



The Graham School

encounter the world, engage the mind

2018-19 Annual Report to the Community

The Graham School

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IRN – 133421

Co-Superintendent, CEO - Eileen Meers, PhD

Co-Superintendent, CEO - Greg Brown

Dean – Myra Molner

Dean – Amy Vickroy

Fiscal Agent – Jennifer L. Smith, CPA

School Year the School Opened – 2000-2001

Number of Students - 242

Grade Levels Served – 9, 10, 11, 12

Percentage of Students on IEP's – 36%

Percentage of Students eligible for Free and Reduced Lunch – 54%

Student demographic percentages – 34% Caucasian, 30% African American, 5% Hispanic, 2% multiracial, 1% Asian/American Indian

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

Governing Authority

The Graham School (TGS) is chartered by the state of Ohio and as such, is overseen by the Ohio Department of Education. Our sponsor is the Educational Service Center of Central Ohio (ESCCO). The Graham School Board of Directors provides governance, meeting a minimum of six times per year. A schedule of meeting dates and times, as well as a record of actions taken, are kept in the school's office and are available for review by the public. Board members in 2018-19 included: **Steve Gussler**, President; **George Norris**, Vice President and Treasurer; **Kim Gulyassy**, Secretary; **Bill Dawson**, **Scott Lesinski**, **Mirria Martin**, and **Michelle Umali**. TGS partners with EL Education, national experts in effective educational practice using an expeditionary model.

Governance/Organizational/Operational Performance for Sponsor – Top rated – Leadership has been positive and supportive, all trainings have been completed.

The Graham School Mission

The Graham School has a particular mission to urban students in Central Ohio preparing them for lifelong learning and informed citizenship through real-world experiences and rigorous academics. Fostering ownership and responsibility for their education prepares our students to be successful in college, the workplace, and other endeavors they undertake upon leaving The Graham School.

The Graham School Vision and Values

The Graham School's vision is to be an innovative leader in the education world by engaging students in authentic academic work, networking with community partners, and nurturing social and emotional growth to empower future citizens and leaders.

At Graham we...

- Have a safe, positive school climate

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- Solve problems together in a peaceful, restorative way
- Embrace diversity
- Reflect on our experiences in order to gain fresh perspective and inform future outcomes
- Encourage a growth mindset for students and staff
- Believe that learning is our priority and time spent in class and in the community is essential
- Create belonging within our school and honor our connection to the world community
- Celebrate an open mind, an open heart and an open hand
- Are CREW, not passengers
- Use Habits of Learning as foundational principles --**Adventure & Risk, Perseverance, Self-Direction, Service & Stewardship, and Teamwork & Collaboration**
- Believe that cultivating these habits has a profound impact on student achievement and the ability to thrive, both in school and beyond

EL Education

The Graham School completed the fourth year of its partnership with EL Education in 2018-2019. 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.

Special Accomplishments and Achievements

Walkabout students further their goals: In 2019 a TGS student traveled to Ireland to work with a church in serving its underprivileged community; students interned across Columbus with local businesses including Kobalt Graphic Design, Blendon Kennels and Mid-Ohio Electric. Other students opted to give back to the community by volunteering with Mid-Ohio Food Bank and Habitat for Humanity, while another senior worked closely with the director of Vineyard Child Care Center to prepare for their international children's festival.

May Days comprise a month long academic expedition in which students focus in-depth study in one course. This course provides ample opportunity for fieldwork, hands-on learning, group participation, and individual challenge in academic areas. 2019 May Days included a number of exciting and interesting courses such as: Theater; DIY Homes & Cars in which students explored how to plan for and execute common household projects and how to negotiate purchases and sales; Find Your Hustle, in which students learned about the principles of creating a business and making money and set up TGS' school store; Japan, where students learned about Japanese culture and cuisine; Sports, where the fundamentals of a variety of sports were covered and explored.

In June of 2019, as an extension to the May Days course "Japan" The Graham School sent a group of students and staff to Japan where students demonstrated many aspects of etiquette, cultural understanding, and basic language skills to use the public transportation system to explore Tokyo; visited Mt. Fuji; swam in the Pacific Ocean; viewed Tokyo from the observation deck of the Tokyo Tower; dressed in traditional Japanese attire for a stroll through Kyoto; and enjoyed a variety of Japanese cuisine.

The Graham School is an active participant in the College Credit Plus (CCP) programs available through Columbus State Community College and The Ohio State University. Students are encouraged in their third and fourth year to take at least one CCP class prior to graduation from TGS.

Honors/Recognitions/Special Occasions

The Graham School presents several awards each year in June to students who exhibit achievement and leadership in a variety of categories. In 2018-2019 the following students were honored:

Subject Awards	Student
Cultural Studies	Avery George
Drama	Tyler Wickes
English	Breanna Greene
Fine Arts	Jasmine Ramirez
Foreign Language	Jazmin Toppins
Health/PE	Taylor Noble
Math	Kelson McCluen, Laila Kale
Music	Ryan Nunamaker
Science	Mauricio Ramirez
Social Studies	David Huff
Technology	Ray Adkins

Experiential & Habit Awards	Student
Adventure & Risk	Maria Drenberg, Jeremiah Neal, Caid Steere, Donnell Warren-Albert
Perseverance	Daija Bangura, Tosheanna Fagain, Jessica Stover, Jaelin Talley, Dalaejah Thomas
Self Direction 9	Arriel King
Self Direction 10	Emma Luft
Self Direction 11	Cheyenne Oettinger Benton & Aidan Stephens
Self Direction 12	Austin Loetz & Jaila Felts
Service & Stewardship 9	Jaquez Corder
Service & Stewardship 10	Pearl Jones
Service & Stewardship 11	Lynzie Frazier & Simone Collins
Service & Stewardship 12	Tavia Adams
Teamwork & Collaboration 9	Violetha Martinez
Teamwork & Collaboration 10	Allie Adams
Teamwork & Collaboration 11	Drea Stills
Teamwork & Collaboration 12	Victor Kent & Maddie Legech
Service Learning 9	Lex Hudson
Service Learning 10	Vernon Hill-Felts & Shelayjah Greer
Service Learning 11	Christian Fouts
Service Learning 11	Justin McClenathan
Open Hand	Thomas Barton
Open Heart	Mercie O'Connor
Open Mind	Jasmine Ramirez
Perfect Attendance	Jaquez Corder Gabrielle Geddas Iyanna Greathouse Andralyn Howey Pearl Jones Maverick Marquez Justin McClenathan Roshawn West Michael Tepper Maddison Runkle Adrianna Simmons

Recognition Awards	Student
Salutatorian Award	Caleb Potter
Valedictorian Award	Nia Richardson
Outstanding Senior Award	Nia Richardson
Senior Spirit Award	Asha Ahmed-Lane
Reaching for the Stars	Michael Tepper
Dean's Award of Courage	Sydney Shirley
Dean's Award of Leadership	Caleb Potter
True Dragon	Iyanna Greathouse
True North	Iyanna Greathouse & Alexias Rinehart
Student Peacemaker Award	Iyanna Greathouse
Cultural Exchange	Marvin Jaehn & Mauricio Ramirez

Celebrating Our Work Together

The school has many events that celebrate our work together including: Open House, ice cream social and buddy event, May Days presentation night, Prom, Alumni Reunion, Community Presentation Days, Have a Heart, Walkabout presentations, and of course, the commencement ceremony. Many individuals and groups made these celebrations possible including Student Board, the Parent Guardian Community, TGS staff and students as a whole, alumni, friends of the school, and all families who work hard to support our students and the school. All of us affiliated with TGS are grateful to the many individuals dedicated to the work of the school in support of educating students through our academic and experiential programs.

Graduation: Another Class of Life-Long Learners

The Graham School commencement ceremonies for the class of 2019 were held on Saturday, May 25th at the Northland Performing Arts Center. Parents, families, friends, board members, community partners, and staff celebrated with our students as they graduated. Before the ceremony, graduates gave presentations to the community on their individual Walkabouts, the culminating experience of their high school careers. As we ended another year at The Graham School we added 50 students to our list of graduates, which now totals more than 600 over the last seventeen years. Two of these students graduated in August. Graham graduates have gone on to universities outside Ohio including: Bennington College, Boston University, Columbia University, DePaul University, Knox College, and Reed College, and universities within Ohio including: Antioch College, Bowling Green University, Capital University, Columbus College of Art and Design, Columbus State Community College, Heidelberg College, Hiram College, Muskingum University, Ohio Dominican University, Ohio Northern University, The Ohio State University, Ohio University, Ohio Wesleyan University, Shawnee State University, University of Cincinnati, Warren Wilson College, Wittenberg University. Graduates also have gone on to serve in the military.

2019 graduates of The Graham School included:

Tavia Adams, Raymond Adkins, Asha Ahmed-Lane, Jackson Anderson, Richard Anderson, Giovanni Banks, Thomas Barton, Christopher Brown, Josiah Elder, Tosheanna Fagain, Christian Farris, Jaila Felts, Paris Gossett, Kayla Gravely, Iyanna Greathouse, Anika Henderson, Joel Henderson III, Jamir Henriquez, Andralyn Howey, Marvin Jaehn, Kiah Johnson, Miracle Jordan, India (Victor) Kent, Hallie Lee, Madeline Legech, Lexi Lehman, Dennis Lewis, Austin Loetz, Maverick Marquez, Kimberly Martinez-Morales, Justin McClenathan, Jacqueline Mendoza, Miles Montjoy, Ryan Nunamaker, Mercie O'Connor, Caleb Potter, Jasmine Ramirez, Yoselin Ramirez, Jaylon Reed, Tierra Richards, Nia Richardson, Alexias Rinehart, Jose Saucedo, Jose Saucedo, Sheldon (Sydney) Shirley, Danielle Slaughter, Charlotte (Jesse) Stage, Tyler Starkey, Caid Steere, Michael Tepper, Mallory Thompson, Bella (Haru) Troper, Galen White, Micah White, Daiyon Winters, and Claudia Zarazua

TGS Parent Guardian Community (PGC);

Working in conjunction with staff at TGS, parents facilitate communication; build community; support teachers, staff and families; organize events; and enhance educational opportunities for students. They meet monthly and are open to input from Graham families and staff. They communicate through; Facebook at <https://www.facebook.com/GrahamPGC>. There are many ways for parents, guardians or other family members

and friends to be involved in the PGC: Attend meetings for information, community and planning; help with new and ongoing programs and projects; classroom donations; or participation in fundraising activities. Parent volunteers donated time, food, and energy to a variety of school events supporting both staff and students. The Graham School is indebted to all its families, and is particularly grateful for the work of the PGC.

Academic Curriculum Requirements

The Graham School staff creates classroom work in traditional and non-traditional courses in order to help students acquire conceptual and factual knowledge and to develop our students' study habits, self-discipline, research skills, and teamwork. The Graham School curriculum includes courses in all required academic areas as designated by the State of Ohio for graduation. Students must progress experientially and academically in order to meet the requirements for graduation. Academic requirements include: 4 credits in English, 4 credits in mathematics, 3 credits in science, 3 credits in social studies, 2 credits in electives, 1 credit in fine arts, 1 credit in technology, 0.5 credits in health, 0.5 credits in physical education, and financial literacy. Between 1.5 and 4.5 credits are required in experiential education depending on how many years the student has been attending The Graham School. All students graduating in the class of 2014 and beyond are required to fulfill the CORE graduation requirements established by the Ohio Department of Education. Approximately 75 different courses were offered over the school year in all academic areas.

School-wide Title Program

TGS 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.

Names of Assessments Given at the School and the Results

The effort to individualize each student's educational experience at The Graham School is captured in our unique approach to curriculum designed to meet the needs of all of our students within fully integrated multi-grade level classes. Students with disabilities are involved in all classroom lectures, laboratory activities, and experiential opportunities. Our evaluations are not grades in the traditional sense, because they do much more than sort and rank students. Instead, our evaluation system describes what work looks like when it approaches, meets, or exceeds our expectations. Moreover, our evaluations are presented in narrative form so that students, parents/guardians, and other interested parties will have a greater understanding of the totality of the students' performance in a variety of identified essential skills, academic objectives, and experiential abilities. The academic curriculum fully incorporates Ohio and Common Core Standards. Interim and end of course exams are part of our model. Experiential curriculum is measured by rubrics.

To monitor student academic achievement and progress in the classroom, TGS has established an assessment cycle that includes and 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, scheduling, and screening students for special instruction. TGS uses this data to monitor and analyze student growth in the classroom towards proficiency on Ohio's State Tests as well as projected college and career readiness on the SAT. NWEA's methodology includes a large and reflective sample using nine terms of data and a new model for estimating student growth.

TGS administered College Board's PSAT 8/9 to 56 9th grade students in October 2018: the mean ERW score was 385 and 39% met benchmark and the mean math score was 377 and 20% met benchmark. The PSAT/NMSQT was administered to 95 10th and 11th grade students in October 2018 the grade 10 mean ERW score was 463 and 51% met benchmark and mean math score was 413 and 16% met benchmark. The grade 11 mean ERW score was 415 and 41% met benchmark and mean math score was 373 and 2% met benchmark.

The SAT was administered to Grade 11 in March 2019; the mean ERW score was 467 and 42% met benchmark and mean math score was 437 and 14% met benchmark. College Board offers a suite of national normed assessments which are valid and reliable measures of a student's readiness for college and careers at

the time tested. This information is utilized by students, families, and teachers to guide productive discussions and areas of strength and challenge towards readiness.

The performance standards by which the success of the school was evaluated by the sponsor (ESCCO) during the 2018-2019 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. TGS 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. TGS is struggling from an achievement standpoint; specifically AMO, Performance Index, Indicators, Graduation Rate, Prepared for Success.

The method of measurement that was used by the sponsor (ESCCO) to determine progress toward those goals during the 2018-2019 school year

The sponsor has established a rubric with which it evaluates its schools annually which includes multiple data points. The sponsor attends board meetings and initiates site visits during the school year.

Academic Performance for Sponsor:

A state graduation requirement in Ohio for all students entering 9th grade after July 2014 is taking Ohio's State Tests. Graham administered these assessments in Spring 2019 for Biology, American Government, American History, English Language Arts I, English Language Arts II, Algebra, and Geometry.

35 students took the Biology assessment and 60% scored proficient or higher. 78 students took the American History assessment and 47% scored proficient or higher. 50 students took the American Government assessment and 48% scored proficient or higher. 77 students took the Algebra I assessment and 8% scored proficient or higher. 73 students took the Geometry assessment and 10% scored proficient or higher. 64 students took the ELA I assessment and 30% scored proficient of higher. 34 students took the ELA II assessment and 29% scored proficient or higher.

This year's overall report card rating for TGS was a D. It included a D in Progress with a C in lowest 20% Achievement, which measures the growth that all students are making based on their past performances; a D in Achievement, which measures the number of students who passed the state tests and how well they performed on them; a C in Gap Closing, which shows how the school is meeting the performance expectations for the most vulnerable populations of students in English language arts, math and graduation rate; an F in Prepared for Success, which shows the progress in preparing students for a technical field, work, college, and future opportunities and an F in Graduation Rate, which looks at the percentage of students who successfully finish high school with a diploma in four years (F) or five years (D).

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

The school's activities toward and progress in meeting those contractually stated academic goals during the 2018-19 school year.

The Graham School, founded in the year 2000, is dedicated to preparing students to be life-long learners through rigorous academics and experiential learning. Academics at TGS integrate standards based course work that provides coverage and mastery of required content with perspectives and skills that are designed to make them effective participants in the world outside the classroom. In the 2018-19 school year The Graham School continued its mission to educate students who seek significant learning through focused academics, self-directed learning, and meaningful internships throughout Columbus.

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

- Empowered our Director of Social and Emotional Learning to help us better understand our students non-academic needs that impact directly their ability to learn, and to design strategies that help our students become more aware of their own needs and resources including infusing CREW with daily SEL curriculum.
- Expanded our efforts in SEL by establishing 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 in all our schools 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.
- In 2018-29 The Graham School introduced block scheduling enabling deeper learning opportunities and more classroom co-teaching.
- 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.
- Maintained our agreement with Learning Circle, a Columbus-based organization, designed to collect metrics on our students' academic work, behaviors and attendance, and provide early information about students' progress.

The Graham School academic curriculum fully incorporates Ohio and Common Core Standards. Interim and end of course exams are part of our model. Experiential curriculum is measured by a specific rubric built to evaluate achievement in each grade level program. Staff meets in weekly data teams and report to the Leadership team that meets monthly.

Experiential Education Curriculum

TGS experiential program combined with college preparatory academic courses allow for student growth through service learning and engagement with mentors and organizations that provide practical experiential learning opportunities.

In Spring of 2019, 48 seniors participated in The Graham School's culminating experiential internship: Walkabout. Walkabout provides students with the opportunity to participate in one sixteen-week or two eight-week, 30 hour per week internships. The objective of Walkabout is to provide seniors with significant real world experiences that they design themselves.

Walk About Partner's

TGS is grateful to have partnered with the following organizations during the 2018-2019 school year:

Appalachian Trail, Art Your Way, Avi Food Systems of Huntington Bank, BizTown, Blendon Kennels, Bracesbar, Cap City Diner, Central Flyway Taxidermy, CState, Furniture with a Heart, GEMS, Glass Blowing Studio, Habitat for Humanity , Hamilton STEM Elementary School in Linden, The Hardy Center, Haugland Learning Center, Kobalt Design, Local Comic Book Artists, MAACO, Mid-Ohio Electric Company, Neighborhood Pride, Portia's Café, Puptown Lounge, Salon Lofts, SOS Spay and Neuter Pet Clinic , Special Effects Studio in Clintonville, St. James the Less Catholic School, Sundowner Aviation, The Vineyard Community Center, and The Y - Americorp

Additional Partners

Mr. and Mrs. Douglas Addison, Peggy Adkins, Niklas and Ann Almstedt, Ms. Louise Antony and Mr. Joe Levine, Mrs. Mary Babcock, Robert T. Barkley, Mr. and Mrs. John Baughman, Mr. Seth Becker and Ms. Janet Meltzer, Mr. Greg Brown and Ms. Nancy Perkins, Mrs. Shirley Brown, Jessica and Mike Butsko, Peggy and Ken Calestro, Mr. and Mrs. Tom Copeland, Mr. and Mrs. Paolo DeMaria, Mrs. Harriet Donaldson, Mr. and Mrs. Bill Fein, Ms. Rebecca Gurk and Mr. Stuart Mangel, Mr. Stephen Gussler and Ms. Melody Steely, Dr. Mark Harris, Mr. and Mrs. Bill Ingram, Ms. Patricia Brown James, Rachael Jarvis, Kent and Sally Johnson, Justin and Yvonne Kale, Mr. and Mrs. Gary Kiefer, Mr. and Mrs. Michael Kindred, Rich and Kitty King, Augusto Leal, Tracy Loetz, Mr. and Mrs. Michael Logan, Ms. Cheryl Long, Samantha Lortz, Darlene Mason, Selena Mattison, Eileen Meers, Mr. and Mrs. Thomas Meers, Mr. Mark K. Merkle, Jr., Myra and Tom Molnar, Sara Neikirk, Dr. George Norris, Darren Patton, Bev Pettit, Michelle K. Reed, Regina C Siren, Ms. Sandy Smith, Dr. Gordon Snider, Angela Stoller-Zervas, Sharon Stout, Patricia Strobe, Joyce Swayne, Sara Tobin, Kimberly and Mark Tremains, UA Firefighters Local #1521, Mr. and Mrs. Bob Weiler, Sharon Wellman, Madine Wright, Ms. Debbie Yoho, and Mrs. Sandy Yorke,

Staff Members

The full-time and part-time staff roster in the 2018-19 school year included: Debbie Addison, Genevieve Adkins, Naki Akrobettoe, Cathy Baney, Pam Boseker, Brandy Brannon, Greg Brown, Randi Channel, Jisuka Cohen, Mackenzie Cook, Sarai Correa, Kevin Elliott, Ashley Fecher, Susan Frank, Zachary Franklin, Cynthia Gavagan, Johnny Ginter, Roy Greenlee, Megan Grunewald, Valerie Hessler, RJ Larry, Jamie Lenzo, Catherine Lewis, Kathryn Livingston, Katie Logan, Cheryl Long, Sarah Lopienski, Kathryn McDaniel, Eileen Meers, Myra Molnar, Shayna Noonon, Andrew Reardon, Evan Rulong, Harmony Salvatore, Sarah Salvatore, Gheon Selemon, Andy Shields, Mary Slaback, Chris Spackman, Zach Steinberger, Amy Vickroy, Jennifer Waddell, Laurel Wakeley, Jeanne Weinberg, Rachel Widmer, Jeff Wiseman, and Angel Yarbrough.

Financial Status

In fiscal year 2018-19 the school received \$2,269,745 in state funds. The school also received \$309,102 in federal funds and \$39,386 in development funds, among other separated categories. Sources of income totaled \$8,801,334. In fiscal year 2018-19 the school paid \$7,913,662 in employee salaries and benefits, including payroll taxes and retirement; and \$135,066 in mortgage and loan payments on the purchase of the building. Uses, including the aforementioned items along with classroom support expenses, utilities, insurance and assorted services to and purchases for the school, totaled \$8,865,319. When the current cash in bank was added to the sources, the year-end adjusted cash balance was \$17,563 to be carried over to 2019-20. The school conducts its own on-going internal financial audit under the direction of its Board Audit Committee and treasurer Jennifer Smith, CPA. Finances also were audited by the Educational Service Center of Central Ohio, the school's sponsor. And, the school is audited annually by the State of Ohio Auditor's Office. All found the finances to be 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 working with the school and the cooperation and professionalism of all involved is appreciated. The school continues to do a nice job in all areas of compliance and timely submissions related to performance framework (academic, fiscal, organizational/operational/governance).