

year 3

City of Learners 
2017 ACTION REPORT

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DEAR CITIZENS OF DAYTON AND THE DAYTON REGION,



Mayor Nan Whaley

What a year 2016 was for Dayton's children and their families! We have lived up to the name "City of Learners" by making bold and lasting commitments to our children!

In November, our citizens resoundingly passed Issue 9 – a measure that will ensure our City's financial stability, promote investments in our neighborhoods, maintain our streets and parks, and give **every** Dayton 4-year-old the opportunity to attend a quality Preschool! The commitment we are making to improve the quality of Dayton's Preschools is transformational.

Dayton is the only city government in Ohio that is guaranteeing that every family can afford to send their child to at least one year of quality Preschool!

The Preschool Promise will pay off for all of us – our children, their families, our schools, employers and citizens. Children who attend a quality Preschool are far more likely to start school ready to learn, and they are far more likely to be successful throughout their school careers. In Dayton, we are focused on quality beginnings when our children are the most impressionable.

I cannot thank our community enough for making this investment! The Preschool Promise is a reality in Dayton because of the tremendous support of our citizens, my fellow Commissioners, the business community, our foundations and our partners at Montgomery County. We are especially grateful to Montgomery County Commissioners Debbie Lieberman, Judy Dodge and Dan Foley. They inaugurated the Preschool Promise in Kettering.

In this progress report, you will see a lot of references to "quality" – quality Preschool, quality K-12 schools, quality afterschool and summer programs, quality career pathways and quality mentoring programs. We do not use that word casually!

We must provide educational opportunities and programs that are the best of the best. Many of Dayton's children come to school with profound needs. Our support for them must be based only on best practices. Please help me set high expectations for our children and for all of us who serve them and advocate for them.

With the Preschool Promise securely in place, the City Commission and I are honoring the commitment that I made when I took office. I promised to be a tireless supporter of our children, their families and our schools.

Now we must fiercely protect the investment that we are making in our young learners' education!

- We must make sure children have high quality K-12 school options.
- Our kids must stay busy learning after school and in the summer.
- We must offer young people career pathways that will ensure that they can compete for 21st-century jobs.
- We must ensure that they have caring adults helping them make wise choices.

I am proud to share this look back at our City's progress! We are walking the talk, and we are sprinting forward.

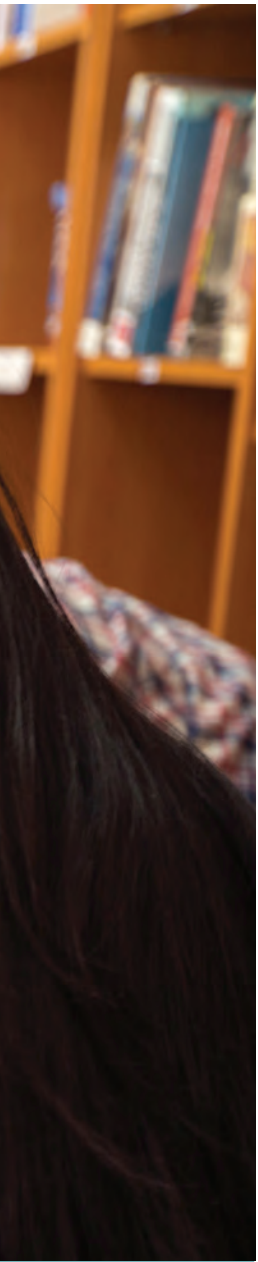
Sincerely,



Nan Whaley
Mayor of Dayton

Did you know that 65% of today's grade-school students will have jobs that don't exist yet?





5 PRIORITIES

In January 2015, the City of Learners identified these 5 priorities and divided into work groups to address them:

1.

OFFER

affordable, high quality Preschool
to all children

2.

ENSURE

all children attend a high quality K-12 school

3.

INCREASE

the availability of high quality afterschool
and summer learning opportunities

4.

GROW

the partnerships between businesses
and schools

5.

EXPAND

the number of young people
who have a caring mentor

THE PRESCHOOL PROMISE IS AVAILABLE TO ALL OF DAYTON

We had a plan, and we delivered in 2016!

High quality Preschool gives children the foundation they need to succeed both in school and in life. It is where they start learning letters, sounds, rhyming words and numbers – which lays the groundwork for reading and beginning math. Equally as important, they learn what will be expected of them in Kindergarten and beyond – how to wait their turn, raise their hands, listen to others and to work well with others.

Today Dayton is the first City in Ohio to offer every family – regardless of income – the chance to send their 4-year-old child to at least one year of affordable and quality Preschool. As important, we also are investing in our Preschools – training their teachers, ensuring they have strong curriculum and helping strong programs to expand. Our families need high quality Preschool options!

This critical investment in our children was made possible because of the incredible support of Dayton’s citizens, who approved Issue 9 in November 2016. Thanks to this vote of confidence, the Preschool Promise in the City of Dayton will be fully funded for the next 8 years.

*56% of voters
supported Issue 9*

In the 2016-17 school year, the Preschool Promise Demonstration program was only available in Northwest Dayton. Now Preschool Promise families from all across Dayton have a significantly greater selection of convenient and quality programs where they can enroll their child.

Families can choose from nearly 60 Preschool Promise provider sites in the City.

In 2016-17, 800 children benefitted from the Preschool Promise. We are recruiting many more for the 2017-18 school year. We are on a path to ensuring that every one of the almost 2,000 4-year-olds in the City has the opportunity to attend a quality Preschool.

Participating programs include not-for-profit, faith-based, for-profit, school-based and Head Start Preschools, as well as family care providers. The Preschool Promise respects our families’ decisions about which Preschool is best for their child.

Every family can get financial help for Preschool

Depending on their household income, the size of their family and the quality rating of the Preschool they select, every family is eligible for tuition assistance. Families who aren't already receiving free childcare assistance and who have the highest financial need receive the most help. Many families are receiving between \$100 and \$350 per month.

Importantly, families are incentivized to choose programs that have high quality ratings under [Ohio's Step Up to Quality initiative](#). They receive the most tuition assistance at the highest Star Rated programs. This need-based and tiered formula also encourages providers to join the Preschool Promise and to improve their programming as required by each of Ohio's additional Star distinctions.

By encouraging families to choose quality Preschools, the Preschool Promise is increasing demand for strong programs and rewarding those that are continuously improving their instruction and offerings.

Incentivizing quality is creating Preschool capacity

Every participating Dayton Preschool Promise provider that is "unrated" under [Ohio's voluntary Step Up to Quality initiative](#) is on track to receive a Star Rating. Preschool teachers are receiving free training to improve instruction and to better manage children's behavior. All Preschool Promise programs have continuous improvement plans, and coaches are helping teachers get children ready for Kindergarten.

What teachers say about the Preschool Promise

“(My coach) answers all my questions and supports me as needed with Step Up to Quality and the Preschool Promise.”

“(My coach) is an extra set of hands in a very challenging teaching setting. She is positive, supportive and willing to help with supplies, etc.”

“This was a wonderful training. I learned many new techniques that can help within my classroom.”

Families are helping us improve the Preschool Promise

A volunteer board of nearly 20 Preschool Promise parents is helping us improve the Preschool Promise, offering advice about policies and practices that ensure all children benefit and that all families feel supported. The Preschool Promise is committed to ensuring equitable opportunities for all children.





EVERY NEIGHBORHOOD NEEDS HIGH QUALITY K-12 SCHOOLS

In recent years, Ohio's accountability measures have been in flux, making it difficult to develop year-over-year comparisons of schools' success. Because of seemingly ever-changing standards, schools are continuing to transition to different curricula and to make important changes in their instruction. That shift will take time to produce results, and, in the interim, many schools across the state have received disappointing grades on Ohio's Report Card.

This is the environment in which the High Quality Schools Committee has strived to create a *Dayton-specific* progress report that reflects student achievement, but also acknowledges the profound challenges that the City's schools face. The overwhelming majority of Dayton's children are growing up in poverty. Many start school significantly behind; many lack opportunities to participate in enriching activities after school and in the summer; and many experience daunting stress, and even trauma, that compromise their success at school.

While poverty doesn't explain, and cannot be an excuse for, poor academic performance, accountability measures should grant that schools with large numbers of high-needs children have infinitely more challenges than their predominantly high-income and middle-income counterparts.

With that reality in mind, our "yard stick" for evaluating schools emphasizes whether children at a particular school are learning at least a year's worth of material. This measure is known as a school's "Progress" score, and it is one of six metrics that Ohio publicly reports for schools and school districts. (The others are Achievement, Gap Closing, Graduation Rate, K-3 Literacy Rate, Prepared for Success.) Focusing on student growth ensures that we recognize the impact teachers are having on the children in their classrooms.

It is important to note that this year we adjusted our evaluation methodology. This change resulted in some schools that last year were marginally in a particular category moving up or dropping one level. ***These shifts are due to the tweaking of our formula, not marked changes in the schools' performance or quality.*** Of course, changing the formula also creates a new baseline for comparison and prevents direct comparison to last year's rating.

(To see our categorization of Dayton's schools, see **page 30.**)

Highlights from 2015-16

The positive findings are:

1.

Almost half of Dayton's schools – 23 of 48 – received an A or B for their students' progress on Ohio's report card, meaning those schools had above expected student growth

2.

Dayton Public Schools received an overall grade of A for the district's student progress (or growth)

At the same time, there remains much work to do:

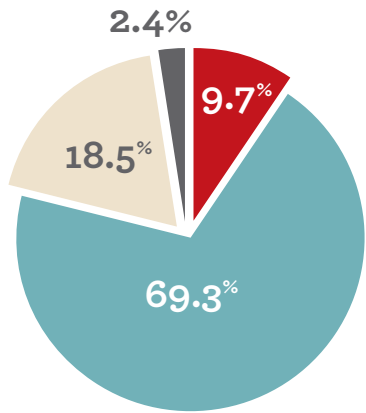
1.

Too few Dayton students – under 10% – are attending a High Performance School, according to our locally-created evaluation

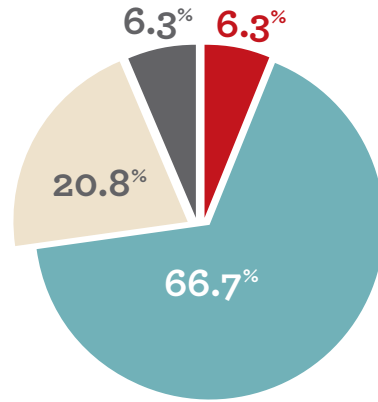
2.

1 in 5 schools in Dayton is "Struggling"

Of the 19,758 K-12 students who attend Dayton Public Schools or a public charter school:

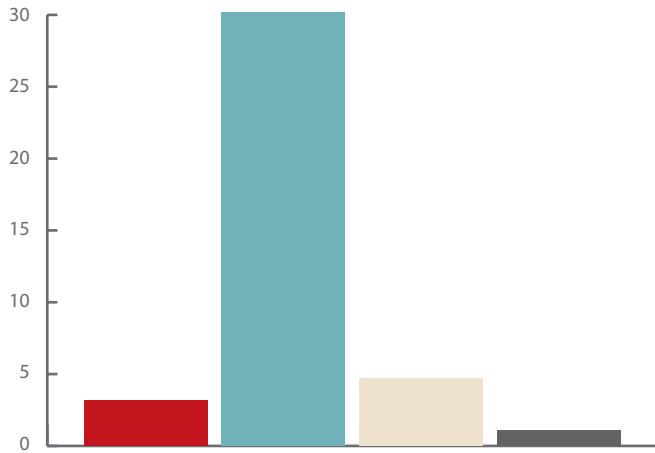


- 1,917 students attend a High Performance school
- 13,695 students attend an Intermediate Performance school
- 3,663 students attend a Struggling school
- 483 students attend schools with incomplete data



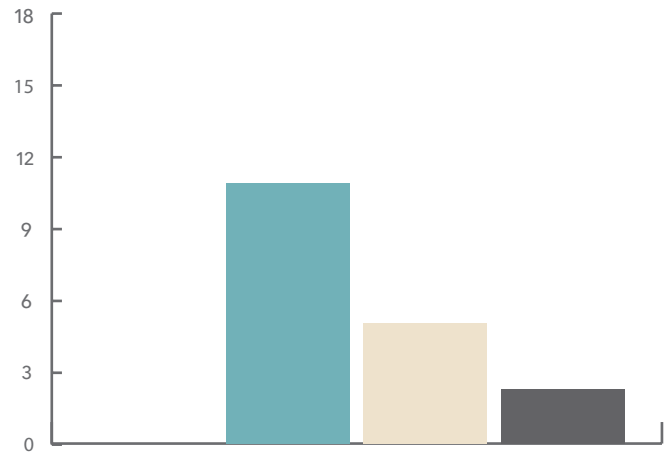
- 3 of 48 of Dayton Public Schools and public charter schools are High Performance
- 32 of 48 are Intermediate Performance
- 10 of 48 are Struggling
- 3 of 48 have incomplete data

DAYTON PUBLIC SCHOOLS*



- 3 of 30 (10%) of Dayton Public Schools are High Performance
- 21 of 30 (70%) are Intermediate Performance
- 5 of 30 (16.7%) are Struggling
- 1 of 30 (3.3%) has incomplete data

DAYTON CHARTER SCHOOLS



- 0 of 18 (0%) public charter schools are High Performance
- 11 of 18 (61.1%) are Intermediate Performance
- 5 of 18 (27.8%) are Struggling
- 2 of 18 (11.1%) have incomplete data

**These charts were compiled using data from the 2015-16 school year when students took the AIR Assessment, created by the American Institutes for Research.*

We also reviewed publicly available data for Dayton's six Catholic schools. It's unfortunate that this information only pertains to those students receiving EdChoice Scholarships (Ohio's so-called voucher program), not the schools' entire student body. Moreover, the data only reflect the schools' Achievement (or proficiency test) scores, not their Progress scores. Without that information, it is not possible – or fair – to make meaningful comparisons between Dayton's Catholic schools, and Dayton Public and charter schools.

That said, students at Dayton's six Catholic schools scored 2.3% above the state average for all EdChoice students. Three schools scored above the state average, three below it.

In the future, the Committee hopes to include qualitative data in this report. We are interested in understanding, for example, parent and student satisfaction levels with their schools.

We want to hire great new teachers

With organizational support from Learn to Earn Dayton, the second annual teacher recruiting fair was held on April 6, 2017. Nearly 30 teacher candidates from Wright State University, the University of Dayton, Central State University and Teach for America were introduced to the Dayton Public Schools, the City's highest performing public charter schools and the City's Catholic schools.

The Mayor spoke to the group about Dayton's commitment to strong schools and discussed Dayton's myriad attractions – especially those that are of interest to “millennials.” Representatives from the schools conducted speed interviews for open positions. The intent was to catch the attention of excellent teacher candidates from nearby colleges and universities early in the contract-signing season and to create pathways to employment for talented prospective teachers. As was the case last year, multiple new teachers were hired as a result of the event.

We are welcoming Dayton's next generation of teachers

For the third year, teachers new to the City's schools are receiving a welcome package that includes personal and professional development opportunities and thank-you gifts for choosing to teach in Dayton. Offerings in the welcome packet have more than doubled in number, and we'll continue to expand the packet as a statement that Dayton welcomes and values great teachers.

This year's package includes offerings from 13 donors, information about \$1,000 housing stipends for eligible teachers, museum passes, an introductory membership to Link Dayton Bike Share and more. A focus group composed of new teachers and organized by Wright State University provided ideas for gifts that participants said would appeal to young teachers.

The Dayton Dragons are celebrating the City's new teachers on August 18 where the new hires will be the team's guests, with funding support from Learn to Earn Dayton. Mayor Whaley will join them.

The High Quality School Committee is grateful for the collaboration that is occurring around increasing the quality of Dayton's schools. It especially appreciates the relationship with Dayton's Catholic schools; the enthusiasm around new teacher recruiting fairs; and the support from businesses and organizations to create welcome packages for new teachers. It also is grateful for the Columbus-based Thomas B. Fordham Institute's technical assistance around our evaluation methodology.

KIDS HAVE TO KEEP LEARNING IN SUMMER AND AFTER SCHOOL

We know from local surveys that too few of Dayton's children are involved in formal summer learning programs.

- **FEWER THAN 1 IN 5 CHILDREN** in K-3rd grade enroll in summer learning programs.
- Barely any of our older students – **JUST 1 IN 20 MIDDLE-SCHOOLERS** – have this opportunity.



We have to create more quality learning opportunities outside of school and especially in the summer. Children who read and learn during the summer are less likely to lose academic ground. When children experience “summer slide,” teachers must spend precious time at the start of the school year helping young people to re-learn skills they had mastered previously.

In April 2017, Mayor Whaley was a featured speaker at the Ohio Afterschool Network’s Municipal Summit at the Ohio Statehouse, an event that was organized by the National League of Cities. This gathering was the first statewide convening of local elected officials focused specifically on the issue of supporting children after school.

Mayor Whaley and Toledo Mayor Paula Hicks-Hudson discussed the importance of providing learning opportunities to young people after school, while Reginald McGregor, manager of Engineering Employee Development at the Rolls-Royce Corp., explained how those important experiences help students be better prepared for the world of work.

Our schools were successful in securing two new 21st Century Community Learning Center grants – one at Cleveland Elementary School and the second at Dayton Leadership Academies. Ruskin Elementary also is receiving one of these highly competitive awards. Each of the new grantees is receiving approximately \$600,000 over three years, meaning \$1.2 million new dollars are coming in to the City to benefit our children.

Meanwhile, under the leadership of the United Way of Greater Dayton and Montgomery County, more than 20 of the Dayton region’s summer learning programs and funders have come together to identify the most beneficial elements of high quality summer learning. Providers also are creating shared performance measures and evaluations. Their goal is not just to give children a place to go. We need young people engaged in fun activities that help them keep up their skills and learn new ones.

We are grateful to the Dayton Board of Education for funding Dayton Public Schools' Males of Color program, a collaboration between district leaders and the City of Dayton to initiate former President Barack Obama's [My Brother's Keeper](#) program in the City. School board members voted to fund the office in March 2016, and it is creating both in-school and out-of school opportunities for African-American young men.

The Men of Color pilot program, which has been tirelessly championed by City Commissioner Jeff Mims, began at these eight schools in the 2016-17 school year:

Dayton Boys Preparatory Academy

Dunbar Early College High School

Edwin Joel Brown Middle School

Kiser PreK-6 School

Longfellow Alternative Academy

Meadowdale High School

Thurgood Marshall STEM High School

Wogaman Middle School

We are also excited that the Dayton Foundation generously has committed to dedicating a Del Mar Encore Fellow to focus on expanding summer learning and after-school capacity in our community. This inaugural fellowship program is for senior adults who commit to tackling important community needs. The fellowship can be renewed for two additional years.

Dayton Metro Library continues to be an incredible resource for students and families all year round. Significantly, participation in its summer reading challenge has dramatically increased because of new promotional efforts by our schools, faith organizations and others on the importance of children reading over the summer. With the opening of downtown's new Main Library this summer, children will have a host of new learning opportunities.



STUDENTS NEED PATHWAYS TO CAREERS, GOOD JOBS

There is exciting news at Dayton Public Schools. Beginning in 2017-18, each DPS high school will offer tech-prep courses that put students on a path to earning a degree or credential. The courses are open to in-coming juniors and seniors and will introduce young people to in-demand job opportunities and good careers. Dayton and other forward-thinking cities across the country are creating next-generation high schools that are offering more ways to foster college- and career-readiness for graduates.



These are the career-technical offerings that are planned at Dayton Public Schools:

BELMONT HS

- Network Systems
- Manufacturing Operations
- Business and Administrative Services

DUNBAR EARLY COLLEGE HS

- Allied Health and Nursing
- Network Systems
- Information Processing

MEADOWDALE HS

- Network Systems
- Business and Administrative Services (Logistics)

PONITZ CAREER TECHNOLOGY CENTER

- Exercise Science/Sports and Recreation Healthcare

STIVERS SCHOOL FOR THE ARTS

- Media Arts
- Digital Arts

THURGOOD MARSHALL STEM HS

- Biotechnology (Project Lead the Way)

When students learn about exciting career possibilities, they're much more likely to create a post-high school education plan. The process helps them discover their passion and interests, and they understand the steps they must take in high school to prepare for the world of work and a rewarding career. With these new educational opportunities in Dayton Public Schools, and with all the work now occurring around providing internships and job shadowing for our high-school students, Dayton is building its workforce for the future.

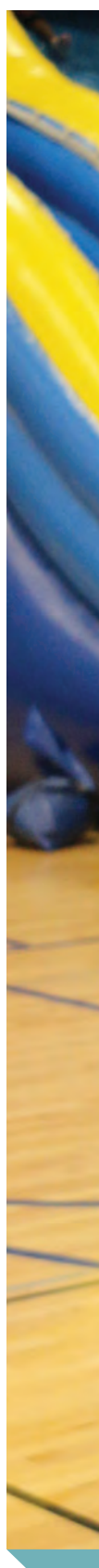
EVERY YOUNG PERSON DESERVES A ROLE MODEL AND MENTOR

In 2016, the City of Learners Mentoring Committee completed its work, transferring this focus to the Mentoring Collaborative of Montgomery County. The Collaborative is now housed at the Montgomery County Job Center and is under the auspices of Sinclair Community College's Division of School and Community Partnership.

The Collaborative's essential work is highlighted here because, during the City of Learners listening tour, families emphasized the paramount importance of ensuring that our children have role models and mentors who serve as "constants" in their lives.

Like so many of the student success initiatives that Dayton is driving, the Collaborative is intensely committed to improving the quality of mentoring programs. Specifically, the Collaborative continues to provide its partners with training around the Elements of Effective Practice™, a best-practice model that is endorsed by MENTOR: The National Mentoring Partnership.

In addition, the Collaborative is working with partner agencies to help them become Certified Quality Partners, a designation that requires the organization to receive training from the Collaborative; pass the national assessment for quality; and participate in one-on-one consultation with the Collaborative around enhancing quality and effectiveness.

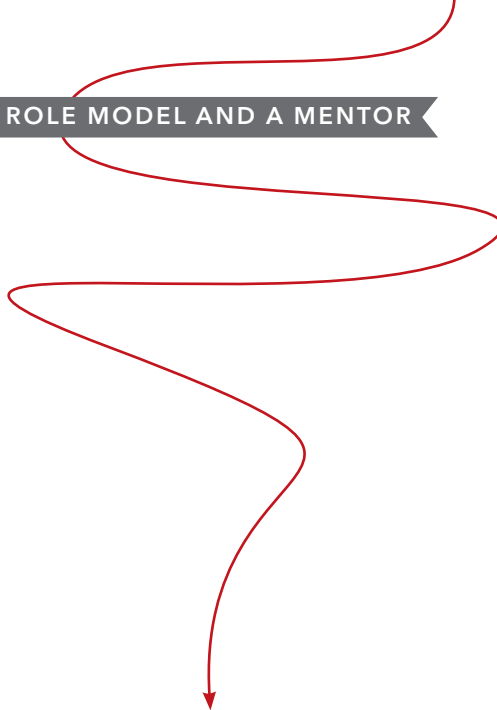




OTHER IMPORTANT HIGHLIGHTS INCLUDE:

1. More than 23,000 Montgomery County youth were served in 2016 by organizations offering mentoring.
2. In the last year, the Collaborative staff has grown from 2 to 4.
3. The City of Learners Mentoring Committee merged with the Mentoring Collaborative Advisory Board.
4. A new website was created.
5. The Collaborative has increased attention on peer-to-peer and e-mentoring programs to reach youth through peer relationships and technology.
6. The Collaborative continues to provide hundreds of free background checks annually to partner agencies, an important cost-savings to non-profits.
7. Thirty AmeriCorps volunteers continue to work at sixteen school sites, where they are creating mentoring and student-focused programs that foster K-12 success. Thanks to the 300 volunteers recruited and managed by AmeriCorps members, more than 600 Montgomery County youth are touched by this initiative.
8. The Dayton region has garnered more than \$1 million in AmeriCorps grants.





Finally, the Collaborative celebrated National Mentoring Month in March 2017 with its first Mentoring Summit. A diverse group of leaders and learners came together to elevate the goal of “Mentoring the Next Generation.” Experts spoke at workshops, and outstanding mentors were honored. The keynote speaker was Captain Barrington Irving, who at the age of 23 became the youngest person and the only African-American to fly solo around the world. Captain Irving visited the Dayton Public Schools’ Challenger Learning Center and Kiser Elementary School. In addition, Super Mentor Saturday brought together 200 youth and mentors.







Appendix A

COMMITTEE MEMBERS

High Quality Schools Committee

Jerry Brunswick, Montgomery County
Port Authority, Co-Chair

Annesa Cheek, Sinclair Community College,
Co-Chair

Ron Budzik, Dayton Business Committee

Rhonda Corr, Dayton Public Schools

Joe Lacey, Dayton School Board

Tom Lasley, Learn to Earn Dayton

Gary Minyard, Victoria Theatre Association

Amy Riegel, CareSource

T.J. Wallace, Dayton Leadership Academies

Preschool Committee

Deborah Lieberman, Montgomery County
Commission, Co-Chair

Pat Meadows, Community Volunteer, Co-Chair

Sauna Adams, University of Dayton

Jayne Bey, Family Childcare Provider

Mary Burns, Miami Valley Child Development
Centers

Annesa Cheek, Sinclair Community College

Raymond Fitz, University of Dayton

Helen Jones-Kelley, Montgomery County
ADAMHS Board

Tom Kelley, Montgomery County

Kim Kramer, Mini University

Jan Lepore-Jentleson, East End Community
Services

Tom Maultsby, United Way of Greater Dayton

Amy Riegel, CareSource

Jenni Roer, The Frank M. Tait Foundation

Cindy Smith, Kettering Early Childhood
Education Center

Shelia Taylor, Dayton School Board

After-school and Summer Learning Committee

Gary LeRoy, Wright State University, Co-Chair

Michael Merz, U.S. District Court, Co-Chair

Tess Asinjo, Dayton Leadership Academies

Shelia Burton, Dayton Public Schools

Richard Ferguson, Community Volunteer

Sherry Gale, Grace United Methodist Church

Rachel Goodspeed, Vectren

Robert Jones, United Theological Seminary

Gary Minyard, Victoria Theatre Association

Nancy Nerny, Dayton School Board

Rana Peake, Sinclair Community College

Catherine Rauch, Montgomery County

Amy Riegel, CareSource

Jenni Roer, The Frank M. Tait Foundation

Tracy Sibbing, United Way of Greater Dayton

Barbra Stonerock, Dayton Foundation

Josh Sullenberger, YMCA of Greater Dayton

Don Vermillion, University of Dayton

Vanessa Ward, Omega Baptist Church

Tish Wilson, Dayton Metro Library

Business Partnership Committee

Robert Curry, Thompson Hine, Co-Chair

Cathy Ponitz, CareSource, Co-Chair

Silvia Anderson, Anderson and Anderson Consulting Group

Cassie Barlow, Wright State University

Mary Boosalis, Premier Health Partners

Ron Budzik, Dayton Business Committee

Carol Clark, Dayton Business Journal

Dave Collins, Sinclair Community College

Rhonda Corr, Dayton Public Schools

Angelia Erbaugh, Dayton Region Manufacturers Association

Bruce Langos, Montgomery County Sheriff's Office

Peggy Mark, Premier Health Partners

Jarrod McNaughton, Kettering Health Network

Mike McQuiston, The Connor Group

Dave Melin, PNC

Deb Norris, Sinclair Community College

Phil Parker, Dayton Area Chamber of Commerce

Mike Parks, Dayton Foundation

David Ramey, Strategic Leadership Associates

Colleen Ryan, Vectren Energy Delivery of Ohio

Jim Spurlino, Spurlino Materials

Joe Tuss, Montgomery County

Joey Williams, Dayton City Commission

Al Wofford, CDO Technologies

Appendix B

METHODOLOGY FOR DEFINING HIGH QUALITY SCHOOLS

The following categorizations were developed using data reported on the 2015-16 Ohio Department of Education school report cards. Because of a reorganization of Dayton Public Schools, some school names have since been changed.

2015-16 HIGH PERFORMANCE SCHOOLS

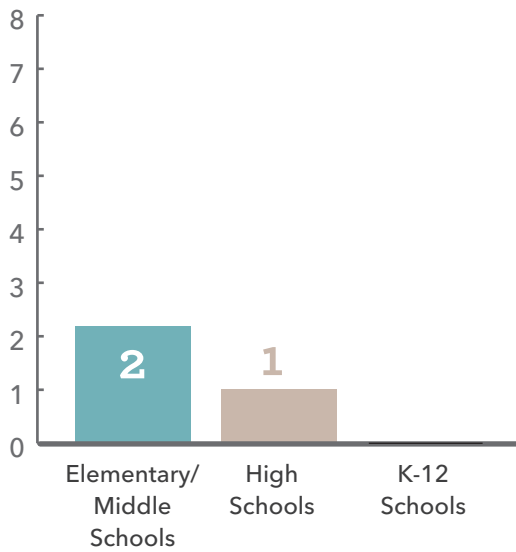
High Schools (1)

- Stivers School for the Arts

Elementary/Middle Schools (2)

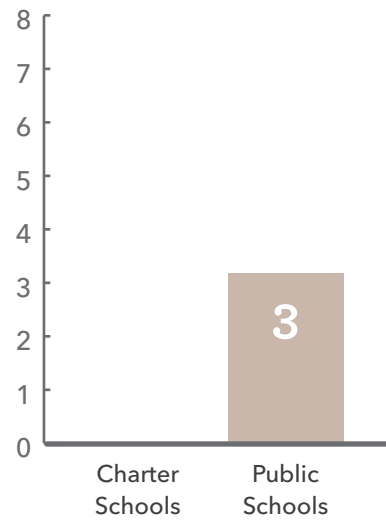
- Horace Mann PreK-8 School
- Ruskin PreK-8 School

Schools by Grade



Total schools: 3

Schools by Type



Total schools: 3

School Enrollment

High School Enrollment: 876

Elementary/Middle
School Enrollment: 1,041

K-12 School Enrollment: 0

Total Enrollment: 1,917

2015-16 INTERMEDIATE PERFORMANCE SCHOOLS

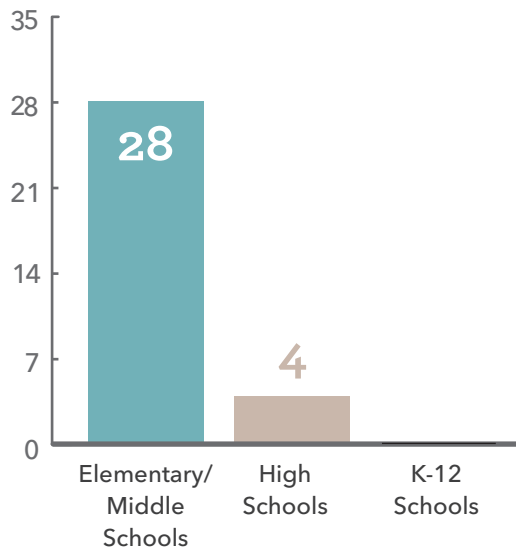
High Schools (4)

- Dayton Early College Academy, Inc.
- David H. Ponitz Career Technology Center
- Dunbar Early College High School
- Horizon Science Academy Dayton High School

Elementary/Middle Schools (28)

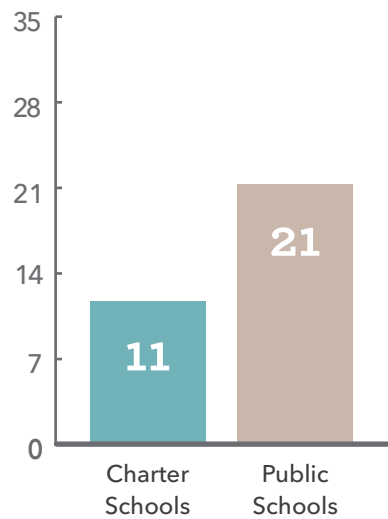
- Belle Haven PreK-8
- Charity Adams Earley Girls Academy
- Cleveland PreK-6
- Dayton Boys Preparatory Academy
- Dayton SMART Elementary School
- DECA PREP
- Eastmont Park PreK-8 School
- Edison PreK-8 School
- Edwin Joel Brown PreK-8 School
- Emerson Academy
- Fairview PreK-8 School
- Horizon Science Academy-Dayton
- Horizon Science Academy Dayton Downtown
- Kemp PreK-6 School
- Kiser PreK-8 School
- Klepinger Community School
- Louise Troy PreK-4 School
- Meadowdale PreK-8 School
- North Dayton School Of Science & Discovery
- Pathway School of Discovery
- Richard Allen Academy II
- River's Edge Montessori PreK-6 School
- Summit Academy Community School - Dayton
- Watkins Academy
- Westwood PreK-8 School
- Wogaman 5-8 School
- World of Wonder PreK-8 School
- Wright Brothers PreK-8 School

Schools by Grade



Total schools: 32

Schools by Type



Total schools: 32

School Enrollment

High School Enrollment: 2,079

Elementary/Middle
School Enrollment: 11,616

K-12 School Enrollment: 0

Total Enrollment: 13,695

2015-16 STRUGGLING PERFORMANCE SCHOOLS

High Schools (4)

- Belmont High School
- Meadowdale High School
- Summit Academy Transition High School Dayton
- Thurgood Marshall High School

K-12 Schools (1)

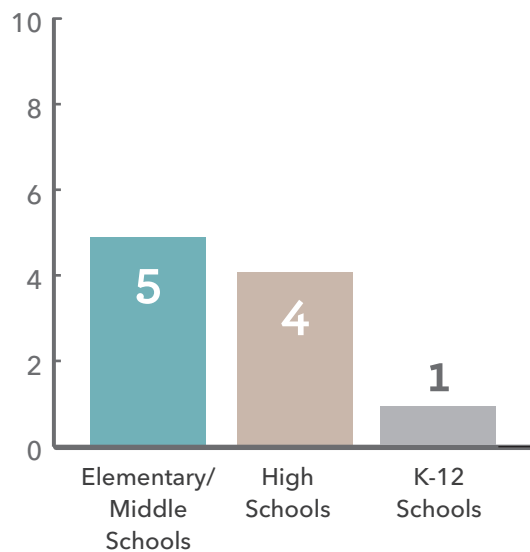
- Longfellow Alternative School

Elementary/Middle Schools (5)

- City Day Community School
- Dayton Leadership Academies-Dayton View Campus*
- Richard Allen Academy
- STEAM Academy of Dayton
- Valerie PreK-6 School

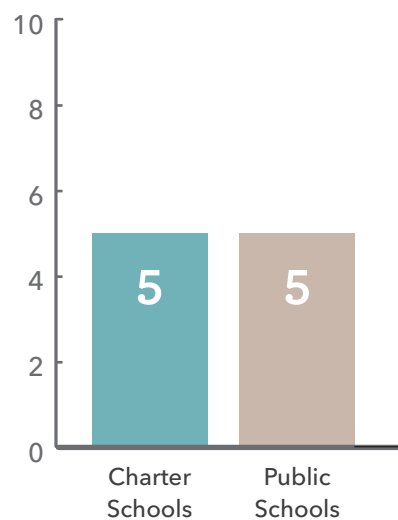
* Dayton Leadership Academies-Dayton View Campus' Achievement, Progress and Gap Closing data are being disputed.

Schools by Grade



Total schools: 10

Schools by Type



Total schools: 10

School Enrollment

High School Enrollment: 2,170

Elementary/Middle
School Enrollment: 1,069

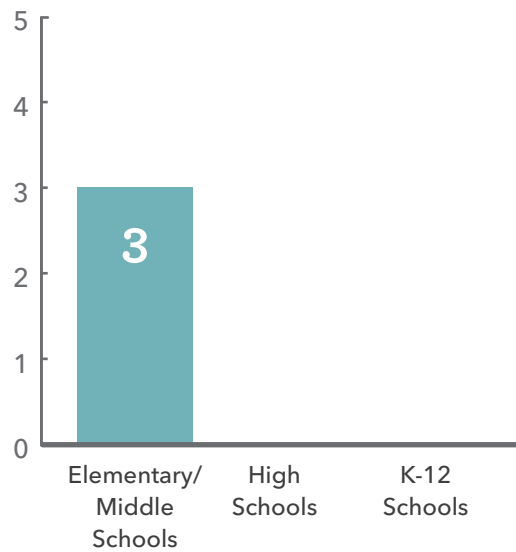
K-12 School Enrollment: 424

Total Enrollment: 3,663

2015-16 SCHOOLS WITH INCOMPLETE DATA

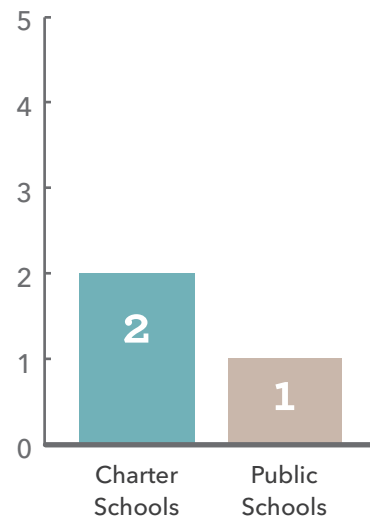
- Dayton Leadership Academies-Early Learning Academy
- Richard Allen Preparatory
- Rosa Parks Early Learning Center

Schools by Grade



Total schools: 3

Schools by Type



Total schools: 3

School Enrollment

High School Enrollment: 0

Elementary/Middle
School Enrollment: 438

K-12 School Enrollment: 0

Total Enrollment: 438

OUR METHODOLOGY

The High Quality Schools Committee chose to create its own performance analysis for schools in the City of Dayton in order to track school improvement over time. Our methodology was purposefully designed to recognize that the overwhelming majority of Dayton children are growing up in poverty. Many of those children come to school significantly behind their middle- and high-income peers and do not have the opportunities and advantages that better-off children experience. That lack of opportunity and the stress of poverty severely disadvantage our children.

The methodology, created with technical support from Aaron Churchill of the Thomas B. Fordham Institute, recognizes all six of the measures the State of Ohio notes on its report card. But the formula gives the greatest weight to Progress - a measure of whether students demonstrate a full year's worth of academic growth. (This methodology closely mirrors Churchill's in ["Putting growth closer to the center of Ohio's overall school grading formula."](#))

The following markers were Ohio's publicly reported metrics in 2015-16 when the state used the AIR Assessment, created by the American Institutes for Research. As described by the Ohio Department of Education:

SPECIFIC MARKERS

1.

ACHIEVEMENT

represents whether student performance on state tests meets established thresholds and how well students performed on tests overall.

2.

GAP CLOSING

shows how well schools are meeting the performance expectations for our most vulnerable populations of students in English language arts, math and graduation.

3.

K-3 LITERACY

looks at how successful a school is at getting struggling readers on track to proficiency in 3rd grade and beyond.

4.

PROGRESS

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

5.

GRADUATION RATE

looks at the percentage of students who are successfully finishing high school with a diploma in four or five years.

6.

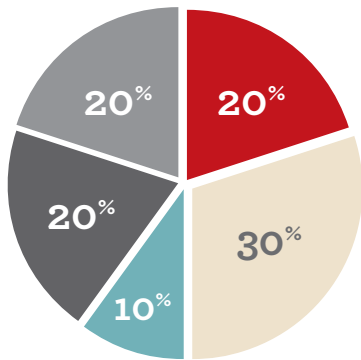
PREPARED FOR SUCCESS

looks at how well-prepared students are for all future opportunities.

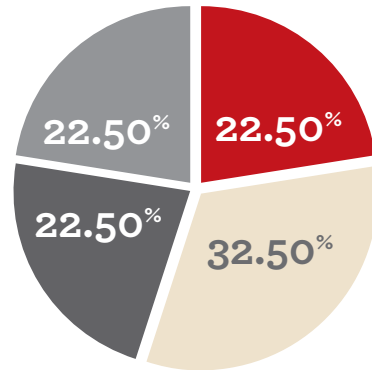
MARKER WEIGHTS

To calculate each school's overall rating, the following weights were given to each state marker, with disproportionate weight given to student Progress (or growth). This weighting, we know, will have critics. Indeed, the state's method for calculating "Progress" has its critics. That said, our goal is to set the "high performing seat" expectations relatively high, with the hope that everyone will see that the intention is to improve the educational opportunities for Dayton's students. More high performing seats in Dayton will mean greater educational attainment for all of Dayton's students.

High Schools



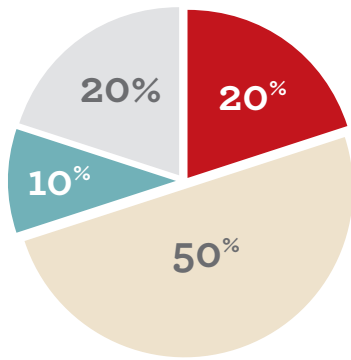
*K-12 Schools
with no Gap Closing*



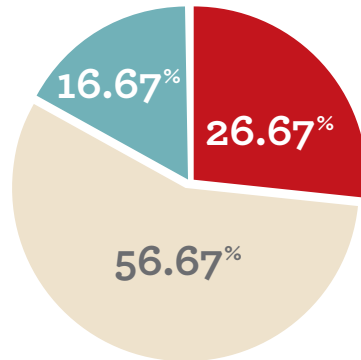
KEY

- Achievement
- Graduation Rate
- Progress
- Prepared for Success
- Gap Closing

Elementary Schools

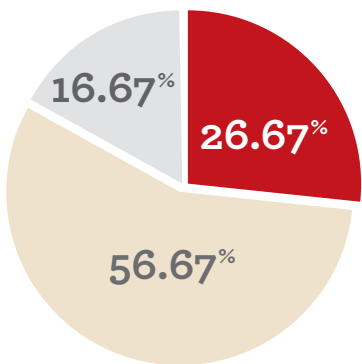


*Elementary Schools Without a 3rd-Grade Class**



*A number of elementary schools in Dayton do not include a 3rd-grade class. These elementary schools were evaluated using a different weighted system.

Elementary Schools with no Gap Closing



KEY

- Achievement
- 3rd Grade Reading
- Progress
- Gap Closing

MARKER POINTS

Schools were given points for the letter grade they received on a particular marker on the Ohio Department of Education report card*. Schools that received an "A" or "B" on a marker received 3 points. Those that received a "C" or "D" on a marker received 2 points. Schools that received an "F" on a marker received 1 point.

Marker Grade	Points
A-B	3
C-D	2
F	1

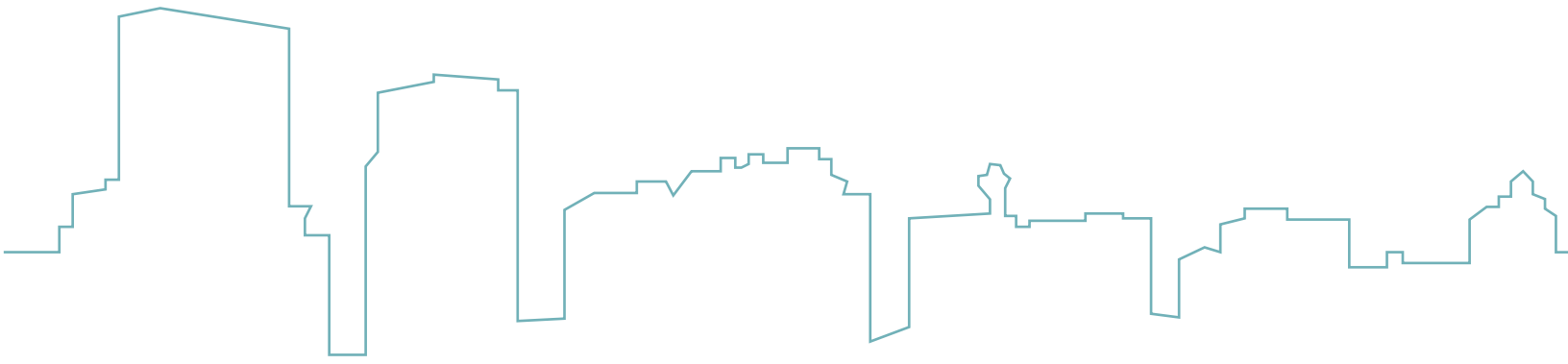
CALCULATIONS

In order to calculate a school's overall rating, marker points and weights were multiplied and added together to create a raw score (out of 3). The raw score was then divided to create an overall percentage score for each school.

Schools that earned an overall percentage of 80% or above received the "High Performance" rating, Schools that earned 50.01-79.99% received the "Intermediate Performance" rating and schools that earned 50% or below received the "Struggling Performance" rating.

Overall Percentage	Rating
80-100%	"High Performance"
50.01-79.99%	"Intermediate Performance"
0-50%	"Struggling Performance"

* 2015-16 report card data were used for analysis because this information was the most recent available at the time of this report's creation.





City of Learners 