



Annual Report

Of

The Educational Service Center of Central Ohio

Sponsored

Community Schools

2020-2021

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

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

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

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

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

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

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

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

2020-2021 ESCCO Sponsored Community Schools RATINGS
Followed by Individual School Annual Reports

The ESCCO sponsored eight (6) schools during the 2020-2021 school year. They were:

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

Each school was rated in the areas of academic performance, fiscal performance, organization/operation, and legal compliance. Ratings were **met**, **exceeded**, or **did not meet**. Legal compliance was rated as **met** or **did not meet**. Each school will be going through the sponsorship renewal process next school year culminating in a High Stakes Review. That process was delayed last year to the COVID-19 Pandemic. Current expiration dates of the contracts follow the titles of each school. Individual Annual Reports representing each school follow the Performance Report Ratings. These six schools served over 1600 students as enrollment fluctuated due to the pandemic. Nevertheless, all remained open providing remote, hybrid, and in-person instruction.

Performance Report Ratings

Please note that the state's education community experienced unprecedented disruptions during the 2020-2021 school year due to the COVID-19 pandemic. State report cards look different than in prior years. Even though some data is available, it would not be fair to rate schools based on the data due to the impact the pandemic had on the school environment as well as the testing process. Therefore, there are no ratings for the second year in a row on those school report cards. Additional information can be found on the Department's [Report Card Resources webpage](#). Ohio law, with recently passed House Bill 67 of the 134th General Assembly and the accountability waiver approved by the U.S. Department of Education, had substantial impacts on the state's accountability system. Therefore, the 2020-2021 report card had no grades or ratings assigned per Ohio law. As a result, there are no academic performance ratings given in this Annual Report. Not Available/NA will be listed under each

school in the academic performance area. All schools did submit and post on their websites remote learning plans and extended learning plans that were required by the ESCCO as Sponsor and the Ohio Department of Education.

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

Under the fiscal areas there are abbreviations used. They are:

FTE's - This refers to full time equivalent students. Sometimes students are not in school all year; therefore, funding is based upon the percentage of time the students are enrolled.

PPP - Payback Protection Program - Loan designed to keep the workforce employed during the COVID-19 crisis.

ESSER - Elementary and Secondary School Emergency Relief - Governmental aid given to schools during the pandemic.

Early College Academy (Contract expires June 30, 2023.)

Academic Performance – N/A

Fiscal Performance -- Met

All fiscal documents were found to be compliant. There had been a decline in enrollment with a potential effect on funding and future budgets resulting in a corrective action plan. The school submitted progress reports and has increased its enrollment. PPP and ESSER funds were also awarded resulting in improved financial stability. The loan was also forgiven. The sponsor has requested that the Board continue to monitor enrollment. The school ended the year with 142.28 FTE's.

Operation/Organization -- Met

The school's governing authority complies with the community school contract, Code of Regulations, meeting and training requirements, monthly fiscal reviews, board minutes, and meeting requirements. Epicenter submissions for the year were submitted and completed. Board leadership and member participation, as well as policy development have continued to improve. The sponsor has no concerns related to the overall operation of the school. The school completed a move during the summer of 2021 resulting in a new address – 137E. State Street, Columbus, Ohio, 43215.

Legal Compliance -- Met

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

Graham Elementary and Middle School (Contract expires June 30, 2023.)

Academic Performance – N/A

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. A PPP loan was received and forgiven. ESSER funds were also granted. The school ended the year with 343.45 FTE's.

Operation/Organization -- Met

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

Legal Compliance – Met

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

Oakstone Community School (Contract expires June 30, 2023.)

Academic Performance – N/A

Fiscal Performance – Met

All fiscal documents were found to be compliant. Accessing PPP funding assisted the school additionally. The loan was forgiven and any unspent funds were returned. The school was not eligible for ESSER funds as it is not a Title 1 school. The school ended the year with 246.88 FTE's.

Operation/Organization - Met

The school's governing authority complies with the community school contract, Code of Regulations, meeting and training requirements, monthly fiscal reviews, board minutes, and meeting requirements. Epicenter submissions were on time, often early, and accurate. Enrollment is stable and board member participation, self-evaluation, and policy development are well done. Board members are exceptionally involved in committee work and the treasurer is very communicative with the board.

Legal Compliance – Met

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

The Charles School at Ohio Dominican University (Contract expires June 30, 2023.)

Academic Performance – N/A

Fiscal Performance – Met

All fiscal documents were found to be compliant. The Graham School served as the management company/operator for Graham Elementary and Middle School and The Charles School at Ohio Dominican University. Accessing PPP funding assisted the school additionally. The loan was forgiven. ESSER funds were also rewarded. The school ended the year with 319.70 FTE's.

Operation/Organization – Met

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

Legal Compliance – Met

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

The Graham School (Contract expires June 30, 2023.)

Academic Performance – N/A

Fiscal Performance – Did Not Meet

All fiscal documents were found to be compliant. The Graham School served as the management company for Graham Elementary and Middle School and The Charles School at Ohio Dominican University. The school ended the year with 200.69 FTE's.

There has been an ongoing concern for TGS because the financial statements cannot reflect the obligation the other two schools have to help resolve the liabilities TGS takes on as a result of hiring all the staffing. Liabilities for salaries and benefits coupled with their debt are the reason they have this issue. This resulted in a "Did Not Meet" rating in past years and we anticipate the same conditions will exist in the 2020-21 Audit. PPP and ESSER funding has helped the school in the short term but their financial stability has not significantly improved earning a "Did Not Meet" rating.

Operation/Organization -- Met

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

Legal Compliance – Met

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

The Maritime Academy of Toledo (Contract expires June 30, 2023.)

Academic Performance – N/A

The school received its second strike towards potential closure for 2018-2019 state testing results. The school submitted an improvement plan for the 2019-2020 school year. Safe harbor was issued to community schools as a result of the global pandemic and report cards were not issued for the 2018-2019 and 2019-2020 school years. Community schools were issued safe harbor and, therefore, strikes were erased. Report cards will return for the 2021-2022 school year and all schools will start with zero strikes. As a result of COVID-19 school closures, the school could not be rated on their report card indicators. HB 197 established a safe harbor from penalties and sanctions for schools based on the absence of state report card grades.

Fiscal Performance – Met

All submitted fiscal documents were found to be compliant. The five-year financial forecast is projecting financial challenges that must be addressed by the school to ensure their continued operations. Accessing PPP funding assisted the school. The PPP loan was forgiven. ESSER funds were also rewarded, The school ended the year with 280.40 FTE's.

Operation/Organization - Met

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

Legal Compliance – Met

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



Early College Academy Annual Report To Sponsor FY21

Name of School	Early College Academy
Address of School	137 E. State Street
Telephone of School	614-298-4742
IRN	000912
Superintendent of School	Jonathan Stevens
Fiscal Agent of School	Dan Lamb
Names of Governing Authority Members	Eric Brandon Valerie Johnson Dawn Anderson-Butcher, Ph.D. Andrew Schabo, Esq. Bishop Donald Washington
School Year the School Opened	2006-07
Grade Levels Served	9-12
Mission of School	

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

Student Enrollment	130
Percentage of Students on IEP's	23.4%
Names of Assessments Given at the School	End of Course, OGT, AccuPlacer, STAR, teacher developed short cycle assessments, year-end course exams

Special Accomplishments/Achievements

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

- Students to be dually enrolled in Columbus State Community College and ECA until which time they obtained the age of 22 or met the requirements for a high school diploma and/or an associate degree.
- Students took the college assessments to determine course placement and completed an Individualized Graduation Plan (IGP) which will have defined their personal goals and developed an educational plan leading to graduation.
- Students participated in learning communities of 20-25 for a successful high school and college experience.
- The foundation courses required for all students include reading, writing, math, college survival and success course.
- Students earned dual credit leading to a high school diploma and/or an associate's degree.

Graduation once again looked very different this year due where we are with the Pandemic; however, it was very successful and quite intimate with each graduate and their family being able to celebrate their graduate. Staff and administrators planned to arrive in a caravan and hold a graduation ceremony at each graduate's home complete with caps and gowns, signs, photographer and videographer. However, due to weather, graduates and their families opted to come to the school where staff was able to offer a small, socially distanced individual graduation for each family, complete with signs, balloons and much celebration.

Explanation of Subsections Below

(a) the performance standards by which the success of the school was evaluated by the sponsor during 2020-21 (i.e. the contractually stated academic goals including performance on statewide achievement and graduation tests and mission specific goals)

(b) the method of measurement that was used by the sponsor to determine progress toward those goals during 2020-21

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

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

75% PARTICIPATION RATE OF STAR TESTING—NOT APPLICABLE.

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

(c) the school's activities toward and progress in meeting those contractually stated academic goals during the 2020-2021 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 2020-21 school year

The Financial Records are reviewed annually by the auditor, State of Ohio, James Zupka, CPA, an independent auditor, monthly financial reports (as submitted by the treasurer to the sponsor), the five –year budget forecast, ODE's School Options Enrollment System (SOES) and school settlement reports (ODE). The treasurer of the sponsoring agency reviews all of the above-mentioned functions and/or reports in a timely manner. In addition, ECA received PPP monies, ESSER funds and CFR dollars for FY20-21 and roll over from ESSER through 2024 ECA files a Fiscal Plan through Epicenter monthly. The sponsor has no immediate concerns in these areas.



2020-21 Annual Report to the Community

Graham Elementary and Middle School

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

Superintendent/Founder - Greg Brown

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

Dean – Leah Ecaruan

Dean – Jordan Templeton

Associate Dean - Jisuka Cohen

Fiscal Agent – Jennifer L. Smith, CPA

School Year the School Opened – 2010-2011

Number of Students - 349

Grade Levels Served – K-8

Percentage of Students on IEP's – 31%

Percentage of Students eligible for Free and Reduced Lunch – 86%

Student demographic percentages – 64% African American, 29% Caucasian, 3% Hispanic, 2% multiracial, 2% Asian/American Indian

Percentage of Students for whom English is their second language – 1.4%

Dean's Message

For the safety and well-being of our school community we conducted our educational program virtually during much of the 2020-2021 school year. Virtual teaching and learning had been required during the previous spring due to the global pandemic and while we were proud of our efforts to maintain learning continuity, the staff worked hard with partner EL Education over the summer to prepare for a full year of online learning. We re-distributed chromebooks to students and staff as needed as well as provided hot spots for connectivity. GEMS remained in a virtual learning model through February and then brought the majority of our students back into the building for in-person classes in March and through the end of the school year.

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 2020-21 included: **Sara Neikirk**, President; **Joyce Swayne**, Vice President; **Sarah Levels**; Secretary/Treasurer, **Kitty King**, and **Angela Stoller-Zervas**. GEMS partners with EL Education, national experts in effective educational practice using an expeditionary model.

The Graham Elementary and Middle School Mission

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

Special Accomplishments/Achievements

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

GEMS is located near The Ohio State University in an historic building purchased in May 2017. We partner with multiple OSU programs including: OSU Honors & Scholars' (Adopt a School provides over 100 undergraduate students as volunteer tutors); The Office of Student Life, and a variety of departments on campus to supplement learning in our curriculum.;

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

2020-2021 was an especially unique year as GEMS operated as a fully virtual school until Mid-March when about 60% of students returned to in-person learning again due to the pandemic. Much of the curriculum had to be adjusted to meet the needs of the online format and many students were not able to access the various testing opportunities typical of a normal school year.

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.

We were not able to hold Community Meetings this past year due to COVID. In a normal year, Grades K-4 held its Community Meetings twice per month during which students, staff, and family members highlighted the five Habits of Learning: Responsibility, Perseverance, Quality, Thoughtfulness, and Teamwork. Meetings helped build school culture through highlighting quality work and student achievement. During Community Meeting, teachers recognized students by providing Habits of Learning certificates. In addition, students voted to recognize the highest achieving GEMS community members with Shooting Star Awards.

Celebrating Our Work Together

Students exhibited work from expeditions during Celebrations of Learning (COL) each trimester. In the past, during our first COL, 7th graders presented their podcasts that explored the effect of industrialization and scientific progress on Americans and how innovation shaped Columbus in the past 100 years. To develop their stories, seventh graders learned about the history of our building and neighborhood and podcast development skills through partnerships with the Ohio Historical Society, WOSU, and Musicology Recording Studios. This past year, due to the pandemic, each grade level hosted virtual COLs in which teachers and their students hosted virtual rooms in which they were able to present their learning.

Partners

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

Judy Alexander, Vanessa Allen, Kellie Gedert, Kent and Sally Johnson, Rich and Kitty King, Yeon OK Ko, Sara Neikirk, Corinna Owens, Amy Reese, Angela Stoller-Zervas, Joyce Swayne, Sara Tobin, Betsy White, City Campus Church, Communities In Schools, Martha Holden Jennings Foundation, The Ohio State University, The Joshua Perry Family Foundation, ProMusica Chamber Orchestra Play Us Forward Program, Nita M. Lowery 21 st Century Community Learning Center grant through the Ohio Department of Education, University of Chicago's Trauma Responsive Educational Practices Project, and University of Virginia's ExCEL Project.

Family Crew

During this unprecedented year of online learning, GEMS joined with The Charles School and The Graham School to pursue more robust family engagement. Together we chose to expand upon our highly successful student Crew structure and newly developed staff Crew to create Family Crew. A diverse group of staff met regularly and developed five Family Crew sessions individualized for each school focusing on: Mindfulness, Restorative Practices, Social and Emotional Learning, Trauma Responsive Educational Practices and Positive Behavior Interventions and Supports. All three schools plan to expand upon this initiative next school year. This was made possible through a grant received by The Graham School from Ohio's Collaborative Fund for Educating Remotely (OCER), a partnership between Philanthropy Ohio and the Ohio Department of Education.

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. Federal funds this year included Title IA, Title IIA, Title III, Title IVA, IDEA-B, CRF, Broadband and ESSER.

The performance standards by which the success of the school was evaluated by the sponsor during the 2020-2021 school year, and the method of measurement that was used by the sponsor (ESCCO) to determine progress toward goals.

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

Academic Performance is measured using the state report card, MAP scores, and Attendance. GEMS is meeting standards when it comes to progress and "Mission Specific Goals" which include MAP, Attendance, and K-3 Reading. GEMS did not receive report card ratings this school year in the typically measured achievement and growth areas based on state testing as testing was not used in school ratings due to the pandemic.

Names of Assessments Given at the School and the Results

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

Emotional Learning, GEMS used the Panorama Survey to help us identify student progress toward SEL goals. Students in the state of Ohio are required to take Ohio's State Tests, however, because of the pandemic these tests were counted towards school evaluation. The GEMS staff meets in data teams throughout the year to evaluate student progress as well as set teaching and learning goals.

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

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

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

Academic Curriculum Requirements including EL Education Curriculum

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

EL Education provides school leaders and teachers with professional development, curriculum planning resources, and school structures to boost student engagement, character, and achievement. EL exists in over 150 schools in over 33 states nationwide. The EL model is a proven success in supporting schools in developing a positive school culture and higher achievement scores when compared to the school districts in which they exist. EL and GEMS together developed the school's habits of learning: perseverance, responsibility, thoughtfulness, teamwork, and quality.

As an EL Education school, we define success as having three dimensions: "Knowledge and Skills," "Character," and "High Quality Work." Our CREWs and intensives have been focusing not only on academic support for our students but also on social and emotional learning depending on a student's needs. Social and

emotional learning (SEL) is based on the understanding that the best learning emerges in the context of supportive relationships that make learning challenging, engaging, and meaningful.

Expeditions for K-4th Graders

Kindergarten:

Kindergarten students began the year by learning about toys, play, and sharing. Students studied different attributes of toys, such as a shape and color. Then students shifted their focus to discussing what their favorite toys are and why.

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

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

1st Grade:

In the spring, first graders became ornithologists (scientists that study birds). They completed research using books, images, and videos in order to answer the guiding question: “How can people care for birds and their environment so they can live and grow?” First graders had to pay close attention to different types of beaks and feathers and how each of these body parts helped a species of birds.

2nd Grade:

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

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

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

3rd Grade:

For their first expedition, 3rd grade students learned about the power of literacy and how people around the world overcome learning challenges. Students studied the book My Librarian Is a Camel by Margriet Ruurs to learn about how librarians all over the world overcome challenges to get books to children. Students enjoyed learning new technology skills when they created comic strips about how they overcome their own learning challenges at school.

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

4th Grade:

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

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

Expeditions for 5th-8th Graders

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

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

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

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

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

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

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

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

Staff Members

The full-time and part-time staff roster in the 2020-21 school year included: Debbie Addison, Alen Auguste, Carolyn Baginski, Heather Baker, Cathy Baney, Nicole Becks, Kevin Beery, Karen Blain, Katelynn Brewster, Jennifer Bricker, Greg Brown, Taylor Bush, Jisuka Cohen, Loren Collins, Michelle Conkel, Christina Conrad, Keri Dana, Joshua Davis, John Eckenrode, Monica Eppler, Brendan Erb, Kathariena Foster, Montana Fout, Susan Frank, Sydney Frazier, Nora Goss, Lemoyne Jackson, Susan Jimison, Kaitlyn Justice, Noelle Klein, Alexandra Konet, James Kutnow, James Lawlor, Jamie Lenzo, Katie Logan, Cheryl Long, Sarah Lopienski, Katherine Luikart, Rosa Markward, Eileen Martin, Allison Maynard, Kyleigh Mccune, Kathryn Mcdaniel, Melinda Mcfann, Angela Meabon, Leah Mejia, Madeline Mulhall, Cassie Muller, Kelli Orians, Wesley Owens, Angel Peaks, Michael Piteo, Victoria Ringwald, Rachel Rutkowski, Evan Rulong, Jennifer Smith, Audrey Snyder, Chris Spackman, Zachary Steinberger, Hunter Stewart, Jordan Templeton, Dodie Thebeault, Cynthia Tishue, Colleen Vaughan, Jennifer Waddell, Stephanie Waldeck, Jeanne Weinberg, Sha'ron White, and Jeff Wiseman

Financial Status

In fiscal year 2020-21 the school received \$3,666,857 in state funds. The school also received \$692,454 in federal funds and \$29,500 in development and rental income funds, among other separated categories. Sources of income totaled \$4,388,811. In fiscal year 2020-21 the school paid for employee salaries and benefits, including payroll taxes and retirement, through The Graham School, GEMS's financial manager, and paid \$82,814 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 \$4,167,222 in expenses. When the current cash in bank was added to the sources, the year-end adjusted cash balance was \$475,638 to be carried over to 2020-21. The school

conducts its own on-going internal financial audit under the direction of its Board Audit Committee and treasurer Jennifer Smith, CPA. Finances also were audited by the school's sponsor, The Educational Service Center of Central Ohio. And, the school is audited annually under the auspices of the State of Ohio Auditor's Office. All found the finances to be accurately and appropriately accounted for.

**Oakstone Community School Annual Report
2020 - 2021**

Oakstone Community School
October 25, 2021

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

IRN: 000679

Superintendent: Heather Kronewetter
Fiscal Officer: Johanna Gladman

Governing Authority Members:

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

School Opening Year:
2004-2005

Number of Students: 252 enrolled (2020 - 21), attendance rate was 96.1%

Grade Levels Served: K-12, 23

Mission of School:

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

Percentage of Students on IEP: 100%

The Ohio Department of Education and Office of Exceptional Children provides an annual special education rating to each school. OCS received results of the Special Education Profile in December, 2020 for the 2018-19 and fall 2019-20 data. Results indicated the following:

Indicator 3b –

Reading Participation Rate	100% (target = 98%)
Math Participation Rate	100% (target = 98%)
Reading Participation in Alternate Assessments	35.86% (target = >1.0%)
Math Participation in Alternate Assessments	39.10% (target = >1.0%)

Indicator 3c –

Reading Proficiency Rate	69.86% (target = 25.18%)
Math Proficiency Rate	54.41% (target = 29.50%)

Indicator 1 –

Graduation Rate*	31.82% (target = 73.80%)
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Additionally, OCS received the Special Education Rating in July, 2021.

No results related to academic measures were provided due to the waiver of state testing during the Pandemic. It should be noted however that OCS received a “Meets Requirements” rating and that we did not have any “actions” against us.

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

Names of Assessments Given:

Ohio 3rd Grade ELA

Ohio Alternate Assessment (AASWD)

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

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

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

Summative and Formative Assessments

Developmental Reading Assessment (DRA) - Reading Assessment

Qualitative Reading Inventory (QRI) – Reading Assessment

Math Diagnostics (McGraw-Hill) – Math assessments

Kindergarten Readiness Assessment (KRA)

American College Testing (ACT Plan)

American College Testing (ACT)

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

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

District/School Grade Card Breakdown:

As a result of COVID-19, the state of Ohio waived state level spring testing for FY20. This resulted in the annual LRC not providing grades for the FY20 school year. State assessments

were given during the FY21 school year, however local report cards have not yet been released. It has been determined that regardless of student performance, grades will not be provided to districts as a result of the continued pandemic and subsequent results it had on instruction during the FY21 school year.

Although many of the Ohio school districts relied on hybrid or remote instruction during the FY21 school year, OCS worked hard to develop a plan in which full time in-person instruction could be provided to our students. For the handful of students who needed remote instruction due to medical conditions, instruction was provided virtually in a “live” setting alongside their peers who were attending in-person. This allowed those students who were remote to engage with their peers and teachers during instruction and get the feedback they needed in the moment. OCS was able to provide this for the entirety of the school year and furthermore maintain increased academic performance from this group of students regardless of environment.

For those students who attended remotely, as well as those who were significantly and negatively impacted by the pandemic an extended learning plan was developed to provide intervention services during the FY21 summer. These services addressed student’s needs in the following areas; academic, social, and behavioral. Student Wellness Funds were used to provide this additional support.

Special Accomplishments/Achievements:

- OCS had its largest graduating class since its founding with 33 graduates.
- Fourteen (14) OCS High School students took a total of 41 college classes through College Credit Plus for the 2020-21 school year

Required Subsections:

- A. The performance standards by which the success of the school was evaluated by the sponsor during the 2020-21 school year (i.e. the contractually stated academic goals including performance on statewide achievement and graduation tests, as well as the additional accountability measures agreed upon by the sponsor):
- Passage of state mandated testing (unavailable for 2019-20 and not yet available for 2020-21)
 - Other testing in accordance with student’s IEP
 - Graduates earning the minimum number of academic units required by the school
 - School works to meet the state’s standards for passing
 - Disability Proficiency (unavailable for 2019-20, updated in Dec. 2020 and provided)

- 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 2020-21 school year:

- Local Report Card results (last available is 2018-19)
- Additional Accountability Measures in Sponsor Contract
- Site Visits
- Student records inspection
- Special Ed. Rating Report (last available is Dec. 2020)

C. The School's activities toward and progress in meeting those contractually stated goals during the 2020-21 school year include but are not limited to:

- Differentiated instruction with individual students in small groups.
- Direct instruction in remediating the core deficits of autism including; enhancing social skills, teaching self-management and independence, and increasing efficacy of processing skills.
- Promoting cognition by use of general education materials as well as modified learning materials, including but not limited to; Reading Mastery, A. L. L., McGraw-Hill Math Ladders, and Unique Learning Systems.
- Activities geared toward mediating interactions between students and the environment to build normalized repertoires.
- Instruction enabling students to communicate with others by using picture schedules and assistive technology.
- In person instruction during the Pandemic for the 2020-21 school year, as well as remote learning for those with medical needs.
- Intervention based tutoring/services to students significantly and negatively impacted by COVID during the summer months.

D. The School's financial status during the 2020-2021 school year:

OCS began fiscal year 2021 (July 1, 2020 through June 30, 2021) with a cash balance of \$795,026. A summary of cash basis receipts and expenditures follows:

	<u>2020-2021</u>
Receipts	
State Foundation	\$ 6,968,447
State Funding - Casino	10,726
State Funding - Grant	52,290
Federal Reimbursements - Medicaid in Schools	127,727
Federal Grants	162,112
Interest	265
Other	4,333
	<u>7,325,900</u>
Expenditures	
Salaries	1,218,496
Fringe Benefits	314,551
Purchased Services	5,780,979
Materials and Supplies	30,409
Capital Outlay	-
Other	935
	<u>7,345,370</u>
Net of receipts and expenditures	(19,470)
Beginning Cash Balance	795,026
Ending Cash Balance	<u>\$ 775,556</u>

Receipts

State foundation receipts come through the Ohio Department of Education (ODE) and include: Opportunity Grant (per student funding totaling \$1,471,539), targeted assistance (\$22,653), K-3 literacy funding (\$12,656), special education weighted funding (\$5,402,310), facilities funding (\$58,226), a FY20 graduation bonus (\$1,005). The FY 21 foundation line item was increased by \$58 for FY 20 state foundation adjustments by ODE.

Casino revenue received in FY 21 totaled \$10,726.

State grants for Student Wellness in FY 21 totaled \$52,290.

Federal reimbursements from the Medicaid in Schools Program totaled \$127,717, which included final settlement for FY 18 (\$52,526) and FY 19 (\$42,986).

Federal receipts included \$162,112 in Title VI-B IDEA and Coronavirus Relief grant funding.

Expenditures

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

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

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

OCS ended the fiscal year with \$775,556 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, 2021, and will be audited by an Independent Public Account in coordination with the Auditor of State's Office.

The Ohio Revised Code also requires that the school prepare a five-year forecast each fiscal year by November 30 and that it be updated by May 31 of each year. The five-year forecast approved by the Board on May 26, 2021, projected a positive cash balance through fiscal year 2025.

*Reviewed by
Board 10/28/21
[Signature]*



2020-21 Annual Report to the Community

The Charles School at Ohio Dominican University

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

Superintendent/Founder - Greg Brown

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

Dean – Melissa Rulong

Associate Dean - Gheon Selemon

Fiscal Agent – Jennifer L. Smith, CPA

School Year the School Opened – 2007-2008

Number of Students - 317

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

Percentage of Students on IEP's – 16%

Percentage of Students eligible for Free and Reduced Lunch – 72%

Student demographic percentages – 71% African American, 10% Caucasian, 15% Hispanic, 2% multiracial, 2% Asian/American Indian

Percentage of Students for whom English is their second language – 10%

Dean's Message

For the safety and well-being of our school community we conducted our educational program virtually during much of the 2020-2021 school year. Virtual teaching and learning had been required during the previous spring due to the global pandemic and while we were proud of our efforts to maintain learning continuity, the staff worked hard with partner EL Education over the summer to prepare for a full year of online learning. We worked closely with Ohio Dominican University as well in support of our students taking college classes both remotely and in-person. We re-distributed chromebooks to students and staff as needed as well as provided hot spots for connectivity. The Charles School remained in a virtual learning model through February and then moved to a hybrid model for the rest of the school year. We were thrilled to host a drive-up graduation ceremony in May.

Governing Authority

The Charles School at Ohio Dominican University, a five year Early College High School, is chartered by the state of Ohio and as such, is overseen by the Ohio Department of Education. Our sponsor is the Educational Service Center of Central Ohio (ESCCO). The Charles School Board of Directors provides governance, meeting a minimum of six times per year. A schedule of meeting dates and times, as well as a record of actions taken, are kept in the school's office and are available for review by the public. Board members in the 2020-21 school year were: **Kitty King**, President; **Jim Ziminski**, Vice President and Treasurer; **Melody Steely**, Secretary; **Susan Coady**, **Nick Gulyassy**; and, **Sara Neikirk**. The Charles School partners with Middle College National Consortium (MCNC) for guidance in the Early College initiative, is a member of the Ohio Early College Association, and partners with EL Education, national experts in effective educational practice using an expeditionary mode.

The Charles School Mission

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

The Charles School Vision

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

The Charles School Goals

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

Ohio Dominican University (ODU)

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

Columbus State Community College (CSCC)

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

Middle College National Consortium

The Charles School at Ohio Dominican University continues its partnership with Middle College National Consortium (MCNC). The Consortium, an organization of some 43 schools across the country and headquartered in New York City, is committed to driving educational reform by making college a reality for traditionally under-served youth. MCNC's network of schools are situated on college campuses that provide high school youth access to college.

This year's MCNC student Community Leadership Conference project would have culminated in attendance at the national student conference if not for the global pandemic. Students learned about contemporary global issues, such as immigration, refugees, human rights, climate change, indigenous activists, and direct action.

The virtual communication with their peers across the country was rewarding but we hope that these students will be able to gather in-person to share ideas, make connections, and collaborate in 2021-2022.

EL Education

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

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

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

Career Pathways Work

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

For the 2020-2021 school year we introduced a second CTE course in the N3 pathway of Information Technology Software and Computer Programming. Students took either Information Technology or Web Design. We had a total of 45 students take the courses in an unprecedented online format. Career focused work was also integrated into each grade level crew. The OhioMeansJobs backpack was a central tool throughout, using everything from career exploration, budget calculators and the 15 professional skills established by the work readiness seal. The OhioMeansJobs work readiness seal, Technology Seal, Community Service seal, and the Industry Credential seal all count towards the two required seals needed to graduate under the new graduation requirements for 2023.

Partners

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

Jane Addison, Gail Collins, Amelia Davis, Mr. and Mrs. Paolo DeMaria, Andrea Gorzitze, Rich and Kitty King, Deborah McClendon, Mr. Julian Maxey, Jessica Grimm, Doris Ross, Tialia Vinson, Angel Yonek, and Jim Ziminski, Affinity Memorial Chapel, Ark Builders Inc., Canvas Consulting LLC, Central Community House, City of Columbus, CLC, Columbus State Community College, Crane Group, Dress For Success Columbus, Driven Foundation, Harmony Project, La Ti Do Music Co., Lead the Way Learning Academy, Stephaine Mingo, Ohio Arts Council, Ohio Dominican University, Transit Arts, Mid-Ohio Food Bank, Rising Youth, The Ohio State University, United Methodist Church, University of Chicago's Trauma Responsive Educational Practices Project, Vantage Inhouse, and Zora's House.

Ohio Arts Council - Teach Arts Ohio

Thanks to a generous grant from the Ohio Arts Council Teach Arts Ohio Program, TCS@ODU Art Teacher Rachel Prince was able to collaboratively teach with local artist Victor Dandridge in all of our art classes during the spring of 2021. Mr. Dandridge and Ms. Prince used the curriculum U Cre-8 Comics as a bridge between comics, the classroom and the community.

Family Crew

During this unprecedented year of online learning, The Charles School joined with GEMS and The Graham School to pursue more robust family engagement. Together we chose to expand upon our highly successful student Crew structure and newly developed staff Crew to create Family Crew. A diverse group of staff met regularly and developed five Family Crew sessions individualized for each school focusing on: Mindfulness, Restorative Practices, Social and Emotional Learning, Trauma Responsive Educational Practices and Positive Behavior Interventions and Supports. All three schools plan to expand upon this initiative next school year. This was made possible through a grant received by The Graham School from Ohio's Collaborative Fund for Educating Remotely (OCER), a partnership between Philanthropy Ohio and the Ohio Department of Education.

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. Federal funds this year included Title IA, Title IIA, Title III, Title IVA, IDEA-B, CRF, Broadband and ESSER.

Special Accomplishments/Achievements

Three graduating seniors earned an Associates of Arts degree from Ohio Dominican University. Four students earned a high school diploma with honors. At ODU 57 students attempted 704 hours and earned 564 credit hours, with an average GPA of 2.39. One student participated in College Credit Plus at Columbus State Community College.

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

Celebrating Our Work Together & Honors/Recognitions/Special Occasions

In May, for the safety and well-being of our school community The Charles School at Ohio Dominican University conducted an outside, socially distant, drive-thru style graduation celebration extravaganza for the Class of 2021. The annual Awards Ceremony was virtual and recognized students who exhibit achievement and leadership in a variety of categories. During the virtual ceremony students who exemplify the best in science, social studies, English, math, French, Spanish, physical education, health, and fine arts were recognized. Students were also recognized with the Dean's Award for Courage, Perseverance, Leadership and the Biggest Leap Forward Award.

In 2020-21 the following students were honored as recipients of these awards:

Awards	
English 9	Zakyrh Diehl
English 10	Bryan Quiroz Hernandez & Kenrick Lopez Santo
English 11	Samira Williamson
English 12	Eduardo Gomez Diye Mamoudou
Algebra I	Maci Braaksma
Algebra II	Josh A'Neal Pack & Aurora Micheletti
Geometry	Dalen Hill & DeVontae Parker
Math Senior	Joe McComis & Fiona Cobun

Science 9	Nia Cottrell & Nicole Harrell
Science 10	Bryan Quiroz Hernandez, Andrea Goins, Rylie Tucker, Johnae McQuiller, & Dalen Hill
Science 11	Kaleb Williams, Sadatu Ali Oumar, & Josh A'Neal Pack
Science 12	Kezeyah Eberhart, Nyla Wells, & Micaiah Vinson
Social Studies 9	Jayleyana Peake & Jon Rodriguez-Gante
Social Studies 10	Carine Edhorh
Social Studies 11	Aurora Micheletti, James Bryant, Saul Gomez, & La'Naysha Hale-Caldwell
Spanish 1	Zakyrh Diehl, Elijah Davis, & Curtis Prowell
Spanish 2	Christopher Todd
Heritage Spanish 2	Karol Ledesma & Kenrick Salto
Spanish 3	Zaria Brown-Spencer & Saul Gomez
Fine Arts Award	Nia Cottrell, Nicole Harrell, Mahamat Ali Oumar, Carine Edorh, & Teyauna Blackwell
Cultural Studies	Andrew Streete
Health	Maci Braaksma & Megan Potter
PE	Bryan Quiroz Hernandez & Nia Cottrell
ESL Underclassman	Jannet Garcia Guzman, Jonathan Rodriguez Gante, & Karol Ledesma Aguilar
ESL Upperclassman	Said Jeylani
CTE Leaders	Andrea Goins, Hannah Cole, Lance Frierson, Eduardo Gomez, Joe McComis, SaNi Little, & Josh A'Neal -Pack

Excellence in the Early College Programs	
ODU	Kezeyah Eberhart
CSCC	Sumaya Ali
Dean's Award for Courage	Xavier Wisher
Dean's Award for Integrity	Nyobi Jenkins
Dean's Award for Grit	Allen Wright-Clardy
The Gabe Gaiusbayode Award for Leadership	Marie Smith & Ty'Keice Cox
Community Engagement Award	Ty'Keice Cox, DeVontae' Parker, & Rikeilah Cox
Crew 9	Malachi Pitts
Crew 10	Edreese Robinson, Rai"Niyah Ransom, & Merlin Diebert
Crew 11	James Bryant
Crew 12	Kezeyah Eberhart, Lance Frierson, & Kristeona Noaks
Biggest Leap Forward	Quardele Bell
The True Panther Award	Charis LAST NAME
Perfect Attendance	Merlin Diebert, David Dowe III, Dalen Hill, Joseph McComis, Johnae McQuiller, Tony Nosouvanh, & Andy Nosouvanh
Nearly Attendance	Alayna Amos, James Bryant, N'mya burger, Navianna Calloway-Snodgress, Carine Edorh, Andrea Goins, & Tahlia Vinson

Graduates from The Charles School

In 2020-2021 The Charles School at Ohio Dominican University had its ninth graduating class. Sixty two students graduated from TCS@ODU with earned college credits and 3 of the TCS@ODU graduates received an Associates of Arts degree from Ohio Dominican University.

2021 graduates of The Charles School at Ohio Dominican University include:

Michael Acheampong, Fadumo Aden, Sumaya Ali, Brandy Alvarez, Salio Barry, Jalia Berry, Courtne' Blackwell, Teyauna Blackwell, Dylan Booker, Jamila-Charis Caldwell, Aaliyah Calloway, Jennifer Chavez Cortez, Alexis Chever, Hannah Cole, Jeremiah Copeland, Daquante' Cowans, Oscar Coxson, Elizabeth Coyotl Osorio, Alana Crockett, Nylan Davenport, Erica Deras, Elana Edwards, Kevin Figueroa, BreAnna Freeman, Abraham Garcia Galarza, Eduardo Gomez, Cherish Grant, Jasmine Grimm, Kayounce' Hansard, Jaron Harrison, Laquasia Hilliard, Laila Hubb, Elaina Jackson, Jaeda Jackson-Rivera, Kenneth Jones, Kai Lindsey, Kalen Link-Berry, Sa'Ni Little, Dynasty Mack, Diye Mamoudou, Jesse Martinez-Ovalle, Marcial Medina, Empress Mosley, Kristeona Noaks, Jose Pacheco Pantaleon, Na'Jiyyaha Pettey, Tyshjuana Pressley, Kameron Proctor, Keenan Proctor, Pedro Robles, Maria Rocha, Cesar Rosales, Victor Sanchez, IliJawaun Stenson, Angel Stubbs, Tatiyana Taylor, Ashley Thompson, Anaja Washington, Xavier Wisher, Allen Wright-Clardy, Quincy Yorka, & Ramsey Yorka

2021 graduates of Ohio Dominican University with an Associate's of Arts degree include:

Charis Caldwell, Kameron Proctor, and Keenan Proctor

Athletics

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

Family/Community

The Parent Group met regularly establishing projects, communication, and volunteer opportunities. The global pandemic disrupted many of our plans. Parents have helped with homecoming and classroom supplies.

Academic Curriculum Requirements

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

Names of Assessments given at the School and the Results

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

TCS@ODU selected College Board's nationally normed assessments (SAT, PSAT) given the high validity and reliability of their national measures of student college and career readiness upon graduation from high school.

Assessment reports are utilized by teachers, students, families to help guide individual student instructional planning and future college/career planning discussions.

The **SAT** was administered to 20 students in Grade 12 in October 2020, a lower number than previous years due to the in-person assessment requirement during pandemic related virtual schooling and 34 students in Grade 11 in March 2021. The 12th grade mean ERW score was 431 where 15% of students tested met or exceeded the CCR benchmark. The 12th grade mean Math score was 414 where 5% of students tested met or exceeded the CCR benchmark. The 11th grade mean ERW score was 430 where 21% of tested students met or exceeded the CCR benchmark. The 11th grade mean Math score was 413 where 12% of students tested met or exceeded the CCR benchmark. Our students successfully earn credits in college classes and can achieve an Associate's Degree often before they have reached the SAT benchmark.

The **PSAT/NMSQT** was administered to 18 students in Grade 10 and 17 students in Grade 11 in October 2020, a lower number than previous years due to the in-person assessment requirement during pandemic related virtual schooling. The 10th and 11th grade mean ERW score was 429 and 442 respectively where 39% and 24% of students tested met or exceeded the CCR benchmark. The 10th and 11th grade mean Math score was 424 and 430 respectively where 11% and 18% of students tested met or exceeded the CCR benchmark.

The performance standards by which the success of the school was evaluated by the sponsor (ESCCO) during the 2020-21 school year and The method of measurement that was used by the sponsor (ESCCO) to determine progress toward those goals.

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. The sponsor attends board meetings and initiates site visits during the school year.

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, and Freshman Success. TCS@ODU did not receive report card ratings in the typically measured achievement and growth areas based on state testing as testing was not used in school ratings due to the pandemic.

A state graduation requirement in Ohio for all students starting 9th grade after July 2014 is taking Ohio's State Tests in the spring. These tests were administered but not counted for school evaluation due to the pandemic.

The state report card calculates graduation rate focusing on the 4 year rate first as the primary goal and 5 year as a secondary count if 4 year is not achieved. TCS@ODU's goals are in reverse. Our objective is to prepare and enable our students to gain college credit while in high school over the course of 5 years. The state report card penalizes us for our 5 year Early College model. The 2020 4 year graduation rate was 44% and the 5 year graduation rate was 92%. Prepared for Success only measures student preparedness for those achieving a remediation free SAT score.

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

The school's activities toward and progress in meeting those contractually stated academic goals during the 2020-21 school year.

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

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

- Built a school improvement plan that encompasses goals in Social and Emotional Learning, English Language Arts, and Mathematics.
- Empowered our Director of Social and Emotional Learning to help us understand better our students' non-academic needs that impact directly their ability to learn, and to design strategies that help our students become more aware of their own needs and resources including writing a comprehensive curriculum for CREW (daily advisory);
- Expanded our efforts in SEL through a partnership with the University of Chicago Freshman Success Institute to focus resources towards 9th graders including the transition from eighth grade and to tenth grade;
- Expanded work around restorative practices, helping us find new ways to address school culture and student behavior that's the most instructive for a child's growth.
- Focused on understanding the impact of trauma on children and their learning in partnership with the University of Chicago. Much new research in this area has been very helpful to understanding this impact on a child's brain and his or her ability to learn.
- Hired a Director of Career Pathways to provide more intentional career focused activities and options for students and staff. The purpose of multiple programs and options is to address student preparedness for career and college success after high school.
- Expanded our partnership with EL Education enhancing our expeditionary focus integrated with academic growth and achievement goals in all core curricular areas based on Ohio and Common Core Standards.

Ohio Improvement Process

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

Staff Members

The full-time and part-time staff roster in the 2020-21 school year included: Debbie Addison, Cathy Baney, Nicole Barbour, Jerrilynn Baumbusch, Eric Bowles, Greg Brown, Sara Brubeck, Noah Campagna, Gail Collins, Brigitte Dick, Katherine Fischer, Todd Francoeur, Susan Frank, Clifton Gregory, Jane Hatch, Emelie Heltsley, Edmund Ingmanm, Lydia Jones, Alexandra Konet, Kara Kralik, John Kramer, James Lawlor, Sidney Leatherman, Jamie Lenzo, Bailey Line, Katie Logan, Cheryl Long, Sarah Lopienski, Samantha Lortz, Owen May, Amanda McCain, Kathryn McDaniel, Amanda Menechella, Carol Nashalsky, Sonia Nazario, Steve Owens, Julia Painter, Darla Patrick, Angel Peaks, Rachel Prince, Rebecca Riley, Evan Rulong, Melissa Rulong, William Schroedl, Gheon Selemon, Jennifer Smith, Chris Spackman, Zachary Steinberger, Jennifer Waddell, Jeanne Weinberg, Ruby Wing, Jeff Wiseman, and Rachelle Zuniga

Financial Status

In fiscal year 2020-21 the school received \$3,074,939 in state funds. The school also received \$582,303 in federal funds and \$43,213 in development funds, among other separated categories. Sources of income totaled \$3,700,455. In fiscal year 2020-21 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 \$340,932 in loan payments of the Brentnell building. Due to this final payment, the building loan is now paid in full. Uses, including the aforementioned items along with classroom support expenses, utilities, insurance and assorted services to and purchases for the school, totaled \$3,599,088 in expenses. When the current cash in bank was added to the sources, the year-end adjusted cash balance was \$338,912 to be carried over to 2020-21. The school conducts its own on-going internal financial audit under the direction of its Board Audit Committee and treasurer Jennifer Smith, CPA. Finances also were audited by the school's sponsor, The Educational Service Center of Central Ohio. And, the school is audited annually under the auspices of the State of Ohio Auditor's Office. All found the finances to be accurately and appropriately accounted for.



The Graham School

encounter the world, engage the mind

2020-21 Annual Report to the Community

The Graham School

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

Superintendent/Founder - Greg Brown

Dean - Sarai Correa

Dean - RJ Larry

Dean - Amy Vickroy

Fiscal Agent – Jennifer L. Smith, CPA

School Year the School Opened – 2000-2001

Number of Students - 208

Grade Levels Served – 9, 10, 11, 12

Percentage of Students on IEP's – 36%

Percentage of Students eligible for Free and Reduced Lunch – 70%

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

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

Dean's Message

For the safety and well-being of our school community we conducted our educational program virtually during the 2020-2021 school year. Virtual teaching and learning had been required during the previous spring due to the global pandemic and while we were proud of our efforts to maintain learning continuity, the staff worked hard with partner EL Education over the summer to prepare for a full year of online learning. We re-distributed chromebooks to students and staff as needed as well as provided hot spots for connectivity. As it turned out, because of our small building, The Graham School did remain primarily in a virtual learning model for the entire school year with small groups spending time in the school building periodically during the spring semester. May Days became an opportunity to expand upon what had been learned in the spring semester, and summer school was introduced to enable struggling students to continue to focus on completing spring academic requirements.

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 2020-21 included: **Steve Gussler**, President; **George Norris**, Vice President and Treasurer; **Kim Gulyassy**, Secretary; **Bill Dawson**, **Scott Lesinski**, **Mirria Martin**, and **Michelle Umali**. TGS partners with EL Education, national experts in effective educational practice using an expeditionary model.

The Graham School Mission

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

The Graham School Vision and Values

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

At Graham we...

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

Habits of Learning

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

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

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

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

Adventure & Risk: We honor and model our school motto, "Encounter the World and Engage the Mind" by pursuing challenges and opportunities outside of our comfort zone that allow us to grow. We are courageous,

passionate, and attentive to our self-discovery. We understand that there are many routes to knowledge and realize that failure along the journey is essential to learning. We believe that success without the experience of adversity brings only a limited sense of accomplishment.

Philosophy

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

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

TGS Program Goals

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

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

EL Education

The Graham School completed the sixth year of its partnership with EL Education in 2020-2021. EL Education is one of the nation's leading K-12 education organizations committed to creating classrooms where teachers can fulfill their highest aspirations and where students can achieve more than they think possible. For more than 20 years, EL affiliated schools have striven for a vision of student success that joins academic achievement, character, and high-quality work.

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

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

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

Academic Curriculum Requirements

The Graham School staff creates classroom work in traditional and non-traditional courses in order to help students acquire conceptual and factual knowledge and to develop our students' study habits, self-discipline, research skills, and teamwork. The Graham School curriculum includes courses in all required academic areas as designated by the State of Ohio for graduation. Students must progress experientially and academically in order to meet the requirements for graduation. Academic requirements include a state minimum of 20 credits across specific subjects: English language arts 4 credits; Mathematics 4 credits; Science 3 credits; Social studies 3 credits; Electives 5 credits including: 1 credit in fine arts, 1 credit in technology, 0.5 credits in health, 0.5 credits in physical education and 0.5 credits in financial literacy. Between 1.5 and 4.5 credits are required in experiential education depending on how many years the student has been attending The Graham School. All students graduating in the class of 2014 and beyond are required to fulfill the CORE graduation requirements established by the Ohio Department of Education.

Career Pathways Work

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

For the 2020-2021 school year we introduced a second CTE course in the N3 pathway of Information Technology, Software and Computer Programming. Both Information Technology and Programming are now available. We had a total of 43 students take the courses in an unprecedented online format. Career focused work was also integrated into each grade level crew, and in 9th grade ELA and Math courses. The OhioMeansJobs backpack was a central tool throughout, using everything from career exploration, budget calculators and the 15 professional skills established by the work readiness seal. Career Pathway work also supported all of the senior walkabout experiences. Several students earned the Ohio Means Jobs readiness seal despite the restrictions imposed by the pandemic. The OMJ readiness seal, Technology seal, Community Service seal and the Industry Credential seal all count towards the two required seals needed to graduate under the new graduation requirements for 2023.

Walkabout

In Spring of 2021, 47 seniors participated in The Graham School's culminating experiential internship: Walkabout. Walkabout provides students with the opportunity to participate in one sixteen-week or two eight-week, 30 hour per week internships. The objective of Walkabout is to provide seniors with significant real world experiences that they design themselves and embody our Habits of Learning. Seniors worked with mentors at some of the following local businesses and organizations: OOD (Opportunities for Ohians with Disabilities), Amazon, Tommy Hilfiger, Once Ridden Bikes, Dogtopia, Zipf Lock Shop. In addition to interning for these organizations, students hiked the Appalachian Trail, attended Columbus State Community College through the College Credit Plus program, and worked with local artists, law offices, and landscaping companies.

May Days

May Days, a time typically devoted to experiential work and enrichment, were redesigned this school year to better serve the needs of our students who had spent the entire school year in a virtual learning model. Our hybrid model provided opportunities for academic enrichment as well as opportunities to complete spring academic requirements.

CCP

The Graham School is an active participant in the College Credit Plus (CCP) programs available through Columbus State Community College and The Ohio State University. Students are encouraged in their third or fourth year to take at least one CCP class prior to graduation from TGS. Several Class of 2021 seniors took CC Plus classes for their Walkabout experience.

Honors/Recognitions/Special Occasions

The Graham School presents several awards in May to students who exhibit achievement and leadership in a variety of categories. In 2020-2021 the following students were honored:

Subject Awards	Student
English	Totionna Keith
Fine Arts	Estella Martin
Foreign Language	Tanijia Thomas
Math	Selena Schaney
Science	Moustapha Bah
Social Studies	JJ Holonitch
Technology	David Huff

Experiential & Habit Awards	Student
Open Hand	Pearl Jones
Open Heart	Trenton Helmer
Open Mind	Aidian Drenberg

Recognition Awards	Student
Senior Spirit Award	Tyler Wickes
Reaching for the Stars	Shelayjah Greer
Dean's Award of Courage	Jalen Evans
Dean's Award of Leadership	Kristiana Jones
True Dragon	Ana McGee
True North	Jesus Magdaleno
Henry Stout Award	Camila Vasquez
Outstanding Student Award	Kristen Cavazos, Abigail Henley, Selena Schaney, VJ Hill-Felts
Valedictorian Award	Tiana Ferguson-Nieves
Salutatorian Award	Aidian Drenberg

Celebrating Our Work Together

The school typically has many events that celebrate our work together including: Open House, ice cream social and buddy event, May Days presentation night, Prom, Alumni Reunion, Community Presentation Days, Have a Heart, Walkabout presentations, and of course, the commencement ceremony. Many individuals and groups make these celebrations possible including staff, students, the Parent Guardian Community, and other friends of The Graham School. All of us affiliated with TGS are grateful to the many individuals dedicated to our work

in support of educating students through our academic and experiential programs. Due to COVID restrictions, several of these events did not occur this year; however, The Graham School did host an in-person commencement ceremony where we celebrated and honored our 2020-2021 graduating class with pride.

Graduation: Another Class of Life-Long Learners

The Graham School Class of 2021 Commencement Ceremony was held at Tree of Life High School's Northridge Campus. Seniors were presented with diplomas, a Green Dragon signed by all staff, and a "Congratulations 2021 Graduate of The Graham School" yard sign. TGS staff and families were thrilled to be able to come together to celebrate the accomplishments of our amazing graduates.

As we ended another year at The Graham School we added 47 students to our list of graduates, which now totals more than 650 over the last eighteen years. Graham graduates have gone on to universities outside Ohio including: Bennington College, Boston University, Columbia University, DePaul University, Knox College, and Reed College, and universities within Ohio including: Antioch College, Bowling Green University, Capital University, Columbus College of Art and Design, Columbus State Community College, Heidelberg College, Hiram College, Muskingum University, Ohio Dominican University, Ohio Northern University, The Ohio State University, Ohio University, Ohio Wesleyan University, Shawnee State University, University of Cincinnati, Warren Wilson College, Wittenberg University. Graduates also have gone on to serve in the military.

2021 graduates of The Graham School includ

Allie Adams, Tyler Adkins, Caydie Back, Maxine Bednar-Warren, Taylour Black, TyVian Cathcart, Andrew Davis, Aidian Drenberg, Isabella Enright, Jalen Evans, Tiana Ferguson-Nieves, Elli Franz, Hannah Freeman, Avery George, Charles Gillilan III, Shelayjah Greer, Trenton Helmer, Gabriela Hernandez Martinez, Vernon Hill-Felts, Kedar Hines, Hannah Hunt, Kristiana Jones, Pearl Jones, Paul Le, Skylar Long, Jesus Magdaleno, Estella Martin, Ana McGee, Cody Mihalak, Emily Moore, Logan Morris, Oliver Morris, Olivia Mullins, Nicholas Olmstead, Sh'zareh Shows, Timothy Spears, Kaleb Starkey, Shaelynne Stine, Kiara Suber, Connor Torey, Camila Vasquez, Kassandra Ward, Isaiah Ware, Dayanah Washington, Jordan Webster, Essence White, Kayla White, Tyler Wickes, Javion William, and Kiviahna Williams

TGS Parent Guardian Community (Dragon Boosters)

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

Additional Partners

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

Jane Addison, Ms. Louise Antony and Mr. Joe Levine, Mrs. Mary Babcock, Maree A Bednar-Warren, Mrs. Shirley Brown, Jessica and Mike Butsko, Jane Cooley, Mr. and Mrs. Tom Copeland, Mr. and Mrs. Paolo DeMaria, ESCCO, Mr. Chuck Graham, Ms. Rebecca Gurk and Mr. Stuart Mangel, Mr. Stephen Gussler and Ms. Melody Steely, Roxanne Holonitch, Mr. and Mrs. David Hull, Ms. Patricia Brown James, Yolanda Jones, Justin and Yvonne Kale, Rich and Kitty King, Scott Lesinski, Sarah Levels, Mr. and Mrs. Michael Logan, Ms. Cheryl Long, Barbara Mack, Selena Mattison, Mr. Mark K. Merkle, Jr., Michael & Sherri Palackdharry, PCs for People, Bev Pettit, Dr. Gordon Snider, Angela Stoller-Zervas, Sharon Stout, Joyce Swayne, Sharon Wellman, Arlene Eck Parent, Mr. Chuck Graham, Sufiy James, Colette Yates and University of Chicago's Trauma Responsive Educational Practices Project.

Chipotle and Kids in Need Foundation

The Graham School was selected as a recipient of a generous donation from a national partnership between Chipotle and Kids in Need Foundation. This donation provided a Chromebook, backpack filled with school supplies, and a Chipotle gift card to every student! This extraordinary gift has improved the long term educational outlook for four grades of Graham Students!

Family Crew

The Graham School received a grant from Ohio's Collaborative Fund for Educating Remotely (OCER), a partnership between Philanthropy Ohio and the Ohio Department of Education to pursue family engagement during this unprecedented year of online learning. TGS along with sister schools The Charles School at Ohio Dominican University and Graham Elementary and Middle School chose to expand upon our highly successful student Crew structure and newly developed staff Crew to create Family Crew. A diverse group of staff met regularly and developed five Family Crew sessions individualized for each school focusing on: Mindfulness, Restorative Practices, Social and Emotional Learning, Trauma Responsive Educational Practices and Positive Behavior Interventions and Supports. All three schools plan to expand upon this initiative next school year.

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. Federal funds included Title IA, Title IIA, Title III, Title IVA, IDEA-B, CRF, Broadband and ESSER.

Names of Assessments Given at the School and the Results

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

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

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

The **SAT** was administered to 9 students in Grade 12 in October 2020, a lower number than previous years due to the in-person assessment requirement during pandemic related virtual schooling. and 38 students in

Grade 11 in March 2021. The 12th grade mean ERW score was 445 where 33% of students tested met or exceeded the CCR benchmark. The 12th grade mean Math score was 395 where 0% of students tested met or exceeded the CCR benchmark. The 11th grade mean ERW score was 439 where 26% of tested students met or exceeded the CCR benchmark. The 11th grade mean Math score was 409 where 8% of students tested met or exceeded the CCR benchmark.

The **PSAT/NMSQT** was administered to 11 students in Grade 10 and 18 students in Grade 11 in October 2020, a lower number than previous years due to the in-person assessment requirement during pandemic related virtual schooling. The 10th and 11th grade mean ERW score was 373 and 421 respectively where 9% and 28% of students tested met or exceeded the CCR benchmark. The 10th and 11th grade mean Math score was 366 and 396 respectively where 0% and 6% of students tested met or exceeded the CCR benchmark.

The performance standards by which the success of the school was evaluated by the sponsor (ESCCO) during the 2020-21 school year and the method of measurement that was used by the sponsor (ESCCO) to determine progress toward those goals.

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, and Freshman Success. TGS did not receive report card ratings this school year in the typically measured achievement and growth areas based on state testing as testing was not used in school ratings due to the pandemic.

A state graduation requirement in Ohio for all students entering 9th grade after July 2014 is taking Ohio's State Tests in the spring. These tests were not counted towards school evaluation. The 4 year graduation rate which applies to the class of 2020 was 83% and the 5 year graduation rate which applies to the class of 2019 was 89%.

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

The school's activities toward and progress in meeting those contractually stated academic goals during the 2020-2021 school year.

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

- Built a school improvement plan aligned with our EL Education work plans that encompasses goals in Social and Emotional Learning, English Language Arts, and Mathematics.
- Empowered our Director of Social and Emotional Learning to help us better understand our students' non-academic needs that impact directly their ability to learn, and to design strategies that help our students become more aware of their own needs and resources including infusing CREW with daily SEL curriculum.

- Expanded our efforts in SEL through a partnership with the University of Chicago Freshman Success Institute to focus resources towards 9th graders including the transition from eighth grade and to tenth grade;
- Expanded work around restorative practices, helping us find new ways to address school culture and student behavior that's the most instructive for a child's growth.
- Focused on understanding the impact of trauma on children and their learning in partnership with the University of Chicago. Much new research in this area has been very helpful to understanding this impact on a child's brain and his or her ability to learn.
- In 2018-19 The Graham School introduced block scheduling enabling deeper learning opportunities and more classroom co-teaching.
- Hired a Director of Career Pathways to provide more intentional career focused activities and options for students and staff. The purpose of multiple programs and options is to address student preparedness for career and college success after high school.
- Continued to expand our partnership with EL Education enhancing our expeditionary focus integrated with academic growth and achievement goals in all core curricular areas based on Ohio and Common Core Standards.

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

Ohio School Improvement Process

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

Staff Members

The full-time and part-time staff roster in the 2020-21 school year included: Debbie Addison, Genevieve Adkins, Cathy Baney, Pam Boseker, Greg Brown, Brittany Buxton, Randi Channel, Mackenzie Cook, Sarai Correa, Cristina Cross, Kevin Elliott, Susan Frank, Zachary Franklin, Roberta Gier, Sufiy James, Alexandra Konet, Bryan Kossmann, RJ Larry, James Lawlor, Jamie Lenzo, Catherine Lewis, Jared Linder, Kathryn Livingston, Katie Logan, Cheryl Long, Sarah Lopienski, Kathryn McDaniel, Hannah Martin, Chandni Patel, Angel Peaks, Evan Rulong, Joanne Rhode, Christopher Roberts, Kathryn Sasser, Gilberto Serrano, Andy Shields, Mary Slaback, Jennifer Smith, Chris Spackman, Zachary Steinberger, Amy Vickroy, Jennifer Waddell, Laurel Wakeley, Jeanne Weinberg, Rachel Widmer, and Jeff Wiseman

Financial Status

In fiscal year 2020-21 the school received \$2,058,010 in state funds. The school also received \$478,022 in federal funds, \$1,592,655 in Paycheck Protection Program funds and \$172,489 in development funds, among other separated categories. The school also received \$5,237,660 in management fees. Sources of income totaled \$9,538,836. In fiscal year 2020-21 the school paid \$8,318,142 in employee salaries and benefits, including payroll taxes and retirement; and \$10,800 in mortgage and loan payments on the purchase of the building. Uses, including the aforementioned items along with classroom support expenses, utilities, insurance and assorted services to and purchases for the school, totaled \$9,141,378. When the current cash in bank was added to the sources, the year-end adjusted cash balance was \$848,357 to be carried over to 2020-21. The school conducts its own on-going internal financial audit under the direction of its Board Audit Committee and treasurer Jennifer Smith, CPA. Finances also were audited by the Educational Service Center of Central Ohio, the school's sponsor. And, the school is audited annually by the State of Ohio Auditor's Office. All found the finances to be accurately and appropriately accounted for.



THE MARITIME
ACADEMY OF
TOLEDO

ANNUAL REPORT
2020-2021

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

By
Aaron Lusk, Superintendent
September 2021

Freedom to Succeed

Annual Report 2020-2021 Table of Contents		
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Section 6	Unique Information	Pages 32-35



The Maritime Academy of Toledo

803 Water Street, Toledo, OH 43604
Phone: 419-244-9999 Fax: 419-244-9898

Website: www.maritimeacademy.us

Email: info@maritimeacademy.us

November 17, 2021

Dear Parents/Guardians:

It is with pleasure that I present to you the 2020-2021 Annual Report detailing accomplishments and areas of continued need for the Maritime Academy of Toledo.

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

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

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

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

Signature:



Superintendent

Our Vision

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

Our Mission:

It is our mission to:

develop students with strong character and creativity through hands-on learning.

teach positive character traits including Respect, Accountability, and Discipline

develop skills for college and career readiness.

involve all stakeholders in the educational process.

incorporate nautical/maritime themes into the general education curriculum.

provide innovative and challenging career tech programs.

create a safe and welcoming learning environment.

Our Values:

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

Our Philosophy:

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

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

WE BELIEVE all children can learn.

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

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

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

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

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

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

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

ASSESSMENTS

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

STAR Reading and Math Benchmarking System

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

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

Study Island Benchmarking: Science and Social Studies

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

Providing educators with four benchmark assessments per subject for each available grade level to administer at key points throughout the school year.

Mirroring high-stakes testing environments with similar student tools, navigation options, and technology-enhanced items that students will see on test day.

Developing tests from each state's assessment blueprints and specifications to adequately prepare students for end-of-the-year assessments.

Reporting comprehensive results in real time across state reporting categories with detailed information to identify the strengths and weaknesses of individual students.

Ohio State Tests:

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

Which tests will be given for what grade level?

GRADES 3-8

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

HIGH SCHOOL COURSES

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

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

ACT

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

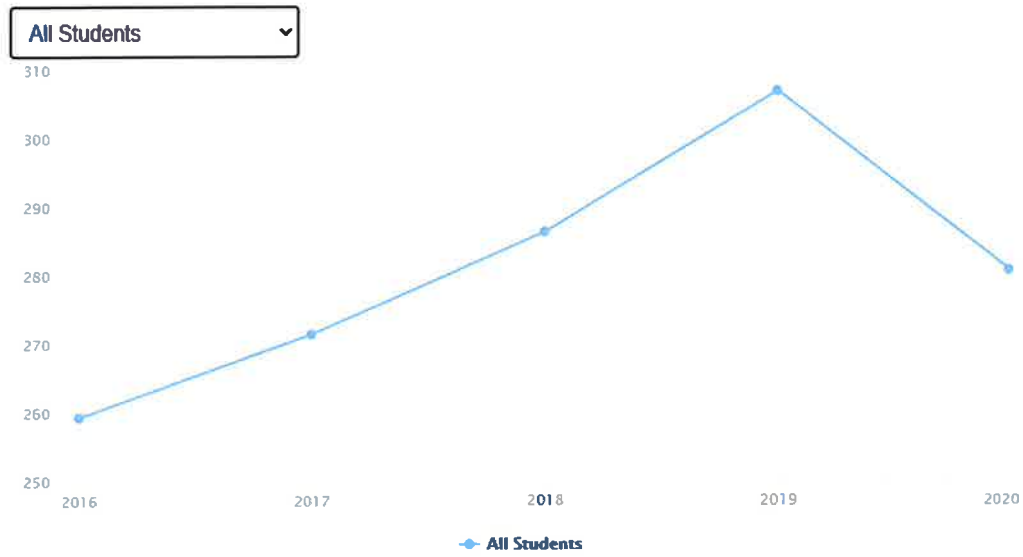
ASVAB

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

ENROLLMENT

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

Waiting for enrollment data from State Report Card



ATTENDANCE

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

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

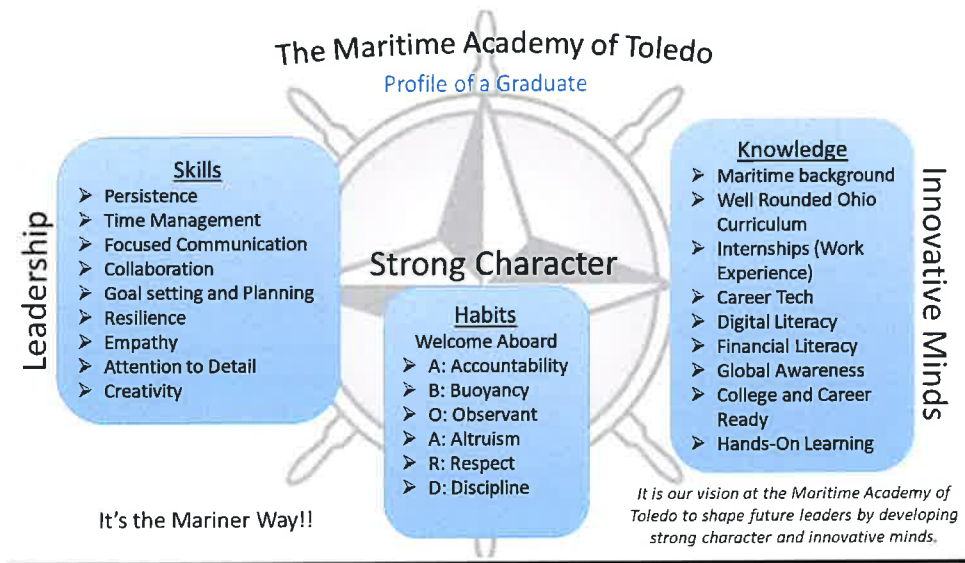
Waiting for attendance data from State Report Card

CAREER SOCIAL CURRICULUM

Section 1: Special Accomplishments

Contents:

- A: Why Choose Maritime?
- B: 2021 Graduates
- C: Community Partnerships
- D: Teacher Experience



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

2021 Graduates - 44
 Number of scholarship recipients - 5
 Maritime Industry Credentials – 1
 Culinary Industrial Credentials - 2
 Full Time College/University – 10
 Military Service – 3
 Full Time Employment - 31
 Maritime Employment - 1
 Culinary Employment – 4
 Unemployed: 0
 Data Unavailable: 0

Waiting on Graduation Rate from State Report Card

4-Year Graduation Rate

The 4-year graduation rate applies to the Class of 2019 who graduated within four years, i.e. students who entered the 9th grade in the fall of 2015 and graduated by summer of 2019.

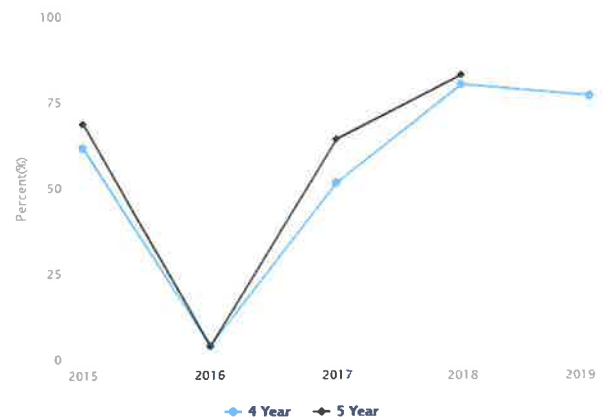
76.6%

5-Year Graduation Rate

The 5-year graduation rate applies to the Class of 2018 who graduated within five years, i.e. students who entered the 9th grade in the fall of 2014 and graduated by the summer of 2019.

82.8%

Comparison Trend



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

COMMUNITY PARTNERSHIPS

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

Maintained a partnership with Owens Community College to provide college credits for CTE programs: The latest state data had 27.1% of our students receiving at least 3 college credits.

Maintained an international partnership with V-Step, from the Netherlands for software updates on the Class A Full Mission Bridge and 8-Station (16 students) Radar Classroom simulators

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

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.

Hosted several career days attended by various shipping companies, shipping union representatives, military branches, NW Ohio trade organization, environmental science careers, and culinary employment possibilities.

Provided academic assistance afterschool program and virtual summer camps (navigation simulation, boating, swimming, kayaking, boat building, art, test prep, math and language arts tutoring, guitar, physical education, basketball, track, culinary and dance)

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

TEACHER EXPERIENCE

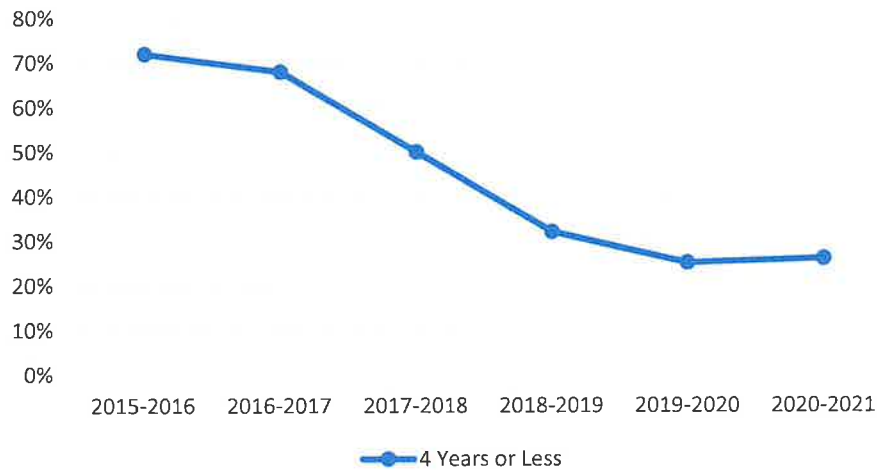
The Maritime Academy of Toledo, similar to other Community Schools, has had a high rate of teacher turnover. We have, however, been able to attract qualified candidates with more experience.

Consider the following:

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

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

4 Years or Less



Your School's Teachers

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

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

CREEDS AND CRIFFS

Section 2:
Performance and Academic Standards

Contents:

**A: Maritime Improvement Plan
Goals**

Needs Statements
<p>Primary Improvement Area (Section): Professional Capital</p> <p>No Needs Have Been Identified</p> <p>Primary Improvement Area (Section): Curriculum, Instruction, and Assessment</p> <p>Priority Need (Group Name): English Language Arts Root Cause(s): After analyzing the data gathered by the team, we determined that the high percentage of students read below grade level could have an impact on at least of grade level standards and the effect of performance of students on Ohio state tests and grade level standards. The Maritime Academy of Toledo needs to raise the reading level of students in order to improve reading achievement and proficiency in grade level standards. We acknowledge that students have not been exposed to a wide variety of literature and we have been successful in compensating for this lack of exposure. This lack of exposure has created a variety of abilities and gaps in the classroom and we have not compensated for this or helped to close the gaps. This lack of exposure also creates a diversity in learning abilities and readiness to learn with grade level standards with rigor. The data of our staff experience supports that we have a high number of inexperienced staff who have not developed multiple teaching strategies to address and allow for accessibility to grade level standards. After analyzing various sources of data the root cause for a low level of reading achievement is that teachers are not trained on how to make rigorous grade level standards accessible to students who are not of grade level. Additional Improvement Areas:</p> <p>Priority Need (Group Name): Instruction Root Cause(s): We have done a great amount of work to increase student achievement by utilizing evidenced based practices such as teacher clarity and began developing a Maritime mentoring program. We have seen growth in student teacher clarity through walk through data but teacher turnover has caused inconsistency in the instructional program. After conducting a Five Why's analysis the root cause involves the lack of a consistent plan and process for finding quality teachers or a common trained that new teachers will follow. We have not moved to a diverse demographic candidate pool to match the needs of the student body at the Maritime Academy. This leads to inexperienced or unqualified applicants that lack the understanding necessary for trauma informed instruction. This often leads to choosing unqualified applicants being hired for the position rather than being the right person for an open teaching position. It is important that we hire teachers that understand the life experiences of our students in order to provide access to rigorous content, as well as, understand the importance of developing relationships that help promote positive behaviors. This root cause leads to inconsistent instructional strategies that makes rigorous Ohio Learning Standards inaccessible to students in Language Arts and Math. Additional Improvement Areas: Professional Capital</p> <p>Priority Need (Group Name): Mathematics Root Cause(s): The analysis of our data included reviewing our STAR scores and Ohio State Test Scores in Math, grades and teacher observations, and data for students with disabilities which led to our needs statement. The Maritime Academy of Toledo needs to improve math achievement for all students with a determination that students, including students with disabilities, are below grade level in math and lack proficiency in mathematical grade level standards and the 6 mathematical practices. After conducting a five why's analysis the team determined that teachers move forward without assessing mastery or begin at a level above the mastery level without providing access of students as the root cause of a lack of mathematical achievement. Additional Improvement Areas: Professional Capital</p>
<p>Primary Improvement Area (Section): Fiscal Management</p> <p>No Needs Have Been Identified</p> <p>Primary Improvement Area (Section): Community and Family Engagement</p> <p>No Needs Have Been Identified</p> <p>Primary Improvement Area (Section): College and Career Readiness</p> <p>Priority Need (Group Name): Early Warning System Root Cause(s): The information for the career advising policy and student success plans was not communicated to necessary personnel and therefore no career advising plan was implemented. Therefore the root cause was the lack of any career advising plan, which results in no student success plans being created. Additional Improvement Areas:</p> <p>Primary Improvement Area (Section): School Climate and Supports</p> <p>Priority Need (Group Name): Attendance Root Cause(s): After analyzing attendance data we discovered that a majority of the students that have chronic absenteeism are economically disadvantaged. After conducting a five why's analysis we have determined that students with an economic disadvantage have not been provided the proper resources to promote appropriate school attendance because we did not have shared leadership or a transparent organizational structure with built in rewards that encourage initiative. Additional Improvement Areas: Curriculum, Instruction and Assessment</p> <p>Priority Need (Group Name): Safe and Healthy Schools Root Cause(s): The administration was too busy reacting to daily situations instead of planning for proactive systems. We did not have shared leadership or collective teacher efficacy because the organizational structure did not allow for the evaluation of behavior by teams with the mental health programs and its impact to student achievement. Additional Improvement Areas:</p>

1) Curriculum, Instruction, and Assessment

SMART Goal:

By May 2023 70% of Maritime Academy teachers will score a final summative rating of skilled or above, indicating high quality teaching, on the Ohio teacher evaluation system by implementing the teacher clarity process given a root cause of rigorous standards based instruction not being accessible to students in language arts and math and a baseline of 45% of Maritime teachers scoring skilled or above.

Student Measure:

Maritime Academy students will engage in the formative assessment process and identify their areas of strength and weaknesses with the state standards. The students will have access to assessment and benchmark data quarterly. From this data and a list of standards students will choose 3 "power" standards to focus upon.

Adult Implementation Measure:

100% of the Maritime academic staff will be trained to differentiate the areas of the OTES rubric and complete a self assessment and professional growth plan by November 2020. By May 2023 80% of Maritime teaching staff will be using formative assessment with evidence in the classroom as measured through walkthroughs and through OTES pre and post conferences.

1.1) Teacher Clarity (Level 1)

Description:

During the 2019-2020 school year the Maritime Academy of Toledo began the process of Teacher Clarity implementation. When teachers have a deep understanding of what students must know and be able to do, the rate of student learning can double (Hattie, 2012). Teacher clarity leads to greater student clarity, which empowers students to take greater ownership over their learning, goal setting, and proving their learning. This process had begun with basic implementation including compliance (making sure teachers have learning intentions and success criteria presented in class), refinement (developing appropriate learning intentions and success criteria), and professional development (learning about Teacher Clarity and what it looks like in the classroom). This coincides with chapters 1-4 of the Teacher Clarity Playbook focusing upon the basic premise of Teacher Clarity (.75). In order to more effectively implement Teacher Clarity we will implement other evidence based strategies within the Playbook including Formative Evaluation (.48), Micro-Teaching (.88), Feedback (.70), and prior ability (.94). These will not be "standalone" strategies but ultimately will guide our Teacher Clarity process in order develop a learning model that directly effects our root cause of providing access to rigorous standards-based instruction as indicated in the action steps. According to Hattie (2012) and Black & William (2001) formative evaluation refers to any activity used as an assessment of learning progress before or during the learning process itself. In contrast with formative assessment, the summative assessment evaluates what students know or have learned at the end of the teaching, after all is done. This coincides with the root cause of: 1). teachers move forward without assessing mastery or begin at a level above the mastery level without providing access of students as the root cause of a lack of mathematical achievement. 2). teachers are not trained on how to make rigorous grade level standards accessible to students who

are not at grade level or that have the prior knowledge of grade level standards. Utilizing feedback (.70) and corrective procedures, with formative assessment, students can achieve the same level of achievement as students in the top 20% (Bell, Bell, Blank). The strategy of Teacher Clarity (one of Hattie's high impact strategies) was chosen based upon the data from the needs assessment allowing students to access rigorous curriculum.

Link(s) to Needs Assessment:

Effective Instruction, Curriculum/Assessments

1.1.1) Review Teacher Clarity

Description:

A google classroom will be developed to review the first four chapters of the Teacher Clarity Playbook of Learning Intentions, Success Criteria, and Learning Progressions.

Benchmark Indicator

By August 17 2020, The Maritime Academy of Toledo will develop a google classroom encompassing Chapters 1-4 of the Teacher Clarity Process to make a digital learning community of the four chapters.

1.1.2) Revise the Classroom Walkthrough Form

Description:

The administration will review and revise the Classroom Walkthrough Form (Adding Formative Assessment Practices) to collect data which will be used to coach and train teachers in the area of Teacher Clarity. The walkthrough form indicators will align to the OTES 2.0 rubric indicators of lesson delivery and instructional planning. For the first quarter of the 2020-2021 school year we will collect data utilizing the walkthrough form on the review of the teacher clarity strategies and collecting baseline data on formative assessment practices. This baseline data will be utilized to develop Chapter 7 of the Teacher Clarity Playbook Formative Assessment Training. Walkthroughs will be conducted by SST1, the ESC, the Principal and Building Coach, etc. to coincide with the Maritime Academy Teacher Mentoring Program.

Benchmark Indicator

By the first week of school in 2020 school year the walkthrough form will be revised to include the formative assessment practices.

1.1.3) Train staff on Formative Assessment specifically Chapter 7 of the Teacher Clarity Playbook

Description:

According to Hattie (2012) and Black & Wiliam (2001) formative evaluation refers to any activity used as an assessment of learning progress before or during the learning process itself. In contrast with formative assessment, the summative assessment evaluates what students know or have learned at the end of the teaching, after all is done. This coincides with the root cause of: 1). teachers move forward without assessing mastery or begin at a level above the mastery level without providing access of students as the root cause of a lack of mathematical achievement. 2). teachers are not trained on how to make rigorous grade level standards accessible to students who are not at grade level or that have the prior knowledge of grade level standards. Formative assessment is not a standalone process, however. Utilizing feedback (.70) and corrective procedures, with formative assessment, students can achieve the same level of achievement as students in the top 20% (Bellon, Bellon, Blank). Formative assessment will help to identify the needs and then inform instruction for students with disabilities who have been identified, from our one needs assessment, as having an achievement gap in both reading and math. According to STAR data from the most recent test taken, approximately 85% of students with disabilities viewed scored in the "intervention" or "urgent intervention" range. Vocabulary appeared to be a relative strength of all students with special needs. Therefore, our formative assessment process will encompass the areas of feedback (.70), prior ability (.94), formative evaluation (.48), teacher clarity (.75) and MicroTeaching (.88). These strategies will work together and not be implemented separately in order to provide strategies that directly correlate to our root cause of a lack of academic achievement. We will implement this strategy with the following action steps: 1). Provide training on Formative assessment, prior ability, and feedback by September 2020. 2). Walkthrough form will be revised (from previous year) to add formative assessment by September 2020. 3). During pre and post conferences teachers will bring formative assessment data and be coached on proper use of data to inform instruction throughout the 2020-2021 school year. Within the data teachers will determine student success on standards based upon our special populations including students with disabilities, economically disadvantaged, foster or homeless children, neglected and delinquent, English Language Learners, etc. 4). This strategy will relate to teacher clarity and micro-teaching and be one piece in a cohesive model of learning to raise academic achievement throughout the 3 year improvement process.

Benchmark Indicator

On November 11th, 2020 the Maritime staff will be trained on Chapter 7 of the Teacher Clarity Playbook (Formative Assessment) to continue the Teacher Clarity Process.

1.1.4) Develop Administrative Walkthrough Schedule

Description:

The Building Coach and Principal will develop a walkthrough schedule, following a progressive plan, allowing for teachers with less experience (4 years or less/ ineffective or developing on OTES) including a new Maritime Teacher to be observed more frequently than teachers with a professional license (skilled and above on OTES).

Benchmark Indicator

The walkthrough schedule will be developed after the November 11th Formative Assessment training.

1.1.5) Implement Micro-Teaching (.88)

Description:

The Maritime Academy, specifically the Academic Instruction Team, will begin developing structures for micro-teaching (.88 Hattie Effect Size) and video review of lessons providing feedback and developing success criteria and formative assessment for teacher clarity to improve teacher development. This relates to the root cause for a lack of academic achievement when students are not be provided access to rigorous content and instruction based upon Ohio Learning Standards. The academic instruction team will meet on a monthly basis to learn Micro-teaching and review 1 lesson cycle of reflection which includes: 1). planning 2). teaching 3). feedback 4). replanning 5). reteaching 6). refeedback This directly aligns to the goal because it provides feedback and support for teachers as it encompasses OTES 2.0 system rubric in the areas of planning, instruction and feedback. It also aligns with teacher clarity in the areas of prior knowledge, lesson delivery, formative assessment, and feedback. Micro-teaching also aligns with our learning model because it forms a professional learning community as it leads to MetaCognition (effect size .60) in the area of teacher clarity.

Benchmark Indicator

Starting in January 2021 the Academic Instruction Team volunteers, guided by the HSTW Consultant, will begin Micro-Teaching practices, to coach and implement schoolwide in 2021-2022.

2) College and Career Readiness

SMART Goal:

By May 2023, The Maritime Academy of Toledo will develop a curriculum within a system of Career Advising, which will include training staff advisors and incorporating parental involvement to increase the graduation rate to 86% or higher.

Student Measure:

Beginning with the 2020-2021 school year 100% of students will meet once a year with the College and Career Readiness Team to assist in developing or reviewing their graduation plan with parents being notified of the process with given approval or request for revisions.

Adult Implementation Measure:

Beginning at the start of the 2020-2021 school year the Career and College Readiness Team will review data for attendance each month and course grades each quarter to develop a list of at risk students to inform tier 1 supports. Given the list of potential At Risk students staff advisors will make contact with students and parents monthly to inform them of their status and gain assistance when developing tier 1 supports.

2.1) Planning and Prediction (Level 1)

Description:

According to Hattie, student and teacher prediction and planning has an effect size of .76 because such strategies help the learner structure his or her thinking so as to plan, set goals and monitor progress, make adjustments, and evaluate the process of learning and the outcomes (Hattie, J., Donoghue, G. Learning strategies: a synthesis and conceptual model. npj Science Learn 1, 16013 (2016). <https://doi.org/10.1038/npjscilearn.2016.13>). Our root cause for the lack of career and college readiness centered around the lack of a career advising plan that would help students and staff learn the success criteria for graduation by identifying at risk students and developing interventions to ensure graduation. At this time, students do not know what success criteria it takes to graduate high school and be prepared for a college or career. We will develop the system to provide explicit systematic instruction on graduation which leads to college and career advising. This plan will lead to three student plans including the graduation plan, attendance plan, and student success plan.

Link(s) to Needs Assessment:

Family/Community Engagement, Well-Rounded Education, Supportive Learning Environment, Systems and Supports

2.1.1) Career Advising Policy Training

Description:

On August 12th, 2020 Maritime staff will receive a training on the Maritime Academy Career Advising Policy. This training will begin the process of live implementation of the career advising policy.

Create Grant Relationship

Create Component Relationship

2.1.2) College and Career Readiness Team

Description:

The Administration will interview staff members to find a team leader for the College and Career Readiness Team. The team leader will then choose 4 to 5 members each being assigned a different role.

Benchmark Indicator

The Team Leader of the College and Career Readiness Team will pick its' members by September 2020.

2.1.3) Develop graduation plans and Student Success Plans

Description:

The College and Career Readiness Team will develop a template for the Graduation Plan and the Student Success Plan.

Benchmark Indicator

By December 22, 2020 The Maritime Academy of Toledo will have Graduation and Student Success plans developed.

2.1.4) Identifying At Risk Students

Description:

The College and Career Readiness Team will meet monthly to review data concerning attendance and academic to identify which students are determined to be at risk. Students will have to meet both indicators in order to be considered at risk and placed on a success plan.

Benchmark Indicator

This action step will be ongoing throughout the 20-21 school year.

2.1.5) Systems and Structures for Graduation Plans

Description:

In order to create a system for the graduation and student success plans we will enact the following: 1). Procedures on how graduation plans will be developed. 2). A calendar of events concerning the development of graduation plans. 3). Identify two triggers for the student success plan and the policy will get board approved at the July 2020 Board Meeting. 4). Ensure a process for student and parent communication is developed. 5). The entire process will be approved by the Maritime Academy Governing Board.

Benchmark Indicator

By Summer of 2021 the Maritime Academy of Toledo will have developed and implemented a system for career advising that coincides with the Maritime Academy Graduation plan policy.

3) School Climate and Student Support

SMART Goal:

By May 2023, The Maritime Academy of Toledo will develop and implement a multi-tiered system of support with three core shared leadership teams: Environment and Culture (PBIS Leadership), Academic Instruction, and College and Career Readiness; which will meet bi-weekly for a minimum of 60 minutes to create to collective teacher efficacy and increase teacher satisfaction by 10% annually as measured by a survey.

Student Measure:

Through collaborative data analysis and discussions, the Environment and Culture Team determined the root cause by recognizing students, who have been identified as economically disadvantaged, do not have the proper resources to promote effective school attendance. Therefore, by May 2023, 93% of Maritime students will attend 6 hours of class or more out of a 6.5 hour day.

Adult Implementation Measure:

Each of the three shared leadership teams will develop and implement monthly plans based on the previous month's data and present the plan to the Building Leadership Team one time per month.

3.1) Behavioral Intervention Programs (PBIS) (Level 1)

Description:

According to John Hattie implementing a behavioral intervention program, such as PBIS has an effect size on student achievement of .62. Creating an environment where students learn social/emotional skills decreases discipline referrals and increases student achievement to more than a year's growth. Developing this type of system creates an environment of belonging and allows students to gain a deeper learning in many facets of achievement. In addition, implementing a system of PBIS develops a tiered system of support where students can learn based upon on their needs as everyone gets what they need as opposed to treating every student the same. This behavior intervention system will also help develop teacher/students relationships (effect size .72) and collective teacher efficacy (effect size 1.58) that will continue a chain reaction of a "model of learning" at the Maritime Academy of Toledo.

Link(s) to Needs Assessment:

Family/Community Engagement, Well-Rounded Education, Supportive Learning Environment, Systems and Supports

3.1.1) Partner with State Support Team Region 1 and the ESC of Central Ohio

Description:

In order to successfully implement the Positive Behavior Supports system we will partner with certified trainers through the SST 1 and the ESC of Central Ohio. The SST1 representative will provide the training while the ESC of Central Ohio representative will coach teachers and staff in proper techniques throughout the school year.

3.1.2) Introductory PBIS Training

Description:

All staff will be trained in modules 1 (Developing the Leadership Team) and 7 (Data Analysis) in May 2020 and in August 2020 staff will be trained in Modules 4 and 5 (creating and teaching classroom expectations).

3.1.3) PBIS Leadership Team

Description:

The Maritime Academy of Toledo will create a PBIS Leadership Team to guide implementation of the PBIS system. The leadership team includes teachers, TACKLE Behavioral Health, parents, students, board members, an ESC of Central Ohio representative, and other Maritime staff.

Benchmark Indicator

By June 2020 the Maritime Academy of Toledo will choose members of the PBIS Leadership Team and developing a stipend for the members.

3.1.4) Developing Behavior Matrix and School Wide Traits

Description:

In June 2020 the PBIS Leadership Team will refine our behavior matrix and develop schoolwide positive traits. The behavior matrix will create the expectations for adult and student behavior in each area of the school.

3.1.5) Refine and implement the positive recognition system

Description:

By August 2020 the PBIS Leadership Team will have reviewed and revised the Maritime Positive Recognition System to reflect the new behavior matrix.

3.1.6) Purchase and Implement the SchoolWide Intervention System (SWIS)

Description:

For the 2020-2021 school year the Maritime Academy of Toledo will purchase and implement the SchoolWide Intervention System to track positive and negative behavior referrals and interventions.

3.1.7) Data Analysis

Description:

The PBIS Leadership Team will review and analyze positive and negative behavior data from SWIS and its correlation to attendance and academic achievement as well as reviewing referrals made by staff members on a biweekly basis.

Benchmark Indicator

The PBIS Leadership Team will analyze data throughout the 2020-2021 school year.

3.1.8) PBIS Survey

Description:

In the spring of 2021 the PBIS Leadership team will administer the TIC (Team Intervention Checklist) to parents, students, staff, and other stakeholders to evaluate the success of the PBIS implementation at the Maritime Academy of Toledo. After the initial survey (beginning during the 2021-2022 School Year) the Maritime Academy of Toledo will administer the survey quarterly.

CAREER SKILLS CAREER SKILLS

Section 3:
Methods of Measurement &
Progress Monitoring

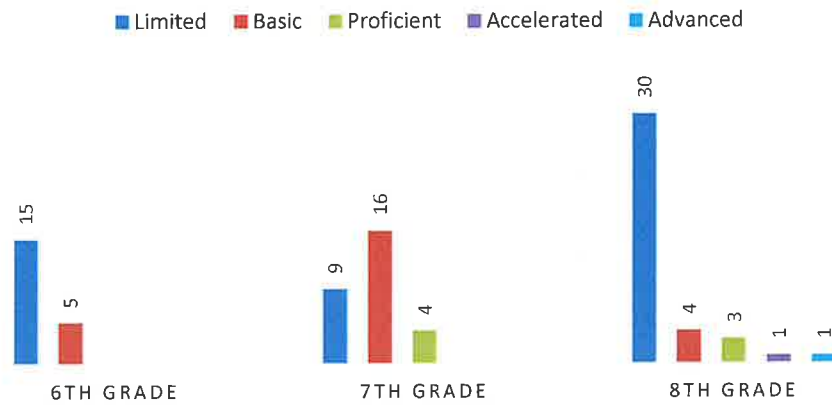
Contents:

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

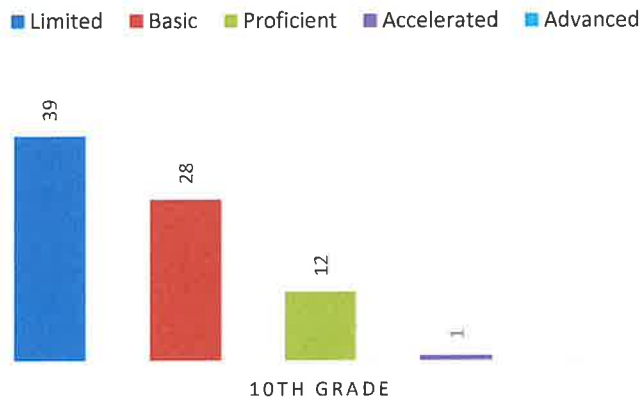
Academic Achievement

The pandemic has caused a situation where academic achievement

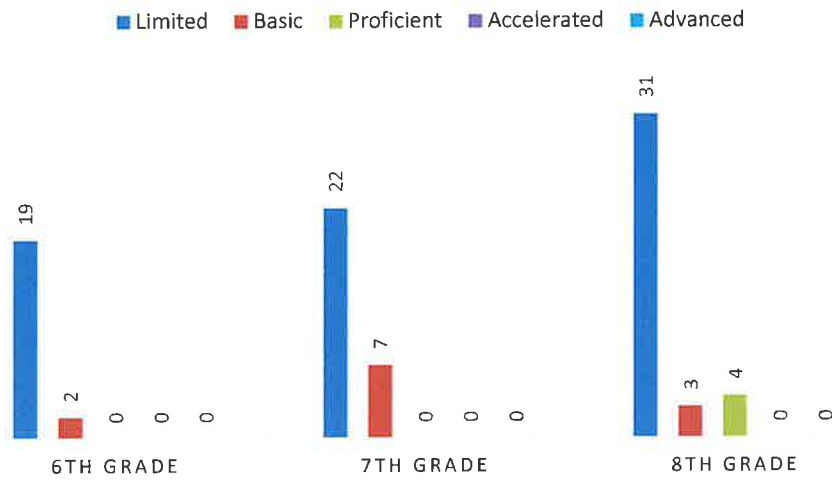
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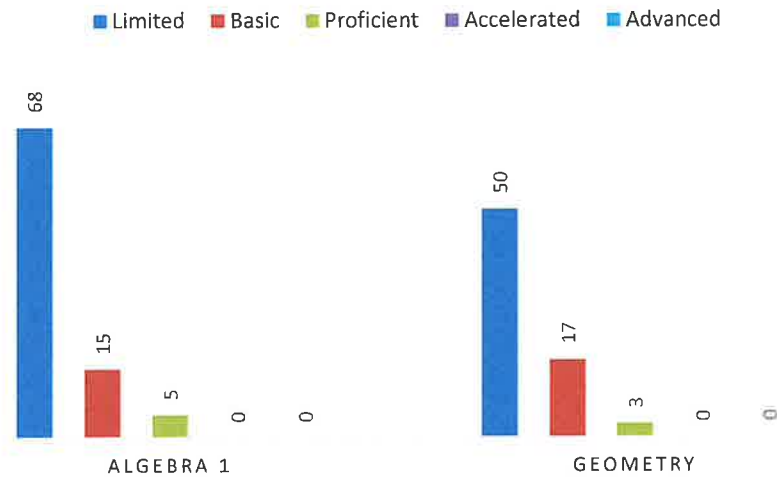
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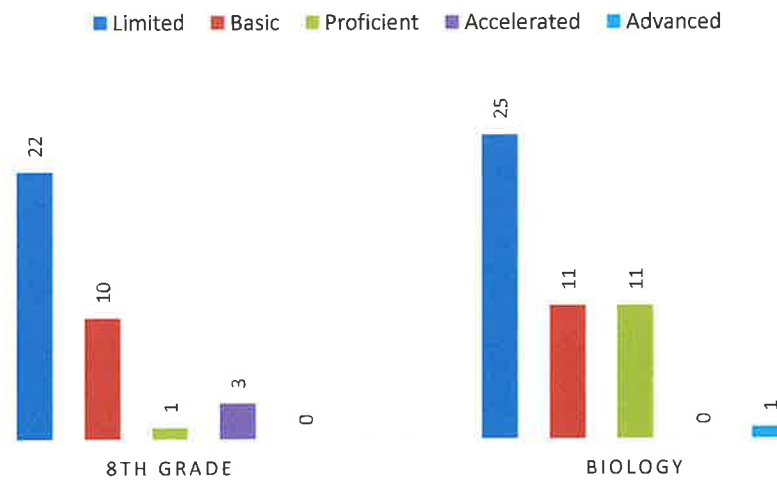
MATHEMATICS



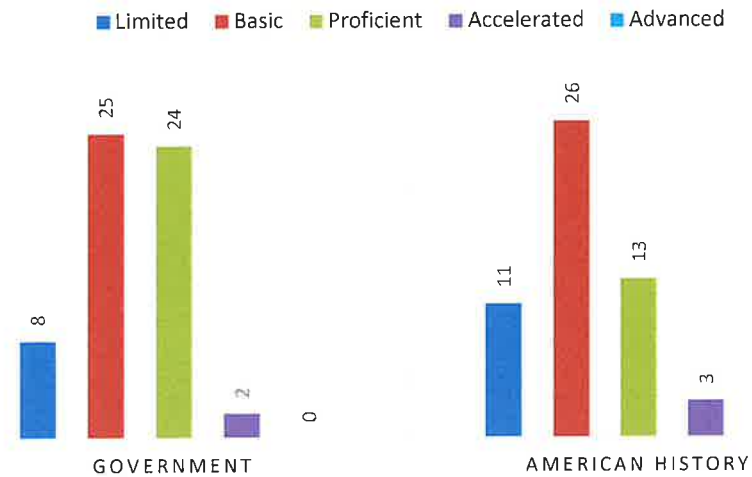
MATHEMATICS



SCIENCE



SOCIAL STUDIES



Ohio State Report Card				
Year	2020	2019	2018	2017
Report Card Rating	No Ratings	No State tests	F	N/A
Performance Index Possible 120			57.3/120	56.5
Percent of Proficient Students And Rank				18.7
# Indicators Met			2 out of 18	0 of 18- F
% of Indicators Met			11%	0%
AMO GOALS Academic Progress was met for all groups: SPED, Economic Disadvantaged and Minority Students			67.7% D	N/A
Value Added			F Overall	F Overall High Mobility -C SWD- C Lowest 20%- C
School Improvement			N/A	N/A
ACT Participation			72%	27.4 %
Graduation Rate – 4 Year		76.6%	80% D	Data was incorrect

Graduation Rate – 5 Year		82.8%	64% F	Data was incorrect
Attendance			89%	95%

TEACHER CLARITY

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

Section 5:
Financial Information

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

2020-2021 Financial Status of the Maritime Academy of Toledo

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

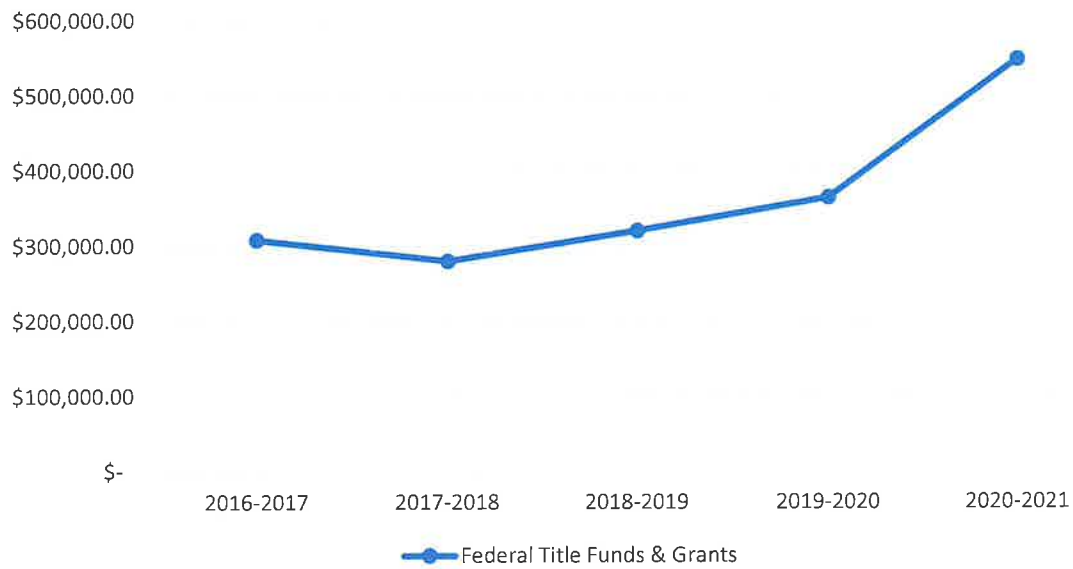
Funds	Beginning Balance	Ending Balance
General Fund	\$543,578.93	\$1,101,511.20
Permanent Improvement	\$2,500	\$52,500
Food Service	-6,297.52	\$4,304.65
Satin Gavel Scholarship Fund	\$2,700.00	\$5,350.00
Uniform Supply Fund	\$5,032.44	\$4,952.04
Leadership Fund	\$1,280.62	\$1,280.62
Rotary Uniform Fund	\$3,530.54	\$3,530.54
Class Fund	-\$390.92	-\$438.42
Prom Fund	\$1,094.69	\$1,094.69
Student Activities Fund	\$874.10	\$761.03
Cadet Chronicle Fund	\$767.66	\$767.66
Culinary Fund	\$3,172.49	\$3,372.49
Athletic Fund (Basketball)	\$450.36	\$280.12
Tall Ships Fund	\$7,040.00	\$7,040.00

a. Received \$363,789.34 in Federal Title Grants for the 2021 fiscal year:

1) Non-Competitive Title 1	\$15,700.00
2) Title I	\$223,057.18
3) Title II A	\$27,166.81
4) IDEA-B	\$92,764.10
5). Title IV-A	\$15,115.56
6) High Schools That Work (State)	\$6,000
7). ESSER	\$126,483.64
8). BroadBand Connectivity	\$26,145.62
9). CRF	\$14,817.14

Total: \$547,250.05

Federal Title Funds & Grants



CAREER SOCIAL CAREER PROFILE

Section 5: Unique Information

Contents:

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

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

Vision of the Parent Advisory Council:

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

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

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

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

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

Academic Pathways	
College Prep Pathway	1). The College Prep Pathway provides an academically intensive curriculum in preparation for college. 2). Cadets in this pathway should be able to obtain an Academic Honors Diploma. For information see: http://education.ohio.gov/Topics/Ohio-s-Graduation-Requirements/Honors-Diplomas/Academic-Honors-Diploma . 3). Cadets must maintain a 3.5 GPA. 4). Cadets failing any class will be disqualified from continuing in the College Prep Pathway.
Career Tech Pathway	1). The Career Tech (CTE) Pathway provides a choice of enrolling in Maritime Occupations, Marine Environmental Science, or Culinary. 2). Cadets in this pathway will graduate high school with credentials in chosen CTE program. (For Example: Culinary students can graduate with ServSafe certification.)

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

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