



# RICHLAND ACADEMY OF THE ARTS

## Community School Annual Report

### **Mission for the Education and Development Program**

Richland Academy of the Arts' mission is to provide the oversight, monitoring, resources and leadership needed and wanted by its sponsored community schools for them to provide their students with superior academic opportunities while maintaining sound financial viability without violating their autonomy.

2017-2018

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# **Richland Academy of the Arts**

## **Board of Directors**

2017-2018

**Jessica Dulle**, Business Development- Commercial Relationship Manager- Richland Bank

**Sue Guimaraes**, Educator and Musician

**Edwin Gutchall**, Radio Talk Show Personality, Insurance Broker and owner of a DJ Service

**Brian Hamilton**, Vice President of Hamilton Insurance Service, Inc.

**Scott Heimann**, Development, Adena Corporation

**Jim Henry**, Senior Partner in WOB—Accountants and Advisors

**Tim Hilterman**, Financial Planner- Witcomb & Hess

**Chris Hiner**, President, Richland Bank- Park National Bank

**Joann Hipsher**, Retired/Superintendent- CAO Foundation Academy, Accel Management Co.-Special Education for Ohio

**Jessica Hiser**, Creative Communications Director, Spherion Mid-Ohio

**Don Hoover**, Former County Judge and Practicing Attorney-at-Law and Partner in Weldon, Huston & Keyser, LLP

**Pat Olson**, Practicing Visual Artist and Retired Realtor

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# Introduction

Richland Academy of the Arts was founded in 1991 as a community multi-arts center. Since its founding 28 years ago, yearly has as offered over 230 classes, workshops, master classes and individual instruction per year during two 16-week semesters and one 8-week summer term. The Academy's excellence resulted in six-day-a-week programming in music, dance, theater, and the visual arts. Located in downtown Mansfield, the Academy has not only developed a diverse and highly praised curriculum over the past twenty-eight years, but also played an important role in the renaissance as well as the redevelopment of downtown Mansfield.

A well-defined scholarship program awarding over \$25,000 annually, funded through a community scholarship campaign and the Academy, has made it possible for students from economically-disadvantaged families to be active members of the Academy community. Participation in programs has grown steadily to over 3,038 class registrations per school year. An additional 10,000 area residents attend year-round performances, including choral concerts, children's theater, musicals, jazz, dance and student and faculty recitals.

Richland Academy continues to build arts programming and develop its role as a sponsor of Ohio Community Schools. Also important are the relationships with The Ohio State University at Mansfield, the Ohio Department of Education and the Ohio Arts Council. In the future we will continue to offer new and innovative programming to Mansfield, the surrounding counties and the State of Ohio.

Richland Academy of the Arts is governed by a Board of Directors that support and embrace the concept of Community/Charter Schools in Ohio. Richland Academy of the Arts takes the responsibility of sponsoring community schools very seriously, as evidenced by our organization achieving an overall rating of "Effective," with continued *Exemplary* scores in compliance in 2017 and 2018. Rigorous community school contract performance standards are used, based on the National Association of Charter School Authorizers' framework, to hold our schools accountable for their academic, organizational, and fiscal performance goals. Over the course of our Sponsorship we have closed 15 under-achieving schools.

This 2018 Annual Community Schools Sponsorship Report demonstrates our commitment to transparency, and to assuring that the schools we sponsor provide a quality education to Ohio's children, particularly those with tremendous life challenges for whom a caring learning environment and educational advancement can be transformative.

During school year 2017-2018, Richland Academy of the Arts sponsored two community schools, Cesar Chavez College Preparatory Academy and Columbus Bilingual Academy North, both located in Columbus, Ohio. Cesar Chavez continued to outperform the district and exceeded expectations, while Columbus Bilingual Academy North had disappointing outcomes. We are proud to announce the following:

**In school year 2017-2018, Richland Academy of the Arts' sponsored schools continued to OUTPERFORM schools that students would have otherwise attended.**

RAA sponsored schools achieved:

- For the second consecutive year, Cesar Chavez outscored the district's performance index by 14 points.

- Cesar Chavez scored higher than 86% of Columbus City schools on the performance index.
- For the second consecutive year, Cesar Chavez had a much higher value-added index than Columbus City School District and nearby district schools, evidencing that the school is much more successful in growing students academically.

# Assessment of School Performance 2017-2018

Annually, sponsors in Ohio are required to evaluate the performance and compliance of each of their sponsored schools. All schools receive a rating of either exceeds, meets or did not meet the expected performance in areas of academic performance, fiscal performance, and organization/operation. Additionally, schools are rated as either meets or did not meet the expected performance in the area of legal compliance. As defined in each charter contract, Richland Academy gathers its information for evaluation for school performance from: attendance at school board meetings, site visits at each school, classroom observations, meetings with administration, staff and faculty, review of monthly progress reports, completing monthly fiscal and enrollment reviews, Ohio Report Card data, and reviewing of quarterly academic performance data.

Richland Academy measures performance as: Exceeds, Meets, Does Not Meet and Falls Far Below Standard. For the purpose of the Annual Report, sponsors are required to measure the Academic, Fiscal, Legal and Organization/Operation Performance as Exceeds, Meets or Does Not Meet Standard.

## **Academic Performance...***how the school performed academically as stated in the goals of the contract*

Richland Academy measures each of its schools in the following areas: Value-Added Letter Grade, Value-Added Index, Performance Index and K-3 Literacy Letter Grade, Gap Closing, Growth in Reading & Math, Absolute Proficiency, Relative Proficiency, Absolute Performance, Relative Performance, and K-3 Literacy. RA measures each school's performance to similar, surrounding schools within the local district. Per charter contract goals, the indicators used are: Exceeds "A or B" grade, Meets "C" overall grade, Does Not Meet "D" overall grade and Falls Far Below Standards "F" overall grade.

## **Fiscal Performance...***is the school financially viable?*

In accordance with the charter contract, Richland Academy measures the financial framework of its sponsored schools by: current ratio, enrollment variance, days cash on hand, debt default, financial reporting such as the annual budget, revised budgets, five-year forecasts, monthly sponsor reports, management company financial reporting, independent audit and all reporting requirements related to the use of public funds and the adherence to the timelines of each requirement. The measures are as follows: "Exceeds Standard"—the school complies at least 90% or higher, "Meets Standard"—the school has an 80-89% compliance rate, "Does Not Meet Standard"—the school has a 70-79% compliance rate, and "Fall Far Below Standard"—the school has a compliance rate less than 70%.

## **Organization and Operation...***is the school complying with governance requirements, holding management accountable, and all other non-academic contractual goals?*

Richland Academy considers all board meeting actions, board member compliance—including member attendance, training compliance and number of meetings cancelled/held. RA measures

Epicenter submissions for timeliness and accuracy. Epicenter is the RA required document submission vault for all required policies, reports and school/board related documents. These and all other contractual indicators are measured as follows: “Exceeds Standard”—the school complies at least 90% or higher, “Meets Standard”—the school has an 80-89% compliance rate, “Does Not Meet Standard”—the school has a 70-79% compliance rate, and “Fall Far Below Standard”—the school has a compliance rate less than 70%.

**Legal Compliance...***Is the school complying with all other legal, statutory, and/or regulatory requirements as identified in the charter contract and/or statute?*

The measures are as follows: “Exceeds Standard”—the school complies at least 90% or higher, “Meets Standard”—the school has an 80-89% compliance rate, “Does Not Meet Standard”—the school has a 70-79% compliance rate, and “Fall Far Below Standard”—the school has a compliance rate less than 70%.

### **School Performance Ratings 2017-2018**

<b>School</b>	<b>Academic</b>	<b>Fiscal</b>	<b>Legal</b>	<b>Organization &amp; Operations</b>
Cesar Chavez College Preparatory School	Meets	Meets	Meets	Exceeds
Columbus Bilingual Academy- North	Does Not Meet	Meets	Meets	Meets



# Richland Academy of the Arts



**Cesar Chavez**  
College Preparatory  
School

## Cesar Chavez Preparatory School

**IRN 010036**  
**2400 Mock Road**  
**Columbus, OH 43219**

- 
1. First year of Operation: school year 2008-2009
  2. Contract Term: through June 30, 2019 (two-year renewal granted 7/1/2017)
  3. Management Company: Educational Solutions Company
4. Closure Criteria: For two of the three most recent years, "F" for overall grade or performance index, and "F" for value-added

*Assessment:* "C" Overall grade, "D" for Performance Index, "B" for value-added in 2018  
*Conclusion:* this school is not at risk for automatic closure

5. Enrollment:

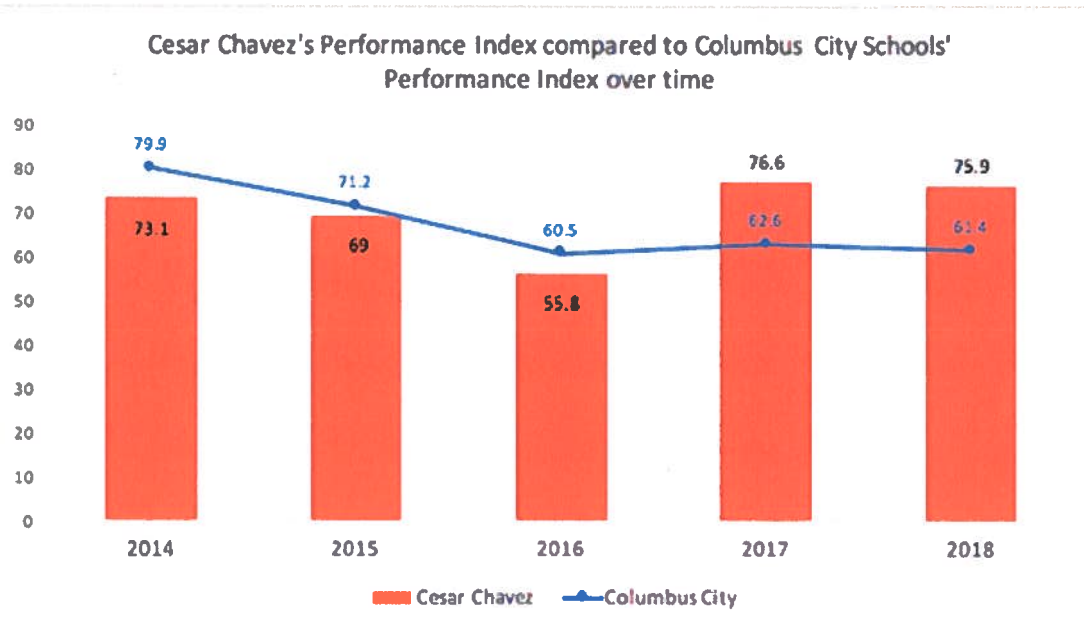
<b>2009</b>	<b>2010</b>	<b>2011</b>	<b>2012</b>	<b>2013</b>	<b>2014</b>	<b>2015</b>	<b>2016</b>	<b>2017</b>	<b>2018</b>
39	50	80	56	46	230	229	335	318	322

13 special education (4.1%), 100% economically disadvantaged, 218 ELL (68%), 235 K-3 (73%)

6. Mission: Help parents and guardians educate their children by creating learning communities of achievement and hope and to make a world of difference through quality research and results-based education, high academic and social standards, and a caring environment for students.

7. Performance History

	<b>Overall</b>	<b>Value Added</b>	<b>Performance Index</b>	<b>Gap Closing</b>	<b>K3 Literacy</b>
<i>2010</i>	NR	NR	51.6	Met	
<i>2011</i>	Academic Watch	NR	52.9	Not Met	
<i>2012</i>	NR	NR	41.6	Not Met	
<i>2013</i>	Not calculated	C	65.7	F	
<i>2014</i>	Not calculated	C	73.1	F	
<i>2015</i>	Not calculated	A	68.9	F	F
<i>2016</i>	Not calculated	F	55.8	F	F
<i>2017</i>	Not calculated	A	76.6	B	D
<i>2018</i>	C	B	75.9	B	D



*Cesar Chavez ranks 15<sup>th</sup> out of 107 non-selective admission schools in Columbus City School district (top 86<sup>th</sup> percentile)*

### Comparison to nearby district schools

School	2018 Value Added Letter Grade	2018 Value Added Index	2018 Performance Index	2018 K-3 Literacy Letter Grade
Cesar Chavez College Preparatory Academy	B	1.24	75.9	D
East Linden Elementary	F	-2.55	56.1	D
Linden STEM (K-6)	F	-13.41	46.0	D
South Mifflin Elementary	F	-5.57	68.4	C
<b>Columbus City Schools</b>	<b>F</b>	<b>-49.67</b>	<b>61.4</b>	<b>D</b>

### 8. Strengths & Concerns:

#### Strengths:

- “B” in value-added; all nearby schools and Columbus City district had “F”s
- Outscored the district in the value-added index by large margins for the second consecutive year
- Outscored the district by 14 performance index points for the second consecutive year
- Enrollment increased

#### Concerns:

- “D” on K-3 Literacy score

### 9. Contract Academic Performance Goals:

Measure 1. Overall Designation (10):	Meets Standard (8)
Measure 2. Gap Closing (10):	Exceeds Standard (10)
Measure 3a. Growth in Reading and Math (15):	Exceeds Standard (15)
Measure 3b. Absolute Proficiency (10):	Falls Far Below Standard (0)
Measure 3c. Relative Proficiency (15):	Exceeds Standard (15)
Measure 3d. Absolute Performance (10):	Does Not Meet Standard (5)

Measure 3e. Relative Performance (15):	Exceeds Standard (15)
Measure 4. K-3 Literacy (10):	Does Not Meet Standard (5)
Measure 5. Mission Specific (5):	delayed until 2019

**73 out of possible 95 = 77%, Meets Standards**

10. Fiscal Statement prepared by our treasurer with fiscal oversight:

The school has reduced its liabilities during the year which allowed the school's current ratio to be above the 1:1 threshold. Cash flow was reduced due to a negative net change in financial position.

11. Organization and Operation

This was the school's first year managed by ACCEL Schools, Inc. The management company provided new instruction methods and increased efficiency for the organization. The board maintained five members through-out the school year, held the required number of public meetings, completed all required trainings, completed annual Conflict of Interest statements, contractual obligations (including their Code of Regulations), and monthly financial reviews.

12. Legal Compliance

The school employed outside legal council which provided guidance to maintain compliance with all legal requirements as identified by statute.



**Columbus Bilingual Academy- North**  
**IRN 011468**  
**2100 Morse Road**  
**Columbus, OH 43224**

1. First year of Operation: school year 2010-11
2. Contract Terms: through June 30, 2019 (two-year renewal granted 7/1/2017)
3. Management Company: Accel Schools
4. Closure Criteria: For two of the three most recent years, "F" for overall grade or performance index, and "F" for value-added

*Assessment:* "F" for overall grade, "F" for performance index, and "F" for value added in 2018  
*Conclusion:* at-risk for automatic closure

5. Enrollment:

2011	2012	2013	2014	2015	2016	2017	2018
112	88	152	219	323	379	344	265

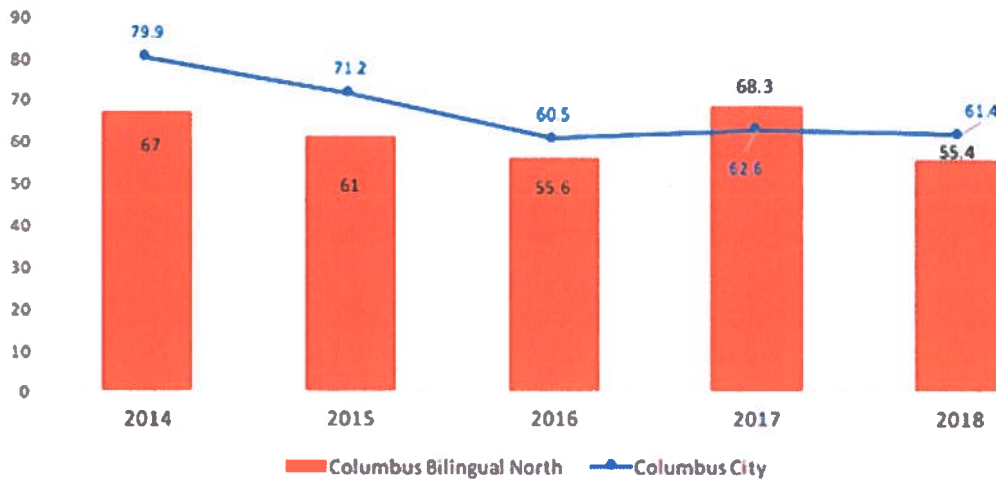
32 special education (11.9%), 100% economically disadvantaged, 191 ELL (72%), 145 K-3 (55%)

6. Mission: Our mission at Columbus Bilingual Academy is to provide a nurturing environment of academic excellence, which provides for the development of responsible cross-cultural world citizens with an enriched understanding of self and others.

7. Performance History:

	Overall	Value Added	Performance Index	Gap Closing	K3 Literacy
2011	Academic Watch	Met	74.6	Not Met	
2012	Effective	Above	80.6	Not Met	
2013	Not calculated	A	67.0	F	
2014	Not calculated	B	67.0	F	
2015	Not calculated	D	61.0	F	D
2016	Not calculated	C	55.6	F	D
2017	Not calculated	C	68.3	F	D
2018	F	F	55.4	F	D

Columbus Bilingual North's Performance Index compared to Columbus City Schools' Performance Index over time



Columbus Bilingual North ranks 68<sup>th</sup> out of 107 non-selective admissions schools in the Columbus City Schools district (36<sup>th</sup> percentile)

### Comparison to nearby district schools

School	2018 Value Added Letter Grade	2018 Value Added Index	2018 Performance Index	2018 K-3 Literacy Letter Grade
Columbus Bilingual North	F	-6.43	55.4	D
Forest Park Elementary	F	-2.64	60.2	D
Northtowne Elementary	F	-5.29	52.3	D
Parkmoor Elementary	F	-2.39	67.3	D
Columbus City Schools	F	-49.67	61.4	D

### 8. Strengths & Concerns:

#### Strengths:

- Outperforms Columbus City Schools on value-added index
- Outperforms a nearby school on the performance index

#### Concerns:

- Enrollment decreased
- "D" on K-3 Literacy
- Value-added decreased to "F"
- Performance index decreased

### 9. Contract Academic Performance Goals:

Measure 1. Overall Designation (10):	Falls Far Below Standard (0)
Measure 2. Gap Closing (10):	Falls Far Below Standard (0)
Measure 3a. Growth in Reading and Math (15):	Falls Far Below Standard (0)
Measure 3b. Absolute Proficiency (10):	Does Not Meet Standard (5)
Measure 3c. Relative Proficiency (15):	Does Not Meet Standard (8)

Measure 3d. Absolute Performance (10):	Falls Far Below Standard (0)
Measure 3e. Relative Performance (15):	Exceeds Standard (15)
Measure 4. K-3 Literacy (10):	Does Not Meet Standard (5)
Measure 5. Mission Specific (5):	delayed until 2019
<b>33 out of possible 95 = 35%, does not meet standards</b>	

10. Fiscal Statement prepared by our treasurer with fiscal oversight:

The school achieved a large positive net change in financial position, while constructing a new building for future expansion and improvements for the school.

11. Organization and Operation

The school was managed by Educational Solutions Company and is operated smoothly and efficiently—child centered. The board maintained five members through-out the school year, held the required number of public meetings, completed all required trainings, completed annual Conflict of Interest statements, contractual obligations (including their Code of Regulations), and monthly financial reviews.

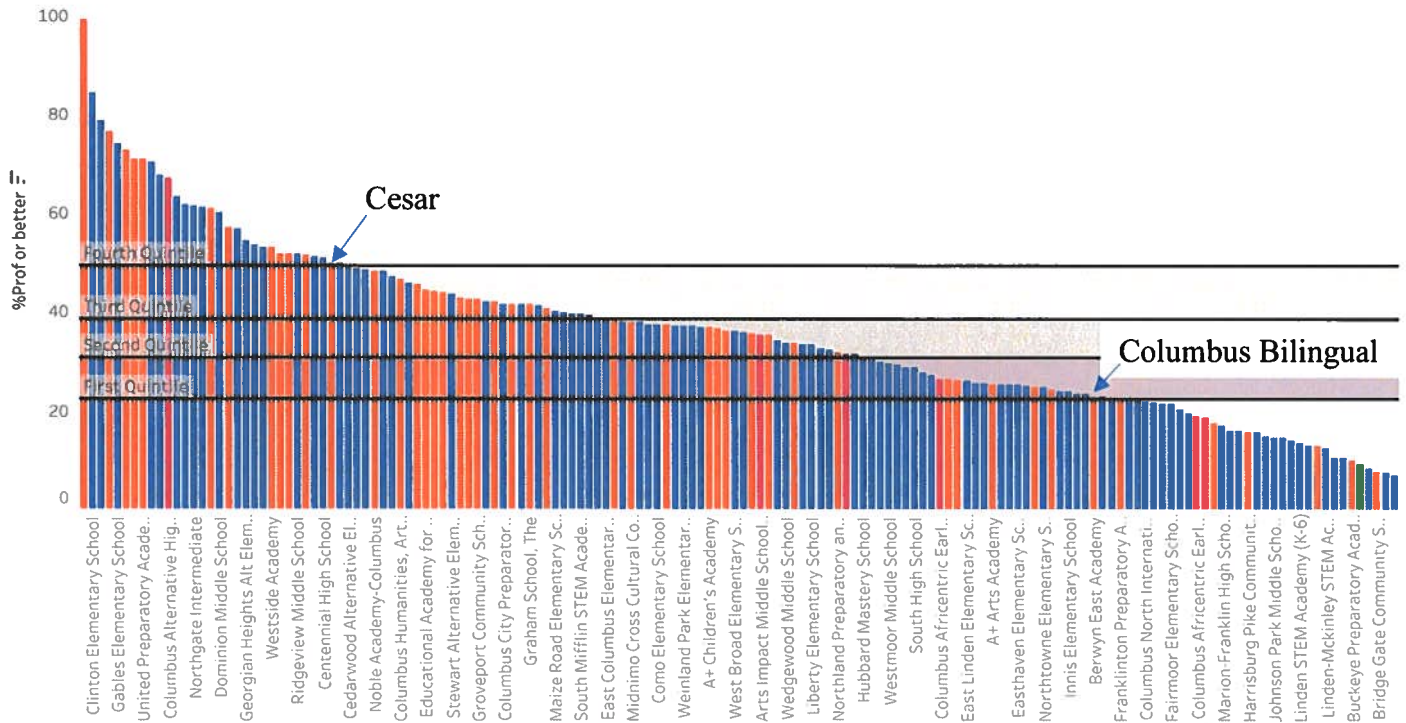
12. Legal Compliance

The school employed outside legal counsel which provided guidance to maintain compliance with all legal requirements as identified by statute.

Appendix A. Measure 3c. Relative Proficiency: How far from proficiency are students, compared to nearby charter and district schools?

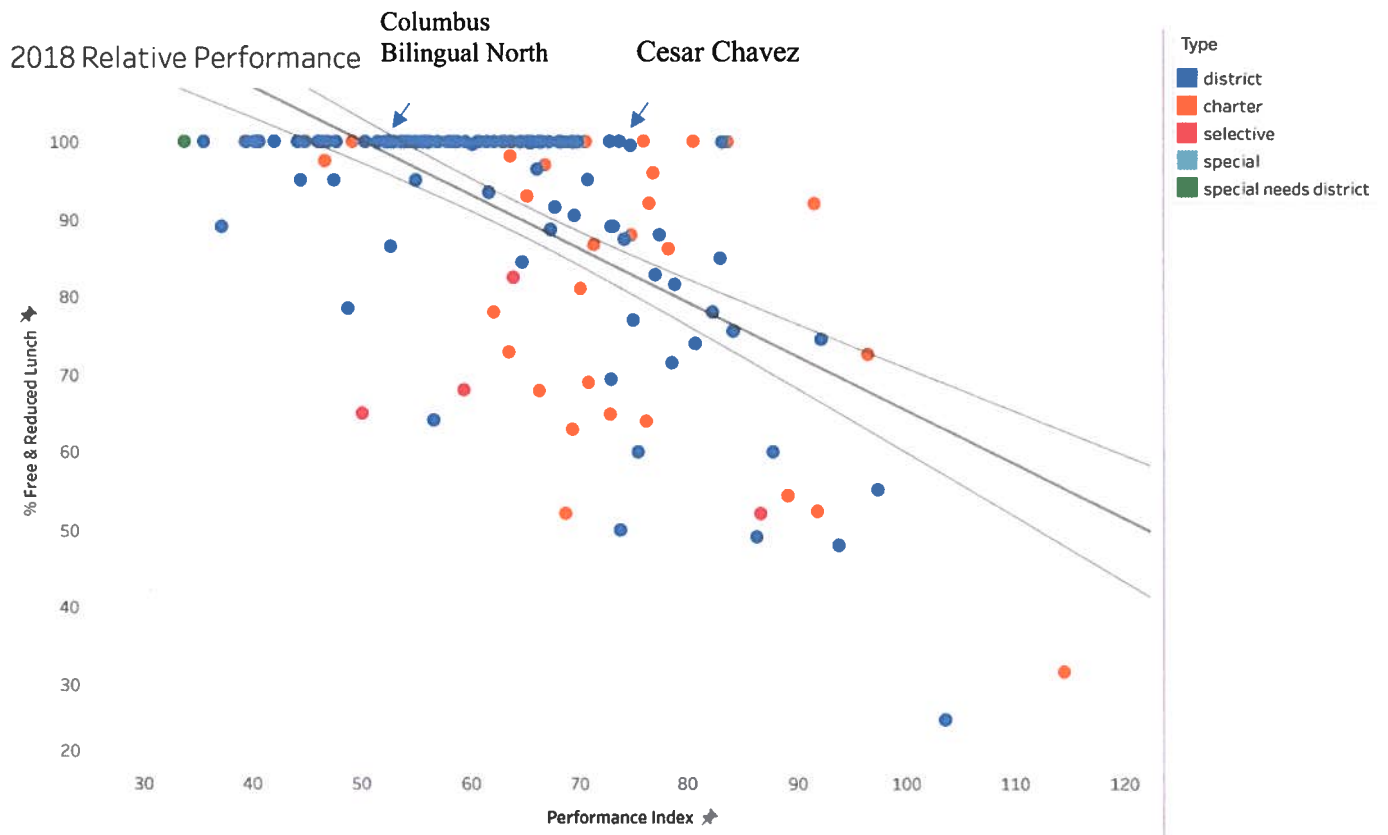
Cesar Chavez falls in the top (fifth) quintile; Columbus Bilingual North falls in the second quintile.

Relative Proficiency



Appendix B. Measure 3e. Relative Performance. Graphing the Performance Index by the Free & Reduced Lunch rate, where does the school fall comparatively to area district and charter schools in relation to the confidence interval?

Both Cesar Chavez and Columbus Bilingual North fall ABOVE the confidence interval.





Appendix C. How the Academic Framework culminates in an overall rating

Measure	Points awarded
1a. Overall Grade (10 possible)	Exceeds: A or B (10), Meets: C (8) Does Not Meet: D (5), Falls Far Below (0)
1b. Gap Closing (10 possible)	Exceeds: A or B (10), Meets: C (8) Does Not Meet: D (5), Falls Far Below (0)
2. Growth in Reading and Math (15 possible) – Overall Value-Added grade	Exceeds: A or B (15), Meets: C (12) Does Not Meet: D (6), Falls Far Below F (0)
3a. Absolute Proficiency (10 possible) – Percent Indicators Met	Exceeds: A or B (10), Meets: C (8) Does Not Meet: D (1-), Falls Far Below (0)
3b. Relative Proficiency (15 possible) – Percent students proficient, compared to district and charter schools, by quartile	Exceeds: Top quintile (15), 2 <sup>nd</sup> quintile (12) 3 <sup>rd</sup> quintile: (10), 4 <sup>th</sup> quintile (8), 5 <sup>th</sup> quintile (0)
3c. Absolute Performance (10 possible) – Performance Index grade	Exceeds: A or B (10), Meets: C (8) Does Not Meet: D (5), Falls Far Below (0)
3d. Relative Performance Index (15 possible) – Performance Index by Free & Reduced Lunch, compared to district and charter schools, by	Exceeds: Far above (15), above (12) at (10), below (8), far below (0) confidence interval
3e. K-3 Literacy (10 possible) – K-3 Literacy grade	Exceeds: A or B (10), Meets: C (8) Does Not Meet: D (5), Falls Far Below (0)
4. Mission (5 possible)	Exceeds: (5), Meets: (4) Does Not Meet: (2), Falls Far Below: (0)

100 possible points (or percentage of possible points if not all measures can be assessed)

Above 80% = exceeds standards

70- 80% = meets standards

40-70% = does not meet standards

0-39% = falls far below standards

Less than 10% after two years of operation results in termination

**15 Point Rating**

Exceeds Standard: 15 points  
Meets Standard: 12 points  
Does Not Meet Standard: 6 points  
Falls Far Below Standard: 0 points

**10 Point Rating**

Exceeds Standard: 10 points  
Meets Standard: 8 points  
Does Not Meet Standard: 5 points  
Falls Far Below Standard: 0 points

**5 Point Rating**

Exceeds Standard: 5 points  
Meets Standard: 4 points  
Does Not Meet Standard: 2 points  
Falls Far Below Standard: 0 points