

**Annual Report of Community Schools
For
School Year 2016-2017**

Submitted by

Tri-County Educational Service Center (050526)

November 30, 2017

Ashland County Community Academy (009971) Status Open

OVERVIEW

The mission of the Tri-County Educational Service Center (TCESC-IRN #050526) is to lead all individuals and agencies impacted by the services of the Educational Service Center through the 21st Century by providing innovative and quality services which meet changing individual and collective needs. As a part of those collective needs was the recognition that regular school programs may not be appropriate for all students and that certain students may need special programs to help them overcome attendance, academic, and/or behavioral problems.

As part of fulfilling the mission TCESC provides sponsorship for three (3) Conversion Community Schools in the tri-county area; two (2) of which are designated as Drop Out Prevention Recovery (DOPR) and one (1) which targets services for at-risk student in grades 7-12 who have been unable to achieve a high school diploma in the traditional school setting and/or whose cultural beliefs limit participation in public education beyond a certain grade level.

These three (3) schools are the Ashland County Community Academy (ACCA-IRN 009971- DOPR) in Ashland County, Beacon Hill Community School (BHCS-IRN #012501) and Liberty Preparatory School (IRN#013962-DOPR) in Wayne County.

ASHLAND COUNTY COMMUNITY ACADEMY

MISSION STATEMENT

The mission of the Ashland County Community Academy (ACCA) is to provide an education that is an alternative to a traditional school, with an emphasis on the individual, where students graduate and become healthy, caring and responsible adults.

OVERVIEW OF SCHOOL

The Ashland County Community Academy (ACCA) is a site-based, conversion community school sponsored by the Tri-County Educational Service Center (TCESC). ACCA is located at 716 Union Street, Ashland, Ohio 44805 (Ashland County).

ACCA is a non-profit community school that provides educational options for students in grades 7-12 from Ashland, Medina, Holmes, Wayne, and surrounding counties.

Students benefit from a standards-based education that integrates small class sizes and a personalized approach that is designed to meet their individual needs.

ACCA students can take advantage of several educational options including traditional classroom based instruction, E-learning, and work study, and technical training to earn their high school diplomas.

The School’s Administrator is Allen Wilson, and the Treasurer is Jill Meng (Treasurer 7/1/2017 Stephen Earnest)

2016-2017 was the School’s ninth year of operation.

ACCA was designated a Drop-Out Prevention Recovery Program (DOPR) for the 2016-17 school year.

ACCA contracted services for special education and student testing through TCESC, food services through the Ashland City Schools (Ashland County), and technology services through the Tri- County Computer Services Association.

ACCA lists among its community partners: Appleseed Community Mental Health Center, The Kroc Center Parenting Plus, Ashland Mental Health and Recovery Board, The Transformation Network, and Catholic Charities of Ashland.

Students in grades 7-12 are provided with educational programming through a blended learning platform for the 2016-2017 year. Special services were provided to meet individual student needs with particular focus placed on those at risk of dropping out of school for various social, personal, and educational reasons.

ACADEMIC PERFORMANCE

3-Year Report Card Comparison						
Category	2014-2015	Standard Status	2015-2016	Standard Status	2016-2017	Standard Status
Enrollment	107	NA	118	NA	101	
Attendance Rate	88.70%	NA	87.40%	NA	82.9%	
High School Test Passage Rate	60%	Met	50%	Met	61.5%	Met
Gap Closing AMO	0%	Not Met	30.50%	Met	0	Not Met

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Progress Value-Added	-1.4	Met	-0.8	Met	Not Met	Not Met
4-Year Graduation Rate	52.60%	Exceeds	40.40%	Exceeds	35.1%	Met
5-Year Graduation Rate	68.50%	Exceeds	60.00%	Exceeds	43.8%	Exceeds
6-Year Graduation Rate	57.10%	Exceeds	71.60%	Exceeds	61.7%	Exceeds
7-Year Graduation Rate	65.60%	Exceeds	59.70%	Exceeds	73.0%	Exceeds
8-Year Graduation Rate	63.50%	Exceeds	68.80%	Exceeds	59.7%	Exceeds
Graduation Rate Weighted Average	61.20%	NA	60.80%	NA	55.9%	Exceeds

ACCA OGT Results Comparison 2014-15 and 2015-16 and 2016-2017			
Subject	2014-2015 Passage Rate	2015-2016 Passage Rate	2016-2017 Passage Rate
Social Studies	21.5%	25.0%	25.0%
Writing	20.5%	22.9%	30.0%
Math	28.8%	10.9%	17.0%
Science	28.9%	15.0%	40.0%
Reading	31.3%	29.7%	14.0%

High school students showed an increase in End of Year Exams in Algebra. ELA 1, ELA 2 and American Government, but declines in Science and American History.

End-of-Year Exams Comparison	2015-2016	2016-2017	Change
8th grade scored proficient on the EOY Science Assessment	0%	0%	0%
8th graders scored proficient on the EOY ELA Assessment	0%	0%	0%
8th grade students scored proficient on the EOY Math Assessment	0%	0%	0%
high school students scored proficient on the EOY Geometry Assessment	0%	0%	0%
high school students scored proficient on the EOY Algebra	3%	6%	+3%
high school student scored proficient on the EOY Science Assessment	18%	10%	-8%
high school students scored proficient on the EOY American History Assessment	30%	21%	-9%
high school students scored proficient on the EOY ELA 1 Assessment	13%	16%	+3%
high school students scored proficient on the EOY ELA 2 Assessment	13%	28%	+15%
high school students scored proficient on the EOY American Government Assessment	18%	52%	+34%

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ACCA MAP Reading Mean RIT Three Years Comparison									
Grade	2014-2015 Winter to Spring	Area Concern	Strong Performance	2015-2016 Fall to Spring	Area of Concern	Strong Performance	2016-2017 Fall to Spring	Area of Concern	Strong Performance
12	-0.7	Literature	none	0.5	none	Vocabulary Acquisition and Use	-6.3	None	None
11	-5.6	none	none	-0.7	none	Vocabulary Acquisition and Use	-1.8	Informational text	Vocabulary Acquisition
10	-8	none	Vocabulary Acquisition and user	-0.6	none	none	-8.1	None	None
9	NA	NA	NA	NA	NA	NA	-3.5	None	None
ACCA MAP Math Mean RIT Three Years Comparison									
Grade	2014-2015 Winter to Spring	Area Concern	Strong Performance	2015-2016 Fall to Spring	Area of Concern	Strong Performance	2016-2017 Fall to Spring	Area of Concern	Strong Performance
12	-1.3	none	none	0.2	none	none	-7.8	Real and complex number systems	none
11	0.1	none	Statistics and Probability	-1	none	none	-1	None	Geometry
10	1.9	none	none	-1.3	none	none	-5.8	None	None
9	NA	NA	NA	0.4	Operations and Algebraic Thinking	NA	-4	None	Geometry

The Sponsor gives the school an Academic Performance rating of a “C-(Minus)” citing low EOY performance and declining performance on the MAP Tests in both reading and math.as well as having Not Met the standards for Gap Closing AMO and Progress Value-Added on the State Report Card. In addition there is a lack of documentation of addition assessments beyond those required to demonstrate student progress.

The school has not met its Academic Performance level.

FISCAL PERFORMANCE

The School’s treasurer is properly licensed and bonded.

The treasurer provided written monthly financial reports to the Governing Authority (GA) and the School’s Sponsor. The reports were reviewed and taken into consideration to provide appropriate governance and technical assistance.

Currently, the School appears to be financially healthy. It has no debt; it has about 11.2 months of operating surplus.

Primary expenditures are staffing and rent.

The School showed a decline in operating revenue.

Financial Data 2- Year Comparison		
Source	2015-2016	2016-2017
State Foundation	\$680,034.00	\$599,451.12
Economic	\$17,154.75	\$11,760.79
Special Education	\$126,861.43	\$82,763.42
Facilities Funding	\$17,289.00	\$20,478.00
Graduation Bonus	\$9542.96	\$4,181.40
Targeting Assistance	\$9579.43	\$9,034.62
Total Operating Revenue	\$860,461.57	\$727,669.35

A minimum enrollment of around 110 students is always the target. Significant reductions in enrollment would require appropriate reductions in staff and services.

Enrollment is key to providing continued strong educational services.

The School showed a declining enrollment pattern of 30%. The opening day enrollment for the 2016-17 school year was 76 compared to the opening day enrollment for 2015-2016 which was 108. The ending enrollment for 2016-2017 was 81 compared to the ending enrollment for 2015-2016 which was 118.

Grade	# Students Enrolled as of 8/31/15	# of Students Enrolled after 8/31/15	# of Students Enrolled During the year	# of Students with drawn 8/31/15-6/3/16	Ending enrollment for 2015-2016	WD for Graduation	WD Dropout	WD Other	Total WD
8	3	5	8	1	7	0	0	1	1
9	14	4	18	2	16	0	2	0	2
10	19	7	26	4	22	0	4	0	4
11	39	7	49	14	35	3	14	0	14
12	33	12	57	19	38	30	18	1	19
Total	108	35	158	40	118	33	38	2	40
Grade	# Students Enrolled as of 8/31/16	# of Students Enrolled after 8/31/16	# of Students Enrolled During the year	# of Students with drawn 8/31/16-6/3/17	Ending enrollment for 2016-2017	WD for Graduation	WD Dropout	WD Other	Total WD
8	1	6	7	3	4	0	0	3	3
9	6	13	19	3	16	0	0	3	3
10	12	21	33	7	26	0	0	7	7
11	19	17	36	13	23	4	5	4	13
12	38	27	65	53	12	18	30	5	53
Total	76	84	160	79	81	22	35	22	79

The Sponsor gives the School a B rating in Fiscal Performance the funds are well managed and audits are clean with minor findings. However the finding for noncompliance student withdrawals and documentation to support FTE requirement continues.

The school has met its Fiscal Performance Level.

ORGANIZATION AND OPERATIONS

The ACCA Board was comprised of five (5) Board members representing local business, education, local government, and social service agencies. Members included: Tom Gaus, ABLE director at the Ashland County West Holmes Career Center; Kevin Lacey, private business owner, Steven Brown, Education Consultant at the Mid Ohio ESC; Matthew Miller, Department of Transportation District 3 Business and Human Resources, Ashland City Councilman and Ashland City Mayor Elect, David Ross, Assistant Director Ashland Mental Health and Recovery Board and Rita McElfresh, retired educator who replaced Ross in March 2017.

Three of the five members completed the required Public Records and Sunshine Law Training for the 2016-2017 year. The Superintendent and the Treasurer also completed this training. Five of the six members serving on the Governing Board in 2016-2017 completed and submitted Conflict of Interest and Disclosure Statements. Five of the six members serving on the Governing Board in 2016-2017 completed background checks.

Auditor Verification of Findings was conducted for each member of the Board, the superintendent, and the treasurer with no findings for recovery found.

The Board met every other month and reviewed school finances for each other month and carefully monitored the school's program progress in attaining its goals. The Sponsor Representative attended all Board meetings and provided legislative and educational updates and reviewed financial reports.

The financial reports, which were reviewed by the GA and the Sponsor and taken into consideration along with educational and policy endeavors to provide appropriate governance for school improvements and extended learning opportunities and technical assistance.

The Sponsor conducted formal and informal site visits throughout the year including prior to the opening of the school year and two visits with students in attendance.

For 2016-17 the Sponsor rates the Schools Organization and Operation a "C" based on the School's inability to resolve issues regarding FTE reporting over a two year period, lack of attention and or response in timely manner to matters regarding changing laws and regulations, and documentation of meeting statutory requirements including but not limited to failure board members to complete and submit background checks and Conflict of Interest and Disclosure Statements and failure to complete the required Public Records Training.

The School has met its Organization and Operation Level of Performance.

LEGAL COMPLIANCE

The Sponsor gives the school a "C" rating in Legal Compliance. In addition to the non-compliance in meeting the Statutory Requirements for GA members background checks, Conflict of Interest and Disclosure, and Public Records Training, the School did not meet deadline for completing its Corrective Action Plan regarding these items. In addition a number of items which appeared on the extensive School Compliance Checklist were borderline compliant.

The school has met the Legal Compliance Level.