

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

**Submitted by**

**Tri-County Educational Service Center (050526)**

**November 30, 2017**

**Beacon Hill Community School (012501) 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.

## **BEACON HILL COMMUNITY ACADEMY IRN 012501**

### **MISSION STATEMENT**

The mission of the Beacon Hill Community School is to provide a pathway for life-long career/educational pursuits and employment opportunities.

### **OVERVIEW OF SCHOOL**

The Beacon Hill Community School (BHCS) is a site-based, conversion community school sponsored by the Tri-County Educational Service Center (TCESC). BHCS is located at 10470 Winesburg Road, Dundee, Ohio 44659 (Wayne County).

The School Leader is Bradley A. Herman, and the Treasurer is Sandy Hadsell. Educational programming and services are available for students in grades 7-12, particularly those 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.

2016-2017 was the School's fifth full year of operation.

BHCS contracts services for special education and student testing through the Tri-County ESC, food services through Southeast Local Schools (Wayne County), and technology services through the Tri-County Computer Services Association. Community partners include: Lighthouse of Hope, Spring Haven Counseling Center, Mount Eaton Business Association, and Wayne County Workforce Innovation Network (WIN).

It should be noted that Beacon Hill was established as a Conversion Community School whose purpose was to fill a gap in formal education for an underserved population in the Southeast Local School District in Wayne County, which had resulted from the elimination of specially designed middle school units in Southeast Local.

This group was comprised of students from the surrounding Amish and Mennonite communities and their formal education generally concluded at the end of grade six at which time they withdraw to Home School or at the end of grade eight when they invoked Yoder vs. Wisconsin and leave school entirely.

In this instance many students were staying in school through grade eight enrolling in the special middle school units in which their communities saw merit. Once the courses were no longer offered the majority left after grade six, this creating an underserved population.

Beacon Hill was established in to support this population and other at-risk students by providing them with the opportunity for at least two more, and in some cases, six more years of formal education. At this time 90% of the Beacon Hill enrollment is from the surrounding Amish and Mennonite Communities, but all of the students entering Beacon Hill in grade seven do complete grades seven and eight, and a relatively small number move forward. However, with the focus on academics being rather rigorous these students have a tendency to drop out at the end of grades nine, ten, or eleven, which is totally acceptable within their community and supported by Yoder vs. Wisconsin; unfortunately, they are considered drop outs. This situation does and will continue to have a negative effect on the school's graduation rate.

### **ACADEMIC PERFORMANCE**

Beacon Hill improved in all areas of the State Report Card Indicators MET improved from an F to a D. Performance Index improved from a D to a C. Component grade went from a D to a C. Progress improved from an F to a B.

## Tri-County Educational Service Center (050526) 2016-2017 Annual Report of Community Schools

One (1) Superintendent, eight (8) staff members, which included six (6) teachers with HQT status and two(2) HQT classified staff members, provided traditional classroom instruction as well as monitoring supplemental online curriculum.

The School uses OdysseyWare to provide supplemental online curriculum. A blended curriculum design and delivery provided students with individualized pathways for graduation from high school to life-long career/educational pursuits and employment opportunities.

The staff continued a curriculum audit to assure alignment with the Ohio Learning Standards.

The staff trained and implemented *i-Ready* to provide diagnostic testing in Reading and Math as well as individualized supplemental learning for students.

The goal for the School is to ensure that all students will attain an Ohio high school diploma. To achieve this standard of success, the following objectives were established: (1) All students will complete one or more graduation requirements leading to an Ohio high school diploma, (2) Students will successfully pass one or more parts of the mandated Ohio Graduation Test (OGT), (3) the School will provide opportunities for students to obtain the requisite knowledge and skills that will enable them to become productive citizens, and (4) the School will ensure that the social, emotional, and educational needs of all students will be addressed.

Objective 1: All students will complete one or more graduation requirements leading to an Ohio high school diploma. Based on an analysis of high school course completions, all students (students enrolled as of last day of school) completed at least 2.5 credit toward graduation. These same students accounted for 54.5 total credits (average of over 4.95 credits per student) earned by the end of the 2016-17 school year.

Objective 2: Students will successfully pass one or more parts of the mandated Ohio Graduation Test (OGT). All students on the OGT path completed and passed all five sections of the Ohio Graduation Test (OGT). Students on the new State Assessment path also made adequate progress towards graduation with their testing results. Students taking the State Assessments averaged over 7.75 points earned towards graduation. Every tested student earned at least 5 points towards graduation. Four students took the ACT. The high score was 30 and the average score was 25.

Objective 3: The School will provide opportunities for students to obtain the requisite knowledge and skills that will enable them to become productive citizens. During the 2015-16 school year, all middle school students (grades 7 and 8) were required to complete eight hours of community service. Students documented their community service hours throughout the year and submitted a verification sheet by April 30, 2017. High school students were also afforded the opportunity to complete community service and work experience in accordance with their individual graduation plans and academic goals. High School students also participated in Manufacturing Day sponsored by the Wayne County Workforce Innovation Network (WIN). All students visited, toured, and learned about the career opportunities at P.Graham Dunn.

On opening day of the 2016-17 SY 67 students were enrolled; during the school year three (3) students withdrew: one (1) student as “over 18 not attending, one (1), and one (1) enrolled in another school. One (1) additional 7<sup>th</sup> grade student enrolled during the year to make a net of 65 students enrolled at the end of the school year. One (1) student graduated from High School...

Enrollment and Attendance Rates have remained consistent over the past 4 years.

Enrollment				Attendance			
2013-14	2014-15	2015-16	2016-17	2013-14	2014-15	2015-16	2016-17
77	76	74	65	97.5%	97.4%	97.4%	97.4%

The Sponsor gives the school an Academic Performance rating of a “B+ “citing the steady enrollment and high attendance rates over four years and as well as implementing an plan which increased performance in all areas on the 2017 Report Card.

The school has met its Academic Performance level

**FISCAL PERFORMANCE**

The School’s treasurer is properly licensed and bonded and has completed all Fiscal Reporting (State and Federal) for FY17 in a timely and accurate manner.

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.

Fiscal reviews show that the School has no outstanding debt and has about a 12-months of cash on hand for operations. The School has \$30,000 in CDs as a reserve for FTE adjustments. Five-Year Histories show cash balance improvements made over the years.

	<b>General Fund Balance</b>	<b>All Funds Balance</b>
FY13	\$ 1,888	\$ 8,705
FY14	\$ 15,914	\$ 36,842
FY15	\$ 73,483	\$ 107,751
FY16	\$ 57,925	\$ 117,786
FY17	\$ 87,799	\$ 135,149

	<b>General Fund Revenue</b>	<b>General Fund Expenses</b>	<b>All Funds Revenue</b>	<b>All Funds Expenses</b>
FY13	\$ 426,203	\$ 424,703	\$ 517,711	\$ 526,376
FY14	\$ 490,952	\$ 476,926	\$ 580,635	\$ 552,497
FY15	\$ 483,338	\$ 425,772	\$ 625,992	\$ 555,085
FY16	\$ 474,980	\$ 490,539	\$ 652,541	\$ 642,506
FY17	\$ 474,197	\$ 444,323	\$ 622,925	\$ 605,509

The School’s financial goal is to provide appropriate and adequate educational opportunities with the funding it receives.

Financial planning and financial stability is quite different with community schools than with traditional schools, as there is no tax base to rely on. The primary source of revenue is State Foundation Funding based on student FTE which varies as enrollment numbers vary; however, the School’s enrollment has remained consistent. The School also receives some federal funding, as well as local support.

## Tri-County Educational Service Center (050526) 2016-2017 Annual Report of Community Schools

The School's major expenses are staffing and facilities. The past two years have seen major increases in legal fees and auditing fees brought on by legislative mandates. The School would like to see expanded facilities, but are utilizing what they can afford in their current location.

The School's treasurer and superintendent review the budget at least quarterly and make recommendations to the Governing Authority based on current and projected enrollment numbers.

The School appears to be healthier financially than it was three (3) years ago. As long as enrollment numbers remain strong, the finances can be strong with continuing proper fiscal management.

The School enrollment has remain consistent over the past three years as demonstrated by opening day enrollments by grade level.

<b>3-Year Opening Day Enrollments By Grade Level</b>			
<b>Grade</b>	<b>2014-2015</b>	<b>2015-2016</b>	<b>2016-17</b>
7	30	31	23
8	29	29	31
9	3	4	5
10	7	2	1
11	5	6	3
12	3	4	2

The Sponsor rates the School's Fiscal Performance an "A" based on the treasurer's accurate and extensive financial reporting to the GA Board and prompt response to questions of the GA and Sponsor. The funds are well-managed and collaboration between the GA and the Treasurer is excellent.

The School has met its Fiscal Performance Level.

### **ORGANIZATION AND OPERATIONS**

The Beacon Hill Community School Governing Board is comprised of five (5) Board members who represented local businesses, education and community members. Members include Wayne Shelter, woodworking shop manager for local business, Roger Chenevey retired educator and sales manager, Andrew Yoder business owner, Marvin Yoder, business owner and Jeremy Chupp member of ministry.

All Board members, the superintendent, and the treasurer completed Public Records and Sunshine Law Training, submitted background checks, and Disclosure and Conflict of Interest statements.

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 on a monthly basis and reviewed school finances each month and carefully monitored the school's progress in attaining its goals. The BHCS Board employed a licensed school Treasurer who provided financial reports, which were reviewed and taken into consideration along with educational and policy endeavors to provide appropriate governance for school improvements and extended learning opportunities.

The Superintendent provided the Board with an update on the school's curriculum audit to align with the Ohio Learning Standards. The Board, along with various stakeholders, engaged in strategic planning to define the vision for Beacon Hill's future. They identified facilities, specifically additional academic space, transportation and food service. The Board and Administration continued to explore various avenues to address these priority areas.

The school does not have an active website of their own but provides information for posting on the School's page on the Sponsor's website to meet Sunshine Law reporting. <http://www.youresc.k12.oh.us/schools/content-page/community-schools>

Sponsor representatives regularly attend Board meetings. 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 "A-" based on the School's attention and or response in timely manner to matters regarding changing laws and regulations and documentation of meeting statutory requirements including but not limited board members completion and submission background checks and Conflict of Interest and Disclosure Statements and completion the required Public Records Training.

The School has met its Organization and Operation Performance Level.

### **LEGAL COMPLIANCE**

The Sponsor gives the school an "A" rating in Legal Compliance. Seven of items which appeared on the extensive School Compliance Checklist which were rated by the evaluator as non-compliant. The documentation which had been presented was specifically Board Policies which were the policies recommended by the School's legal counsel for submission in response to the item, but were ruled non-compliant by the evaluator. These items were submitted for appeal and five of the seven items were adjusted. The School and its legal counsel are making an effort for further clarification (terminology) of the remaining two to assure compliance in the future.

The school has met the Legal Compliance Level.