



"Providing a Solid Foundation for the Future of Education"

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2020-2021 ANNUAL REPORT



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History

ERCO was founded in 2005. We are an Educational Consulting Firm that specializes in authorizing community schools.

Mission Statement

To provide a strong foundation of resources, oversight, guidance, and leadership both to and in partnership with educational leaders of community schools serving children and society.

Vision Statement

To promote high quality charter schools in Ohio through strong academic performance and financial viability.

Core Values

Integrity: We will do what we say...and expect the same in return.

Quality: We will continually strive for excellence individually and collaboratively.

Respect: We will exhibit professionalism with each other and our stakeholders.

Accountability: We hold ourselves to these core value.

Sponsor's Annual Statement

Educational Resource Consultants of Ohio, Inc. (ERCO), sponsor of community schools, is legally mandated to provide oversight, monitoring and technical assistance. All community school sponsors are required to submit a written report of the evaluation results of the

Schools academic, financial, and organizational performance as well as the school's legal compliance to the Ohio Department of Education. This report must be made available to parents of students enrolled in the community school by November 30th of each year (OAC3301-102-05 (A) (3)). An annual report regarding the performance of this school and other schools under the sponsorship of ERCO will be posted on our website www.ercoinc.org no later than November 30th of the current school year. Parents are urged to review this report, as well as other monitoring and evaluation reports concerning the school. These reports are available at the school, or the sponsor's office. The reports are generated to provide you with a full comprehensive understanding of the school's performance.

HISTORY OF ERCO

Overview of the Company:

The Educational Resources Consultants of Ohio (ERCO) is a non-profit, educational organization that specializes in authorizing, monitoring, evaluating, and providing technical support for Ohio charter schools.

History of the Company:

ERCO opened its doors for business in January 2005, offering services to Ohio charter/community schools, which must by state law be authorized or "sponsored" by an entity like ERCO, which provides oversight in accordance with State of Ohio standards.

When founded, ERCO was one of many community school sponsors authorized by the Ohio Department of Education (ODE) to offer operating contracts to the 270 Ohio community schools in existence then. ERCO held, in its early years, operating contracts for fifteen (15) schools. Today, ERCO holds operating contracts for more than twenty schools which serve thousands of students.

THE TEAM



Mr. J. Leonard Harding, Executive Director of Educational Resource Consultants of Ohio, Inc. holds B.S. in Education from Miami University of Oxford OH, a Masters in Educational Administration from Xavier University in Cincinnati, Ohio and is a Doctoral candidate at the University of Cincinnati in the Urban Educational Leadership Program. Combining his background in education and business, Mr. Harding brings a wealth of experience and knowledge to lead and direct the community leaders of which his organization sponsors. Mr. Harding's past relative experience has been as the Director of Education for Hamilton County Juvenile Court of Common Pleas, Principal, Assistant Principal and a Teacher. He has received special recognition awards for "Excellence in Programming" from Xavier University and "Ohio Principals Mentoring Program" from the State of Ohio and is the Executive Director of Christ Tabernacle Ministries of Excellence, Inc., which is the umbrella organization of Educational Resource Consultants of Ohio, Inc. and Christ Tabernacle Learning Center.



J. Leonard Harding
Executive Director

Mr. Aaron Kinebrew serves as Director of Compliance of ERCO and has 20+ years' experience in the educational field. He has mentored thousands of youth and is known as a dynamic inspirational speaker and workshop facilitator. He has held the positions of caseworker, teacher, counselor, Dean of Discipline and Assistant to the Principal; each progression preparing him for his present role at ERCO. Mr. Kinebrew's exposure to troubled students includes: facilitator of conflict mediation groups, development of programs to enhance physical skills, and behavior monitoring. Mr. Kinebrew holds a B.A. with concentration in Individual and Family Studies from Kent State University, has completed graduate level classes in mathematics at Xavier University. Mr. Kinebrew received his certificate of completion in Leadership/Non-Profit Management through Northwestern University Kellogg School of Management-Executive Education Program. He is also a participant of the Charter School Institute through Harvard Graduate School of Education. Mr. Kinebrew respects, defends and advocates for school choice.



Aaron Kinebrew
Director of Compliance/
Legal Liaison

Dr. Joyner brings over 40 years of experience in curriculum and instruction, beginning her career as a teacher of students with disabilities and Reading Specialist in the public school system. She has held the positions: Supervisor of Curriculum and Learning, Director of Curriculum, and Assistant Superintendent/ Chief Academic Officer. In the position Chief Academic Officer,

Dr. Joyner was responsible for directing Curriculum and Instruction; Early Childhood Education; Research, Evaluation and Assessment; Services to Students with Disabilities and English Language Learners; Federal Programs and Professional Development.

Dr. Joyner has also collaborated with institutions of higher education, state and local agencies and private foundations to improve educational services for all students and families in the Cincinnati area.

Dr. Terry. B. Joyner is also the President and CEO of Systems Solutions LLC, an educational consulting company that provides curriculum alignment, instructional management, program evaluation, coaching, data analysis and monitoring services to schools for improving student achievement. She provides professional development, technical assistance and administrative services to local school boards, community schools, sponsors and social service agencies. She received her degrees in Education from the University of Delaware (BSED 1977), University Of Maryland, College Park (M.ED, 1978), and Wilmington University, Delaware (Ed.D 1996).

Dr. Joyner believes, "Schools control the conditions that lead to student success." Quality teaching and instructions is the key to success.



Dr. Terry B. Joyner
Academic Performance &
Accountability Specialist

Michael Kelly has over 40 years in education in a variety of settings including, parochial, public and charter settings. He received his B. A. from Wabash College in 1977 and a M. Ed. in Educational Leadership from the University of Cincinnati in 1987.

His mission is to focus on improving the educational opportunities for students and improving student achievement. In order to do this, he works with the adults in the schools to create situations where a focus on adult actions results in the improved achievement for students. I have leadership experience at multiple levels including high school, middle school, central office, and most recently at the elementary level.

His recent experiences over the past 15 years, have been focused on school improvement. He has been trained as an Ohio Improvement Process Facilitator. This has prepared him to work with BLTs in going through the Decision Framework and then developing a focused plan. He has assisted building leadership teams through the process of collecting and using data to define a small number of focused goals designed to improve student achievement through changing the adult behaviors of teachers. Building these collaborative structures of TBTs to really focus on what works for students is the key to successful school improvement.

These opportunities have allowed me to experience the whole process in various districts and buildings, all with diverse challenges and demands. As public education continues to maneuver through this time of extraordinary change, he has the energy and enthusiasm and drive to be a force for positive change.



Michael Kelly
Academic and
Performance Coach &
Central Regional
Consultant

Mr. James Wilson serves as the Director of Quality Finance for the Educational Resource Consultants of Ohio. He has worked in these capacities and other roles for over 7 years. He brings a wealth of Financial experience and knowledge starting as a Marketing and Finance major at Cincinnati State and later obtaining over 15 years of Finance, Accounting, Banking and Payroll expertise. He is responsible for Financial Oversight of all ERCO schools. James has worked in all aspects of Charter School oversight, evaluating and technical assistance to schools, and as a Regional Representative for the Cincinnati/ Dayton area schools.



James Wilson
Director of Quality &
Finance

Ms. Melissa Robinson has an extensive background in working within the special education field. She is also experienced in interacting with students with severe behavioral problems and juvenile delinquent clients.

Ms. Robinson is skilled in innovating, implementing, supervising, and directing projects from conception to completion. Some of her past duties included supervision and direction of eight schools in all their special education processes and to ensure compliance with state and federal guidelines. She holds a B.S. degree in Special Education from Central State University, Wilberforce, Ohio.



Melissa Robinson
Special Education
Consultant

David Harding is a young business professional that joined the ERCO team in 2016. He currently serves as system analyst working on solutions that support internal, as well as, external clients. David graduated from the University of Cincinnati as a Darwin T. Turner Scholar, with a Bachelor's degree in Economics. His past experience includes project management, informational systems, and client relations.



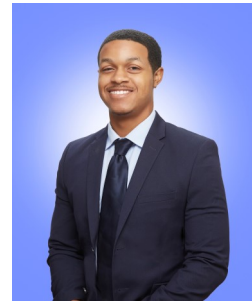
David Harding
Director of Operations/
Systems Analyst

Daniel Calloway is a business professional that joined the ERCO team in 2017. He currently serves as the Northeast Ohio Regional Rep. Daniel has 10 plus years of working and serving on board of directors for charter schools and public advocacy organizations in Ohio. While working with charter schools he has worked on school compliance, finance, operations, school facilities, school governance, school accountability and evaluating school performance. Daniel graduated from Kent State University, with a bachelor's degree in Business Management and John Carroll University with a Masters in Nonprofit Organizational Management.



Daniel Calloway
Northern Regional
Representative

Brian Anderson joined the ERCO team in 2019. He attended the University of Cincinnati pursuing a degree in Mathematics and decided to use that knowledge to pursue a career in the Education field. Previous work experience in the engineering field, commitment to the goal of attaining quality education for kids and a strong desire to learn are a driving force in Brian's ability to help ERCO grow. Utilizing his mathematics background, he assists in collecting school data and compliance documents to support ERCO in a uniquely analytical approach.



Brian Anderson
Compliance Director
Assistant

Sean Fraunfelter Accounting Services has performed GAAP conversions for local governments since 2000 with over fifty reports being completed under the GASB 34 reporting model. Having participated in or completing conversions for over 100 reports, you can be assured that your government will receive a level of service and knowledge that provides your office with the assurance of a solid report while completing the project within the proposed budget and to the satisfaction of your audit team and yourself. All reports sent to GFOA or ASBO associated with Fraunfelter Accounting Services have received the Certificate of Achievement award. There are many areas that Fraunfelter Accounting Services can assist you in besides a GAAP conversion. Having studied the state foundation formula, I have worked with both schools and local governments to provide relevant information regarding the total impact a TIF property has on the total amount the state provides to the affected school district. The analysis can also focus on individual TIF properties for the local government's infrastructure needs. An understanding of how the TIF process works is a must to having a successful relationship with the affected school district.



Sean Fraunfelter
Financial Specialist

The logistical organization of ERCO is upon the shoulders of our excellent Administrative Assistant/Office Manager, Sonya Lunsford. Sonya has twenty-five years experience in the clerical field and ten plus years as an Executive Administrative Assistant. She attended Indiana State University in the school of Business Administration and later the University of Cincinnati Raymond Walters College with a concentration on Office Administration/Medical. Mrs. Lunsford plans on continuing her education with the goal of attaining a degree in Business Administration. She successfully incorporates her work experience and educational background with excellent organizational and leadership skills as ERCO's, Executive Administrative Assistant.



Sonya Lunsford
Administrative Assistant/
Human Resources

Another part of the logistical organization of ERCO is also up the shoulders of Karen Parker our outgoing Receptionist. Karen covers several positions such as secretary and is responsible for accounts payable. Forty-five years experiences gives her the finesse to interchange each position seamlessly and effectively. Prior to her position at ERCO, she held numerous positions of "back office" support that helped in the efficient running of the office. She developed and implemented processes that resulted in time and cost saving procedures. Karen is the pleasant smile as you enter the doors of ERCO. Her warmth and easy communicative skills makes you feel "at home" which is important in overall communications within the office environment.



Karen Parker
Secretary/Receptionist

Definition of Academic Effectiveness

Goal for ERCO Schools – To become or maintain a Tier 1 rating – “Academically Effective”

ERCO believes that the primary role of a highly effective sponsor is to ensure that its schools are achieving at high academic levels. To this end, ERCO developed a tiered accountability system that describes the achievement levels, requirements and support for each tier. Each school receives differentiated support and coaching based on the percent of passing grades on the state report card.

The Ohio State Report Card reports performance by using overall letter grades A-F for traditional schools. Dropout Prevention and Recovery schools receive Exceeds the Standard, Meets the Standard or Does Not Meet the Standard designations. ERCO has defined an “Academically Effective” school as one that receives Exceeds or Meets the Standard, A, B, or C as the overall school rating and has 75% or more passing COMPONENT grades.

Requirements

The Community School will be placed in one of the following Tiers:

Tier 1 – “Academically Effective” – If the number of “DOES NOT MEET”, D or F COMPONENT grades is 25% or less of all COMPONENT grades and the OVERALL school rating is Exceeds, Meets, A, B, or C, the school will receive “AS REQUESTED” monitoring and support from ERCO staff.

Tier 2 – “Moderate” - If the number of “DOES NOT MEET”, D or F COMPONENT grades is between 50% and 74% of all COMPONENT grades, the school will receive “MODERATE” monitoring and support from ERCO staff. (Leadership development, data analysis, instructional coaching, curriculum review, compliance assistance, etc.)

Tier 3 – “Intensive” - If the number of “DOES NOT MEET”, D or F COMPONENT grades is 75% or more of all COMPONENT grades, the school will receive “INTENSIVE” monitoring and support. (Targeted assistance, leadership development, data analysis, instructional coaching, curriculum review, compliance assistance, etc.)

If the Community School is rated Tier 1:

The school must participate in two required compliance monitoring visits.

The school is required to submit a summary of end of year progress data.

The school is invited to participate in ERCO technical assistance/professional development sessions. Participation is not mandatory.

If the Community School is rated Tier 2 or Tier 3:

The school is required to participate in two required compliance monitoring visits.

The school is required to develop and implement a School Improvement Plan.

The school is required to determine growth on stated goals as measured by mid-year and end of the year data.

The school is required to participate in ERCO technical assistance/professional development sessions. Participation is mandatory.

The school is required to determine necessary changes in curriculum and instruction through monitoring identified adult and student indicators. ERCO Academic Coaching may be provided.

The school is required to show improvement on the “Progress”, “Gap Closing”, or “Graduation Rate” component grades. Improvement on local mid-year or EOY progress monitoring measures may also be used to document growth, as approved.

Modified COVID-19 Definition of “Academic Effectiveness” – Effective for 2020-2021

For 2020/21 - All schools were placed in Tier 2 or Tier 3 for monitoring purposes. Due to the lack of consistency in COVID-19 instructional models and the absence of state report card data, ERCO schools are required to show progress on interim assessments (MAP, STAR, etc.) An ERCO school is academically effective, if it has a Yearly Average (YA) score of 2.5 or more.

Criteria for: Academic Performance 2020-2021

The **ERCO CRITERIA for ACADEMIC PERFORMANCE** is based on an average of three separate measures. These are: (1) Academic Rubric Score – Progress Monitoring Data (2) Educational Factors Rubric Score, and (3) ERCO Contract Student Performance Measures Rubric Score.

ACADEMIC PROGRESS – TRADITIONAL SCHOOLS

Due to COVID-19, no Ohio Report Card grades were determined. For traditional and DOPR schools, ERCO calculated the growth from each school's Progress Monitoring data from Fall (September), Mid-Year (February) and Spring (June) results. The percent of growth was calculated and applied to the following rubric: scale: 100-90% = rubric score 4; 89-70% = rubric score 3; 69-40% = rubric score 2; 39-0% = rubric score 1.

RESULTS FOR ACADEMIC PROGRESS

Academic Progress for Traditional Schools and Dropout Prevention and Recovery Schools show moderate and sustained progress for ERCO schools. Given that these results are not based on the Ohio Report Card grades, they should not be compared to results from previous years. Six schools (25%) received rubric scores of 4.00, EXCEEDS THE STANDARD. Seven schools (29%) were rated MEETS THE STANDARD, ten schools (42%) were rated APPROACHES THE STANDARD, and one school (4%) rated BELOW THE STANDARD.

EDUCATIONAL FACTORS

This measure provides a score for educational factors that are correlated to academic achievement. ERCO's educational factors included in this measure are: (1) Instruction and Materials Alignment; (2) Assessments, Extensions and Interventions; (3) Professional Development and Coaching; (4) Use of Data; (5) Adult Implementation; and (6) Positive School Climate. Data for this measure is collected from ERCO virtual site visits and school self-evaluation. A discussion of educational factors took place with school leaders in March 2021. The final rating was then determined.

RESULTS FOR EDUCATIONAL FACTORS

Results from examining educational factors in Traditional and Dropout Prevention and Recovery Schools show that ERCO schools are working hard to address COVID-19 instructional challenges. Schools were asked to select a remote learning model for their schools. ERCO schools used a variety of on-line tools and take-home packets to engage students and their families. School Improvement Plan (SIP) implementation and professional development were discussed. Schools completed a self-evaluation, rating each component on a four-point rubric. The virtual site visits from ERCO and the local State Support Teams confirmed evidence related to each indicator. School climates were positive and productive. The challenge for many ERCO schools continues to be technology access for all families. Three schools (13%) received a rating of EXCEEDS THE STANDARD. Nineteen schools (79%) were rated MEETS THE STANDARD. Two schools (8%) were rated APPROACHES THE STANDARD.

ERCO CONTRACT – STUDENT PERFORMANCE MEASURES - ATTACHMENT 3

This measure provides a score for five performance goals identified in the ERCO contract. These include two measures that focus on the progress of subgroups. The contract also includes two non-academic goals: attendance, discipline, student engagement, etc. The final measure is a Mission Specific/School Specific goal. The schools receive technical assistance in completing and refining these goals.

RESULTS FOR ERCO CONTRACT – STUDENT PERFORMANCE MEASURES

ERCO added contract goals as a measurable indicator during the 2020/2021 school year. This was done to better align ERCO school performance evaluations to each school's contract measures. The Attachment 3 of the ERCO contract focused on five student performance measures monitored during the school year. Two schools (8%) were rated EXCEEDS THE STANDARD. Ten schools (42%) were rated MEETS THE STANDARD. Ten schools (42%) were rated APPROACHES THE STANDARD. Two schools (8%) were rated BELOW THE STANDARD.

YEARLY AVERAGE (YA) ACADEMIC PERFORMANCE RATING

The Overall ERCO (YA) ACADEMIC PERFORMANCE rating was calculated by averaging three measures: 1) Academic Rubric Score, (2) Educational Factors Rubric Score and (3) Student Performance Measures Attachment 3 Rubric Scores. The average score was then applied to determine the ERCO rating. See scale below:

- 4.00 - 3.50 = EXCEEDS STANDARD
- 3.49 - 2.50 = MEETS STANDARD
- 2.49 - 1.50 = APPROACHES STANDARD (DID NOT MEET)
- 1.49 - 0.00 = DOES NOT MEET STANDARD

ACADEMIC PROBATION CALCULATION

Each ERCO school will be rated on a 4-point rubric scale in each of the following categories: (1) Academic Performance/Progress, (2) Educational Factors, and (3) Student Performance Measures. The three scores are averaged, and the resulting score is known as the Yearly Average Performance Score (YA).

If the Yearly Average (YA) scores for two of three consecutive years are less than 2.50, the school will be placed on Academic Probation. If the school receives an additional Yearly Average score below 2.50 within the following 2-year period, the school will be subject to termination. ERCO retains the right to grant exceptions in certain circumstances, including but not limited to: change of leadership, adoption of a new curriculum, or implementation of a new behavior management program. ERCO will not use the 2020-2021 Yearly Average (YA) score to determine academic probation for this year only, due to COVID-19 limitations.

OVERALL ERCO ACADEMIC PERFORMANCE Rating 2020-2021
ERCO Subscale Scores - COMPLETED OCTOBER 18, 2021

School	Academic Calculation (Scales 1A, 1B)	Educational Factors (Scales 2A, 2B)	Student Performance Measures Attachment - 3 (Scale 3)	Yearly Average (YA) Score	ERCO Overall Rating
Beacon	3.00	3.33	2.00	2.78	Meets
Bridge Gate	4.00	3.33	4.00	3.78	Exceeds
Capital	2.00	2.83	3.00	2.61	Meets
Central	3.00	3.00	3.00	3.00	Meets
Cincinnati Technology Academy	4.00	3.50	4.00	3.83	Exceeds
City Day	4.00	3.83	3.00	3.61	Exceeds
CASTLE	2.00	3.33	2.00	2.44	Approaches
DAMPE	2.00	2.67	2.00	2.22	Approaches
East Bridge	2.00	3.33	2.00	2.44	Approaches
Elevated Excellence Academy	3.00	2.00	3.00	2.66	Meets
Frederick Douglass	4.00	3.17	3.00	3.39	Meets
Mason Run	2.00	3.17	3.00	2.72	Meets
Miami Valley Academies	4.00	3.33	3.00	3.44	Meets
Millennium	2.00	3.00	2.00	2.33	Approaches
Old Brook	3.00	3.17	3.00	3.06	Meets
Priority	4.00	2.17	2.00	2.72	Meets
Regent	2.00	3.17	2.00	2.39	Approaches
Renaissance Academy (The Bessie Sherrod Price Preparatory Academy)	3.00	3.33	3.00	3.11	Meets
Road to Success	2.00	2.83	2.00	2.28	Approaches
TCP	3.00	3.66	3.00	3.22	Meets
The Brilliance School	2.00	3.00	1.00	2.00	Approaches
Urban Early College Network	1.00	3.33	2.00	2.11	Approaches
Zenith	2.00	3.00	2.00	2.33	Approaches
TOTAL	66	74.81	60		
AVERAGE	2.75	3.12	2.5	2.79	Meets

The Overall ERCO ACADEMIC PERFORMANCE Rating was calculated by averaging three measures: 1) ERCO Academic Rubric Score, (2) ERCO Education Rubric Score – Educational Factors, and (3) Student Performance Measures-Attachment 3. The average score was then used to determine the ERCO rating following the scale below:

- 4.00 - 3.50 = EXCEEDS THE STANDARD
- 3.49 - 2.50 = MEETS STANDARD
- 2.49 -1.50 = APPROACHES STANDARD (DID NOT MEET)
- 1.49 - 0.00 = BELOW- DOES NOT MEET STANDARD

RESULTS FOR OVERALL ACADEMIC PERFORMANCE 2020-2021

The above table shows the results of the combined rubric scores for ACADEMIC PROGRESS, EDUCATIONAL FACTORS, and CONTRACT STUDENT PERFORMANCE MEASURES. Three schools, (12%) were rated EXCEEDS THE STANDARD in overall academic performance. Eleven schools (46%) were rated MEETS THE STANDARD and ten schools (42%) were rated APPROACHES THE STANDARD. Overall, ERCO schools provided effective remote instruction and student interventions during the pandemic. However, attendance and access to technology proved to be challenging for some schools. The ERCO School Yearly Average (YA) across all components is 2.79, MEETS THE STANDARD.

Results Summary for ALL ERCO SCHOOLS

Component	EXCEEDS/ MEETS	APPROACHES	BELOW	Yearly Average
Academic Progress	(13 schools) 54%	(10 schools) 42%	(1 school) 4%	2.75 MEETS
Educational Factors	(22 schools) 92%	(2 school) 8%	(0 schools) 0%	3.12 MEETS
Student Performance Measures – Contract	(12 schools) 50%	(10 schools) 42%	(2 schools) 8%	2.50 MEETS
ERCO Yearly Average				2.79 MEETS

ERCO’s school contracts require a clear focus on continuous academic improvement, an adoption of research-based strategies and practices, and strict compliance with the mandates and laws of the state of Ohio. To that end, ERCO provides academic guidance and technical assistance to assist school leaders in reaching these goals. ERCO’s academic support is tiered, giving more intensive time and direction to the most challenged schools. Tier 1 - “Academically Effective” schools may not require additional assistance. However, assistance can be requested at any time. Tier 2 – “Moderate Support” and Tier 3 – “Intensive Support” schools are required to develop a School Improvement Plan (SIP). Each SIP has SMART goals and is data driven. School Improvement Plans are monitored two times per year, based on the needs of the school. Monitoring is done by ERCO staff and/or ODE State Support Teams to ensure that schools are using effective practices, collecting data, implementing strategies and programs with fidelity, and providing timely intervention. Additional time and attention were provided to Tier 3 schools as needed or requested. There were no onsite academic visits during the 20-21 school year.

***Criteria for:
Financial Performance
2020-2021***

ERCO CONDUCTS AN ANNUAL PERFORMANCE EVALUATION FOR EACH SCHOOL AND PROVIDES A PERFORMANCE RATING FOR THE VARIOUS INDICATORS.

ERCO EVALUATES FINANCIAL VIABILITY IN THE FOLLOWING INDICATORS:

1. SCHOOL MANAGES CASH FLOW AND MAINTAINS RESERVES TO COVER OPERATING EXPENSES
2. THE SCHOOL PAYS CREDITORS AND VENDORS
3. THE SCHOOL PAYS A MAJORITY OF ITS BILLS WITHING 30 DAYS
4. THE SCHOOL MAINTAINS A HEALTHY BALANCE BETWEEN THE DEBT AND MONTHLY INCOME
5. THE SCHOOL HAS PAYMENT PLANS IN PLACE, REDUCE OUTSTANDING DEBT OVER 60 DAYS
6. THE SCHOOL PROJECTED ANNUAL EXPENSES ARE ALIGNED WITH PROJECTED REVENUE
7. FINANCIAL REPORTING TO GOVERNMENT AGENCIES ARE CURRENT
8. FINANCIAL REPORTING TO THE SPONSOR IS ACCURATE AND TIMELY

**THE FOLLOWING INCLUDED MEASURES, RATES THE SCHOOL AS:
EXCEEDS EXPECTATIONS, MEETS EXPECTATIONS, APPROACHES EXPECTATION OR
BELOW EXPECTATIONS:**

EXCEEDS EXPECTATIONS: The school maintains reserves that will cover 60 or more days of its typical operating expenses, the schools invoices are paid within 5 business days and 90% of the schools bills are outstanding 30 days or fewer days. Less than 10% of monthly income is committed to repayment of debt over 60 days outstanding. Financial reports are consistently accurate and submitted by the 8th of each month.

MEETS EXPECTATIONS: The school maintains reserves that will cover 30-59 days of its typical operating expenses, invoices are paid within 6-20 days, and 80-90% of the school bills are outstanding 30 or fewer days. 75-89% of outstanding debts are on repayment plans and financial reports are consistently accurate and submitted by the 15th of each month.

APPROACHES EXPECTATIONS: The school maintains reserves that will cover 15-29 days of its typical operating expense, the invoices are paid within 21-49 and 60-79% of the school bills are outstanding 30 days or fewer. 25-74% of the schools outstanding debts are on repayment plans and the financial reports are consistently accurate but were submitted after the 15th of the month up to 3 times in the most recent year.

BELOW EXPECTATION: The school maintains reserves that will cover less than 15 days of its typical operating expenses, the school invoices are after 50 days or more days. 59% or less of the school bills are outstanding 30 days or fewer, and less than 25% of the outstanding debts are on repayment plan. The school financial reports are consistently inaccurate and/or were submitted after the 15th of the month 4 or more times within the most recent year.

***Criteria for:
Organization & Operation Performance
2020-2021***

ERCO CONDUCTS AN ANNUAL PERFORMANCE EVALUATION FOR EACH SCHOOL AND PROVIDES A RATING FOR VARIOUS AREAS INCLUDING ORGANIZATION AND OPERATIONS. THIS AREA EVALUATES COMPLIANCE IN MULTIPLE AREAS INCLUDING:

1. SCHOOL WIDE ENVIRONMENT IS CONDUCIVE FOR LEARNING
2. THE SCHOOL COMPLIES WITH FACILITIES REQUIREMENTS
3. THE SCHOOL COMPLIES WITH REPORTING REQUIREMENTS
4. TIMELY RESPONSIVENESS FROM SCHOOL LEADERS
5. THE SCHOOL COMPLIES WITH HEALTH AND SAFETY REQUIREMENTS
6. THE SCHOOL COMPLIES WITH BOARD GOVERNANCE REQUIREMENTS AND EXPECTATIONS

THE FOLLOWING INCLUDED MEASURES BUT NOT EXCLUDING ADDITIONAL MEASURES, RATES THE SCHOOL AS **EXCEEDS EXPECTATIONS, MEETS EXPECTATIONS, OR DID NOT MEET EXPECTATIONS:**

EXCEEDS EXPECTATIONS: NOT APPLICABLE- ERCO ORANIZATION AND OPERATIONS MEASURES DOES NOT INCLUDE AREAS FOR EXCEEDED THE EXPECTATION.

MEETS EXPECTATIONS: The school facility was observed to be moderately clean, orderly, and well-maintained. Discipline and a culture of respect for people and property are, for the most part, exhibited in common areas including hallways, lunchrooms, restrooms, etc.

The school materially complies with applicable laws, rules, regulations and provisions of the charter contract relating to the school facilities, grounds, and transportation, including but not limited to: Fire inspections and related records; Viable certificate of occupancy or other required building use authorization; Documentation of requisite insurance coverage; Safety plan; and security.

The school materially complies with applicable laws, rules, regulations and provisions of the charter contract relating to safety and the provision of health-related services, including but not limited to: Appropriate response to student health concerns; Food service requirements.

The school materially complies with applicable laws, rules, regulations and provisions of the charter contract relating to relevant reporting requirements to the authorizer and the Ohio Department of Education, including but not limited to: EMIS and SOES data; Attendance and enrollment reporting; Compliance and oversight; Additional information requested by the authorizer, such as CAPs, SIPs, CMPs, probationary responses, etc.

The school contacts responded within requested timeframes, and/or any delayed responses in any year of the current contract term were excused by the sponsor upon documentation of extraordinary circumstances.

DID NOT MEET EXPECTATIONS: Three or more areas of the school facility were observed to be unclean, disordered, or poorly maintained. Inadequate discipline and/or disrespect for people and property were clearly observed in common areas including hallways, lunchrooms, restrooms, etc.

The school failed to comply with applicable laws, rules, regulation and provisions of the charter contract relating to school facilities, grounds and transportation, including but not limited to: Fire Inspections and related records, viable certificate of occupancy, insurance coverage, safety plan and security. Did not promptly and adequately address or correct deficiencies to the satisfaction of the authorizer.

The school contacts were not responsive within requested timeframes on more than one documented instance in any given year of the current contract term.

The school failed to comply with the governance requirements and expectations, and did not promptly and adequately address or correct deficiencies to the satisfaction of the authorizer.

***Criteria for:
Legal Performance
2020-2021***

ERCO CONDUCTS AN ANNUAL PERFORMANCE EVALUATION FOR EACH SCHOOL AND PROVIDES A RATING FOR VARIOUS AREAS INCLUDING: LEGAL COMPLIANCE. THIS AREA EVALUATES COMPLIANCE IN MULTIPLE AREAS INCLUDING:

1. THE SCHOOL COMPLIES WITH BOARD GOVERNANCE AND REQUIREMENTS AND EXPECTATIONS.
2. THE COMPLIES WITH LAWS BOTH FEDERAL AND STATE, BINDING CONTRACTS, AND OTHER LEGAL REQUIREMENTS.

EXCEEDS EXPECTATIONS: NOT APPLICABLE- LEGAL COMPLIANCE MEASURES DOES NOT INCLUDE AREAS FOR EXCEEDED THE EXPECTATION.

MEETS EXPECTATIONS: The school materially complies with applicable laws, rules, regulations, and provisions of the charter contract relating to governance by its board, including but not limited to: board policies, including those related to oversight of an Education Service Provider (ESP) or management company, if applicable; Board by-laws; State open meeting laws; code of ethics; conflicts of interest; Board composition and/or membership rules ; timely submission of approved board meeting minutes; Preparation of meeting minutes which are full and accurate record of meetings, including enough facts and information to permit the public to understand and appreciate the rationale behind the board's decisions. Members attend the required training every two years, and new board members attend within 3 months of joining the board.

The school materially complies with applicable laws, rules, regulations, and provisions of the charter contract relating to oversight of school management, including but not limited to management companies, other educational service providers, treasurer, EMIS/SOES personnel.; requires annual financial reports for management companies and ESP's; performs oversight of management that includes holding it accountable for performance expectations that may or may not be agreed to under a written performance agreement.

The school materially complies with federal and state applicable laws, rules and regulations, complies with legal binding contracts and all other legal requirements relating to charter school law.

DID NOT MEET EXPECTATIONS: The school failed to comply with the above responsibilities, and did not promptly and adequately address or correct deficiencies to the satisfaction of the authorizer.

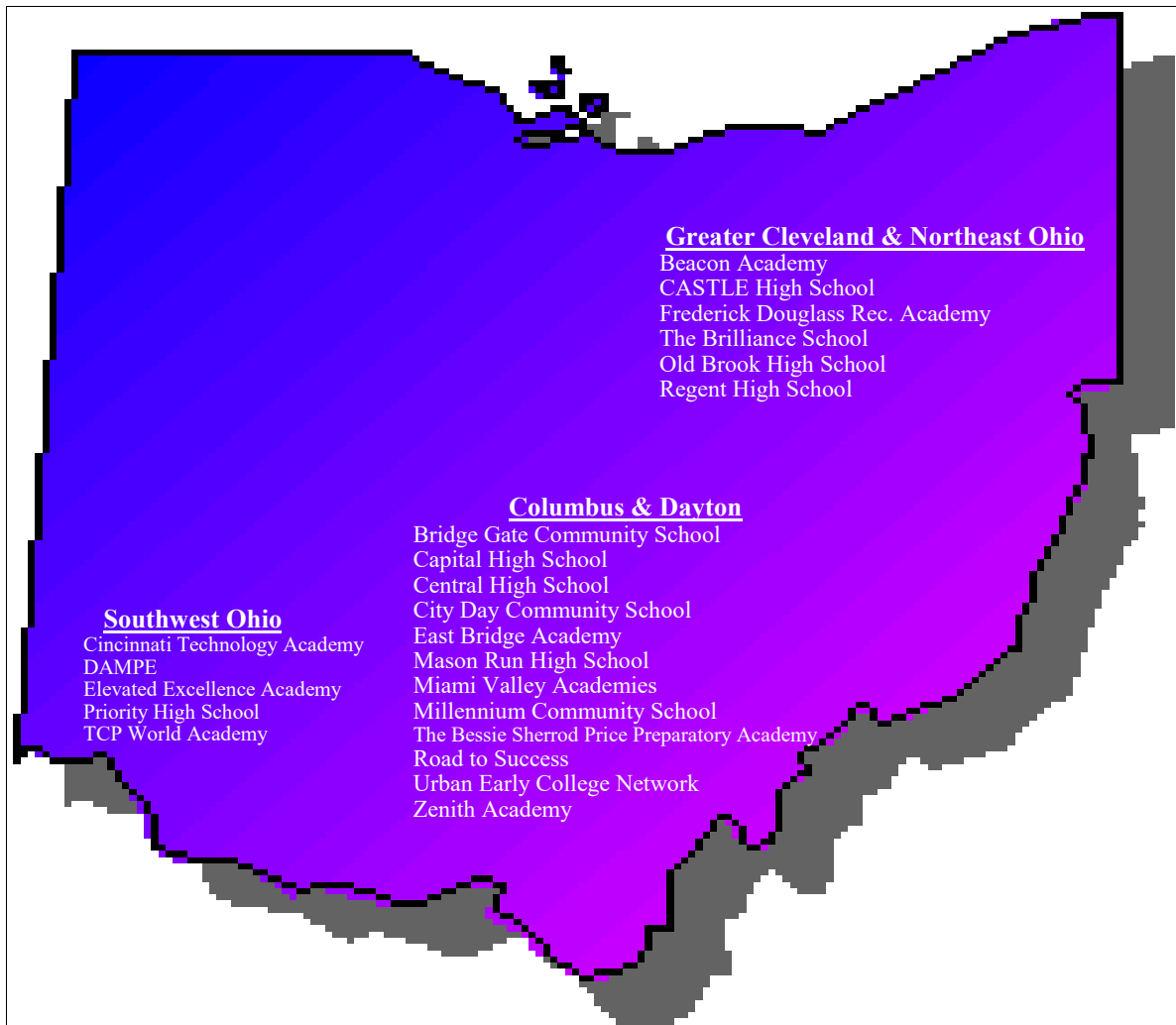
(Dropout Recovery and Community Schools)

2020-2021

School Performance Rating

Schools	Academic Performance	Fiscal Performance	Organization & Operation	Legal Compliance
Beacon Academy	Meets	Exceeds	Meets	Meets
Bridge Gate Community School	Exceeds	Meets	Meets	Meets
Capital High School	Approaches	Meets	Meets	Meets
Central High School	Meets	Meets	Meets	Meets
Cincinnati Technology Academy	Exceeds	Meets	Meets	Meets
City Day Community School	Exceeds	Exceeds	Meets	Meets
Cleveland Academy for Scholarship Technology and Leadership	Approaches	Exceeds	Meets	Meets
DAMPE	Approaches	Meets	Meets	Meets
East Bridge Academy of Excellence	Approaches	Meets	Meets	Meets
Elevated Excellence	Meets	Meets	Meets	Meets
Frederick Douglass High School	Meets	Meets	Meets	Meets
Mason Run High School	Meets	Meets	Meets	Meets
Miami Valley Academies	Meets	Exceeds	Meets	Meets
Millennium Community School	Approaches	Exceeds	Meets	Meets
Old Brook High School	Meets	Meets	Meets	Meets
Priority High School	Meets	Meets	Meets	Meets
Regent High School	Approaches	Meets	Meets	Meets
Renaissance Academy (The Bessie Sherrod Price Preparatory Academy)	Meets	Meets	Meets	Meets
Road To Success	Approaches	Meets	Meets	Meets
TCP World Academy	Meets	Meets	Meets	Meets
The Brilliance- Hope Academy for Autism	Approaches	Meets	Meets	Meets
Urban Early College Network	Approaches	Exceeds	Meets	Meets
Zenith Academy	Approaches	Exceeds	Meets	Meets

Schools by Region



Schools Operated by Management Companies



BEACON ACADEMY

**1379 Garfield Ave. S.W. Suite A
Canton, Ohio 44706**

Phone: 330-941-5852

Fax: 888-454-3145

**Wendy Rydarowicz, Superintendent
Cami R. Lewis, Principal
Jeff Foster, Treasurer**

Year opened: 2016 Grades served: K-12 Enrollment: 214

MISSION STATEMENT

The Beacon Academy will promote intellectual and personal development through professionally focused, summative and formative learning opportunities, preparing students to succeed, lead, and serve. The School will be dedicated to providing student-centered services in a professional and compassionate manner, utilizing highly trained and committed staff to individualized educational strategies that will empower each student to succeed in a cutting-edge learning environment.

Educational Plan

The educational approaches that Beacon Academy takes at addressing the needs of the whole child are research based and scientifically sound, with techniques that have been proven to be highly effective with this population. Therefore, Beacon Academy will implement a model where a student learns at least part through online delivery of instruction. The Beacon Academy program of computer-based instruction is designed in such ways as to allow each student to progress at his or her own pace. This builds success and, in turn, self-confidence. Computer based learning with a multimedia format is highly visual, interactive and more engaging, than getting information solely from traditional academic text. The visual demonstrations within the lessons aid in making information understandable to right brained students, which make up sixty-five percent of the population. Left-hemispheric curriculum of reading, handwriting, and calculating are obsolete.

BEACON ACADEMY

School Report Card Performance

School Overview

Overall School Grade	NR
Achievement	NR
Progress	NR
Gap Closing	NR
Graduation	NR
Improving At-Risk K-3 Literacy	NR
Prepared for Success	NR

Compliance Ratings

Academic Performance	Meets Standards
Fiscal Performance	Exceeds Standards
Organization & Operation	Meets Standards
Legal Compliance	Meets Standards

Attendance Rate

89.4%

Graduation Rate

0

Performance History

	2017/18	2018/19	2019/2020	2020-2021
Overall School Grade	F	D	NR	NR
Achievement	F	F	NR	NR
Progress	C	C	NR	NR
Gap Closing	F	F	NR	NR
Graduation	NR	NR	NR	NR
Improving At-Risk K-3 Literacy	F	D	NR	NR
Prepared for Success	NR	NR	NR	NR

BRIDGE GATE COMMUNITY SCHOOL

**4060 Sullivant Ave.
Columbus, Ohio 43228**

**Phone: 614-501-3820
Fax: 888-354-0055**

**Wendy Rydarowicz, Superintendent
Sharice L. Martin, Principal
Jeff Foster, Treasurer**

Year opened: 2005 Grades served: K-12 Enrollment: 224

MISSION STATEMENT

Bridge Gate Community School will promote intellectual and personal development through professionally focused, summative and formative learning opportunities, preparing students to succeed, lead, and serve. The School will be dedicated to providing student-centered services in a professional and compassionate manner, utilizing highly trained and committed staff to individualized educational strategies that will empower each student to succeed in a cutting-edge learning environment.

Educational Plan

The educational approaches that Bridge Gate Community School takes at addressing the needs of the whole child are research based and scientifically sound, with techniques that have been proven to be highly effective with this population. Therefore, Bridge Gate Community School will implement a model where a student learns at least part through online delivery of instruction. Bridge Gate Community School program of computer-based instruction is designed in such ways as to allow each student to progress at his or her own pace. This builds success and, in turn, self-confidence. Computer based learning with a multimedia format is highly visual, interactive and more engaging, than getting information solely from traditional academic text. The visual demonstrations within the lessons aid in making information understandable to right brained students, which make up sixty-five percent of the population. Left-hemispheric curriculum of reading, handwriting, and calculating are obsolete.

BRIDGE GATE COMMUNITY SCHOOL

School Report Card Performance

School Overview

Overall School Grade	NR
Achievement	NR
Progress	NR
Gap Closing	NR
Graduation	NR
Improving At-Risk K-3 Literacy	NR
Prepared for Success	NR

Compliance Ratings

Academic Performance	Exceeds Standards
Fiscal Performance	Meets Standards
Organization & Operation	Meets Standards
Legal Compliance	Meets Standards

Attendance Rate

94.5%

Graduation Rate

0

Performance History

	2017/18	2018/19	2019/2020	2020/2021
Overall School Grade	F	F	NR	NR
Achievement	F	F	NR	NR
Progress	D	F	NR	NR
Gap Closing	F	F	NR	NR
Graduation	NR	NR	NR	NR
Improving At-Risk K-3 Literacy	NR	NR	NR	NR
Prepared for Success	NR	NR	NR	NR

CAPITAL HIGH SCHOOL
(Dropout Recovery Community School)

**640 Harrisburg Pike
Columbus, OH 43223
Phone: 614-228-2854
Fax: 614-573-7163**

**Gamal Brown, Superintendent
Monica Scott-Matthews, Principal
Christopher Massa, Treasurer**

Year opened: 2010 Grades served: 9-12 Enrollment: 103

MISSION STATEMENT

It is the mission of Capital High School to provide an alternative graduation path for students who are at risk through dropout intervention services that include a self-paced quality education in a personalized environment with a focus on successful post-secondary transitions.

Educational Plan

The academic program will meet all Ohio Department of Education requirements in English/ language arts, math, science, social studies, computer literacy, and physical education. Capital High School will use the Edison Learning eCourses online curriculum, which is aligned to state standards, with a combination of direct instruction by state certified teachers. A comprehensive life skills program is also part of the instructional program. Life skills are taught in an effort to increase student awareness in areas such as conflict resolution, interpersonal skills, health, computer skills, financial management and a component which familiarizes students with resume' building, interviewing skills and appropriate professional decorum.

Capital High School
(Dropout Recovery Community School)

School Report Card Performance

School Overview

School Overview	NR
Achievement Component	4.5% NR
Progress	NR
Gap Closing	NR
Graduation Rate	NR

Compliance Rating

Academic Performance	Meets Standards
Fiscal Performance	Meets Standards
Organization & Operation	Meets Standards
Legal Compliance	Meets Standards

	Graduation Rate
4-Year Rating	NR
5-Year Rating	NR
6-Year Rating	NR
7-Year Rating	NR
8-Year Rating	NR
Combined Rate	NR

Attendance Rate

50.7%

Graduation Rate

26.5%

Performance History

	2017/18	2018/19	2019/2020	2020/2021
Overall School Rating	Meets	Does Not Meet	NR	NR
Achievement Component	Meets	Does Not Meet	NR	4.5% NR
Progress	Does Not Meet	Does Not Meet	NR	NR
Gap Closing	Exceeds	Does Not Meet	NR	NR
Graduation Rate	Meets	Meets	NR	NR

Central High School
(Dropout Recovery Community School)

840 W. State Street
Columbus, Ohio 43222
Phone: 614-362-7530
Fax: 614-573-7163

Karen Wachter, Superintendent
Garey L. Lewis, Principal
Dave Massa, Treasurer

Year opened: 2010 Grades served: 9-12 Enrollment: 56

MISSION STATEMENT

At Central High School, we believe the following: (1) Every student deserves an environment that enables them to achieve to their potential, (2) We respect our work and each other, (3) We use data to inform our decisions and measures our success. This mission will be served by providing the School's students with an individualized and self-paced program set in a flexible scheduling environment that is responsive to its students' needs, and by providing an education experience that leads to a high school diploma (not a GED) and post-secondary success. Central High School will provide a comprehensive, positive educational experience that will impart to each student the knowledge, desire, and confidence needed to succeed in reaching his/her goals. The school will strive to motivate, teach, and guide each student through his/her educational growth and development. This will be accomplished by emphasizing the development of both cognitive and social skills. Central High School offers a safe, secure, clean environment, and researched field-tested educational programs which have proven very successful in educating at-risk students. The program provides the opportunity for parent involvement and community engagement.

Educational Plan

Central High School will utilize the Apex Learning digital curriculum that is aligned with state standards and offers a component that allows teachers to differentiate instruction and address diverse student needs. Students become more engaged because they can progress at their own pace, taking as much or as little time as necessary to master the material. Direct instruction incorporates multimedia along with instructional text to provide students with multiple representation of concepts as well as addressing their different learning styles. Formative assessments help students gauge their understanding and improve performance, while summative assessments chart progress and skill development. Learning standards will incorporate like critical thinking and problem solving skills that will prepare students for college and career.

Central High School
(Dropout Recovery Community School)

School Report Card Performance

School Overview

Overall School Rating	NR
Achievement Component	22.2% NR
Gap Closing	NR
Progress	NR
Graduation Rate	NR

Compliance Rating

Academic Performance	Meets Standards
Fiscal Performance	Meets Standards
Organization & Operation	Meets Standards
Legal Compliance	Meets Standards

	Graduation Rate
4-Year Rating	NR
5-Year Rating	NR
6-Year Rating	NR
7-Year Rating	NR
8-Year Rating	NR
Combined Rate	NR

<u>Attendance Rate</u>
36.3%

<u>Graduation Rate</u>
28.2%

Performance History

	2017/18	2018/19	2019/2020	2020/2021
Overall School Rating	Does Not Meet	Meets	NR	NR
Achievement Component	Meets	Exceeds	NR	22.2% NR
Gap Closing	Does Not Meet	Meets	NR	NR
Progress	Meets	Meets	NR	NR
Graduation Rate	Does Not Meet	Does Not Meet	NR	NR

CINCINNATI TECHNOLOGY ACADEMY

**3800 Glenway Avenue
Cincinnati, Ohio 45205
Phone: 513-471-7323
Fax: 513-386-7931**

**Dr. Roger Connors, Superintendent
Larry Lash, Treasurer**

Year opened: 2013 Grades served: K-12 Enrollment: 202

MISSION STATEMENT

The mission of Cincinnati Technology Academy is to provide an effective, consistent, and academically rigorous education in a safe, disciplined, and nurturing environment. We will empower students to reach their fullest potential by implementing a comprehensive curriculum facilitated by highly effective educators in collaboration with families and the community and supported by progressive technology.

Educational Plan

A Framework for a 21st Century K-12 Instructional Model: One of the most fundamental ideas of our American democracy is the notion that through education one can transcend his economic status. This is a transformation in social status that would be practically impossible in many economic and political systems around the world. Unfortunately, this ideal of education as a vehicle of hope has not materialized for many. With dropout rates over 50% in our urban areas, and 68% of prisoners who lack a high school diploma (Harlow 2003), the hope of education has been dampened by this level of failure in our public school system. There are many arguments about the causes of this failing, and numerous ideas for change. Almost all the school improvement literature focuses on the idea of mastery learning by each student. Traditional educational practices do not take this approach.

CINCINNATI TECHNOLOGY ACADEMY

School Report Card Performance

School Overview

Overall School Grade	NR
Achievement	NR
Progress	NR
Gap Closing	NR
Graduation	NR
Improving At-Risk K-3 Literacy	NR
Prepared for Success	NR

Compliance Ratings

Academic Performance	Exceeds Standards
Fiscal Performance	Meets Standards
Organization & Operation	Meets Standards
Legal Compliance	Meets Standards

<u>Attendance Rate</u>
94.5%

<u>Graduation Rate</u>
90.9%

Performance History

	2017/18	2018/19	2019/2020	2020/2021
Overall School Grade	D	C	NR	NR
Achievement	F	D	NR	NR
Progress	D	B	NR	NR
Gap Closing	F	A	NR	NR
Graduation	NR	D	NR	NR
Improving At-Risk K-3 Literacy	B	A	NR	NR
Prepared for Success	F	F	NR	NR

***CITY DAY
COMMUNITY SCHOOL***

**320 S. Main Street
Dayton, Ohio 45402
Phone: 937-223-8130
Fax: 937-223-8136**

**Paula E. Leone, Principal
Jeff Foster, Treasurer**

Year opened: 2005 Grades served: K-8 Enrollment: 175

MISSION STATEMENT

The mission of City Day Community School is to assure that each student fulfills his/her Potential in a safe environment that encourages academic excellence, while teaching them to Be mutually respectful of themselves and the community at large.

Educational Plan

The City Day Community School's Education Plan is designed to help maximize the skills and abilities of our students and our staff. Increasing our student's level of academic success, and their test scores on the Ohio Achievement Assessment (OAA), is one of City Day's major goals for the upcoming school years. With the current statistical data, we realize that increasing test scores on the OAA is a daunting task that will require our students to endure strenuous academic training that will be designed to help them retain delivered knowledge, and bring them up to their correct academic levels.

CITY DAY COMMUNITY SCHOOL

School Report Card Performance

School Overview

Overall School Grade	NR
Achievement	NR
Progress	NR
Gap Closing	NR
Graduation	NR
Improving At-Risk K-3 Literacy	NR
Prepared for Success	NR

Compliance Ratings

Academic Performance	Exceeds Standards
Fiscal Performance	Exceeds Standards
Organization & Operation	Meets Standards
Legal Compliance	Meets Standards

Attendance Rate

75.5%

Graduation Rate

0

Performance History

	2017/18	2018/19	2019/2020	2020/2021
Overall School Grade	D	C	NR	NR
Achievement	F	F	NR	NR
Progress	C	A	NR	NR
Gap Closing	F	B	NR	NR
Graduation	NR	NR	NR	NR
Improving At-Risk K-3 Literacy	NR	NR	NR	NR
Prepared for Success	NR	NR	NR	NR

**CLEVELAND ACADEMY FOR
SCHOLARSHIP TECHNOLOGY AND
LEADERSHIP (CASTLE)**
(Dropout Recovery Community School)

3950 Prospect Ave.
Cleveland, Ohio 44115
Phone: 216-583-5210
Fax: 888-354-0055

Wendy Rydarowicz, Superintendent
Sabrina V. Dyson, Principal
Jeff Foster, Treasurer

Year opened: 2005 **Grades served:** 9-12, UNG **Enrollment:** 284

MISSION STATEMENT

C.A.S.T.L.E. students will have an opportunity to experience academic success combined with cognitive, emotional and social development. We strive to achieve this in a highly structured, disciplined, safe and caring environment. We aim to cultivate leaders who are well-rounded and productive citizens. We will accomplish this by setting high expectations, incorporating innovative programs and encouraging parental involvement. We are built on a holistic philosophy that emphasizes a co-educational plan.

Educational Plan

Student Learning Plans (SLPs) are established when a student enrolls in C.A.S.T.L.E. These are intended to be living documents and will be revised as needed, particularly as students complete courses and earn credits. Students will be assigned courses that are aligned with the graduation requirements in the state in which they reside. Additionally, students will complete all state required tests. Individual Learning Plans as a roadmap that leads to earning a diploma. Regular meetings with the assigned Teachers and the Guidance Counselor will provide an opportunity to review progress and reestablish plans.

**CLEVELAND ACADEMY FOR
SCHOLARSHIP TECHNOLOGY AND
LEADERSHIP (CASTLE)**
(Dropout Recovery Community School)

School Report Card Performance

School Overview

Overall School Rating	NR
Achievement Component	NR
Progress	NR
Gap Closing	NR
Graduation Rate	NR

Compliance Rating

Academic Performance	Approaches Standards
Fiscal Performance	Exceeds Standards
Organization & Operation	Meets Standards
Legal Compliance	Meets Standards

	Graduation Rate
4-Year Rating	NR
5-Year Rating	NR
6-Year Rating	NR
7-Year Rating	NR
8-Year Rating	NR
Combined Rate	NR

Attendance Rate

54.1%

Graduation Rate

46.9%

Performance History

	2017/18	2018/19	2019/2020	2020/2021
Overall School Rating	Meets	Meets	NR	NR
Achievement Component	Does Not Meet	Does Not Meet	NR	NR
Progress	Does Not Meet	Exceeds	NR	NR
Gap Closing	Meets	Exceeds	NR	NR
Graduation Rate	Meets	Meets	NR	NR

DAMPE COMMUNITY SCHOOL

2612 Gilbert Ave.
Cincinnati, Ohio 45206

Phone: 513-3276-9234

Fax:

Ramone Davenport, Superintendent
Tonjarene L. Bronston, Principal
Michael Ashmore, Treasurer

Year opened: 2018 Grades served: K-8 Enrollment: 183

MISSION STATEMENT

The DAMPE will partner with families in the Greater Cincinnati area to enable every child to reach his or her highest academic potential.

Educational Plan

We will employ Ohio Department of Education's model curriculum for all content areas. This will allow teachers to plan the instruction and the teaching techniques for their students that will "help them gain the knowledge and skills called for in Ohio's Learning Standards." This model curriculum is aligned with the common core standards and the state mandated assessment. What follows is a starting point for more extensive work in our curriculum development; work that we would take on within an expanded curriculum development team.

DAMPE COMMUNITY SCHOOL

School Report Card Performance

School Overview

Overall School Grade	NR
Achievement	NR
Progress	NR
Gap Closing	NR
Graduation	NR
Improving At-Risk K-3 Literacy	NR
Prepared for Success	NR

Compliance Ratings

Academic Performance	Approaches Standards
Fiscal Performance	Meets Standards
Organization & Operation	Meets Standards
Legal Compliance	Meets Standards

Attendance Rate

78.3%

Graduation Rate

0

Performance History

	2017/18	2018/19	2019/2020	2020/2021
Overall School Grade	-	F	NR	NR
Achievement	-	F	NR	NR
Progress	-	NR	NR	NR
Gap Closing	-	NR	NR	NR
Graduation	-	NR	NR	NR
Improving At-Risk K-3 Literacy	-	NR	NR	NR
Prepared for Success	-	NR	NR	NR

EAST BRIDGE ACADEMY OF EXCELLENCE

**4795 Evanswood Dr.
Columbus, Ohio 43229
Phone: 614-856-1149
Fax: 888-354-0055**

**Wendy Rydarowicz, Superintendent
David B. Fant, Principal
Jeff Foster, Treasurer**

Year opened: 2010 Grades served: K-8 Enrollment: 168

MISSION STATEMENT

The mission of East Bridge Academy has four components: (1) Prepare students with 21st century skills including using informative and communications technology (ICT) to gather and assess information, collaborate, be innovative, think critically, solve problems, promote knowledge, wisdom and understanding to all stakeholders that empowers success in our global society. (2) To achieve this goal, the teaching and learning culture must build positive relationships with all students and their families in order to gain trust and respect while providing an opportunity for active engagement and adapting programs and practices to achieve full student potential. (3) Create a productive learning environment featuring nontraditional methods of instructional delivery and high expectations that involve parents and families. (4) Ensuring students reach their full potential, are prepared to be successful in life after graduation and enter a global society that requires being trained in the utilization of various technological tools.

Educational Plan

The East Bridge model is built on the concept of empowering students with 21st Century skills. Our curriculum is aligned to Ohio's New Learning Standards. The New Learning Standards guide all aspects for the learning environment. Content offers both remediation and enrichment for all students. This model enables our students to meet Ohio's new Learning Standards and gain critical 21st Century skills. The educational approaches the East Bridge takes at addressing the needs of the whole child are researched based and scientifically sound, with techniques that have been proven to be highly effective with this population. Therefore, East Bridge will implement a model where a student learns at least part through online delivery of instruction. The East Bridge program of computer-based instruction is designed in such ways as to allow each student to progress at his or her own pace. This builds success and, in turn, self confidence. Computer based learning with a multimedia format is highly visual, interactive and more engaging than getting information solely from traditional academic text. The visual demonstrations within the lessons aid in making information understandable to right brained students, which make up sixty-five percent of the population. Left hemispheric curriculum of reading, handwriting, and calculating are obsolete.

EAST BRIDGE ACADEMY OF EXCELLENCE

School Report Card Performance

School Overview

Overall School Grade	NR
Achievement	NR
Progress	NR
Gap Closing	NR
Graduation	NR
Improving At-Risk K-3 Literacy	NR
Prepared for Success	NR

Compliance Ratings

Academic Performance	Approaches Standards
Fiscal Performance	Meets Standards
Organization & Operation	Meets Standards
Legal Compliance	Meets Standards

Attendance Rate

91.6%

Graduation Rate

0

Performance History

	2017/18	2018/19	2019/2020	2020/2021
Overall School Grade	F	F	NR	NR
Achievement	F	F	NR	NR
Progress	NR	NR	NR	NR
Gap Closing	NR	F	NR	NR
Graduation	F	NR	NR	NR
Improving At-Risk K-3 Literacy	NR	NR	NR	NR
Prepared for Success	F	NR	NR	NR

ELEVATED EXCELLENCE ACADEMY

**2129 W. North Bend Rd.
Cincinnati, OH 45224
Phone: 513-421-7519
Fax: 513-421-5768**

**Ramone Davenport, Superintendent
Ms. Cassie Hunter, Principal
Michael Ashmore, Treasurer**

Year opened: 2006 Grades served: K-8 Enrollment: 106

MISSION STATEMENT

Elevated Excellence Academy recognizes the need to educate the whole child: 1) academically, 2) physically, 3) morally, and 4) aesthetically. We abstain our mission by stressing academic excellence, a positive attitude towards oneself and others, self-discipline, and the preservation of good moral standards. King Academy strives to instill the following values in our students: commitment to achieving excellence, respect for others and appreciation of diversity, kindness, caring, and compassion, honesty and integrity, fairness and justice, personal responsibility and accountability, and commitment to community.

Educational Plan

The core of the curriculum is multi-age ability groups which will meet the needs of students who are achieving below grade level as well as those on or above grade.

ELEVATED EXCELLENCE ACADEMY

School Report Card Performance

School Overview

Overall School Grade	NR
Achievement	NR
Progress	NR
Gap Closing	NR
Graduation	NR
Improving At-Risk K-3 Literacy	NR
Prepared for Success	NR

Compliance Ratings

Academic Performance	Meets Standards
Fiscal Performance	Meets Standards
Organization & Operation	Meets Standards
Legal Compliance	Meets Standards

Attendance Rate

79.3%

Graduation Rate

0

Performance History

	2017/18	2018/19	2019/2020	2020/2021
Overall School Grade	C	C	NR	NR
Achievement	D	D	NR	NR
Progress	C	F	NR	NR
Gap Closing	B	A	NR	NR
Graduation	NR	NR	NR	NR
Improving At-Risk K-3 Literacy	F	NR	NR	NR
Prepared for Success	NR	NR	NR	NR

FREDERICK DOUGLASS RECLAMATION ACADEMY
(Dropout Recovery Community School)

3167 Fulton Road #209
Cleveland, Ohio 44109
Phone: 216-273-3033
Fax: 216-516-4332

Karen Wachter, Administrator
Amy Harrington, Principal
Dave Massa, Treasurer

Year opened: 2010 Grades served: 9-12 Enrollment: 179

MISSION STATEMENT

It is the mission of Frederick Douglass Reclamation Academy to provide an alternative graduation path for students who are at risk through dropout intervention services that include a self-paced quality education in a personalized environment with a focus on successful postsecondary transitions.

Educational Plan

The academic program will meet all Ohio Department of Education requirements in English/language arts, math, science, social studies, computer literacy, and physical education. Frederick Douglass Reclamation Academy will use the Edison Learning eCourses online curriculum, which is aligned to state standards, with a combination of direct instruction by state certified teachers. A comprehensive life skills program is also part of the instructional program. Life skills are taught in an effort to increase student awareness in areas such as conflict resolution, interpersonal skills, health, computer skills, financial management and a component which familiarizes students with resume' building, interviewing skills and appropriate professional decorum.

FREDERICK DOUGLASS RECLAMATION ACADEMY
(Dropout Recovery Community School)

School Report Card Performance

School Overview

Overall School Rating	NR
Achievement Component	NR
Progress	NR
Gap Closing	NR
Graduation Rate	NR

Compliance Rating

Academic Performance	Meets Standards
Fiscal Performance	Meets Standards
Organization & Operation	Meets Standards
Legal Compliance	Meets Standards

	Graduation Rate
4-Year Rating	NR
5-Year Rating	NR
6-Year Rating	NR
7- Year Rating	NR
8-Year Rating	NR
Combined Rate	NR

Attendance Rate

33.5%

Graduation Rate

20.5%

Performance History

	2017/18	2018/19	2019/2020	2020/2021
Overall School Rating	Meets	Meets	NR	NR
Achievement Component	Does Not Meet	NR	NR	NR
Progress	Does Not Meet	Meets	NR	NR
Gap Closing	Exceeds	Exceeds	NR	NR
Graduation Rate	Meets	Meets	NR	NR

MASON RUN HIGH SCHOOL
(Dropout Recovery Community School)

923 S. James Road
Columbus, Ohio 43227
Phone: 614-362-7540
Fax: 614-334-5131

Gamal D. Brown, Administrator
Aaron Butler, Principal
Dave Massa, Treasurer

Year opened: 2010 Grades served: 8-12 Enrollment: 184

MISSION STATEMENT

Mason Run High School is a student-centered organization delivering excellence in education. The team is committed to our students, our communities, and each other. We believe that our cohesion and morale help us to achieve excellence in the school. Our commitment to the students and our dedication to impacting their education through innovative methods makes us unique. At Mason Run High School, we believe the following: 1) Every student deserves an environment that enables them to achieve to their potential, 2) We respect our work and each other, and 3) We use data to inform our decisions and measure our success.

Educational Plan

Mason Run High School will utilize the Apex Learning digital curriculum that is aligned with state standards and offers a component that allows teachers to differentiate instruction and address diverse student needs. Students become more engaged because they can progress at their own pace, taking as much—or as little-time as necessary to master the material. Direct instruction incorporates multimedia along with instructional text to provide students with multiple representations of concepts as well as address their different learning styles. Formative assessments help students gauge their understanding and improve performance, while summative assessments chart progress and skill development. Learning standards will incorporate like critical thinking and problem solving skills that will prepare students for college and career.

MASON RUN HIGH SCHOOL
(Dropout Recovery Community School)

School Report Card Performance

School Overview

Overall School Rating	NR
Achievement Component	NR
Progress	NR
Gap Closing	NR
Graduation Rate	NR

Compliance Rating

Academic Performance	Meets Standards
Fiscal Performance	Meets Standards
Organization & Operation	Meets Standards
Legal Compliance	Meets Standards

	Graduation Rate
4-Year Rating	NR
5-Year Rating	NR
6-Year Rating	NR
7- Year Rating	NR
8-Year Rating	NR
Combined Rate	NR

Attendance Rate

38.6%

Graduation Rate

38.2%

Performance History

	2017/18	2018/19	2019/2020	2020/2021
Overall School Rating	Meets	Meets	NR	NR
Achievement Component	Does Not Meet	Meets	NR	NR
Progress	Exceeds	Meets	NR	NR
Gap Closing	Does Not Meet	Meets	NR	NR
Graduation Rate	Meets	Meets	NR	NR

MIAMI VALLEY ACADEMIES

**5656 Springboro Pike
Dayton, Ohio 45449
Phone: 937-294-4522
Fax: 937-294-4545**

**Marvis Meeks, Principal
Jeff Foster, Treasurer**

Year opened: 2004 Grades served: K-8 Enrollment: 128

MISSION STATEMENT

The mission of Miami Valley Academy is to provide a quality lifelong education based on individuality, opportunity, creativity, community pride, and belief in each person's ability to learn.

Educational Plan

High-risk students are unsuccessful not because they do not want to succeed, but rather due to not having a system that is designed to meet their needs. Miami Valley Academy is based upon the premise that high-risk students have different needs, learn at different rates and have diverse learning styles. Currently these are not being addressed by traditional public schools, causing many high-risk students to be disengaged and apathetic toward school. Whereas many schools focus mainly on providing educational services, Miami Valley Academy, by contrast, is multi-dimensional. The Miami Valley Academy focus is holistic—encompassing the whole body, mind and emotional well-being of a student. This holistic approach is taught and promoted throughout the course of the school year. We view each student as having strengths not deficits and our programs and practices are adapted to provide the support each student requires to achieve their fullest potential.

MIAMI VALLEY ACADEMIES

School Report Card Performance

School Overview

Overall School Grade	NR
Achievement	NR
Progress	NR
Gap Closing	NR
Graduation	NR
Improving At-Risk K-3 Literacy	NR
Prepared for Success	NR

Compliance Ratings

Academic Performance	Meets Standards
Fiscal Performance	Exceeds Standards
Organization & Operation	Meets Standards
Legal Compliance	Meets Standards

Attendance Rate

91.6%

Graduation Rate

0

Performance History

	2017/18	2018/19	2019/2020	2020/2021
Overall School Grade	F	C	NR	NR
Achievement	F	F	NR	NR
Progress	C	C	NR	NR
Gap Closing	F	C	NR	NR
Graduation	NR	NR	NR	NR
Improving At-Risk K-3 Literacy	F	C	NR	NR
Prepared for Success	NR	NR	NR	NR

MILLENNIUM COMMUNITY SCHOOL

**3500 Refugee Road
Columbus, OH 43232
Phone: 614-255-5585
Fax: 614-255-5580**

**Tijuana Russell, Principal/Superintendent
Douglas Mangan, Treasurer**

Year opened: 2006 Grades served: K-8 Attendance: 488

MISSION STATEMENT

Millennium Community School fosters lifelong learning through academic excellence for all students by providing quality public education, a committed staff, and proven results.

Educational Plan

Millennium Community School utilizes the Direct Instruction (DI) curriculum in Reading, Math and Spelling. The goal of this program is to accelerate learning by maximizing efficiency in the design and delivery of instruction. Millennium employs highly qualified school personnel and administrators who believe there are no excuses for children failing to learn. All teachers are certified and Instructional Assistants are available at each grade level. There are 25 students in each Kindergarten class and up to 30 students in each upper grade classroom. Instructional groups consist of 15-20 students. Full Special Education services are also available.

MILLENNIUM COMMUNITY SCHOOL

School Report Card Performance

School Overview

Overall School Grade	NR
Achievement	NR
Progress	NR
Gap Closing	NR
Graduation	NR
Improving At-Risk K-3 Literacy	NR
Prepared for Success	NR

Compliance Ratings

Academic Performance	Approaches Standards
Fiscal Performance	Exceeds Standards
Organization & Operation	Meets Standards
Legal Compliance	Meets Standards

Attendance Rate

80.7%

Graduation Rate

0

Performance History

	2017/18	2018/19	2019/2020	2020/2021
Overall School Grade	D	C	NR	NR
Achievement	F	F	NR	NR
Progress	B	B	NR	NR
Gap Closing	F	C	NR	NR
Graduation	NR	NR	NR	NR
Improving At-Risk K-3 Literacy	D	NR	NR	NR
Prepared for Success	NR	NR	NR	NR

OLD BROOK HIGH SCHOOL
(Dropout Recovery Community School)

4877 Pearl Rd.
Cleveland, Ohio 44109
Phone: 440-319-3370
Fax: 216-661-2298

Karen Wachter, Administrator
Gretchen J. Beasley, Principal
Dave Massa, Treasurer

Year opened: 2010 Grades served: 9-12 Enrollment: 201

MISSION STATEMENT

It is the Center's mission to provide the "opportunity for success" to, and motivate and instruct, these students who fail to learn in traditional school settings and have decided to drop out of the school system. Included in this population are students described as generally disruptive with chronic behavioral issues, students who have been suspended or expelled, and students with special needs. It will advocate student achievement in school and in life via individualized learning that ensures every student meets all expected performance standards, graduates, and is able to compete on a global scale.

Educational Plan

Our Center will provide learning opportunities for students in direct, individual and group instructional settings utilizing high quality curriculum and resources, including online learning labs. Moreover, students receive optimum personal attention, and are provided access to a wide range of high quality resources. As such, all requirements of students' Individualized Educational Plans (IEPs) will be met, and bilingual staff will work with Limited English Proficient (LEP) students and families.

OLD BROOK HIGH SCHOOL
(Dropout Recovery Community School)

School Report Card Performance

School Overview

Overall School Rating	NR
Achievement Component	NR
Progress	NR
Gap Closing	NR
Graduation Rate	NR

Compliance Rating

Academic Performance	Meets Standards
Fiscal Performance	Meets Standards
Organization & Operation	Meets Standards
Legal Compliance	Meets Standards

	Graduation Rate
4-Year Rating	NR
5-Year Rating	NR
6-Year Rating	NR
7- Year Rating	NR
8-Year Rating	NR
Combined Rate	NR

Attendance Rate

41.1%

Graduation Rate

31.5%

Performance History

	2017/18	2018/19	2019/2020	2020/2021
Overall School Rating	Meets	Meets	NR	NR
High School Test Passage Rate	Does Not Meet	Meets	NR	NR
Process	Exceeds	Exceeds	NR	NR
Gap Closing	Meets	Meets	NR	NR
Graduation Rate	Does Not Meet	Meets	NR	NR

PRIORITY HIGH SCHOOL

2945 Gilbert Rd.
Cincinnati, Ohio 45206
Phone: 513-975-5180

Robert Jennings, Executive Director
Ramone Davenport, Principal
Michael Ashmore, Treasurer

Year opened: 2019 Grades served: 7-12 Enrollment: 86

MISSION STATEMENT

Our mission at Priority High School Academy is to provide a challenging and supportive gender base education that results in lifelong learners in the global market.

Educational Plan

Priority High School Academy's model is built on the concept of empowering students with 21st Century skills. Our curriculum is aligned to Ohio's Learning Standards. The Learning Standards guide all aspects for the learning environment. Content offers both remediation and enrichment for all students. This model enables our students to meet Ohio's Learning Standards and gain critical 21st Century skills.

PRIORITY HIGH SCHOOL

School Report Card Performance

School Overview

Overall School Grade	NR
Achievement	NR
Progress	NR
Gap Closing	NR
Graduation	NR
Improving At-Risk K-3 Literacy	NR
Prepared for Success	NR

Compliance Ratings

Academic Performance	Meets Standards
Fiscal Performance	Meets Standards
Organization & Operation	Meets Standards
Legal Compliance	Meets Standards

Attendance Rate

70.7%

Graduation Rate

0

Performance History

	2017/18	2018/19	2019/20	2020/2021
Overall School Grade	-	-	NR	NR
Achievement	-	-	NR	NR
Progress	-	-	NR	NR
Gap Closing	-	-	NR	NR
Graduation	-	-	NR	NR
Improving At-Risk K-3 Literacy	-	-	NR	NR
Prepared for Success	-	-	NR	NR

REGENT HIGH SCHOOL
(Dropout Recovery Community School)

5806 Broadway Ave.
Cleveland, Ohio 44127
Phone: 216-512-0076
Fax: 216-516-4332

Karen Wachter, Administrator
Jason Windon, Principal
Dave Massa, Treasurer

Year opened: 2010 Grades served: 9-12 Enrollment: 264

MISSION STATEMENT

It is the Center's mission to provide the "opportunity for success" to, and motivate and instruct, these students who fail to learn in traditional school settings and have decided to drop out of the school system. Included in this population are students described as generally disruptive with chronic behavioral issues, students who have been suspended or expelled, and students with special needs. It will advocate student achievement in school and in life via individualized learning that ensures every student meets all expected performance standards, graduates, and is able to compete on a global scale

Educational Plan

Our Center will provide learning opportunities for students in direct, individual and group instructional settings utilizing high quality curriculum and resources, including online learning labs. Moreover, students receive optimum personal attention, and are provided access to a wide range of high quality resources. As such, all requirements of students' Individualized Educational Plans (IEPs) will be met, and bilingual staff will work with Limited English Proficient (LEP) students and families.

REGENT HIGH SCHOOL

School Report Card Performance

School Overview

Overall School Rating	NR
Achievement Component	NR
Progress	NR
Gap Closing	NR
Graduation Rate	NR

Compliance Rating

Academic Performance	Approaches Standards
Fiscal Performance	Meets Standards
Organization & Operation	Meets Standards
Legal Compliance	Meets Standards

	Graduation Rate
4-Year Rating	NR
5-Year Rating	NR
6-Year Rating	NR
7-Year Rating	NR
8-Year Rating	NR
Combined Rate	NR

Attendance Rate

37.8%

Graduation Rate

15.7%

Performance History

	2017/18	2018/19	2019/2020	2020/2021
Overall School Rating	Meets	Meets	NR	NR
Achievement Component	Meets	Meets	NR	NR
Progress	Meets	Meets	NR	NR
Gap Closing	Meets	Meets	NR	NR
Graduation Rate	Meets	Does Not Meet	NR	NR

ROAD TO SUCCESS ACADEMY
(Dropout Recovery Community School)

**3377 Cleveland Ave.
Columbus, Ohio 43224
Phone: 614-636-4101
Fax: 614-559-6635**

**Gamal Brown, Administrator
Savonne N. Torain, Principal
Dave Massa, Treasurer**

Year opened: 2010 Grades served: 9-12 Enrollment: 65

MISSION STATEMENT

It is the mission of Road to Success Academy to provide the opportunity for success to , and motivate and instruct, these students who fail to learn in traditional school settings and have decided to drop out of the school system. We will advocate student achievement in school and in life via individualized learning that ensures every student meets all expected performance standards, graduated, and is able to compete on a global scale.

Educational Plan

The academic program will meet all Ohio Department of Education requirements in English/ language arts, math, science, social studies, computer literacy, and physical education. Road to Success Academy will use the Edison Learning eCourses online curriculum, which is aligned to state standards, with a combination of direct instruction by state certified teachers. A comprehensive life skills program is also part of the instructional program. Life skills are taught in an effort to increase student awareness in areas such as conflict resolution, interpersonal skills, health, computer skills, financial management and a component which familiarizes students with resume' building, interviewing skills and appropriate professional decorum.

ROAD TO SUCCESS HIGH SCHOOL

School Report Card Performance

School Overview

Overall School Rating	NR
Achievement Component	NR
Progress	NR
Gap Closing	NR
Graduation Rate	NR

Compliance Rating

Academic Performance	Approaches Standards
Fiscal Performance	Meets Standards
Organization & Operation	Meets Standards
Legal Compliance	Meets Standards

	Graduation Rate
4-Year Rating	NR
5-Year Rating	NR
6-Year Rating	NR
7- Year Rating	NR
8-Year Rating	NR
Combined Rate	NR

Attendance Rate

99.5%

Graduation Rate

31.4%

Performance History

	2017/18	2018/19	2019/2020	2020/2021
Overall School Rating	Meets	Does Not Meet	NR	NR
Achievement Component	Does Not Meet	Does Not Meet	NR	NR
Progress	Exceeds	Does Not Meet	NR	NR
Gap Closing	Meets	Meets	NR	NR
Graduation Rate	Meets	Meets	NR	NR

T.C.P. WORLD ACADEMY

**6000 Ridge Ave.
Cincinnati, Ohio 45213
Phone: 513-531-9500
Fax: 513-531-2406**

**Karen French, Principal
Adolfo Titong, Treasurer**

Year opened: 2005 Grades served: K-8 Enrollment: 501

MISSION STATEMENT

The mission of T.C.P. World Academy is for students to become academically involved independent learners, through participation in micro-society activities and utilizing technology for higher learning. Our students will understand the rationale for their education, and the importance of this experience for their viable participation in a global society.

Educational Plan

T.C.P. World Academy will be a general population school. Students will maximize learning by receiving instruction from more than just their T.C.P. World Academy classroom teacher. They will be guided by educators and use technology to become independent learners. By participating in a micro-society, learn through living daily activity, students will make the connection between education and the real world.

T.C.P. WORLD ACADEMY

School Report Card Performance

School Overview

Overall School Grade	NR
Achievement	NR
Progress	NR
Gap Closing	NR
Graduation	NR
Improving At-Risk K-3 Literacy	NR
Prepared for Success	NR

Compliance Ratings

Academic Performance	Meets Standards
Fiscal Performance	Meets Standards
Organization & Operation	Meets Standards
Legal Compliance	Meets Standards

<u>Attendance Rate</u>
92.3%

<u>Graduation Rate</u>
0

Performance History

	2017/18	2018/19	2019/2020	2020/2021
Overall School Grade	C	C	NR	NR
Achievement	C	D	NR	NR
Progress	D	C	NR	NR
Gap Closing	A	A	NR	NR
Graduation	NR	NR	NR	NR
Improving At-Risk K-3 Literacy	D	D	NR	NR
Prepared for Success	NR	NR	NR	NR

***THE BESSIE SHERROD PRICE
PREPARATORY ACADEMY***

**1555 Elaine Road
Columbus, Ohio 43227
Phone: 614-235-1900
Fax: 614-235-1901**

**Christina L. Greenwood, Principal
Jeff Foster, Treasurer**

Year opened: 2009 Grades served: K-8 Enrollment: 94

MISSION STATEMENT

The Bessie Sherrod Price Preparatory Academy's mission is to develop caring, engaged citizens and thoughtful learners.

Educational Plan

Academic Excellence is the main goal of the administration, staff, and board of the The Bessie Sherrod Price Preparatory Academy. We are continually looking at ways to strengthen the academic program. All students will receive instruction in all core subjects: reading, math, social studies, and science. The students in grades 4-8 will receive Mandarin Chinese and Multi-Media classes. K-3 students will receive Art and Music enrichment classes. The school is extended with direct intervention and after school tutoring services. The Bessie Sherrod Price Preparatory Academy is a public charter school dedicated to excellence in the multimedia arts. Students will study a core curriculum expanded to include intensive inquiry into journalism, speech, broadcasting, graphic arts and computer/digital literacy.

THE BESSIE SHERROD PRICE PREPARATORY ACADEMY

School Report Card Performance

School Overview

Overall School Grade	NR
Achievement	NR
Progress	NR
Gap Closing	NR
Graduation	NR
Improving At-Risk K-3 Literacy	NR
Prepared for Success	NR

Compliance Ratings

Academic Performance	Meets Standards
Fiscal Performance	Meets Standards
Organization & Operation	Meets Standards
Legal Compliance	Meets Standards

<u>Attendance Rate</u>
74.9%

<u>Graduation Rate</u>
0

Performance History

	2017/18	2018/19	2019/2020	2020/2021
Overall School Grade	F	F	NR	NR
Achievement	F	F	NR	NR
Progress	C	F	NR	NR
Gap Closing	F	F	NR	NR
Graduation	NR	NR	NR	NR
Improving At-Risk K-3 Literacy	F	F	NR	NR
Prepared for Success	NR	NR	NR	NR

THE BRILLIANCE SCHOOL

**10608 Penfield Ave.
Garfield Heights, OH 44125
Phone: 216-407-0384**

**Kimberly Clinkscale, Executive Director
Antonia McCoy-Williamson, Principal
Kimberly Motley, Treasurer**

Year opened: 2012 Grades served: K-12 Enrollment: 171

MISSION STATEMENT

“The Brilliance School, in partnership with parents and the community, will provide a nurturing environment, and develop the full potential of these gifted students within the Autistic Spectrum Disorders using a multidisciplinary approach addressing individual needs.”

Educational Plan

The Brilliance School provides a humanistic learning environment for children with Autistic Spectrum Disorders. Educational and scientific research indicates that highly structured, intensive education, especially in the early grades is the most appropriate teaching method for students of this population. In a collaborative effort with parents, The Brilliance School has developed an innovative program to accommodate the individual needs of each student. Each aspect of the program represents a continuum of services and environments from the most restrictive, to transition to a regular community involvement.

THE BRILLIANCE SCHOOL

School Report Card Performance

School Overview

Overall School Grade	NR
Achievement	NR
Progress	NR
Gap Closing	NR
Graduation	NR
Improving At-Risk K-3 Literacy	NR
Prepared for Success	NR

Compliance Ratings

Academic Performance	Approaches Standards
Fiscal Performance	Meets Standards
Organization & Operation	Meets Standards
Legal Compliance	Meets Standards

Attendance Rate

82.9%

Graduation Rate

0

Performance History

	2017/18	2018/19	2019/2020	2020/2021
Overall School Grade	D	D	NR	NR
Achievement	D	C	NR	NR
Progress	NR	NR	NR	NR
Gap Closing	F	NR	NR	NR
Graduation	NR	NR	NR	NR
Improving At-Risk K-3 Literacy	NR	F	NR	NR
Prepared for Success	NR	NR	NR	NR

URBAN EARLY COLLEGE NETWORK
(Dropout Recovery Community School)

3237 W. Siebenthaler Ave. Unit 20
Dayton, Ohio 45406
Phone: 937-952-1079
Fax: 937-275-9637

Ramone Davenport, Administrator
Terrell Williams, Principal
Jeff Foster, Treasurer

Year opened: 2016 Grades served: 9-12 Enrollment: 89

MISSION STATEMENT

Our mission is to provide an alternative graduation path for students who are at risk through dropout intervention services that include a self-paced quality education in a personalized environment with a focus on successful postsecondary transitions.

Educational Plan

The school has control over and bears responsibility for delivery of the Educational Program and for attainment of the Performance Standards as set forth in School's Education Plan/Program and the School's Performance Plan and the Sponsor's assessment and accountability requirements, statewide proficiency, and achievement testing and any other standards required by law or the Sponsor. The Schools Education Plan/Program must meet or exceed Ohio's content standards and must be in accordance with the state Mission of the School.

URBAN EARLY COLLEGE NETWORK
(Dropout Recovery Community School)

School Overview

Overall School Rating	NR
Achievement Component	NR
Progress	NR
Gap Closing	NR
Graduation Rate	NR

Compliance Rating

Academic Performance	Approaches Standards
Fiscal Performance	Exceeds Standards
Organization & Operation	Meets Standards
Legal Compliance	Meets Standards

	Graduation Rate
4-Year Rating	NR
5-Year Rating	NR
6-Year Rating	NR
7- Year Rating	NR
8-Year Rating	NR
Combined Rate	NR

Attendance Rate

95.1%

Graduation Rate

26.7%

Performance History

	2017/18	2018/19	2019/2020	2020/2021
Overall School Rating	Does Not Meet	Meets	NR	NR
Achievement Component	Does Not Meet	Does Not Meet	NR	NR
Progress	Does Not Meet	Does Not Meet	NR	NR
Gap Closing	Does Not Meet	Exceeds	NR	NR
Graduation Rate	Meets	Meets	NR	NR

ZENITH ACADEMY

**4606 Heaton Rd.
Columbus, Ohio 43229
Phone: 614-888-9997
Fax: 614-888-6689**

**Tisha A. Coles, Principal
Dave Massa, Treasurer**

Year opened: 2006 Grades served: K-12 Enrollment: 494

MISSION STATEMENT

The mission of the Zenith Academy is to provide challenging rigorous academic program that aligns to the Ohio Curriculum Model to all students within the geographic attendance area of Columbus. All students are able to enroll including the special student population group that is challenged by Limited English Proficiency (LEP) and comes with interrupted educational background. Through rigorous academic development, character education, partnership with parents and community, and the provision of a nurturing environment conducive to learning, the Zenith Academy provides high quality, global conscious and competency-based education. Through the inclusion of character traits and proper behavior, and good attendance, ZA graduates students who are successful life-long learners and responsible citizens of their school community neighborhoods, and beyond. The need for this school will continue due to the growing diverse population of central Ohio.

Educational Plan

Zenith Academy uses the Ohio Content Standards as the basis to develop its curriculum and instruction for kindergarten through grade ninth. Alignment with the Ohio Content Standards ensures student preparation for the OAA/OGT. The curriculum will be sequentially developed for kindergarten through grade ninth, with emphasis placed on mastery at grade level and special intervention for at risk students. In addition, ZA will integrate Character Education throughout its curriculum. This aspect of the program is critical to the identity and overall success of ZA.

ZENITH ACADEMY

School Report Card Performance

School Overview

Overall School Grade	NR
Achievement	NR
Progress	NR
Gap Closing	NR
Graduation	NR
Improving At-Risk K-3 Literacy	NR
Prepared for Success	NR

Compliance Ratings

Academic Performance	Meets Standards
Fiscal Performance	Exceeds Standards
Organization & Operation	Meets Standards
Legal Compliance	Meets Standards

Attendance Rate

100%

Graduation Rate

80.4%

Performance History

	2017/18	2018/19	2019/2020	2020/2021
Overall School Grade	D	D	NR	NR
Achievement	F	F	NR	NR
Progress	C	A	NR	NR
Gap Closing	C	F	NR	NR
Graduation	F	F	NR	NR
Improving At-Risk K-3 Literacy	C	D	NR	NR
Prepared for Success	F	F	NR	NR

2020-2021

2020-2021 Overall Sponsor Rating for Educational Resource Consultants of Ohio

Overall Sponsor Rating

6
Effective

Sponsor Rating	Points
Exemplary	7-8
Effective	5-6
Ineffective	2-4
Poor	0-1

The Ohio General Assembly passed legislation that excluded the Academic Performance component from the sponsor evaluation process for 2020-2021. As a result, the scores for the Compliance and Quality Practices components are published as report only. The maximum number of overall points a sponsor can receive is eight.

Academic Performance



COMPONENT RATING

NR
Not Rated

The **Academic Performance** component looks at several important measures of student success in sponsors' schools, including academic achievement, student growth, early literacy, graduation and how well students are prepared for college, careers and life.

Due to the accountability waiver approved by the U.S. Department of Education and the short-term accountability changes in Ohio law, the Academic Component is not included in the 2020-2021 Sponsor Evaluation.

Compliance



COMPONENT RATING

4
Exceeds Expectations

The **Compliance** component asks whether sponsors are compliant with all relevant laws and rules and whether sponsors are monitoring their schools' compliance with laws and rules.

Compliance Rating	Points
Exceeds Expectations	4
Meets Expectations	3
Progressing Towards Expectations	2
Below Expectations	1
Significantly Below Expectations	0

Quality Practices



COMPONENT RATING

2
Progressing Toward Standards

The **Quality Practices** component compares sponsors' processes against best practices such as strategic planning, staff capacity, contract development and oversight of schools.

Quality Rating	Points
Exceeds Standards	4
Meets Standards	3
Progressing Towards Standards	2
Below Standards	1
Significantly Below Standards	0

A sponsor can score no better than "ineffective" if it receives 0 points in any component. If a sponsor scores 0 in any two components, then the overall rating is "poor."