



Early College Academy Annual Report To Sponsor FY25

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	122
Percentage of Students on IEP's	26%
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 received an Exceeds Standards” on the Gap Closing component of the State Report Card which shows how well the school is meeting the performance expectations of our most vulnerable populations of students in English Language Arts, Math and Graduation.

ECA received an Exceeds Standards on the Progress Component of the State Report Card which measures the academic growth of the Students over time.

ECA participated in Rise Up, sponsored and supported through Goodwill Industries. This allowed 28 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. Eight students have signed up for career training through Goodwill’s AMP Program.

Explanation of Subsections Below

(a) the performance standards by which the success of the school was evaluated by the sponsor during 2024-25 (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 2024-25

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):**

ECA moved to Average FTE count of 130 for the year.

Using data-driven instruction, 66% 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.

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 2024-2025 school year

The following is a list of educational activities conducted at ECA 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 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.
- STAR assessment is a diagnostic used by ECA which provides data to which teachers assign targeted intervention (Freckle).

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ECA received an Exceeds Standards on the Progress Component of the State Report Card which measures the academic growth of the students over time.

(d) the school's financial status during the 2024-25 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 FY24-25 from roll over from ESSER through 2025. 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.