



2022-23 Annual Report to the Community

The Charles School at Ohio Dominican University

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Superintendent/Founder - Greg Brown

Assistant Superintendent – Ed Ingman

Assistant Superintendent – James Kutnow

Dean – Melissa Rulong

Dean - Gheon Selemon

Associate Dean - Steve Owens

Fiscal Agent – Jennifer L. Smith, CPA

School Year the School Opened – 2007-2008

Number of Students - 292

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

Percentage of Students on IEP's – 21%

Percentage of Students eligible for Free and Reduced Lunch – 70%

Student demographic percentages – 69% African American, 13% Caucasian, 16% Hispanic, 1% multiracial, 1% Asian/American Indian

Percentage of Students for whom English is their second language – 11%

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 2022-23 school year were: **Kitty King**, President; **Jim Ziminski**, Vice President and Treasurer; **Susan Coady**, Secretary; **Nick Gulyassy**; **Howard Lipkin**, 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 1200 students and is committed to academic excellence, life-long learning and community service. Classes are small and students may choose from more than 42 undergraduate majors. The student body is diverse and individualism is celebrated, regardless of age, race, gender, religious background, ethnic or cultural heritage. We are grateful to the faculty and staff at Ohio Dominican University for their work alongside us to fulfill our important educational mission. Our students can begin taking college courses on the ODU campus as early as the beginning of their Junior year and continue through a fifth year of high school to obtain an Associates Degree.

Columbus State Community College (CSCC) College Credit Plus Program

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

Middle College National Consortium

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

EL Education

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

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

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

Additional Partners

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

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

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

Career Pathways Work and CTE

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

For the 2022-2023 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 148 students take the courses up from 55 the previous year in our N3 cohort. New opportunities in Pre-Apprenticeships were developed through partnerships with Performance Automotive Group and EcoPlumbers for either career training in auto mechanics or plumbing. Career focused work was also integrated into each grade level crew. The OhioMeansJobs backpack was a central tool throughout, using everything from career exploration, budget calculators and the 15 professional skills established by the work readiness seal. 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, SQI, ESSER II, ARP ESSER, ARP IDEA, ARP Homeless.

Special Accomplishments/Achievements

In the 2022-2023 School Year, we had six students participate in the 5th year program. Of those six, four earned an Associates Degree from Ohio Dominican University. Of our 54 graduates, seven earned Honors Diplomas.

In 2022-2023 42 students participated in the ODU Early College Program, and the students earned 405 credits. Three students participated in College Credit Plus through Columbus State Community College and earned 25 credits. Some colleges/universities our seniors plan on attending are: Ohio Dominican University, The Ohio State University, Columbus State Community College, University of Akron, and Bowling Green State University.

Celebrating Our Work Together & Honors/Recognitions/Special Occasions

In May, The Charles School at Ohio Dominican University conducted an outside graduation celebration extravaganza for the Class of 2023. 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 2022-23 the following students were honored as recipients of these awards:

Awards	
English 9	Milore Adeniyi
English 10	Will Mullen, Sania Stewart, and Miles Hairston
English 11	Sankay Jones and Curtis Howell
English 12	Alexie Espinal and Merlin Diebert
Algebra 1	Khady Diouf and Jeremiah Hagwood
Geometry	Arden Gibson
Algebra 2	Isaiah Adams
Financial Literacy	Maci Braaksma and Dalen Hill
Senior Math	Allison Motter-Treece and Nia Cottrell
Science 9	Isaiah Jackson and Myi-Ajah Gross
Science 10	Coreay Sharpe and Cameron Humphrey
Science 11	Maci Braaksma and Mahamat Ali Oumar
Science 12	Merlin Diebert , Jannet Garcia Guzman, and Ezekiel Morales
Social Studies 9	Niran Johns-Carroll, Annabel Morales Nevarez, and Myi-Ajah Gross
Social Studies 10	Jontue Rogers and Na'lae Barnett
Social Studies 11	N'mya Burger and Gabriel A'neal-Pack
Social Studies 12	Ezekiel Morales and Maylin Lopez- Hernandez
Heritage Spanish 1	Fernanda Vazquez
Spanish 2	Ramiah Cottrell
Heritage Spanish 2	Oscar Gomez Cedillo
Fine Arts Award	Ron'Naysha Carter, Ezekiel Morales, Gregory Woods, Khady Diouf, and Ka'Nique Jenkins
CTE: Information Technology Certificate	Zayquan Groce, Eli Hurt, Ka'Nique Jenkins, Jayda King, Amayah Mankins, Allan Olivar, Damiah Williams, La'Nyjah Blanks, Taylor Cooper, Keziko Hoffman, Miracle Mobley, Alexzandra Rubio, Julia Fouts, Miles Hairston, Carlos Kendall, Aissata Soumare, Miauna Evans-Lloyd, Hawa Kane, Sebastian Kulwicki, Damarion Reed-Miles, Jonell Brown, Isaiah Jackson, Gabby Potter, Alexis Coleman, Peinda Sow, Judah-Zion Martinez, and Owen Burchett
CTE: Web Design Certificate	Debra Caldwell, Rai'Niyah Ransom, Edreese Robinson, and Ariana Sanchez
CTE: Programming Certificate	Maci Braaksma, Alexie Espinal, Tashyra Norvell, Hunter Pilkington,

	Edreese Robinson, Ariana Sanchez, Trevion Solomon, Nathan Ward, and Brendon Weilbacher
CTE: Advanced Information Technology Certificate	Isaiah Adams, LaMarion Barnes, Tahlia Vinson, David Morris, Moises Murillos, Anwynn Roundtree, John Tobin, Kendrick Vinson, Eliot Henderson, Jada Ramont, and Carter Strader
CTE Leaders	Tahlia Vinson, Izzy Potter, Debra Caldwell, Maci Braaksma, Edreese Robinson, Sean Jackson, Anwynn Roundtree, and Owen Burche
Health	Jontue Rogers and Khady Diouf
PE	Zayin Flynn, Merlin Diebert, Aryanna Combs-Fuller, and Jada Ramont
ESL Underclassman:	Aissata Soumare and Bryan Duran Cano
ESL Upperclassman:	Maylin-Lopez Hernandez and Anarely Coyotl Osorio
ODU:	Lamarion Barnes, Autumn Smith, and Damiah Williams
CSCC:	Jannet Garcia Guzman
Dean's Award for Integrity:	Mahamat Ali Oumar, Grace Manning, Louis Jordan, Edreese Robinson, Ky-mani Richards, and Chris Todd
Dean's Award for Grit	De'Asia Green Brown, Jonathan Rodriguez Gante, and Amarion Payton
Dean's Award for Courage	Adrianna Shaw and Ky-mani Richards
The Gabe Gaiusbayode Award for Community Leadership	Shaelaun Wells, Maci Braaksma, and Merlin Diebert
The Charles School Award for Community Engagement	Brian Duran, Shaelaun Wells, Johnae McQuiller, Andrea Goins, Merlin Diebert, Nia Cottrell, Maci Braaksma, and Khady Diouf
Crew Award 9th	Zoe' Harris
Crew Award 10th	Will Mullen
Crew Award 11th	Nia Cottrell
Crew Award 12th	Chris Havener
Crew Award 13th	Joe McComis
Biggest Leap Forward	Skky Julious, Chris Todd, and Ky-mani Richards
The True Panther Award	Joe McComis and Sadatu Ali Oumar

Graduates from The Charles School

In 2022-2023 The Charles School at Ohio Dominican University had its eleventh graduating class. Fifty four students graduated from TCS@ODU with earned college credits and four of the TCS@ODU graduates received an Associates of Arts degree from Ohio Dominican University.

2023 graduates of Ohio Dominican University with an Associate's of Arts degree include:

Joshua A'Neal Pack, Sadatu Ali Oumar, Joshua Kurtz, and Joseph McComis

2023 graduates of The Charles School at Ohio Dominican University include:

Joshua A'Neal Pack, Sadatu Ali Oumar, Hawa Ali, Treasure Allen, Charlie Brown III, Semaj Bryant, Ron'Naysha Carter, Alexis Coleman, Jaiana Cowans, Alijah Dobson, David Dowe III, Carine Etorh, Alexie Espinal, Jannet Garcia Guzman, DeAsia Green Brown, Kevin Hairston, Christen Havener, Manuel Hernandez, Precious Holgate, Al'Qydah Humphreys, Louis Jordan, Skky Julious, Joshua Kurtz, Jason Loyola Jr, Mariante Mankins, Grace Manning, Sincere McBride, Joseph McComis, Connor McCord, James McNeal III, Aurora Micheletti, Ezekiel Morales, Tashyra Norvell, Umka Nosouvanh, Braydon Oliver, Arturo Pacheco Pantaleon,

DeVontae' Parker, Amarion Payton, Bryan Quiroz Hernandez, Rai'Niyah Ransom, Ky-mani Richards, Edreese Robinson, Ariana Sanchez-Roman, Naomi Shaw, Emanuel Smith, Ian Smith, Trevion Solomon, Peinda Sow, Gene Sutton III, David Todd, Brendon Weilbacher, Kaleb Williams, Navaeh Wisher.

Athletics

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

Family Engagement Council

The Family Engagement Council met regularly establishing projects, communication, and volunteer opportunities. 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 and then renamed 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 2022-23 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.

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. 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.

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. TCS' received a 3.5 overall rating in meeting standards. TCS received 2 stars for measuring levels of achievement on the Ohio State Tests; 4 stars for Progress measuring student academic growth as compared to the previous year; 4 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 80.9% because we had many post COVID students who were ready to be finished with high school. Our 5 year graduation rate was 73.1%.

Our students met our goal of increasing end of course exams by 5% in Math from 2021 to 2023. Students actually increased their scores by over 10% in Math over that timeframe in both Algebra 1/Math1 and Geometry/Math II.

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

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

SAT/PSAT

TCS@ODU selected College Board's nationally normed assessments (SAT, PSAT) given the high validity and reliability of their national measures of student college and career readiness upon graduation from high school. Assessment reports are utilized by teachers, students, families to help guide individual student instructional planning and future college/career planning discussions.

The school's activities toward and progress in meeting those contractually stated academic goals during the 2022-2023 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 implementing a comprehensive curriculum for CREW (daily advisory);
- 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.
- Focused on understanding the impact of trauma on children and their learning and using trauma informed practices throughout the building. Much new research in this area has been very helpful to understanding this impact on a child's brain and his or her ability to learn.
- Continued to expand our CTE program to provide intentional career focused activities and options for students and staff. The purpose of multiple programs and options is to address student preparedness for career and college success after high school.
- 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 2022-23 school year included: Debbie Addison, Cathy Baney, Nicole Barbour, Greg Brown, Gail Collins, Holly Corns, JoyceDe Groot, Meaghan DeLong, Katherine Fischer, Todd Francoeur, Susan Frank, Rachel Girard, Clifton Gregory, Emelie Heltsley, Valerie Hessler, Trina Hurt, Edmund Ingman, Lydia Jones, Alexandra Konet, John Kramer, James Kutnow, James Lawlor, Sidney Leatherman, Jamie Lenzo, Ruoyan Li, Katie Logan, Cheryl Long, Polly Long, Sarah Lopienski, Samantha Lortz-Baird, Owen May, Amanda McCain, Kathryn McDaniel, Amanda Menechella, Carol Nashalsky, Isabel Navarrete, Steve Owens, Julia Painter, Darla Patrick, Rachel Prince, Rebecca Riley, Anthony Rose, Evan Rulong, Melissa Rulong, William Schroedl, Gheon Selemon, Kristen Sever, Jennifer Smith, Chris Spackman, Zachary Steinberger, Benjamin Tobe, Jennifer Waddell, Ariana Walters, Amanda Waluzak, Jeanne Weinberg, Shanee Wilkerson, Jeff Wiseman, and Rachelle Zuniga.

Financial Status

In fiscal year 2022-23 the school received \$3,100,178 in state funds. The school also received \$1,360,915 in federal funds and \$60,612 in development funds, among other separated categories. Sources of income totaled \$4,521,705. In fiscal year 2022-23 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 \$4,601,429 in expenses. When the current cash in bank was added to the sources, the year-end adjusted cash balance was \$348,513 to be carried over to 2023-24. 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.