



The Graham School

encounter the world, engage the mind

2021-22 Annual Report to the Community

The Graham School

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IRN – 133421

Superintendent/Founder - Greg Brown

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

Executive Dean of The Graham Family of Schools Academics - Ed Ingman

Dean - RJ Larry

Associate Dean - Kathryn Livingston

Associate Dean - Laurel Wakeley

Fiscal Agent – Jennifer L. Smith, CPA

School Year the School Opened – 2000-2001

Number of Students - 195

Grade Levels Served – 9, 10, 11, 12

Percentage of Students on IEP's – 34%

Percentage of Students eligible for Free and Reduced Lunch – 58%

Student demographic percentages – 41% Caucasian, 44% African American, 8% Hispanic, 6% multiracial, 1% Asian/American Indian

Percentage of Students for whom English is their second language – 6%

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 2021-22 included: **Steve Gussler**, President; **George Norris**, Vice President and Treasurer; **Kim Gulyassy**, Secretary; **Bill Dawson**, **Mirria Martin**, and **Scott Lesinski**. TGS partners with EL Education, national experts in effective educational practice using an expeditionary model. TGS is a member of The Graham Family of Schools.

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
- 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 --**Self-Direction, Perseverance, Teamwork & Collaboration, Service & Stewardship, and Adventure & Risk**
- Believe that cultivating these habits has a profound impact on student achievement and the ability to thrive, both in school and beyond

Habits of Learning

Self-Direction: We are dedicated to the learning process and set goals for our learning and behavior. We take ownership of our work and our actions; take initiative when we are supposed to, and especially when there is no one looking. We strive for mastery and expertise through the process of revision and pride in craftsmanship, ultimately seeking to become artisans.

Perseverance: We never give up. We work hard and keep trying, even and especially when it gets tough. We recognize when we need help and elicit it. We are resourceful and work to solve problems creatively. We understand that some things are going to be hard- yet we persist to achieve more than we thought we could. We can adapt to challenges, remaining diligent and establishing a network of social and academic supports. We continue to revise our work until expectations are met or exceeded.

Teamwork & Collaboration: “We are crew, not passengers.” We work together to meet our goals, supporting each other through the journey. We celebrate each other’s successes and problem solve, when necessary. We are a team. We hold each other accountable for our actions, goals, and achievements. We cultivate relationships to enhance and strengthen bonds of commitment to our community.

Service & Stewardship: We “get smart to do good” in our community. We see service not as an isolated action, but as a way of being a member of a community. We take responsibility for our community and the environment around us by caring for each other and our surroundings. Our campus reflects our talents, creativity, and commitment to maintaining beautiful spaces. We think about how our words and actions affect the people around us; work to be kind and considerate to others; and seek to understand and relate to diverse perspectives.

Adventure & Risk: We honor and model our school motto, “Encounter the World and Engage the Mind” by pursuing challenges and opportunities outside of our comfort zone that allow us to grow. We are courageous, passionate, and attentive to our self-discovery. We understand that there are many routes to knowledge and realize that failure along the journey is essential to learning. We believe that success without the experience of adversity brings only a limited sense of accomplishment.

Philosophy

The Graham School believes that it is the role of education to facilitate learning by making connections. These connections include: connections between academic content and real world experience, as well as across generations, cultures, and socio-economic levels. The Graham School believes that the most impactful learning is both interdisciplinary and interactive.

The Graham School is committed to the ongoing social and emotional growth of all of our students. Research shows that there is a significant connection between academic learning and Social Emotional Learning (SEL). Studies over the past 30 years also connect trauma, including the stressful environment of continuous, pervasive poverty, as a significant factor in many children's school struggles. Therefore, our entire staff participates in ongoing training in trauma sensitivity. Our SEL focus incorporates work in daily, small group community advising, the use of Restorative Practices, and the use of mindfulness to equip our students with

strategies, skills, experiences and mindsets to enable success both in the classroom and in their lives beyond school.

TGS Program Goals

- Provide practical real world experience for students through experiential internship opportunities, expedition fieldwork, service learning projects, and curriculum that connects traditional high school standards to 21st century skill sets and career pathways.
- Create a learning environment that is safe, encouraging, reflective, and community conscious.
- Maintain small learning environments that develop relational aptitude and provide opportunities for growth and self-awareness through Habits of Learning focused around self-direction, perseverance, teamwork and collaboration, service and stewardship, and adventure and risk.
- Foster an atmosphere that promotes Restorative Practices for community building and conflict management.
- Construct mentoring and crew groups per academic level in which students are guided to solve problems and establish goals related to their internships, fieldwork, social emotional learning, and academic environments. Through intentional curricula students have the opportunity to make larger connections between school and the world outside.

The learning goals are to: help students further develop the ability to imagine and create, think, and reason analytically; solve problems; integrate and synthesize complex information; use language clearly and persuasively; self-advocate; and make responsible decisions. This requires skills of: communication, research and investigation, critical thinking, reflection, interpersonal relationships, career exploration, exploring values and time management. These learning goals will be addressed through curricula in three areas: academic, experiential/expedition, and crew.

EL Education

The Graham School completed the seventh year of its partnership with EL Education in 2021-2022. 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.

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 a state minimum of 20 credits across specific subjects: English Language Arts 4 credits; Mathematics 4 credits; Science 3 credits; Social Studies 3 credits; Electives 5 credits including 1 credit in Fine Arts, 0.5 credits in Health, 0.5 credits in Physical Education and 0.5 credits in 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.

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 and 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 continued to grow our CTE cohorts in the N3 pathway of Information Technology, Software and Computer Programming. We had a total of 78 students take the courses, an increase of over 30 students. Career focused work was also integrated into each grade level crew, and in 9th grade ELA and Math courses. 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. Career Pathway work also supported all of the senior walkabout experiences. Several students earned the Ohio Means Jobs readiness seal. The OMJ 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.

Walkabout

In Spring of 2022, 60 students 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 and embody our Habits of Learning. Seniors worked with mentors at some of the following local businesses and organizations: Kobolt Graphic Design Studio, Reale Dogs Training School, Russ Meyer Welding Group, Laughing Ogre, Piece of Cake Bakery, TGS lunch program, Ohio History Center, TA at TGS, Robbie's Hobbies, Columbus State Community College, The Columbus Metropolitan Library, Biztown, Gladden House, Stowe Mission, and Steve's Landscape Service.

May Days

In May 2022, TGS students participated in May Days courses; these courses delve deeply into particular topics of interest ranging from Game Theory and Design to Latin American Culture. Throughout the month students spent their days encountering the world and engaging their minds through hands-on, authentic work. Additionally opportunities for academic support and enrichment were an integrated thread.

CCP

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 or fourth year to take at least one CCP class prior to graduation from TGS. Several Class of 2022 seniors took CCP classes for their Walkabout experience.

Honors/Recognitions/Special Occasions

The Graham School presents several awards in May to students who exhibit achievement and leadership in a variety of categories. In 2021-2022 the following students were honored:

Subject Awards	Student
English	Allie Scharnhorst
Fine Arts	Archie Jessie
Foreign Language	JJ Holonitch
Math	Hattie Edinger-Von Netzer
Science	Jaelyn Koueviakoe & Sha'Riyah Lymon

Social Studies	Hattie Edinger-Von Netzer
Health/PE	Abe Vasquez
Cultural Exchange Award	Jemy Leelassawin
Technology	Kristen Cavazos

Experiential & Habit Awards:	Student
Adventure & Risk 9	Sarah Cordes
Adventure & Risk 10	Izzy Fralick
Adventure & Risk 11	Roy Berry
Adventure & Risk 12	Mila Mitchell
Perseverance 9	Em Marcum
Perseverance 10	Oscar Vazquez Diaz
Perseverance 11	Tanjia Thomas
Perseverance 12	My'Nique Peyton
Self Direction 9	Robert Murphy
Self Direction 10	Brianna Harmer
Self Direction 11	Ashley Ramirez Chavez
Self Direction 12	V Martinez
Service & Stewardship 9	Jocelyn Williams
Service & Stewardship 10	Qua'Jenee Taylor
Service & Stewardship 11	Jaelyn Koueviakoe
Service & Stewardship 12	Ivory Isaac
Teamwork & Collaboration 9	Maddie Carrington
Teamwork & Collaboration 10	Kristen Cavazos
Teamwork & Collaboration 11	Jack Fralick
Teamwork & Collaboration 12 x2	Desiree Osterloh and Mariska Toney
Service Learning 10	Malakai Best
Service Learning 12	Jeremiah Coons
Outstanding Student Award 9	Exzavier Hudson
Outstanding Student Award 10	JJ Holonitch
Outstanding Student Award 11	Abe Vasquez

Recognition Awards:	Student
Outstanding Senior Award	Breona Eaton
Senior Spirit Award	Adonis Daniels
Henry Stout Award	Hunter Rayburn
Reaching for the Stars	Amanda Baker
Dean's Award of Courage	Chris Tyler
Open Hand	Tanner Durst
Open Heart	Tianna Carse
Open Mind	Totionna Keith
True North	David Huff
True Dragon	Selena Schaney

Celebrating Our Work Together

The school typically has many events that celebrate our work together including: Open House, ice cream social and buddy event, May Days presentation night, Prom, Community Presentation Days, Student Led Conferences, Walkabout presentations, and of course, the commencement ceremony. Many individuals and groups make these celebrations possible including staff, students, the Parent Guardian Community, and other friends of The Graham School. All of us affiliated with TGS are grateful to the many individuals dedicated to our work in support of educating students through our academic and experiential programs.

Graduation: Another Class of Life-Long Learners

The Graham School Class of 2022 Commencement Ceremony was held at Tree of Life High School's Northridge Campus. Seniors were presented with diplomas, a Purple Dragon, and a "Congratulations 2022 Graduate of The Graham School" yard sign. TGS staff and families were thrilled to be able to come together to celebrate the accomplishments of our amazing graduates.

As we ended another year at The Graham School we added 59 students to our list of graduates, which now totals more than 700 over the last nineteen years. 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.

2022 graduates of The Graham School include

Tyler Addington, Amanda Baker, Dane Bednar-Warren, John Berry, Kya Bice, Terrell Butler, Tianna Carse, Piper Clark, Angus Cook, Jeremiah Coons, Tylor Crawford, Richard Cunningham III, Adonis Daniels, Tanner Durst, Breona Eaton, Max Fleisher, Ethan Frazier, Keontae Glanton, Jackson Grayson, Michael Gwinn III, Esther Harrison, Hunter Hashman, Brielle Hodge, Shawn Hood, Elexis Hudson, David Huff, Ivory Isaac, Alecia Jarvis, Archie Jessie, Ta'Nasia Jones, Totionna Keith, Jemy Leelaassawin, Lio Leslie, Chandler Marsden, Violetha Martinez, Cambran Mason, Alyshia Montgomery, Jeremiah Neal, William O'brien Jr, Mila Mitchell, My'Nique Peyton, Desiree Osterloh, Mackenzie Pizzurro, Fen Quigley, Hunter Rayburn, Izzy Rhodes, Courtney Robbins, Selena Schaney, Helen Shapoval, E-Naijah Smith, Ethan Strader, Delaney Strathie, Sean Swift, Dalaejah Thomas, Mariska Toney, Christophor Tyler, Flores Vargas, Reeves Vaughn, & Moesha Wilson.

TGS Parent Guardian Community (Dragon Boosters)

Working in conjunction with staff, 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. There are many ways for parents, guardians or other family members and friends to be involved: 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.

Family Crew

Developed in 2020-2021, Family Crew was established as a natural extension of Student Crew and Staff Crew. In 2021-2022, Family Crew 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. 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.

Partners

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

Debbie and Doug Addison, Ms. Louise Antony and Mr. Joe Levine, Mrs. Mary Babcock, Hawa Bah, Robert T. Barkley, Mr. Seth Becker and Ms. Janet Meltzer, Maree A. Bednar-Warren, Mrs. Shirley Brown, Mr. and Mrs. Steve Buchenroth, Jessica & Mike Butsko, Mr. and Mrs. Tom Copeland, Ms. Barbara Cornelison, Deca Cleaning Services, Mr. and Mrs. Paolo DeMaria, Peggy Fein, Mr. Chuck Graham, Clay and Alice Graham, Susan L Graham, Rachel Gratz, Mr. Stephen Gussler and Ms. Melody Steely, Dr. Mark Harris, Shauna Heyman, The Hildreth Foundation, Inc., Roxanne Holonitch, Mr. and Mrs. David Hull, Ingram-White Castle Foundation, Ms. Patricia Brown James, Yolanda Jones, Justin and Yvonne Kale, Scott Lesinski, Milman Linn,

Ms. Cheryl Long, Mrs. Jane Marland, Selena Mattison, Sara Neikirk, Darren Patton, Bev Pettit, Mark and Sue Real, Michelle K. Reed, Ellen Shraim, Dr. Gordon Snider, Sharon Stout, Sara Tobin, Mr. Bob Weiler, and Sharon Wellman.

Gifts given in memory of Chuck and Lorna Graham, great friends of The Graham School for 22 year: Brian and Sharon Brown, David and Lydia Buchenroth, Susan L. Graham, Gregory and Linda Knight, Monument Chemical (Mark Graham), and Ohio Hi-Point Career Center.

Federal Funding

The Graham School 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.

The performance standards by which the success of the school was evaluated by the sponsor (ESCCO) during the 2021-22 school year and the method of measurement that was used by the sponsor (ESCCO) to determine progress toward those goals.

Our sponsor has established a high stakes rubric with which it evaluates its schools annually which includes evaluating Academic Performance, Fiscal Performance and Organizational/Operational Performance. The sponsor uses the annual state report card, MAP scores, fiscal and operational rubrics, and missions specific measures. The sponsor attends board meetings, has periodic meetings with leadership and initiates site visits during the school year.

Contactually state goals

1. Safe and Healthy Schools: 50% or more of TGS 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 TGS uses NWEA MAP, Panorama and Ohio State Tests. MAP Math and Reading assessments are administered fall, winter, spring to students in grades 9-11` 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. NWEA’s methodology includes a large and reflective sample using nine terms of data and a new model for estimating student growth. 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. TGS staff meets in data teams throughout the year to evaluate student progress as well as set teaching and learning goals.

Spring **MAP** results: Grades 9 and 10 met their growth goals in Math; Grade 11’s growth goal was nearly met in Math. Grade 10 met their growth goal in ELA/Reading while grades 9 and 11 showed growth but did not meet the goal.

As part of our formalized initiative in Social and Emotional Learning, TGS used the **Panorama Survey** to help us identify student progress toward SEL 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. 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.

The 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. TGS received 2 stars for Achievement, measuring levels of achievement on the Ohio State Tests; 2 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; 2 stars for Graduation measuring the 4 and 5 year graduation rate from the previous school year.

Highlights include: ELA 2 test results show more growth than expected (nearly 2 years); Algebra I test results show expected levels of growth; Both 4 (84%) and 5 year graduation rates (91%) show steady increases

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 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. Progress equals Growth. 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.

The school's activities toward and progress in meeting those contractually stated academic goals during the 2021-2022 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 2019-20 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:

- Built a school improvement plan aligned with our EL Education work plans that encompasses goals in Social and Emotional Learning, English Language Arts, and Mathematics.
- 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 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.
- In 2018-19 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.
- Continued to expand 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.

The Graham School academic curriculum fully incorporates Ohio and Common Core Standards. Interim and end of course exams are part of our model. 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 a specific rubric built to evaluate achievement in each grade level program.

SAT/PSAT

TGS selected College Board's nationally normed assessments (SAT and 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, and families, to help guide individual student instructional planning and future college/career planning discussions.

Staff Members

The full-time and part-time staff roster in the 2021-22 school year included: Debbie Addison, Genevieve Adkins, Cathy Baney, Kiara Banks, Pam Boseker, Ashton Brammer, Greg Brown, Brittany Buxton, Randi Channel, Sarai Correa, Kevin Elliott, Elliot Enns, Susan Frank, Zachary Franklin, Hollie Galzarano, Roberta Gier, Jorge Giraldo, Cameron Hughes, Rebecca Jackson, Alexandra Konet, Bryan Kossmann, RJ Larry, James Lawlor, Sidney Leatherman, Jamie Lenzo, Catherine Lewis, Kathryn Livingston, Katie Logan, Cheryl Long, Sarah Lopienski, Kathryn McDaniel, Hannah Martin, Chandni Patel, Isabel Romain, Evan Rulong, Joanne Rhode, Kathryn Sasser, Gilberto Serrano, Kristen Sever, Andy Shields, Laurie Sigloch, Mary Slaback, Jennifer Smith, Sheri Smith, Chris Spackman, Zachary Steinberger, Bradley Tarbutton, Amy Vickroy, Jennifer Waddell, Laurel Wakeley, Rachel Widmer, Promise Winchester, and Jeff Wiseman.

Financial Status

In fiscal year 2021-22 the school received \$2,104,899 in state funds. The school also received \$935,229 in federal funds, and \$79,282 in development funds, among other separated categories. The school also received \$6,617,248 in management fees. Sources of income totaled \$9,736,658. In fiscal year 2021-22 the school paid \$9,013,509 in employee salaries and benefits, including payroll taxes and retirement; and \$33,271 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 \$9,986,165. When the current cash in bank was added to the sources, the year-end adjusted cash balance was \$598,850 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 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 accounted for accurately and appropriately.