



2021-22 Annual Report to the Community

The Charles School at Ohio Dominican University

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

Superintendent/Founder - Greg Brown

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

Executive Dean of The Graham Family of Schools Culture – James Kutnow

Dean – Melissa Rulong

Dean - Gheon Selemon

Fiscal Agent – Jennifer L. Smith, CPA

School Year the School Opened – 2007-2008

Number of Students - 303

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

Percentage of Students on IEP's – 18%

Percentage of Students eligible for Free and Reduced Lunch – 46%

Student demographic percentages – 70% African American, 11% Caucasian, 15% Hispanic, 2% multiracial, 2% Asian/American Indian

Percentage of Students for whom English is their second language – 9%

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 2021-22 school year were: **Kitty King**, President; **Jim Ziminski**, Vice President and Treasurer; **Susan Coady**, Secretary; **Nick Gulyassy**; and, **Sara Neikirk**. The Charles School partners with Middle College National Consortium (MCNC) for guidance in the Early College initiative, is a member of the Ohio Early College Association, and partners with EL Education, national experts in effective educational practice using an expeditionary mode. TCS is a member of The Graham Family of Schools.

The Charles School Mission

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

The Charles School Vision

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

The Charles School Program Goals

- Make higher education more accessible, affordable, and attractive 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.

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 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. 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 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.

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.

Additional Partners

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

Pursia Castillo, Gail Collins, Andrea Gorzitze and Mr. Julian Maxey, Rich and Kitty King, Affinity Memorial Chapel, Central Community House, City of Columbus, CLC, Columbus State Community College, Dress For Success Columbus, Driven Foundation, Harmony Project, La Ti Do Music Co., Lead the Way Learning Academy, Lifeline of Ohio, More Inc., MBUBE Institute, Stephaine Mingo, Ohio Arts Council, Ohio Dominican University, Ohio Wesleyan, Transit Arts, Mid-Ohio Food Bank, Rising Youth, The Ohio State University; Think, Make, Live; United Methodist Church, Vantage Inhouse, and Zora's House.

Career Pathways Work and CTE

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 2021-2022 school year we introduced a third CTE course in the N3 pathway of Information Technology Software and Computer Programming. Students had the opportunity to take Information Technology, Programming, or Web Design. We had a total of 55 students take the courses, increasing our N3 cohort. 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. In addition to OMJ backpack students also explored college and careers through Naviance; discovering career interests and potential college pathways. 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. As our program grows we continue to explore new avenues for our students to engage with the community and prepare for life after high school.

Federal Funding

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

Special Accomplishments/Achievements

Six graduating seniors earned an Associates of Arts degree from Ohio Dominican University. Five students earned a high school diploma with honors. At ODU 52 students earned 535 credit hours, with an average GPA of 2.46. Two students participated in College Credit Plus at Columbus State Community College and earned a total of 13 credits, with an average GPA of 3.8.

Some of the colleges and universities that seniors are planning to attend: Ohio Dominican 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, The Charles School at Ohio Dominican University conducted an outside graduation celebration extravaganza for the Class of 2022. 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, French, Spanish, physical education, health, 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 2021-22 the following students were honored as recipients of these awards:

Awards	
English 9	Sonia Pacheco-Panteleon
English 10	Mahamat Ali Oumar
English 11	Amirah Hancock
English 12	La'Naysha Hale-Caldwell
Algebra 1	Nakai Mwashita & Jenissa Cooper
Geometry	Nathan Ward & Maci Braaksma
Algebra 2	Andrea Goins
Senior Math	Josh A'Neal Pack & Aurora Micheletti
Science 9	William Mullen, Zyon Havener, Wanye Fleming-Harris, & Jenissa Cooper
Science 10	Kemonie McGee, Maci Braaksma, & Nia Cottrell
Science 11	Christopher Todd
Science 12	Kameron McCord & Ivana Gonzalez Reyes
Social Studies 9	McKenzie Lancaster, Eli Hurt, & Jontue Rogers
Social Studies 10	Seriah Harvest
Social Studies 11	Jannet Garcia Guzman, Amirah Hancock, Tony Nosouvanh, LaMarion Barnes, & Roger Varela Cruz
Spanish 1	Julia Fouts
Heritage Spanish 1	Jennifer Calderón Salto
Spanish 2	Kemonie McGee
Heritage Spanish 2	Roger Varela Cruz
Spanish 3	Navianna Calloway-Snodgress
Cultural Studies	Skyy Julious
Fine Arts Award	Julia Fouts, Nashiya Johnson, Ty'Keice Cox, Ivana Gonzales Reyes, & Anwynn Roundtree
CTE: Information Technology Certificate	Maci Braaksma, N'mya Burger, Saul Gomez, Syeir McBride, Kameron McCord, Kemonie McGee, Rai'Niyah Ransom, Adrianna Shaw, Autumn Smith, Rylie Tucker, & Nathan Ward
CTE: Web Design Certificate	Malaki Fisher, Joseph McComis, Allison Motter-Treece, & Evan Smith
CTE: Programming Certificate	Malaki Fisher, Connor McCord, Kameron McCord, Allison Motter-Treece, Arturo Pacheco Pantaleon, Evan Smith, & Micaiah Vinson
CTE Industry Recognized Credentials	Miciah Vinson
CTE Leaders	Kemonie McGee, Lamareion Peyton, Ron'Naysha Carter, Arturo Pacheco, James Bryant, Joe McComis, Naomi Shaw, Nathan Ward, Micicah Vinson, Adrianna Shaw
Health	Nia Cottrell & La'Nyjah Blanks

PE	Jennifer Calderon Salto, Jontue Rogers Jr., William Mullen III, & Dimitrius Bennington
ESL Underclassman:	Jonathan Rodriguez Gante
ESL Upperclassman:	Maylin Lopez-Hernandez
ODU:	Tahlia Vinson
CSCC:	Hawa Ali
Perfect Attendance	Malachi Mitchell, SeMaria Harvest, Fiona Cobun, Caroline Eдорh, Joseph McComis, Nyla Wells, Riley Yonek, & Micaiah Vinson
Nearly Perfect Attendance	Andy Nosouvanh, Tony Nosouvanh, Dimitrius Bennington, Julia Fouts, DonJae' Harris-Johnson, McKenzie Lancaster, Lilla Morris, Allan Olivar, Jontue Rogers Jr, Merlin Diebert, Ian Smith, Yahya Awale, & Jonathan Rodriguez
Dean's Award for Integrity:	Kameron McCord
Dean's Award for Grit	Johanna Cruz
Dean's Award for Courage	Jonathan Rodriguez Gante & Rosa Rodriguez
The Gabe Gaiusbayode Award for Community Leadership	Micaiah Vinson
The Charles School Award for Community Engagement	Rikeliah Cox, Elijah Hurt, Jenissa Cooper, Maci Braaksma, Ty'Keice Cox, Marie Smith, & Annikah Cundiff
Crew Award 9th	Safourata Bah
Crew Award 10th	Lamarion Barnes & Laniyah Curry
Crew Award 11th	Ron'Naysha Carter
Crew Award 12th	James Bryant
Crew Award 13th	Riley Yonek
Biggest Leap Forward	Andrew Streete
The True Panther Award	Nyobi Jenkins

Graduates from The Charles School

In 2021-2022 The Charles School at Ohio Dominican University had its tenth graduating class. Sixty four students graduated from TCS@ODU with earned college credits and 6 of the TCS@ODU graduates received an Associates of Arts degree from Ohio Dominican University.

2022 graduates of The Charles School at Ohio Dominican University include:

Alayna Amos, Yahya Awale, Quardele Bell, James Bryant V, Pursia Castillo, Gabriella Cesar-Janey, Fiona Cobun, Jazmine Coleman, Nacyhia Conner, Rikeilah Cox, Ty'Keice Cox, Giovanni Coyotl Martinez, Johanna Cruz, Annikah Cundiff, TakiyaDavidson, Ethan Davis, Karvonna Davis, Erick Deras Santos, Alexander Dobson, Kezayah Eberhart, Caroline Eдорh, Ta'Shawn Eggleton, Malaki Fisher, Desiree' Franklin, Lance Frierson, Diana Galindo, Jameceia Gibson, Saul Gomez, Ivana Gonzalez Reyes, Dashyra Green Brown, Desiree Hairston, La'Naysha Hale-Caldwell, SeMaria Harvest, Koby Houpe, Nyobi Jenkins, Said Jeylani, Shawn Jones, Zaniela Kelley, Lauren Lemaster, Khristopher Logan, Micha'el Martin, Kameron McCord, Abel Morales, Dylan Notoma, Miguel Olalde Ramos, Brianna Oliver, Fredi Pacheco Pantaleon, Si'Nai Parker, Lamarrion Peyton, Megan Potter, Dashauna Rigsbee, Juriell Rivera Andujar, Rosa Rodriguez, Taniah Saunders, Marie Smith, My'kaylah Sparks, Camryn Stragand, Andrew Streete, Micaiah Vinson, Nyla Wells, Talayeh Williams, Jamyia Williamson, Samira Williamson, Riley Yonek.

2022 graduates of Ohio Dominican University with an Associate's of Arts degree include:

Fiona Cobun, Kezayah Eberhart, Caroline Eдорh, SeMaria Harvest, Nyobi Jenkins, and Micaiah Vinson

Athletics

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

Family Engagement Council

The Family Engagement Council met regularly establishing projects, communication, and volunteer opportunities. The pandemic disrupted some of our plans. Parents have helped with homecoming, the monthly free produce give-away, graduation and classroom supplies.

Panther Table Talks

Developed in 2020-2021, Family Crew was established as a natural extension of Student Crew and Staff Crew. In 2021-2022, Family Crew became Panther Table Talks (PTT). Led by teachers, PTT hosted monthly evening meetings with families to discuss pertinent school issues, build a better understanding amongst our community about the activities and purpose of Crew, and offer families opportunities to experience the elements of Crew by participating themselves. PTT subjects included Mindfulness, Restorative Practices, Social and Emotional Learning, Trauma Responsive Educational Practices and Positive Behavior Interventions and Supports. Each meeting also expanded the conversation to include subjects of interest to participants.

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 2021-2022 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 scores, fiscal and operational rubrics, and other mission specific measures. The sponsor attends board meetings, has periodic meetings with leadership and initiates site visits during the school year.

Contractually stated goals

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

Names of Assessments given at the School and the Results

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

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. 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 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 the annual growth targets were met or exceeded. In grades 9-12 MAP Math the annual growth targets were met or exceeded.

Panorama data focused on our priorities of Growth Mindset, Self-Efficacy and Sense of Belonging showed lack of growth in all areas possibly skewed by an increased participation rate of 70%. As we continue to offer Panorama SEL surveys twice/year, we are starting to establish a stronger understanding of our students' SEL skills as they connect to our goals.

Ohio State Report Card

The Ohio State Report Card has been revised to show star vs letter grades. Overall ratings will be introduced next school year. TCS received 2 stars for Achievement measuring levels of achievement on the Ohio State Tests; **3 stars for Progress measuring student academic growth as compared to the previous year**; 2 stars for Gap Closing measuring a variety of measures including achievement, progress, and attendance; 1 star for Graduation measuring the 4 and 5 year graduation rate from the previous school year (our goal is inverted: we seek to graduate students in 5 years rather than 4 and the state seeks to have students graduate in 4 years rather than 5). Our 4 year graduation rate grew to 59.4% because we had many post COVID students who were ready to be finished with high school. Our 5 year graduation rate was 90.7%

Highlights include: ELA Achievement on state tests was noted with significant gains over the state goals for Black students, Economically Disadvantaged students and students with Disabilities, we had an overall 8% rise; US Government performance index reached 71.9%; US History performance index rose to 66.7%; and Biology performance index rose 5%.

Early College Progress - The state report card reported that 56% of our students earned college credit. Students across our demographic who are historically underserved undersupported and underrepresented in higher education earned multiple college credits and gained college experience at significantly higher rates than reported by the state of Ohio.

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 2021-2022 Report Cards give us a snapshot of student achievement and growth as well as teacher effectiveness during our first school year back to fully in-person learning since the start of the pandemic. During this school year we needed to re-establish a new baseline for our students and teachers academically, socially and culturally. We created work-plans to address the ongoing social emotional trauma and learning loss, and challenges of attendance, engagement and self-direction resulting from the isolation of an online learning environment and disruption in so many areas of our daily lives. 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 state report card is being rolled out over three years, thus there will be additional measures and components being added in 2022-23 and 2023-24.

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 school's activities toward and progress in meeting those contractually stated academic goals during the 2021-2022 school year.

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

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

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

Staff Members

The full-time and part-time staff roster in the 2021-22 school year included: Debbie Addison, Cathy Baney, Nicole Barbour, Eric Bowles, Greg Brown, Gail Collins, Holly Corns, Joyce Inez De Groot, Meaghan DeLong, Brigitte Dick, Katherine Fischer, Todd Francoeur, Susan Frank, Hollie Galzarano, Clifton Gregory, Jane Hatch, Emelie Heltsley, Trina Hurt, Edmund Ingman, Lydia Jones, Alexandra Konet, John Kramer, James Lawlor, Sidney Leatherman, Jamie Lenzo, Bailey Line, Katie Logan, Cheryl Long, Sarah Lopienski, Samantha Lortz-Baird, Owen May, Amanda McCain, Kathryn Mcdaniel, Amanda Menechella, Miriam Miles, Carol Nashalsky, Sonia Nazario, Steve Owens, Julia Painter, Darla Patrick, Rachel Prince, Rebecca Riley, Evan Rulong, Melissa Rulong, William Schroedl, Gheon Selemon, Jennifer Smith, Chris Spackman, Zachary Steinberger, Jennifer Waddell, Amanda Waluzak, Jeanne Weinberg, Ruby Wing, Jeff Wiseman, and Rachelle Zuniga

Financial Status

In fiscal year 2021-22 the school received \$3,182,213 in state funds. The school also received \$1,178,724 in federal funds and \$26,606 in development funds, among other separated categories. Sources of income totaled \$4,387,543. In fiscal year 2021-22 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 \$4,298,217 in expenses. When the current cash in bank was added to the sources, the year-end adjusted cash balance was \$428,238 to be carried over to 2022-23. 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.