



## 2020-21 Annual Report to the Community

### **The Charles School at Ohio Dominican University**

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IRN – 007999

**Superintendent/Founder** - Greg Brown

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

**Dean** – Melissa Rulong

**Associate Dean** - Gheon Selemon

**Fiscal Agent** – Jennifer L. Smith, CPA

**School Year the School Opened** – 2007-2008

**Number of Students** - 317

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

**Percentage of Students on IEP's** – 16%

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

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

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

### **Dean's Message**

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

### **Governing Authority**

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

### **The Charles School Mission**

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

### **The Charles School Vision**

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

### **The Charles School Goals**

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

### **Ohio Dominican University (ODU)**

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

### **Columbus State Community College (CSCC)**

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

### **Middle College National Consortium**

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

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

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

### **EL Education**

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

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

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

### **Career Pathways Work**

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

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

### **Partners**

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

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

### **Ohio Arts Council - Teach Arts Ohio**

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

### **Family Crew**

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

### **School-wide Title Program**

TCS@ODU is designated as a School-wide Title program, enabling us to receive Federal Funds to ensure that all of our students receive the support they need to reach and exceed grade level goals in reading and math. Federal funds this year included Title IA, Title IIA, Title III, Title IVA, IDEA-B, CRF, Broadband and ESSER.

### **Special Accomplishments/Achievements**

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

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

### **Celebrating Our Work Together & Honors/Recognitions/Special Occasions**

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

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

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

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

**Excellence in the Early College Programs**

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

### **Graduates from The Charles School**

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

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

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

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

Charis Caldwell, Kameron Proctor, and Keenan Proctor

### **Athletics**

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

### **Family/Community**

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

### **Academic Curriculum Requirements**

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

### **Names of Assessments given at the School and the Results**

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

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

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

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

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

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

Our sponsor evaluates the school with a high stakes review rubric that measures Academic Performance including mission specific goals; Fiscal Performance and Organizational/Operational Performance. The sponsor attends board meetings and initiates site visits during the school year.

Academic Performance is measured using the state report card; MAP scores, and Attendance. TCS@ODU is exceeding or meeting standards when it comes to progress and "Mission Specific Goals" which include MAP, Attendance, and Freshman Success. TCS@ODU did not receive report card ratings in the typically measured achievement and growth areas based on state testing as testing was not used in school ratings due to the pandemic.

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

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

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

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

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

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

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

### **Ohio Improvement Process**

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

### **Staff Members**

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

### **Financial Status**

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