison
Service & Stewardship 9	Drea Stills
Service & Stewardship 10	Christian Fouts
Service & Stewardship 11	Danielle Slaughter
Service & Stewardship 12	Haru Troper, Nia Richardson Zachary Sheppard
Teamwork & Collaboration 9	Xavion Martin & Pearl Jones
Teamwork & Collaboration 10	Micaela Gales
Teamwork & Collaboration 11	Josiah Elder
Teamwork & Collaboration 12	Cynthia Trufant
Service Learning 9	Ana McGee
Service Learning 10	Laila Kale
Service Learning 11	Matthew D'Aula
Service Learning 11	Jonathan Stinson
Open Hand	Mike Miller & Mitchell Ulibarri
Open Heart	Mitchell Ulibarri
Open Mind	Cleopatra Featherstone
Perfect Attendance	Jacob Bailey, Levi Hansen, Paul Le, Logan Morris, Caleb Potter Michael Tepper, Ella Shagagi Roshawn West, Zachary Doonan Bhas Davis

Recognition Awards	Student
Salutatorian Award	Joshua Quehl

Valedictorian Award	Emma Campell
Outstanding Senior Award	Hannah Tuttle
Senior Spirit Award	Gage Farris
Reaching for the Stars	Noa Miller
Dean's Award of Courage	Reese Harper & Madison Runkle
Dean's Award of Leadership	Kaylee Russell
True Dragon	Joshua Quehl
True North	Bear Patton

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, 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 2018 were held on Saturday, May 26th 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 61 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.

2018 graduates of The Graham School included:

Jacob Bailey, Aminah Bednar-Warren, Mya Bennett, Dominga Black, Brittnay Brown, Jaden Calderone, Emma Campbell, Lee Chalmers, Alex Cochran, Anna Cook, Kellie Cordes, Gi'Quain Crawford, Chase Cropper, Bhaschand Davis, Lauryn Dilworth, Ethan Doles, Thomas Farris, Cleopatra Featherstone, Kiarray Freeman, Trinity Grays, Shiloh Grays, Cole Hamel, Levi Hansen, Eugene Harper, Dylan Hartless, Noah Henault, Samuel Hensinger, Jacob Lamp, Samuel Levites, Jonell Medina, Noa Miller, Mikequale Miller, Nicholas Moriarty, Angel Muzzleman, Morgan Neal, Sophie Nicklaus, Kayleigh (Bear) Patton, Joshua Quehl, Shelby Reeves, Zyon Robertson, Britny Rubio, Kaylee Russell, Mary Sapp, Rey Saucedo, Gabrielle Seel, Dayjour Shackelford, Essence Shackelford, Zachary Sheppard, Deedra Smith, Jonathan Stinson, Natalie Sword, Cynthia Trufant, Nijah Turner, Hannah Tuttle, John Ulibarri, Amira White, Sophia Williams, Payton Willison, and Tationa Wynn. Summer/fall graduates included Kaya Gordon and Margarita Nunez.

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> and Email at grahampgc@gmail.com. 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 foreign language/cultural studies, 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 NWEA MAP and classroom-based formative assessments in core subject areas in 6-8 week cycles. MAP Math and Reading assessments are administered fall, winter, spring to students in grades 9-11 and are used to analyze and monitor student growth, guide instructional practices in the classroom, and summarize school performance. MAP Normative and Comparative Data is used by school leader(s) and staff for identifying and qualifying students for various instructional strategies, scheduling, and screening students for special instruction. NWEA's methodology includes a large and reflective sample using nine terms of data and a new model for estimating student growth. TGS uses this data to monitor and analyze student growth in the classroom towards proficiency on Ohio's State Tests in ELA and Math as well as projected college and career readiness on the SAT in Math and Reading.

College readiness assessments, including the PSAT 8/9, PSAT NMSQT, and SAT were administered this school year. The PSAT 8/9 and the PSAT NMSQT were administered to 9th, 10th and 11th grade students in October. PSAT/NMSQT was administered to 127 students with the average score being 846. SAT was administered to 46 students in March with the average score being 884.

The performance standards by which the success of the school was evaluated by the sponsor (ESCCO) during the 2017-2018 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 2017-2018 school year

The sponsor has established a rubric with which it evaluates its schools annually which includes evaluating the annual state report card, MAP 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 entering 9th grade after July 2014 is taking Ohio's State Tests. Graham administered these assessments in Spring 2018 for Biology, American Government, American History, English Language Arts I, English Language Arts II, Algebra, and Geometry.

68 - Graham students took the Biology assessment and 57% scored proficient or higher. 78 – Graham students took the American History assessment and 64% scored proficient or higher. 34 – Graham students took the American Government assessment and 50% scored proficient or higher. 92 – Graham students took the Algebra I assessment and 15% scored proficient or higher. 88 – Graham students took the Geometry assessment and 17% scored proficient or higher. 83 – Graham students took the ELA I assessment and 43% scored proficient or higher. 75 – Graham students took the ELA II assessment and 51% 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; an F in Prepared for Success, which shows the progress in preparing students for a technical field, work, college, and all 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.

A state graduation requirement in Ohio for all students who entered 9th grade before July 2014 is passage of all five parts (Reading, Mathematics, Writing, Science, and Social Studies) of the Ohio Graduation Test (OGT), which is given for the first time in 10th grade. Graham administered in Fall, Spring and Summer 2018 tests in Writing, Science and Social Studies. 5 – Graham student took the Fall test - 1 took Social Studies - 0% scored proficient and 5 took Science - 20% scored proficient or higher. 3 – Graham students took the Spring test - 1 took Writing – 0% scored proficient, and 2 took Science - 0% scored proficient or higher. 1 Graham student took the Summer test - 1 took Science - 0% scored proficient or higher and 1 took Social Studies – 100% scored proficient or higher.

The school's activities toward and progress in meeting those contractually stated academic goals during the 2017-18 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 2017-18 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 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;
- Expanded our efforts in SEL by establishing a partnership with the University of Chicago Freshman Success Institute to focus resources towards 9th graders including the transition from eighth grade and to tenth grade;
- Expanded work 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.
- 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. Learning Circle works with Columbus City Schools, and a few other select charter organizations.

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. The Graham 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.

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. TGS freshmen participated in the Health, Screen Time and the Brain, and How Societies Change expeditions and the sophomores participated in expeditions that were incorporated into their academic classes. They received Math and ELA credits for these expeditions. Juniors participated in individualized local internships two days per week.

In Spring of 2018, 58 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 internships that help students mature in the responsibilities of self-direction.

Experiential Partners

TGS is grateful to have partnered with the following organizations during the 2017-2018 school year:

Animal Medical and Emergency Hospital, Archmore Business Web, Omega Bakery, Columbus Metropolitan Library – Main, Ascension Preschool, Junior Achievement of Central Ohio (Biz Town), Buckeye Complete Auto Care, Cambridge Tea House, Cap City Diner, Carl Zipf Lock Shop, Inc., Clintonville Academy, Clintonville Automotive Repair Services, Colony Cats, D1 Columbus - Sports Training & Therapy, Flowers & Bread Graham Elementary & Middle School, Global Gifts, Ohio Dominican University Bishop James A. Griffin Student Center, Indianola Children's Center, Columbus Metropolitan Library - Karl Rd, Laughing Ogre, Local Matters,

Lost Weekend Records, Maaco Collision Repair & Auto Painting, Mid Ohio Food Bank, Boss Display, Ohio Dominican University Office of Residence Life, Parkmoor Urban Academy Elementary School, Bobby Rahal Inc - Race Car Dealer, Robbie's Hobbies, Roots Records, Vertical Adventures.

Additional Partners

Mr. and Mrs. Douglas Addison, Judy Alexander, Amazon, Ms. Louise Antony and Mr. Joe Levine, Mrs. Mary Babcock, Mr. and Mrs. Denis Baker, Ray & Marilyn Barker, Mr. and Mrs. John Baughman, Mrs. Shirley Brown, Lori Buehler, Mr. and Mrs. Joe Busch, Jessica Butsko, Albert Chapman-Layland, Janet Chen, Susan Coady, Columbus Sister Cities International; Columbus State Community College Mr. and Mrs. Tom Copeland, Sandra Crum-Rogers, Barb Dellesky, Mr. and Mrs. Paolo DeMaria, Heather Fisher, Cynthia Fitzpatrick, Sean & Rebecca Fouts, Angela Freeman, George J. Igel & Co., Nazree Gore, Mr. and Mrs. Chuck Graham, Clay and Alice Graham, Ms. Rebecca Gurk and Mr. Stuart Mangel, Mr. Stephen Gussler and Ms. Melody Steely, Rhonda Hall, Carie Hamel, Maryetta Harper, Dr. Mark Harris, Carie Haugh, Highlands Community Learning Center, Huckleberry House, Mr. and Mrs. David Hull, Amanda Isenberg, Ms. Patricia Brown James, Kent and Sally Johnson, Justin and Yvonne Kale, Mr. and Mrs. Gary Kiefer, Mr. and Mrs. Michael Kindred, Rich and Kitty King, Local Matters, Tracy Loetz, Mr. and Mrs. Michael Logan, Colin Hedges & Katie Logan Hedges, Ms. Cheryl Long, Mrs. Jane Marland, Mr. and Mrs. Steve Martin, Darlene Mason, Ms. Sally McCarley, Mr. Mark K. Merkle, Jr., Myra Molnar, Sara Neikirk, No Kid Hungry, Dr. George Norris, Mr. Tom Paplaczky, Darren Patton, Bev Pettit, Michelle K. Reed, Thomas Reusser, Karen Rohrbach, Latasha Slaughter, Dr. Gordon Snider, Carole Snyder, Mary Logan So, Angela Stoller-Zervas, Sharon Stout, Patricia Strobe, Joyce Swayne, Three-C Body Shops, Michael & Merry Troper, Michelle Umali, Mr. and Mrs. Bob Weiler, Sharon Wellman, Ms. Debbie Yoho, Mrs. Sandy Yorka

Staff Members

The full-time and part-time staff roster in the 2017-18 school year included: Debbie Addison, Genevieve Adkins, Naki Akrobettoe, Cathy Baney, Pam Boseker, Greg Brown, Randi Channel, Mackenzie Cook, Sarai Correa, Kevin Elliott, Ashley Fecher, Susan Frank, Zachary Franklin, Cynthia Gavagan, Johnny Ginter, Lauren Greenspan, Megan Grunewald, Mathew Halfond, Valerie Hessler, RJ Larry, Jamie Lenzo, Kathryn Livingston, Katie Logan, Cheryl Long, Sarah Lopienski, Kathryn McDaniel, Eileen Meers, Myra Molnar, Shayna Noonon, Evan Rulong, Harmony Salvatore, Gheon Selemon, Andy Shields, Mary Slaback, Chris Spackman, Zach Steinberger, Sarah Tucker, Amy Vickroy, Jennifer Waddell, Laurel Wakeley, Jeanne Weinberg, Rachael Wesig, Rachel Widmer, and Jeff Wiseman.

Financial Status

In fiscal year 2017-18 the school received \$2,299,529 in state funds. The school also received \$265,780 in federal funds and \$113,881 in development funds, among other separated categories. Sources of income totaled \$8,478,788. In fiscal year 2017-18 the school paid \$7,366,315 in employee salaries and benefits, including payroll taxes and retirement; and \$125,919 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 \$8,394,052. When the current cash in bank was added to the sources, the year-end adjusted cash balance was \$75,874 to be carried over to 2018-19. The school conducts its own on-going internal financial audit under the direction of its Board Audit Committee and treasurer Brian Adams, MBA, CMA, CFM, CGFM. 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 have been submitted to the sponsor on time and all documents have been successfully submitted.

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 2017-2018

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

By
Tom Shafer, Superintendent
July 12, 2018

Navigate to Excellence!

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: Linda Stacy
	Vice-Chair: Dr. Bill Davis
	Member: Barb Pinter
	Member: Jim Hartung
	Member: Jack Sculfort
	Member: Keith Jordan
	Member: Bob Lucas
Non Voting board members	Treasurer: Tony Swartz
	Secretary Kathy Simpson
Business Manager	Kathy Simpson
School Year the School Opened:	2006-2007
Number of Students:	275
Grade Levels Served:	5-12
Percentage of Students on IEP's:	32%
Assessments:	Study Island; AIR, End of Course, STAR Diagnostic, Plato assessments

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 7th 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 newly established Marine Environmental Science program, will allow our graduates to pursue a degree in up to 19 different fields ranging from Marine Biology, Environmental Science, Landfill Management to employment in water and sewage treatment facilities.

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.

2017-2018 Accomplishments/Achievements of The Maritime Academy of Toledo

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

1) Non-Competitive

2) Title I	\$ 159,111.19
3) Title II A	\$ 37,735.77
4) IDEA-B	\$ 74,949.11
5) High Schools That Work	\$ 8,000

b. 2018 Graduates - 27

- 1) Scholarships Awarded – 2; Number of scholarship recipients - 2
- 2) Maritime Industry Credentials – 8, Culinary Industrial Credentials 4
- 3) Full Time College/University - ?
- 4) Military Service - 3
- 5) Full Time Employment -10
- 6) Maritime Employment - ?
- 7) Culinary Employment – ?
- 8) Students attending college - ?

- 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, included sophomores and juniors but will be expanded to the seniors in 18-19.
- c. Earned a “no finding” audit for 2017-2018,
- 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 placed another graduate in the carpenters union
- f. Eight cadets sailed on the USS Brig Niagara for three-week internship in the summer, accumulating 120 sailing hours. A five-year partnership with the Niagara has been established.
- g. Hosted the 6th 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, guitar, physical education, basketball, track, culinary and dance)
- j. The high school drama department held our third school play and the first 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 2017--2018 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 2017-2018 school year

(c) the school's activities toward and progress in meeting those contractually stated academic goals during the 2017-2018 school year

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

State of Ohio Criteria	2018	2017	2016
Report Card Rating		N/A	N/A
Performance Index Possible 120		56.5	56.1/120
Percent of Proficient Students And Rank		18.7	15.4
# Indicators Met		0 of 18- F	0 of 16-F
% of Indicators Met		0%	0%
AMO GOALS Academic Progress was met for all groups: SPED, Economic Disadvantaged and Minority Students		N/A	N/A
Value Added		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		Data was incorrect	61.5%
Graduation Rate – 5 Year		Data was incorrect	75%
Attendance		95%	94%
Excused Absences	540	800	649
Unexcused Absences	1,084	1350	2104
#Expulsions		1	1
Expulsion Days		90	10
Out of School Suspensions	29	30	52
Student Suspension Days	56.92	193 days	140

ACADEMIC AND PERFORMANCE GOALS			
		Progress in Meeting 2017-2018 Goals	
<p>On the 2018 Ohio State Tests 70% of students will score basic, proficient, or above.</p>	<p>Study Island, Plato, Daily Test Prep classes and the 21st century test prep hour after school were activities designed to ensure every students' academic progress.</p> <p>Students who did not achieve proficiency in 2016-2017 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>	2016-2017	
		Language Arts	
		5 th Grade	Basic: 47%
			Proficient: 7%
			Advanced: 21%
		6 th Grade	Basic: 33%
			Proficient: 24%
			Advanced: 5%
		7 th Grade	Basic: 45%
			Proficient: 17%
			Advanced: 3%
		8 th Grade	Basic: 16%
			Proficient: 16%
			Advanced: 2%
		ELA 1	Basic: 44%
			Proficient: 28%
			Advanced: 2%
		ELA 2	Basic: 32%
			Proficient: 24%
			Advanced: 6%
		Math	
		5 th Grade	Basic: 0%
			Proficient: 7%
			Advanced: 13%
		6 th Grade	Basic: 29%
			Proficient: 19%
			Advanced: 0%
		7 th Grade	Basic: 28%
			Proficient: 17%
			Advanced: 3%
		8 th Grade	Basic: 22%
			Proficient: 18%
			Advanced: 2%
		Algebra 1	Basic: 45%
			Proficient: 19%
			Advanced: 0%
		Geometry	Basic: 15%
			Proficient: 3%
			Advanced: 1%
		Science	
		5 th Grade	Basic: 29%
			Proficient: 14%
			Advanced: 21%
		8 th Grade	Basic: 26%
			Proficient: 22%
			Advanced: 14%
		Biology	Basic: 41%

			Proficient: 28%
			Advanced: 1%
		Social Studies	
		Government	Basic: 0%
			Proficient: 100%
			Advanced: 0%
		American History	Basic: 37%
			Proficient: 37%
			Advanced: 9%

2017-2018 Academic Performance Goals cont'd

Performance Standards for 2017-2018	Progress In Meeting 2017-2018 Goals	The Method Of Measurement That Was Used By The Sponsor To Determine Progress Toward The Goal.	TMAT Activities that were used to ensure monitor progress in meeting the goals throughout 2017-2018.
100% of students will advance in their knowledge of Ohio Revised Standards each quarter.	Planbook was used throughout the 2017-2018 school year to ensure standards based instruction. During OTES evaluations, lesson planning was evaluated. Put one teaches on improvement plans	Planbook (Lesson Plans, Individual Plans, and Assessments). School report cards, Study Island data and STAR data,	Each week teachers develop lesson plans related to specific ODE standards. Student mastery of the standards was to be recorded. At risk students were discussed at building and team level meetings Students were to be monitored for acquisition of the planned ODE Standards each week in all classrooms and across all subject areas and all programs
85% of students will advance a minimum of one grade level as evidenced by Study Island, STAR, Plato, Acusess assessments.	Data to inform teacher practice was generated through OTES evaluations and results from various testing. Some teachers were given improvement plans if the results produced a poor trend.	Study Island and STAR were given periodically throughout the year.	Plato and STAR diagnostic were given three times, the first being in September. Study Island data, via benchmarks was also used for diagnostic and assessment purposes.

2017-2018 Attendance and Discipline Goals

The Maritime Academy Goals and Performance Standards	Progress In Meeting Goals	The Method Of Measurement That Was Used By The Sponsor To Determine Progress Toward Those Goals During The 2017-18 School Year	The School's Activities Toward And Progress In Meeting Those Contractually Stated Academic Goals During The 2017-2018 School Year.
TMAT will achieve an Attendance Rate of 90% or greater.	Attendance rate has not been released.	State Report Card through PowerSchool attendance Data	<p>TMAT did offer incentives for "attendance" including uniform ribbons, ice cream socials, raffles, and dress down days.</p> <p>Per school board policy, truancy letters were to be sent home each time a student reached 3 absences. At five absences, the student failed the quarter. At ten absences in a semester the student automatically failed and at fifteen absences, the student was to have failed the entire school year. TMAT did offer incentives for "attendance" including uniform ribbons, ice cream socials, raffles, and dress down days.</p> <p>Much more diligence was used to inform parents daily of absences. Powerschool training was also done with all personnel who input absences. Employing half day measures has greatly improved the attendance. Created a homeroom for attendance purposes at the beginning of the day to better track student's attendance.</p>
TMAT will decrease unexcused absences by 10%	met .	TMAT Attendance Data in PowerSchool and EMIS reports	Same as above and reported to Truancy officers. TMAT will continue and improve upon these strategies for 2016.
TMAT will decrease unexcused late arrival/early dismissals by 10%	Met .	Maritime Academy PowerSchool Data.	Afterschool detention for tardy students. More consistent consequences were used including detentions and in school suspension. TMAT will continue and improve upon these strategies for 2016.

2017-2018 Academic Goals

1. 100% of students will advance in their knowledge of Ohio Academic Standards each quarter as evidence by STAR diagnostic system, Study Island benchmarks and state assessments.
2. 80% of students enrolled one year or longer will improve state assessment scores by a minimum of ten points.
3. 85% of students will advance a minimum of 40 SGP (Student Growth Percentile) as evidenced by STAR diagnostic Study Island and state assessments.

2017-2018 School Culture Goals

1. Code of Conduct violations will decrease by 10% as a result of full implementation of the Ranks and Promotions (rank and ribbon pins with related privileges). As a result, the following will ensue:
 - a. Expulsions will decrease by 10%
 - b. Out of School Suspensions will decrease by 10% and be rarely used as a deterrent
 - c. In-school suspensions will decrease by 10%
2. 100% of TMAT staff will plan to support the Welcome Aboard Character Education Plan
3. Staff will incorporate all areas of the Character Education plan in daily lessons throughout the year.
4. Periodic reward activities will be used to manifest a positive culture.

2017-2018 Attendance Goals

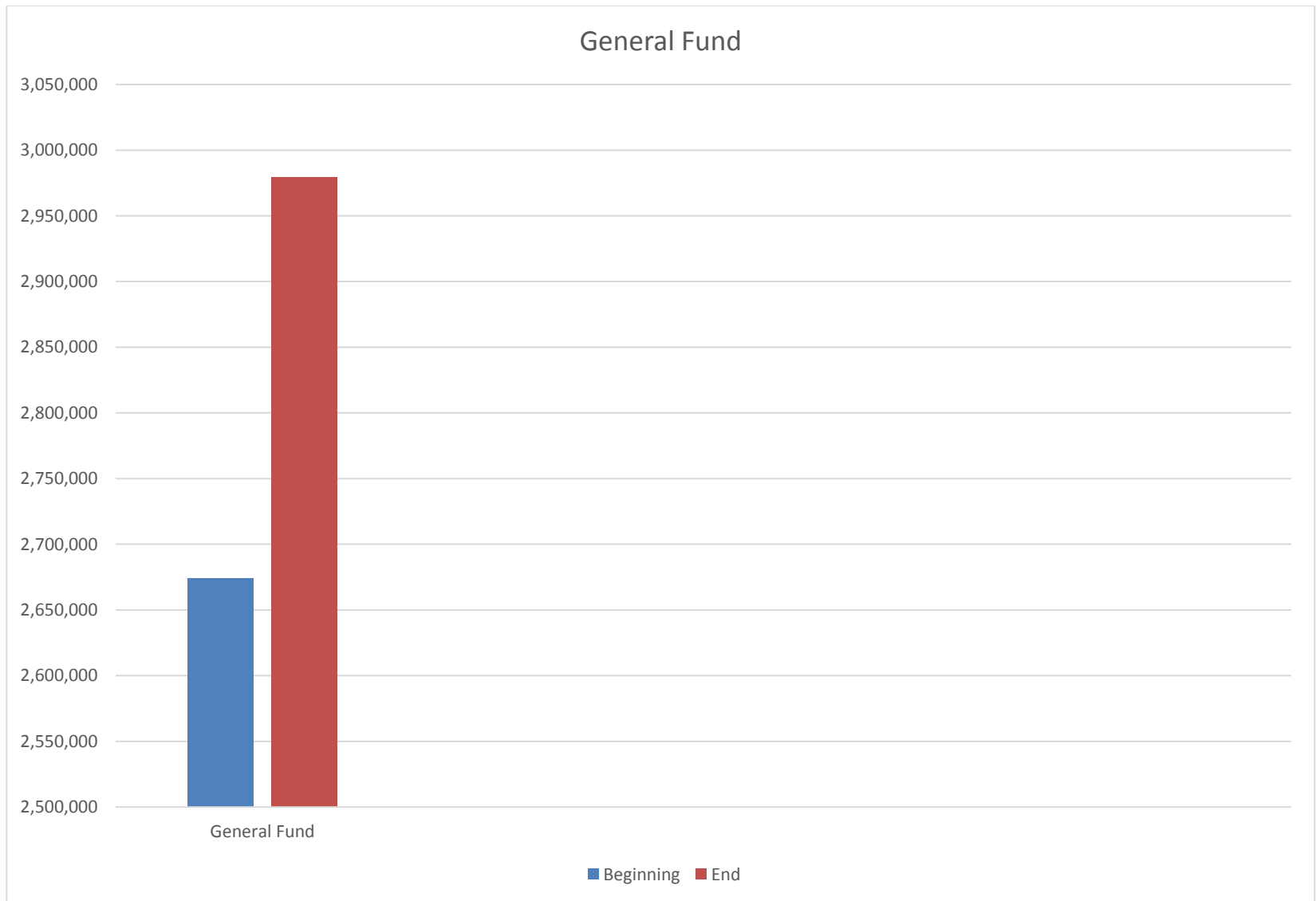
1. TMAT will achieve an Attendance Rate of 90% or greater.
2. TMAT will decrease unexcused absences by 20%
3. TMAT will decrease excused absences by 10%.
4. TMAT will decrease unexcused late arrival/early dismissals by 10%
5. Hospitalized students and students with unique circumstances that prevent them 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.

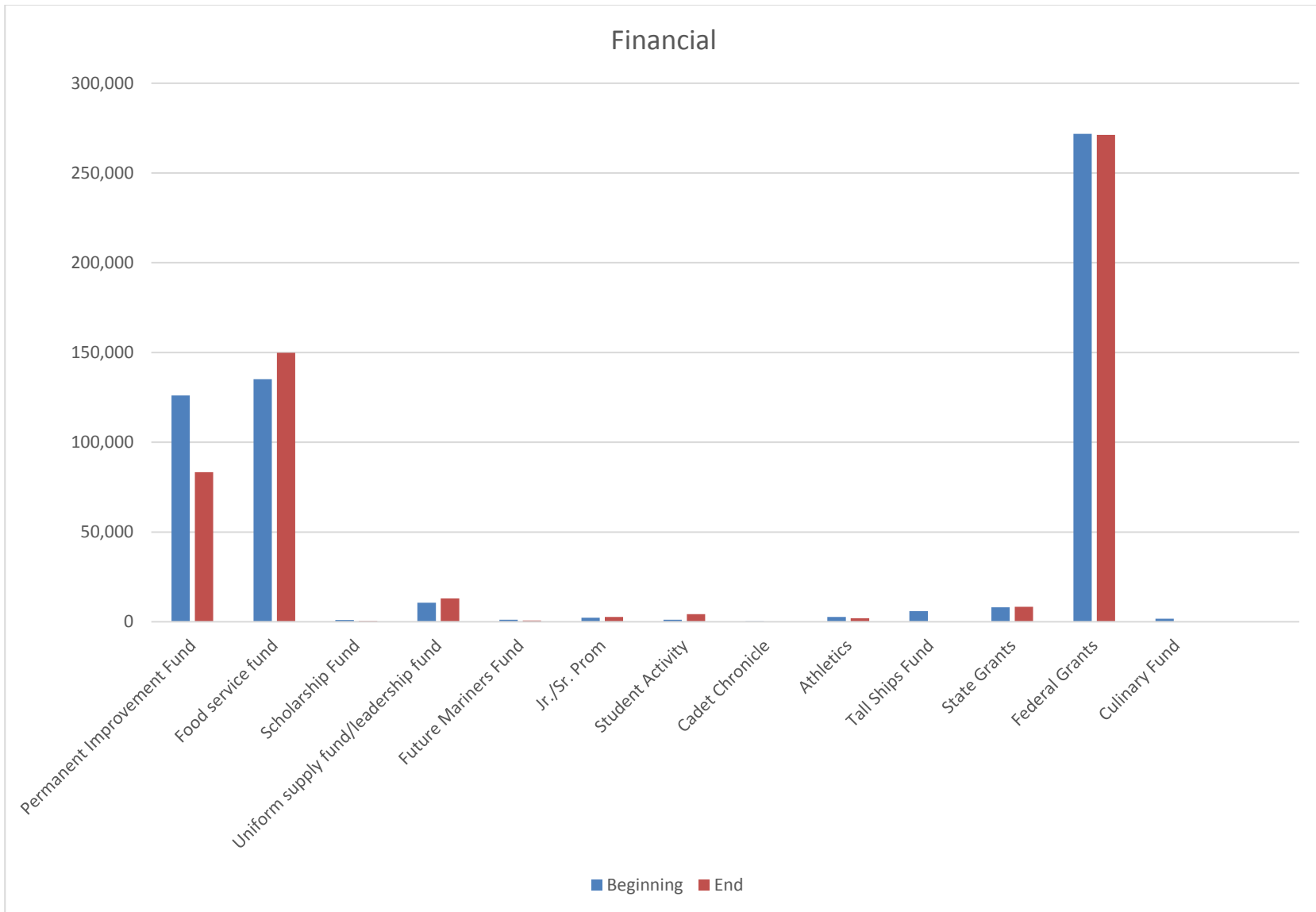
The school’s financial status during the 2017--2018 school year

The Maritime Academy of Toledo began the 2017-2018 academic year with \$ \$849,488 in its General Fund. The Academy ended the 2017-2018 academic year with \$576,240 in its General Fund. TMAT remains fiscally sound at the start of the 2018-2019 academic year.

Enrollment	276
<u>Beginning balance</u>	849,488
<u>Operating Receipts</u>	
General Fund	\$2,674,227
Permanent Improvement Fund	126,000
Food service fund	135,111
Scholarship fund	\$1,000
Uniform supply fund/leadership fund	\$10,631
Future Mariners Fund	1,150
Jr./Sr. Prom	2,221
Student Activity	1185

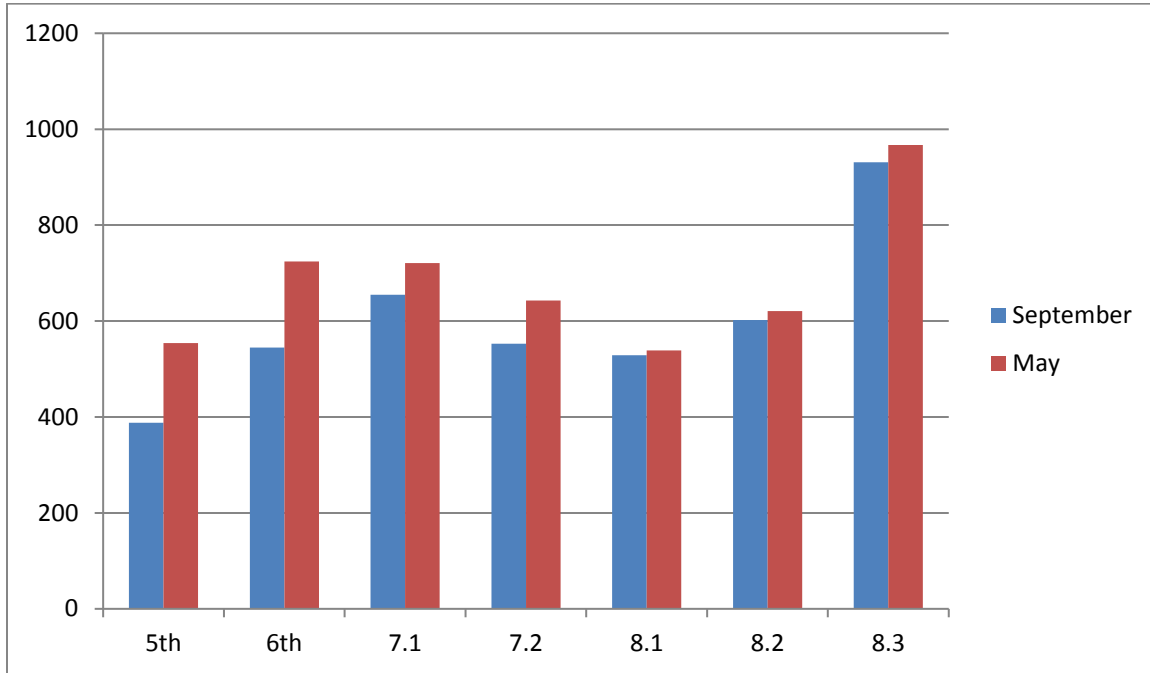
Cadet Chronicle	320
Athletics	2665
Tall Ships Fund	6,000
State Grants	8,000
Federal Grants	271,795
Culinary Fund	1,750
Total Operating Receipts	\$3,242,058
Total Cash Balance	4,091,546
General Fund	2,979,400
Permanent Improvement Fund	83,282
Food service fund	149,865
Scholarship Fund	400
Uniform supply fund/leadership fund	12,958
Future Mariners Fund	697
Jr./Sr. Prom	2,655
Student Activity	4,271
Cadet Chronicle	0
Athletics	2,010
Tall Ships Fund	0
State Grants	8,394
Federal Grants	271,253
Culinary Fund	120
Total Operating Expenditures	3,515,305
Ending Cash Balance	576,240





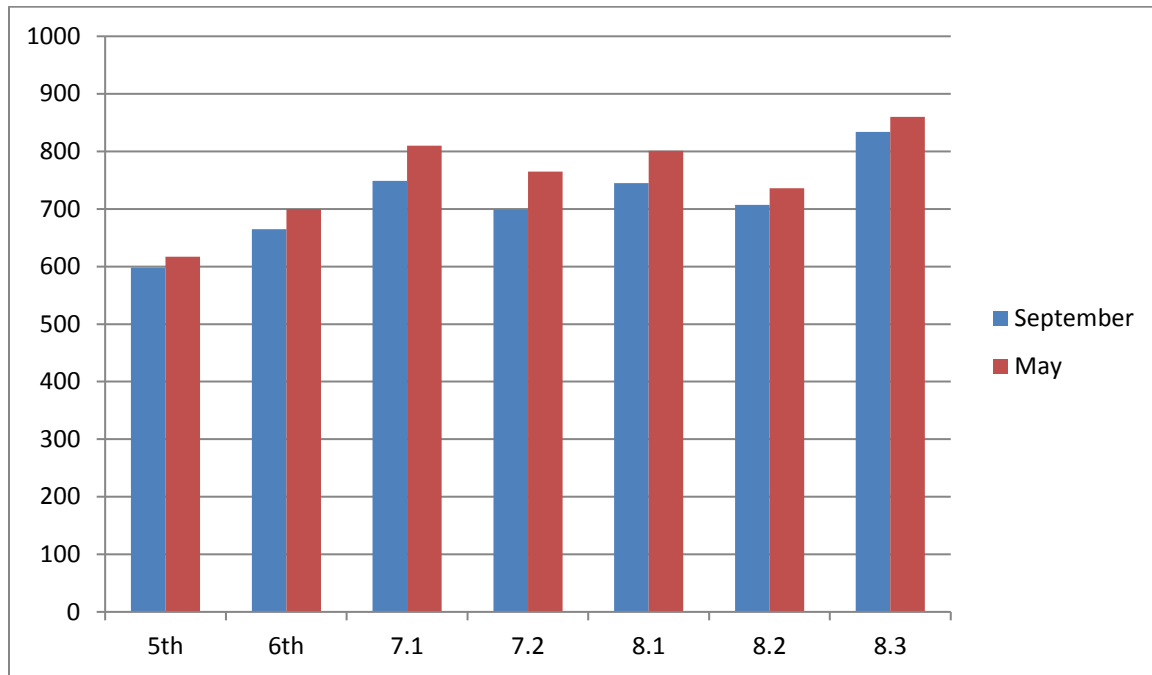
STAR Data (2017-2018)

Scaled Score: Language Arts
(Middle School)



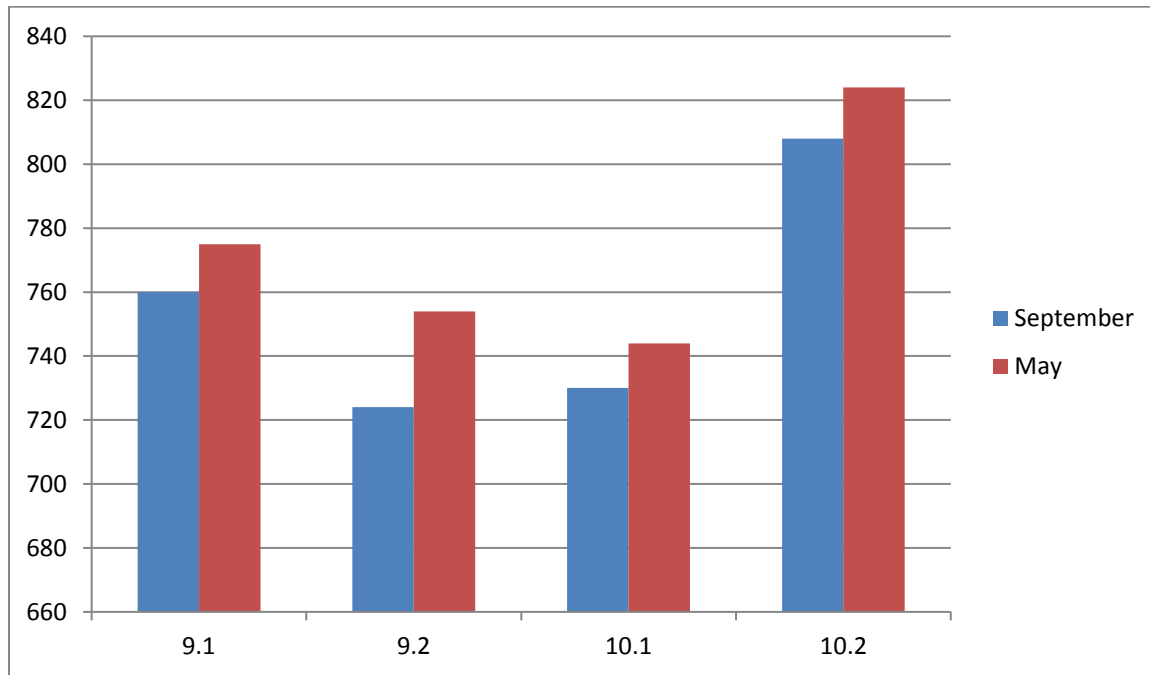
	Sept	May
5	388	554
6	545	724
7.1	655	721
7.2	553	643
8.1	529	539
8.2	602	621
8.3	931	967

Scaled Score: Math
(Middle School)



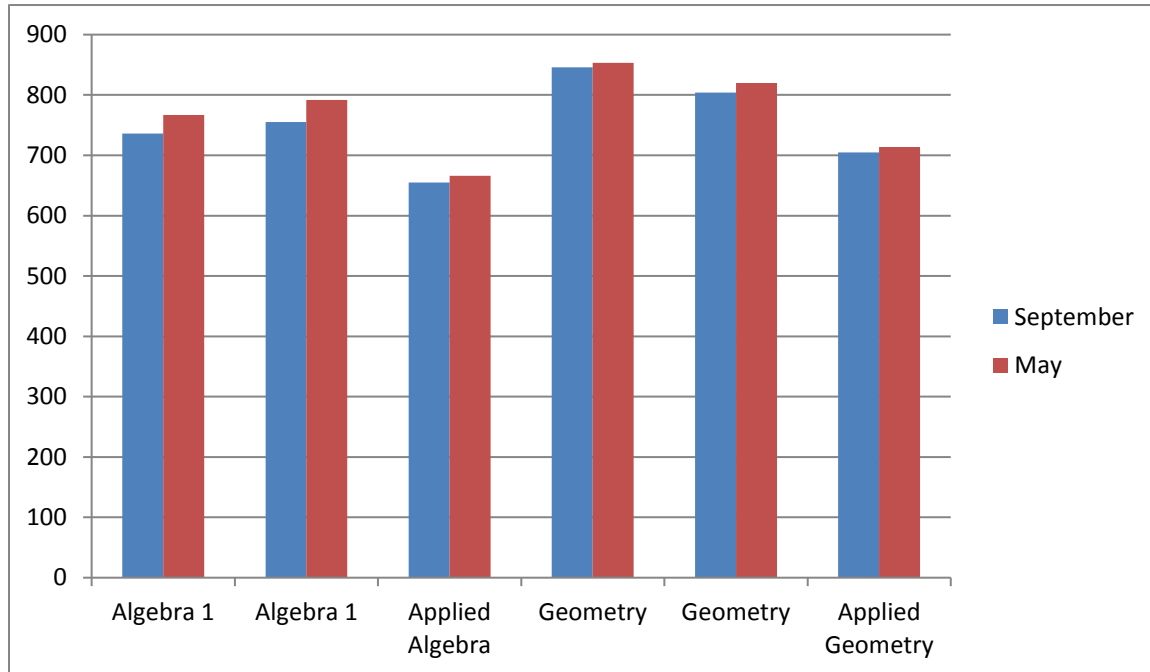
	September	May
5th	598	617
6th	665	700
7.1	749	810
7.2	699	765
8.1	745	801
8.2	707	736
8.3 (Alg. 1)	834	860

Scaled Score Growth: Language Arts (High School)



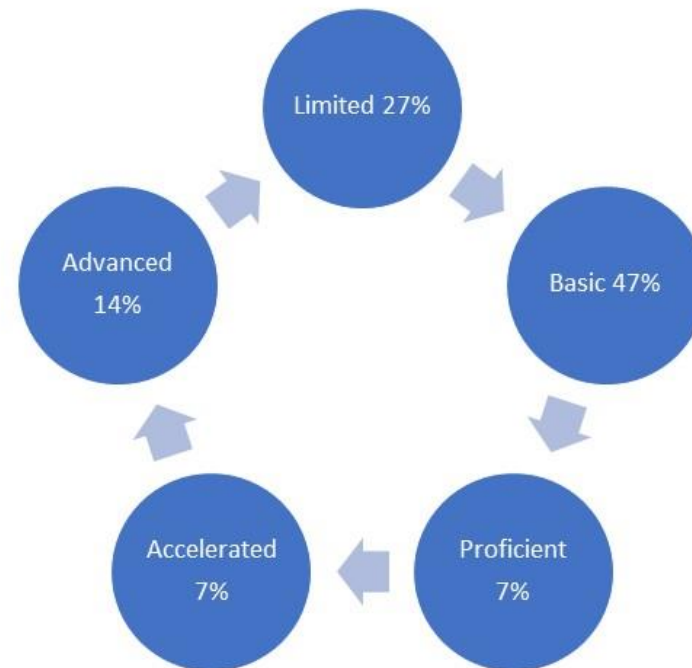
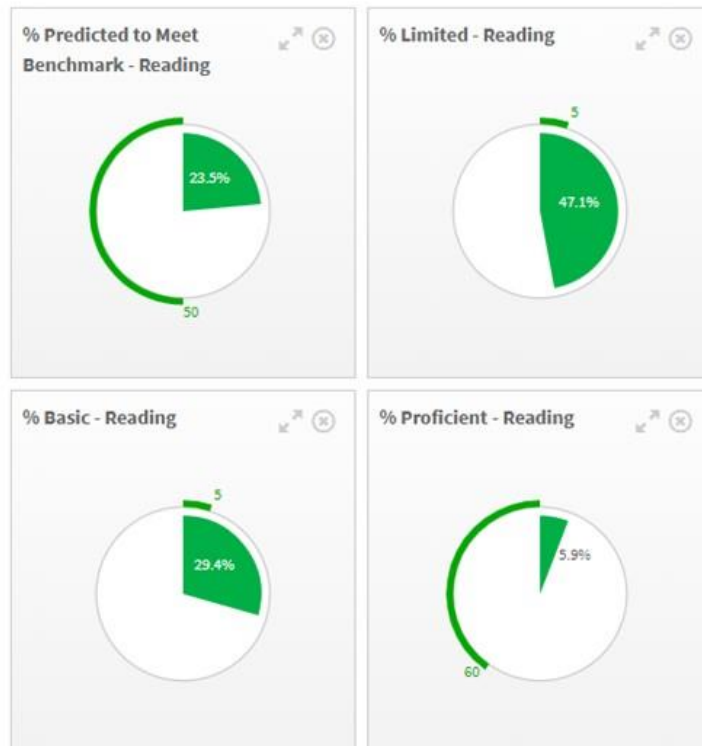
	September	May
9.1	760	775
9.2	724	754
10.1	730	744
10.2	808	824

Scaled Score Growth:
Math (High School)

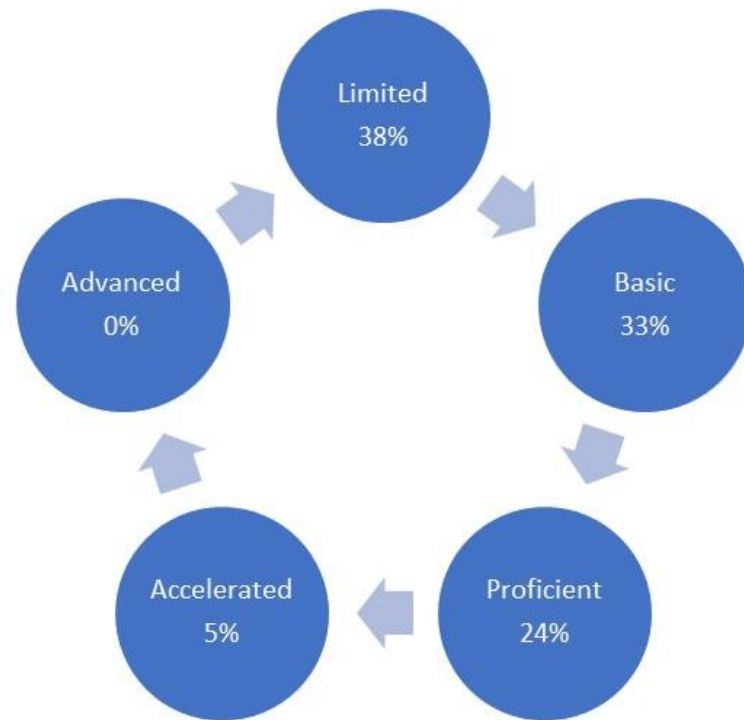


	September	May
Algebra 1	736	767
Algebra 1	755	792
Applied Algebra	655	666
Geometry	846	852
Geometry	804	820
Applied Geometry	705	714

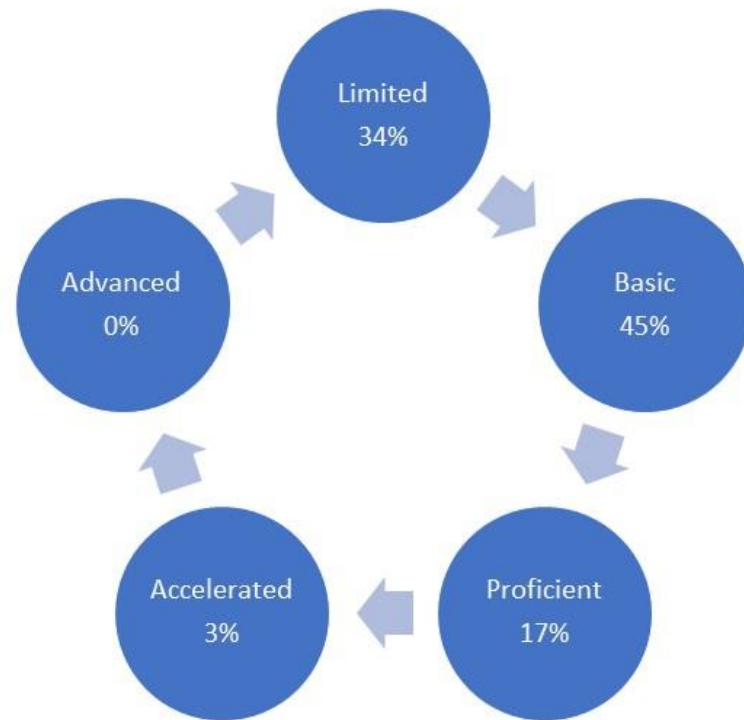
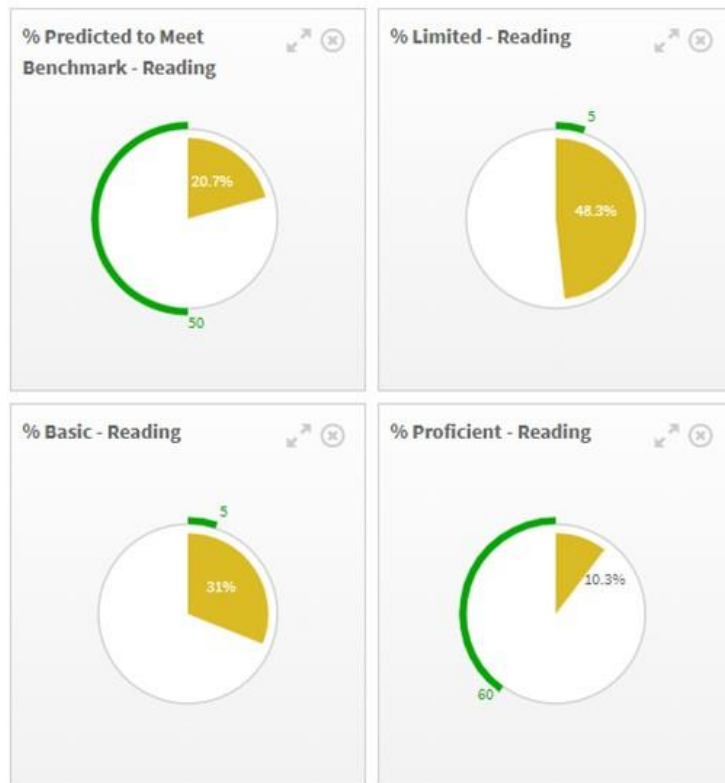
5th Grade ELA STAR V. STATE AIR



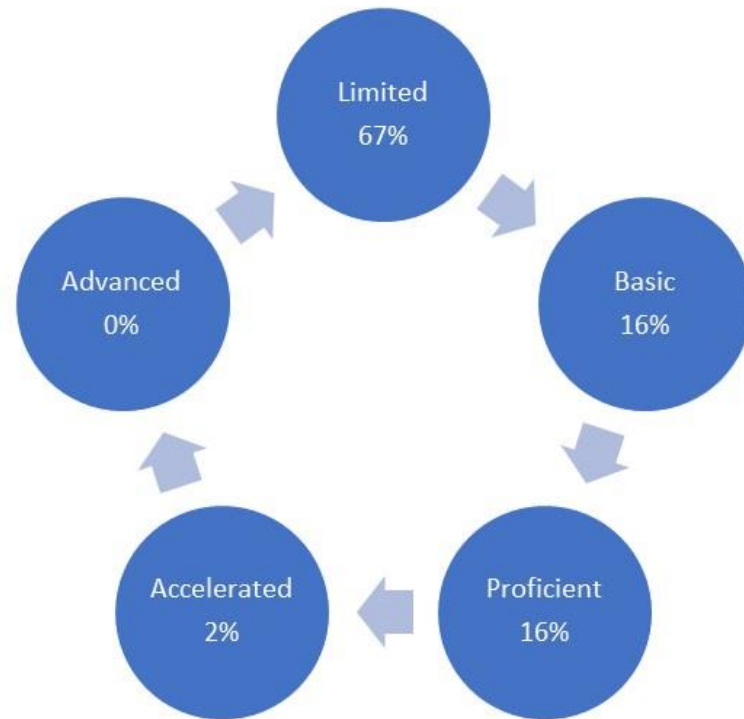
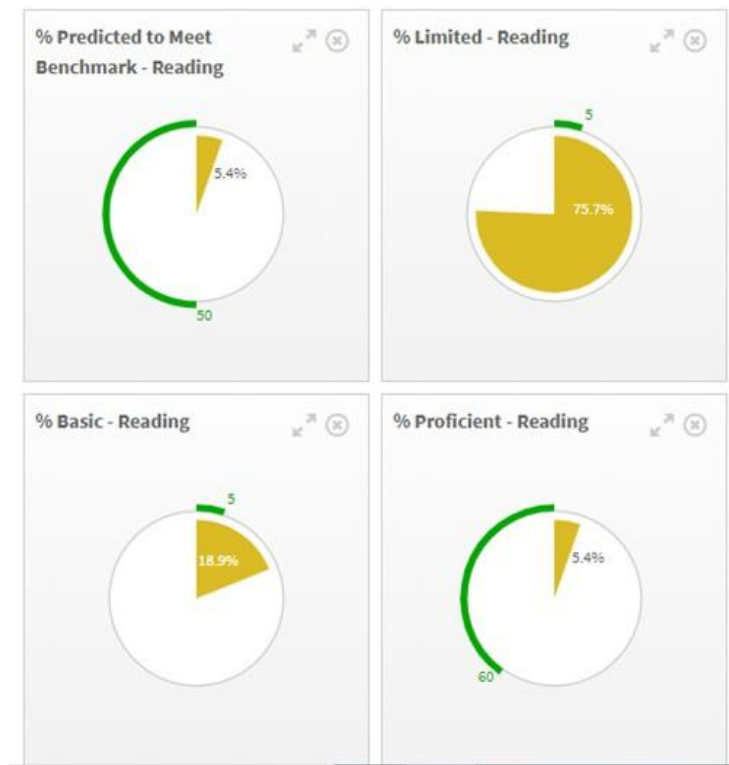
6th Grade ELA STAR V. STATE AIR



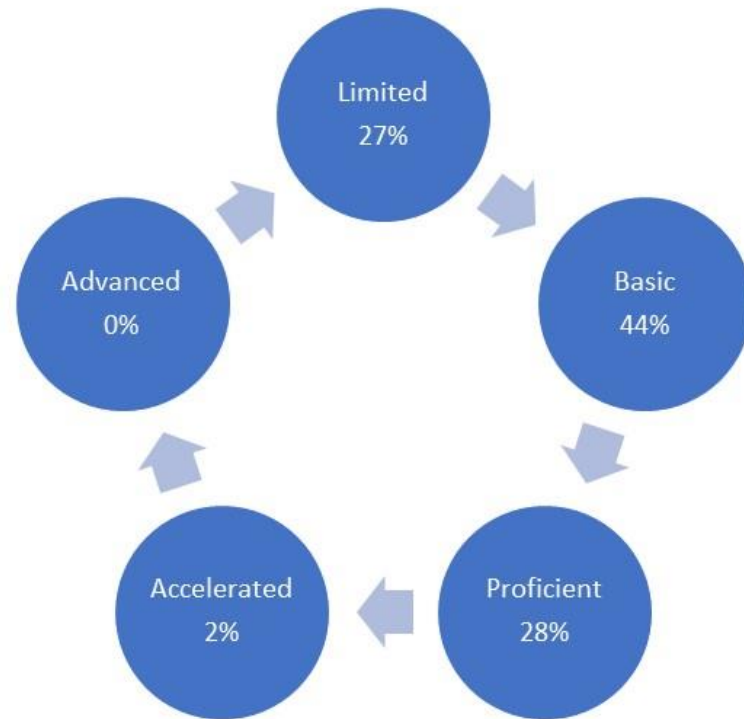
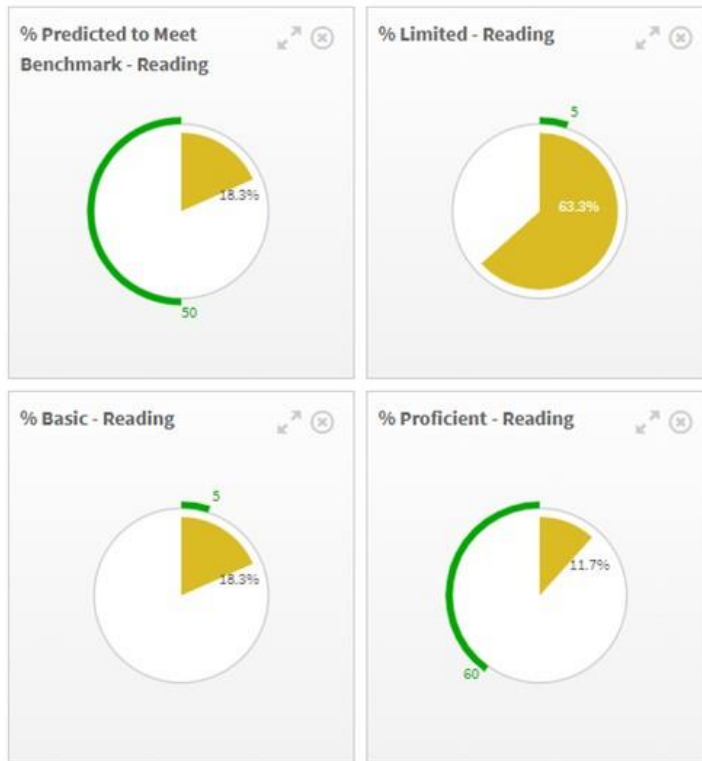
7th Grade ELA STAR V. STATE AIR



8th Grade ELA STAR V. STATE AIR



9th Grade ELA STAR V. STATE AIR



10th Grade ELA STAR V. STATE AIR

