



North Central Ohio
Educational Service Center

2020-2021

Sponsor's Annual Report

For:

Hardin Community Schools

011324

Hardin Community School IRN: (011324)

School Sponsor: North Central Ohio Educational Service Center

Description of School

Hardin Community School is a drop-out recovery conversion school of Hardin County pursuant to Section 3314.03 of the Ohio Revised Code. HCS is a school designed especially for credit deficient "at-risk" students in grades 6-12, with the majority of students ages 16-21 as permitted under the Ohio Revised Code 3314-06. HCS meets the needs of students in an environment that allows the student to remediate, enrich and expand his or her educational experiences. HCS takes all reasonable steps to ensure the compliance of all health and safety standards for its students within the control of HCS.

Vision

Hardin Community School will lead, shape, educate and transform youth into self-motivated, engaged, and successful citizens of the Hardin County community.

Mission

Hardin Community School exists to value, educate, empower, and transform the lives of our students and their families.

**Demographic Data
Enrollment**

During the 2020-21 school year, Hardin Community School had a total of 49 students.

Students enrolled in grades 6-12 as follows:

| | |
|----------|-----------|
| Grade 6 | <u>0</u> |
| Grade 7 | <u>3</u> |
| Grade 8 | <u>1</u> |
| Grade 9 | <u>5</u> |
| Grade 10 | <u>2</u> |
| Grade 11 | <u>12</u> |
| Grade 12 | <u>26</u> |

Composition

Black 4.00 %

White 88.00 %

Multiracial 6.00 %

Hispanic 2.00 %

Economically Disadvantaged 78.00 %

Students with Disabilities 30 %

Education Program

Hardin Community School's mission is to provide a meaningful educational alternative for those students who are credit deficient and considered "at risk". These students are provided curriculum that meets the students' specific needs while tying them to the state standards. An effort is made to provide each student with HQT teacher to support the curriculum.

The unique purpose of HCS is to provide the environment and experiences to develop each individual's intellect and will to the maximum of the students' ability and interest. Given the environment and experiences, the individuals will progress in their ability to make judgments and arrive at conclusions based upon responsible inquiry and factual evidence. Given this framework, the HCS Board of Directors believes that:

1. Education should contribute to the continuous improvement of the democratic society and cultures in which it exists through the development of concerned, contributing, and patriotic citizens.
2. The dignity and worth of the individual should be respected and each individual should be given the opportunity to participate in our society to the best of his/her ability.
3. Basic knowledge, skills, understandings, and appreciation are necessary for full life functioning.
4. All students should be offered the opportunity for optimum development of their abilities and talents.
5. The development of self-appraisal skills, decision making techniques, and critical thinking skills by Hardin Community School's students should help them in assuming the responsibility for setting realistic, immediate, and long-range academic and career goals. These skills should also assist them in making judgments and developing understanding for lifelong decision-making.

Academic Assessment & Accountability Performance- Student evaluation, in order to be effective, must rely on several methods of measuring student attainment of learning objectives. For that reason, Hardin Community School Assessed Curriculum plan is based on a cyclical

system of pre-assessment, formative assessment, and summative assessment. Teachers will use both formal and informal assessment methods. Diagnostic assessments and screening tools will be used to determine each student's present level of performance and readiness for the learning experience. Ongoing, formative assessments are conducted during instruction to help teachers make necessary instructional adjustments such as intervention and enrichment. Depending on the information gained during these benchmarking assessments, teachers may decide to alter instructional methods and materials. Teachers will refer to the benchmarks and indicators in their written curriculum to help them design and implement these ongoing assessments, both formal and informal. Summative assessments will indicate student mastery of skills, and will also serve as pre-assessment information for future work. Summative assessments will be both formal and informal, will be varied, and will include the Ohio Department of Education End-of-Course Exams, ACT for juniors (student/family choice), and Renaissance STAR assessments. HCS will provide required information to allow for the acquisition and administering of all mandated statewide testing.

GOAL: All students will meet AYP by scoring “making progress” on Renaissance STAR (Math and ELA) assessments (students on an IEP will have assessments determined by the IEP team.). Data from the above mentioned tests will drive the interventions provided to students.

Reference testing and assessment data/last year or most recent Ohio Local Report Card information.

4-Year Graduation Rate: 69.2% (Not Rated)

5-Year Graduation Rate: NC (Not Rated)

6-Year Graduation Rate: 54.5% (Not Rated)

7-Year Graduation Rate: NC (Not Rated)

8-Year Graduation Rate: 57.9% (Not Rated)

Value Added Progress has not been rated.

Overall Graduation Rate: 64.8% (Not Rated)

NOTE: Hardin Community School is an at-risk grades 6-12 school providing credit and therapeutic recovery services to enrolled students. Part of the enrollment process is to meet criteria for acceptance. Students who enroll at Hardin Community School must have a history of Chronic behavior issues in another school and/or at least one grade level behind in middle school and/or at least 5 high school credits behind their on-time graduating class. Consequently, it is difficult for students to achieve graduation on time.

The 4-year graduation rate applies to the Class of 2020 who graduated within four years, i.e. students who entered the 9th grade in 2016 and graduated by 2020.

The 5-year graduation rate applies to the Class of 2020 who graduated within five years, i.e. students who entered the 9th grade in 2015 and graduated by 2020.

Academic Performance

RATING FOR SY 2020-21: (*Not Rated*)

This rating was determined by reviewing the Ohio Report Card data. However, as with the 2019-2020 school year, the 2020-2021 school year was not typical. Due to ongoing issues with the COVID-19 Pandemic, there were many interruptions to the school calendars and many schools were operating on a rotation schedule due to COVID-19 outbreaks within the school community. Therefore, due to these interruptions to school calendars and lack of academic data over the past two years, the North Central Ohio ESC is unable to fully complete its determination of the academic performance of its sponsored schools again for the 2020-2021 school year. For the 2020-2021 school year annual report and all school sponsor reports the North Central Ohio ESC uses “NR” meaning Not Rated due to COVID-19 Pandemic and lack of data.

The Ohio Department of Education released the following statement regarding the 2020-2021 academic school year. “The 2020-2021 report cards will not have grades or ratings due to Ohio laws reducing consequences of this year’s data. Schools and districts are encouraged to use the data for recovery and improvement planning only.”

Fiscal Performance

RATING FOR SY 2020-21: (*Exceeds Expectations*)

This rating was determined by reviewing the approved financial reports, most recent audit, monthly financial reviews, and compliance with internal controls. In the most recent audit report (June 2014). This determination is in alignment with the sponsorship contract and Ohio Revised Code section 3314.03(A).

Hardin Community School’s financial plan complies with section 3314.03 (A) of the Ohio Revised Code. The Academy has established internal controls and submitted the 5-Year Forecasts and annual budget on time. The Board of Directors appears to provide adequate fiscal oversight and the Academy appears to be fiscally sound.

The financial plan complies with section 3314.03(A) 15 of the Ohio Revised Code, which requires an estimated school budget for each year of this Contract and a total estimated per pupil expenditure amount for each year. In accordance with these requirements, this plan specifies for each year the base formula amount that will be used for purposes of funding calculations under section 3314.08 of the Ohio Revised Code. This base formula amount for any year shall not exceed the formula amount defined under section 3317.02 of the Ohio Revised Code. The plan may also specify for any year a percentage figure to be used for reducing the per pupil amount of disadvantaged pupil impact aid calculated pursuant to section 3317.029 of the Ohio Revised Code.

Total Operating Revenues: \$ 339,920.05 _____

Total Expenditures: \$ 306,036.52 _____

Total Assets: \$ 774,506.75 _____

Audit Results: Audit results include a review of total margin (operating within available revenue resources) and assets to liabilities ratio. HCS is audited bi- annually. The most recently conducted audit was for the year ending June 30, 2020. There were no findings that the Academy will needs to address at this time.

Days Cash on Hand: HCS averaged 1097 days cash-on-hand for the 2020-21 school year. This is calculated by an average over the course of the school year from July 1, 2020 to June 30, 2021. The rule of thumb for this ratio is 45 days or more is good while 15 – 45 days is fair, and under 15 days signals potential financial distress.

Student Enrollment: Student enrollment at HCS for the 2020-21 school year was 49 students. HCS’ enrollment has remained pretty steady throughout the years of sponsorship. However, with the school’s drop-out prevention & recovery status, this is not uncommon.

Fiscal Performance Ratings for Hardin Community School for the past five years are as follows:

- 2020-21: Exceeds Expectations
- 2019-20: Meets Expectations
- 2018-19: Meets Expectations
- 2017-18: Meets Expectations
- 2016-17: Meets Expectations

Organization & Operation/Governance

RATING FOR SY 2020-21 (*Exceeds Expectations*)

This rating was determined by reviewing the adherence of the Governing Authority’s compliance with the sponsorship contract, the Code of Regulations and meeting and training requirements.

NCOESC (the sponsor) rated the school’s organization and operational performance based on combined information showing how successfully the governing authority executed its governance duties under the contract. The factors considered include conducting required number of meetings, maintaining sufficient number of approved members, maintaining sufficient board meeting minutes, fulfilling member-training requirements, maintaining compliance with the governing authority’s Code of Regulations, conducting monthly financial reviews, and complying with open meetings requirements.

A school “exceeds” expectations if the minimum contractual requirements are met in all areas and exceeded in at least one of the areas. A school “meets” expectations if the minimum

contractual requirements are met in all of the areas. If the organization and operational performance was below these standards, it is determined the school “did not meet” expectations for its organizational and operational performance rating.

Governing Board Performance:

Hardin Community School’s local board is charged with the responsibility to establish and maintain a basic organizational structure for HCS, develop curriculum, meet federal and state mandates for HCS, appoint a Director and key members of the central office staff, adopt an annual budget, approve the 5-year forecast, and create a climate that promotes educational excellence. Consequently, HCS’s school board initiate educational policies at the local level and have a responsibility for implementing a variety of state and federal policies. This board provides important administrative oversight relative to the educational policies and programs they institute; play a central role in establishing systems and processes to ensure the school system's fiscal, programmatic, and outcome accountability; and undertake broad human resource functions that include making crucial decisions regarding the district's top-level leadership and key staff. Finally, the HCS’s school board provides leadership for HCS, adopting a unifying vision and mission, soliciting and balancing the participation and input of members of the community, and advocating on behalf of the educational needs of students at the local, state, and national levels.

The Board of Directors is responsible for helping to create, approve, and monitor HCS’ annual budget, to develop policies to guide the operation of HCS, to secure funding for HCS, and maintain a commitment to the vision, mission, and belief statements of HCS and the students it serves. The Board of Directors makes such rules and regulations as are necessary for its governance and the governance of its employees and students, of its grounds or premises by adopting policies for the organization and operation of this Board of Directors and HCS. The Board of Directors may assume jurisdiction over any dispute or controversy arising within HCS and concerning any matter which authority has been vested in the Board of Directors by policy, contract, rule or law. The Board of Directors has been consistent in its membership and the directors are retired or current school superintendents, a teacher education coordinator from a local university, a financial institution manager, a person retired as a teacher and with chamber and business alliance credentials, a Job and Family Services director, and the office of Sheriff. Three current directors have been with the board since the opening of HCS. The HCS Governing Board remains committed to providing excellence in all core academic areas while creating a unique and positive school environment with emphasis on student needs.

The Board of Directors is responsible for carrying out the provisions of the Contract.

The Board of Directors is the final governing authority of HCS.

All HCS board members continue to be highly engaged and board attendance exceeds 80% (per contractual agreement). HCS board members met the requirement of annual training for open meetings and public records and provided the sponsor with certificates as evidence of this.

Board Meetings

All HCS Board meetings are open to the public and citizens are encouraged to attend. All board meetings are open to the public and citizens are encouraged to attend. Board meetings are posted in accordance to Ohio's Sunshine Law.

School Leaders/Administration

Wade Melton, HCS school leader, has established and implemented standard operating procedures and protocols that support the day-to-day operations of the school. The school leader shows a high level of dedication and commitment to the students at HCS and their academic success! This is quite an accomplishment and should be celebrated! Over the course of the contract, Mr. Melton has provided the school with consistent oversight and through his leadership the school has remained true to its mission.

Organizational/Operational Performance Ratings for Hardin Community School for the past five years are as follows:

2020-21 Exceeds Expectations
2019-20 Meets Expectations
2018-19: Exceeds Expectations
2017-18: Exceeds Expectations
2016-17: Exceeds Expectations

Legal Compliance

RATING FOR SY 2020-21: (*Exceeds Expectations*)

This rating was determined by reviewing the adherence to all laws and rules identified in statute, sponsor evaluation and the sponsorship contract.

NCOESC rated the school's Legal Compliance based on a combination of its adherence to state and federal statute, the community school contract, and compliance items from the sponsor evaluation. A school will have exceeded expectations if it has a 100% compliance rate with health and safety requirements (identified on the sponsor evaluation school compliance doc) and at least 95% for all requirements.

During the 2020-21 school year, HCS worked diligently to adhere to all compliance expectations set forth in their sponsorship contract with North Central Ohio Educational Service Center and with all rules and law for community school operations. HCS submitted documentation for evidence of adherence to all rules and laws to the sponsor through Epicenter, which in turn, the sponsor submits to the Ohio Department of Education Department of School Choice.

The sponsor will work collaboratively with HCS and strive to meet a goal of zero non-compliant items again for the 2021-22 school year. In addition, as more requirements are identified and required by The Ohio Department of Education, we will continue to work collaboratively with HCS to ensure compliance with all rules and laws for community school compliance.

Overall Strengths: Hardin Community School's program is designed to assist student who have experienced trauma and/or involved with the court system. Hardin Community School serves population of students who have significant emotional and behavioral issues. Typically, these students' lives are filled with trauma. They are often expelled from traditional public schools due to lack of staff expertise and therapeutic resources. HCS fills this gap by providing a small, intimate setting focused solely on graduating these students. The students receive small group and/or individualized instruction in the classroom. The overall goal of the school is student graduation. Since the founding of the school in 2010, Hardin Community School has graduated 167 students. Most of these students have significant emotional/behavioral needs and likely would not graduate in a traditional public school.

Areas for Improvement: Staff need to continue working toward student success and the school's improvement plan.

The likelihood of sponsorship renewal at this time is very good. In summary, we are proud to sponsor Hardin Community School and we value our partnership. We look forward to continuing to support you in your endeavors and wish you continued success!

**Hardin Community School
Governing Board
2020-2021**

**Mrs. Jolene Bailey
Mrs. Penny Fiebiger
Mr. Doug Roberts
Mrs. Meri Skilliter
Mr. John Hohn
Mr. Dennis Burns
Mr. John Folk**

School Location:

**400 Decatur Street, Kenton, Ohio 43326
www.hardincommunityschool.org**