2018-2019
DAYTON LEADERSHIP ACADEMIES
ANNUAL REPORT

Preparing Leaders for the Future

www.dlaeagles.org
1416 West Riverview Avenue
Dayton, Ohio 45402
DLA prepares leaders for the future
Dear Supporters of Dayton Leadership Academies:

As our school name implies, Dayton Leadership Academies is preparing leaders for the future. In this report, we highlight how DLA is preparing students to be leaders in high school, how we are developing teacher leaders, and how DLA families are leading the way.

DLA had many significant achievements in the 2018-2019 school year, including:

· DLA earned a B rating in Progress and a B rating in Gap Closing on the Ohio State School Report Card.
· Our average academic growth was 1.37 years of growth in reading and 1.25 years of growth in math on the i-Ready diagnostic.
· Student average daily attendance was 94% and average attendance at quarterly parent-teacher conferences was 88%.
· 85% of families indicated they were satisfied with DLA as their child’s school on our annual parent feedback survey.

To support our students’ growth and development, we leveraged and expanded our community partnerships. We added a weekly speaker series where community members came to DLA to motivate our middle school students. We partnered with Samaritan Behavioral Health to teach social skills to classes using the Second Step curriculum. We brought in visiting artists and musicians for performances and collaborative art projects. We added STEM classes to our after school program. We partnered with national organization BellXcell to enhance our summer school program.

The future is very bright for DLA students and our school community. Our academic model is yielding results, our family support is strong, our finances are stable, and our community partnerships are having a positive impact. We look forward to sharing more significant achievements in the 2019-2020 school year.

Together in Excellence,

Joshua D. Ward, Board Chair

Tess Mitchner Asinjo, Principal
“I think DLA is a school that is more advanced than regular schools. The teachers and the faculty really care about the students.”

-DLA parent feedback from annual family survey
OUR MISSION

Each child will excel in high school, college and careers by students, parents and teachers working hard together.

VISION

We educate and nurture each child to perform at his or her highest academic ability in a school culture of pride and excellence.

SCHOOL PRIORITIES

Proficiency and Beyond
Invest in Teachers
Engage with Families
School Culture of Joy and Achievement
The Dayton Leadership Academies school district consists of one building serving students in grades K – 8. The district serves students from around the Dayton area, including Dayton, Trotwood, and Jefferson Township.

Our charter is sponsored by the Thomas B. Fordham Foundation. Our enrollment in 2018-2019 was 443 students.

### Student Population

**Race:**
- African-American: 411
- Multi-racial: 26
- White: 4
- Hispanic: 2

**Economically disadvantaged:** 89%

**Special education students:** 17%

### 2018 - 2019 Student Enrollment

- K-2nd: 185
- 3rd - 5th: 137
- 6th - 8th: 121
ACADEMIC RESULTS

Dayton Leadership Academies received the following ratings on the Ohio State School Report Card:

- **Gap Closing**: B
- **Progress**: B
- **Achievement**: D
- **Overall Rating**: D
K-8 Reading: 1.37 years of growth

Proficiency average on state tests increased 4% in Reading and 6% in Math

K-8 Math: 1.25 years of growth

31% of students improved 1 performance level in ELA and 23% of students improved 1 performance level in math on state tests
SCHOOL CULTURE

DLA is committed to implementing four principles of school culture: supportive relationships, proactive supports for students, restorative practices, and social emotional learning in order to promote positive school culture, academic success, decrease behavioral issues, and engage families in the DLA community.

Behavior Improvements

- Decreased the number of suspensions by 45% and number of days suspended by 42%
- 27% Decrease in the number of write-ups

Student Attendance

- K-2: 93.31%
- 3-8: 94.64%

Overall: 94.08%
TEACHER LEADERS

DLA teachers are leaders in their classrooms and across the school. Our teachers lead school-wide initiatives, inform school strategy, and develop their colleagues.

Teacher Leadership Roles

House Team Coordinator
Teacher Representative
Parent Advisory Council Liaison
Student Success Team Coordinator
Summer Launch Director
Athletic Director

85% of teachers were offered contracts, accepted and returned to DLA
100% of the administrative team returned to DLA
40% of DLA’s teachers are teachers of color
We invest heavily in teacher development through:

- Professional development based on teacher performance rubric
- Weekly collaboration with grade level team, department team, and intervention team
- PD grounded in a culture of reflection, refinement, and feedback
- Frequent observations and 1 to 1 coaching
- Data-driven instruction cycle of assess, analyze, re-teach
DLA PREPARES LEADERS FOR

Selective High Schools

Michael Geter, DLA alumnus and 2018-19 PAC Scholarship recipient, is a 9th grade student at Chaminade Julienne Catholic High School

How well did DLA prepare you for high school?

DLA has prepared me very well for high school. They set the foundation and I had guidelines to follow when I got to CJ. Before I left DLA, I had a very good understanding of what to expect in high school.

What are your plans for college and your future?

My plans for college and the future are to go to a Historically Black College or University. In the future, I hope to begin a career in criminal justice or healthcare. I plan to devote 4-7 years to college and professional education.

What do you miss most about DLA?

I miss the family environment most. Dayton Leadership Academies is not just a school, it is a community.
Alicia West, DLA alumna, is a 12th grade student at Archbishop Alter High School

How well did DLA prepare you for high school?

DLA prepared me well for real life. They didn't sugar coat anything. My teachers taught me that my high school teachers wouldn't hold my hand and guide me through the four years. They were right, most of my teachers don't remind us when things are due and they really don't care about what's going on in your personal life. It's either you have your work or you do not. The staff at DLA were very honest with me and told me the things I needed to know to start my journey in high school and beyond.

What are your plans for college and the future?

I plan to go to Bowling Green State University and double major in mathematics and English. I want to pursue a career in math or engineering. Later I would like to go to law school and become a lawyer or a judge.

What do you miss most about DLA?

I really miss the student/teacher bond. My teachers were more understanding of what we go through and the challenges we faced. They cared about my future successes. They were always there if I needed to talk and they did their best to help in any way possible.

"The staff at DLA were very honest with me by telling me the things I needed to know to start my journey in high school and beyond."
85% of families are satisfied with DLA as their child's school as reported on annual family survey.

Parent Testimonial

"I appreciate all you teachers/instructors do with our children. You all fill in as mothers and fathers, role models, mentors, counselors, and much more that some of the children wouldn't experience if it wasn't coming from the staff. The teachers at DLA have restored my belief in our school system. I know you all genuinely care about the students and even with the limited resources the job gets done! It has never been an easy task but y'all do it with a smile and it means a lot to me."
- Andrea D., DLA parent

"DLA is a wonderful school! I love the staff and teachers. I love how supportive DLA is of their students and parents."

-DLA parent feedback from annual family survey
Parent Advisory Council

DLA's Parent Advisory Council (PAC) is in its fourth year of active service to our school community. The PAC is made up of about ten DLA parents and guardians who support our school goals and initiatives.

Last year, PAC hosted fundraisers throughout the school year and raised over $1,000 and awarded (2) scholarships to 8th grade students attending selective high schools with tuition or enrollment fees. The scholarships help offset the additional costs to parents.

Due in part to the efforts of our teachers, staff, and the PAC, 94% of our families returned to DLA for the 2018-19 school year.

81% of families rated the quality of education their child receives at DLA as an A or B.
Miami Valley Child Development Centers, Inc.

Our building partner, Miami Valley CDC, is dedicated to providing comprehensive services through focused work with children and innovative partnerships with families and communities to support them in reaching their highest potential. MVCDC provides infant care and preschool on DLA's campus.

Samaritan Behavioral Health

Samaritan Behavioral Health provides the Second Step (social emotional learning) curriculum to DLA students. This pilot program provides valuable support to the social and emotional health of students. They also provide support to teachers by giving them practical Second Step tools for solving classroom problems and challenges. Teachers are encouraged to model the lessons and inspire students to use these skills throughout the week. This empowers students to make better decisions and problem solve.

Rites of Passage

Dayton Leadership Academies partners with Rites of Passage, also known as Black Brothers Black Sisters Involvement, and more specifically, the Young Lions and Girl Power mentor group managed by Marlon Shackelford to provide additional mentorship for students. Students who participate in the program receive fewer behavior referrals and exhibit a better sense of self.
Developing Leaders through Exposure to the Arts

Local artist works with DLA students
Local artist Amy Deal worked with DLA 6th graders to create an installation for the new Dayton Children's Hospital in Huber Heights. We are so proud of them and are thrilled their artwork will be featured for all of Dayton to admire.

Muse Machine
The Muse Machine Artist in Residence is a program geared toward helping students experience curricular concepts in new ways and building that knowledge through the arts. Michael Lippert, visiting artist, met with DLA staff to discuss the school’s educational goals and selected Ohio Learning Standards. We chose to participate in this unique and valuable experience as it sets us apart from other schools and was a great experience for our 3rd and 4th grade students. Students created and performed original theater pieces related to their ELA learning standards.

Levitt Pavillion Performers
Through our partnership with the Levitt Pavilion Dayton, the Rad Tads (a Brooklyn based band) came to visit and perform at Dayton Leadership Academies. Our 1st and 4th grade students thoroughly enjoyed the experience!
Building Leaders through Enrichment

21st Century Community Learning Grant

DLA was one of only a few schools in Dayton awarded a 21st Century Community Learning Center Grant. In its third year, DLA used the $200,000 grant to provide 15 hours of before and after school programming.

480

PROGRAM HOURS COMPLETED IN 2018-19

The goals of the program were to increase reading and math skills, to develop social-emotional learning, and to build leadership skills. In 2018-2019, 75 students participated and benefited from after school tutoring, morning mentoring, and enrichment classes in art, music, STEM, and recreation.
Summer Launch Program

163 students impacted
85% average daily attendance
55 additional instructional hours
2.5 average months gained in reading
3+ average months gained in math

Over the summer DLA students participated in DLA's Summer Launch Program where we partnered with BellXcel. The free program provides reading and math instruction, enrichment classes, and weekly field trips. DLA's Summer Launch Program is a unique combination of additional learning time, opportunities to explore interests, and field experiences.

Enrichment activities included:

- Hip Hop Dance
- Creative Writing
- Visual Arts
- Second Step - Social emotional education
- Healthy Cooking Culinary Enrichment
- Camping

Weekly field trips to:

- Dayton Metro Library and Adventure Row
- Carillon Park
- Cincinnati Children's Museum
- Cincinnati Freedom Center
# FORDHAM SPONSOR GOALS

Thomas B. Fordham Report

<table>
<thead>
<tr>
<th>Performance</th>
<th>DLA Dayton View Campus - Rating</th>
<th>DLA Dayton View Campus - calculation/Note</th>
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<tbody>
<tr>
<td><strong>Primary Academic Indicators</strong></td>
<td></td>
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<tr>
<td>Performance Index (PI)</td>
<td>Does Not Meet</td>
<td>47.9%</td>
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<tr>
<td>Value Added (VA)</td>
<td>Meets</td>
<td>1.52%</td>
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<td>K.3 Literacy Improvement</td>
<td>Falls Far Below</td>
<td>3.7</td>
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<td>Performance v Local Market (PI)</td>
<td>Falls Far Below</td>
<td>Bottom 50%</td>
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<tr>
<td>Performance v Local Market (VA)</td>
<td>Exceeds</td>
<td>Top 20%</td>
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<tr>
<td>Performance v Statewide Charters (PI)</td>
<td>Falls Far Below</td>
<td>Bottom 50%</td>
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<td>Performance v Statewide Charters (VA)</td>
<td>Meets</td>
<td>Top 30%</td>
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<td><strong>Secondary Academic Indicators</strong></td>
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<td>Value Added: Overall</td>
<td>Exceeds</td>
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<tr>
<td>Performance Index: Overall</td>
<td>Does Not Meet</td>
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<tr>
<td>Value Added: Disabilities</td>
<td>Meets</td>
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<tr>
<td>Value Added: Lowest 20%</td>
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<tr>
<td>AMDs</td>
<td>Exceeds</td>
<td>B</td>
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<tr>
<td>Regularly Administers Internal Growth Assessment</td>
<td>Yes</td>
<td>Yes</td>
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<td>Met Majority of Internal Goals</td>
<td>Yes</td>
<td>Yes</td>
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<td><strong>Financial Measures of Success (Current Year)</strong></td>
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<td>Ratio of Assets to Liabilities</td>
<td>Exceeds</td>
<td>14.3 ratio</td>
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<td>Days Cash</td>
<td>Exceeds</td>
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<td>Enrollment Variance</td>
<td>Exceeds</td>
<td>101%</td>
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<td><strong>Financial Measures of Success (Prior Years)</strong></td>
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<td>Multi year Ratio of Assets to Liabilities</td>
<td>Exceeds</td>
<td>2.74 &amp; 4.29 ratios</td>
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<td>Cash Flow</td>
<td>Does Not Meet</td>
<td>Negative 2015, 2016</td>
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<td>Total Margin and Aggregated Three Year Total Margin</td>
<td>Does Not Meet</td>
<td>N &amp; N</td>
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<td><strong>Operations/Governance Primary Indicators</strong></td>
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<td>Records Compliance</td>
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<td>On Time Records Submission Rate</td>
<td>Exceeds</td>
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<td>Financial Records Submitted Monthly</td>
<td>Exceeds</td>
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<tr>
<td>Annual Audit</td>
<td>Exceeds</td>
<td>Two consecutive years of no findings, noncompliance citations, questioned costs or material weaknesses.</td>
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<td>LEA Special Education Performance Determination (most recent annual)</td>
<td>Meets</td>
<td>Needs Assistance</td>
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<td><strong>Operations/Governance Secondary Indicators</strong></td>
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<td>Five Year Forecasts Submitted by Deadline</td>
<td>Meets</td>
<td>Submitted 3/29/18 and 10/22/18</td>
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<td>Pre opening Assurances Documentation</td>
<td>Meets</td>
<td>Submitted 7/20/2018, first day 8/9/2018, 18 days prior</td>
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<td>Annual Report</td>
<td>Meets</td>
<td>Submitted 10/16/2018</td>
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<td>Safety Plan and Blueprint Submitted to DARG (last three years)</td>
<td>Meets</td>
<td>Compliant through 1/3/2020</td>
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<td>Family Survey Results</td>
<td>Exceeds</td>
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FINANCIAL SNAPSHOT

- 63% of total expenses were for student education and care.
- FY19 Full Time Equivalent (FTE) student enrollment was higher than FY18.
Our Core Values

We are Safe
Be safe in actions
Be safe in words

We are Respectful
Be respectful to self
Be respectful to others

We are Responsible
Be responsible for my work
Be responsible for my choices

We are Positive Leaders
Be a leader in my school
Be a leader in my community