



"Providing a Solid Foundation for the Future of Education"

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2017-2018 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.

ERCO STAFF



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

Dr. Terry B. Joyner serves as Director of Academic Performance and Accountability and facilitator of the Ohio Improvement Process (OIP) for ERCO schools. She joined ERCO in February 2009 and has been a valuable asset in implementing and monitoring the state's new improvement process and management tools. Dr. Joyner brings thirty-two 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; Student Services; 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, and 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 and sponsors and social service agencies. She received her degree in Education from the University of Delaware (BSED 1977), University of Maryland, College Park (M.ED, 1979), 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

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

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 /
Northeast 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. Shonise Carr joins the ERCO team with over 15+ years experience in the education field. Her background includes educating behaviorally challenged youth within the Juvenile court systems, Cognitive and Social skills facilitator, and Math and Science teacher within the public school system. Ms. Carr most recently served as a Superintendent of an inner city charter school for over 6 years, in which she has gained a wealth of experience and skills in educational leadership, conflict resolution, customer service and public relations. Ms. Carr holds an Associates of Science in Chemical Technology and a Bachelors of Science in Chemistry from Tuskegee University.



Shonise Carr
Central Regional
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
Systems Analyst

Benjamin is an experienced committee member with a demonstrated history of working in the religious institutions industry. Skilled in nonprofit organizations, communication, event Management, leadership development and youth development. He graduated from the University of Cincinnati with a B.A. in communication with a focus on organizational leadership. Benjamin is a data analyst for ERCO conducting full lifecycle analysis to include requirements, activities, and design. He develops analysis and reports capabilities. He also monitors performance and quality control plans to identify improvements.



Benjamin Rodriguez
Data Analyst

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

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.

Beginning in 2017-2018, the Ohio State Report Card reported school progress using and overall letter grades A-F for traditional schools. Dropout Prevention and Recovery schools received Exceeds the Standard, Meets the Standard or Does Not Meet the Standard designations. ERCO has defined an “Academically Effective” school as one that received Exceeds or Meets the Standard, A, B, or C as the overall school rating.

Requirements

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

Tier 1 – “Academically Effective” – If 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 D or F COMPONENT grades is between 51% 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 D or F COMPONENT grades is 75% or more of all COMPONENT grades, the school will receive “INTENSIVE” monitoring and support. (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 an Academic 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 mandatory 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.

***Criteria for:
Academic Performance
2017-2018***

The **ERCO Criteria for ACADEMIC PERFORMANCE** is based on an average of three (3) separate measures. These are: (1) ERCO Rubric Score – Report Card, (2) ERCO Education Rubric Score – Educational Factors, and (3) ERCO Site Visit Compliance.

REPORT CARD

This measure takes each **COMPOSITE** grade on the 2017-2018 Ohio State Report Card and equates it to a rubric score, A/Exceeds=4, B/Meets=3, C=2, D=2 and F/Did Not Meet=1. Scores were recorded for Achievement, Test Passing, Progress, Gap Closing, Graduation Rates, Early Literacy and Prepared for Success. The PROGRESS score was double-weighted in the calculation.

RESULTS FOR REPORT CARD

Report card results for Traditional Schools and Dropout Prevention and Recovery Schools show that academic achievement continues to be a challenge for ERCO schools. No ERCO schools EXCEEDED THE STANDARD for Academic Achievement as measured by the 2017-2018 Ohio State Report Card. Four schools (18%) MET THE STANDARD, fourteen schools (64%) APPROACHED THE STANDARD BUT DID NOT MEET, and four schools (18%) were BELOW THE STANDARD. Interim assessment data taken in Fall 17, Winter 18 and Spring 18 using tools such as MAP, STAR, NWEA, ProCore, Compass and Ohio Diagnostics show moderate progress during the school year. Alignment of instructional practices and assessment tools to Common Core Standards were evaluated at the Spring site visits.

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.

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 put research-based educational practices in place. Schools were asked to complete a self-evaluation, rating each component on a four-point rubric. School visits also confirmed evidence related to each indicator. All schools are using data to drive instructional decisions and are providing timely student supports (intervention and enrichment). All schools provided ongoing professional development in identified critical areas. Curriculum alignment is in place for Reading and Mathematics but is less evident for Science and Social Studies. School climates were positive and productive. The challenge for many ERCO schools continues to be retaining highly qualified and well-trained staff. All schools (100%) MET THE STANDARDS for ERCO Educational Factors. Four (4) DOPR schools EXCEEDED THE STANDARD.

RESULTS FOR SITE VISIT COMPLIANCE

The Academic Compliance site visits focused on 33 items (OCR and ERCO) monitored during the school year. Eighty-two percent (82%) of ERCO schools MET or EXCEEDED the standard for Academic Site Visit Compliance. Six schools (28%) were APPROACHING compliance, most missing the Spring progress monitoring data. Not every school was required to respond to all items. Finally, if documents were not found in the ERCO DropBox, the compliance rating was reduced.

COMBINED ERCO Academic Performance Rating 2017-2018

The Overall ERCO ACADEMIC PERFORMANCE rating was calculated by averaging three measures: 1) ERCO Rubric Score – Report Card, (2) ERCO Education Rubric Score – Educational Factors, and (3) ERCO Site Visit Compliance. 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

**Overall ERCO Academic Performance Rating
2017-18 Subscale Scores**

School	Report Card (Scales 1A, 1B)	Education Factors (Scales 2A, 2B)	17-18 Compliance (Scale 3)	Average Score	ERCO Overall Rating
Beacon	1.80	3.33	2.00	2.38	APPROACH
Bridge Gate	1.50	3.17	3.00	2.56	MEETS
Capital	2.40	2.83	3.00	2.74	MEETS
CASTLE	1.80	3.33	3.00	2.71	MEETS
Central	2.20	3.83	2.00	2.68	MEETS
Cincinnati Technology	1.66	3.33	4.00	3.00	MEETS
City Day	2.00	3.33	4.00	3.11	MEETS
East Bridge	1.00	3.33	3.00	2.49	APPROACH
Frederick Douglass	2.00	3.33	3.00	2.78	MEETS
George Voinovich	1.40	3.33	3.00	2.58	MEETS
Hope Academy	1.50	3.33	2.00	2.28	APPROACH
King Academy	2.40	2.83	3.00	2.74	MEETS
Mason Run	2.60	3.83	4.00	3.48	EXCEEDS*
Millennium	2.40	3.33	2.00	2.58	MEETS
New Day	1.00	3.00	2.00	2.00	APPROACH
Old Brook	2.60	4.00	4.00	3.53	EXCEEDS
Regent	3.00	3.50	4.00	3.50	EXCEEDS
Renaissance Academy	1.80	3.33	4.00	3.14	MEETS
Road to Success	2.00	3.33	4.00	3.04	MEETS
TCP	2.60	3.33	3.00	2.98	MEETS
Urban Early	1.40	3.00	2.00	2.13	APPROACH
Zenith	2.00	3.33	4.00	3.11	MEETS
TOTAL	43.06	73.28	68	61.45	
AVERAGE	1.96	3.33	3.09	2.79	MEETS

The Overall ERCO ACADEMIC PERFORMANCE Rating was calculated by averaging three measures: 1) ERCO Rubric Score – Report Card, (2) ERCO Education Rubric Score – Educational Factors, and (3) ERCO Site Visit Compliance. The average score was then applied to determine the ERCO rating.

- 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

* Mason Run High School was rated EXCEEDS because the school MET all components of the DOPR report card and received an OVERALL rating of MET THE STANDARD by ODE.

**Criteria for:
Fiscal Performance
2017-2018**

Item	Exceeds Expectations	Meets Expectations	Did Not Meet Expectations
Bi-Monthly Scoring Average	Exceeded 30 with no outstanding payables	Exceeded 30 with 50% of revenue outstanding payables	NA
	NA	Between 17-29 scoring average outstanding payables less than 50% of monthly revenue	Between 17-29 scoring average outstanding payables less than 50% of monthly revenue
	NA	NA	Scoring average less than 16
Status of Prior Year Audit (i.e. fiscal year 2017)	Completed	Completed	Not Completed
Compliance with prior year (i.e. fiscal year 2017)	Completed	Completed	Not Completed

***Criteria for:
Organization & Operation Performance
2017-2018***

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.

School contacts were 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.

***Criteria for:
Legal Performance
2017-2018***

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.

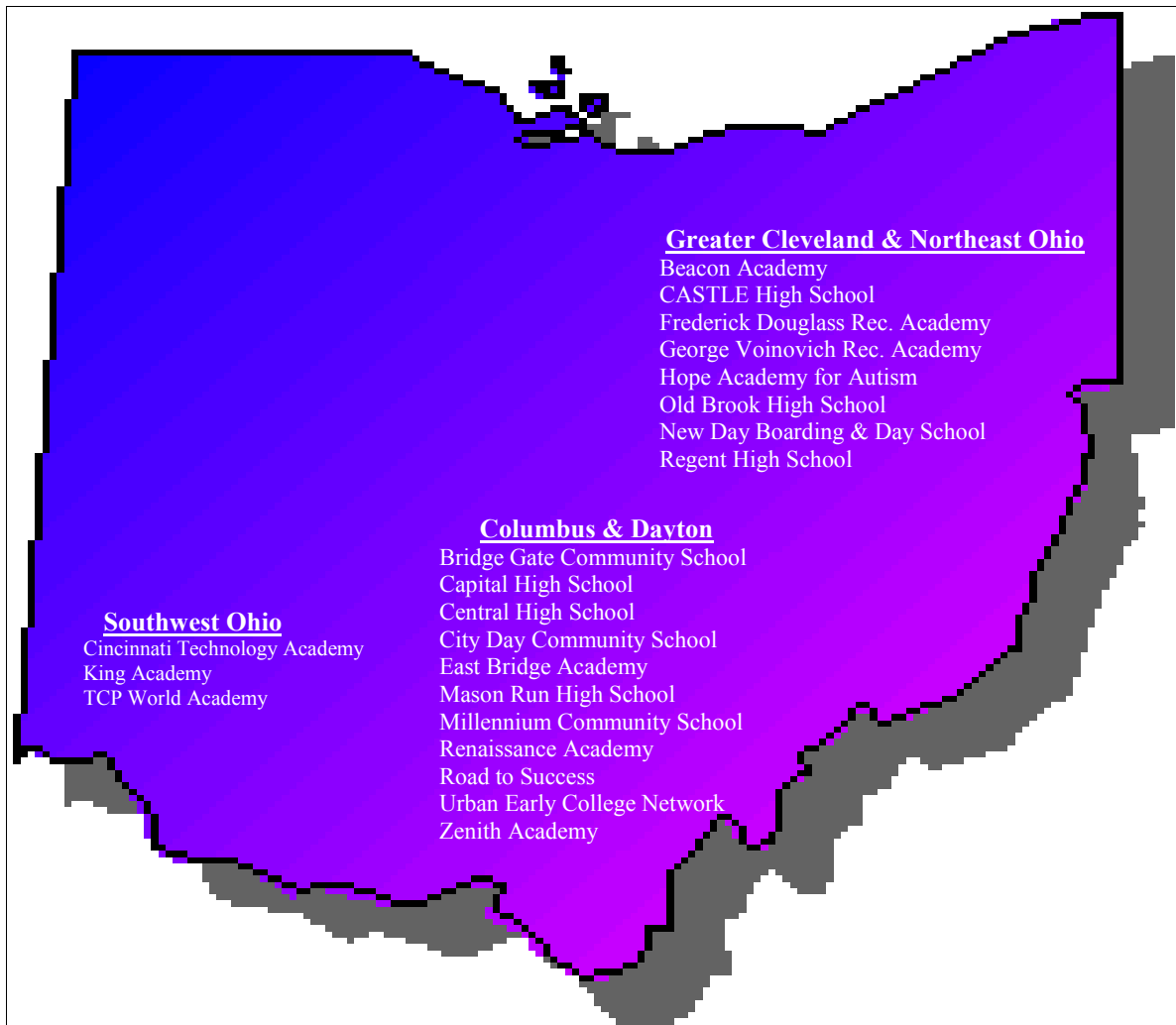
DID NOT MEET EXPECTATIONS: The school failed to comply with the above responsibilities, and did not promptly and adequately address or correct deficiencies to the satisfaction of the authorizer.

School Performance
(Dropout Recovery and Community Schools)
2017-2018

ERCO provides sponsorship to the following community schools. In our quest for excellence, we accept all categories of compliance: 1) Exceeds Expectations; 2) Meets Expectations; 3) Approaches Expectations; 4) Below Expectations. ERCO staff monitors schools accepted on “Below Expectations” very closely with the goal that all our sponsored schools are steadily improving and attaining a high level of achievement..

Schools	Academic Performance	Fiscal Performance	Organization & Operation	Legal Compliance
Beacon Academy	Approaches	Approaches	Meets	Meets
Bridge Gate Community School	Meets	Approaches	Meets	Meets
Capital High School	Meets	Meets	Meets	Meets
Central High School	Meets	Meets	Meets	Meets
Cincinnati Technology Academy	Meets	Exceeds	Meets	Meets
City Day Community School	Meets	Meets	Meets	Meets
Cleveland Academy for Scholarship Technology and Leadership	Meets	Below	Meets	Meets
East Bridge Academy of Excellence	Approaches	Below	Meets	Meets
Frederick Douglass Reclamation Academy	Meets	Meets	Meets	Meets
George G. Voinovich Reclamation Academy	Meets	Meets	Meets	Meets
Hope Academy for Autism	Approaches	Meets	Meets	Meets
King Academy Community School	Meets	Approaches	Meets	Meets
Mason Run High School	Exceeds	Meets	Meets	Meets
Millennium Community School	Meets	Exceeds	Meets	Meets
New Day Academy Boarding & Day School	Approaches	Below	Meets	Meets
Old Brook High School	Exceeds	Meets	Meets	Meets
Regent High School	Exceeds	Meets	Meets	Meets
Renaissance Academy	Meets	Meets	Meets	Meets
Road To Success	Meets	Approaches	Meets	Meets
TCP World Academy	Meets	Meets	Meets	Meets
Urban Early College Network	Approaches	Meets	Meets	Meets
Zenith Academy	Meets	Meets	Meets	Meets

Schools by Region



Schools Operated by Management Companies



BEACON ACADEMY

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

Phone: 330-941-5852

Fax: 888-354-0055

**Wendy Rydarowicz, Superintendent
Brian Hairston, Principal
Jeff Foster, Treasurer**

Year opened: 2016 Grades served: K-8 Enrollment: 200

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 Grade: F

Achievement	Component Grade
	F

Progress	Component Grade
	C

Gap Closing	Component Grade
	F

Graduation	Component Grade
	NR

K-3 Literacy	Component Grade
	F

Prepared for Success	Component Grade
	NR

Compliance Ratings

Academic Performance	APPROACHES
Fiscal Performance	APPROACHES
Organization & Operation	MEETS
Legal Compliance	MEETS

BRIDGE GATE COMMUNITY SCHOOL

**4060 Sullivant Ave.
Columbus, Ohio 44706**

Phone: 614-501-3820

Fax: 888-354-0055

**Wendy Rydarowicz, Superintendent
DeShannon Butler, Principal
Jeff Foster, Treasurer**

Year opened: 2005 Grades served: 9-12 Enrollment: 175

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 Grade: F

Achievement	Component Grade
	F

Progress	Component Grade
	D

Gap Closing	Component Grade
	F

Graduation Rate	Component Grade
	NR

K-3 Literacy	Component Grade
	NR

Prepared for Success	Component Grade
	NR

Compliance Ratings

Academic Performance	MEETS
Fiscal Performance	APPROACHES
Organization & Operation	MEETS
Legal Compliance	MEETS

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, Principal
Christopher Massa, Treasurer**

Year opened: 2010 Grades served: 9-12 Enrollment: 175

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 Rating: Meets Standards

High School Test Passage Rate	Rating
	Meets Standards

Gap Closing	Rating
	Exceeds Standards

Progress	Component Grade
	Does Not Meet

	Graduation Rate
4-Year Rating	Meets Standards
5-Year Rating	Meets Standards
6-Year Rating	Meets Standards
7- Year Rating	Meets Standards
8-Year Rating	Meets Standards
Combined Rating	Meets Standards

Compliance Ratings

Academic Performance	MEETS
Fiscal Performance	MEETS
Organization & Operation	MEETS
Legal Compliance	MEETS

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
Michael Mintos, Principal
Dave Massa, Treasurer

Year opened: 2010 Grades served: 9-12 Enrollment: 141

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 measure 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 Rating: Does Not Meet Standards

High School Test Passage Rate	Rating
	Meets Standards

Gap Closing	Rating
	Does Not Meet Standards

Progress	Component Grade
	Meets Standards

	Graduation Rate
4-Year Rating	Does Not Meet Standards
5-Year Rating	Does Not Meet Standards
6-Year Rating	Meets Standards
7- Year Rating	Not Rated
8-Year Rating	Does Not Meet Standards
Combined Rating	Does not Meet Standards

Compliance Ratings

Academic Performance	MEETS
Fiscal Performance	MEETS
Organization & Operation	MEETS
Legal Compliance	MEETS

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: 210

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 Grade: D

Achievement	Component Grade
	F

Progress	Component Grade
	D

Gap Closing	Component Grade
	F

Graduation Rate	Component Grade
	Not Rated

K-3 Literacy	Component Grade
	B

Prepared for Success	Component Grade
	F

Compliance Ratings

Academic Performance	MEETS
Fiscal Performance	EXCEEDS
Organization & Operation	MEETS
Legal Compliance	MEETS

***CITY DAY
COMMUNITY SCHOOL***

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

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

Year opened: 2005 Grades served: K-8 Enrollment: 165

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 Grade: D

Achievement	Component Grade
	F

Progress	Component Grade
	C

Gap Closing	Component Grade
	F

Graduation Rate	Component Grade
	Not Rated

K-3 Literacy	Component Grade
	Not Rated

Prepared for Success	Component Grade
	Not Rated

Compliance Ratings

Academic Performance	MEETS
Fiscal Performance	MEETS
Organization & Operation	MEETS
Legal Compliance	MEETS

**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
Jaeda Dancy, Principal
Jeff Foster, Treasurer

Year opened: 2005 Grades served: 9-12 Enrollment: 175

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 Rating: Meet Standards

High School Test Passage Rate	Rating
	Does Not Meet Standards

Gap Closing	Rating
	Meets Standards

Progress	Component Grade
	Does Not Meet Standards

	Graduation Rate
4-Year Rating	Meets Standards
5-Year Rating	Meets Standards
6-Year Rating	Meets Standards
7- Year Rating	Meets Standards
8-Year Rating	Meets Standards
Combined Rating	Meets Standards

Compliance Ratings

Academic Performance	MEETS
Fiscal Performance	BELOW
Organization & Operation	MEETS
Legal Compliance	MEETS

EAST BRIDGE ACADEMY OF EXCELLENCE

**2323 Lake Club Drive
Columbus, Ohio 43232
Phone: 614-501-3822
Fax: 888-354-0055**

**Wendy Rydarowicz, Superintendent
Jul'Yanna Collier, Principal
Jeff Foster, Treasurer**

Year opened: 2010 Grades served: K-8 Enrollment: 100

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 Grade: F

Achievement	Component Grade
	F

Progress	Component Grade
	Not Rated

Gap Closing	Component Grade
	Not Rated

Graduation Rate	Component Grade
	F

K-3 Literacy	Component Grade
	Not Rated

Prepared for Success	Component Grade
	F

Compliance Ratings

Academic Performance	APPROACHES
Fiscal Performance	BELOW
Organization & Operation	MEETS
Legal Compliance	MEETS

FREDERICK DOUGLASS RECLAMATION ACADEMY
(Dropout Recovery Community School)

**3167 Fulton Road #209
Cleveland, Ohio 44109
Phone: 216-961-5631
Fax: 216-516-4332**

**Karen Wachter, Superintendent
Amy Harrington, Principal
Dave Massa, Treasurer**

Year opened: 2010 Grades served: 9-12 Enrollment: 150

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 Rating: Meets Standards

High School Test Passage Rate	Rating
	Does Not Meet Standards

Gap Closing	Rating
	Exceeds Standards

Progress	Component Grade
	Does Not Meet Standards

	Graduation Rate
4-Year Rating	Meets Standards
5-Year Rating	Meets Standards
6-Year Rating	Meets Standards
7- Year Rating	Meets Standards
8-Year Rating	Meets Standards
Combined Rating	Meets Standards

Compliance Ratings

Academic Performance	MEETS
Fiscal Performance	MEETS
Organization & Operation	MEETS
Legal Compliance	MEETS

GEORGE G. VOINOVICH RECLAMATION ACADEMY
(Dropout Recovery Community School)

**3167 Fulton Road
Cleveland, Ohio 44109
Phone: 216-295-1493
Fax: 216-295-1576**

**Karen Wachter, Superintendent
Mr. Glenn, Principal
Dave Massa, Treasurer**

Year opened: 2010 Grades served: 9-12 Enrollment: 124

MISSION STATEMENT

It is the mission of George G. Voinovich 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. George G. Voinovich 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.

GEORGE G. VOINOVICH RECLAMATION ACADEMY
(Dropout Recovery Community School)

School Report Card Performance

School Rating: Does Not Meet Standards

High School Test Passage Rate	Rating
	Does Not Meet Standards

Gap Closing	Rating
	Does Not Meets Standards

Progress	Component Grade
	Does Not Meet Standards

	Graduation Rate
4-Year Rating	Meets Standards
5-Year Rating	Meets Standards
6-Year Rating	Meets Standards
7- Year Rating	Meets Standards
8-Year Rating	Meets Standards
Combined Rating	Meets Standards

Compliance Ratings

Academic Performance	MEETS
Fiscal Performance	MEETS
Organization & Operation	MEETS
Legal Compliance	MEETS

HOPE ACADEMY FOR AUTISM

**1628 Niles Rd.
Warren, OH 44484
Phone: 330-469-9501
Fax: 330-369-2455**

**Kimberly Clinkscale, Executive Director
Sonya Williams, Treasurer**

Year opened: 2012 Grades served: K-12 Enrollment: 44

MISSION STATEMENT

“The 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

Hope Academy for Autism 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, Hope Academy for Autism 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.

HOPE ACADEMY FOR AUTISM

School Report Card Performance

School Grade: D

Achievement	Component Grade
	D

Progress	Component Grade
	Not Rated

Gap Closing	Component Grade
	F

Graduation Rate	Component Grade
	Not Rated

K-3 Literacy	Component Grade
	Not Rated

Prepared for Success	Component Grade
	Not Rated

Compliance Ratings

Academic Performance	APPROACHES
Fiscal Performance	MEETS
Organization & Operation	MEETS
Legal Compliance	MEETS

KING ACADEMY COMMUNITY SCHOOL

**224 W. Liberty Street
Cincinnati, OH 45202
Phone: 513-421-7519
Fax: 513-421-5768**

**Andrea Martinez, Director
Jullian Jones, Principalo
Michael Ashmore, Treasurer**

Year opened: 2006 Grades served: K-8 Enrollment: 115

MISSION STATEMENT

King Academy Community School 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.

KING ACADEMY COMMUNITY SCHOOL

School Report Card Performance

School Grade: C

Achievement	Component Grade
	D

Progress	Component Grade
	C

Gap Closing	Component Grade
	B

Graduation Rate	Component Grade
	Not Rated

K-3 Literacy	Component Grade
	F

Prepared for Success	Component Grade
	Not Rated

Compliance Ratings

Academic Performance	MEETS
Fiscal Performance	APPROACHES
Organization & Operation	MEETS
Legal Compliance	MEETS

MASON RUN HIGH SCHOOL
(Dropout Recovery Community School)

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

Karen Wachter, Superintendent
Aaron Butler, Principal
Dave Massa, Treasurer

Year opened: 2010 Grades served: 9-12 Enrollment: 150

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 Rating: Meets Standards

High School Test Passage Rate	Rating
	Does Not Meet Standards

Gap Closing	Rating
	Does Not Meet Standards

Progress	Component Grade
	Exceeds Standards

	Graduation Rate
4-Year Rating	Does Not Meet Standards
5-Year Rating	Does Not Meet Standards
6-Year Rating	Meets Standards
7- Year Rating	Meets Standards
8-Year Rating	Meets Standards
Combined Rating	Meets Standards

Compliance Ratings

Academic Performance	EXCEEDS
Fiscal Performance	MEETS
Organization & Operation	MEETS
Legal Compliance	MEETS

MILLENNIUM COMMUNITY SCHOOL

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

**Tijuana Russell, Superintendent
Douglas Mangen, Treasurer**

Year opened: 2006 Grades served: K-8 Attendance: 550

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 Grade: D

Achievement	Component Grade
	F

Progress	Component Grade
	B

Gap Closing	Component Grade
	F

Graduation Rate	Component Grade
	Not Rated

K-3 Literacy	Component Grade
	D

Prepared for Success	Component Grade
	Not Rated

Compliance Ratings

Academic Performance	MEETS
Fiscal Performance	EXCEEDS
Organization & Operation	MEETS
Legal Compliance	MEETS

***NEW DAY ACADEMY BOARDING
& DAY SCHOOL***

291 E. 222nd St. #205
Euclid, Ohio 44123
Phone: 216-797-1602
Fax: 216-797-1604

**Terrance Walton, Superintendent
Cheri Stewart, Principal**

Year opened: 2005 Grades served: K-12 Enrollment: 230

MISSION STATEMENT

New Day Academy educates it's students for leadership and responsible citizenship in society by developing and nurturing the whole individual-mind, spirit, and body-through integrated programs that emphasizes the cultivation of character and multiculturalism.

Educational Plan

The Educational Program New Day Academy will embark upon focuses on teaching the State Standards for mastery, using a Multicultural Framework. It is important that the State Standards are taught, which will ensure the students will have the competencies needed to be successful on the state proficiency test, and other standardized test; however keeping in mind the relevance and the positive impact that a multicultural education can have on students. Our educational program is designed around teaching the state standards. In teaching the State standards, we utilize a variety of curriculums such as Open Court Reading in grades Kindergarten through fourth. We also use Saxon Math in grades seventh through twelfth. We also use Core Knowledge for Language Arts and Social Studies in grades seventh and eighth.

NEW DAY ACADEMY BOARDING & DAY SCHOOL

School Report Card Performance

School Grade: F

Achievement	Component Grade
	F

Progress	Component Grade
	F

Gap Closing	Component Grade
	F

Graduation Rate	Component Grade
	F

K-3 Literacy	Component Grade
	Not Rated

Prepared for Success	Component Grade
	F

Compliance Ratings

Academic Performance	APPROACHES
Fiscal Performance	BELOW
Organization & Operation	MEETS
Legal Compliance	MEETS

OLD BROOK HIGH SCHOOL
(Dropout Recovery Community School)

**1801 Buckeye Rd.
Cleveland, Ohio 44120
Phone: 216-295-1493
Fax: 216-295-1576**

**Karen Wachter, Superintendent
Jamila Smith, Principal
Dave Massa, Treasurer**

Year opened: 2010 Grades served: 9-12 Enrollment: 130

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 Rating: Meets Standards

High School Test Passage Rate	Rating
	Does Not Meet Standards

Gap Closing	Rating
	Meets Standards

Progress	Component Grade
	Exceeds Standards

	Graduation Rate
4-Year Rating	Meets Standards
5-Year Rating	Meets Standards
6-Year Rating	Does Not Meet Standards
7- Year Rating	Meets Standards
8-Year Rating	Does Not Meet Standards
Combined Rating	Does Not Meet Standards

Compliance Ratings

Academic Performance	EXCEEDS
Fiscal Performance	MEETS
Organization & Operation	MEETS
Legal Compliance	MEETS

REGENT HIGH SCHOOL
(Dropout Recovery Community School)

5806 Broadway Ave.
Cleveland, Ohio 44127
Phone: 216-961-5631
Fax: 216-516-4332

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

Year opened: 2010 Grades served: 9-12 Enrollment: 150

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
(Dropout Recovery Community School)

School Report Card Performance

School Rating: Meets Standards

High School Test Passage Rate	Rating
	Meets Standards

Gap Closing	Rating
	Meets Standards

Progress	Component Grade
	Meets Standards

	Graduation Rate
4-Year Rating	Does Not Meet Standards
5-Year Rating	Does Not Meet Standards
6-Year Rating	Meets Standards
7- Year Rating	Meets Standards
8-Year Rating	Meets Standards
Combined Rating	Meets Standards

Compliance Ratings

Academic Performance	EXCEEDS
Fiscal Performance	MEETS
Organization & Operation	MEETS
Legal Compliance	MEETS

RENAISSANCE ACADEMY

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

**Michelle Fragier, Superintendent
Jeff Foster, Treasurer**

Year opened: 2009 Grades served: K-12 Enrollment: 205

MISSION STATEMENT

Renaissance 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 Renaissance 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 Renaissance 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.

RENAISSANCE ACADEMY

School Report Card Performance

School Grade: **F**

Achievement	Component Grade
	F

Progress	Component Grade
	C

Gap Closing	Component Grade
	F

Graduation Rate	Component Grade
	Not Rated

K-3 Literacy	Component Grade
	F

Prepared for Success	Component Grade
	Not Rated

Compliance Ratings

Academic Performance	MEETS
Fiscal Performance	MEETS
Organization & Operation	MEETS
Legal Compliance	MEETS

ROAD TO SUCCESS ACADEMY
(Dropout Recovery Community School)

**3377 Cleveland Ave.
Columbus, Ohio 43224
Phone: 614-252-4656
Fax: 614-559-6635**

**Gamal Brown, Superintendent
Gamal Brown, Principal
Dave Massa, Treasurer**

Year opened: 2010 Grades served: 9-12 Enrollment: 150

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 ACADEMY
(Dropout Recovery Community School)

School Report Card Performance

School Rating: Meets Standards

High School Test Passage Rate	Rating
	Does Not Meet Standards

	Graduation Rate
4-Year Rating	Meets Standards
5-Year Rating	Meets Standards
6-Year Rating	Exceeds Standards
7- Year Rating	Meets Standards
8-Year Rating	Meets Standards
Combined Rating	Meets Standards

Gap Closing	Rating
	Meets Standards

Progress	Component Grade
	Exceeds Standards

Compliance Ratings

Academic Performance	MEETS
Fiscal Performance	APPROACHES
Organization & Operation	MEETS
Legal Compliance	MEETS

T.C.P. WORLD ACADEMY

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

**Karen French, Administrator
Adolfo Titong, Treasurer**

Year opened: 2005 Grades served: K-6 Enrollment: 460

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 Grade: C

Achievement	Component Grade
	C

Progress	Component Grade
	D

Gap Closing	Component Grade
	A

Graduation Rate	Component Grade
	Not Rated

K-3 Literacy	Component Grade
	D

Prepared for Success	Component Grade
	Not Rated

Compliance Ratings

Academic Performance	MEETS
Fiscal Performance	MEETS
Organization & Operation	MEETS
Legal Compliance	MEETS

URBAN EARLY COLLEGE NETWORK
(Dropout Recovery Community School)

3237 W. Siebenthaler Ave. Unit 20
Dayton, Ohio 45406
Phone: 937-275-9610
Fax: 937-275-9637

Wendy Rydarowicz, Administrator
D’Juana McAtee, Principal
Jeff Foster, Treasurer

Year opened: 2016 Grades served: 9-12 Enrollment: 92

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 Report Card Performance

School Rating: Does Not Meet Standards

High School Test Passage Rate	Rating
	Does Not Meet Standards

	Graduation Rate
4-Year Rating	Meets Standards
5-Year Rating	Meets Standards
6-Year Rating	Not Rated
7- Year Rating	Not Rated
8-Year Rating	Not Rated
Combined Rating	Meets Standards

Gap Closing	Rating
	Does Not Meet Standards

Progress	Component Grade
	Does Not Meet Standards

Compliance Ratings

Academic Performance	APPROACHES
Fiscal Performance	MEETS
Organization & Operation	MEETS
Legal Compliance	MEETS

ZENITH ACADEMY

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

Ashfaq Tashfeen, Administrator
Bridget Egan, Principal
Dave Massa, Treasurer

Year opened: 2006 **Grades served:** K-12 **Enrollment:** 400

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 Grade: D

Achievement	Component Grade
	F

Progress	Component Grade
	C

Gap Closing	Component Grade
	C

Graduation Rate	Component Grade
	F

K-3 Literacy	Component Grade
	C

Prepared for Success	Component Grade
	F

Compliance Ratings

Academic Performance	MEETS
Fiscal Performance	MEETS
Organization & Operation	MEETS
Legal Compliance	MEETS