



Dayton Public Schools
Sponsorship
Annual Report
2015-16

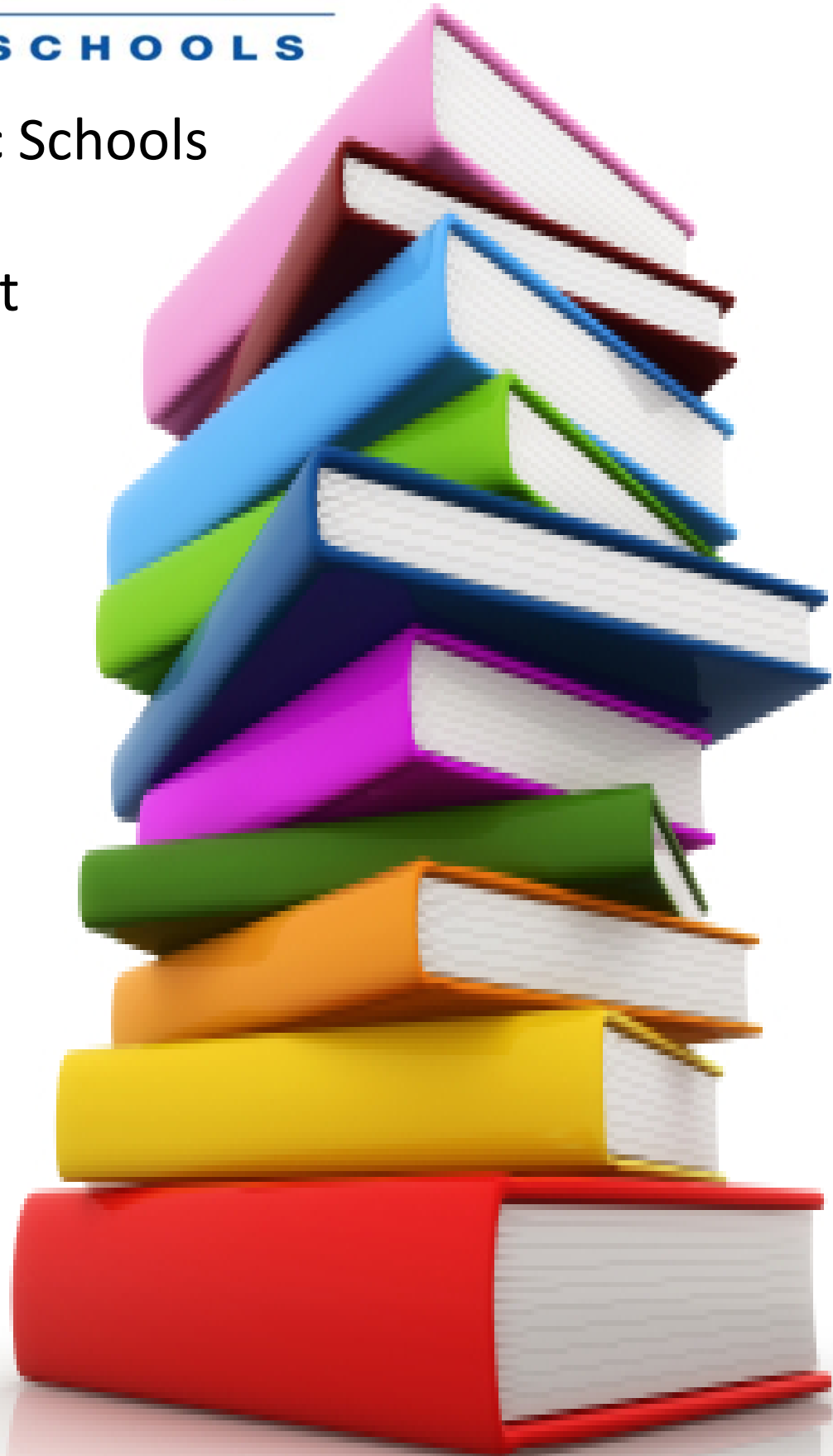


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Dayton Public Schools is an urban district of more than 13,000 students in pre-kindergarten through high school with a graduation rate that has climbed from 59.6 percent to 75 percent since 2010. Among our students are 800 English language learners from more than 30 countries around the globe. The percent of families certified to receive free and reduced price meals qualifies our district to provide free breakfast and lunch to all of our students through the USDA's Healthy, Hunger-free Kids Act, and Community Eligibility Option.

Our students and alumni have been recognized at local, state and national levels for their talents in the arts, academics business and civic leadership, and athletics. And our school for the arts has been named among the nation's best public high schools for four years in *U.S. News and World Report*.

Our Mission

To equip our students to achieve success in a global society by implementing an effective and rigorous curriculum with fidelity.

Our Strategic Goals

- High-Quality Education
- High-Quality Faculty and Staff
- Engaged Parents
- Community Partnerships
- Fiscal Responsibility

Our Central Office Theory of Action: Improving the Teaching and Student Learning Environment

- **Culture** that fosters a sense of respect and trust, resulting in our deepened understanding of students' needs leading to improved levels of support and learning;
- **Teaching and Learning** with implementation with fidelity will result in clarity, consistency and equity to what all students will learn and what all faculty teach;
- **Parent and Community Engagement** respectfully implemented will result in students benefitting from parent support before, during and after school. As well as positioning the district to receive the additional supports from community volunteers;
- **Talent Management** ensures our workforce will continuously improve service delivery when we hold all employees to high expectations and accountable for results by providing the necessary supports with ongoing high quality professional learning; and
- **Resource** allocation decision making is made efficiently to increase student outcomes.

The district is committed to continuous improvement so that all students have access to high-quality education.

Our Community Schools

Our sponsored community schools, which in Ohio are synonymous with charter schools, are **Dayton Business Technology High School** and **Dayton Early College Academy (DECA)**.

DAYTON PUBLIC SCHOOLS - SPONSORED SCHOOLS

Dayton Business Technology High School

Dayton Business Technology High School (DBTHS), formerly called Dayton Technology Design High School, is a conversion high school that targets ninth through twelfth grade, 16 through 22, who have dropped out of high school or who are likely to do so. Dayton Business Technology High School enables students to meet graduation requirements by working at their own pace, on their own time, with one-to-one and small group instruction. In addition to the core curriculum, the school offers credit flexibility, blended learning, and career pathways to ensure students are college and career ready.

Address:

348 W. First Street, Dayton, Ohio 45402

IRN: 008283

Year Opened: 2006

Status: Open

Mission: The mission of the Dayton Business Technology High School is to connect with students, while fostering lifelong learning and promote community stewardship. This mission is accomplished by providing our students with a personalized education and a caring staff.

Grades served: 9 – 12

Enrollment: 178

Demographics¹: 99.4 percent economically disadvantaged (ED), 85.5 percent black/non-Hispanic, 8.8 percent white/non-Hispanic, and 14.4 percent Students with Disabilities (SWD).

Website: <http://daytontech.org/>



¹ Data from DBTHS's 2015-16 Report Card

DAYTON PUBLIC SCHOOLS - SPONSORED SCHOOLS

Dayton Early College Academy

The Dayton Early College Academy (DECA), a collaborative effort of Dayton Public Schools and the University of Dayton, was established under the Bill and Melinda Gates Foundation's Early College High School Initiative, with support from the Cincinnati-based KnowledgeWorks Foundation. It was reorganized as a charter school in July 2007.

The Dayton Early College Academy today represents a unique partnership of the DECA Board, the Dayton Public Schools (as sponsor), the University of Dayton, and Sinclair Community College. DECA serves junior and senior high school students who are underrepresented in higher education, unprepared academically to meet college readiness standards, and unable to pay for college.

Address:

1529 Brown Street, Dayton, Ohio 45409

IRN: 009283

Year Opened: 2003

Status: Open

Mission: The Dayton Early College Academy is singularly focused on preparing urban learners to go to college and graduate.

Grades served: 7 – 12

Enrollment: 439

Demographics²: 65.6 percent economically disadvantaged (ED), 88.9 percent black/non-Hispanic, 3.5 percent Hispanic, 2.6 percent multiracial, and 3.9 percent white/non-Hispanic.

Website: <http://www.daytonearlycollege.org/>



² Data from DECA's 2015-16 Report Card

SCHOOL PERFORMANCE

OHIO DEPARTMENT OF EDUCATION SPONSOR REPORTING REQUIREMENTS

The Ohio Department of Education (ODE) requires that all sponsors monitor and publicly report on the academic performance, fiscal performance, organization and operation, and legal compliance components of each school. The ODE also requires that sponsors assign each component a rating of “compliant,” “partially compliant,” or “non-compliant.” Sponsors must report on the components of charter schools’ operations, although each sponsor is free to define what constitutes the academic performance, fiscal performance, organization and operation, and legal compliance components of their sponsored schools’ programs. Sponsors are free to define their meaning of compliant, partially compliant, and non-compliant.

Dayton Public Schools defines the four components required by the ODE as the following:

- **Academic Performance:** how the school performed and implemented their educational plan and academic components as defined in their sponsorship contract. As well as meeting the state requirements within the Comprehensive Continuous Improvement Plan (CCIP) governing their federal funding.
- **Fiscal Performance:** how the school performed on their contractual financial plan, with feedback from sponsor representatives as well as their enrollment/attendance practices which impacts their state funding.
- **Legal Compliance:** how the school performed on their governance and accountability plan, ensuring that policies and procedures are followed.
- **Organization and Administration:** how the school performed on their governance and accountability plan, ensuring that policies and procedures are in place to inform practices and operations as well as the basic function of the school.

CHARTER SCHOOL SPONSORSHIP

In 2015-16, Dayton Public Schools was responsible for the oversight for two schools, serving approximately 612 Dayton students.

Commitment and Capacity

- Our entire district is dedicated to sponsorship with the oversight resting in the DPS Office of Grants Management and Compliance and with the Chief of School of Innovation.
- Our staff experience includes education, special education, law, finance, safety and security, finance, business management, organizational management, compliance, facilities, and federal and state grants.

Performance Contracting

- Both of the school contracts are available on the ODE website at <http://education.ohio.gov/Topics/Community-Schools/Community-Schools-Documents>.
- Each school's contract contains plans that address academic, financial, governance/administrative, and accountability.

Ongoing Oversight, Technical Assistance, and Evaluation

- We conduct onsite monitoring visits, review policies, procedures and practices, and attend regular board meetings at each school.
- We manage our monitoring by utilizing various monitoring tools and instruments. Each school receives a biannual monitoring report issued to the charter school's superintendent and governing authority chairperson and/or governing authority as a whole.
- Finances are monitored as issued prior to each board meeting, and school treasurers and board representatives are issued reports that cover the financial report of the school or reviewed during the scheduled board meeting.
- We provide technical assistance as part of our ongoing monitoring and oversight to ensure that the schools we sponsor are successful in this ever-changing educational landscape.

2015 – 2016 OVERALL SPONSOR RATING FOR DAYTON PUBLIC SCHOOLS

The Ohio Department of Education, with the input from the stakeholders, the National Association of Charter School Authorizers and an impartial panel of experts, created a comprehensive sponsor evaluation system. The evaluation system was implemented for school years 2014-2015 and 2015-2016. The three components of the framework are:

- 1) Academic Performance (of the community school);
- 2) Compliance with Laws and Rules; and
- 3) Quality Practice.

Overall Sponsor Rating
4
INEFFECTIVE

Sponsor Rating	Points
Exemplary	10-12
Effective	7-9
Ineffective	3-6
Poor	0-2

Academic Performance Component

Dayton Public Schools Component Rating: 2 (Report Card Grade: C)

The **Academic Performance** component looks at several important measures of student success in sponsor schools including academic achievement, student growth, early literacy, graduation and how well students are prepared for college, careers and life.

Compliance Component

Dayton Public Schools Component Rating: 2 (Effective)

The **Compliance** component asks whether sponsors are compliant with all relevant laws and rules and whether sponsors are monitoring their schools' compliance with laws and rules.

Quality Practices Component

Dayton Public Schools Component Rate: 0 (Significantly Below Standards)

The **Quality Practices** component compares sponsors' processes against best practices such as strategic planning, staff capacity, contract development and oversight of schools.

Dayton Business Technology High School

School Rating: Meets Standards

Report Card for Dropout Prevention and Recovery Schools Community schools that serve a majority of their students through dropout prevention and recovery programs receive this report card. Rather than A-F grades, dropout prevention and recovery schools receive one of the following ratings for report card measures – Exceeds Standards, Meets Standards, Does Not Meet Standards or Not Reported (used when there are too few data to issue a rating).

Enrollment	166	Attendance Rate	67.7%
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Report Indicator	Rating	Percentage
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High School Test Passage Rate	Meets Standard	61.2%
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Graduation Rate			
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4-Year Rating	Exceeds Standards	41.6%
5-Year Rating	Exceeds Standards	46.7%
6-Year Rating	Exceeds Standards	54.4%
7-Year Rating	Exceeds Standards	60.0%
8-Year Rating	Exceeds Standards	64.8%
Combined Rating	Exceeds Standards	53.3%

Gap Closing - AMO	Exceeds Standards	64.4%
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Progress – Overall Value Added	Does Not Meet Standards
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Students Who Passed All Five Tests	Meets Standard	61.2%
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HIGH SCHOOL STATE TEST PASSAGE RATE

This rating reports the percentage of students who passed all five subjects of the Ohio Graduation Tests as required for high school graduation.

Test Grade	Test Subject	2015-16 School Year Proficiency Percentage
10 th Grade	Reading	61.5%
	Writing	28.6%
	Mathematics	16.7%
	Social Studies	15.4%
	Science	15.4%
11 th Grade	Reading	73.9%
	Writing	69.6%
	Mathematics	50.0%
	Social Studies	40.9%
	Science	23.8%
12 th Grade	Reading	95.9%
	Writing	89.9%
	Mathematics	87.8%
	Social Studies	79.6%
	Science	71.4%

Dayton Early College Academy

Enrollment	446	Attendance Rate	Not Calculated
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Report Indicator	Grade	Percentage
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Achievement	D	Performance Index 69.7% Indicators Met 50.0%
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Graduation Rate

4-Year Graduation Rate	A	94.0%
5-Year Graduation Rate	B	94.0%

Gap Closing - AMO	D	66.7%
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Prepared for Success

	F	12.0%
ACT: Participation		77.0%
ACT: Remediation Free		11.0%
SAT: Participation		15.0%
SAT: Remediation Free		2.0%

Progress – Overall Value Added	A
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HIGH SCHOOL STATE TEST PASSAGE RATE

This rating reports the percentage of students who passed all five subjects of the Ohio Graduation Tests as required for high school graduation.

Test Grade	Test Subject	2015-16 School Year Proficiency Percentage
10 th Grade	Reading	66.7%
	Writing	84.0%
	Mathematics	40.2%
	Social Studies	78.2%
	Science	48.8%
11 th Grade	Reading	100.0%
	Writing	100.0%
	Mathematics	100.0%
	Social Studies	97.8%
	Science	93.5%
12 th Grade	Reading	100.0%
	Writing	100.0%
	Mathematics	100.0%
	Social Studies	100.0%
	Science	100.0%

SPONSOR COMPLIANCE MONITORING OVERVIEW

In the 2015 – 2016 school year each school had a **biannual compliance review**, a **special education programming and student records review**, an **academic monitoring review** visit and an **enrollment review**.

Biannual Compliance Review

The purpose of the biannual compliance review is to review the school's policies and procedures, provide technical assistance, ensure the compliance of all rules and laws as defined by statute and the Ohio Department of Education, and document evidence of compliance. This review is completed by the Office of Grants Management and Compliance and Office of School Innovation.

Special Education Programming and Student Records Review

The purpose of the special education programming and student records review is to review the school's special education and related services plan, including a 504 implementation plan, ensure compliance with implementation of these plans in accordance with the law, and to review student Individualized Education Plans (IEPs) and records for compliance. This review is completed by the Office of Exceptional Children.

Academic Monitoring Review

The purpose of the academic monitoring review is to observe the school's implementation of the education plan as outlined in the sponsorship contract as well as the school's overall instructional practices, curricular and supplemental materials used, make classroom observations of lesson materials, plans, teacher/student ratios, and usage of individual student plans. This review is completed by the Office of Teaching and Learning.

Financial and Enrollment Review

The purpose of the financial and enrollment review is to review the financial and enrollment records to provide monitoring, oversight, and technical assistance, as well as to identify anomalies in reporting to ensure that records and reporting are accurate.

SPONSOR COMPLIANCE MONITORING

Dayton Business Technology High School

2015 – 2016 PERFORMANCE RATING	
Academic Performance ²	Meets Standards
Fiscal Performance ³	Met Standards
Organization and Operation Performance ¹	Did Not Meet Standards
Legal Component ¹	Did Not Meet Standards

The performance ratings were determined based on the following reviews and data analyses:

The **biannual compliance review¹** and the evaluation process shows that Dayton Business Technology High School did not meet at least 43 areas of the compliance component. This means that no supporting documentation, certification, or verification could be provided to show compliance or was insufficient. The ongoing review of school's policies showed that they could not be consistently verified and were not routinely approved by the governing authority; henceforth, carries over into school practices and governance when there are no policies to dictate protocols and procedures. A policy manual was approved in July 2016 at the demand on the Sponsor. The governing authority was unable to stay compliant with the code of regulations and maintain full membership for a good part of the 2015-16 school year, as well as meeting the training requirements as determined by HB 2.

The **special education programming and student records review^{1,2}** verified the implementation of the school's special education and related services plan, including a 504 implementation plan, with a few areas that the school needed to pay closer attention. Technical assistance was provided to ensure compliance and consistency.

The **academic monitoring review^{1,2}** revealed a material weakness in no completion of individual student plans, which is a major component of the school's education plan and student success. A corrective action plan is currently in place and being monitored.

The **financial and enrollment review³** for the 2015-2016 school year was stagnated. However, the financial and enrollment reviews were a regular discussion at every DBTHS Board Meeting, where a sponsor representative was present and actively part of the discussion. Dayton Public Schools has a strategic plan in place for the 2016-2017 school year to ensure reviews occur on a regular basis in accordance with the Ohio Revised Code.

The **enrollment review³** was conducted by an unannounced head count on March 3, 2016, with a head count of 89 students. This count included tardy students and was compared to the student attendance sheet for the day. A follow-up attendance review was then conducted to review previous enrollment based on Education Management Information System (EMIS) reporting. The review was of November 2015 attendance, the month with the highest enrollment for the 2015-16 school year. Dayton Business Technology High School average daily attendance from July 2015 to March 2016 is 163.59.

The data analysis of the review is as follows:

TOTAL NUMBER OF STUDENTS ON ROSTER	190
NUMBER STUDENTS ABSENT THE MONTH OF NOVEMBER	15
190 - 15	175
TOTAL SCHOOL FTE REPORTED TO ODE (for State Foundation Funding Payment)	174.96
AVERAGE DAILY ATTENDANCE	107.88
ATTENDANCE RATE FOR NOVEMBER 2015	57%

Results from Dayton Business Technology High School’s **Regular Audit by the Office of the Ohio Auditor of State**³, for the fiscal year ending June 30, 2015, did not disclose any instances of noncompliance or other matters that need to be reported under Government Auditing Standards, based on the test of the reviewed financial documentation.

Dayton Early College Academy

2015 – 2016 PERFORMANCE RATING	
Academic Performance ²	Meet Standards
Fiscal Performance ³	Met Standards
Organization and Operation Performance ¹	Met Standards
Legal Component ¹	Met Standards

The **biannual compliance review**¹ and the evaluation process shows that Dayton Early College Academy did not meet at least 28 areas of the compliance component. This means that no supporting documentation, certification, or verification could be provided to show compliance or was insufficient. DECA’s policies and procedures are current and update. The governing authority did exceed their membership as outlined in their sponsorship agreement and did not complete the mandatory training as required by HB 2. However, DECA’s organization fulfilled every other requirement to justify their rating.

The **special education programming and student records review**^{1,2} verified the implementation of the school’s special education and related services plan, including a 504 implementation plan, with a few areas that the school needed to pay closer attention to ensure that parent signatures are on all IEPs and to complete Planning Forms prior to starting the ETR process. Technical assistance has been provided to ensure compliance and consistency.

An **academic monitoring review**² was conducted; however, there is no feedback to be reported at this time. *Performance rating is solely based on report card data.*

Dayton Early College Academy's **Single Funding Audit by the Auditor of State**³, for the fiscal year ending June 30, 2015, results did disclose a noncompliance and material weakness in the verification of free and reduced price applications (NSLP). 7 CFR §245.6a(c)(1) states, in part, that the local educational agency must verify eligibility of children in samples of household applications approved for free and reduced price meal benefits for that school year. It is further stated, 7 CFR §245.6a(c)(3) that unless eligible for an alternative sample size under paragraph (d) of this section, the sample size for each local educational agency shall equal the lessor. Dayton Early College Academy has implemented a corrective action plan to address the noncompliance and material weakness.

The **financial and enrollment review**³ for the 2015-2016 school year was stagnated. However, the financial and enrollment reviews were a regular discussion at every DBTHS Board Meeting, where a sponsor representative was present and part of the discussion. Dayton Public Schools has a strategic plan in place for the 2016-2017 school year to ensure reviews occur on a regular basis in accordance with the Ohio Revised Code.

The **enrollment review**³ was conducted by an unannounced head count on March 3, 2016, with a head count of 337 students. The supporting documentation to account for the attendance for the time of the head count was the bell schedule and the attendance bulletin. No further follow-up was required.

OUR VISION

Dayton Public Schools remains committed to continuous improvement so that **all** students have access to high quality education. To that end, we will continue to provide oversight, technical assistance, and monitoring to our sponsored chartered schools, Dayton Business Technology High School (DBTHS) and Dayton Early College Academy (DECA) with fidelity. We will clearly define a timeline for monitoring and oversight as well as identify key Dayton Public Schools' staff to provide support and/or technical assistance for the 2016-2017 school year. Our quality practices in sponsoring Dayton Business Technology High School and Dayton Early College Academy will be clearly aligned to Dayton Public Schools' mission to reflect our continued commitment to the Dayton community of children as a whole.

Dayton Board of Education

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DAYTON

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