



## 2019-20 Annual Report to the Community

### The Charles School at Ohio Dominican University

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IRN – 007999

**Superintendent, CEO** - Greg Brown

**Dean** – Ed Ingman

**Dean** – Alexandra Konet

**Dean** – Melissa Rulong

**Dean** - Sarai Correa

**Director of SEL** - Eileen Meers, PhD

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

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

**Number of Students** - 329

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

**Percentage of Students on IEP's** – 17%

**Percentage of Students eligible for Free and Reduced Lunch** – 80%

**Student demographic percentages** – 70% African American, 10% Caucasian, 18% Hispanic, 1% multiracial, 1% Asian/American Indian

**Percentage of Students for whom English is their second language** – 13%

### Dean's Message

The 2019-20 school year was disrupted in mid-March when school buildings were closed due to the global pandemic affecting every aspect of our lives. With the buildings closed our teachers and students pivoted to teaching and learning online. We distributed chromebooks to students who needed them and we all did our best to maintain a semblance of normalcy around academic and social and emotional learning. The safety of our students, families and staff has been our first priority and throughout the last quarter of the school year we followed the guidance from the Governor, the Departments of Health and the Department of Education to successfully complete the school year and celebrate that completion with our school community.

### 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 2019-20 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. Governance/Organizational/Operational Performance for Sponsor – Top rated – Leadership has provided very positive support. All trainings have been completed.

### **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 40 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. Our 2019-2020 CLC class was very interested in climate justice, and we started a garden at the back of TCS. Much of our work was to be done in the Spring, but due to Coronavirus, we had to take a break. We look forward to continuing to work on the TCS community garden after the pandemic!

### **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 will allow 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 2019-2020 school year we introduced our first official CTE course in the N3 pathway of Information Technology Software and Computer Programming, Information Technology. We had a total of 20 students take the course. 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. We also supported 12th and 13th grade students focusing on the 15 professional skills established by the OhioMeansJobs work readiness seal. Even with the closing of in-person school and internships we had several students earning the OMJ work readiness seal.

The program was also able to purchase through the Expanding Opportunities for Each Child grant several key pieces of technology for our students to further their technological experiences. There are now a set of indoor drones, programmable robots, 3D printer, vinyl cutter, and circuit playgrounds for students to use along with software and game simulation curriculum. Some furniture and supporting equipment was also able to be obtained to further the program's development.

### **Additional Partners**

Jane Addison, Bibibop Asian Grill, Chipotle Mexican Grill, Gail Collins, Crane Group, Amelia Davis, El Rodeo, El Vacquero, Ena's Caribbean Kitchen, Franklin County Children Services, Giant Eagle Store, Andrea Gorzitze and Mr. Julian Maxey, Jessica Grimm, Rich and Kitty King, Little Ol' Cupcakes Green Sweets, Sarah Lopienski, Marco's Pizza, Deborah McClendon, The Pit BBQ, Raising Cane's Chicken Fingers, Doris Ross, Tialia Vinson, Transit Arts, Angel Yonek, Jim Ziminski.

### Special Accomplishments/Achievements

Nine graduating seniors earned an Associates of Arts degree from Ohio Dominican University. Fourteen students earned a high school diploma with honors. At ODU 65 students attempted 1,016 hours and earned 907 credit hours, with an average GPA of 2.64. Three students 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, Xavier University, Bowling Green State University, Ohio State University, Ohio University, and Columbus State Community College.

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

In May, due to COVID-19 and the Stay at Home orders, The Charles School at Ohio Dominican University graduation celebration looked different than past years. TCS celebrated the Class of 2020 by delivering caps and gowns, celebration yard signs and diplomas to the graduates home. 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 2019-20 the following students were honored as recipients of these awards:

Awards	
English 9	DeAsia Green Brown & Jaiana Cowans
English 10	Taniah Saunders & Nacyhia Conner
English 11	Dylan Natoma
English 12	Makaila Earthman
Math I	Allison Motter-Treece
Math II	Josh A'Neal Pack
Math III	Joe McComis
Math Senior	Marshawn Mankins & SeMaria Harvest
Science 9	Dalen Hill
Science 10	Samira Williamson, Ta'Shawn Eggelton, Paige Strait, Gabriella Cesar-janey, Zanyrah Diehl
Science 11	Nyobi Jenkins, Diye Mamoudou, Micaiah Vinson
Science 12	Rachael Silvera and Sydney Washington
Social Studies 9	Edreese Robinson
Social Studies 10	Khristopher Logan
Social Studies 11	Diye Mamoudou
Social Studies 12	Geidy Castro Duarte
Spanish 1	Genesis Peyton, Jaiana Cowans, & Jannet Garcia Guzman
Spanish 2	Diye Mamoudou & Saul Gomez
Spanish 3	Nyobi Jenkins
Fine Arts Award	Sara Pacheco Pantaleon
Cultural Studies	Laquasia Hilliard
Health	Joe McComis & Paige Straight
PE	Navianna Calloway-Snodgress & Louis Jordan
ESL Underclassman	Gabby Cesar-Janey
ESL Upperclassman	Diye Mamoudou
CTE Information Technology	Ahja Dias, Makaila Earthman, Malaki Fisher, Andrea Goins, Sonaiyu Griggs, Kevin Hairston, Laquasia

	Hillard, Shawn Jones, Sa'Ni Little, Dynasty Mack, Dylan Notoma, Arturo Pacheco, Juriell Rivera, Cesar Rosales, Austin Tanner, Quincy Yorke
CTE Leaders	Juriell Rivera, Evan Smith, Ahja Dias, Laquasia Hillard, Quincy Yorke

<b>Excellence in the Early College Programs</b>	
ODU	Micaiah Vinson
CSCC	Sumaya Ali
Dean's Award for Courage	Samira Williamson
Dean's Award for Integrity	Jennifer Chavez-Cortez
Dean's Award for Grit	Jalia Berry
The Gabe Gaiusbayode Award for Leadership	Charis Caldwell
Experiential Education Award	Koby Houpe & Talayah Williams
Crew 9	Jordan Culberson & Allison Motter-Treece
Crew 10	Sadatu Ali & Maleah Eggerson
Crew 11	Riley Yonek
Crew 12	Na'jiyyaha Pettey
Biggest Leap Forward	Laquasia Hilliard
The True Panther Award	Assabir Ali Oumar
Attendance	Treasure Allen, Navianna Calloway-Snodgrass, Carine Eдорh, Caroline Eдорh, Desiree Franklin, Levi Fravel, Andrea Goins, Kevin Hairston, Dalen Hill, Josh Kurtz, Karol Ledesma, Lauren LeMaster, Grace Manning, Johnae McQuiller, Allison Motter-Treece, Andy Nosouvanh, Tony Nosouvanh, Leslie Richardson III, Edreese Robinson, Naomi Shaw, Quincy Yorke

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

In 2019-2020 The Charles School at Ohio Dominican University had its ninth graduating class. Fifty seven students graduated from TCS@ODU with earned college credits and 9 of the TCS@ODU graduates received an Associates of Arts degree from Ohio Dominican University.

### **2020 graduates of The Charles School at Ohio Dominican University include:**

Laila Abdim, Assabir Ali Oumar, Rukia Amin, BethAnne Bautista, Rania Boyce, Quinton Brown, Ingrid Carreno-Encarnacion, Geidy Castro, Omar Cervantes, Chamique Clarke, Makaila Earthman, Cezanne Edwards, Mercedes Garcia, Max Garno, Lee'ko Green, Chase Greene, Sonaiyu Griggs, Jenna Grimm, Alejandro Guzman, Vincent Hall, Robyn Harshaw, Octavia Hawley, Shamira Hicks, Jasmyn Hill, Adoriana Howard, Jahyira Jennings Allen, De'Neaja Johnson, Jahmal Joyce, Tyshaune Keys, Devahnasia Lewis, Madison Lucas, Marshawn Mankins, Davon McClendon, Makhala Moss, Mekhi Moss, Kenia Ponce-Benites, Bayron Quiroz, Grace Randolph, Christopher Renderos, Liliana Reyes, Misael Rosales, Kierra Ruffin, Diana Sanchez, Diana Saucedo Vazquez, N'Dea Shelton, Samuel Sikpe, Rachael Silvera, Razan Siraj, Andre Smith, Carmen Stephens, Drew Stephens, Mayerly Torrijos Quintana, Ahjanae Valentine, Ayden Van Fossen, Stephanie Villanueva, Sydney Washington, and Jaden Yencer

### **2020 graduates of Ohio Dominican University with an Associate's of Arts degree include:**

Rukia Amin, BethAnne Bautista, Vincent Hall, Jahmal Joyce, Bayron Quiroz, N'Dea Shelton, Razan Siraj, Stephanie Villanueva, and Jaden Yencer

### **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. 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, 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 help guide individual student instructional planning and future college/career planning discussions.

The **SAT** was administered to 41 students in Grade 12 in October 2019 and 66 students in Grade 11 in March 2020. The 12<sup>th</sup> grade mean ERW score was 432 where 29% of students tested met or exceeded the CCR benchmark. The 12<sup>th</sup> grade mean Math score was 434 where 10% of students tested met or exceeded the CCR benchmark. The 11<sup>th</sup> grade mean ERW score was 422 where 21% of tested students met or exceeded the CCR benchmark. The 11<sup>th</sup> grade mean Math score was 409 where 8% 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 100 students in Grade 10 and Grade 11 in October 2019. The 10<sup>th</sup> and 11<sup>th</sup> grade mean ERW score was 409 and 414 respectively where 32% and 30% of students tested met or exceeded the CCR benchmark. The 10<sup>th</sup> and 11<sup>th</sup> grade mean Math score was 395 and 394 respectively where 12% and 8% of students tested met or exceeded the CCR benchmark.

The **PSAT 8/9** was administered to 102 students in Grade 9 in October 2019. The mean ERW score was 367 where 23% of students tested met or exceeded the College Board's college and career readiness (CCR) benchmark. The mean Math score was 378 where 10% 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 2019-20 school year:**

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.

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, Freshman Success, and Progress Comparison of Lowest 20% to all community schools statewide. TCS@ODU did not receive report card ratings in the typically measured achievement and growth areas based on state testing as testing was suspended due to the pandemic.

**The method of measurement that was used by the sponsor (ESCCO) to determine progress toward those goals during the 2019-20 school year.**

The sponsor has established a rubric with which it evaluates its schools annually, which includes evaluating the annual state report card, MAP data and other measures. The sponsor attends board meetings and initiates site visits during the school year.

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 not administered due to the pandemic. However, end of course grades were allowed to be substituted for state testing as graduation requirements. Of 69 graduates in 2019-20, 21 graduates were impacted by COVID EOC course grade substitutions (~30%), and 100% of underclassman (grades 10-12) were impacted by COVID EOC course grade substitutions (includes students doing EOC make-up testing in Spring 2020).

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 2019-20 4 year graduation rate was 44% and the 5 year graduation rate was 93%. 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 2019-20 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 by establishing 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.
- Begun a focus around 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.

### **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.

### **Staff Members**

The full-time and part-time staff roster in the 2019-20 school year included: Debbie Addison, Cathy Baney, Nicole Barbour, Jerrilynn Baumbusch, Eric Bowles, Greg Brown, Sarah Brubeck, Noah Campagna, Gail Collins, Sarai Correa, Brigitte Dick, Katherine Fischer, Todd Francoeur, Susan Frank, Clifton Gregory, Jane Hatch, Emelie Heltsley, Valerie Hessler, Ed Ingman, Lydia Jones, Alexandra Konet, Kara Kralik, James Lawlor, John Kramer, Sidney Leatherman, Jamie Lenzo, Katie Logan, Cheryl Long, Sarah Lopienski, Samantha Lortz, Owen May, Amanda McCain, Eileen Meers, Amanda Menechella, Carol Nashalsky, Sonia Nazario, Julia Painter, Darla Patrick, Angel Peaks, Rachel Prince, Rebecca Riley, Evan Rulong, Melissa Rulong, Jennifer Smith, Chris Spackman, Zach Steinberger, Jennifer Waddell, Ruby Wing, Jeff Wiseman, and Rachelle Zuniga.

### **Financial Status**

In fiscal year 2019-20 the school received \$3,274,222 in state funds. The school also received \$724,760 in federal funds and \$18,269 in development funds, among other separated categories. Sources of income totaled \$4,017,251. In fiscal year 2019-20 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 \$23,415 in loan payments for the purchase of the Brentnell building. Uses, including the aforementioned items along with classroom support expenses, utilities, insurance and assorted services to and purchases for the school, totaled \$3,892,309 in expenses. When the current cash in bank was added to the sources, the year-end adjusted cash balance was \$237,545 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.

*Fiscal Performance for Sponsor: All fiscal reports and documents have been successfully submitted to the sponsor on time.*

**Sponsor Review Comments**

It is a pleasure to work with everyone at the school, and the high level of professionalism and cooperation of all personnel is truly appreciated. The school continues to do an excellent job in all areas of compliance and timely submissions related to performance framework (academic, fiscal, organization/operational, and governance).