

Ohio School Report Cards



International Acad Of Columbus

School Grade

**INTERNATIONAL ACADEMY OF COLUMBUS
(IAC)**

2018-2019

Annual Report

Analysis of School Performance			
Performance Area	Academic (50%)	Compliance and Legal (25%)	Fiscal (25%)
Points Earned	53	29	50
Target Points Possible	50	28	42
% of Target	100%	100%	100%
Designation	Exceeds	Exceeds	Exceeds
		Final Index Score:	100%

Sponsor's Analysis of IAC Performance

GENERAL SCHOOL INFORMATION

This 2019 school year was the third full year in our new location. It features: Full Indoor Gym, Auditorium, Science Lab, Computer Lab, Library, Art Room, ESL Room, Math Intervention, Reading Intervention, Special Education, Arabic Intervention, Cafeteria, and Outdoor Playground with Basketball, Volleyball, Soccer, and 4 Square. Our students' population was about 275. We value education. 66.9 % of our funds are spent on classroom instruction (65.6 % the year before) We rank, in terms of classroom expenditure, 29th out of 165 schools of similar size (35th out of 166 the year before). A rank of 1 indicates the highest percent spent on classroom instruction. All our 3-8 grade students received Chromebook.

Curriculum and Programs. This year was IAC's 16th year in operation. Our comprehensive curriculum is aligned with the Ohio Academic Standards. Because of the high number of Limited English Proficiency (LEP) students, we offer a strong English as a Second Language (ESL) program and Math and Reading intervention sessions. We also have a number of bilingual instructional assistants who assist LEP students by translating in the classroom, if needed, and by tutoring students individually or in small groups outside of the classroom. A unique aspect of our curriculum is an Arabic language program for all grades. Science Fair, Math Club, National Junior Honor Society (NJHS), Power of The Pen and Mock Trials are also part of our programs.



Positive Behavioral Interventions and Supports (PBIS) is a framework used to teach and reinforce positive behavior.

A PBIS committee was formed and tasked with implementing a school-wide PBIS system at IAC. The committee created a matrix with 3-5 school-wide behavioral expectations with specific examples for the school's common areas. Currently, our expectations are Respectful, Organized, Aware, and Responsible (ROAR). The committee holds annual assemblies to inform students of the expectations and the incentives they could earn. These expectations are reinforced in many manners; student of the month, golden ticket winners, postcards to parents, panther points, school store, and award assemblies.

The school has purchased PBIS Rewards, which is used to award panther points, place school store orders, make disciplinary referrals, and track data for those referrals. The PBIS committee meets regularly and strives to continually improve the school-wide system.

Instruction and Attendance Rate. This academic year consisted of 168 instructional days, 966 instructional hours. Our average classroom size is about 25. Many of our students get additional personal attention by working with instructional assistants. This year, our attendance rate was 94.7 % which exceeds the state standard of 93%.

	Enrollment #	Pct
All Students	278	
American Indian or Alaskan Native	NC	NC
Asian or Pacific Islander	NC	NC
Black, Non-Hispanic	218	78.5
Hispanic	NC	NC
Multiracial	NC	NC
White, Non-Hispanic	57	20.6
Students with Disabilities	24	8.6
Economic Disadvantage	278	100.0
English Learner	135	48.5
Migrant	NC	NC

If Enrollment is less than 10, results are Not Calculated(NC).

Students. IAC’s student population is largely at-risk academically (two to three years behind). This year we had an average enrollment of 278 students, of whom 78.5% were black/African-American and 20.6% were white. 8.6% were students with disabilities. 100% of our students came from economically disadvantaged families and 48.5% (38% the year before) were classified as LEP students.

Staff. To serve our students' unique needs, we have highly-qualified classroom teachers, specialized Arabic language teachers, certified ESL teachers, certified Special Education teachers, Certified Intervention specialists, and bilingual instructional assistants.

All core academic subjects were taught by properly certified/licensed teachers who are highly qualified.



STUDENTS PERFORMANCE

This year ODE (Ohio Department of Education) administered, for the fourth year, the new batch of tests from their program that started in 2016. Here is the IAC report card:

Ohio School Report Cards

B

School Grade

International Acad Of Columbus

Districts and schools report information for the Ohio School Report Cards on specific marks of performance, called measures, within broad categories called components. They receive grades for up to ten measures and six components.

Achievement

The Achievement Component represents whether student performance on state tests met established thresholds and how well students performed on tests overall. A new indicator measures chronic absenteeism.

Performance Index
60.2%
Indicators Met
13.3%

D

Component Grade

Progress

The Progress component looks closely at the growth that all students are making based on their past performances.

Value-Added
Overall
Gifted
Lowest 20% in Achievement
Students with Disabilities

D

F

B

Component Grade

Gap Closing

The Gap Closing component shows how well schools are meeting the performance expectations for our most vulnerable students in English language arts, math, graduation and English language proficiency.

Annual Measurable Objectives
89.9%

B
NR
C
NR

B

Component Grade

B

Graduation Rate

The Graduation Rate component looks at the percent of students who are successfully finishing high school with a diploma in four or five years.

Graduation Rates
This school is not evaluated for graduation rate because there are not enough students in the graduating class.

NR

Component Grade

Improving At-Risk K-3 Readers

This component looks at how successful the school is at improving at-risk K-3 readers.

Improving At-Risk K-3 Readers
67.6%

B

Component Grade

B

Prepared for Success

Whether training in a technical field or preparing for work or college, the Prepared for Success component looks at how well prepared Ohio's students are for all future opportunities.

NR

Component Grade

The Performance Index Score reflects the **achievement** of every tested student. The score is a weighted average of all tested subjects in grades 3 to 8. The most weight is given to the advanced students, with the weights decreasing for each performance level. This creates a scale of 0 to 120 points with 100 being the goal. The Performance Index Score, over time, shows trends in school achievement. This year our performance index is 60.2% with a rating of “D” (The year before the performance index was 55.7% which is D).

In contrast, school value-added rating represents the **progress** the school has made with its students since last year. The school data rate is a “B” (Up from D the year before). Annual Measurable Objectives (AMO’s) compare the performance of all students to state goals in Reading and Math and emphasize any **gaps** between groups. The school data rate is “B” (from 82.4% in 2018 to 89.9% in 2019).

The **K-3 literacy Improvement** component looks at how successful the school is at getting struggling readers on track to proficiency in the third grade and beyond. The school data rate is “B” (up from D the year before).

The State of Ohio requires all schools to administer **State Achievement** in English Language Arts, Mathematics, Science and Social Studies. These tests measure the basic skills of all Ohio students. Our school’s academic achievement can then be compared to all other public schools in Ohio. The tests measure students against a standardized proficiency level for their grade. The school data rate is “D”, the same as the year before. All our 3rd grade students were promoted to 4th grade.

Please see the table below which provides a comparison between International Academy of Columbus and Columbus City Schools District.

	Overall Grade	Achievement	Progress	Closing Gaps	K-3 Literacy
IAC	B	D	B	B	B
CSD	D	F	F	B	D

OHIO ENGLISH LANGUAGE PROFICIENCY ASSESSMENT

The Ohio English Language Proficiency Assessment (OLEPA) is the assessment used for testing English language proficiency in Ohio. The OLEPA is a simplified and reliable English Language Assessment which is used to help identify LEP (Limited English Proficient) students who may need ESL (English as a Second Language) classes.

Here are the results from 2018 and 2019

2019

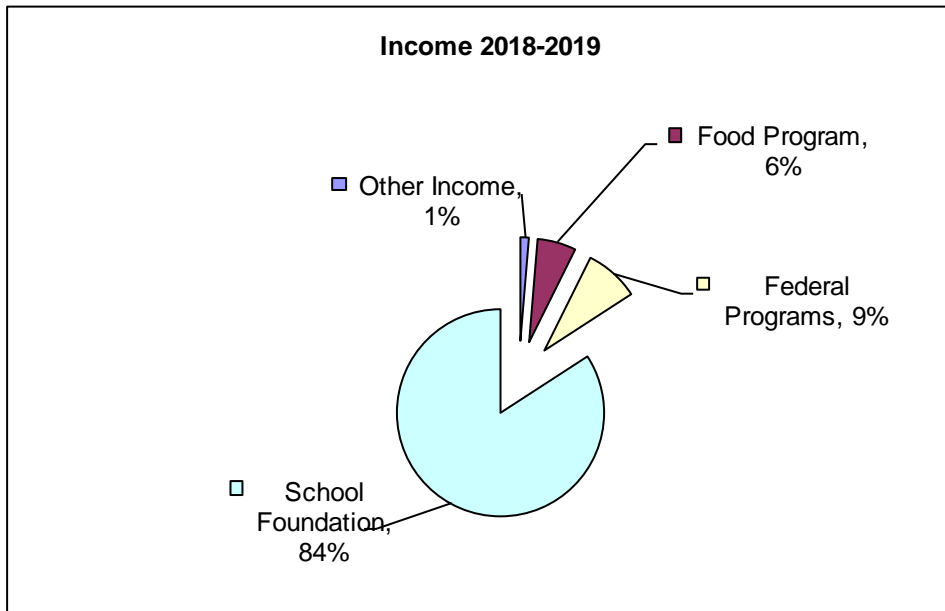
OLEPA		
Grade	Number of Students Tested	Percent Determined Proficient
Kindergarten	21	19%
Grade 1	15	40%
Grade 2	27	30%
Grade 3	8	38%
Grade 4	12	42%
Grade 5	11	9%
Grade 6	21	14%
Grade 7	9	22%
Grade 8	11	18%

2018

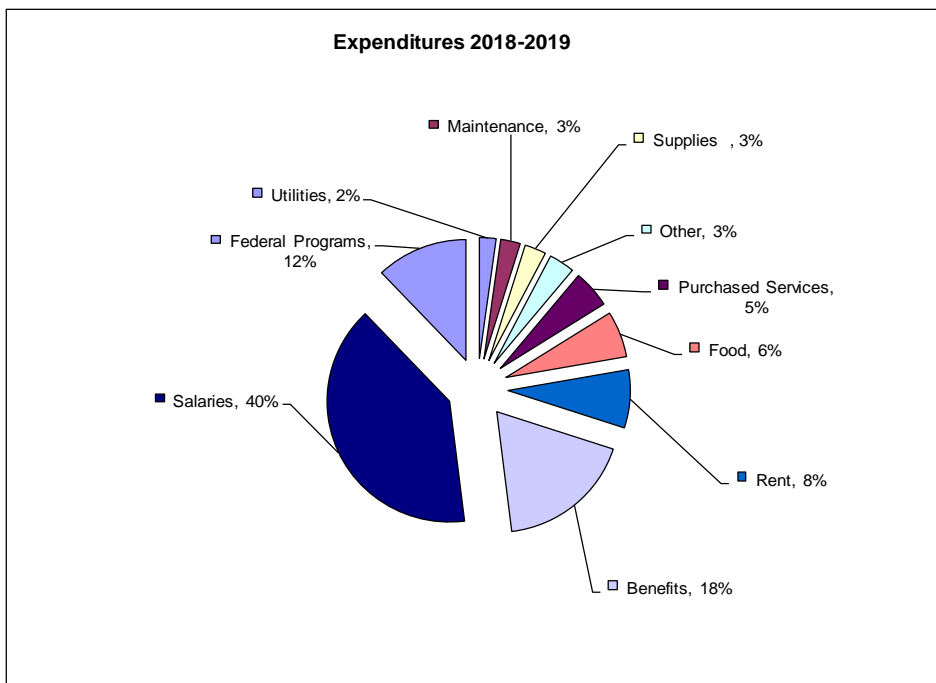
OLEPA		
Grade	Number of Students Tested	Percent Determined Proficient
Kindergarten	10	0%
Grade 1	37	19%
Grade 2	13	23%
Grade 3	14	14%
Grade 4	17	47%
Grade 5	23	26%
Grade 6	6	0%
Grade 7	9	11%
Grade 8	15	20%

FINANCIAL OVERVIEW

This fiscal year FY19 ended with a deficit of \$ 227,071. This is primarily due to a drop of about 25 students while we increased staffing to provide additional services. As a result the school went from D to a B on the state report card. As this report is being produced, enrollment has increased to about 300 students and in 2020 we should realize some surplus.



Other Income	37,233
Food Program	171,065
Federal Programs	241,421
School Foundation	2,388,661
Total Income	\$2,838,380



Utilities	67,238
Maintenance	79,592
Supplies	86,669
Other	104,158
Purchased Services	154,171
Food	189,594
Rent	238,613
Benefits	552,782
Salaries	1,222,101
Federal Programs	370,533
Total Expense	\$3,065,451

SPONSOR'S CERTIFICATION

Ohio Revised Code (ORC) 3314.03(D)(2) specifies that the sponsor of the school must "monitor and evaluate the academic and fiscal performance and the organization and operation of the community school on at least an annual basis."

In its evaluation of school performance, Buckeye Community Hope Foundation (BCHF) assesses the performance of the school on each of the required Ohio School Report Card indicators and on performance measures listed in the charter contract. BCHF monitors the performance of the community school through attendance at board meetings, bi-monthly visits to the school, monthly reviews of financial reports and reviews of academic progress reports along with a number of other reports relative to the school performance. Buckeye Community Hope Foundation served as the sponsor for International Academy of Columbus during the 2018-2019 school year, and found the school substantially compliant with the rules and regulations governing community schools.

All community school sponsors are required to submit a written report of the evaluation results of the school's academic, financial, and organization performance as well as the school's legal compliance to the Ohio Department of Education and make the report available to parents of students enrolled in the community school. As such, this Annual Report regarding the performance of this school and other schools under the sponsorship of Buckeye Community Hope Foundation will be posted on their website www.buckeyehope.org<<http://www.buckeyehope.org>>, by November 30, 2019.



Buckeye Community Hope Foundation - End of Year Performance Report

International Academy of Columbus Community School K-8

In calculating a final index for renewal, BCHF gives 50% weight to Academic Performance and 25% to Compliance and Legal Performance and Fiscal Performance respectively. The following is a summary of your school's performance in comparison with the performance framework of the contract:

Analysis of School Performance			
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PARENT/TEACHER SATISFACTION



Year after year, more than 90% of our students return to IAC. Almost all of our teachers come back.

During Parent Conferences and the Reading and Math nights, many parents show up and participate in the education of their children.

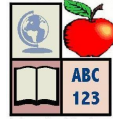
Our Average Daily Student Enrollement was 275, and most of our new students are either siblings to existing students or came as referrals from existing parents.

We have small classroom sizes (25 on average), a physically and psychologically safe environment, and dedicated teachers and support staff who work tirelessly to provide our students with the education they need to be successful in the future.



We strive to forge a strong home-school connection with our students' families. We know and have very good relationships with our parents. Parents have helped us improve the behavior of our students which led to improving academic achievement and overall school environment.

The plans for the next academic school year include performing home visits to the families of our children.



QUALITY EDUCATION FOR EVERY STUDENT

International Academy of Columbus

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OUR SCHOOL'S MISSION

The mission of the International Academy of Columbus (IAC) is to provide high quality, globally conscious, and competency-based education for grades Kindergarten to 8, in partnership with parents and the community. IAC will meet the needs of the increasingly diverse student population of Central Ohio, including students who are challenged by Limited English Proficiency and students who come from educationally interrupted and economically disadvantaged backgrounds. IAC will strive to provide a physically and psychologically safe environment for all students that encourages self-discovery and development.

School Board of Education

Dr. Hazem Gheith (President)
Ms. Marcell Anthony
Dr. Souzan El-Kest
Mr. Abukar Osman
Mr. Abdoul Shmohamed



I want to personally thank my teachers, support staff, and families who worked hard every day to provide our students with the attention and quality education they deserve. As a result of their efforts, our students continue to make progress year after year.

OUR SCHOOL'S CHALLENGES

Our students continue to be challenged by a variety of academic, economic, and cultural issues.

No one can deny the huge impact that poverty can have on student achievement. But when poverty is combined with an English language deficiency, the negative impact on student achievement becomes tremendous.

OUR SCHOOL'S FUTURE

As our families continue to combat poverty, the school continues to combat the language deficiency. The school will provide all the resources available to assure high quality education in a safe environment to all students in addition to English as a Second

Language (ESL) classes to all of our Limited English Proficient (LEP) students.

I strongly believe that all our students, when given the attention and the tools they need, will succeed in academics and in life.

OUR SCHOOL'S SPONSOR

I would like to thank Ms. Peggy Young, Dr. Carol Young, Ms. Mindy Farry and Ms. Karen Rose and ALL the staff from Buckeye Community Hope Foundation for their continued assistance.

Dr. Mouhamed N. Tarazi
School Director.