

Annual Report

Of

The Educational Service Center of Central Ohio

Sponsored

Community Schools

2023-2024



SPONSOR ANNUAL REPORT
The Educational Service Center of Central Ohio
2080 Citygate Drive, Columbus, OH 43219
2023-20234

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.

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ESCCO Community School Webpage – [Linked Here](#)

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

2023-2024 ESCCO Sponsored Community Schools RATINGS
Followed by Individual School Annual Reports

The ESCCO sponsored eight (6) schools during the 2023-2024 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 **meets**, **exceeds**, or **did not meet**. Legal compliance was rated as **met** or **did not meet**.

Performance Report Ratings

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

Early College Academy (Contract expires June 30, 2027.)

Academic Performance – Meets

The school has a performance framework that is based on report card indicators, mission specific goals, and a comparison to like schools. The school showed the most improvement over the past school year in gap closing as it moved from did not meet in 2022-2023 to exceeds in 2023-2024, based on data from

the state report card. It also reached exceeds in progress. It met the standards in graduation rate overall as a school, but did not meet in achievement. The school follows a dropout recovery model and qualifies for a modified report card with a dropout recovery and prevention designation. This is why they do not follow the star system as the other schools do on the state report card.

Fiscal Performance -- Meets

All fiscal documents were found to be compliant with the exception of a maintenance of effort funding corrective action taken related to Title 1 federal spending. All other reports were successfully submitted. The governing authority approved financial reports (such as five-year forecasts or annual budgets), Auditor of State annual fiscal audit was completed, and monthly financial reviews and compliance with internal financial controls occurred. There has been a decline in enrollment with a potential effect on funding and future budgets. This will continue to be monitored by the school and sponsor. The school ended the year with 130.24 FTEs. This was the last year of COVID relief funds.

Operation/Organization -- Meets

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. The governing authority complied with and executes the educational program defined in the contract.

Legal Compliance -- Meets

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, 2027.)

Academic Performance – Meets

The school has a performance framework that is based on report card indicators, mission specific goals, and a comparison to like schools. They received 2 stars in achievement, 2 stars in early literacy, 3 stars in gap closing, 4 stars in progress, and 3 stars on their overall rating. This was an improvement from the prior year in all areas.

Fiscal Performance – Meets

All fiscal documents were found to be compliant. The governing authority approved financial reports (such as five-year forecasts or annual budgets), Auditor of State annual fiscal audit was completed, and monthly financial reviews and compliance with internal financial controls occurred. The Graham School serves as the management company/operator for the Graham Elementary and Middle School and The Charles School at Ohio Dominican University. The school ended the year with 295.53 FTEs. This was the last year of COVID relief funds.

Operation/Organization -- Meets

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 sponsor has no concerns related to overall operation of the school. The governing authority complied with and executed the educational program and defined in the contract.

Legal Compliance – Meets

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, 2027.)

Academic Performance – Meets

The school has a performance framework that is based on report card indicators, mission specific goals, and a comparison to like schools. The school utilizes extended state standards for special education students since 100% of their students are on IEPs with the vast majority being on the autism spectrum. Students can stay enrolled until they are 22 years old which in turn impacts state report card ratings, hence the 1 star in graduation. Assessments are designed in conjunction with the standards and individualized to students. The school had 2 stars in achievement, 3 stars in progress and gap closing, and 3 stars overall.

Fiscal Performance – Meets

All fiscal documents were found to be compliant. The governing authority approved financial reports (such as five-year forecasts or annual budgets), Auditor of State annual fiscal audit was completed, and monthly financial reviews and compliance with internal financial controls occurred. The school ended the year with 187.45 FTE's -- a decrease from the previous year. This was the last year of COVID relief funds.

Operation/Organization - Exceeds

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. 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. The governing authority complied with and executes the educational program defined in the contract.

Legal Compliance – Meets

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, 2027.)

Academic Performance – Meets

The school has a performance framework that is based on report card indicators, mission specific goals, and a comparison to like schools. They have a 5-year program which decreased the 4-year graduation rates. They had 2 stars in achievement, 4 stars in progress, a decrease to 2 stars in gap closing, 1 star in graduation, and 3 stars overall.

Fiscal Performance – Meets

All fiscal documents were found to be compliant. The governing authority approved financial reports (such as five-year forecasts or annual budgets), Auditor of State annual fiscal audit was completed, and monthly financial reviews and compliance with internal financial controls occurred. The Graham School serves as the management company/operator for Graham Elementary and Middle School and The Charles School at Ohio Dominican University. The school ended the year with 294.38 FTE's. This was the last year of COVID relief funds.

Operation/Organization – Meets

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 sponsor has no concerns related to overall operation of the school. The governing authority complied with and executed the educational program and defined in the contract.

Legal Compliance – Meets

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, 2027.)

Academic Performance – Meets

The school has a performance framework that is based on report card indicators, mission specific goals, and a comparison to like schools. They received 1 star in gap closing and 2 stars in all other areas including achievement, progress, graduation, and overall rating.

Fiscal Performance – Meets

All fiscal documents were found to be compliant. The governing authority approved financial reports (such as five-year forecasts or annual budgets), Auditor of State annual fiscal audit was completed, and monthly financial reviews and compliance with internal financial controls occurred. 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 138.43 FTEs. This was the last year of COVID relief funds.

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. The school and sponsor continue to monitor this area.

The school met fiscal compliance for 2023-2024, which is based on 2022-2023 data. Once 2023-2024 data are available, we will provide updated analysis, if warranted. Contingent planning and potential cuts will need to be considered in the 2024-2025 school year moving forward to maintain fiscal viability if enrollment does not increase or if additional funding is not acquired.

Operation/Organization -- Meets

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 sponsor has no concerns related to overall operation of the school. The governing authority complied with and executed the educational program and defined in the contract.

Legal Compliance – Meets

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, 2027.)

Academic Performance – Did Not Meet

The school has a performance framework that is based on report card indicators, mission specific goals, and a comparison to like schools. The school was placed on the at-risk of closure list due to report card data. They received 1 star in achievement and graduation, 2 stars in progress and gap closing, and 2 stars on their overall rating.

Fiscal Performance – Meets

All submitted fiscal documents were found to be compliant. The governing authority approved financial reports (such as five-year forecasts or annual budgets), Auditor of State annual fiscal audit was completed, and monthly financial reviews and compliance with internal financial controls occurred. The five-year financial forecast is projecting financial challenges that must be addressed by the school to ensure their continued operations. The school ended the year with 224.47 FTEs. This was the last year of COVID relief funds.

Operation/Organization - Meets

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. The governing authority complied with and executes the educational program defined in the contract

Legal Compliance – Meets

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 FY24

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 A.C. Sallee, Esq. 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	131
Percentage of Students on IEP's	20%
Names of Assessments Given at the School	End of Course, STAR, 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.

ECA participated in Rise Up, sponsored and supported through Goodwill Industries. This allowed 11 students to receive retail training, earn a Seal toward graduation requirement and earned a stipend as well. In addition, a staff member from Goodwill was in the building one day a week to assist students in any way possible

Explanation of Subsections Below

(a) the performance standards by which the success of the school was evaluated by the sponsor during 2023-24 (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 2023-24

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 Graduates Complete an Individualized Graduation Plan (IGP)
100% OF STUDENTS MET THIS STANDARD

Through the use of data-driven instruction, 75% of all students that take the STAR assessment in Reading and Math will show growth on their scaled score unified after 13 weeks of instruction or intervention.

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 2023-2024 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 2023-24 school year

The Financial Records are reviewed annually by the auditor, State of Ohio, James Zupka, CPA, an independent auditor, monthly financial reports (as submitted by the treasurer to the sponsor), the five –year budget forecast, ODE's School Options Enrollment System (SOES) and school settlement reports (ODE). The treasurer of the sponsoring agency reviews all of the above-mentioned functions and/or reports in a timely manner. In addition, ECA received ESSER funds and CFR dollars for FY23-24 from roll over from ESSER through 2024 ECA files a Fiscal Plan through Epicenter monthly. The sponsor has expressed concerns regarding enrollment and retention of students. ECA submitted a Strategic Enrollment Plan to the Sponsor outlining steps that will be taken each year to remain fiscally responsible and solvent.



2023-24 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

Assistant Superintendent – James Kutnow

Assistant Superintendent - Ed Ingman

Dean – Christina Conrad

Dean – Angelic Dean

Dean - Alen Auguste

Dean - Cassie Muller

Fiscal Agent – Jennifer L. Smith, CPA

School Year the School Opened – 2010-2011

Number of Students - 296

Grade Levels Served – K-8

Percentage of Students on IEP's – 38%

Percentage of Economically Disadvantaged Students – 86%

Student demographic percentages – 63% African American, 22% Caucasian, 7% Hispanic, 6% multiracial, 2% Asian/American Indian

Percentage of Students for whom English is their second language – 3%

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 & Workforce. 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 2023-24 included: **Joyce Swayne**, President; **Sara Neikirk**, Vice President; **Ari Pompas**; Secretary/Treasurer, **Kitty King**, **Marci Ryan**, and **Rayshawn Wilson**. GEMS partners with EL Education, national experts in effective educational practice using an expeditionary model. GEMS is a member of The Graham Family of Schools.

The Graham Elementary and Middle School Mission

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

Special Accomplishments/Achievements -

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

GEMS is located near The Ohio State University in an historic building purchased in May 2017. We partner with multiple OSU programs including: OSU Honors & Scholars' (Adopt a School provides over 100

undergraduate students as volunteer tutors); The Office of Student Life, and a variety of departments on campus to supplement learning in our curriculum including the Department of Teaching and Learning.

Launched in the fall of 2015, Play Us Forward, a partnership between ProMusica Chamber Orchestra, GEMS, and United Schools Network, provided a shared music instructor and free instruments for 5th-8th grade students in partner charter schools. Play Us Forward's goal is to remove barriers of participation in individual instrumental instruction by providing instruction and instruments at no cost to students or their families. Through this partnership, we aim to create a model of musical instruction, and provide positive opportunities for artistic expression and overall academic enhancement for each student involved.

Honors/Recognitions/Special Occasions

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

Grades K-5 and 6-8 held Community Meetings once 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.

Celebrating Our Work Together

During Better World Day in early May, students exhibited work from their learning expeditions during celebrations of their learning. All grade levels participate and celebrate this work in partnership with a wide range of community organizations and experts. In particular, seventh graders shared the impact of how our many cultures have crossed and shaped the country and gained podcast development skills through partnerships with the Ohio Historical Society, WOSU, and Musicology Recording Studios.

GAP

In partnership with Communities in Schools (CIS) GEMS hosts two daily after school programs for K-4 students and 5-8 students. The programs are free to our students and funded by a Nita M. Lowey 21st Century Community Learning Centers Grant and ARP ESSER funds. OSU students from the Department of Teaching and Learning assist our program staff in all areas including homework help, ELA and Math enrichment, Social and Emotional Learning activities, career exploration and expeditions.

Partners

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

Kathleen Farrell, Rich and Kitty King, Marci B. Ryan, and Emily Wampler.

Columbus Zoo, Communities In Schools, Martha Holden Jennings Foundation, Huntington Bank, The Ohio State University, State of Ohio/Ohio Department of Education & Workforce, Ohio Department of Natural Resources, ProMusica Chamber Orchestra Play Us Forward Program, The Marcus Project, and Local Matters.

Federal Funding

GEMS is designated as a School-wide Title program, enabling us to receive Federal Funds to ensure that all of our students receive the support they need to reach and exceed grade level goals in reading and math. Funds also support professional development for teachers and administrators, additional support for students affected academically, socially and emotionally by the pandemic, and improvements to our campus spaces, sanitation, safety, air quality and infrastructure. Federal funds this year included Title IA, Title I SSI, Title IIA, Title III, Title IVA, EOEK, IDEA-B, ESSER II, ARP ESSER, ARP IDEA, ARP Homeless, Stronger Connections.

The performance standards by which the success of the school was evaluated by the sponsor during the 2023-24 school year, and the method of measurement that was used by the sponsor (ESCCO) to determine progress toward goals.

The sponsor has established a high stakes rubric with which it evaluates its schools annually by evaluating Academic Performance, Fiscal Performance, and Organizational/Operational Performance. The sponsor uses the annual state report card, MAP Assessment scores, fiscal and operational rubrics, and other mission specific measures. These rubrics are also used for sponsor contract renewal, a process successfully completed during FY24 resulting in a renewed 3 year contract. The sponsor attends board meetings, has periodic meetings with leadership and initiates site visits during the school year.

Contractually stated goals aligned with the ONE Plan

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

Names of Assessments Given at the School and the Results

To monitor schoolwide academic progress and achievement, GEMS uses NWEA MAP, Panorama, and State Tests. MAP Math and Reading assessments are administered fall, winter, spring to students in grades K-8 and are used to analyze and monitor student growth, guide instructional practices in the classroom, and summarize school performance. MAP Normative and Comparative Data is used by school leader(s) and staff for identifying and qualifying students for various instructional strategies and class schedules. NWEA’s methodology includes a large and reflective sample using nine terms of data and a new model for estimating student growth. GEMS uses this data to monitor and analyze student growth in the classroom towards proficiency on Ohio’s State Tests. As part of our formalized initiative in Social and Emotional Learning, GEMS used the Panorama Survey to help us identify student progress toward SEL goals. Students in the state of Ohio are required to take Ohio’s State Tests in grades 3 through 8, the results of which are presented on the state report card. The GEMS staff meets in data teams throughout the year to evaluate student progress as well as set teaching and learning goals.

Spring **MAP results** show the effective use of the ELA and Math curriculum with support and PD from EL Education leads our work across all grades. Grade level achievement measures show significant progress/growth which is also reflected in the Ohio State Report Card.

Panorama data focused on our priorities of Growth Mindset, Self-Efficacy and Sense of Belonging showed growth in all areas. We met our goal of 50% at GEMS for a favorable perspective in Growth Mindset and are close with Self-Efficacy. Participation rate continues to increase as this measurement of SEL competencies becomes thoroughly embedded in our culture. Our analysis of this data leads us to consider the lingering impact of the pandemic on student and school culture and individual self-awareness; and our need to continue attending to building culture and foundational academics.

The Ohio State Report Card

The Ohio State Report Card rates schools with a 5 star system. GEMS received 3 stars for Overall School Performance, 2 stars in Achievement on the Ohio State Tests; **4 stars in Progress which measures student academic growth as compared to the previous year**; 3 stars in Gap Closing which combines a variety of measures including achievement, progress, and attendance; and 2 stars in Early Literacy which measures K-3rd grade reading growth and achievement.

The school significantly exceeded growth expectations, which is a strong indicator of student improvement over time. This suggests that interventions and instructional strategies implemented are having a positive

effect, particularly in helping students grow from where they started. K-3 literacy showing vast improvement was a highlight. The school meets state standards in closing achievement gaps for student groups, which means efforts are in place to support underperforming and or underserved students, however, there is still room from improvement to better serve all students equitably.

The 2023-2024 Report Cards give us a snapshot of student achievement and growth as well as teacher effectiveness. During this school year we establish new goals for our students and teachers academically, socially and culturally. We created work-plans to address the ongoing social emotional trauma and learning loss, and challenges of attendance, engagement and self-direction. Our primary focus is growth every day. Having a Growth Mindset amongst students and staff is essential. We meet students where they are, focus on the whole child, differentiate instruction and move students forward academically.

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

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

- Built a school improvement plan focusing on goals in Social and Emotional Learning, English Language Arts, and Mathematics aligned to our work plan and the ONE Plan.
- Expanded our RTI/MTSS program into the middle school
- Empowered our Director of Social and Emotional Learning to help us better understand our students' non-academic needs that directly impact their ability to learn, and to design strategies that help our students become more aware of their own needs and available resources.
- Focused on understanding the impact of trauma on children and their learning and the use of Trauma Informed Practices. 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.
- Maintained two after school programs focusing on SEL, ELA and Math enrichment and support as well as career exploration.
- Maintained our strong partnership with EL Education to continuously improve our expeditionary focus integrated with academic growth and achievement goals in all core curricular areas based on Ohio and Common Core Standards.

Academic Curriculum Requirements including EL Education Curriculum

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

EL Education provides school leaders and teachers with professional development, curriculum planning resources, and school structures to boost student engagement, character, and achievement. EL exists in over 152 schools in over 35 states nationwide. The EL model is a proven success in supporting schools in developing a positive school culture and higher achievement scores when compared to the school districts in which they exist. EL and GEMS together developed the school's habits of learning: perseverance, responsibility, thoughtfulness, teamwork, and quality.

As an EL Education school, we define success as having three dimensions: “Knowledge and Skills,” “Character,” and “High Quality Work.” Our Crews intensives have been focusing not only on academic support for our students but also on social and emotional learning depending on students 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.

In our mathematics classrooms, we use the Illustrative Mathematics curriculum. It is the highest rated math curriculum according to EdReports. Students are exposed to rigorous grade level problems

Expeditions for K-5th Graders

Kindergarten:

Kindergarten students began the year by learning about toys, play, and sharing in order to be good classmates. 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. Students created their own stuffed animals and shared them at our celebration of learning.

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. Students became experts on weather and created books 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 at fieldwork with the Ohio Department of Natural Resources.

1st Grade:

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

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

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

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. Students wrote a book comparing and contrasting different aspects of school from around the world.

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 *Pourquois tales* and informational text about frogs and practiced using both narrative and informational writing.

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

4th Grade:

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

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

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.

Expeditions for 6th-8th Graders

Heroes- In our 6th-grade expedition, students embarked on an exploration of heroism by reading *Percy Jackson* and studying the concept of the hero's journey. They extended their learning by visiting a local fire department, where they discovered real-life heroes within the GEMS community. To culminate the experience, students wrote and performed an original play inspired by *Percy Jackson*, showcasing their understanding of heroism in both myth and real life.

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

Epidemics (7th Grade) – In our 7th-grade expedition on epidemics, students explored the history of global disease outbreaks through **Patient Zero** by Marilee Peters. They investigated how epidemics spread and examined the contributions of scientists and epidemiologists. Students met with experts who studied diseases, gaining real-world insights into public health efforts. As a culminating project, students scripted and recorded podcasts about an epidemic that particularly interested them, demonstrating their understanding of the scientific and societal impacts of these health crises.

A Long Walk to Water (7th Grade) - In our 7th-grade expedition, students engaged with *A Long Walk to Water*, by Linda Sue Park, exploring themes of perseverance, survival, and social change through the story of Salva Dut and the global water crisis. In addition to meeting with experts, students deepened their understanding by writing children's books that captured their learning. They then read these books to 2nd-grade students, sharing the lessons they had gained about the importance of water access and the resilience of individuals facing adversity.

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.

Identity (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 within the school community and the world. Students read *Maus*, by Art Spiegelman to explore how people's sense of belonging was changed during the Holocaust. And then *Farewell to Manzanar* by Jeanne Wakatsuki Houston to learn about the experience of Japanese Americans during World War II. We connected identity to a sense of belonging within a community and then our 8th grade students created documentaries by interviewing GEMS community members, family and OSU students to determine what it means to belong.

Staff Members

The full-time and part-time staff roster in the 2023-24 school year included: Debbie Addison, Alen Auguste, Cathy Baney, Kevin Beery, Stacey Bittinger, Samantha Brantley, Jennifer Bricker, Greg Brown, Claire Bubeck, Taylor Bush, Loren Collins, Christina Conrad, Emma Creech, Chrys Cruise, Miles Cummings, Angelic Dean, Max Dubois, Monica Eppler, Leonard Farquharson, Carissa Ferguson, Morgan Fields, Kyle Flemings, Colleen Flowers, Susan Frank, Olivia Frishkorn, Valerie Hessler, Juliana Huelshoff-Ahumada, Edmund Ingman, Raesheena Kennedy, Logan Kamphuas, Noelle Klein, Alexandra Konet, Jill Kovacs, Stephen Krause, James Kutnow, Sidney Leatherman, Katie Logan, Cheryl Long, Karly Manley, Melinda Mcfann, Kiefer McClain, Angela Meabon, Claire Mitchell, Cassie Muller, Fatlinda Nini, Kelli Orians, Dia'Tiana Peck, SarahPfirman, Alisha Porter, Erica Roberts, RachelRutkowski, Evan Rulong, Kristen Sever, Brittni Shackelford, Jennifer Smith, Audrey Snyder, Sarah Solley, Chris Spackman, Zachary Steinberger, Eliot Stevens, Amy Tobin, Christina Wagner, Jennifer Waddell, Stephanie Waldeck, Jeff Wiseman, Kia Woodward, and April Yates, Zhu (Sherry) Yijing

Financial Status

In fiscal year 2023-24 the school received \$3,931,696 in state funds. The school also received \$1,461,332 in federal funds and \$61,672 in development and rental income funds, among other separated categories. Sources of income totaled \$5,454,700. In fiscal year 2023-24 the school paid for employee salaries and benefits, including payroll taxes and retirement, through The Graham School, GEMS's financial manager, and paid \$109,770 in loan payments for the purchase of the 16th Avenue building. Uses, including the aforementioned items along with classroom support expenses, utilities, insurance and assorted services to and purchases for the school, totaled \$5,408,585 in expenses. When the current cash in bank was added to the sources, the year-end adjusted cash balance was \$616,773 to be carried over to 2024-25. The school conducts its own on-going internal financial audit under the direction of its Board Audit Committee and treasurer Jennifer Smith, CPA. Finances also were audited by the school's sponsor, The Educational Service Center of Central Ohio. And, the school is audited annually under the auspices of the State of Ohio Auditor's Office. All found the finances to be accounted for accurately and appropriately.

Oakstone Community School Annual Report
2023 - 2024

Oakstone Community School
October 23, 2024

2655 Oakstone Drive
Columbus, OH 43231-2831
614-865-3413

IRN: 000679

Superintendent: Heather Kronewetter
Fiscal Officer: Johanna Gladman

Governing Authority Members:

Marla Oppenheimer, President
Kevin Bacon, Vice-President
Sherry Chapin, Secretary
Carrie Beare
Scott Duffy
Eric Frank .

School Opening Year:
2004-2005

Number of Students: 199 enrolled (FTE 187.45), attendance rate was 88.0%

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 on the strengths of each student as they gain academic competency and develop personal responsibility.

mmo
10/23/24

Percentage of Students on IEP: 100%

The Ohio Department of Education and Office of Exceptional Children provides an annual special education profile to each school. OCS received results of the Special Education Profile on May 16, 2024 for the 2022-23 data. Results indicated the following:

Indicator 3b –

Reading Proficiency Rate - Grade 4	85.71%	(target = 24.86%)
Reading Proficiency Rate - Grade 8	28.57%	(target = 13.97%)
Reading Proficiency Rate - HS	54.82%	(target = 20.84%)
Reading Participation in Alternate Assessments	18.27%	(target = >1.0%)
Math Participation in Alternate Assessments	19.79%	(target = >1.0%)
Math Proficiency Rate - Grade 4	85.71%	(target = 29.83%)
Math Proficiency Rate - Grade 8	21.43%	(target = 16.94%)
Math Proficiency Rate - HS	22.22%	(target = 9.77%)

It should also be noted that OCS received a “Meets Requirements” on the Special Education Rating and that we did not have any “actions” against us.

However, it should also be noted that OCS also receives a Special Education Profile. This year, the profile required actions for areas that were found to be “not met”. OCS did not “meet” the participation in alternate assessment rate (less than 1% of students participate), as we had 18% qualify and allowed them per their IEP to still take the alternate assessment. Additionally, we did not “meet” our graduation rate as a result of allowing students on IEPs to remain in school to work toward his/her transition goals, rather than making them graduate at 12th grade. The state required OCS to create action plans to address these two areas. OCS’s action plans were approved by the state, evidence was provided for completion of action steps and no further actions are needed.

** 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-L)

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 always, information within the grade card is reflective of data from the previous school year. This is the 2023-24 grade card which was received in September 2024. The grade card data for 23-24 is outlined by the following:

Achievement Component: 2 stars

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

Areas of strength for OCS as identified on this report card include proficient or above areas in the following categories: Third grade ELA (72.7%) and Math (60%), Fourth grade ELA (90%) and math (60%), Fifth grade ELA (70%), math (60%), science (70%), Eighth grade science (53.3%), US History (55.6%), US Government (69.2%), and Biology (53.3%).

Areas of weakness for OCS as identified on this report card demonstrating less than 50% proficiency on tests include: Sixth grade ELA (43.8%), Sixth grade math (25%), Seventh grade ELA (40%), Seventh grade math (35.7%), Eighth grade ELA (33.3%), Eighth grade math (7.7%), Eighth grade science (53.3%), Algebra I (35.7%), Geometry (26.1%) and ELAII (41.2%).

Progress Component: 3 stars

The progress component measures the academic performance of students compared to expected growth on Ohio's state tests. OCS students demonstrated significant evidence in achieving more progress than expected in the following areas: Science (all tests), Seventh grade (all tests, most specifically Mathematics), and American History. OCS students demonstrated expected growth in all other areas. OCS did not have any areas in which students did not meet expected growth levels.

Gap Closing & Graduation Component: 3 stars, 1 star

The Gap Closing component shows how well schools are meeting the performance expectations for students in English language arts, math, and graduation. OCS demonstrated the following with regard to English Language Arts and mathematics achievement: 76.7% students with disabilities in ELA compared to the state target of 55.8%, and 62% students with

disabilities in math compared to the state target of 51.3%. In graduation, OCS had a 50% four year graduation rate and 63.6% for the five year graduation rate. It should be noted however that 83.3% of OCS students met their state graduation requirements but deferred their diploma to continue working on the transition plan of their IEP. It should be noted that 5.6% (or one student) withdrew but did not enroll in another school affecting our score as those who deferred graduation to remain on their IEP.

Early Literacy Component - (new this year): NC

The Early Literacy Component examines the effectiveness of the reading and literacy supports provided to children in kindergarten through third grade. It is composed of three unrated measures that contribute to the overall rating.

- Proficiency in Third Grade Reading (NC - not enough students to count)
- Promotion to Fourth Grade (NC - not enough students to count)
- Improving K-3 Literacy (NC - not enough students to count) - this area measures previous students who were not on track who moved to being on track in reading.

Special Accomplishments/Achievements:

- \$20,000 in scholarships rewarded to two OCS seniors
- 21 College Credit Plus hours earned by seniors

Required Subsections:

- A. The performance standards by which the success of the school was evaluated by the sponsor during the 2023-24 school year (i.e. the contractually stated academic goals including performance on statewide achievement and graduation tests, as well as the additional accountability measures agreed upon by the sponsor):
- Passage of state mandated testing
 - Other testing in accordance with student's IEP
 - Graduates earning the minimum number of academic units required by the school
 - School works to meet the state's standards for passing
 - Disability Proficiency
 - Special Ed. Disproportionality
 - Special Ed. Execution
 - Special Ed. Compliance
- B. The method of measurement that was used by the sponsor to determine progress toward those goals during the 2023-24 school year:
- Local Report Card results
 - Additional Accountability Measures in Sponsor Contract
 - Site Visits
 - Student records inspection
 - Special Ed. Rating Report
- C. The School's activities toward and progress in meeting those contractually stated goals during the 2023-24 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., Attainment Special education Curriculum for HS Math, HS SS, and HS Science, McGraw-Hill, Glencoe, 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.
 - Wellness Funds for students to receive tutoring/social/behavioral and crisis intervention outside of the regular school day who in addition to their already provided interventions, are still in significant need.

D. The School's financial status during the 2023-2024 school year:

OCS began fiscal year 2023 (July 1, 2023 through June 30, 2024) with a cash balance of \$379,235. A summary of cash basis receipts and expenditures follows:

	<u>2023-2024</u>
Receipts	
State Foundation	\$ 6,401,479
State Funding - Casino	13,283
State Funding - Threshold Cost Reimbursement	47,514
Federal Reimbursements - Medicaid in Schools	62,301
Federal Grants	353,304
Interest	33,401
Other	<u>10,193</u>
	6,921,475
Expenditures	
Salaries	1,504,909
Fringe Benefits	396,610
Purchased Services	4,520,487
Materials and Supplies	65,344
Capital Outlay	-
Other	<u>1,518</u>
	6,488,868
Net of receipts and expenditures	432,607
Beginning Cash Balance	379,235
Ending Cash Balance	<u><u>\$ 811,842</u></u>

Receipts

In fiscal year 2024, community schools continued to be funded utilizing a cost based approach which is calculated on the enrollment of the school and average education costs across the state. State foundation receipts come through the Ohio Department of Education and Workforce (ODEW) and included: Base cost funding \$1,399,587, Student Wellness and Success funding (purpose restricted) \$78,174, special education funding \$5,120,448, English Language Learner funding \$1,598, facilities funding \$183,476.25, and equity supplement of \$121,840. The state foundation was then reduced by a 10% holdback of special education funding of

\$512,045 to fund threshold special education costs in schools across the state. The School's FY 23 foundation line item was increased by \$250 for FY 23 state foundation adjustments and by a high quality instructional materials subsidy of \$8,150.

Casino revenue received in FY 24 totaled \$13,283.

Federal reimbursements from the Medicaid in Schools Program totaled \$62,301, which included settlements for FY 22 and FY 23 as well as interim reimbursements for FY 24.

Federal receipts included \$353,304 in Title VI-B IDEA, Title II-A, Title I Non-competitive SSI, and ARP ESSER SAS 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 (including speech, OT, and psychology), summer services, wellness services, sponsor fees, audit and related service fees, attorney fees, insurance, rent, technology, interpreting, 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, property firm services, moving services, etc.

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

OCS ended the fiscal year with \$811,842 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, 2024, 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 22, 2024, projected a positive cash balance through fiscal year 2028.



2023-24 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

Assistant Superintendent – Ed Ingman

Assistant Superintendent – James Kutnow

Dean - RJ Larry

Dean - Steve Owens

Dean - Melissa Rulong

Fiscal Agent – Jennifer L. Smith, CPA

School Year the School Opened – 2007-2008

Number of Students - 295

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

Percentage of Students on IEP's – 22%

Percentage of Economically Disadvantaged Students – 79%

Student demographic percentages – 69% African American, 9% Caucasian, 17% Hispanic, 4% multiracial, 1% Asian/American Indian

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

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 & Workforce. 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 2023-24 school year were: **Kitty King**, President; **Jim Ziminski**, Vice President and Treasurer; **Howard Lipkin** 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. TCS is a member of The Graham Family of Schools.

The Charles School Mission

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

The Charles School Vision

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

The Charles School Program Goals

- Make higher education more accessible, affordable, and attractive to all students including those traditionally underserved by and underrepresented in higher education 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 with teachers and professors who are licensed in their fields and have achieved mastery of their academic disciplines.
- 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, engage in social and emotional learning and continually monitor academic progress.

Partners

Ohio Dominican University (ODU) Early College Program

ODU is the primary university partner of The Charles School at Ohio Dominican University. A fully accredited, four-year liberal arts institution, ODU was founded in 1911. The university occupies 64 beautifully wooded acres, centrally located in Columbus and adjacent to TCS@ODU. Today, ODU has over 1,200 students and is committed to academic excellence, life-long learning and community service. Classes are small and students may choose from more than 42 undergraduate majors. The student body is diverse and individualism is celebrated, regardless of age, race, gender, religious background, ethnic or cultural heritage. We are grateful to the faculty and staff at Ohio Dominican University for their work alongside us to fulfill our important educational mission. Our students can begin taking college courses on the ODU campus as early as the beginning of their Junior year and continue through a fifth year of high school to obtain an Associates Degree.

Columbus State Community College (CSCC) College Credit Plus Program

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

Middle College National Consortium

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

EL Education

The Charles School also partners with EL Education. EL Education is one of the nation's leading K-12 education organizations committed to creating classrooms where teachers can fulfill their highest aspirations and where students can achieve more than they think possible. EL exists in over 152 schools in over 35 states nationwide. For more than 20 years, EL affiliated schools have striven for a vision of student success that joins academic achievement, character, and high-quality work.

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

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

Additional Partners

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

Robert F. Beard Charitable Foundation, Susan Coady, Gail Collins, Andrea Gorzitze and Julian Maxey, Jessica Grimm, Yolanda Jones, Rich and Kitty King, Brian Smith, Dr. Gordon Snider, and Sara Tobin

Besa - Be the Good, City of Columbus, Columbus State Community College, Common Sense Culture, EcoPlumbers, Harmony Project, Lead the Way Learning Academy, Lifeline of Ohio, More Inc., Mid-Ohio Food Bank, Nationwide Children's Hospital, NYAP, Ohio Dominican University, Ohio Wesleyan University, Performance Automotive Group, Rising Youth, Syntero, The Ohio State University, The Royal Oak Initiative, United Methodist Church, Vantage Inhouse, and Zora's House.

Career Pathways Work and CTE

It has become increasingly apparent that the diversity of our students needs a diversity of options as they move through high school toward careers and college. 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 career and/or college. 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 2023-2024 school year students had the opportunity to take Information Technology, Programming, or Web Design. We had a total of 137 students take the courses. New opportunities in Pre-Apprenticeships were developed through partnerships with Performance Automotive Group and EcoPlumbers for either career training in auto mechanics or plumbing. 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 2024. As our program grows we continue to explore new avenues for our students to engage with the community and prepare for life after high school.

Federal Funding

TCS@ODU is designated as a School-wide Title program, enabling us to receive Federal Funds to ensure that all of our students receive the support they need to reach and exceed grade level goals in reading and math. Funds also support professional development for teachers and administrators, additional support for students affected academically, socially and emotionally by the pandemic, and improvements to our campus spaces, sanitation, safety, air quality and infrastructure. Federal funds this year included Title IA, Title I SSI, Title IIA, Title III, Title IVA, EOEC, IDEA-B, ESSER II, ARP ESSER, ARP IDEA, ARP Homeless, Stronger Connections.

Special Accomplishments/Achievements

In the 2023-2024 School Year, we had 10 students participate in the 5th year program. Of those 10, two earned an Associates Degree from Ohio Dominican University. Of our 40 graduates, six earned Honors Diplomas.

In 2023-2024 59 students participated in the ODU Early College Program, and the students earned 552 credits. One student participated in College Credit Plus through Columbus State Community College and earned 9 credits. Some colleges/universities our seniors plan on attending are: Ohio Dominican University, The Ohio State University, Columbus State Community College, Central State University, and Bowling Green State University.

Celebrating Our Work Together & Honors/Recognitions/Special Occasions

In May, The Charles School at Ohio Dominican University conducted an outside graduation celebration extravaganza for the Class of 2024. The annual Awards Ceremony and picnic recognized students who exhibit

achievement and leadership in a variety of categories. During the awards ceremony students who exemplify the best in science, social studies, English, math, Spanish, physical education, health, CTE, and fine arts were recognized. Students were also recognized with the Dean's Award for Courage, Integrity, and Grit, the Biggest Leap Forward Award, and The True Panther Award.

In 2023-24 the following students were honored as recipients of these awards:

Awards	
English 9	Aset Caldwell & Taji'er Faulks
English 10	Khady Diouf, Damarion Reed-Miles, Joey Clayton & Segá Coleman
English 11	Maddie Smith & McKenzie Lancaster
English 12	Will Davis, Jayleana Peake, & Gabe A'Neal-Pack
Algebra 1	Hawa-Sue Kamanda, Moxxie Butler, Zainab Koroma, & Katherin Romos Hernandez
Geometry	Myi-Ajah Gross, Zoe'e Harris, Abigail LeGualt, Amayah Mankins, Damarion Reed-Miles, & Carter Strader
Algebra 2	Arden Gibson, Julia Fouts, & Coreay Sharpe
Financial Literacy	LaMarion Barnes & Damiah Williams
Senior Math	Calesha Clark, Maci Braaksma, Jayleyana Peake
Science 9	Katherin Ramos Hernandez, Segá Coleman, Hawa-Sue Kamanda, & Zainab Koroma
Science 10	Fernanda Vazquez Ramirez, MyAjah Gross, Niran Johns-Carroll Jada Ramont, Isaiah Jackson, Arden Gibson, & Hawa Kane
Science 11	Destiny Carter & Julia Fouts
Science 12	Gabe A'Neal Pack, Sankay Jones, Roger Varela Cruz, & Malachi Mitchell
Social Studies 9	Hawa-Sue Kamanda, Aset (Setty) Caldwell, & Stelaya Crone
Social Studies 10	Arden Gibson, Dharani Torres-Juarez, & Sean Jackson
Social Studies 11	Will Mullen, Destiny Carter, & Axel Ramirez Hernandez
Social Studies 12	Sankay Jones & Roger Varela Cruz
Heritage Spanish 1	Katherin Ramos Hernandez
Spanish 1	Isaiah Jackson (Owen) & Arden Gibson (Sobkowicz)
Spanish 2	Dharani Torres-Juarez
Heritage Spanish 2	Annabel Morales Nevarez & Fernanda Vasquez
Spanish 3	Jontue Rogers Jr.
Fine Arts Award	N'mya Burger, Lily Bartram, L'Overture Jones, & Taylor Jackson
CTE: Information Technology Certificate	Sean Jackson, Myi-Ajah Gross, Neveah Hairston, Exain. Howell-Stoumille, Ceasar Arcos, Jennifer Calderon Salto, Bryan Duran Cano, Nylah Harris, Noemi Hernandez Sandoval, Abigail LeGault, Maison Polk, Kayle Housley, Jayleyana Peake, Michael Fultz Jr., Dmahjai Jackson, Brian Johnson Jr., & Cir Quan Moore Nuradin Ali, Aryanna Combs-Fuller, Jamarri Durroh, Gregory Hill, Dharani Torres-Juarez, Fernanda Vazquez Ramirez, Zayin Flynn, & Oumar Lhom
CTE: Web Design Certificate	N'mya Burger, Sean Jackson III, Gabby Potter, Aissata Soumare.

	LaNyjah Blanks, Jonell Brown, Miauna Evans-Lloyd, Miles Hairston, Ka'Nique Jenkins, Jayleyana Peake, Nathan Ward, Tori Clifford, Hawa Kane, Jayda King, Fatimata Lohm, Miracle Mobley, David Morris, Allan Olivar, Alexzandra Rubio, Owen Burchett, Anywynn Roundtree, & Dereon Brown
CTE: Programming Certificate	Kendrick Vinson, N'mya Burger, McKenzie Lancaster, Moises Murillos Leal, Jada Ramont, Roger Varela Cruz, Zayquan Groce, Isaiah Jackson, Sebastian Kulwicki, Jayleyana Peake, Damarion Reed-Miles, & Carter Strader
CTE: Advanced Information Technology Certificate	Niran Johns-Caroll, Khady Diouf, Arden Gibson, L'Ouverture Jones III, Joey Clayton, Gabriel A'Neal-Pack, & Corey Mitchell Jr.
CTE: Leaders	Yana Peake, Niran Johns-Carroll, & Kendrick Vinson
CTE: Industry Recognized Credentials	Kendrick Vinson, Sebastian Kulwicki, Jada Ramont, Isaiah Adams, Maison Polk, & Arden Gibson
Health	Gabe A'Neal-Pack & Julia Fouts
PE	Stelaya Crone, Luis Salgado, Phillip Walters, & Nathan Ward
ESL Underclassman:	Fernanda Vazquez Ramirez
ESL Upperclassman:	Jennifer Calderon Salto
ODU:	Anarely Coyotl Osario, Jonute Rogers, Will Mullen, Elijah Hurt, Maci Braaksma, Nia Cottrell, & Johnae McQuiller
CSCC:	Destiny Carter
Dean's Award for Integrity:	Mahamat Ali Oumar, Lamarion Barnes, Zandra Torres-Juarez, Gabe A'Neal Pack, Maci Braaksma, & Nia Cottrell
Dean's Award for Grit	Jonathan Rodriguez Gante, Edward Deras, Curtis Prowell, Lily Bartram, Treshawn Brooks, & Miles Hairston
Dean's Award for Courage	Maddie Smith, Nuradin Ali, & Miles Hairston
The Gabe Gaiusbayode Award for Community Leadership	Jayleanna Peake
The Charles School Award for Community Engagement	Arden Gibson, Keira Bova, Kendrick Vinson, Jayden Whiteside, Isaiah Jackson, Makayla Wilks, Jada Ramont, Elazah Bennett, Owen Burchett, Will Davis, L'Ouverture Jones, McKenzie Lancaster Sankay Jones, & Jayleyana Peake
Crew Award 9th	Jaydin Whiteside
Crew Award 10th	Kendrick Vinson & Damarion Reed-Miles
Crew Award 11th	Tadrion McKenzie, & Izzy Potter
Crew Award 12th	Anarely Coyotl Osorio
Crew Award 13th	Andrea Goins
Biggest Leap Forward	Diana Garcia & Jasmin Cervantes
The True Panther Award	Tahlia Vinson
Theater-Acting Award	Trin Wilson & Eli Hurt
Theater- Stage Crew Award	Jayleyana Peake, Sankay Jones, N'mya Burger, & Omega Waller

Graduates from The Charles School

In 2023-2024 The Charles School at Ohio Dominican University had its twelfth graduating class. Thirty nine students graduated from TCS@ODU with earned college credits and two of the TCS@ODU graduates received an Associates of Arts degree from Ohio Dominican University.

2024 graduates of Ohio Dominican University with an Associate's of Arts degree include:

Dalen Hill and Tahlia Vinson

2024 graduates of The Charles School at Ohio Dominican University include:

Nuradin Ali, Senaway Bailey II, Namyra Banks, Treshawn Brooks, N'mya Burger, Navianna Calloway-Snodgrass, Calesha Clark, William Davis Jr, Merlin Diebert, Andrea Goins, Amyas Goldsboro, Sir Constantine Griffin, Zayquan Groce, Dalen Hill, Curtis Howell, Sankay Jones, Maylin Lopez-Hernandez, Jessica Maynard, Johnae McQuiller, Malachi Mitchell, Allison Motter-Treece, Vana Nosouvanh, Sara Pacheco Pantaleon, Arnez Parks Patrick, Jayleyana Peake, Malachi Pitts, Anthony Poindexter, Curtis Prowell, Hugo Renderos Castaneda, Kathryn Riley, Jonathan Rodriguez Gante, Adrianna Shaw, Autumn Smith, Evan Smith, Roger Varela Cruz, Tahlia Vinson, Nathan Ward, Shaelaun Wells, and Trinity Wilson.

Athletics

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

Family Engagement Council

The Family Engagement Council met in regular evening meetings establishing communication, discussing pertinent school issues and planning projects, and volunteer opportunities. Parents have helped with homecoming, the monthly free produce give-away, graduation 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.

The performance standards by which the success of the school was evaluated by the sponsor (ESCCO) during the 2023-24 school year and The method of measurement that was used by the sponsor (ESCCO) to determine progress toward those goals.

The sponsor has established a high stakes rubric with which it evaluates its schools annually by evaluating Academic Performance, Fiscal Performance, and Organizational/Operational Performance. The sponsor uses the annual state report card, MAP Assessment scores, fiscal and operational rubrics, and other mission specific measures. These rubrics are also used for sponsor contract renewal, a process successfully completed during FY24 resulting in a renewed 3 year contract. The sponsor attends board meetings, has periodic meetings with leadership and initiates site visits during the school year.

Contractually stated goals aligned with the ONE Plan

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

Names of Assessments given at the School and the Results

To monitor student academic achievement and progress TCS@ODU uses NWEA MAP, Panorama and Ohio State Tests. MAP Math and Reading assessments are administered fall, winter, spring to students in grades 9-12 and are used to analyze and monitor student growth, guide instructional practices in the classroom, and summarize school performance. MAP Normative and Comparative Data is used by school leader(s) and staff for identifying and qualifying students for various instructional strategies and class schedules. NWEA's methodology includes a large and reflective sample using nine terms of data and a new model for estimating student growth. TCS@ODU uses this data to monitor and analyze student growth in the classroom towards proficiency on Ohio's State Tests as well as projected college and career readiness. The TCS staff meets in data teams throughout the year to evaluate student progress as well as set teaching and learning goals.

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

As part of our formalized initiative in Social and Emotional Learning, TCS used the Panorama Survey to help us identify student progress toward SEL goals. Panorama data focused on our priorities of Growth Mindset, Self-Efficacy and Sense of Belonging showed consistency and our goal is to increase in these areas by 5 points each year. As we continue to offer Panorama SEL surveys twice each year, we are establishing a stronger understanding of our students' SEL skills as they connect to our goals.

Students in the state of Ohio are required to take Ohio's State Tests, the results of which are presented on the state report card.

Ohio State Report Card

The Ohio State Report Card rates schools with a 5 star system. TCS received a 3 star overall rating. TCS received 2 stars for student achievement on the Ohio State Tests; 4 stars for Progress measuring student academic growth as compared to the previous year; 2 stars for Gap Closing measuring a variety of measures including achievement, progress, and attendance; 1 star for Graduation measuring the 4 and 5 year graduation rate from the previous school year (our goal is inverted: we seek to graduate students in 5 years enabling more college experience rather than 4 and the state seeks to have students graduate in 4 years rather than 5). Our overall graduation rate was 74.5%. Within that our 4 year graduation rate was 65.2% and our 5 year graduation rate was 88.5%. Our students met our goal of increasing end of course exams by 5% in Math from 2021 to 2024, with particular progress seen in geometry. We have demonstrated strong growth, which is an excellent foundation for future success.

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

SAT/PSAT

TCS@ODU selected College Board's nationally normed assessments (SAT, PSAT) given the high validity and reliability of their national measures of student college and career readiness upon graduation from high school. Assessment reports are utilized by teachers, students, families to help guide individual student instructional planning and future college/career planning discussions. The SAT, however, is not a barrier for our students, who are deemed college ready by other measures, to attending college classes at Ohio Dominican University.

The school's activities toward and progress in meeting those contractually stated academic goals during the 2023-2024 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 aligned with the ONE 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 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 resources including implementing a comprehensive curriculum for Crew;
- Focused on understanding the impact of trauma on children and their learning and using trauma informed practices throughout the building. 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.
- Continued our 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.
- Continued to expand our CTE program to provide 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 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.
- Refocused efforts in student attendance, providing additional supports and communication.

Staff Members

The full-time and part-time staff roster in the 2023-24 school year included: Debbie Addison, Cathy Baney, Nicole Barbour, Ashton Brammer, Greg Brown, Edward Chatman, Holly Corns, Joyce Inez De Groot, Meaghan Delong, Alexis Faber, Leonard Farquharson, Katherine Fischer, Todd Francoeur, Susan Frank, Rachel Girard, Valerie Hessler, Trina Hurt, Edmund Ingman, Brent Jones, Alexandra Konet, John Kramer, James Kutnow, RJ Larry, Sidney Leatherman, Ruoyan Li, Nicholas Licata, Katie Logan, Cheryl Long, Polly Long, Samantha Lortz-Baird, Amanda McCain, Amanda Menechella, Adil Mutlak, Carol Nashalsky, Katie Owen, Steve Owens, Julia Painter, Darla Patrick, Rebecca Riley, Anthony Rose, Lisa Rose, Evan Rulong, Melissa Rulong, William Schroedl, Kristen Sever, Jennifer Smith, Sheri Smith, Amy Sobkowitz, Chris Spackman, Zachary Steinberger, Benjamin Tobe, Jennifer Waddell, Amanda Waluzak, Shanee Wilkerson Jeff Wiseman, Karen Wolf, and Rachelle Zuniga

Financial Status

In fiscal year 2023-24 the school received \$4,234,328 in state funds. The school also received \$1,218,110 in federal funds and \$86,535 in development funds, among other separated categories. Sources of income totaled \$5,538,973. In fiscal year 2023-24 the school paid for employee salaries and benefits including payroll taxes and retirement through The Graham School, The Charles School's financial manager. The school has no debt. Uses, including the aforementioned items along with classroom support expenses, utilities, insurance and assorted services to and purchases for the school, totaled \$5,301,096 in expenses. When the current cash in bank was added to the sources, the year-end adjusted cash balance was \$586,390 to be carried over to 2024-25. The school conducts its own on-going internal financial audit under the direction of its Board Audit Committee and treasurer Jennifer Smith, CPA. Finances also were audited by the school's sponsor, The Educational Service Center of Central Ohio. And, the school is audited annually under the auspices of the State of Ohio Auditor's Office. All found the finances to be accounted for accurately and appropriately.



The Graham School

encounter the world, engage the mind

2023-24 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

Assistant Superintendent– James Kutnow

Assistant Superintendent - Ed Ingman

Dean - Kathryn Livingston

Dean - Laurel Wakeley

Fiscal Agent – Jennifer L. Smith, CPA

School Year the School Opened – 2000-2001

Number of Students - 139

Grade Levels Served – 9, 10, 11, 12

Percentage of Students on IEP's – 35%

Percentage of Economically Disadvantaged Students – 70%

Student demographic percentages – 41% Caucasian, 36% African American, 14% Hispanic, 8% multiracial, 1% Asian/American Indian

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

Governing Authority

The Graham School (TGS) is chartered by the state of Ohio and as such, is overseen by the Ohio Department of Education & Workforce. 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 2023-24 included: **Steve Gussler**, President; **Scott Lesinski**, Vice President and Treasurer; **Jessica Weithman**, Secretary; **Bill Dawson**, and **Nancy Kuhel**. TGS partners with EL Education, national experts in effective educational practice using an expeditionary model. TGS is a member of The Graham Family of Schools.

The Graham School Mission

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

The Graham School Vision and Values

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

At Graham we...

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

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

Habits of Learning

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

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

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

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

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

Philosophy

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

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

strategies, skills, experiences and mindsets to enable success both in the classroom and in their lives beyond school.

TGS Program Goals

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

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

EL Education

The Graham School completed the ninth year of its partnership with EL Education in 2023-2024. 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. EL exists in over 152 schools in over 35 states nationwide. 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 students' study habits, self-discipline, research skills, and teamwork. The Graham School curriculum includes courses in all required academic areas as designated by the State of Ohio for graduation. Students must progress experientially and academically in order to meet the requirements for graduation. Academic requirements include a state minimum of 20 credits across specific subjects: English Language Arts 4 credits; Mathematics 4 credits; Science 3 credits; Social Studies 3 credits; Electives 5 credits including 1 credit in Fine Arts, 0.5 credits in Health, 0.5 credits in Physical Education and 0.5 credits in Financial Literacy. Between 1.5 and 4.5 credits are required in Experiential Education depending on how many years the student has been attending The Graham School.

Career Pathways Work and CTE

It has become increasingly apparent that the diversity of our students needs a diversity of options as they move through high school toward careers and college. 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 career and/or college. 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 2023-2024 school year we introduced a third CTE course in the N3 pathway of Information Technology Software and Computer Programming. Students had the opportunity to take Information Technology, Programming, or Web Design. We had a total of 47 students take the courses in our N3 cohort. New opportunities in Pre-Apprenticeships were developed through partnerships with Performance Columbus Automotive Group and EcoPlumbers for either career training in auto mechanics or plumbing. 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 2024. As our program grows we continue to explore new avenues for our students to engage with the community and prepare for life after high school.

Walkabout

In Spring of 2024, 27 students participated in The Graham School's culminating experiential internship: Walkabout. Walkabout provides students with the opportunity to participate in one sixteen-week or two eight-week, 30 hour per week internships. The objective of Walkabout is to provide seniors with significant real world experiences that they design themselves and embody our Habits of Learning. Seniors worked with mentors at some of the following local businesses and organizations: Robbie's Hobbies, Franklin County Animal Shelter, Author - Saira Priest, Home Health Aide Shadowing, Camp Bow Wow, Construction, Columbus Children's Theater Costume Shop, Public Defender's Office, Legal Aid Society of Columbus, Visit to Ettal, Germany to create a video documentary of a student's roots, Columbus Children's Choir, Reale Dog Training TGS Art Assistant, Stereo Lab, WCBE Radio, Columbus State Community College, Art Assistant at GEMS, North Broadway Children's Center, Automotive Repair, and Real Estate with TGS graduate Bill Finkhauser.

May Days

In May, 2024 TGS students participated in May Days courses; these courses delve deeply into particular topics of interest ranging from Fishing, Game Theory, World Language Explorers and Mindfulness in Movement. Throughout the month students spent their days encountering the world and engaging their minds through hands-on, authentic work. Additionally opportunities for academic support and enrichment were an integrated thread.

CCP

The Graham School is an active participant in the College Credit Plus (CCP) programs available through Columbus State Community College and The Ohio State University. Students are encouraged in their third or fourth year to take at least one CCP class prior to graduation from TGS. Several Class of 2024 seniors took CCP classes for their Walkabout experience.

Honors/Recognitions/Special Occasions

The Graham School presents several awards in May to students who exhibit achievement and leadership in a variety of categories. In 2023-2024 the following students were honored:

Subject Awards	Student
Fine Arts	Nadiyah Smith
Foreign Language	Madeline Woods
Math	Haily Sifuentes

Science	Nadiyah Smith
Social Studies	Delia Bidwell
Technology	Austin Quinatilla

Experiential & Habit Awards:	Student
Adventure & Risk	VaNeyah Vazquez, Tianna Vasami-Cook, Lily Trager
Outstanding Student Award 9	Max Rager
Outstanding Student Award 10	Elaine Strauss
Outstanding Student Award 11	Robert Murphy

Recognition Awards:	Student
Outstanding Senior Award	Izzy Fralick
Self Direction Award	Maria Almstedt, AJ Terry, Brian Woods
Henry Stout Award	Qua Taylor
Perseverance Award	Eric Branch-Harwood, Anthony Vines, Zyauna Wise
Teamwork & Collaboration Award	Emija Barnett, Pedro Fernandez, Quinton Fralick
Service & Stewardship Award	Dionni Branch, Matthew Holonitch, Geogia Niclaus
Open Hand	Ashlei Peeples
Open Heart	Bri Harmer
Open Mind	Kristen Cavazos
True North	Hattie Edinger
True Dragon	JJ Holinitch

Celebrating Our Work Together

The school typically has many events that celebrate our work together including: Open House, May Days presentation night, Prom, Community Presentation Days, Student Led Conferences, Walkabout presentations, and of course, the commencement ceremony. Many individuals and groups make these celebrations possible including staff, students, parents, and other friends of The Graham School. All of us affiliated with TGS are grateful to the many individuals dedicated to our work in support of educating students through our academic and experiential programs.

Graduation: Another Class of Life-Long Learners

The Graham School Class of 2024 Commencement Ceremony was held at Tree of Life High School's Northridge Campus. Seniors were presented with diplomas and a red Walkabout ribbon. 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 27 students to our list of graduates, which now totals more than 700 over the last twenty years. Graham graduates have gone on to universities within Ohio including: Columbus College of Art and Design, Central State University, Columbus State Community College, Ohio University and University of Northwestern Ohio. Several graduates have gone on to pursue careers in automotive technology, arts and film, criminal justice, and retail management.

2024 graduates of The Graham School include

Trinity Allgood, Maya Bridges, Kristen Cavazos, Hattie Edinger-Von Netzer, Nia Marie Edwards-Johnson Izabelle Fralick, Ayeesha Goldsboro, Manuel Gonzalez, Brianna Harmer, Jadin Harmer, Penn Hazelton, JJ Holonitch, Sarah Kaiser, Mariah Lawrence-Smith, Cat Lewis, Ava Luc, Zero Martinez, Briann Moore, Lucia Pedro, Ashlei Peeples, Jaeden Peoples, Kevin Perez Morales, Alexandria Scharnhorst, Phoenix Shepard, Qua'Jenee Taylor, Hope Thomasson, Oscar Vazquez Diaz, Kamar Williams, and Atlas Zara.

Family Crew

Family Crew is a natural extension of Student Crew and Staff Crew. Family Crew hosted evening meetings with families to discuss pertinent school issues and engage family members in helping with new and ongoing

programs and projects; classroom donations; and fundraising activities. Parent volunteers donated time, food, and energy to a variety of school events supporting both staff and students.

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! Mr. and Mrs. Douglas Addison, Ms. Louise Antony and Mr. Joe Levine, Mrs. Mary Babcock, Robert T. Barkley, Mr. Seth Becker and Ms. Janet Meltzer, Mrs. Shirley Brown, Mr. and Mrs. Tom Copeland, Mr. and Mrs. Paolo DeMaria, Peggy Fein, Meghan Gergis, Clay and Alice Graham, Mr. Stephen Gussler and Ms. Melody Steely, Mr. and Mrs. Bill Ingram, Mr. Chris Ingram, Ms. Patricia Brown James, Kent and Sally Johnson, Justin and Yvonne Kale, Mr. Gary Kiefer, Scott Lesinski, Ms. Cheryl Long, Mr. Mark K. Merkle, Jr., Dr. George Norris, Darren Patton, Mark and Sue Real, and Jennifer Waddell.

Local businesses and organizations: Robbie's Hobbies, Franklin County Animal Shelter, Author - Saira Priest, Camp Bow Wow, Columbus Children's Theater Costume Shop, Public Defender's Office, Legal Aid Society of Columbus, Columbus Children's Choir, Reale Dog Training, Stereo Lab, T Marzetti Co., WCBE Radio, Columbus State Community College, North Broadway Children's Center, and Real Estate agent Bill Finkhauser.

Federal Funding

The Graham School is designated as a School-wide Title program, enabling us to receive Federal Funds to ensure that all of our students receive the support they need to reach and exceed grade level goals in reading and math. Funds also support professional development for teachers and administrators, additional support for students affected academically, socially and emotionally by the pandemic, and improvements to our campus spaces, sanitation, safety, air quality and infrastructure. Federal funds this year included Title IA, Title I SSI, Title IIA, Title III, Title IVA, EOE, IDEA-B, ESSER II, ARP ESSER, ARP IDEA, ARP Homeless, Stronger Connections.

The performance standards by which the success of the school was evaluated by the sponsor (ESCCO) during the 2023-24 school year and the method of measurement that was used by the sponsor (ESCCO) to determine progress toward those goals.

The sponsor has established a high stakes rubric with which it evaluates its schools annually by evaluating Academic Performance, Fiscal Performance, and Organizational/Operational Performance. The sponsor uses the annual state report card, MAP Assessment scores, fiscal and operational rubrics, and other mission specific measures. These rubrics are also used for sponsor contract renewal, a process successfully completed during FY24 resulting in a renewed 3 year contract. The sponsor attends board meetings, has periodic meetings with leadership and initiates site visits during the school year.

Contractual goals aligned with the ONE Plan

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

Names of Assessments Given at the School and the Results

To monitor student academic achievement and progress TGS uses NWEA MAP, Panorama and Ohio State Tests. MAP Math and Reading assessments are administered fall, winter, spring to students in grades 9-12 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. NWEA's methodology includes a large and reflective sample using nine terms of data and a new model for estimating student growth. TGS uses this data to monitor and analyze student growth in the classroom towards proficiency on Ohio's State Tests as well as projected college and career readiness on

the SAT. TGS staff meets in data teams throughout the year to evaluate student progress as well as set teaching and learning goals.

NWEA/**MAP** data shows improvement in growth targets met.

As part of our formalized initiative in Social and Emotional Learning, TGS used the **Panorama Survey** to help us identify student progress toward SEL goals. Panorama data focused on our priorities of Growth Mindset, Self-Efficacy and Sense of Belonging showed consistency and our goal is to increase in these areas by 5 points each year. We have not reached our goals yet but are seeing progress. Teacher-student relationships and school safety are consistently among the greatest areas of strength at TGS. We continue to work with EL Education as we build school culture, with a specific focus on Sense of Belonging through Crew - our small group advisory program. We maintained lower enrollment to continue rebuilding school culture. As we continue to offer Panorama SEL surveys twice each year, we are establishing a stronger understanding of our students' SEL skills as they connect to our goals.

Students in the state of Ohio are required to take Ohio's State Tests, the results of which are presented on the state report card.

The Ohio State Report Card

The Ohio State Report Card rates schools with a 5 star system. TGS received 2 stars Overall; 2 stars for Achievement on the Ohio State Tests; 2 stars for Progress measuring student academic growth as compared to the previous year; 1 star for Gap Closing measuring a variety of measures including achievement, progress, and attendance; 2 stars for Graduation measuring the 4 and 5 year graduation rate from the previous school year.

Highlights include: our maintaining the performance index; improvements in US Government, US History and Geometry; and improvements in both 4 (85%) and 5 year graduation rates (90%).

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 2023-24 Report Cards give us a snapshot of student achievement and growth as well as teacher effectiveness. During this school year we set new goals for our students and teachers academically, socially and culturally. We created work-plans to address the ongoing social emotional trauma and learning loss, and challenges of attendance, engagement and self-direction. Progress equals Growth. Our primary focus is growth every day. Having a Growth Mindset amongst students and staff is also a mantra. We meet students where they are, differentiate instruction and move them forward academically.

The school's activities toward and progress in meeting those contractually stated academic goals during the 2023-24 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 2023-24 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 ongoing initiatives to address our improvement needs, we have:

- Built a school improvement plan aligned with our EL Education work plans and the ONE 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 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.

- Focused on understanding the impact of trauma on children and their learning and the use of trauma informed practices. Much new research in this area has been very helpful to understanding this impact on a child's brain and his or her ability to learn.
- Expanded work 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.
- Used block scheduling and standards based grading to enable deeper learning opportunities, credit recovery, and more classroom co-teaching.
- Expanded our work in 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.
- Refocused efforts in student attendance, providing additional supports and communication.

The Graham School academic curriculum fully incorporates Ohio and Common Core Standards. Interim and end of course exams are part of our model. Students with disabilities are involved in all classroom lectures, laboratory activities, and experiential opportunities. We use standards based grading and 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. Experiential curriculum is measured by a specific rubric built to evaluate achievement in each grade level program.

Staff Members

The full-time and part-time staff roster in the 2023-24 school year included: Debbie Addison, Cathy Baney, Kiara Banks, Greg Brown, Kisha Byrd, Randi Channel, Edward Chatman, Andrea Dubose, Candace Dubose-Coward, Kevin Elliott, Leonard Farquharson, Susan Frank, Zachary Franklin, Roberta Gier, Lori Hansen, Valerie Hessler, Cameron Hughes, Trina Hurt, Edmund Ingman, Rebecca Jackson, Alexandra Konet, Bryan Kossmann, James Kutnow, Sidney Leatherman, Taylor Limbert, Kathryn Livingston, Katie Logan, Cheryl Long, Polly Long, Alena Looser, Madison Mathias, Nolan McClung, Jack Murphy, Hannah Phillipi, Evan Rulong, Kristen Sever, Mary Slaback, Jennifer Smith, Chris Spackman, Zachary Steinberger, Cassidy Taylor, Shaina Thompson, Gabriela Torre De Vizuet, Paul Van Dop, Jennifer Waddell, Laurel Wakeley, Jeff Wiseman, and Greg Zacharias

Financial Status

In fiscal year 2023-24 the school received \$1,954,190 in state funds. The school also received \$410,748 in federal funds, and \$117,342 in development funds, among other separated categories. The school also received \$7,948,072 in management fees. Sources of income totaled \$10,430,352. In fiscal year 2023-24 the school paid \$9,244,370 in employee salaries and benefits, including payroll taxes and retirement; and \$55,743 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 \$10,281,924. When the current cash in bank was added to the sources, the year-end adjusted cash balance was \$372,405 to be carried over to 2024-25. The school conducts its own on-going internal financial audit under the direction of its Board Audit Committee and treasurer Jennifer Smith, CPA. Finances also were audited by the Educational Service Center of Central Ohio, the school's sponsor. And, the school is audited annually by the State of Ohio Auditor's Office. All found the finances to be accounted for accurately and appropriately.



THE MARITIME
ACADEMY OF
TOLEDO

ANNUAL REPORT
2023-2024

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

By
Aaron Lusk
Superintendent

Freedom to Succeed

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Dear Maritime Academy Community,

As we reflect on the 2023-2024 school year, I am filled with gratitude for our dedicated students, staff, and families who have worked tirelessly to create a vibrant and supportive educational environment at The Maritime Academy of Toledo. This past year has been marked by resilience, innovation, and a commitment to our mission of providing a high-quality education that prepares our students for future success.

Throughout the year, we have embraced challenges as opportunities for growth. From enhancing our curriculum, to implementing the Positive Behavior Intervention and Supports (PBIS), we have strived to equip our students with the skills and knowledge they need to thrive in an ever-changing world. Our dedicated educators have gone above and beyond to foster engaging learning experiences, while our support staff has ensured that our school remains a safe and welcoming place for all.

The success of our graduates is a testament to the academy's holistic approach to education. Many alumni have gone on to pursue rewarding careers in maritime fields, engineering, environmental science, and beyond. Others have excelled in higher education, attending prestigious universities with many graduating with honors. The academy's emphasis on leadership, teamwork, and problem-solving equips students with the essential skills they need to thrive in diverse environments.

A significant number of students at The Maritime Academy of Toledo choose to pursue military careers after graduation, reflecting the academy's emphasis on leadership, discipline, and service. The rigorous academic and physical training provided equips students with the skills and resilience necessary for success in the armed forces. Many graduates are drawn to the military not only for the opportunities it presents for personal and professional growth but also for the chance to serve their country and contribute to their communities. The academy's strong focus on teamwork and character development fosters a sense of responsibility and commitment, which resonates deeply with students aspiring to take on leadership roles within the military. This path not only honors their dedication to service but also opens doors to a variety of career options and benefits that support their future endeavors.

This annual report highlights the achievements and initiatives that have defined this academic year. You will find stories of student success, community engagement, and the collaborative efforts of our staff and families. Together, we have made significant strides in promoting academic excellence, character development, and a sense of belonging within our school community.

I will be forever grateful that you have chosen our school and take that responsibility seriously.

Go Mariners!!!!

Sincerely,



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 the mission of the Maritime Academy of Toledo to provide students with rigorous academic pathways, towards college or career, with a personalized learning experience.

Our Philosophy:

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

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

WE BELIEVE all children can learn.

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

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

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

WE BELIEVE strongly in our character education program “Welcome ABOARD” to teach valuable social skills that helps develop “RAD” Mariners.

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

The Maritime Academy of Toledo Governing Board	
Chairperson	Paul Hubbard
Vice Chairperson	James Hartung
Director	Dr. William Davis
Director	Keith Jordan
Director	Tim Goligoski
Director	Kate Fineske
Director	Joy Goodner
Treasurer	Tony Swartz
Secretary	Kathy Simpson

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

ASSESSMENTS

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

STAR Reading and Math Benchmarking System

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

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

Ohio State Tests:

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

Which tests will be given for what grade level?

GRADES 3-8

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

HIGH SCHOOL COURSES

Classes of 2023 and beyond - End-of-course tests in English language arts II, algebra I, geometry (or integrated mathematics I and II), biology, American history, and American government.

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. Throughout the 2023-2024 school year, our students on IEPs were 30% of our student population while our students on free and reduced lunch totaled 86.1%.

	Enrollment #	Percent
All Students	233	
American Indian or Alaskan Native	NC	NC
Asian or Pacific Islander	NC	NC
Black, Non-Hispanic	98	42%
Hispanic	49	21.1%
Multiracial	23	9.7%
White, Non-Hispanic	63	27.1%
Students with Disabilities	56	24%
Economic Disadvantage	203	87.2%
Migrant	NC	NC

SCHOOL ATTENDANCE AND MOBILITY

From 2019 to 2024, attendance at The Maritime Academy of Toledo has experienced notable fluctuations, reflecting both local and national factors impacting student engagement and attendance. The period was marked by challenges such as the COVID-19 pandemic, economic instability, and evolving family dynamics, all of which influenced attendance trends at the school. Despite these hurdles, The Maritime Academy has implemented strategies to address chronic absenteeism, and ongoing efforts are now showing promising results.

Historic Trends (2019-2021):

- **2019-2020 School Year:** Before the pandemic, the Academy saw a relatively stable attendance rate, with approximately 85% of students attending regularly. However, the school struggled with a chronic absenteeism rate of about 25%, with certain student subgroups, particularly those facing socio-economic challenges, disproportionately affected.
 - **2020-2021 School Year (COVID-19 Impact):** The global pandemic led to significant disruptions. Remote learning became the norm for much of the year, and many students faced difficulties adapting to the virtual format. Attendance rates dropped sharply, with only 70% of students consistently attending virtual classes. Chronic absenteeism surged to nearly 40%, with many students unable to access reliable technology or facing family obligations. In-person learning resumed partially, but the inconsistent schedules further complicated attendance tracking and student engagement.
-

Continued Difficulty (2021-2023):

- **2021-2022 School Year:** As the pandemic's immediate effects began to wane, the Academy transitioned back to in-person learning, with a focus on re-engaging students. Attendance declined, reaching 65%, with chronic absenteeism remaining high. The school implemented outreach programs to support families facing ongoing challenges, including health concerns, economic difficulties, and transportation issues. Efforts included frequent communication with families, targeted interventions for students, and collaboration with community organizations.
- **2022-2023 School Year:** Significant strides were made to improve attendance during this year but we did not see any significant growth in attendance. With a strong focus on building community partnerships and providing resources for students in need, attendance still fell to 66%. Chronic absenteeism rose to 82%. The school also launched programs to address social-emotional needs, recognizing that many students continued to struggle with post-pandemic stress and disengagement. These programs did not produce the results we were hoping for, however.

Current Trends and Outlook (2023-2024):

- 2023-2024 School Year:** The attendance rate for The Maritime Academy of Toledo had declined significantly during the pandemic and the 2022-2023 school year was no exception. The attendance rate ended at 67.8% but should be within the 80% or 90% range for more appropriate attendance levels. In addition, the Maritime Academy of Toledo had a chronic absenteeism rate of 81.4%. This is significantly higher than the state average of 29%. What this means is that 81.4% of our student population missed at least 10% of the school year. There is no doubt that student attendance must be a priority moving forward in order to increase academic achievement.
- Moving Forward:** The school's Attendance Committee has set ambitious goals to decrease chronic absenteeism by an additional 10% in the coming years. With a comprehensive approach that includes family engagement, mentorship programs, and addressing barriers like transportation and health care access, the Academy is on track to continue improving its attendance rates. The post-pandemic recovery has shown that targeted support for students and families can yield meaningful results.
- As of 2024, The Maritime Academy hopes to make progress in reducing chronic absenteeism, aiming to bring it down to 3% by the end of the school year. The current daily attendance rate stands at approximately 76% which is about 10% higher than last year. The school has strengthened its focus on early identification of at-risk students, creating intervention teams, and leveraging community resources. There is also increased emphasis on positive reinforcement through attendance rewards and recognition.

	Chronic Absenteeism Rate
All Students	80.1 %
American Indian or Alaskan Native	NC
Asian or Pacific Islander	NC
Black, Non-Hispanic	78.5 %
Hispanic	72.1 %
Multiracial	91.1 %
White, Non-Hispanic	84.9 %
Economic Disadvantage	79.1 %
Students with Disabilities	78.9 %

The tables below shows the percentage of students who did not attend Maritime Academy for the entire school year which was 28% up from 27.4% the previous year. This makes it difficult to teach consistent curriculum considering so many students move in and out of the school during the year. In addition, 26.7% of our students with disabilities were not at The Maritime Academy for the entire school year.

	District Mobility
All Students	23.9%
American Indian or Alaskan Native	NC
Asian or Pacific Islander	NC
Black, Non-Hispanic	28.8%
Hispanic	22%
Multiracial	11.5%
White, Non-Hispanic	21.3%
Students with Disabilities	20.9%
Economic Disadvantage	17.4%
Migrant	NC

CARTE POSTALE

CARTE POSTALE

CORRESPONDANCE

ADRESSE

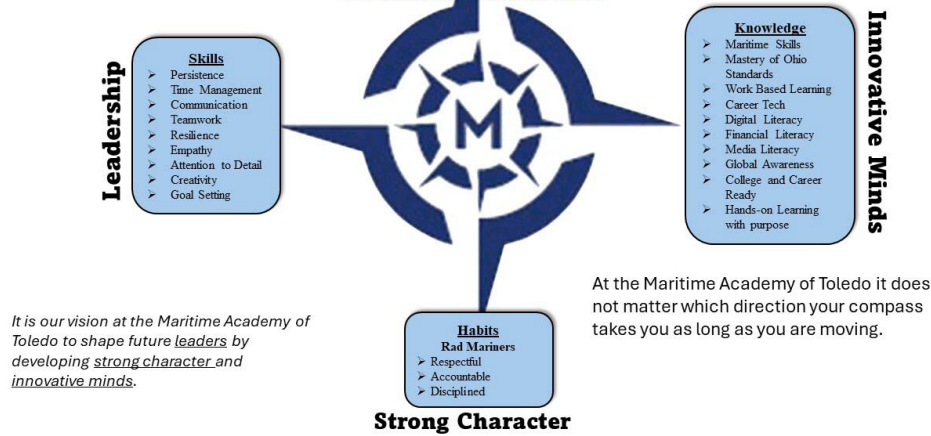
**Section 1:
Special Accomplishments**

Contents:

- A: Why Choose Maritime?**
- B: 2024 Graduates**
- C: Community Partnerships**
- D: Teacher Experience**

The Maritime Academy of Toledo

Profile of a Maritime Graduate



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., students have the opportunity to graduate 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.)

2024 Graduates



Needs significant support to meet state standards in graduation rates.

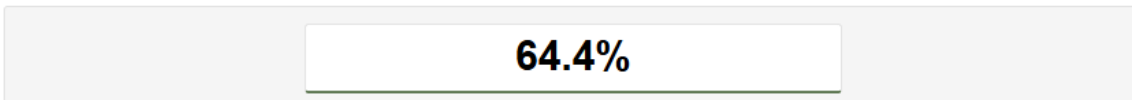
Graduation

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

- Graduation Component
- Graduation Component Details
- Comparison and Trends
- Non-Graduate Data

Graduation Component

The Graduation Component Rating is assigned based on the weighted graduation rate. The weighted graduation rate combines the four- and five-year graduation rates into a single rate. When a school or district has both a four- and five-year rate, the four-year rate is weighted at 60% and the five-year rate is weighted at 40%.



Measure	Measure Percentage		Weight of Measure		Weighted Percentage
4-Year Graduation Rate	52.8%	X	60%	=	31.7%
5-Year Graduation Rate	81.8%	X	40%	=	32.7%
Weighted Graduation Rate					64.4%

On the state report card the graduation rate is always a year behind so the rates shown here are from 2022 & 2023 with our 2023 graduation rate being extremely low due to a myriad of reasons. The class of 2024, after creating new systems and procedures had a graduation rate of 97% for all enrolled students. Adding the previous non-graduates, that belong to that cohort, lowers the rate to about 86%. With the current systems in place, however, our graduation rate continues to trend upwards. Our goal is to have above 90% each year.

2024 Graduates -

- 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

COMMUNITY PARTNERSHIPS

To aid in its mission and vision, TMAT has formed dynamic partnerships with the City of Toledo, The National Museum of the Great Lakes 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.

- 1). Maintained a partnership with Owens Community College to provide college credits for CTE programs.
- 2). 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
- 3). Continued a partnership with the Toledo Building Trades.
- 4). Developed a partnership with the City of Toledo with the School Based Save our Community program and became the only community school to have interrupters in our school.
- 5). 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.
- 6). 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)
- 7). We held several career tech education industry advisory committee meetings to advise and guide both Culinary and Maritime Occupations programs.
- 8). Began a partnership with the Juice 107.3 to highlight students and teachers on the radio as a form of recognition.

TEACHER EXPERIENCE

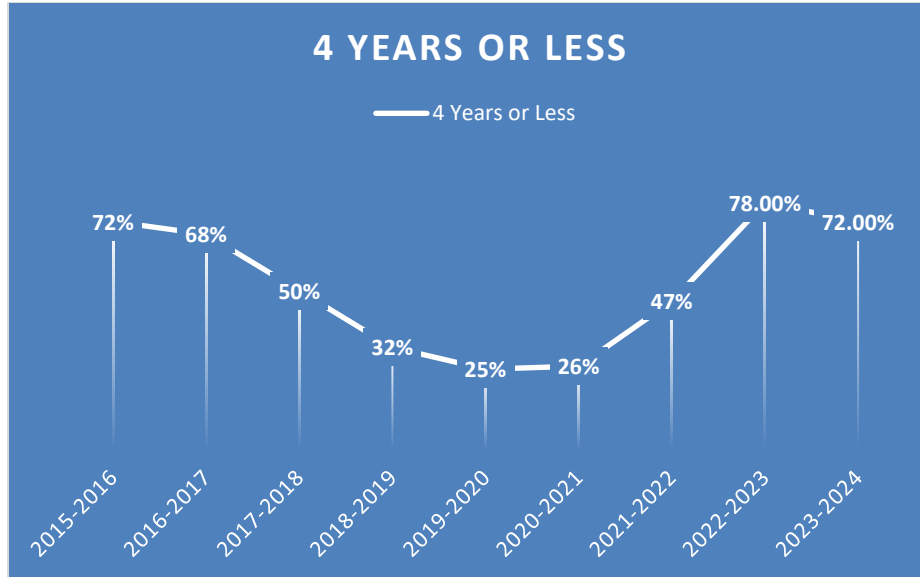
The Maritime Academy of Toledo has had a high rate of teacher turnover since the pandemic.

Consider the following:

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

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

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



Educators in your School

	Number of Educators	State Avg Students per Educator
General Education Teachers	9.0	21.0
Career-Technical Teachers	1.0	853.0
Special Education Teachers	1.0	73.0
Paraprofessionals	0.0	121.0
Gifted Intervention Specialists	0.0	1,779.0
Fine Arts Teachers	1.0	373.0
Music Teachers	0.0	401.0
Physical Education Teachers	0.0	378.0
ELL Specialists	0.0	2,056.0

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	9.1	
Percentage of inexperienced teachers (2 Years or less of experience)	27.3	
Percentage of inexperienced principals (2 Years or less of experience)	100.0	
Percentage of teachers who are not teaching in the subject or field for which the teacher is certified or licensed	0.0	
Percentage of teachers teaching with temporary or conditional credentials	0.0	
Lead or Senior Teachers	0.0	

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



Section 2:
Performance and Academic Standards

Plan Information

1. Goal #1 of 3

1. Root Cause Analysis

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

2. SMART Goal Statement

By **06/30/2025** we will improve the performance of **All Students, All Grades** students at/in **Maritime Academy of Toledo, The** to **increase 40.00 SGP** in **Informational Text, leading to improved annual grad rates** using **District Short Cycle Assessments**.

3. Student Measures

1. Student Measure #1

Every **Quarter, Informational Text - District Short Cycle Assessments** of **All Students** will be monitored by **Staff**, with an overall improvement of **increase 40.00 SGP** by the end of the plan.

05/31/202503/31/202512/31/202410/31/202405/31/202403/31/202412

/31/202310/31/202305/31/202303/31/202312/31/202210/31/2022

4. Strategies and Actions

1. Strategy #1: Curriculum, Instruction and Assessment

1. Strategy Level: Level 1

2. Description:

Teacher Clarity: Teacher clarity relates to organization, explanation, examples and guided practice, and assessment of student learning. It can involve clearly communicating the intentions of the lessons and the success criteria. According to Hattie, teacher clarity is the ability to name all of one's planning steps about goals, content, methods and media and using examples to explain them to students. Before instruction can begin, the teacher must articulate success criteria for achievement to students (Hattie, 2018, p. 62). To successfully provide clarity during instruction, teachers must have a deep understanding of what they are teaching and why, how to provide effective instruction through explicit delivery of content, and what successful learning looks like for different learners. It is important to note that these elements begin with explicit and thoughtful planning.

3. Embedded Plan Requirement(s):

- This strategy addresses the professional development requirement for LEA Plans in ESEA Section 1114, Section 2102(b)(2)(D), 3115(c)2.
- This strategy addresses the gap closure requirement for Equitable Access to Effective Educators ESEA Section 1112.

4. Action Steps

- Start Action Step: 2023, End Action Step: 07/01/2022
Develop onboarding system for all new staff and teachers to teach the Maritime Way.

Participant(s):

- Building Leadership
- Principals
- Staff
- Teachers
- Start Action Step: 2023, End Action Step: 06/30/2025
Staff surveys (Developed by the Building Leadership Team) will be conducted each quarter to determine Teacher Clarity implementation success and staff buy in.

Participant(s):

- Building Leadership Teams
- Building Leadership
- Principals
- Start Action Step: 2023, End Action Step: 08/12/2022

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

Participant(s):

- Building Leadership Teams
- Building Leadership
- Principals
- Teachers
- Start Action Step: 2023, End Action Step: 08/12/2022

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

Participant(s):

- Instructional Coaches
- Building Leadership Teams
- Building Leadership
- Principals
- Teachers
- Start Action Step: 2023, End Action Step: 12/16/2022

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

Participant(s):

- Building Leadership Teams
- Teacher-Based Teams
- Building Leadership
- Principals
- Staff
- Teachers
- Start Action Step: 2023, End Action Step: 05/26/2023

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

Participant(s):

- Building Leadership Teams
 - Teacher-Based Teams
 - Building Leadership
 - Principals
 - Staff
 - Teachers
- Start Action Step: 2024, End Action Step: 06/30/2025

By 1/15/2025 utilizing walkthrough data from the previous year staff will be individually trained in implementing success criteria and how to align the criteria with formative and summative assessments.

Participant(s):

- Building Leadership Teams
 - Building Leadership
 - Principals
 - Teachers
- Start Action Step: 2024, End Action Step: 06/30/2025

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

Participant(s):

- Building Leadership Teams
 - Building Leadership
 - Principals
 - Teachers
- Start Action Step: 2024, End Action Step: 05/31/2024

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

Participant(s):

- Building Leadership Teams

- Building Leadership
- Principals
- Teachers
- Start Action Step: 2024, End Action Step: 06/30/2025
Utilizing the Teacher Clarity Process teachers will align their assessments to the standards and make sure that the assessments have high level of DOK levels.

Participant(s):

- Building Leadership Teams
- Building Leadership
- Principals
- Teachers
- Start Action Step: 2024, End Action Step: 08/11/2023
All teachers will be given professional development on how to incorporate informational text in their classrooms.

Participant(s):

- Building Leadership
- Principals
- Teachers
- Start Action Step: 2025, End Action Step: 05/30/2025
Create evaluation team for implementation and determining effectiveness.

Participant(s):

- Building Leadership Teams
- Building Leadership
- District Administration
- Teachers
- Staff
- Principals
- Start Action Step: 2025, End Action Step: 05/30/2025
Professional Learning Communities (PLCs), with BLT support, will learn to implement their chosen evidence-based strategy as it is intended.

Participant(s):

- Teachers
- Staff
- Principals
- Building Leadership
- Teacher-Based Teams
- Building Leadership Teams

5. Adult Measures

1. Adult Measure #1

1. Curriculum, Instruction and Assessment

Every **Semester**, **Evidence of informational text strategies - Walkthrough Data** of **All Staff** will be monitored by **Principal**, with an overall improvement of **increase 80.00 %** by the end of the plan.

06/01/202501/01/2025

6. Funding Sources

1. FY 2023

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

General Fund

2. FY 2023

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

General Fund Title II-A Supporting Effective Instruction

3. FY 2023

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

General Fund Title II-A Supporting Effective Instruction

4. FY 2023

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

General Fund

5. FY 2023

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

General Fund

6. FY 2023,2024,2025

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

General Fund

7. FY 2024

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

General Fund

8. FY 2024

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

General Fund

9. FY 2024,2025

By 1/15/2025 utilizing walkthrough data from the previous year staff will be individually trained in implementing success criteria and how to align the criteria with formative and summative assessments.

General Fund Title II-A Supporting Effective Instruction

10. FY 2024,2025

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

General Fund

11. FY 2024,2025

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

General Fund

12. FY 2025

Create evaluation team for implementation and determining effectiveness.

General Fund

13. FY 2025

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

General Fund

2. Goal #2 of 3

1. Root Cause Analysis

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

2. SMART Goal Statement

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

3. Student Measures

1. Student Measure #1

Every **Quarter, Math - District Short Cycle Assessments** of **Students with Disabilities** will be monitored by **Intervention Specialists**, with an overall improvement of **increase 40.00 SGP** by the end of the plan.

10/31/2022	12/31/2022	03/31/2023	05/31/2023	10/31/2023	12/31/2023	03/31/2024
05/31/2024	10/31/2024	12/31/2024	03/31/2025	05/31/2025		

4. Strategies and Actions

1. Strategy #1: Curriculum, Instruction and Assessment

1. Strategy Level: Level 4

2. Description:

Multi-Tiered System of Support (Academic)

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

MTSS assists:

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

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

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

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

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

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

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

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

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

3. Embedded Plan Requirement(s):

- This strategy addresses the gap closure requirement for Equitable Access to Effective Educators ESEA Section 1112.
- This strategy addresses the district improvement requirement for addressing the specific needs of priority or focus in buildings in the LEA Plan ESEA Section 1111.

4. Action Steps

- Start Action Step: 2023, End Action Step: 12/15/2023

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

Participant(s):

- Instructional Coaches
- Building Leadership Teams
- Building Leadership
- Principals
- Start Action Step: 2023, End Action Step: 06/28/2024

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

Participant(s):

- Instructional Coaches
- Building Leadership Teams
- Building Leadership
- Principals
- District Administration
- Start Action Step: 2023, End Action Step:
Develop or provide resources and tools for teams to use in data collection, data analysis and subsequent next steps.

Participant(s):

- Instructional Coaches
- Building Leadership
- Principals
- District Administration
- Start Action Step: 2024, End Action Step: 06/30/2025
By June of 2025 100% of 6th-9th grade teachers will be trained and utilizing a multi-tiered system of support.

Participant(s):

- Instructional Coaches

- Building Leadership Teams
 - Building Leadership
 - Principals
 - Teachers
 - Start Action Step: 2024, End Action Step: 05/30/2025
- By May, 2025 all teachers in grades 6-12 will be trained and utilize a multi-tiered system of support.

Participant(s):

- Instructional Coaches
 - Building Leadership Teams
 - Building Leadership
 - Principals
 - District Administration
 - Start Action Step: 2024, End Action Step: 07/31/2025
- Throughout the 25-26 school year the Principals will conduct walkthroughs and utilize the data to determine the efficacy of the system and academic growth.

Participant(s):

- Start Action Step: 2024, End Action Step: 06/30/2025
- Instructional staff and administrators will receive on-going job-embedded training.

Participant(s):

- Instructional Coaches
- Building Leadership Teams
- Building Leadership
- Principals

2. Strategy #2: School Climate and Supports

1. Strategy Level: Level 1

2. Description:

A universal, school-wide prevention strategy aimed at reducing behavior problems that lead to office discipline referrals and suspensions, and change perceptions of school safety. Students in the SWPBIS schools received significantly fewer school suspensions than students in schools that did not receive

SWPBIS training. Perceptions of safety improved in the schools that implemented SWPBIS, but declined in the schools that did not implement SWPBIS.

3. Embedded Plan Requirement(s):

- This strategy addresses the professional development requirement for LEA Plans in ESEA Section 1114, Section 2102(b)(2)(D), 3115(c)2.
- This strategy addresses the gap closure requirement for Equitable Access to Effective Educators ESEA Section 1112.
- This strategy addresses the district improvement requirement for addressing the specific needs of priority or focus in buildings in the LEA Plan ESEA Section 1111.

4. Action Steps

- Start Action Step: 2023, End Action Step: 08/11/2023

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

Participant(s):

- Positive Behavior Intervention Support Team
- Instructional Coaches
- Building Leadership Teams
- Building Leadership
- Principals
- Start Action Step: 2023, End Action Step: 08/18/2023

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

Participant(s):

- Principals
- Building Leadership
- Building Leadership Teams
- Positive Behavior Intervention Support Team
- Start Action Step: 2023, End Action Step: 08/18/2023

Create staff incentives for teaching PBIS lessons and acknowledgements throughout the school year
Communicate meeting notes to the rest of the staff during monthly BLT share-outs and bi-weekly staff

meetings Staff survey to determine consistency amongst staff.

Participant(s):

- Principals
- Building Leadership
- Building Leadership Teams
- Instructional Coaches
- Start Action Step: 2023, End Action Step: 08/18/2023

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

Participant(s):

- Positive Behavior Intervention Support Team
- Building Leadership Teams
- Building Leadership
- Principals
- Start Action Step: 2023, End Action Step: 09/29/2023

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

Participant(s):

- Instructional Coaches
- Building Leadership Teams
- Building Leadership
- Principals
- Start Action Step: 2024, End Action Step: 12/20/2024

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

Participant(s):

- Positive Behavior Intervention Support Team
- Instructional Coaches
- Building Leadership Teams
- Building Leadership

- Principals
- Start Action Step: 2024, End Action Step: 12/20/2024

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

Participant(s):

5. Adult Measures

1. Adult Measure #1

1. Curriculum, Instruction and Assessment

Every **Semester, Math - Walkthrough Data** of **Math Teachers** will be monitored by **Principal**, with an overall improvement of **increase 100.00 %** by the end of the plan.

05/31/202512/31/202405/31/202412/31/202305/31/202312/31/2022

6. Funding Sources

1. FY

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

General Fund

2. FY 2023

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

General Fund Title I-A Improving Basic Programs

3. FY 2023

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

General Fund Title IV-A Student Support and Academic Enrichment

4. FY 2023

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

General Fund Title IV-A Student Support and Academic Enrichment

5. FY 2023

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

General Fund Title IV-A Student Support and Academic Enrichment

6. FY 2023

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

General Fund Title IV-A Student Support and Academic Enrichment

7. FY 2023

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

General Fund Title IV-A Student Support and Academic Enrichment

8. FY 2023,2024

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

General Fund

9. FY 2024

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

General Fund Title IV-A Student Support and Academic Enrichment

10. FY 2024

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

General Fund Title IV-A Student Support and Academic Enrichment

11. FY 2024,2025

By June of 2025 100% of 6th-9th grade teachers will be trained and utilizing a multi-tiered system of support.

General Fund Title II-A Supporting Effective Instruction

12. FY 2024,2025

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

General Fund Title II-A Supporting Effective Instruction

13. FY 2024,2025

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

General Fund

14. FY 2024,2025

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

General Fund Title II-A Supporting Effective Instruction

3. Goal #3 of 3

1. Root Cause Analysis

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

2. SMART Goal Statement

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

3. Student Measures

1. Student Measure #1

Every **Semester, Graduation - Course Credits Earned** of **All Students** will be monitored by **Career Advisor**, with an overall improvement of **increase 80.00 %** by the end of the plan.

12/31/202205/31/202312/31/202305/31/202412/31/202405/31/2025

4. Strategies and Actions

1. Strategy #1: Leadership, Administration, Governance

1. Strategy Level: Level 4

2. Description:

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

Career Planning, Decision-Making, & Transition (e.g.: understand

career interests, engage in career-based learning experiences, explore and identify education and training options beyond high school aligned with career interests, learn how to adjust career plans according to shifts in the economy and interests).

3. Embedded Plan Requirement(s):

- This strategy addresses the gap closure requirement for Equitable Access to Effective Educators ESEA Section 1112.
- This strategy addresses the district improvement requirement for addressing the specific needs of priority or focus in buildings in the LEA Plan ESEA Section 1111.

4. Action Steps

- Start Action Step: 2023, End Action Step: 08/11/2023

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

Participant(s):

- Building Leadership Teams
- Teacher-Based Teams
- Building Leadership
- Principals
- Staff
- Teachers
- Start Action Step: 2023, End Action Step: 08/18/2023

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

Participant(s):

- Building Leadership Teams
- Building Leadership
- Principals
- Start Action Step: 2023, End Action Step: 09/29/2023

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

Participant(s):

- Building Leadership Teams
- Teacher-Based Teams
- Building Leadership
- Staff
- Teachers
- Start Action Step: 2023, End Action Step: 12/15/2023

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

Participant(s):

- Building Leadership Teams
- Teacher-Based Teams
- Building Leadership
- Principals
- Staff
- Teachers
- Start Action Step: 2023, End Action Step: 12/15/2023

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

Participant(s):

- Building Leadership Teams
- Teacher-Based Teams
- Building Leadership
- Principals
- Staff
- Teachers
- Start Action Step: 2023, End Action Step: 05/31/2024

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

Participant(s):

- Building Leadership Teams
- Building Leadership
- Principals

- Start Action Step: 2023, End Action Step: 08/15/2025

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

Participant(s):

- Start Action Step: 2024, End Action Step: 08/16/2024

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

Participant(s):

- Building Leadership Teams
- Building Leadership
- Principals
- Start Action Step: 2025, End Action Step: 08/15/2025

Develop credit recovery process.

Participant(s):

- Start Action Step: 2025, End Action Step: 12/19/2025

Determine mechanism for monitoring effectiveness of career guidance implementation.

Participant(s):

2. Strategy #2: Operations

1. Strategy Level: Level 4

2. Description:

Teacher Estimates of Achievement: Hattie Effect size 1.29
Teachers that build positive relationships with, and know their students, are much more likely to have students achieve at a higher level. For example, if a teacher has a positive relationship with a student, then that student is likely to try harder, persist longer, take risks and retry after failure. From the teacher's perspective, they are more likely to allocate work that is appropriate for the students in question, and select an instructional style that gets the most out of the students.

Student-teacher relationships significantly impact teacher effectiveness and student achievement. Teacher relationship variables were among the most influential factors on student performance with an effect size of .52. These include empathy, warmth, encouragement, authenticity, and respect for student backgrounds.

3. Embedded Plan Requirement(s):

- This strategy addresses the professional development requirement for LEA Plans in ESEA Section 1114, Section 2102(b)(2)(D), 3115(c)2.
- This strategy addresses the gap closure requirement for Equitable Access to Effective Educators ESEA Section 1112.
- This strategy addresses the district improvement requirement for addressing the specific needs of priority or focus in buildings in the LEA Plan ESEA Section 1111.

4. Action Steps

- Start Action Step: 2023, End Action Step: 08/01/2022

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

Participant(s):

- Building Leadership Teams
- Teacher-Based Teams
- Building Leadership
- Principals
- Staff
- Teachers
- District Administration
- Start Action Step: 2024, End Action Step: 08/18/2023

Develop or provide tools to monitor changes in adult practices.

Participant(s):

- Building Leadership Teams
- Teacher-Based Teams
- Principals

- Staff
- Teachers
- District Administration
- Start Action Step: 2025, End Action Step: 08/16/2024

Introduce SEL strategies to building/teachers.

Participant(s):

- Building Leadership
- Principals

5. Adult Measures

1. Adult Measure #1

1. Leadership, Administration, Governance

Every **Semester**, **graduation plans - Implementation Data** of **All Staff** will be monitored by **Career Advisor**, with an overall improvement of **increase 100.00 %** by the end of the plan.

12/31/202205/31/202312/31/202305/31/202412/31/202405/31/2025

6. Funding Sources

1. FY 2023

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

General Fund

2. FY 2023

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

General Fund Title I-A Improving Basic Programs

3. FY 2023

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

General Fund Title IV-A Student Support and Academic Enrichment

4. FY 2023

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

General Fund Title II-A Supporting Effective Instruction

5. FY 2023

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

General Fund

6. FY 2023

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

General Fund Title II-A Supporting Effective Instruction

7. FY 2023,2024

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

General Fund

8. FY 2023,2024,2025

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

General Fund Title II-A Supporting Effective Instruction

9. FY 2024

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

General Fund Title IV-A Student Support and Academic Enrichment

10. FY 2024

Develop or provide tools to monitor changes in adult practices.

General Fund Title II-A Supporting Effective Instruction

11. FY 2025

Develop credit recovery process.

General Fund Title IV-A Student Support and Academic Enrichment

12. FY 2025

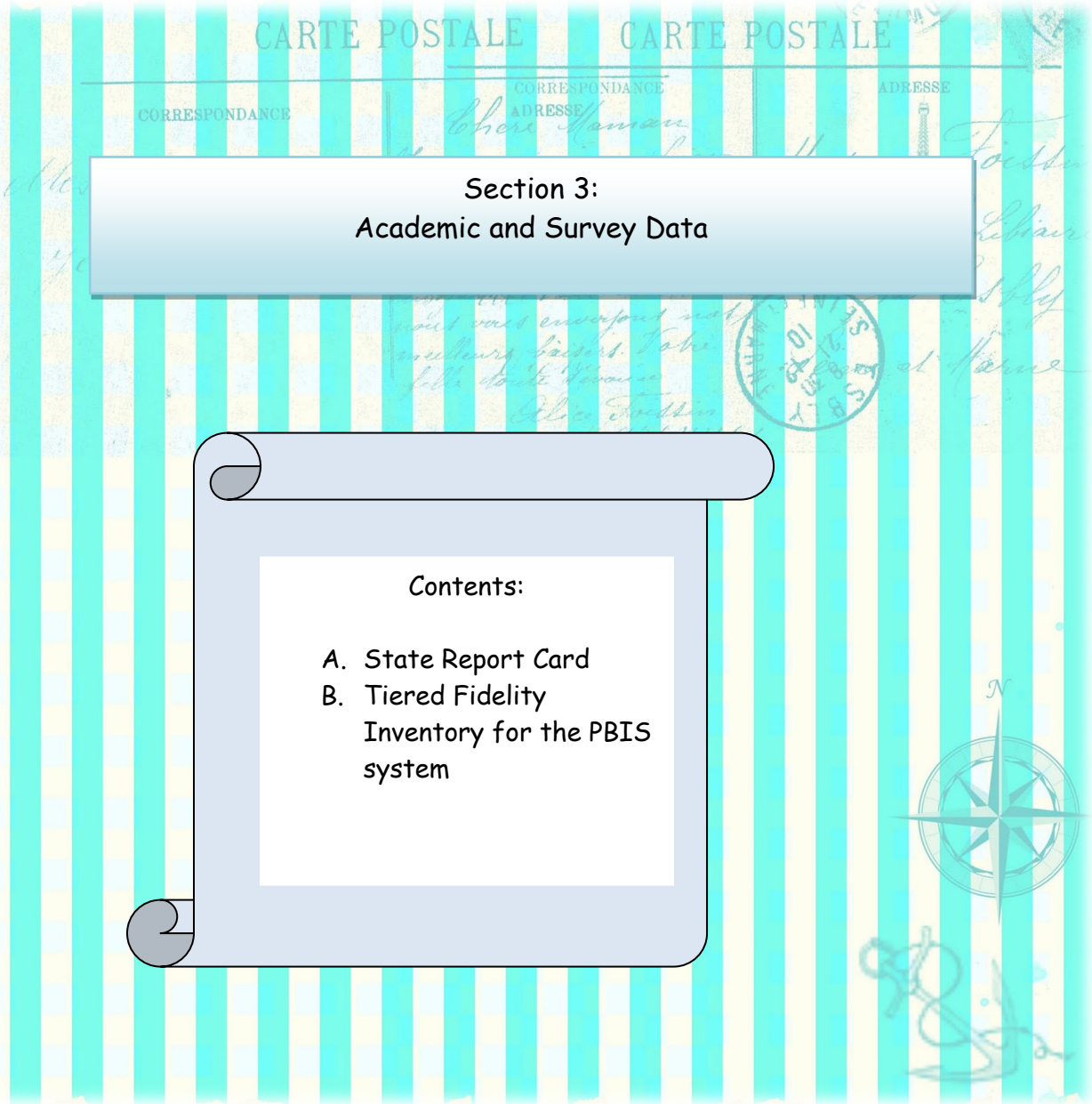
Determine mechanism for monitoring effectiveness of career guidance implementation.

General Fund Title IV-A Student Support and Academic Enrichment

13. FY 2025

Introduce SEL strategies to building/teachers.

General Fund Expanding Opportunities for EACHCHILD (DSS)




**Section 3:
Academic and Survey Data**

- Contents:**
- A. State Report Card
 - B. Tiered Fidelity Inventory for the PBIS system

Academic Achievement: Ohio State Report Card

The 2023-2024 school report card was released in September of 2024. The Maritime Academy of Toledo has earned its' second strike for the 2023 report card and is at risk for closure unless our report card results meet the benchmarks for the 2024-2025 school year.



2
Needs support to meet state standards

Overall Rating

Districts and schools receive an overall rating of 1 to 5 stars in half-star increments. The overall rating is comprised of five rated components. The College, Career, Workforce and Military Readiness Component is report only and does not contribute to the overall rating on the 2024 Ohio School Report Cards.

Print

Achievement

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

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

[View More Data](#)

Progress

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

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

[View More Data](#)

Gap Closing

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

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

[View More Data](#)

Gifted

Graduation

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

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

[View More Data](#)

Early Literacy

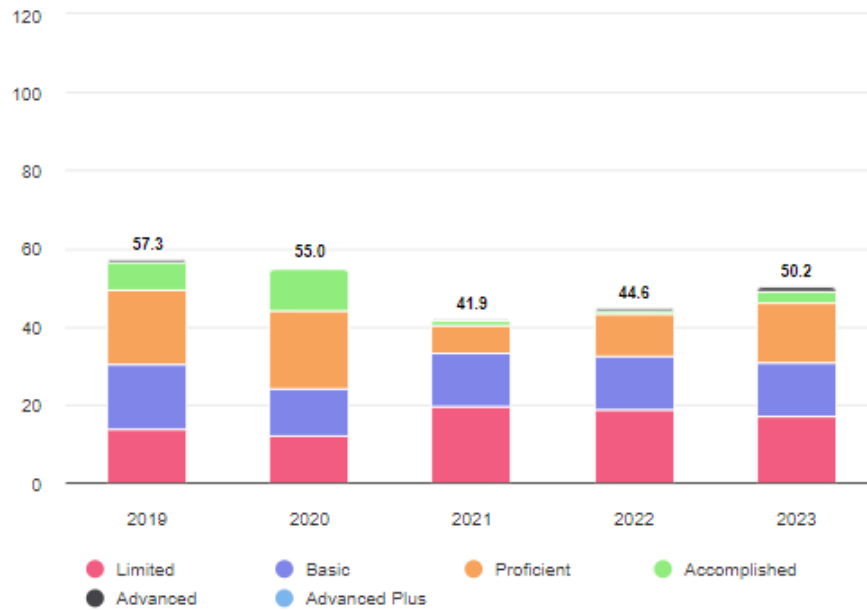
The Early Literacy Component is a measure of reading improvement and proficiency for students in kindergarten through third grade.

☆☆☆☆☆
[View More Data](#)

College, Career, Workforce and Military Readiness

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

[View More Data](#)



Due to the COVID-19 pandemic, testing data from the 2019-2020 school year was very limited and should not be used for comparison.

Progress Details

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

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

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

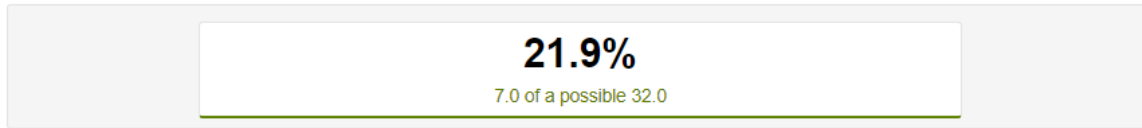
What do the colors mean?

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

- Significant evidence that the school exceeded student growth expectations by a larger magnitude
- Significant evidence that the school exceeded student growth expectations
- Evidence that the school met student growth expectations
- Significant evidence that the school fell short of student growth expectations
- Significant evidence that the school fell short of student growth expectations by a larger magnitude

Annual Performance Goals

The annual performance goals are established in six areas, and the performance of specific student subgroups are measured against the annual or long-term goals for each area. Goals are established for English Language Arts academic achievement and growth, Math academic achievement and growth, graduation, English learner language proficiency, chronic absenteeism, and gifted performance. The state expectation for all areas and all student subgroups is to continue closing educational gaps year over year. A proportional adjustment is applied to schools and districts if their combined testing participation rate in English language arts and math does not meet or exceed 95 percent.



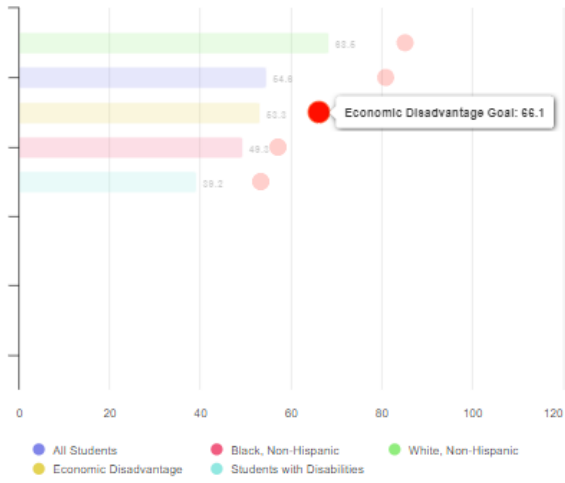
Participation Rate **98.4%**

English Language Arts Achievement	Math Growth	Chronic Absence
Math Achievement	Graduation	Gifted
English Language Arts Growth	English Learners	

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

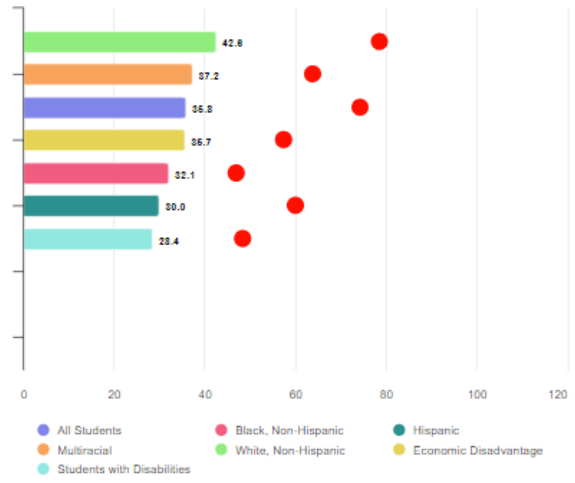
English Language Arts Achievement

Performance Index by Subgroup



Math Achievement

Performance Index by Subgroup



The Maritime Academy of Toledo received the Bronze Award For Positive Behavior Interventions and Support (PBIS) implementation!!!

Congratulations from State Support Team Region 1

We are writing to inform you that your building has been awarded the Bronze Recognition Award for the 23-24 School Year! This year's review was completed by a mixed review team of State Support Team members to ensure as much bias as possible be removed with interrater reliability. You will be receiving an official email from the Ohio Department of Education and Workforce.

To access the links - Highlight the link and copy and paste it into your browser.

Below is the link to the folder where you submitted your application and evidence.

https://drive.google.com/drive/folders/1fZE1O8MzBuXTJN3DybFNbD_Puhjr7lkZ?usp=drive_link

Application final scores and feedback from the Reviewer can be found at this link.

<https://docs.google.com/document/d/1wjhB6QyeYBeCCtNynG3V9RjJcr043yFCbLusUw48FwQ/edit>

You will have access to the links until June 5, 2025. After reading the comments on the scoring form if you would like feedback on the evidence that was submitted, you can reach out to SST Region 1 Consultant, Tamie Cruz.

We encourage you to celebrate this accomplishment with your team and deepen your learning in MTSS/PBIS at the January 28, 2025, 2025 Showcase for AcceleratED Leadership & Learning. We encourage your district or building team to submit a presentation proposal by 10/11/24. Attendees will need to register for this in person event, to be held in Columbus, OH. Registration details will be forthcoming and available on the OLAC and Ohio Department of Education and Workforce websites.

Sincerely,

Tamie Cruz, SST Region 1 Consultant

Lynn McKahan, SST Region 1 Director

CARTE POSTALE

CARTE POSTALE

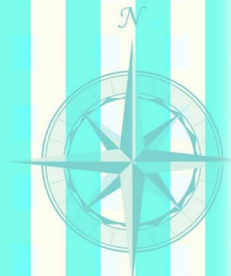
CORRESPONDANCE

CORRESPONDANCE
ADRESSE

ADRESSE

**Section 5:
Financial Information**

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



2022-2023 Financial Status of the Maritime Academy of Toledo

For the 2022-2023 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.

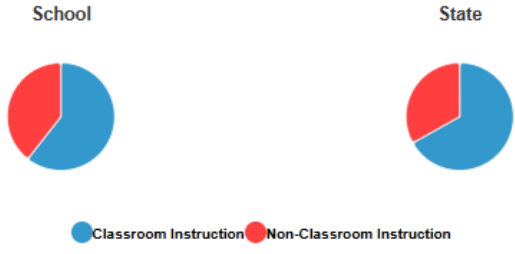
Funds	Beginning Balance	Ending Balance
General Fund	\$668,364.20	\$554,551.77
Permanent Improvement	\$0.00	\$15,539.67
Food Service	(\$22,437.55)	(\$35,047.58)
Satin Gavel Scholarship Fund	\$6,090.00	\$6,090.00
Leadership Fund	\$1,280.62	\$1280.62
Rotary Uniform Fund	\$3,530.54	\$3,530.54
Class Fund	\$0.00	(\$116.00)
Prom Fund	\$981.67	\$1320.90
Student Activities Fund	\$2,679.77	\$2,622.60
Cadet Chronicle Fund	\$376.74	\$376.74
Culinary Fund	\$4,822.35	\$4,951.35
Athletic Fund (Basketball)	\$678.57	(\$132.29)
Tall Ships Fund	\$7,040.00	\$7,040.00

Federal Funds	
\$211,274.33	Title 1
\$10,219.95	Title 2
\$29,898.26	Title 4
\$66,316.29	Title 1 non-competitive
\$122,632.88	IDEA Part B
\$29,137.55	Expanding opportunities
\$163,642.15	ARP ESSER (Remaining Funds)
Total: \$633,121.41	

Comparison Group: Community Schools with Enrollment between 150 and 499

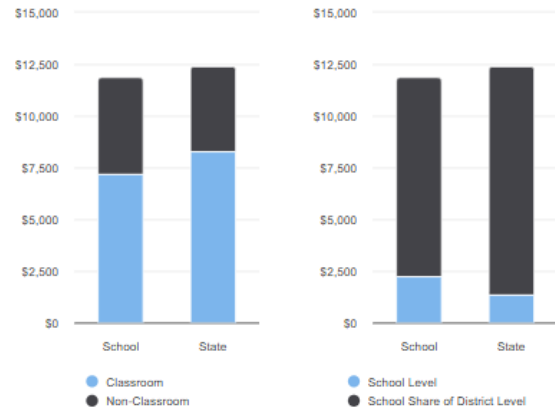
Classroom Spending Data

What percent of funds are spent on classroom instruction?
60.6%



Spending Per Pupil Data

	School	State
Operating Spending per Pupil 1	\$11,896	\$12,396
Classroom Instruction	\$7,211	\$8,292
Non-Classroom Spending	\$4,685	\$4,103
Federal Funds	\$2,229	\$1,363
State and Local Funds	\$9,667	\$11,033



FY2024 -May 2024
 IRN No.: 000770
 Type of School: Brick and Mortar
 Contract Term: July 1, 2023 through June 30, 2024

County: Lucas

 School Name: **The Maritime Academy of Toledo**
 Statement of Receipt, Disbursements, and Changes in Fund Cash Balances
 For the Fiscal Years Ended 2021 through 2023, Actual and
 the Fiscal Years Ending 2024 through 2028, Forecasted

	Actual			Forecasted				
	Fiscal Year 2021	Fiscal Year 2022	Fiscal Year 2023	Fiscal Year 2024	Fiscal Year 2025	Fiscal Year 2026	Fiscal Year 2027	Fiscal Year 2028
Operating Receipts								
State Foundation Payments (3110, 3211)	\$ 2,327,716	\$ 2,219,893	\$ 1,903,719	\$ 2,620,134	\$ 2,456,456	\$ 2,550,932	\$ 2,595,390	\$ 2,639,848
Charges for Services (1500)	-	-	-	-	-	-	-	-
Fees (1600, 1700)	761	7,550	4,600	4,338	4,338	4,338	4,338	4,338
Other (1830, 1840, 1850, 1860, 1870, 1890, 3190, 5300)	46,074	163,040	40,409	40,346	40,346	40,346	40,346	40,346
Total Operating Receipts	\$ 2,374,551	\$ 2,390,483	\$ 1,948,728	\$ 2,664,818	\$ 2,501,140	\$ 2,595,616	\$ 2,640,074	\$ 2,684,532
Operating Disbursements								
100 Salaries and Wages	\$ 1,436,343	\$ 1,384,522	\$ 1,349,935	\$ 1,830,174	\$ 1,885,079	\$ 1,941,631	\$ 1,999,880	\$ 2,059,877
200 Employee Retirement and Insurance Benefits	445,263	459,713	416,612	605,053	623,205	641,901	661,158	680,992
400 Purchased Services	550,824	636,812	693,509	637,089	692,745	702,945	705,224	711,224
500 Supplies and Materials	85,862	113,581	121,916	145,132	150,000	155,000	160,000	165,000
600 Capital Outlay -New	82,457	118,111	87,082	45,786	45,000	45,000	45,000	45,000
700 Capital Outlay - Replacement	-	-	-	-	-	-	-	-
800 Other	66,991	73,796	86,363	147,671	65,000	65,000	65,000	65,000
819 Other Debt	-	-	-	-	-	-	-	-
Total Operating Disbursements	\$ 2,667,739	\$ 2,786,535	\$ 2,755,416	\$ 3,410,905	\$ 3,461,029	\$ 3,551,477	\$ 3,636,262	\$ 3,727,093
Excess of Operating Receipts Over (Under)								
Operating Disbursements	\$ (293,189)	\$ (396,052)	\$ (806,688)	\$ (746,086)	\$ (959,889)	\$ (955,861)	\$ (996,188)	\$ (1,042,561)
Nonoperating Receipts/(Disbursements)								
Federal Grants (all 4000 except fund 532)	\$ 366,029	\$ 279,677	\$ 443,699	\$ 525,569	\$ 525,569	\$ 525,569	\$ 525,569	\$ 525,569
State Grants (3200, except 3211)	6,000	97,175	183,928	209,207	209,207	209,207	209,207	209,207
Restricted Grants (3219, Community School Facilities Grant)	221,896	142,906	110,250	219,835	224,564	229,454	234,344	239,234
Donations (1820)	25,000	10,325	2,681	-	-	-	-	-
Interest Income (1400)	-	-	-	-	-	-	-	-
Debt Proceeds (1900)	-	-	-	-	-	-	-	-
Debt Principal Retirement	(61,002)	(63,490)	(69,244)	(71,223)	(74,223)	(77,223)	(80,223)	(83,223)
Interest and Fiscal Charges	(71,060)	(68,571)	(62,818)	(60,838)	(57,838)	(54,838)	(51,838)	(48,838)
Transfers - In	442,635	2,505	410	-	-	-	-	-
Transfers - Out	(96,891)	(202,505)	(17,808)	-	-	-	-	-
Total Nonoperating Revenues/(Expenses)	\$ 832,608	\$ 198,021	\$ 591,098	\$ 822,550	\$ 827,279	\$ 832,169	\$ 837,059	\$ 841,949
Excess of Operating and Nonoperating Receipts								
Over/(Under) Operating and Nonoperating Disbursements	\$ 539,419	\$ (198,031)	\$ (215,590)	\$ 76,463	\$ (132,610)	\$ (123,692)	\$ (159,129)	\$ (200,612)
Fund Cash Balance Beginning of Fiscal Year	\$ 485,979	\$ 1,025,398	\$ 827,368	\$ 611,778	\$ 688,241	\$ 555,631	\$ 431,939	\$ 272,810
Fund Cash Balance End of Fiscal Year	\$ 1,025,398	\$ 827,368	\$ 611,778	\$ 688,241	\$ 555,631	\$ 431,939	\$ 272,810	\$ 72,198

Assumptions
Staffing/Enrollment

	Actual			Forecasted				
	Fiscal Year 2021	Fiscal Year 2022	Fiscal Year 2023	Fiscal Year 2024	Fiscal Year 2025	Fiscal Year 2026	Fiscal Year 2027	Fiscal Year 2028
Total Student FTE	285	260	226	225	230	235	240	245
Instructional Staff	24	24	24	24	24	24	24	25
Administrative Staff	4	4	4	4	4	4	4	4
Other Staff	12	11	15	15	15	15	15	15

Purchased Services

Rent	\$ 112,913.16	\$ 118,716.00	\$ 119,252.26	\$ 118,817.00	\$ 118,430.00	\$ 118,430.00	\$ 118,430.00	\$ 118,430.00
Utilities	116,105.91	153,920.00	147,919.70	197,288.00	197,288.00	197,288.00	197,288.00	197,288.00
Other Facility Costs	74,608.88	80,164.77	78,664.76	39,865.00	40,000.00	45,000.00	50,000.00	55,000.00
Insurance	8,480.00	-	-	8,480.00	8,680.00	8,880.00	9,080.00	9,280.00
Management Fee	-	-	-	-	-	-	-	-
Sponsor Fee	93,102.82	56,535.23	66,824.37	85,000.00	88,000.00	88,000.00	88,000.00	88,000.00
Audit Fees	-	-	-	-	-	-	-	-
Contingency	-	-	-	-	-	-	-	-
Transportation	-	-	1,808.00	-	-	-	-	-
Legal	6,017.50	20,357.50	61,168.83	10,000.00	20,000.00	20,000.00	20,000.00	20,000.00
Marketing	26,431.16	34,615.06	72,811.20	100,000.00	75,000.00	75,000.00	75,000.00	75,000.00
Consulting	-	-	-	-	-	-	-	-
Salaries and Wages	-	-	-	-	-	-	-	-
Employee Benefits	-	-	-	-	-	-	-	-
Special Education Services	51,522.90	49,186.00	4,665.20	44,380.00	50,000.00	55,000.00	60,000.00	65,000.00
Technology Services	5,707.75	7,340.00	11,229.60	8,647.00	8,647.00	8,647.00	8,647.00	8,647.00
Food Services	-	-	-	-	-	-	-	-
Other	55,934.16	115,977.44	129,165.08	24,612.00	86,700.00	86,700.00	78,779.00	74,579.00
Total	\$ 550,824.24	\$ 636,812.00	\$ 693,509.00	\$ 637,089.00	\$ 692,745.00	\$ 702,945.00	\$ 705,224.00	\$ 711,224.00

Financial Metrics

Debt Service Payments	\$ 132,061	\$ 132,061	\$ 132,061	\$ 132,061	\$ 132,061	\$ 132,061	\$ 132,061	\$ 132,061
Debt Service Coverage	2.47	1.01	-0.50	1.58	0.00	0.06	-0.20	-0.52
Growth in Enrollment	2.89%	-8.77%	-13.08%	-0.44%	2.22%	2.17%	2.13%	2.08%
Growth in New Capital Outlay	-12.74%	43.24%	-26.27%	-47.42%	-1.72%	0.00%	0.00%	0.00%
Growth in Operating Receipts	-5.68%	0.67%	-18.48%	36.75%	-6.14%	3.78%	1.71%	1.68%
Growth in Non-Operating Receipts/Expenses	0.95	-76.22%	198.50%	39.16%	0.57%	0.59%	0.59%	0.58%
Days of Cash	0.18	0.37	0.30	0.18	0.20	0.16	0.12	0.07

Fiscal Year 2023-2024 Projected Debt

Description	Beginning Year Balance	Principle Retirement	Interest Expense	Ending Year Balance	Debtor/Creditor
FTE Review	\$ -	\$ -	\$ -	\$ -	-
Loan A	\$ -	\$ -	\$ -	\$ -	-
Loan B	\$ -	\$ -	\$ -	\$ -	-
Line of Credit	\$ -	\$ -	\$ -	\$ -	-
Notes, Bonds	\$ 1,265,812.00	\$ 71,223.00	\$ 60,838.00	\$ 1,194,589.00	F&M Bank
Capital Leases	\$ -	\$ -	\$ -	\$ -	-

Assumptions Narrative Summary

Passed at the 10/9/2023 Board Meeting

The Forecast incorporates a number of funds which are listed below by fiscal year:

- 2021 – General Fund 001, State Grants 461 91XX, Federal Grants 516 90XX, 572 90XX, 590 90XX, 599 90XX
- 2022 – General Fund 001, State Grants 461 91XX, Federal Grants 516 90XX, 572 90XX, 590 90XX, 599 90XX
- 2023 – General Fund 001, State Grants 461 91XX, Federal Grants 516 90XX, 536-90XX, 584-90XX, 572 90XX, 590 90XX, 599 00XX
- 2024, 2025, 2026, 2027, 2028 – General Fund 001, State Grants 461 91XX, Federal Grants 516 90XX, 536-90XX, 584-90XX, 572 90XX, 590 90XX, 599 00XX

Revenues - The primary source are the foundation payments from the State of Ohio. These payments are reflected in 3 lines on the forecast. 1. Operating Revenue - State Foundation Payments.

2. Operating Revenues - Other and 3. Non Operating Receipts - Restricted Grants. To simplify calculations and still maintain accuracy, any increases or decreases in State of Ohio foundation funding will occur in Operating Revenue - State Foundation Payments.

- FY2024 - State Foundation 3110 is projected using 225 students for 2024 using the latest state revenue projection plus FY2023 "true-up" payment of \$208,897.83.
- FY2025 - State Foundation 3110 is projected using 230 students for 2025 and anticipates no changes in per pupil funding levels from 2024. Increase of \$44,458.05 for 5 students True up decrease of \$208,897.83.
- FY2026 - State Foundation 3110 is projected using 235 students for 2026 and anticipates 2% increase in per pupil funding levels from 2025. Increase of \$94,476.00.
- FY2027 - State Foundation 3110 is projected using 240 students for 2027 and anticipates no changes in per pupil funding levels from 2026. Increase of \$44,458.00
- FY2028 - State Foundation 3110 is projected using 245 students for 2028 and anticipates no changes in per pupil funding levels from 2027. Increase of \$44,458.00

Nonoperating Receipts - Federal Grants includes all of our usual 500 level funds.
Nonoperating Receipts - State Grants includes our usual 400 level of funds.

Expenditures - The expenditures for Fiscal Year 2024 are based on 10 months actual expenses and two months projected using April 2024 Total amounts.

Operating Disbursements

100 Salaries & Wages were reduced for FY2022 to reflect the staff cuts made by administration. It also reflects slight increases in salaries and related benefits for remaining staff.

FY2024 - Projects 10 months actual and 2 months estimated based on April 2024 actual levels.

- FY2025 - Projects the same staff level as FY2024 with a 3% increase in total salaries.
- FY2026 - Projects the same staff level as FY2025 with a 3% increase in total salaries.
- FY2027 - Projects the same staff level as FY2026 with a 3% increase in total salaries.
- FY2028 - Projects the same staff level as FY2027 with a 3% increase in total salaries.

200 Employee Retirement and Insurance Benefits were adjusted in each year of the forecast by 3% which includes 15.45% of salary increase each year.

400 Purchased Services is expected to increase slightly for fiscal years 2024-2028.

Purchased Services Detail

RENT - includes primarily two leases for additional classroom space with Toledo-Lucas County Port Authority. The first lease is a 60 month lease that commenced on May 1, 2014 and was renewed in 2019. The second lease is a 36 month that commenced on February 2, 2017. The lease is expected to continue for remaining years.

OTHER FACILITIES COSTS - Includes landscape/lawn services, building repairs and improvements, pool maintenance and upkeep, building security, and vessel upkeep and maintenance.

SPONSOR FEE - The 3% ESC Fiscal Charge is expected to increase due to the increase in state revenue for FY2024-2028.

MARKETING - Includes primarily expenses for PR firm for student recruitment and advertising. Remains level for years FY2024-2028.

OTHER - includes all 400 object expenses not classified in the listed categories in the detail section including: staff training costs, travel/meeting expenses, post secondary fees, other purchased services in the 419 object code.

600 Capital Outlay includes cost of simulator move in FY21 and FY22 of \$160,000. 600's were reduced to reflect the payoff of the simulator in years FY24-FY28.

800 Other includes Property Ins, Bonding, Taxes, Permit Fees, Memberships and in even number years, bi-annual audit fees.

Nonoperating Disbursements

Debt Principal Retirement represents the principal payments on a mortgage note payable held by Farmers & Merchants Bank for the purchase of the current Maritime building. Interest and Fiscal Charges represents the interest payment on a mortgage note payable held by Farmers & Merchants Bank for the purchase of the current Maritime building.

Function	Instruction 1000	Support Services 2100-2200	Administrative Services 2300-2400	Fiscal/Business Services 2500-2600	Operations & Maintenance 2700	Pupil Transportation 2800	Support/Food Services 2900-3100	Extracurricular Activities 4000	Facilities/ Construction Services 5000	All Other Expense 6000-7000	Total	
Object	A	B	C	D	E	F	G	H	I	J	K	
Salaries 100	\$ 1,123,604.70	\$ 266,428.10	\$ 226,162.20	\$ 106,458.30	\$ 87,400.00	\$ -	\$ 60,640.00	\$ -	\$ -	\$ -	\$ 1,870,693.30	
Retirement Fringe Benefits 200	\$ 275,833.53	\$ 73,341.75	\$ 113,717.40	\$ 30,175.21	\$ 14,984.31	\$ -	\$ 9,821.82	\$ -	\$ -	\$ -	\$ 517,874.02	
Purchased Services 400	\$ 86,083.89	\$ 12,681.85	\$ 160,621.40	\$ 151,765.10	\$ 217,871.33	\$ 1,987.00	\$ 16,213.71	\$ -	\$ -	\$ -	\$ 647,224.28	
Supplies 500	\$ 136,715.02	\$ 503.66	\$ 423.88	\$ -	\$ 7,088.88	\$ -	\$ 799.57	\$ -	\$ -	\$ -	\$ 145,531.01	
Capital Outlay 600	\$ 1,054.96	\$ -	\$ 12,104.08	\$ -	\$ 51,840.96	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 65,000.00	
Other 800	\$ -	\$ -	\$ -	\$ 56,911.00	\$ 7,778.00	\$ -	\$ -	\$ -	\$ -	\$ 294,571.00	\$ 359,260.00	
Total	\$ 1,623,292.10	\$ 352,955.36	\$ 513,028.96	\$ 345,309.61	\$ 386,963.48	\$ 1,987.00	\$ 87,475.10	\$ -	\$ -	\$ 294,571.00	\$ 3,605,582.61	
Budget Per Pupil												
Estimated Student Enrollment	240	\$ 6,763.72	\$ 1,470.65	\$ 2,137.62	\$ 1,438.79	\$ 1,612.35	\$ 8.28	\$ 364.48	\$ 0.00	\$ 0.00	\$ 1,227.38	\$ 15,023.26

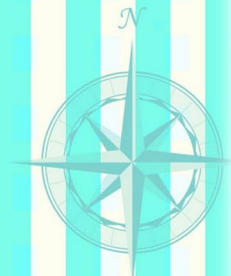
CARTE POSTALE

CARTE POSTALE

**Section 5:
Career Tech Information**

Contents:

A. Career Tech Pathways



Career Technical Education

<p>Maritime Occupations</p>	<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 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. (Please note: Since the pandemic this has been increasingly difficult to organize) <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
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	years or older, a U.S. citizen, have no criminal record, drug free, pass USCG physical
Culinary	The culinary arts program prepares cadets for a career in food service, food management, or hospitality. The cadets earn certificates in ServSafe and ProStart, which will give them precedence in the Culinary industry.
Marine Environmental Science	The Marine Environmental Sciences CTE program is a 3-year program. The program aims to prepare students to either obtain positions in water treatment plants or pursue degrees in environmental science. There are many different careers related to environment science: environmental engineers, wildlife biologists, park rangers, community outreach, environmental law, research, etc. Year 1 focuses on natural resources. Students will take courses at The Source in leadership and supervision. Year 2 is an introduction to environmental sciences. The students will take an OSHA Safety course and an environmental sciences course at Owens. Year 3 is Wildlife Zoology and Fisheries. The students will take an environmental science lab and an environmental law class at Owens. The students will participate in many service projects including Clean Your Stream, Student Watershed Watch, and Get the Lead Out. Students will obtain an OSHA certificate and Ohio EPA approved certificates through OTCO.

Future Career Tech Programs

Dental Assistant

Welding

