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DEAR CITIZENS OF DAYTON AND THE DAYTON REGION,

When I created the City of Learners Committee immediately after being sworn in as Dayton’s Mayor in 2014, I promised that we would get things done. Neither the Committee nor I wanted to just talk about what needs to change for the benefit of Dayton’s children. We vowed to take stock and get to work.

Last year, the City of Learners Committee broke into five working groups, each of which created ambitious work plans for 2015. What follows is a summary of the groups’ impressive achievements and their work that continues. The energy people are devoting to improving the lives of children in Dayton is as inspiring as it is humbling – and a reflection of the urgency we all feel about improving educational opportunities for our young people.

Families will not choose to live in Dayton if we do not improve our schools. Neighborhoods cannot thrive if our schools are not prized anchors – and year-round, all-day learning and community centers. Businesses will not locate in the city – or in the region – if the City of Dayton is not holding up our end of supplying employers with the well-educated, talented workers they need to compete.

While much has been achieved, much more remains to be done. We cannot lose sight of the fact that about 1 in 4 children in Montgomery County live in the City of Dayton. The overwhelming majority live in families who struggle to earn enough to pay the rent and to keep food in their homes. The only way they can escape the cycle of poverty and succeed as adults is if we give them an education that ensures they are ready for college or a career.
Too few of our schools and our institutions that support children and families are succeeding at helping young people meet this non-negotiable goal. Too few adults are demanding enough of each other and of students themselves.

I am immensely proud of the momentum the City of Learners Committee has created and the necessary spotlight this dedicated and earnest team of volunteers has put on our challenges. We cannot do better by our children if we do not acknowledge and hold ourselves accountable for where we fall short.

Thank you to all of the Committee members for their steadfast commitment to our children and to Dayton.

Sincerely,

Nan Whaley
Mayor of Dayton
I Can Read!

It’s a hot summer day, and Pete and his mom and brother are going to the beach. Pete loves the beach, but the waves make the water look scary. When his brother Bob offers to give him a surfing lesson, will Pete give it a try?
5 PRIORITIES

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

1. ENSURE
   all children attend a high quality school

2. OFFER
   affordable, high quality Preschool to all children

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

During the last year, Committees involving dozens of people have diligently addressed these challenges. Their work is by no means complete, but important movement has been made. These progress reports summarize each group’s exceptional work and achievements.
Too few schools in Dayton are high performing

As in so many states, Ohio’s accountability measures are in a massive state of flux, making it difficult to know if our schools are improving. New standards are being implemented. The tests students are required to take to gauge performance are changing.

Notwithstanding these seemingly ever-moving goal posts, the High Quality Schools Committee has created a baseline measure to begin tracking school improvement over time in the City. The objective is to increase the number of children who are attending high performing schools.

While the Ohio Department of Education publishes annual report cards that evaluate school performance, we believe those “grades” unintentionally penalize schools with large numbers of children growing up in poverty. While students’ income levels cannot be an excuse for poor academic performance, our interest is ensuring that every child is learning at least a year’s worth of material every year. Meaningful year-over-year progress is what should be expected and demanded for our children.

Specifically, the High Quality Schools Committee’s evaluation is less dependent on the so-called “performance index” that is the backbone of the state’s report card. (At least for the next two years, every Ohio school’s “performance index” will be the primary driver of its “grade.”) Our intent is to make sure we recognize schools in Dayton that are making solid or impressive gains in spite of their students’ challenges and notwithstanding the fact that many of their students start their assigned grade-level behind.

While our evaluation (which was created with some technical assistance from the Thomas B. Fordham Institute) does give some weight to the “performance index,” it places more emphasis on “value-added” scores showing whether students are achieving a year’s worth of learning.

(For additional details about our methodology for defining a high performing school and the evaluation of individual schools, see Appendix B on page 33.)

Our analysis includes data from Dayton Public Schools, public charter schools in the City, and E-schools attended by students living in Dayton. Though not obligated to do so, Dayton’s Catholic schools also provided results for their students. Because these schools do not have the same data set as public schools, we have not completed that review. But Dayton’s Catholic schools have been very willing to be a part of the City of Learners’ efforts, and they are exploring different and appropriate ways to share publicly how they are performing.
Finally, it is important to note that this report uses data from the 2013-14 school year, when students took the Ohio Achievement Assessment. This was the most current information available. Data for 2014-2015 was just recently released. However, the value-added scores in those results – which our analysis heavily relies on – will carry no consequences because student assessments have been changed by the State of Ohio.

In 2015-16, Ohio’s assessments of student learning will come from tests created by the American Institute for Research. The Department of Education will then decide how to use that data to measure the academic progress of students and to assess performance of school districts.

Based on the currently available data, the Committee’s findings illustrate just how much work we have to do. We found:

**The City of Dayton has 19,490 K-12 students attending Dayton Public Schools, public charter schools or E-schools. Only 28% of children (5,497) are enrolled in high performing schools.**

In addition:

- **Just 20%** of Dayton Public Schools and public charter schools (11 of 56) are high performing schools
- **7 of 27 (26%)** Dayton Public Schools are high performing
- **4 of 29 (14%)** public charter schools are high performing
This review also identified two statistically significant take-aways that, though not the least bit surprising, parents and the wider community need to know:

Schools with large numbers of children who start school “ready to learn” (as determined by Ohio’s kindergarten readiness assessment) tend to have higher performance levels.

The fact that children’s kindergarten readiness scores help drive an elementary school’s performance shows the paramount importance of work happening in our County to make high quality Preschool available to all children. Of course, it is common sense that if children start behind in kindergarten, they are at risk of continuing to fall behind year after year. This disadvantage not only compounds their individual achievement gap, but also limits their school’s ability to be high performing.

Schools with lower student mobility have higher overall performance.

The loss of learning that invariably occurs when students move from school to school impacts not just the student, but also their schools’ success. While low-income families often move for reasons beyond their control, we need to educate families about why taking students in and out of schools makes it more difficult for their child to excel.
We need to grow talented teachers and principals

If we do not have great principals and exceptional teachers, our children cannot possibly succeed. To that end, we need to train aspiring education leaders and new teachers well — and then hang on to them.

Especially in struggling schools, highly effective teachers must work together as a team and support each other’s work. If a group of children has an extraordinary 3rd-grade teacher, for example, but their 4th-grade teacher is weak, achievement levels can fall quickly. Without highly qualified teachers at every grade level, it is impossible to sustain children’s progress throughout their school careers.

Dayton’s public, charter and private schools all report they have difficulty recruiting teachers who have been taught skills and strategies specific to high-needs children — a reality that makes creating a talent pipeline essential.

In order to ensure that Dayton is growing new talent, three area universities – the University of Dayton, Wright State University, and Miami University – this year have committed to expanding or creating urban teacher academies that focus on preparing new teachers to work with students from underprivileged backgrounds. They also are trying to determine how best to create teacher talent pipelines for those schools that serve our highest-need students.

The expectation is that Dayton Public Schools and Dayton’s private and charter schools will recruit aspiring teachers who are top performers in these programs – and then assign them to the highest-need schools and children. It is a fact that teaching high-need children is relentlessly demanding, and many teachers opt to take jobs in less challenging communities or choose less difficult school assignments.

Beyond leveraging area urban teacher academies, work also is underway to create a principal leadership program. Using ideas from selected best-practice models across the country, plans are being developed to cultivate strong building leaders from the ranks of current educators and teachers. Experience shows that recruiting effective new principals from outside is less successful than investing in and elevating excellent candidates who are already rooted in the community, a school district or school.

Local Candidates +
Urban Teacher Academies +
Principal Leadership Program =
Exceptional Talent
We want to incentivize teachers to choose Dayton

NEW TEACHER INCENTIVE PACKAGE

The High Quality Schools Committee fostered the creation of an incentive package to attract and retain new teachers. Those incentives are:

1. $1,000 HOUSING STIPEND for teachers who choose to live in the City of Dayton (funded by the City and participating schools)

2. $1,500 SCHOLARSHIP for the adjunct professor certification program at Sinclair Community College, which allows teachers to be certified to teach courses for college credit, resulting in additional compensation

3. TICKETS for teachers and a guest to attend productions sponsored by the Victoria Theatre Association

TWELVE TEACHERS (8 in Dayton Public Schools, 3 at public charter schools and 1 at a Catholic school) benefitted from the housing stipend.

TWENTY NEW TEACHERS from the Dayton Public Schools have participated in the Victoria Theatre Association performing arts programs, and another 40 will do so by the end of this school year. This program can connect teachers who are new to teaching in Dayton with the rich arts programming that makes the City such a vibrant place to live.

We hope to grow these incentives next year, increase awareness about the offerings and increase the number of teachers who benefit.
Every child should be able to attend a high quality Preschool

The City of Learners Preschool Committee has worked closely with other community leaders who are dedicated to creating a Preschool Promise in Montgomery County.

Early last year, Montgomery County’s Commissioners created a task force to investigate how to offer affordable, high quality Preschool to all Montgomery County children. After more than six months of study, that task force presented its recommendations to the County Commission in November, 2015.

3 ESSENTIAL ELEMENTS

The group’s comprehensive review recommends 3 essential elements for creating a successful and effective Preschool Promise:

1. EDUCATE
   the community about the power of Preschool

2. EXPAND
   the availability of high quality Preschools

3. ASSIST
   families in paying for high quality Preschool
The County Commissioners’ task force also identified the following important information that has informed and is driving our work:

- **Dayton has almost 4,000 3- and 4-year-olds**
- **About 2,600 (66%) of these children attend Preschool**
- **Just over half of the children who are in Preschool attend high quality Preschool programs** (as defined by the State of Ohio’s Step Up to Quality Star-Ratings)

There is only one way to summarize these facts:

*One-third of Dayton’s children are not in Preschool at all, and close to half who do attend are not in programs that are providing what they need. There is a documentable shortage of high quality Preschools in the City and throughout the County, and too many of our children are not attending at all.*

In recognition of these facts and the impressive work the County Commission task force did, the City of Learners Preschool Committee is launching a public education campaign about the Power of Preschool. Almost 50 volunteers have been trained so far and are taking that message into the community to build support for adopting a Preschool Promise and to emphasize the need for every child to start school fully ready to learn. We intend to grow that volunteer corps.

The facts that advocates are sharing compel us to act. Two-thirds of the children in Montgomery County — 80% of children in the City of Dayton — start kindergarten behind based on Ohio’s kindergarten readiness assessment. That means they are playing catch up from Day 1 and are at risk of falling behind further each year.

*80% of children in the City of Dayton start kindergarten behind.*
We cannot ever forget that a child’s path to success in school starts long before the student comes to kindergarten. Our local and national research shows that children who are ready for kindergarten are 50% more likely to read well in 3rd grade, and children who read well in 3rd grade are 4 times less likely to drop out of high school.

The Committee’s formal Preschool Power presentation talks about these facts and asks citizens to join the effort to make high quality Preschool available to all children. It includes a 3-minute video produced in cooperation with ThinkTV, a PowerPoint discussion and a brochure for audience members. Our volunteers will be blanketing the community – speaking at civic organizations’ meetings and neighborhood gatherings, with faith groups and others.
We are consulting the community

The Preschool Committee also has fostered and supported research around community sentiment about the importance of all children attending a high quality Preschool. We have formally consulted parents, Preschool providers, community leaders, faith leaders and citizens about their thoughts on ensuring that all families have the option of sending their child to a high quality Preschool. That work is continuing. This feedback has been invaluable in developing the public education campaign.

In addition, multiple Committee members met with Jennifer Landrum, the chief executive officer of the Denver Preschool Program, who traveled to Dayton to discuss that city’s experience with expanding affordable, high quality Preschool. A recognized early childhood education expert, Jennifer met with public officials, community leaders and Preschool providers, sharing Denver’s impressive success.

Since 2007, more than 36,000 4-year-olds have been part of the Denver Preschool Promise, and more than $67 million has been provided to families to assist them in paying for Preschool. Most important, 91% of children in the program attend Preschools with the highest quality rating.

91% of children in the Denver Preschool Promise program attend Preschools with the highest quality rating.
Enthusiasm is building

In November, Dayton’s ThinkTV, in concert with the Corporation for Public Broadcasting’s American Graduate program, aired an hour-long program around the Power of Preschool. Local officials and leaders participated in the production and public discussion, which focused on providing a Preschool Promise to all children in Montgomery County.

Finally, the Committee has created a Preschool Power pledge and intends to gather thousands of signatures in support of offering voluntary universal Preschool in Montgomery County. The Pledges are a small, but important, measure of the number of people who have heard about the Power of Preschool and support providing this benefit to all children.
AFTERSCHOOL AND SUMMER LEARNING COMMITTEE

3 PRIORITIES

The Afterschool and Summer Learning Committee is focused on three priorities:

1. DEFINE
   quality programming

2. UNDERSTAND AND IMPROVE
   existing capacity

3. EXPAND
   the number of children in programs
Out-of-school programs must be high quality

Research about the effectiveness of after-school and summer learning is clear. Children benefit most from high quality, intentional programs.

After-school and summer programs are provided in many different settings — at our schools, community centers, places of worship, parks, community-based organizations, and elsewhere. While some must follow governmental rules, others are not obligated to do so. The types of academic help and enrichment they offer varies tremendously, and understandably the differences almost always can be traced to funding.

The Committee, which includes providers and funders of after-school and summer programs, is working on creating a broad and shared, definition of quality — with the goal of ensuring that community resources are spent on evidence-based practices. Committee members are reviewing proposed guidelines that are supported by research and other communities’ experiences. The hope is to share these draft guidelines and ask for feedback from other stakeholders in Summer 2016.
We need to know the resources we have

When the Committee took on the Mayor’s challenge to improve the quality of, and access to, out-of-school programming, it quickly realized that there is no data bank about the availability of these services. Therefore, the Committee has spent a significant amount of time surveying providers of both after-school and summer services.

Some key findings from that survey are:

- Fewer than 1 in 5 Dayton children in kindergarten through 3rd grade attend a summer learning program

- Just 4.5% of 7th- and 8th-graders are involved in summer learning

- The average cost for summer learning is about $900/student, with programs averaging just over 6 weeks in duration

The Committee will next survey families about their needs and perceptions of what is available for children.

Too few out-of-school learning opportunities exist

Only about 10% of students in Dayton are involved in any out-of-school program. Increasing that number significantly is a daunting financial challenge. The average cost of summer programming is $900 per student, and after-school programming for the school year averages more than $3,200 per child. Finding resources to make a major impact will be difficult, at least in the near term.

Therefore, the Committee is focused on what it can do now. Specifically, it is:

- Supporting efforts to ensure all children have high quality books to read over the summer

- Fostering expansion of existing high quality out-of-school programs
We can help children read

Children spend less than half the year – about 180 days – and just a fourth of their day in school. To be successful in the classroom, they must be reading and learning elsewhere – during the school year and especially during summer. When school is not in session, students typically fall back 2.5 months in their math skills, and the loss is often even greater for low-income children. Reading proficiency often slips as well.

Among the easiest and least costly strategies to promote summer learning is to ensure every child is reading over the summer – and ideally participating in a summer reading program at their local library. Reading just 15-20 minutes every day can prevent significant learning loss.

In 2015, Dayton Metro library saw an impressive 10% increase over 2014 in the number of children participating in its summer reading program. More than 12,500 children joined the effort. The Westwood, East and Fort McKinley library branches increased participation by more than 100%, all together drawing almost 1,400 children.
The YMCA, which enrolled all 500 of its summer campers in the library program, saw a 75% increase in the number of children participating in the reading program after being taken to the library and signing up for a library card.

Meanwhile, the Read On! Dayton and Read On! RTA book drives were unprecedentedly successful. Together, they collected and distributed 48,000 books.

United Way of Greater Dayton, the Greater Dayton RTA, the Rotary Club of Dayton and our faith community were among the biggest supporters of these campaigns. The goal for our 2016 drive is 85,000 books – which would allow the initiative to expand to all PreK-3rd grade children in the City.

**We can build on success**

Involving more children in after-school and summer learning requires tapping every resource that is available to our City and community. We believe Dayton and Montgomery County should be accessing more federal funding from the 21st Century Community Learning Centers program. In 2015, the City had only one 21st Century Learning Grant. Our goal is to partner with Dayton Public Schools and other schools to take advantage of this important funding source.

Being a 21st Century grant recipient is important validation that can help leverage other needed funding, especially from national foundations that want to support innovative and high quality efforts that show improvement in student outcomes.
The percentage of Montgomery County adults with degrees climbed 4 percentage points between 2010 and 2014 – an important trend that is worth celebrating. But at 39%, we still lag behind the country, which is at 40%. Meanwhile, Massachusetts has crested 50% – 1 of every 2 workers has a 2- or 4-year degree.

As a City and as a region, we have a long way to go before we can promise businesses that they will have all of the workers they need - and to be confident that all adult Daytonians have the education and training required to earn a middle-class wage.
This “skills gap” – which is as much a national problem as it is a Dayton problem – is urgent and immediate. Eighty percent of businesses in the Dayton Region Manufacturing Association said in a recent survey that they are struggling to find enough qualified workers in the market. The refrain is the same in construction: Across the state, 96 percent of construction firms say they cannot fill jobs fast enough.

Citing Bureau of Labor Statistics, Code.org reports employers nationally will need 1 million people to write code by 2022. There are almost 600,000 computing jobs open today in the country, more than 20,000 in Ohio. If we want to expand and preserve the IT technology industry locally – a cluster where we have a strong though always fragile foothold – Dayton has to increase the number of young people moving into this field by:

• capturing their interest in high school;

• offering them training and college opportunities and;

• then hanging on to them by placing them in internships with area businesses.
Students need to understand their career options early

The goal behind creating career pathways is to engage students early about their career options and to help them know what they need to learn starting in high school. Too many young people simply are not aware of the exciting, cutting-edge and well-paying jobs that our local employers are struggling to fill. They do not know about challenging careers in data analytics that did not exist a decade ago or in specialized fields in science. They do not think about becoming a jet engine mechanic or a drone engineer.

Education pathways – that start in high school – also benefit employers. Our employer community deserves to have confidence that our schools and higher education institutions are creating and priming a talent pipeline to provide them the workforce they need to compete.

Too many young people simply are not aware of the exciting, cutting-edge and well-paying jobs that our local employers are struggling to fill.

The Committee is aggressively exploring how career-tech education programs can be expanded in Dayton and in the region. Its focus has been on leveraging existing programs – not duplicating the good but insufficient work that is already being done. Those discussions will lead to a set of strategies to enhance and increase bridge programs between high schools and employers. One specific goal is to create high school “boot camps” and summer experiences that put students on a path that will lead them from high school to earning a marketable credential.

As part of this effort – and because of the high cost of higher education – the Business Partnership Committee also is eager to spur the creation of different types of incentive programs that would encourage students to “come home” or “stay home” after college graduation, or to seek their training locally.
We are combining neighborhood revitalization with workforce development

Working with City Hall staff, the Business Partnership Committee helped initiate discussions with Purpose Built Communities, an Atlanta-based non-profit organization supported by Warren Buffett and other philanthropists. The organization is exploring partnering with Dayton to reclaim a struggling neighborhood that would be inviting especially to young professionals and young families. A centerpiece of the project is developing a high-performing neighborhood school. The research is compelling that living in neighborhoods with concentrated poverty limits educational achievement and social mobility – for children and adults.

Dayton has a team that is developing a planning document to bring Purpose Built Communities to the City. This investment would be a 5- to 10-year effort and would require involvement of a host of community partners and stakeholders. If it is successful, the initiative will allow us to create another thriving, mixed-income neighborhood in Dayton, strengthening the educational, social and economic fabric of our City. The planning document will be developed in 2016, with implementation to occur once the planning process is completed and a “community quarterback” to guide the work has been identified.
The City of Learners Mentoring Committee completed its work last year, transferring this focus to the well-established Mentoring Collaborative of Montgomery County. The home of the Collaborative moved in 2015 from the Montgomery County Educational Service Center to Sinclair Community College.

3 PRIORITIES

The Collaborative’s focus is:

1. IMPROVING
   training for mentors

2. EVALUATING
   the quality of mentoring offered to young people

3. SERVING
   as a resource center for mentoring organizations

To foster these goals, the Collaborative has begun the important effort of “mapping” Dayton’s and the County’s mentoring capacity. Its survey is designed to answer (among other questions):

- What organizations are providing mentoring?
- What is required of their mentors?
- Which neighborhoods need more mentors?

This data collection will be completed by May, 2016.
Another important step going forward is that the City of Dayton has provided support for a data management tool that will be used for ongoing tracking of the community’s efforts around mentoring and measuring organizations’ outcomes. This resource can help ensure that the necessary financial support is being dedicated to this important and proven method for promoting student success.

These new efforts around data collection are in step with the growing national attention around the benefits of mentors. Both nationally and locally, mentoring has long been a social service free-for-all. There has been no common definition of mentoring and no agreement – based on solid research – about what effective mentoring should entail. The term has been applied to everything from providing homework help to ongoing, intensive relationships with adult advocates.

The Collaborative is committed to providing training programs using the Elements of Effective Practice™ and that are endorsed by MENTOR. The Elements of Effective Practice is a train-the-trainer toolkit used for programs that are new to mentoring as well as for seasoned organizations, and it contains materials required to maintain a quality mentoring program. MENTOR is the national driving force behind ensuring that mentors are well-trained and that the field improves and matures.
In concert with its 87 partner agencies, the Mentoring Collaborative is promoting adoption of standards the Collaborative refers to as “First Class Mentoring” and that are based on the Elements of Effective Practice™. These elements serve as the gold standard for mentoring. The Collaborative will work with and support the partner agencies on these evidence-based strategies during 2016. Potential mentors, funders, families and community partners all need to have confidence that the mentoring that is being provided – and financially supported – is high quality.

In an effort to recognize and reward partner agencies that adopt best practices, the Collaborative has developed two levels of commitments for its partners. Each has differing benefits and expectations.

“First Class Mentoring” partners must agree to complete an internal audit of their program using the “First Class Mentoring” Assessment and to creating a 12-month improvement and innovation plan (developed in cooperation with Mentoring Collaborative staff).

To be a “certified” Mentoring Collaborative partner, organizations must have a staff member attend a “Partner Certification” training and participate in the current survey that will “map” our community’s mentoring capacity.

In return for their participation, “First Class Mentoring” partners will receive or be eligible for:

- Letters of support when applying for grants
- Marketing assistance
- Free background screening for their mentor candidates (500 were provided in 2015)
- Hosting AmeriCorps volunteers
- Technical assistance and training

“Certified” partners will receive free background screenings, consideration for AmeriCorps volunteers and technical assistance and training.

**In partnership with AmeriCorps members and the host sites, the Collaborative matched 834 youth with mentors in 2015. An estimated 275 of these mentees improved their school attendance from the previous year by at least 10%.**
Of particular importance in 2015, the Collaborative extended its 6-year-long partnership with AmeriCorps, earning a $240,000 annual grant that is renewable again in 2017 and then in 2018. Those funds will result in 20 AmeriCorps members being placed in 12 sites where they will focus on promoting mentoring and discouraging students from dropping out.

The sites are:
1. Belmont High School (1)
2. Dayton Early College Academy and DECA Prep (2)
3. Dakota Center (2)
4. Fast Forward (2)
5. Miami Valley Urban League (1)
6. Montgomery County Juvenile Court, Reclaiming Futures (2)
7. New Beginnings for Youth (3)
8. Omega Community Development Corporation (1)
9. Parity, Inc. (2)
10. Project READ (1)
11. Wesley Community Center, Inc. (2)
12. West Carrollton Schools (1)

In partnership with AmeriCorps members and the host sites, the Collaborative matched 834 youth with mentors in 2015. An estimated 275 of these mentees improved their school attendance from the previous year by at least 10%.

In recognition of the fact that there likely will always be more young people who want and need mentors than there are adult volunteers, the Collaborative is working to expand peer-to-peer mentoring in schools and e-mentoring by adults who keep in regular contact with multiple youth simultaneously.

Dayton’s young men of color also have benefitted this year by a new effort around mentoring. My Brother’s Keeper has been spearheaded by Dayton City Commissioner Jeff Mims.
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
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
Lori Ward, Dayton Public Schools

Preschool Committee
Deborah Lieberman, Montgomery County
    Commission, Co-Chair
Pat Meadows, Community Volunteer, Co-Chair
Shauna Adams, University of Dayton
Jayne Bey, Family Childcare Provider
Mary Burns, Miami Valley Child Development
    Centers
Annesa Cheek, Sinclair Community College
Lorna Chouinard, 4C for Children
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
Afterschool 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, 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
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
Lori Ward, Dayton Public Schools
Joey Williams, Dayton City Commission
Al Wofford, CDO Technologies
The High Quality Schools Committee chose to create a separate school performance Landscape for Dayton in order to track school growth over time. The creation of the landscape was to ensure that schools with higher levels of socio-economic stress were not unintentionally penalized.

In general, schools with higher levels of poverty have lower Performance Index scores, or achievement marker. The performance index historically has played a central role in the State Report Card Score, and we wanted to place a larger emphasis on the Value Added Score, or growth marker.

Beyond the use of growth and achievement markers, we included markers that research shows are good indicators of how well a school is performing. These include the 3rd-grade reading proficiency marker for elementary schools and 4-year graduation rates and Ohio Graduation Test Proficiency rates for high schools and E-schools.

**SPECIFIC MARKERS**

1. **PERFORMANCE INDEX**: Achievement Rating

2. **VALUE ADDED SCORE**: Growth Rating

3. **3RD-GRADE READING SCORE**: Percentage of students who scored “Proficient” on the 3rd-Grade Reading Ohio Achievement Assessment

4. **4-YEAR GRADUATION RATE**: Percentage of students who graduated within 4 years of starting High School

5. **OHIO GRADUATION TEST PROFICIENCY RATE**: Number of subjects passed on the Ohio Graduation Test (5 total)
Each marker was given a weight that reflected the overall importance suggested by the High Quality Schools Committee. To ensure that growth was the main determinant of a school’s overall rating, the Value Added Score, or growth marker, received the highest weight. Due to the fact that high schools do not have a growth score, additional weight was given to the 4-year Graduation Rate and the Ohio Graduation Test markers for these schools.

**MARKER WEIGHTS**

### Elementary Schools

- **Value Added**: 50%
- **Performance Index**: 40%
- **3rd-Grade Reading Proficiency**: 10%

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

- **Value Added**: 50%
- **Performance Index**: 50%

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

### High Schools

- **Value Added**: 50%
- **Performance Index**: 25%
- **Ohio Graduation Test Proficiency**: 25%

### K-12 Schools and E-Schools

- **Value Added**: 30%
- **Performance Index**: 16.67%
- **Ohio Graduation Test**: 16.67%
- **3rd-Grade Reading**: 20%
MARKER POINTS

Schools were given points for the letter grade they received on a particular marker from 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.

<table>
<thead>
<tr>
<th>Marker Grade</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A-B</td>
<td>3</td>
</tr>
<tr>
<td>C-D</td>
<td>2</td>
</tr>
<tr>
<td>F</td>
<td>1</td>
</tr>
</tbody>
</table>

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.

<table>
<thead>
<tr>
<th>Overall Percentage</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>80-100%</td>
<td>“High Performance”</td>
</tr>
<tr>
<td>50.01-79.99%</td>
<td>“Intermediate Performance”</td>
</tr>
<tr>
<td>0-50%</td>
<td>“Struggling Performance”</td>
</tr>
</tbody>
</table>

1 2013-14 report card data was used for analysis because it was the most current data available at the time of the report creation. 2014-15 data was not included when it was released because it is under a “safe harbor” policy that suspends the consequences of math and English tests while the state transitioned to the new PARCC Test. More current data can be found at [http://reportcard.education.ohio.gov/Pages/default.aspx](http://reportcard.education.ohio.gov/Pages/default.aspx)
Our analysis of Dayton schools included public, charter, and E-schools with data available from the Ohio Department of Education’s State report card. Private schools were not included in the data analysis at this time because their data collection processes differ. However, the Catholic Schools have agreed to be part of the City of Learners and are working to create a way to be included in the report in the future. Once the inclusion of Catholic school data has been completed, the High Quality Schools Committee will reach out to include other Dayton private schools.
HIGH PERFORMANCE SCHOOLS

- Charity Adams Earley Girls Academy
- David H. Ponitz Career Technology Center
- Dayton Early College Academy
- Emerson Academy
- Horace Mann PreK-8
- Horizon Science Academy
- Kemp PreK-6
- Klepinger Community School
- Louise Troy PreK-4
- Stivers School for The Arts
- World of Wonder PreK-8

Schools by Grade

<table>
<thead>
<tr>
<th>Grade</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elementary</td>
<td>8</td>
</tr>
<tr>
<td>High Schools</td>
<td>3</td>
</tr>
<tr>
<td>K-12 Schools</td>
<td>2</td>
</tr>
<tr>
<td>E-Schools</td>
<td>3</td>
</tr>
</tbody>
</table>

Total schools: 11

Schools by Type

<table>
<thead>
<tr>
<th>Type</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Charter Schools</td>
<td>4</td>
</tr>
<tr>
<td>Public Schools</td>
<td>7</td>
</tr>
<tr>
<td>E-Schools</td>
<td>0</td>
</tr>
</tbody>
</table>

Total schools: 11

School Enrollment

Elementary Enrollment: 3,380
High School Enrollment: 2,099
K-12 School Enrollment: 0
E-School Enrollment: 0

Total Enrollment: 5,479
INTERMEDIATE PERFORMANCE SCHOOLS

- Buckeye On-Line School for Success (Columbiana County)
- Cleveland PreK-6
- Dayton Boys Preparatory
- DECA PREP
- Eastmont Park PreK-8
- Electronic Classroom of Tomorrow (Statewide)
- Gardendale Academy
- Horizon Science Academy Dayton Downtown
- Kiser PreK-8
- Meadowdale PreK-8
- North Dayton School of Science & Discovery
- Ohio Connections Academy, Inc. (Statewide)
- Ohio Virtual Academy (Statewide)
- Pathway School of Discovery
- Rosa Parks PreK-8
- Ruskin PreK-8
- Thurgood Marshall High School
- Valerie PreK-6
- Virtual Community School Of Ohio
- Wright Brothers PreK-8

Schools by Grade

Elementary Schools: 14
High Schools: 1
K-12 Schools: 5
E-Schools: 5

Total schools: 20

Schools by Type

Charter Schools: 5
Public Schools: 10
E-Schools: 5

Total schools: 20

School Enrollment

Elementary Enrollment: 5,819
High School Enrollment: 653
K-12 School Enrollment: 0
E-School Enrollment: 746

Total Enrollment: 7,218
STRUGGLING PERFORMANCE SCHOOLS

- Belle Haven PreK-8
- Belmont High School
- City Day Community School
- Dayton Leadership Academies
- Dunbar High School
- Edison PreK-8
- Edwin Joel Brown PreK-8
- Fairview PreK-8
- Horizon Science Academy Dayton High School
- Meadowdale High School
- Richard Allen Academy
- Richard Allen Academy II
- River's Edge Montessori
- Summit Academy Transition High School
- Westwood PreK-8
- Wogaman 5-8

**Schools by Grade**

<table>
<thead>
<tr>
<th>Grade Type</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elementary Schools</td>
<td>10</td>
</tr>
<tr>
<td>High Schools</td>
<td>6</td>
</tr>
<tr>
<td>K-12 Schools</td>
<td></td>
</tr>
<tr>
<td>E-Schools</td>
<td></td>
</tr>
</tbody>
</table>

**Total schools:** 16

**Schools by Type**

<table>
<thead>
<tr>
<th>Type</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Charter Schools</td>
<td>6</td>
</tr>
<tr>
<td>Public Schools</td>
<td>10</td>
</tr>
<tr>
<td>E-Schools</td>
<td></td>
</tr>
</tbody>
</table>

**Total schools:** 16

**School Enrollment**

- Elementary Enrollment: 3,810
- High School Enrollment: 2,612
- K-12 School Enrollment: 0
- E-School Enrollment: 0

**Total Enrollment:** 6,422
SCHOOLS WITHOUT DATA

- Dayton SMART Elementary
- Fairborn Digital Academy
- Greater Ohio Virtual Academy (Statewide)
- Insight School of Ohio (Statewide)
- Longfellow Alternative School
- Provost Academy Ohio (Statewide)
- Richard Allen Academy Prep
- STEAM Academy of Dayton
- Treca Digital Academy (Statewide)
- Watkins Academy

Schools by Grade

- Elementary Schools: 3
- High Schools: 2
- K-12 Schools: 5
- E-Schools: 13

Total schools: 10

Schools by Type

- Charter Schools: 5
- Public Schools: 5
- E-Schools: 5

Total schools: 10

School Enrollment

- Elementary Enrollment: 316
- High School Enrollment: 0
- K-12 School Enrollment: 42
- E-School Enrollment: 13

Total Enrollment: 371
CATHOLIC SCHOOLS

The following Catholic schools have shared their performance data. As noted previously, this data will not be included in total scores:

- Chaminade-Julienne High School
- Holy Angels School
- Immaculate Conception School
- Mary Queen of Peace School
- Our Lady of Rosary School
- St. Anthony School

Schools by Grade

Total schools: 6

School Enrollment

Elementary Enrollment: 1,093
High School Enrollment: 652
K-12 School Enrollment: 0
E-School Enrollment: 0

Total Enrollment: 1,745
SIGNIFICANT TAKEAWAYS

After determining a school’s overall performance rating, three regression analyses were run to determine how certain sociological markers impacted a school’s performance. These included kindergarten readiness, teacher attendance, and student mobility. While we know that poverty impacts a school’s performance, too many of the schools in Dayton had high levels of poverty, making that analysis statistically insignificant.

The findings, as stated in the City of Learners Report, show the following:

• Schools with lower mobility have higher overall performance.

• Schools with higher levels of Kindergarten Readiness have a higher overall performance.


Created with some technical assistance from the Thomas B. Fordham Foundation.

For more information on how data was calculated, as well as matrices showing specific scores and calculations, please contact Meredith Hollingsworth at mhollingsworth@iichange.com.