

Annual Report

Of

The Educational Service Center of Central Ohio

Sponsored

Community Schools

2024-2025





SPONSOR ANNUAL REPORT
The Educational Service Center of Central Ohio
2080 Citygate Drive, Columbus, OH 43219
2024-2025

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.

2024-2025 ESCCO Sponsored Community Schools RATINGS
Followed by Individual School Annual Reports

The ESCCO sponsored eight (6) schools during the 2024-2025 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. They went from does not meet in achievement to meets in achievement, from exceeds last year to does not meet this year in gap closing, and stayed the same in

other areas. It met the standards in graduation rate overall as a school, but did not meet in gap closing. It did, however, meet 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 113.13 FTEs.

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, 1 star (a decrease from the previous year) in early literacy, 2 stars in gap closing (a decrease from the previous year), 4 stars in progress, and 3 stars on their overall rating – meeting the state standard.

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 301.93 FTEs – a slight increase from the previous year.

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, 1 in gap closing, and 2 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 173.58 FTE's.

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 superintendent and treasurer are 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 1 star 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 312.96 – an increase from the previous year.

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 graduation and 2 stars in all other areas including achievement, progress, 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 131.60 FTEs.

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.

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 – 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 was placed on the at-risk of closure list due to report card data. They received 1 star in achievement, gap closing, and graduation, 3 stars in progress (increase), and 2.5 stars on their overall rating. They met the requirements for the 2024-2025 school year due to legislation allowing the 2024-2025 report card not to impact their strike count. Results from the 2025-2026 report card will determine whether the school is able to continue. If they do not meet the appropriate ratings, they may qualify for closure.

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 205.81 FTEs.

Operation/Organization - Meets

The school submitted compliance documents via Epicenter. Staffing has changed quite a bit over 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 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).

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.

(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.



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, EOC, 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
2024 - 2025

Oakstone Community School
October 22, 2025

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
Michelle Williams

School Opening Year:
2004-2005

Number of Students: 179 enrolled (FTE 173.58), attendance rate was 82.8%

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.

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 5, 2025 for the 2023-24 data. Results indicated the following:

Indicator 3b – Standard Test Proficiency for SWD

Reading Proficiency Rate - Grade 4	88.9%	(target = 27.86%)
Reading Proficiency Rate - Grade 8	40.00%	(target = 16.97%)
Reading Proficiency Rate - HS	50.00%	(target = 23.84%)
Math Proficiency Rate - Grade 4	55.56%	(target = 32.83%)
Math Proficiency Rate - Grade 8	26.67%	(target = 19.94%)
Math Proficiency Rate - HS	18.52%	(target = 12.77%)
Reading Participation in Alternate Assessments	21.21%	(target = >1.0%)
Math Participation in Alternate Assessments	20.00%	(target = >1.0%)
Science Participation in Alternate Assessment	30.23%	(target = >1.0%)

Indicator 3c - Alternate Assessment Proficiency for SWD

Reading Proficiency Rate - Grade 4	100%	(target = 54.72%)
Reading Proficiency Rate - Grade 8	0%	(target = 45.44%)
Reading Proficiency Rate - HS	25.57%	(target = 48.61%)
Math Proficiency Rate - Grade 4	100%	(target = 33.60%)
Math Proficiency Rate - Grade 8	0%	(target = 38.67%)
Math Proficiency Rate - HS	42.86%	(target = 50.39%)

As the Special Education Profile has changed, any areas that are “not met” must now be addressed by the school in the form of an action plan. OCS did not meet our Alternate Participation indicator, as well as our Graduation indicator. The alternate assessment indicator states that no more than 1% of our student population will participate in the alternate assessment. At this time, because OCS enrolls only students with IEPs, many of whom meet the requirements for participation in the Alternate Assessment, we continue to be above the 1% participation threshold. Additionally, since our student population are 100% those with disabilities, many of our students continue to receive special education services past their 12th grade year to work on IEP goals related to their transition plan*. As a result, OCS continues to not meet the state threshold for the graduation rate. Administration created action plans which 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 State Test 3rd Grade ELA
Ohio Alternate Assessment (AASWD)
Ohio State Tests: 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
Ohio English Language Proficiency Assessment
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, except for graduation data which is two years prior. This is the 2024-25 grade card which was received in September 2025. The grade card data for 24-25 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 (NC because our population size was less than 10) however, it should be noted that all students in grade 3 were proficient or above. Fourth grade ELA (64.3%) and math (57.1%), Fifth grade ELA (61.5%), science (53.8%), Eighth grade science (55.6%), and HS ELA II (50%).

Areas of weakness for OCS as identified on this report card demonstrating less than 50% proficiency on tests include: Fifth grade math (38.5%), Sixth grade ELA (45.5%), Sixth grade math (36.4%), Seventh grade ELA (40%), Seventh grade math (26.7%), Eighth grade ELA (38.9%), Eighth grade math (31.3%), Geometry (23.1%) and US History (42.9%), and Biology (46.2%).

Areas of significant improvement were in 8th grade math where last year only 7.7% of students were proficient or above and this year 38.9% were proficient or above.

Progress Component: 3 stars

The progress component measures the amount of growth made by groups of students compared to students like them across the state. OCS students

Gap Closing Component: 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 met the annual goal/individual student group for both ELA achievement and Math achievement. OCS did not meet ELA, Math, or graduation growth goals.

Graduation Component: 1 star

The Graduation component is a measure of the four-year adjusted cohort graduation rate and the five-year adjusted cohort graduation rate. The weighted graduation rate combines the four and five-year graduation rates into a single rate. If a district has both graduation rates, the four-year rate is weighted 60% and the five-year is weighted 40%.

OCS four-year graduation rate was 47.1%, and the five-year graduation rate was 64.3% for a combined rate of 54.0%. It should be noted however that 68.4% of OCS students met their state graduation requirements but deferred their diploma to continue working on the transition plan of their IEP.

Early Literacy Component: 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:

- \$1,166,000 in scholarships awarded to 8 graduating seniors
- 165 college credits earned between 7 graduating seniors during their education at Oakstone

Required Subsections:

- A. The performance standards by which the success of the school was evaluated by the sponsor during the 2024-25 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 2024-25 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 2024-25 school year include but are not limited to:
- Targeted instruction for individual students in areas of deficit such as; fluency, phonemic awareness, foundational math skills, etc.
 - 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.

A. The School's financial status during the 2024-2025 school year:

OCS began fiscal year 2023 (July 1, 2024 through June 30, 2025) with a cash balance of \$811,842. A summary of cash basis receipts and expenditures follows:

	<u>2024-2025</u>
Receipts	
State Foundation	\$ 5,811,414
State Funding - Casino	11,908
State Funding - Threshold Cost Reimbursement	134,421
State Grants	10,159
Federal Reimbursements - Medicaid in Schools	38,506
Federal Grants	264,832
Interest	38,041
Other	<u>19,945</u>
	6,329,226
Expenditures	
Salaries	1,553,011
Fringe Benefits	435,507
Purchased Services	4,329,164
Materials and Supplies	45,735
Capital Outlay	-
Other	<u>1,718</u>
	6,365,135
Net of receipts and expenditures	(35,909)
Beginning Cash Balance	811,842
Ending Cash Balance	<u>\$ 775,933</u>

Receipts

In fiscal year 2025, 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 \$1,294,623, Student Wellness and Success

funding (purpose restricted) \$72,550, special education funding \$4,619,287, English Language Learner funding \$1,300 (purpose restricted), facilities funding \$171,632, and equity supplement funding of \$112,827. The state foundation was then reduced by a 10% holdback of special education funding of \$461,929 to fund threshold special education costs in schools across the state. The School's FY 25 foundation line item was increased by \$1,019 for FY 24 state foundation adjustments and by a high quality instructional materials subsidy of \$104.

Casino revenue received in FY 24 totaled \$11,908.

Federal reimbursements from the Medicaid in Schools Program totaled \$38,506, which included the settlement for FY 24 as well as interim reimbursements for FY 25.

Federal receipts included \$264,832 in Title VI-B IDEA, Title I Non-competitive SSI, and Expanding Opportunities for Each Child (EOEC) 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, intense learning programs, or per credit courses 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, data services, 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, required public notices expenses, college credit plus fees, moving services, storage unit rental, shredding services, literacy coaching services, etc.

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

OCS ended the fiscal year with \$775,933 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, 2025, 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 four year forecast each fiscal year by August 31 and that it be updated by the last day of February each year. The forecast approved by the Board on May 21, 2025, and subsequently updated on August 13, 2025, projected a positive cash balance through fiscal year 2029.

MMO
10/21/25



2024-25 Annual Report to the Community

The Charles School at Ohio Dominican University

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

Co-Superintendent – Ed Ingman

Co-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 - 313

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

Percentage of Students on IEP's – 19%

Percentage of Economically Disadvantaged Students – 100%

Student demographic percentages – 69% African American, 16% Hispanic, 10% Caucasian, 5% multiracial

Percentage of Students for whom English is their second language – 12%

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 2024-25 school year were: **Kitty King**, President; **Jim Ziminski**, Vice President and Treasurer; **Howard Lipkin**, Secretary; **Kitty Quinn** and **Joyce Swayne**. 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 model. 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

- TCS@ODU bridges the divide between high school and college, making higher education more accessible, affordable, and attractive to all students. 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.
- Teachers and Professors who are licensed in their fields and have achieved mastery of their academic disciplines provide guidance and support to students through the first two years of college.

- 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 in their high school classes, and in planning and completing up to two years of college. TCS@ODU is a unique and nurturing environment where students can explore and pursue their dreams.
- All students participate in 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. 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 schools are situated on college campuses that provide high school youth access to free college credits in classes with traditional college students.

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

We are grateful for our generous partners whose 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, Frederick Benton Jr, Rich and Kitty King, Brian Smith, Dr. Gordon Snider, and Sara Tobin.

Empire More, Battelle Data Storytelling and Environmental Science Camp, Equip Skills Center, JCamps, Fort Hayes Career Center, Independent Electrical Contractors, The All Purpose Center-EmpowerU Youth Workshop Series, Ashland University- Nursing & Health Sciences, I Matter-Strong Voices Strong Girls, Healthcare Career Collaborative of Central Ohio, Versiti Blood Center of Ohio-Leadership Academy, A Step Ahead Technology-Youth Stem & Leadership Education, American Red Cross, Ohio Means Jobs, Shadowbox Live, Ohio Army National Guard, The City of Columbus, Franklin County Board of Commissioners, Girls Who Code, Sandy Hook Promise, Young Writers' Studio, Camp College-Case Western Reserve & Wright State University, S.T.A.R.S.-Survivors Thriving After Rape and Sexual Assault, Black Girl Rising Inc., The Central Ohio Healthcare Sector Partnership-Mount Carmel, Ohio Health, Nationwide Children's Hospital, Primary One Health, Central Ohio Primary Care, United Schools Network, Shattering the Silence- Empowering the Voices of Those Unheard, The Ohio State University- Veterinarian For Day, The Original Harlem Globetrotters, Black Women Rise Poetry, Ohio Media School, E SportsGames Careers, and RoX- Ruling our Experiences

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 2024-2025 school year we expanded opportunities in Pre-Apprenticeships through continued partnerships with Performance Columbus Automotive Group and Independent Electrical Contractors for either career training in auto mechanics or electrical fields. We continued to leverage our relationship with ESCCO(Educational Service Center of Central Ohio) in career and college resources and regional opportunities for our schools and students. The Business Advisory Council as one example provided guidance for our programs. Career focused work was also integrated into each grade level crew. The OhioMeansJobs backpack was one tool used for career exploration, budget calculators and the 15 professional skills established by the work readiness seal. We had over 90% of our graduating class earn the OMJ 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 state graduation requirements and were all attainable by our students through these opportunities. We introduced a career and college aptitude and interest platform called YouScience for our students and staff to explore what aptitudes and career opportunities align for them individually. CTE offerings in the N4 Cybersecurity Pathway for students included Information Technology, Programming, or Web Design. We had a total of 152 students take the courses. 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. This work also supports our school improvement initiatives.

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, TREP, career exploration and CTE, resources for students with disabilities, and well rounded education opportunities including fieldwork. Federal funds this year included Title IA, Title IIA, Title III, Title IVA, IDEA-B, Title I Non-competitive Supplemental School Improvement Grant, Expanding Opportunities for Each Child Non-Competitive Grant, and Stronger Connections Grant.

Special Accomplishments/Achievements

In the 2024-2025 School Year, we had 14 students participate in the 5th year program. Of those 14, five earned an Associates Degree from Ohio Dominican University. Of our 57 graduates, 10 earned Honors Diplomas.

In 2024-2025 75 students participated in the ODU Early College Program, and the students earned 747 credits. Two students participated in College Credit Plus through Columbus State Community College and

earned 18 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.

In 2024-2025 The Charles School at Ohio Dominican University had its fourteenth graduating class. 22 students graduated from TCS@ODU with earned college credits and four of the TCS@ODU graduates received an Associate of Arts degree from Ohio Dominican University and one TCS@ODU graduate received an Associate of Science in Business Administration.

2025 graduates of Ohio Dominican University with an Associate's of Arts degree include:
Mahamat Ali Oumar, LaMarion Barnes, Maci Braaksma, and Nia Cottrell

2025 graduates of The Charles School at Ohio Dominican University include:
Gabriel A'Neal-Pack, Isaiah Adams, Bryhne Alexander, Mahamat Ali Oumar, LaMarion Barnes, Lily Bartram, London Belcher, Nyleaq Blakey, Maci Braaksma, Jonae Brown, Jonell Brown, Jennifer Calderon Salto, Debra Caldwell, Destiny Carter, Jasmin Cervantes, Nia Cottrell, Anarely Coyotl Osorio, Joselyn Coyotl Osorio, Elijah Davis, Kamia Day, Edward Deras, Le'sean Dickerson, Kalayjah Dulaney, Bryan Duran Cano, Zayin Flynn, Taylor France, Harvey Golden, Oscar Gomez Cedillo, Erin Green, Came'Ron Gunnell Jr, Kimberly Gutierrez Marquez Miles Hairston, Zyon Havener, Eliot Henderson, Joshua Hill-Felts, Cameron Humphrey, La'Niya Jackson, Abou Kane, Jayda King, McKenzie Lancaster, Idrissa Lhom, Kell Von Littlejohn, Judah-Zion Martinez, Syeir McBride, Tadrion McKenzie II, Nevaeh Menough- Sealey. David Morris, Allan Olivar, Maison Polk, Isabella Potter, Axel Ramirez Hernandez, Anwynn Roundtree. Ez'Juan Schofield, Mohammed Sheikh, Ja'Kiya Shirley, Madelyn Smith, Sania Stewart, and Damiah Williams.

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 2025. 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 2024-25 the following students were honored as recipients of these awards:

Awards	
English 9	Esme Morales, Jessie Crockett, Aiden Dech, and Aizlynn Jago
English 10	Katherin Ramos Hernandez, Hawa-Sue Kamanda, Aset Caldwell, Javier Medina, and Myshari Benson
English 11	Jaelen Anderson, Fredy Duran, Lily Smith, and Janel Pachecho Pantaleon
English 12	Jenny Calderon-Salto, London Belcher, Axel Ramirez Hernandez, Jonae Brown
Algebra 1	Israel Barfield, Taylor Blevins, Psalms Moore, and Sal Doonan
Geometry	Juan Seagle, Taj'ier Faulks, and Hawa-Sue Kamanda
Algebra 2	Khady Diouf, Annabel Morales Nevarez, and L'Ouverture Jones III
Financial Literacy	Jontue Rogers, Will Mullen, McKenzie Lancaster, and Myi-Ajah Gross
Senior Math	DonJae' Harris-Johnson, Jonae Brown, Arden Gibson, and Julia Fouts
Science 9	Ella Snyder, Taylor Blevins, and Sal Doonan

Science 10	Nahomy Clara-Portillo, Shirley Mendez, Katherin Ramos Hernandez, and Daniel Ferguson
Science 11	Jada Ramont, Jayden Whiteside, and Aryanna Combs-Fuller
Science 12	Jontue Rogers and DonJae' Harris-Johnson
Social Studies 9	Aiden Dech, Esme Morales, and Taylor Blevins
Social Studies 10	Shyanne Lymon, Luis Salgado, Adonous Wimms, and DaVannah Goins
Social Studies 11	Heaven Sorrell, Gregory Woods, Fernanda Vasquez-Ramirez, and Makayla Wilks
Social Studies 12	Will Mullen, Ju'Cole White, DJ Harris-Johnson, McKenzie Lancaster, and Maison Polk
Heritage Spanish 1	Esme Morales Nevarez
Spanish 1	Corey Neal, Taylor Blevins, and Israel Barfield
Spanish 2	Aset Caldwell and Gregory Woods
Heritage Spanish 2	Kathy Ramos Hernandez
Spanish Cientos	Kendrick Wilson, Miracle Mobley, Jayden Whiteside, Arden Gibson, Taylor Blevins, Israel Barfield, and Aizlynn Jago
Fine Arts Award	Harvey Golden, Luis Salgado, Sal Doonan, and Nemiahya Hogg
CTE: Information Technology Certificate	Khyree Gladney, Dymarii-James Mackey Decoux, Javier Medina, Juan Mendez Galvan, Axel Ramirez-Hernandez, Malcolm Woode, Armani Nowell, Myshari Benson, Nailah Isaq, Charllie Crellin, Israel Barfield, Larita Brihm, Luis Salgado, McKenzie Lancaster, Branford Aidoo, London Belcher, Journey Hill, Jonae Brown, Matthew Martinez-Ovalle, Javier Medina, Camberly Porter, Ja'Kiya Shirley, Juan Seagle, Ella Snyder, Stylaju Toles, Cayden Sorrell, Kemoni Gregley, Abdoulaye Diop, Camden Sorrell, Aizlynn Jago, Jessie Crockett, Montrell Crawford Jr., Genesis Coleman, Taylor Blevins, Daylen Aurand, and Jucole White
CTE: Programming Certificate	Jennifer Calderon-Salto, Ramiah Cottrell, Le'Sean Dickerson, Michael Fultz, Jr., Miles Hairston, Sharif Harris, Fatimata Lhom, Oumar Lhom, Judah-Zion Martinez, Corey Mitchell, Axel Ramirez-Hernandez, Jonae Brown, London Belcher, Sania Stewart, Keira Bova, Aryanna Combs-Fuller, Jamarri Durroh, Allan Olivar, Ez'juan Schofield, Ja'Kiya Shirley, Zandra Torres-Juarez, Corey Neal, Dereon Brown, Joseph Clayton, Kalayjah Dulaney, Zoe Harris, Cameron Humphrey, Ka'Nique Jenkins, Hawa Kane, Da-ville Lewis, Annabel Morales-Nevarez, David Morris, Maison Polk, Anwynn Roundtree, Madelyn Smith, and Jayda King
Health	London Arnold and Hawa Kamanda
PE	Sabian Chatman and Adonous Wimms
ESL Underclassman:	ZK and Hawa-Sue
ESL Upperclassman:	Kimberly Gutierrez Marquez
ODU:	Jayden Whiteside, Owen Burchett, Julia Fouts, Dimitrius Bennington, Anarely Coyotl Osorio, and LaMarion Barnes

CSCC:	La'Niya Jackson
Dean's Award for Integrity:	Jenny Calderon
Dean's Award for Grit	Miles Hairston
Dean's Award for Courage	Diana Garcia
The Gabe Gaiusbayode Award for Community Leadership	Arden Gibson
The Charles School Award for Community Engagement	Ty Harris, Keira Bova, Niran Johns Carrol, Owen Burchett , Jada Ramont, Kendrick Vinson, Makayla Wilks, Elazah Bennett, Brooklyn Glass, Jayden Whiteside, Zaria White Hickman, Isaiah Jackson, Arden Gibson, Taylor Blevins, Nia Cottrell, and McKenzie Lancaster
Crew Award 9th	Aiden Dech and Esme Morales
Crew Award 10th	Stelaya Crone and Luis Salgado
Crew Award 11th	Niran Johns-Carol, Owen Burchett, Makayla Wilks, and Dai Drafton-Wallace
Crew Award 12th	William Mullen
Crew Award 13th	Mahamat Ali Oumar
Biggest Leap Forward	Makayla Russell
The True Panther Award	Elijah Hurt
National Honors Society	Gabby Potter, Nahomy Clara-Portillo, Annabel Morales Nevarez Aissata Soumare, DJ Harris-Johnson, Violette Williams, Stelaya Crone, Isaiah Jackson, Ky'Laijah Bolton, Oumar Ali Oumar, Owen Burchett, Myi -ajah Gross, Hawa-Sue Kamanda , Zainab Koroma, Jai'Ahan Powell, Arden Gibson, Brooklyn Glass, and Niran Johns-Carroll

Athletics

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

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 2024-25 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 (FY2025-2027)

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% over three years.
3. Mathematics: Increase the number of students proficient or higher in Math end of year course exams by 5% over 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 including TREP. 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**; 1 star 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; and 3 stars in the new category - College, Career, Workforce, and Military Readiness. Our goals for graduation are inverted compared to the state: 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 66.9%. Within that our 4 year graduation rate was 50% and our 5 year graduation rate was 92.3%. Our students met our goal of increasing end of course exam scores by 5% in Math from 2025 to 2027, with particular progress seen in geometry and American History. We have demonstrated strong growth, which is an excellent foundation for future success.

TCS achieved a performance index of achievements that meets or exceeds the requirements that Ohio considers when determining high quality schools, enabling TCS to meet the High Quality Charter School funding requirements for the third consecutive year.

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 challenges of attendance, engagement and self-direction. 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 to attend college classes at Ohio Dominican University, they are deemed college ready by a variety of other measures agreed upon by the high school and the 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 Responsive Educational Practices (TREP) 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 increase student engagement, expand 4 year graduation options, and 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 support and communication.

Staff Members

The full-time and part-time staff roster in the 2024-25 school year included: Debbie Addison, Cathy Baney, Nicole Barbour, Rodney Boyd, Ashton Brammer, Jada Bucy, Edward Chatman, Holly Corns, Joyce Inez De Grott, Meaghan Delong, LeonardFarquharson, Katherine Fischer, Todd Francoeur, Susan Frank, Rachel Girard, Valerie Hessler, Edmund Ingman, Brent Jones, Alexandra Konet, James Kutnow, RJ Larry, Ruoyan Li, Nicholas Licata, Tekiyah Livingstone, Katie Logan, Cheryl Long, Polly Long, Samantha Lortz-Baird, Kasi Lumbatis, Diana Marcil, Amanda McCain, Amanda Menechella, Alena Miller, Adil Mutlak, Carol Nashalsky, Katie Owen, Steve Owens, Darla Patrick, Rebecca Riley, Faith Rister, Anthony Rose, Evan Rulong, Melissa Rulong, Jennifer Smith, Sheri Smith, Chris Spackman, Katie Stasen, Zachary Steinberger, Corder Vanbibber, Jennifer Waddell, Amanda Waluzak, James Winstead, Jeff Wiseman, Beatriz Wisher, and Karen Wolf

Financial Status

In fiscal year 2024-25 the school received \$4,592,875 in state funds. The school also received \$748,073 in federal funds and \$41,511 in development funds, among other separated categories. Sources of income

totaled \$5,382,459. In fiscal year 2024-25 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 \$5,229,247 in expenses. When the current cash in bank was added to the sources, the year-end adjusted cash balance was \$739,602 to be carried over to 2025-26. 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

2024-25 Annual Report to the Community

The Graham School

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

Co-Superintendent– Ed Ingman

Co-Superintendent - James Kutnow

Dean - Trina Hurt

Dean - Laurel Wakeley

Fiscal Agent – Jennifer L. Smith, CPA

School Year the School Opened – 2000-2001

Number of Students - 132

Grade Levels Served – 9, 10, 11, 12

Percentage of Students on IEP's – 40%

Percentage of Economically Disadvantaged Students – 100%

Student demographic percentages – 40% Caucasian, 35% African American, 17% Hispanic, 8% multiracial

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

Governing Authority

The Graham School (TGS) is chartered by the state of Ohio and as such, is overseen by the Ohio Department of Education & 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 2024-25 included: **Scott Lesinski**, President; **Jessica Weithman**, Vice President and Treasurer; **Rayshawn Wilson**, Secretary; **Steve Gussler**, 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, college and career exploration, 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 challenges along the journey are 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 Responsive Educational Practices (TREP). 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, college and 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 tenth year of its partnership with EL Education in 2024-2025. 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 2024-2025 school year we expanded opportunities in Pre-Apprenticeships through continued partnerships with Performance Columbus Automotive Group and Independent Electrical Contractors for either career training in auto mechanics or electrical fields. We continued to leverage our relationship with ESCCO(Educational Service Center of Central Ohio) in career and college resources and regional opportunities for our schools and students. The Business Advisory Council as one example provided guidance for our programs. Career focused work was also integrated into each grade level crew. The OhioMeansJobs backpack was one tool used for career exploration, budget calculators and the 15 professional skills established by the work readiness seal. We had over 90% of our graduating class earn the OMJ 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 Ohio graduation requirements and were all attainable by our students through these opportunities. We introduced a career and college aptitude and interest platform called YouScience for our students and staff to explore what aptitudes and career opportunities align for them individually. 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 2025, 26 students participated in The Graham School's culminating experiential internship: Walkabout. Walkabout provides students with the opportunity to participate in one sixteen-week internship. 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 businesses and organizations: Performance Columbus Auto Pre-apprenticeship Program, Public Defender's Office for the State of Ohio, Northbroadway Children's Day Care Center, Robbie's Hobbies, Columbus State Community College, Legal Aid Society of Central Ohio, Pilot Dogs, CRIS - Community Refugee and Immigration Services, Worthington Auto, Franklin County Dog Shelter, GEMS, Sexton Pizza, Bite This Bakery, Something Special Rock Shop, Cap City Diner, Ritzzy's Diner, Schoedinger Funeral Home East, COSI, Columbus Rec Center East, I am Linden after school program, and Sally's Hair Supplies.

May Days

In May, 2025 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 2025 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 2024-2025 the following students were honored:

Award	Student
Habit - Adventure & Risk	Lila Morris
Habit - Self-Direction	Ivette Williams
Habit - Perseverance	Ta'Mya Jones
Habit - Service & Stewardship	Temperance Bryan
Habit - Teamwork & Collaboration	Isata Bun-Mansaray

Outstanding Senior	Georgia Nicklaus
Fine Arts	Maddie Carrington
Open Hand	Matt Bashur, Robert Murphy, Ivetter Williams, & Lila Morris
Open Heart	Nasira Mack & Jazmeyon Davis
Henry Stout Award	Jocelyn Williams
True North	Robert Murphy
True Dragon	Zay Hudson

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 2025 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 come together to celebrate the accomplishments of our amazing graduates.

As we ended another year at The Graham School we added 25 students to our list of graduates, which now totals more than 725 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, University of Cincinnati, and University of Northwestern Ohio. Several graduates have gone on to pursue careers in automotive technology, arts and film, criminal justice, and retail management.

2025 graduates of The Graham School include

Matthew Bashur, Olive Bova, Temperance Bryan, Isata Bun Mansaray, Madison Carrington, Charneisha Cofield, Jazmeyon Davis, Saul Fernandez-Salinas, Timothy Ford, Quinton Fralick, Olexis French, Exzavier Hudson, Ta’Mya Jones, Nasira Mack, Lilla Morris, Robert Murphy, Georgia Nicklaus, Fez Quigley, AJohnnie Simms, Amber Spriggs, Israel Stafa, Lily Trager, Ivette Williams, Jocelyn Williams, and Zyauna Wise

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, Mr. Seth Becker and Ms. Janet Meltzer, Mrs. Shirley Brown, The Columbus Foundation, Mr. and Mrs. Tom Copeland, Mr. and Mrs. Paolo DeMaria, Peggy Fein, Clay and Alice Graham, Ms. Rebecca Gurk and Mr. Stuart Mangel, Maggie Molnar, Mr. Stephen Gussler and Ms. Melody Steely, Shauna Heyman, Hildreth Family Foundation, Roxanne Holonitch, Mr. and Mrs. David Hull, Mr. Chris Ingram, Ingram-White Castle Foundation, Ms. Patricia Brown James, Kent and Sally Johnson, Scott Lesinski, Ms. Cheryl Long, Mr. Mark K. Merkle, Jr., Darren Patton, Refugio Portillo, Jennifer Smith, T. Marzetti Company, TRC, WEN Ohio, Bob Weiler, and Sharon Wellman.

Local businesses and organizations: Performance Columbus Auto Pre-apprenticeship Program, Public Defender’s Office for the State of Ohio, Northbroadway Children’s Day Care Center, Robbie’s Hobbies, Columbus State Community College, Legal Aid Society of Central Ohio, Pilot Dogs, CRIS - Community Refugee and Immigration Services, Worthington Auto, Franklin County Dog Shelter, GEMS, Sexton Pizza, Bite This Bakery, Something Special Rock Shop, Cap City Diner, Ritz’s Diner, Schoedinger Funeral Home East, COSI, Columbus Rec Center East, I am Linden after school program, and Sally’s Hair Supplies.

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, resources for students with disabilities, TREP, and well rounded education opportunities including fieldwork. Federal funds this year included Title IA, Title IIA, Title III, Title IVA, IDEA-B, and Stronger Connections Grant.

The performance standards by which the success of the school was evaluated by the sponsor (ESCCO) during the 2024-25 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 (FY25-FY27)

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% over the next three years.
3. Mathematics: Increase the number of students proficient or higher in Math end of year course exams by 5% over 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 across grade levels.

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 including TREP. 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; 1 star for Graduation measuring the 4 and 5 year graduation rate from the previous school year, and 1 star for the new measure: College, Career, Workforce, and Military Readiness.

Highlights include: maintaining steady scores with overall improvements to the Performance Index and more than doubling our percentages for helping students being prepared for success.

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 2024-25 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 ongoing social emotional trauma, 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 2024-25 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 2024-25 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 Responsive Educational Practices (TREP). 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.
- 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 2024-25 school year included: Debbie Addison, Cathy Baney, Kiara Banks, Jennifer Bricker, Kisha Byrd, Jacob Carlton, Randi Channel, Edward Chatman, Haley Crook, Candace Dubose-Coward, Kevin Elliott, Leonard Farquharson, Susan Frank, Katarina Hagan, Valerie Hessler, Cameron Hughes, Trina Hurt, Edmund Ingman, Rebecca Jackson, DaliaKhalil, Alexandra Konet, James Kutnow, Sidney Leatherman, Taylor Limbert, Katie Logan, Cheryl Long, Polly Long, Alena Looser, Diana Marcil, Amanda McCain, Nolan Mcclung, Jack Murphy, Evan Rulong, Mary Slaback, Jennifer Smith, Chris Spackman, Zachary Steinberger, Cassidy Taylor, Shaina Thompson, Gabriela Torre De Vizuet, Jennifer Waddell, Laurel Wakeley, Jeff Wiseman, and Greg Zacharias

Financial Status

In fiscal year 2024-25 the school received \$1,906,681 in state funds. The school also received \$267,102 in federal funds, and \$174,432 in development funds, among other separated categories. The school also received \$7,627,583 in management fees. Sources of income totaled \$9,975,798. In fiscal year 2024-25 the school paid \$8,995,715 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 \$10,003,143. When the current cash in bank was added to the sources, the year-end adjusted cash balance was \$345,060 to be carried over to 2025-26. 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 2024–2025



 803 Water Street, Toledo, OH
43604
 419-244-9999

LEADERSHIP TEAM

Superintendent:
Dr. Misha Stredrick
Principal:
Jacob Lofton
Fiscal Officer:
Anthony Swartz

GOVERNING BOARD MEMBERS:

Paul Hubbard Sr – Chairman
Jim Hartung – Vice Chairman
Dr. William Davis – Director
Joy Goodner – Director
Tim Goligoski – Director
Keith Jordan – Director
Kathy Simpson – Board Secretary

LETTER FROM THE SUPERINTENDENT

DEAR MARITIME ACADEMY FAMILIES AND COMMUNITY,

I am proud to present the 2024–2025 Annual Report for The Maritime Academy of Toledo. As Superintendent, it is an honor to lead a school dedicated to developing students into capable, resilient leaders, both on land and at sea.

Over the past year, our school has made meaningful progress in academics, school culture, and community engagement. As we enter the 2025–2026 school year, our work continues to focus on Academics, Attendance, Behavior, and College and Career Readiness.

- **Academics:** We strengthened core literacy and math instruction through the myPerspectives, SAVVAS, and Phonics for Reading curricula, resulting in increased student engagement and improved grade-level text comprehension.
- **Attendance:** Chronic absenteeism remains a focus, yet our Check and Connect mentorship program has fostered stronger relationships with students, contributing to better attendance outcomes.
- **Behavior:** Through our Positive Behavioral Interventions and Supports (PBIS) framework, we reinforced a culture of respect and accountability while expanding therapeutic supports to help students navigate personal and social challenges.
- **College and Career Readiness:** Students participated in hands-on experiences, and industry-focused pathways in maritime studies, culinary arts, and technical fields, preparing them for future success.

Looking ahead, we remain committed to enhancing student achievement through innovative instruction, targeted supports, and meaningful partnerships. Our mission to deliver rigorous, personalized learning experiences guides every decision, while our vision of shaping future leaders with character and creativity serves as the compass for all we do.

I extend my deepest gratitude to our teachers, staff, families, and community partners whose dedication makes this progress possible. Together, we will continue to rise, learn, and lead.

Sincerely,
Dr. Misha Stredrick, Superintendent
The Maritime Academy of Toledo

ACADEMIC OVERVIEW

The Maritime Academy of Toledo has made steady progress across academic indicators from the 2023-2024 School Year to the 2024-2025 School Year. Overall student performance increased, and diagnostic data indicate stronger foundational skills, particularly in literacy and math. The seventh grade continues to represent the lowest-performing group academically, with a small cohort of eight students. Focused supports have been implemented for this grade level.

Our 2024-2025 student body outperformed the 2023-2024 cohort across most key benchmarks, reflecting the impact of intentional instructional supports, targeted interventions, and improved curriculum alignment.



ENGLISH LANGUAGE ARTS

The implementation of *myPerspectives* has significantly increased student interaction with texts and strengthened comprehension through structured writing and analysis tasks. Teachers are using follow-up lessons to deepen engagement and ensure that students consistently interact with on-grade-level materials in every classroom. Phonics instruction has also yielded measurable gains, particularly among struggling readers. Of the 18 identified students, 13 are currently enrolled in the *Phonics for Reading* program, receiving small-group support across four instructional groups.

Additionally, *Star* and *Freckle* benchmark assessments show encouraging growth, with 58.7% of students exceeding typical progress benchmarks and 21.7% meeting district benchmarks. To further enhance literacy development, ELA Teacher-Based Teams have adopted a modified Frayer Model to strengthen vocabulary acquisition as a Tier I support for all students.

MATHEMATICS

The Mathematics Department has shown notable gains this year, beginning with higher starting points on STAR assessments compared to previous years. Students are increasingly using reference sheets and calculators to strengthen procedural fluency, with particular success in expressions, equations, and graphing. Geometry remains an area of continued focus and targeted support. Overall, math proficiency reached 23.1%, and 63% of students achieved a 40 Student Growth Percentile (SGP), signaling steady academic growth across grade levels.

In addition, *Freckle* usage surpassed 2,000 total sessions; an increase of 900 sessions and more than 3,000 extra minutes of math practice compared to last year. Teachers have effectively integrated the SAVVAS curriculum and adopted interactive strategies to gather real-time student responses. An Algebra I support class was also established to help students recover credits and reinforce essential mathematical foundations.



INSTRUCTIONAL PRACTICE

Instructional practices at Maritime are strengthened through consistent walkthroughs, detailed lesson plan feedback, and ongoing leadership coaching. Teachers have become increasingly proactive in seeking feedback during observations, demonstrating a shared commitment to continuous improvement. Walkthrough data reflect measurable growth in lesson delivery, student engagement, and the effective use of *myPerspectives* materials within ELA classrooms.

Best practices are introduced and reinforced during monthly professional development sessions, followed by targeted classroom monitoring to ensure implementation. Through leadership coaching and collaborative reflection, teachers are supported in translating new instructional strategies into tangible improvements in student outcomes.

SPECIAL EDUCATION AND STUDENT SUPPORTS

The Special Education team, in collaboration with the State Support Team, continues to strengthen supports for diverse learners across all grade levels. State Support Team staff are on-site weekly to assist with data collection, implement Positive Behavioral Interventions and Supports (PBIS), and provide targeted instructional feedback. Ongoing work through the State Personnel Development Grant (SPDG) has focused particularly on enhancing supports for seventh-grade students, ensuring that interventions are data-driven and responsive to student needs.

Together, the State Support Team and building leadership have developed data protocols to guide Teacher-Based Teams and classroom feedback cycles. This partnership has also emphasized addressing student behavior through a special education lens, promoting equitable, proactive, and supportive strategies that help all students thrive academically and socially.



ATTENDANCE AND MENTORSHIP

The 2024–2025 Report Card reflects a chronic absenteeism rate of 91.2%, marking an increase from the previous school year and demonstrating a concern in student attendance. Continued efforts are needed to further reduce absenteeism and strengthen consistent student engagement.

To support this work, the Modified Check and Connect initiative has been fully implemented across the school. Each staff member mentors a group of students, monitoring their academic, attendance, and behavioral progress through regular, documented check-ins. This system fosters stronger relationships between students and staff while providing early interventions to keep students connected to school and on track for success.

ONE PLAN GOALS

Maritime's One Plan is anchored in three key goals: Literacy, Graduation, and College and Career Readiness. Each goal is designed to promote academic excellence and ensure that every student is prepared for success beyond high school. Parent engagement nights this year have centered on literacy development, math fluency, and understanding the pathways to graduation, empowering families to take an active role in supporting student achievement.

The academy's growing industry credential program continues to provide students with hands-on learning and real-world experience in maritime studies, culinary arts, and other technical fields. Through these opportunities, students are building valuable skills and credentials that align with both college and workforce pathways.



FINANCIAL OVERVIEW

The Maritime Academy of Toledo remains fiscally responsible, balancing resources to support both instructional priorities and facility needs. Fiscal Year 2025 began with a strong cash balance and maintained financial stability throughout the year.



ESTIMATED RECEIPTS (FY25)

- State Foundation Funding: \$2,620,672
- Federal Grants (Title, IDEA, ESSER): \$635,141
- Other Grants and Reimbursements: \$165,646
- Loan Proceeds: \$271,383
- Interest and Miscellaneous: \$5,072
- Total Receipts: \$3,697,914

ESTIMATED EXPENDITURES (FY25)

- Salaries and Benefits: \$2,577,691
- Purchased Services: \$530,592
- Materials and Supplies: \$185,806
- Other/Capital: \$670,783
- Total Expenditures: \$3,964,372

The academy ended the fiscal year with an estimated cash balance of \$319,085, ensuring compliance with state financial standards.

REPORT CARD PERFORMANCE 2024–2025

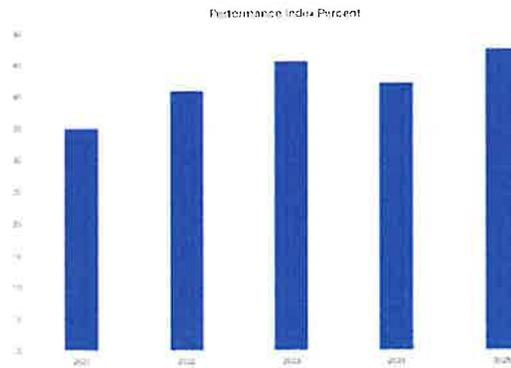
The Ohio School Report Card for the 2024–2025 school year provides a clear picture of The Maritime Academy of Toledo's academic performance, growth, and postsecondary readiness. Compared to the prior year, the academy demonstrated measurable progress in several components, particularly in student growth and college and career readiness. While achievement and graduation rates remain areas for continued improvement, the school continues to build upon foundational gains in literacy, attendance, and engagement.

Component	2023–2024 Rating	2024–2025 Rating	Change/Notes
Overall Report Card	★★ (2 Stars, 1.417)	★★☆ (2.5 Stars, 1.643)	Improved overall score and rating
Achievement (Performance Index %)	★ (42.1%)	★ (47.4%)	Increase of 5.3 percentage points
Progress (Value-Added Growth)	★★ (2 Stars, -3.14 Index)	★★★ (3 Stars, +1.25 Index)	Significant growth in student progress
Gap Closing	★★ (16.1%)	★ (3.8%)	Decrease due to ELA/Math group performance gaps
Graduation Rate	★ (64.4%)	★ (62.2%)	Slight <u>decline</u> ; continued focus needed
College, Career, Workforce & Military Readiness (CCWMR)	NR / 17%	★★★ (63%)	Major improvement (+46%) and 3-star rating

THE 2024–2025 REPORT CARD HIGHLIGHTS KEY TRENDS IN MARITIME'S ACADEMIC PERFORMANCE:

- **Achievement:** The Performance Index increased from 42.1% to 47.4%, reflecting growth in foundational literacy and math.
- **Progress:** Maritime earned 3 Stars, showing strong student growth compared to peers statewide. The Value-Added Index improved from -3.14 to +1.25.
- **Gap Closing:** Although the Gap Closing component declined to 1 Star (3.8%), this measure reflects a statewide recalibration and the academy's ongoing efforts to close ELA and math achievement gaps.
- **Graduation:** The four-year adjusted rate is 62.2%. The academy continues to support students through credit recovery, mentoring, and targeted intervention to increase on-time graduation.
- **College, Career, Workforce, and Military Readiness:** Maritime achieved a 3-Star rating with 63% readiness; a significant improvement of over 45 percentage points from the prior year, driven by expanded credentialing and career pathway programs.

Performance Index Percent



Data source: Ohio School Report Cards - Download Data - Building Overview & Building Achievement Ratings

Progress Rating Explained

- The Progress component looks closely at the growth students are making on Ohio State Tests from year to year (considering current and two prior years of data).

Maritime Value Added Scores		
Year	Value-Added Growth Index	Value-Added Effect Size
2022-23	-0.3	-0.01
2023-24	-3.14	-0.09
2024-25	1.25 (↑)	0.04 (↑)

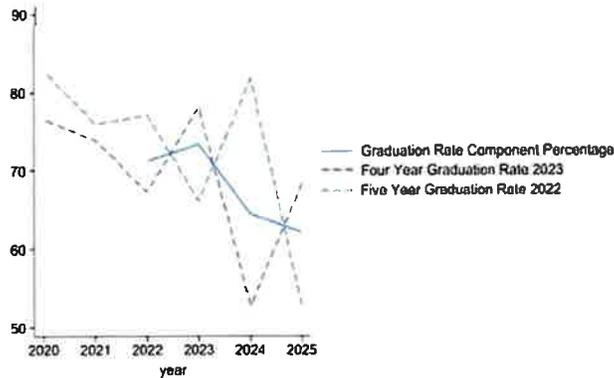
Data sources: Ohio School Report Cards - Download Data - Dropout Recovery Strategy

Gap Closing Explained

- The Gap Closing Component is a measure of the reduction in educational gaps for student groups.
 - It also measures how schools are doing in helping English learners become proficient in English; however Maritime does not have enough students to evaluate.
- For Maritime, the biggest gaps between performance and group goals in 2024-25 are for:
 - Math and ELA achievement for all students
 - ELA growth for all students and students identified as economically disadvantaged

Data source: Ohio School Report Cards (2024-25) reportcard.education.ohio.gov/hsr/000773

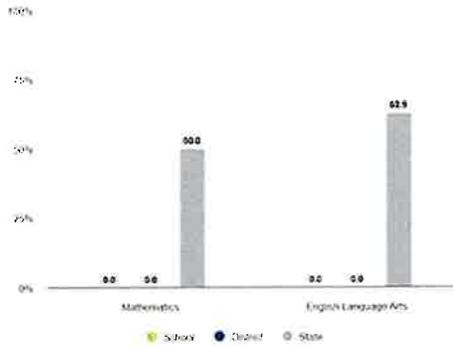
Graduation Ratings (by indicator) by year



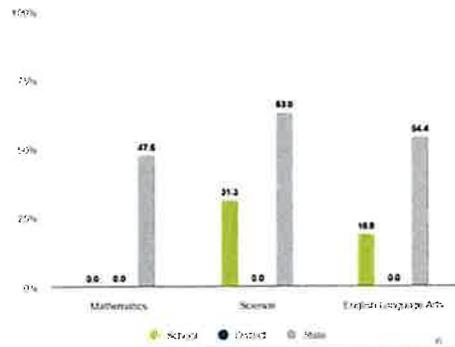
Data source: Ohio School Report Cards > Download Data > Dropout Recovery Schools Overview

Middle School Student Achievement Data

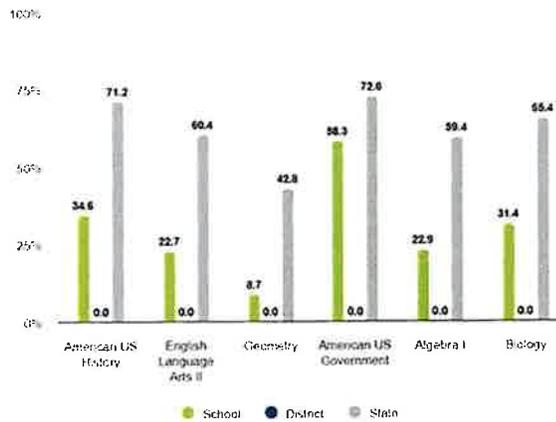
Seventh Grade



Eighth Grade



High School Student Achievement Data



NAVIGATING OUR PROGRESS

Overall, the Maritime Academy's 2024–2025 report card results reflect meaningful improvement in student progress and postsecondary readiness. The academy continues to build momentum through focused instructional practices and expanded career pathways, with sustained attention on literacy, attendance, and graduation outcomes as key priorities for the year ahead.