# Dayton Leadership Academies

## Ohio State Department of Education Annual Report

## 2 0 10

### Dayton View Campus
**Amy Doerman, Principal**
1416 W. Riverview Ave, Dayton, Ohio 45402
P: (937) 567-9426
F: (937) 567-9446
http://www.daytonleadershipacademies.com

### The Dayton Liberty Campus
**Cathy Csanyi, Principal**
4401 Dayton Liberty Rd, Dayton, Ohio 45417
P: (937) 262-4080
F: (937) 262-4091
http://www.daytonleadershipacademies.com

edisonlearning

## Table of Contents

## Annual Report FY10

The following Annual FY10 Report responds to the requirements of the Ohio Department of Education and outlines the provisions that The Dayton Liberty Campus and Dayton View Campus have implemented from the EdisonLearning Design in congruence with State Requirements.

In the Report that follows, we have provided our data, which follows the format listed in the *Table of Contents* page. It is our hope that the evidences provided in this Report will show that our scientifically based research and demonstrated effective practice allows for all children to meet the challenging State academic content and academic achievement standards.

The collaboration and commitment including both Dayton schools' stakeholders will help enhance the quality of service and support necessary for our students to learn. By improving upon the teaching and learning model, our students and teachers can thrive in an environment where quality education and professional opportunity are the norm rather than the exception.

## Vision

EdisonLearning is committed to providing a world-class education for every child. The Vision of the Dayton Leadership Academies, like that of all EdisonLearning partnership schools, is to educate all students through a rich academic program to achieve proficiency at minimum and to acculturate students to respect themselves and the global community we share. Through the Edison design, the Academies will prepare all children to thrive in the world as we know it and to better the world they leave behind. The Academies will motivate students to learn on their own, in and out of school and throughout their lives, and will prepare every student for admission to a selective college or university.

**Mission**
The Dayton Leadership Academies' (DLAs') mission is to educate all students through a rich academic program to achieve proficiency at minimum and to acculturate students to respect themselves and the global community we share. We will motivate students to learn on their own, in and out of school and throughout their lives. We will prepare every student for admission to a competitive college or university and community leadership. We will prepare all children to thrive in the world as we know it and to better the world they leave behind.

**Goals**
The leadership teams of the Dayton View Campus (DVC) and Dayton Liberty Campus (DLC), in conjunction with their combined regional support team, will establish goals that both schools will work to attain each year. Each school is expected to achieve Adequate Yearly Progress (AYP) as established by the state of Ohio. Once AYP targets are exceeded, the schools' educational management organization EdisonLearning will establish yearly goals to ensure continued growth. AYP target goals are posted throughout the building and are referred to in grade-level data teams as well as in educational materials disseminated to the school community.

**Contact Information**
Dayton Leadership Academies: Dayton View Campus
1416 W. Riverview Ave, Dayton, Ohio 45402
P: (937) 567-9426
F: (937) 567-9446
http://www.daytonleadershipacademies.com
Find us on FACEBOOK @ Dayton Leadership Academies - Dayton View Campus

**Student Demographics**
539 Students in K- 8th grade
Attendance Rate: 89.5%

| Black, non-Hispanic | American Indian or Native American | Asian or Pacific Islander | Hispanic | White, non-Hispanic | Economically Disadvantaged | Limited English Proficient | Students With Disabilities | Migrant |
|---|---|---|---|---|---|---|---|---|
| 96.4% | NC | NC | NC | NC | 100% | NC | 10.1% | NC |

NC = Fewer than 10 students

## Student Enrollment in FY 10

The school will attract students district-wide within an Urban 8 or academic emergency/watch district and any other district in the state. The priority process for attendance will be as follows: First priority is for students currently enrolled and their siblings; the second priority is Dayton Public School students; the third priority is students from districts adjacent to DPS, *i.e.,* Jefferson Township Local School District, Trotwood-Madison City School District, Northmont City School District, Northridge Local School District, Mad River Local School District, Kettering City School District, Oakwood City School District, and West Carrollton City School District; and the fourth priority is students from elsewhere in the state. The schools believe students will be attracted to the schools because of the school's curriculum, design, parent outreach and commitment of its faculty.

| Dayton View Campus | | | |
|---|---|---|---|
| Grade | Sections | 09-10 Target | 09-10 Enrollment |
| Kdg | 3 | 71 | 63 |
| 1st | 3 | 71 | 70 |
| 2nd | 4 | 82 | 66 |
| 3rd | 3 | 75 | 75 |
| 4th | 3 | 60 | 65 |
| 5th | 2 | 63 | 48 |
| 6th | 2 | 49 | 57 |
| 7th | 2 | 52 | 42 |
| 8th | 2 | 52 | 53 |
| Totals | 24 | 575 | 539 |

## Teacher Demographics

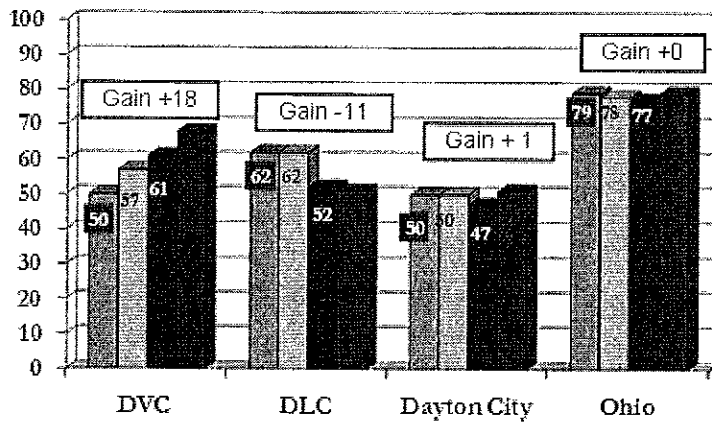| Dayton View Campus | Percentage of Teaching Staff | Percentage of all Staff, including Admin and Support Staff | Total |
|---|---|---|---|
| White, Non-Hispanic | 83.9% | 64.8% | 26 teachers, 35 total |
| Black, Non-Hispanic | 16.1% | 33.3% | 5 teachers, 18 total |
| Hispanic | 0 | 0 | 0 |
| Asian/Pacific Islander | 0 | 1.9% | 0 teachers, 1 total |
| Am. Indian/Alaskan Native | 0 | 0 | 0 |
| Other | 0 | 0 | 0 |
| Female | 96.8% | 87% | 30 teachers, 47 total |
| Male | 3.2% | 13% | 1 teacher, 7 total |

**Educational Performance Results**

The educational performance results for Dayton View Campus are listed below as required by the Ohio Department of Education including the performance standards by which the success of Dayton View Campus is evaluated by their sponsor, The Fordham Foundation.

Reading:
In Reading, Dayton View Campus had an overall gain of seven percentage points. In comparison, Dayton City increased by 4 percentage points. The gains at Dayton View Campus outpaced the city and the state.

Ohio Achievement Assessment (OAA)
Percentage of Students At Proficiency and Above
Spring 2007 – Spring 2010



Mathematics
In Math, Dayton View Campus had an overall decrease of one percentage point. In comparison, Dayton City was flat and the average of all Ohio Schools in the state dropped slightly.

Ohio Achievement Assessment (OAA)
Percentage of Students At Proficiency and Above
Spring 2007 – Spring 2010



6
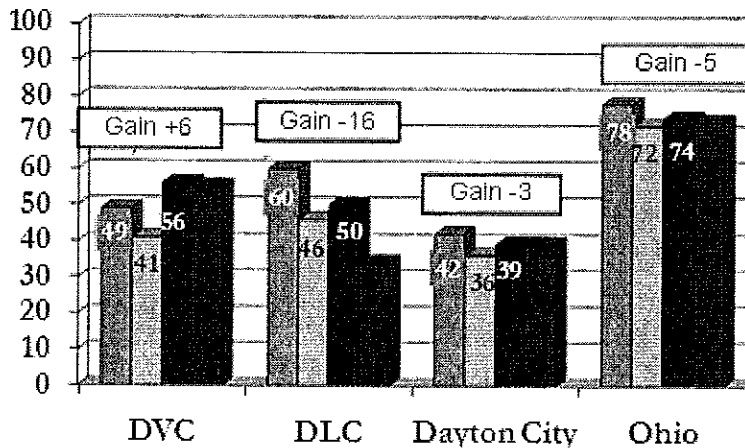
<u>Value Added Measure:</u>

The overall growth measure for the Dayton View Campus was Below Expected Growth.

## Value-Added Measure

| | Grade 4 | Grade 5 | Grade 6 | Grade 7 | Grade 8 |
|---|---|---|---|---|---|
| **Reading** | + | − | ✓ | + | ✓ |
| **Mathematics** | − | ✓ | − | ✓ | ✓ |

**Overall Composite:** −

Scores reflect grade level and overall composite ratings for the 2009-2010 school year.

Note: Value-Added results are computed only for buildings that include students in grades 4 through 8.

Your school's Value-Added rating represents the progress your school has made with its students since last school year. In contrast, achievement scores represent students' performance at a point in time. A score of "Above" indicates greater than one year of progress has been achieved; "Met" indicates one year of progress has been achieved; "Below" indicates less than one year of progress has been achieved. Value-Added results are computed only for buildings that include sufficient testing data for students in any grade 4 through 8.

**Legend**

+ = Above Expected Growth

✓ = Met Expected Growth

− = Below Expected Growth

**Performance Standards Used by Sponsor to Evaluate
the Success of the Dayton View Campus**

**Academic Performance Requirements**

| Indicators | School Performance | |
|---|---|---|
| | Participation | Achievement |
| Requirement 1: Made Adequate Yearly Progress (AYP)? | No, because of attendance | |
| Requirement 2: Made AYP in Reading? | Yes | Yes |
| Requirement 3: Made AYP in Mathematics? | Yes | Yes |

**Goals for Academic Performance Using Common Indicators**

| Indicators | School Performance |
|---|---|
| Goal 1: Received rating of at least Continuous Improvement? | Yes |
| Goal 2: Averaged at least 5% growth on all READING portions of state tests? | Yes |
| Goal 3: Averaged at least 5% growth on all MATH portions of state tests? | No |
| Goal 4: Averaged at least 3% growth on all SCIENCE portions of state tests? | Yes |
| Goal 5: Averaged at least 3% growth on all WRITING portions of state tests? | NA |
| Goal 6: Averaged at least 3% growth on all CITIZENSHIP portions of state tests? | NA |
| Goal 7: Outperformed home district average on all portions of state tests? | No |
| Goal 8: Outperformed state community school average on all portions of state tests? | No |
| Goal 9: Met or exceeded the "Expected Gain" in Reading on the Ohio "Value-Added Metric" | No |
| Goal 10: Met or exceeded the "Expected Gain" in Math on the Ohio "Value-Added Metric" | No |

# School Staff 2009-2010

## Dayton View Campus 2009-10 Teacher List

| Name | Grade/Subject |
|------|---------------|
| Catherine Aubrey. | Kindergarten, Lead |
| Lauren Wells | Kindergarten |
| Kimberly Locker | Kindergarten |
| Kira Allison | 1st grade, Lead |
| Ann Chenault | 1st grade |
| Adelle Winston | 1st grade |
| Laura Sturey | 2nd grade, Lead |
| Catherine Ramsey | 2nd grade |
| Carla (Mullins) Patrick | 2nd grade |
| Chandra Graves | 3rd grade, Lead |
| Jennifer Norvell | 3rd grade |
| Felicia Wilson | 3rd grade |
| Elizabeth Uptegrove | 4th grade Math, Lead |
| Richard Vance | 4th grade Language Arts |
| Heather Olson | 4th grade Science/Social Studies |
| Danita Fletcher | 5th-6th Math, Lead |
| Rachael Steed | 5th-6th Language Arts |
| Jacqueline Godsey | 5th-6th Science |
| Kellie Kremmel | 5th-6th Social Studies |
| Marcey Robinson | 7th-8th Language Arts, Lead |
| Colleen Meier | 7th-8th Math |
| Rebecca Payleitner | 7th-8th Social Studies |
| Jennifer Williams | 7th-8th Science |
| Charity Goode | PE, Lead |
| Andrea Boggs | PE/Health |
| Cynthia Tudor | Art |
| Victoria Case | Music |
| Jannell Croft | Intervention Specialist, Lead |
| Tammy Chasteen | Intervention Specialist |
| Leah Rockwell | Intervention Specialist |
| Wini Ray | Intervention Specialist |

## Mission

The Dayton Leadership Academies' (DLAs') mission is to educate all students through a rich academic program to achieve proficiency at minimum and to acculturate students to respect themselves and the global community we share. We will motivate students to learn on their own, in and out of school and throughout their lives. We will prepare every student for admission to a competitive college or university and community leadership. We will prepare all children to thrive in the world as we know it and to better the world they leave behind.

## Goals

The leadership teams of the Dayton View Campus (DVC) and Dayton Liberty Campus (DLC), in conjunction with their combined regional support team, will establish goals that both schools will work to attain each year. Each school is expected to achieve Adequate Yearly Progress (AYP) as established by the state of Ohio. Once AYP targets are exceeded, the schools' educational management organization EdisonLearning will establish yearly goals to ensure continued growth. AYP target goals are posted throughout the building and are referred to in grade-level data teams as well as in educational materials disseminated to the school community.

## Contact Information

Dayton Leadership Academies: Dayton Liberty Campus
4401 Dayton Liberty Rd, Dayton, Ohio 45417
P: (937) 262-4080
F: (937) 262-4091
http://www.daytonleadershipacademies.com
Find us on FACEBOOK @ Dayton Leadership Academies - Dayton Liberty Campus

## Student Demographics

595 Students in K- 8th grade
Attendance Rate: 90.1%

| Black, non-Hispanic | America Indian or Native America | Asian or Pacific Islander | Hispanic | White, non-Hispanic | Economically Disadvantaged | Limited English Proficient | Students With Disabilities | Migrant |
|---|---|---|---|---|---|---|---|---|
| 96% | NC | NC | NC | NC | 100% | NC | 16.1% | NC |

NC = Fewer than 10 students

## Student Enrollment in FY 10

The school will attract students district-wide within an Urban 8 or academic emergency/watch district and any other district in the state. The priority process for attendance will be as follows: First priority is for students currently enrolled and their siblings; the second priority is Dayton Public School students; the third priority is students from districts adjacent to DPS, *i.e.,* Jefferson Township Local School District, Trotwood-Madison City School District, Northmont City School District, Northridge Local School District, Mad River Local School District, Kettering City School District, Oakwood City School District, and West Carrollton City School District; and the fourth priority is students from elsewhere in the state. The schools believe students will be attracted to the schools because of the school's curriculum, design, parent outreach and commitment of its faculty.

| Dayton Liberty Campus | | | |
|---|---|---|---|
| Grade | Sections | 09-10 Target | 09-10 Enrollment |
| Kdg | 3 | 60 | 65 |
| 1st | 3 | 81 | 70 |
| 2nd | 4 | 98 | 81 |
| 3rd | 4 | 91 | 83 |
| 4th | 3 | 68 | 62 |
| 5th | 3 | 62 | 65 |
| 6th | 3 | 78 | 64 |
| 7th | 2 | 62 | 58 |
| 8th | 2 | 50 | 47 |
| Totals | 21 | 650 | 595 |

## Teacher Demographics

| Dayton Liberty Campus | Percentage of Teaching Staff | Percentage of all Staff, including Admin and Support Staff | Total |
|---|---|---|---|
| White, Non-Hispanic | 71% | 55% | 27 teachers, 37 total |
| Black, Non-Hispanic | 26% | 43% | 10 teachers, 29 total |
| Hispanic | 3% | 1% | 1 teacher, 1 total |
| Asian/Pacific Islander | 0 | 0 | 0 |
| Am. Indian/Alaskan Native | 0 | 0 | 0 |
| Other | 0 | 0 | 0 |
| Female | 84% | 76% | 32 teachers, 51 total |
| Male | 16% | 24% | 6 teachers, 16 total |

## Student Achievement

The educational performance results for The Dayton Liberty Campus are listed below as required by the Ohio Department of Education including the performance standards by which the success of The Dayton Liberty Campus is evaluated by their sponsor, The Fordham Foundation.
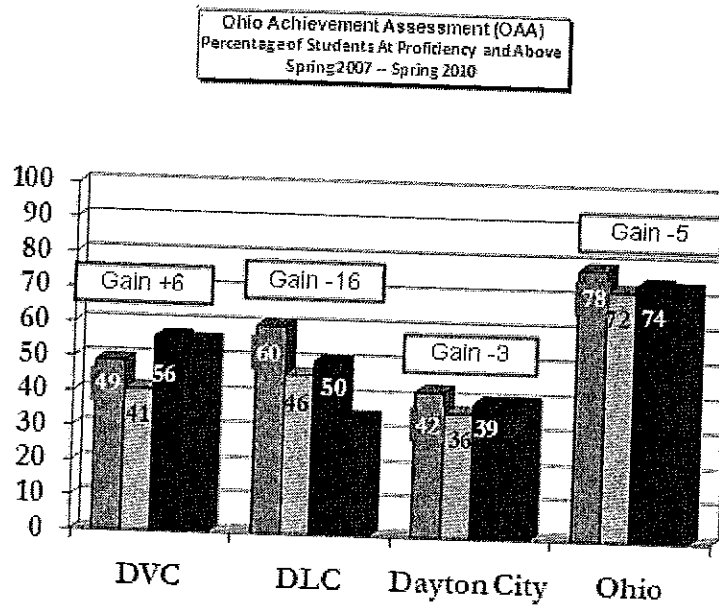
Reading:

In Reading, The Dayton Liberty Campus had an average of 51% Proficient and Advanced for the school year and lost 1% point. The Dayton Liberty Campus is achieving the same results as the home district. The state outperformed both Dayton Liberty Campus and Dayton City Schools.

Ohio Achievement Assessment (OAA)
Percentage of Students At Proficiency and Above
Spring 2007 – Spring 2010
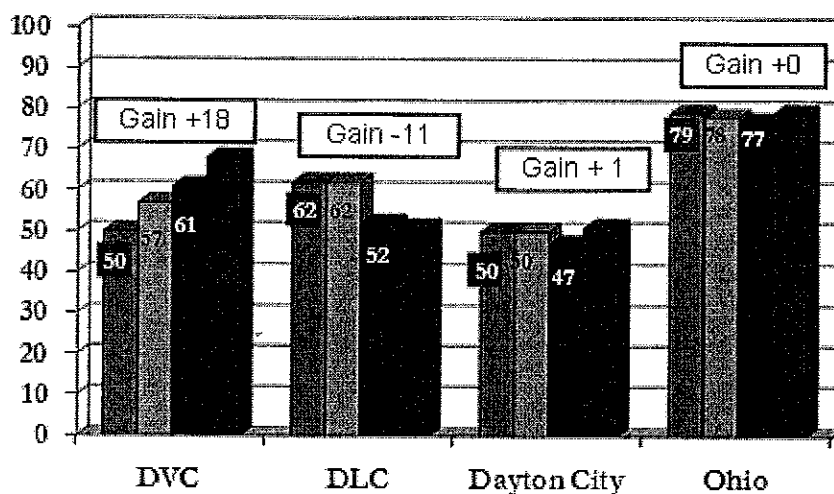
## Mathematics

In Math, the Dayton Liberty Campus had an overall decrease in performance 08/09 to 09/10. The state is outperforming both Dayton Liberty Campus and the Dayton City Schools.



Ohio Achievement Assessment (OAA)
Percentage of Students At Proficiency and Above
Spring 2007 – Spring 2010

## Value Added Measure:

The overall growth measure for the Dayton Liberty Campus was Below Expected Growth.

**Performance Standards Used by Sponsor to Evaluate the Success of the Dayton Liberty Campus**

**Academic Performance Results**

| Indicators | School Performance | |
|---|---|---|
| | Participation | Achievement |
| Requirement 1: Made Adequate Yearly Progress (AYP)? | Not Met | |
| Requirement 2: Made AYP in Reading? | Yes | No |
| Requirement 3: Made AYP in Mathematics? | Yes | No |

| Indicators | School Performance |
|---|---|
| Goal 1: Received rating of at least Continuous Improvement? | No |
| Goal 2: Averaged at least 5% growth on all READING portions of state tests? | No |
| Goal 3: Averaged at least 5% growth on all MATH portions of state tests? | No |
| Goal 4: Averaged at least 3% growth on all SCIENCE portions of state tests? | Yes |
| Goal 5: Averaged at least 3% growth on all WRITING portions of state tests? | NA |
| Goal 6: Averaged at least 3% growth on all CITIZENSHIP portions of state tests? | NA |
| Goal 7: Outperformed home district average on all portions of state tests? | No |
| Goal 8: Outperformed state community school average on all portions of state tests? | No |
| Goal 9: Met or exceeded the "Expected Gain" in Reading on the Ohio "Value-Added Metric" | No |
| Goal 10: Met or exceeded the "Expected Gain" in Math on the Ohio "Value-Added Metric" | No |

### The Dayton Liberty Campus Teacher List

| Name | Grade/Subject |
|---|---|
| Katie Johnson | Kdg |
| Heather Sease | Kdg |
| Lisa Berger | Kdg |
| Jessica McNeel | 1$^{st}$ |
| Jennifer Selllers | 1$^{st}$ |
| Anna Ritchie | 1$^{st}$ |
| Belinda Hall | 2nd |
| Rachel Schaefer | 2nd |
| Shelly Sturgis | 2nd |
| Sarah Swanson | 3rd |
| Agnes Lopez | 3rd |
| Kimberly Skates | 3rd |
| Bethany Collier | 3rd |
| Kristine Strzelecki | 4th |
| Sarah Fieler | 4th |
| Kari Geiger | 4th |
| Leah Bunger | 5$^{th}$ |
| Jonai Maddrick | 5$^{th}$ |
| Leonard Oen | 5th |
| Rachel Chihil | 6th |
| Melissa Nies | 6th |
| Velvet Welz | 6th |
| Johanna McGlone | 7$^{th}$/8$^{th}$ -Social Studies |
| Monique Blackmon | 7$^{th}$/8$^{th}$ -Language Arts |
| Brandi Barwick | 7$^{th}$/8$^{th}$ -Math |
| Ann Baker | 7$^{th}$/8$^{th}$ -Science |
| Barry Rush | Intervention Specialist |
| James Haynes | Intervention Specialist |
| Cecily Bursey | Intervention Specialist |
| Chaka Colstock | Intervention Specialist |
| Wakita Settles | Intervention Specialist |
| Bridgett O'Connell | Intervention Specialist |
| Jean Myers | Intervention Specialist |
| Heather Goertemiller | Music |
| Henderson Mosely | Physical Education |
| Phillip Benton | Art |

**Education Plan**

The following Education Plan summarizes the key features of the educational program designed for Dayton Leadership Academies: Dayton View Campus and The Dayton Liberty Campus for the 2009-10 school year. The Plan is structured around EdisonLearning's Four Cornerstones, the essential underpinnings of a successful school: Top Talent, Culture of Engagement and Aspiration, Demanding Content/Customized Instruction, and Achievement-driven Management. The Plan includes programs and practices that have been central to EdisonLearning's proven model since the Academies' inception as well as new design elements implemented during the 2009-10 school year that have had a positive impact on student achievement.

**Top Talent**

The first of Edison's four cornerstones, "Top Talent" refers to the professionals who make a good school great. Research shows that the single most powerful determinant of student achievement is teacher effectiveness, and studies over the past decade have empirically demonstrated that principal leadership is significantly correlated with student achievement as well. It is critical, therefore, to recruit, hire, support, develop and retain only highly promising teachers and school leaders.

**Hiring Promising Talent**

Over the past year, EdisonLearning has worked closely with the principals to strengthen the Academies' teaching staff. Those who have fallen short of EdisonLearning's high performance standards have been replaced by new talent with great promise. New hiring strategies were employed, including a proven interview protocol and a rigorous screening process that requires candidates to conduct practice lessons to demonstrate classroom management and lesson delivery skills.

**Core Beliefs about Effective Teaching**

EdisonLearning's Quality Teaching Framework defines our core beliefs about what constitutes effective teaching and the underlying principles of each belief. Each principle is further detailed through the use of frames, which clearly define what proficient implementation of the principle looks like in the classroom; what skills and behaviors the teacher must practice to gain those outcomes; and the skills, knowledge, and beliefs the teacher must possess to be successful.

The ultimate goal of the framework is to provide an easily understood tool for professional growth and evaluation. It also clarifies at the outset of the recruitment and hiring process EdisonLearning's high expectations and firm commitment to excellence.

The Academies' Core Beliefs about Effective Teaching are as follows:
1. Teachers demonstrate commitment to the development of all students and work relentlessly to meet their needs.

2. Teachers establish a positive and inclusive environment that makes students feel valued, motivated and supported in their learning.

3. Teachers plan intentionally and responsively to create quality instructional experiences for their students.

4. Teachers execute instructional experiences effectively and responsively to maximize student learning and understanding.

5. Teachers draw on their content and pedagogical knowledge to create multiple paths to student learning.

6. Teachers commit to continuous improvement of their professional practice and bring dignity to teaching because they are responsible for student learning and outcomes.

## Professional Development

To build highly effective teachers and school leaders, EdisonLearning offers an unparalleled array of professional development programs, including national, regional, and site and web-based trainings. Teachers benefit from one period daily exclusively devoted to planning and professional development, and curriculum coordinators and principals lead frequent professional development sessions for instructional staff on a wide range of topics. New teacher and principal mentorship programs were introduced in Dayton last year, and they will continue to develop in the coming year. Structured observations and coaching by Teacher Leaders build new teachers' skills, giving them the intensive support they need to succeed. The Dayton Liberty principal was also paired with a mentor, an accomplished school leader from within EdisonLearning's family of schools, who worked with them to develop their strengths and address needs identified in their professional development plans. Professional development plans were created for every member of the schools' faculty to focus improvement efforts throughout the year.

## Evaluation and Compensation

The DLAs' teacher evaluation process is completed annually for all instructional staff within each school building. The process begins in the fall, when teachers complete the EdisonLearning Goal Setting and Evaluation form. This form asks each teacher to work with their house team members as well as the principal to identify specific goals in each of five critical areas:
1. Curriculum, Instruction and Assessment
2. Learning Environment
3. Family Partnership
4. Technology
5. Student Achievement

Principals design their goals around a clearly defined rubric for leadership performance.

## Culture of Aspiration and Engagement

## House and Academy Structure

The Academies' program features a Primary Academy for grades K-2, an Elementary Academy for grades 3-5, and a Junior Academy for grades 6-8. Academies are EdisonLearning's largest unit of school organization. They are meant to be distinct programmatically and organizationally. Teachers and students work within, rather than across academies. This organization ensures that students are better known and more closely guided by adults. Students are encouraged to work with all students in the house, not exclusively with same-grade classmates.

## Core Values and Character Education

EdisonLearning's Core Values - wisdom, justice, courage, compassion, hope, respect, responsibility, and integrity - provide the framework for the Academies' character education program, which is an integral part of supporting and developing lifelong learners and contributing members of our society. From the earliest grades, students learn the meaning of each value and its relevance in their lives and in their community. Integrated fully in the schools' culture and program of instruction, character education is often an explicit focus of Our Meeting (see below).

## College Orientation Program

EdisonLearning recognizes the importance of a college education as a gateway to a growing number of careers and a vital step in many students' intellectual and social growth. Edison's College Orientation Program engaged all members of the school community and paid special attention to the specific challenges and barriers facing students who would be the first in their families to attend college. Program components include:

- College Week activities to reinforce college culture and student aspirations

16

- College campus visits and activities for students to experience college firsthand

- Partnerships with colleges and universities and external organizations focused on promoting and preparing students for college

## Our Meeting

EdisonLeaning Schools set aside time dedicated to help build relationships between staff and students and among students themselves and to instill more deeply the EdisonLearning Core Values. The Academies achieved these goals through the following:

- School schedules were designed purposefully to protect the time period allotted for the meeting

- Principals and school staff received comprehensive training on the meeting process as part of their training

Our Meeting helps sets the tone for respectful learning and establishes a climate of trust. The tone and climate of Our Meeting motivates children by addressing two basic human needs: the need to feel a sense of significance and belonging and the need to have fun. The meeting merges social, emotional, and intellectual learning and the repetition of many ordinary moments of respectful interaction in Our Meeting enables some extraordinary moments.

## Family and Community Engagement Initiatives

The Academies aggressively seek to involve families in the schools' activities through a number of initiatives. The most distinctive—and arguably most effective—means of engaging families is the Student Learning Contract (SLC). This document, which requires the signatures of the student, the parent, and the teacher, provides an explicit account of how student work measures up to the expectations of the program and sets forth a specific plan for how students, teachers, and families can improve student achievement. Student Learning Conferences provide a formal forum for the discussion of the contract.

The SLC has been an essential element of the EdisonLearning design from the company's inception, serving two important purposes: first, it summarizes the progress that each student is making relative to the company's high academic standards; and second, it formalizes the commitment that the student, family, and teacher make to improve progress over the coming quarter.

## Curriculum

Well-prepared and highly skilled teachers deliver the curriculum using research-based-curricular materials, supplemented with technology. The school's staff utilized several broad instructional strategies. Recognizing that students learn in different ways, the school's instructional program is designed to address varied learning styles. Major instructional approaches to be used are direct instruction, project-based, experiential learning, cooperative learning, individual study and online software designed to differentiate for student needs.

## Demanding Content

EdisonLearning has long recognized the importance of research-proven, logically sequenced curricula, which are at the heart of the Academies' program of instruction. Both proprietary and third-party programs are aligned with the most demanding academic standards, demonstrate proven effectiveness with diverse student populations, and offer rich academic content. EdisonLearning's research-proven curricula and proprietary scope and sequence take the guesswork out of teaching and provide powerful tools to customize instruction.

EdisonLearning's effort to meet students' individual learning needs through greater customization has led to a number of technology-based curricular enhancements. Technology has the power to expand students' access to information, offer effective one-on-one instruction, and thereby ensure that every child

is optimally challenged. As described below, the Academies have integrated in their program of instruction diverse software and web-based applications that have proven as effective as they are efficient in boosting achievement.

## Program Descriptions

Following is a summary of the Academies' major curricular programs utilized in the 2009-2010 school year.

### *Reading and Language Arts*

*StoryTown* is a complete reading program for Grades K-6. It promotes systematic and explicit instruction in the areas of decoding (learning how to read), vocabulary (learning about words and their meanings), comprehension (understanding what you read), (learning how to apply what you have read), and writing (how to communicate with others in print). Beginning in Kindergarten, teachers using *StoryTown* model a repertoire of strategies that students can gradually learn how to apply independently. The program provides multiple opportunities throughout every lesson for students to see the teacher model the process that good readers use. Students are then given opportunities to practice and apply the strategies. Literacy instruction will prepare students to read and comprehend both fiction and informational text at the level needed to ensure the goal of having students who are well prepared for experiencing success in the upper grades and, eventually higher education.

*Harcourt's* 40 years of research and development have led it to create one of the strongest, best researched reading programs in the country. Senior authors of the *StoryTown* program include Isabel Beck, Roger C. Farr, and Dorothy Strickland. Isabel Beck is a Professor of Education and Senior Scientist at the Learning Research and Development Center at the University of Pittsburg, as well as a well-renowned author in the areas of literacy and vocabulary instruction. Roger Farr is a Chancellor's Professor Emeritus of Education and Former Director of the Center for Innovation, in Assessment at Indiana University in Bloomington. Dorothy Strickland is a Samuel DeWitt Proctor Professor of Education and the State of New Jersey Professor of Reading at Rutgers University and the State University of New Jersey. Each author brings expertise in a specific area of educational research to the program. Beck's research contributed to the development of instructional strategies for reading comprehension, vocabulary, beginning reading, and phonics. Farr's research contributions included information regarding instructional assessment, reading strategies, and reading in the content areas. Strickland's research contributions included early literacy, elementary Reading/Language Arts, Writing, and intervention strategies.

### Literacy Student Outcomes

Student outcomes at the K-2 level, using *StoryTown* include the ability to hear and manipulate sounds, as well as apply alphabetic principles and word analysis skills when decoding text. Students will be able to read fluently and implement the use of multiple comprehension skills and strategies to determine the meaning of unfamiliar words and construct meaning from text. Outcomes also include the ability to listen and communicate effectively in written and spoken language.

### Literacy Exit Standards

Students exiting the K-2 program will be able to use a full range of strategies to identify concepts of print, including the title, author, and illustrator, and parts of a book. Students will build reading vocabulary with decoding strategies such as blending letter sounds into words, identifying and breaking words into smaller word parts (roots and affixes). Students will be able to read with attention to sentence structure and read with attention to a flexible rate, expression, phrasing, and punctuation. Students will be able to generate topics and develop ideas for writing and speaking, combine letters to form words, put words together to construct sentences and simple paragraphs, and write using correct spelling, punctuation, and grade-appropriate grammar.

### Literacy Student Outcomes

Student outcomes at the 3-5 level, through the use of the *StoryTown* program, will include the ability to use phonological, structural analysis, and word study skills to decode and encode text. Students will apply reading comprehension skills and strategies to fluently read and understand a variety of grade-appropriate text. Students will understand and define a variety of different writing styles and genres. Grade 3-5 students will make Social Science and Science connections using leveled texts that are

thematically connected to the selections and concepts presented in each unit. Students are encouraged to ask questions, discuss, research, write and think about the concepts and ideas related to the selections in the thematic units.

## Literacy Exit Standards

Students exiting the grade 3-5 *StoryTown* program will read using inflection and intonation appropriate to audience while taking note of signal words or phrases to adjust pacing. Students will determine the meaning of unfamiliar words by using context clues, dictionaries and other reference materials, and structural analysis (roots and affixes). Students will read informational texts at an instructional level to collect and interpret data, facts, and ideas and will demonstrate comprehension of what has been read. Students will write in a variety of genres and format, using appropriate spelling, grammar, and mechanics to communicate effectively.

*Fundations\* is* a phonological/phonemic awareness, phonics and spelling program specifically designed for K-3 students. It is used as a research-validated supplement to the Academies' core reading program, providing explicit and direct teaching of the phonology strand for students requiring such support in Tiers 2 and 3 of the Comprehensive Support System model (described below).

*Lexia\** reading software builds strength and skills in phonemic awareness, sound-symbol correspondence, decoding, fluency, phonics and vocabulary through structured instruction with interactive exercises that branch automatically. Practice is provided where needed and students may advance when ready. The program provides clear reports with detailed records of student activity and performance. The Academies use *Lexia* for students in Tier 2 of the Comprehensive Support Team model (described below).

Holt's *Elements of Literature,* coupled with the core writing program *Elements of Language,* was selected for the Junior Academy because of the following attributes: the quality, authentic text with a good balance of fiction and non-fiction, classic and contemporary, and a breadth of genres; reading skills and strategies are threaded throughout the units, and the pedagogical approach incorporates direct instruction, guided practice, peer-mediated instruction, independent practice, and assessment; differentiation is built into the program through a wide range of explicit support for the struggling reader, including English language learners; and the program uses literature circles to motivate students with self-selected novels/non-fiction pieces. The program is organized for the middle school learner, containing multiple opportunities for social connections and collaborative work with other students. Test-taking practice for reading and writing are also included in each unit, and the programs have online components as well.

*LANGUAGE!\*,* by Sopris West, has been chosen for small-group instruction for Junior Academy students who are in the lower third of the reading skill distribution and need to elevate their relative standing. This program explicitly teaches language skills at all levels and provides ample reading practice in text of appropriate difficulty.

Among the most exciting curricular opportunities for students is *Achieve3000\*,* a web-based, individualized reading and writing instruction program for grades 2-8. The program's assessment tool first determines each child's level of comprehension for informational text. Students then receive level-appropriate, standards-aligned nonfiction reading/writing assignments that are interactive, engaging, and highly motivating. The entire class can receive the same assignment with the reading level adjusted to each child's level or students may choose topics of interest depending on the instructional need. Each assignment includes a short assessment and opportunities for the student to provide feedback. *Achieve*

*3000* thus reaches every student at his or her reading level, increasing reading comprehension, vocabulary acquisition, and writing proficiency across the board.

The Academies' writing curriculum encourages students to write for different purposes across the curriculum and teaches them the five steps of the writing process: prewriting, drafting, revising, editing, and publishing. *Step Up to Writing* features research-based, validated strategies and activities that help students proficiently write narrative, personal narrative, and expository pieces; actively engage in reading materials for improved comprehension; and demonstrate competent study skills. The program can be used with students who are achieving at basic through advanced skill levels and offers age-appropriate tools and examples to support each strategy.

*Mathematics*

Daily blocks of mathematics instruction (90 minutes in K-5, 45-90 minutes in Junior Academy) prepare children to solve problems flexibly, enable them to carry out tasks encountered in everyday life, foster number and spatial sense, develop positive attitudes toward mathematics, and stimulate mathematical thinking. The curriculum stresses not only computation but also problem-solving, data collection and analysis, probability and statistics, geometry, and algebra.

The Academies employ the *Everyday Mathematics* curriculum, by Wright Group/McGraw Hill for students in K-5. *Everyday Mathematics* is a comprehensive, research-based curriculum developed by the University of Chicago School Mathematics Project. The curriculum is built on the premise that students are capable of learning and achieving more mathematically than previously expected and at an earlier age. Apart from the strong emphasis on communication, other characteristic features of the curriculum are balanced instruction, multiple methods for basic skill instruction, real life problem-solving skills, and high expectations for all students.

The content of the Junior Academy math curriculum builds on the firm foundation established in the Primary and Elementary Academies and prepares students for the complexities of high school mathematics. Three themes form the core of the mathematics curriculum at middle school: applied arithmetic, pre-algebra, and pre-geometry. These themes are fully integrated into the program, Prentice Hall Mathematics, Courses 1, 2, and 3. Concepts and ideas are consistently taught and elaborated upon through a spiral curriculum approach that takes students beyond rote learning to true mathematical understanding.

*Science*

The Academies employ the *Delta Science* program and the *Science for Life and Living* program for students in grades K-5, kit-based curricular products with built-in assessments that guide daily lessons and give students hands-on experience and rich, standards-based content in the areas of life, Earth, and physical science. *Delta Science* consists of a selection of modules, based on the Ohio science standards. Throughout the modules are the types of questions students will encounter as they explore the world around them, questions that require students to pause, think, and explore. The student *Delta Reader* is grade-appropriate and contains engaging informational text with illustrations and photographs. A glossary of the science vocabulary used in the readings is also included.

In addition to the *Delta Science* curriculum, both schools use the *Science for Life and Living* program from Kendall/Hunt Publishing, which uses the constructivist method designed by the Biological Sciences Curriculum Study (BSCS) group. This program emphasizes "hands-on" experiences with the development of scientific hypotheses and the conduct of experiments and observation. Instruction is supported with a variety of print, video and computer-based media.

The science program for middle school is *Science Plus,* by Holt, which offers an integrated, guided inquiry approach to life, Earth, physical science, each of which is addressed every year in this program. The program's spiraling structure provides a distinct advantage by showing the relationship among the sciences and keeping the content fresh in students' minds as they progress through the Junior Academy

grades. The content has been aligned to the Ohio science standards and the approach is one of guided inquiry grounded in the cycle of effective instruction. Students are engaged in the topic with "think about it" questions before they investigate the topic to learn more. Each investigation is highly active and materials-oriented. Finally, the students return to the "think about it" questions posed at the outset to assess their understanding.

The additional resources Holt provides with this text make it truly valuable in the 21st century: *SCI-Links*, a review web service, contains links to NSTA-previewed sites on almost any topic in science, categorized as appropriate for students or only for teachers.
The *One-Stop-Planner* CD contains all the lessons from *Science Plus* linked with the ancillary materials. There is also a test bank with powerful software to edit and add questions.

In addition to these resources, the Academies use *ScienceSaurus** and *Science Daybook** for science instruction in grades 4-8. *ScienceSaurus* is an encyclopedic-style resource that offers a comprehensive guide that covers all the major strands of science including life, physical, and earth science as well as natural resources and the environment. Clear examples, detailed guidelines, and easy-to-understand explanations help students understand and review essential science topics such as scientific investigations, data analysis, lab skills and safety, writing lab reports, and test preparation skills. *Science Daybook* is a resource of life, Earth, and physical science writing prompts and exercises.

*Social Science*

The Academies use *Social Studies Alive* (K-5) and *History Alive* (6-8) for social studies instruction, in combination with EdisonLearning's proprietary curricular materials. Daily instruction is project-based and designed to awaken the minds and imaginations of children to history and its related disciplines and to develop their understanding of and appreciation for the subject. Students work individually and in cooperative-learning groups on projects that are often cross-curricular. A multicultural perspective and respect for diversity pervade the curriculum, which is standards-based and uses authentic assessment to evaluate student performance and guide instruction.

*TimeLiner** software helps students tackle challenging content and concepts by visually organizing information on a time line or number line. *MapMaker's Toolkit** is designed to help students develop important map skills as they construct and interpret present-day and historical maps. This tool includes a vast library of world, continent, country, and state maps. Students can choose which physical and political features to display on a map with a click of the mouse. They can further customize their maps with easy-to-use drawing tools and hundreds of map symbols, and then publish their creations in print or on the Internet.

*NOVA 5000 Personal Computing Devices*

The Nova5000 is a small portable computer with the capabilities of a laptop and the user-friendly functionality of a handheld communications device. Housed on carts in the Library Media Center, teachers can check out Novas out as needed for use in class. Student can also use Novas when working in the Library Media Center. With a 400 MHz processor, 64 MB RAM, and a 7-inch color touch screen, the Nova weighs just two pounds and offers Internet and e-mail features, word processing, graphing, and spreadsheet applications. It also works with dozens of science probes.

**Venues, State-of-the Tools, and Scheduling Innovations**

Underlying the Academies' design is the critical realization that regardless of the strength of a school's programs, true customization of learning cannot be achieved unless students and teachers have the time and space needed to take advantage of them. To this end, three special venues were designed specifically to accommodate new technology and increase teachers' capacity to customize instruction at each of the Dayton Leadership Academies. Scheduling innovations permit frequent dedicated periods for students to use the computers and other rich resources of these spaces.

*My Learning Lab*

The Academies' new Learning Labs offer hexagonal computer stations with privacy dividers to help

students focus on their learning without external distractions. Overseen by their classroom teacher, students work on software or web-based solutions customized to meet their individual learning needs, primarily in reading and math. Programs often used in this space include but are not limited to *Benchmark Assessments* (described below), *Achieve 3000* and *Study Island Reading and Math*.

Key to the effective implementation of *My Learning Lab* is *LanSchool,* an exceptional classroom management system that facilitates teaching and learning. This innovative software helps teachers demonstrate the power of technology and manage the lab with ease. *LanSchool's* various teacher monitoring functions ensure that students stay on task. Teachers may track student activity by viewing on their own screens thumbnail representations of each student's screen, and they may take control of a student's keyboard and mouse to facilitate instruction. Special features, such as the ability to blank out students' screens or send a customized message, can be used to capture students' attention during work periods. Using *LanSchool,* teachers may show their screens on the students' monitors, either full-size for instructional purposes or in a resizable window for students' reference while they work independently. Students may also share their screens on other student monitors.

Teachers may guide learning, using *LanSchool's* chat tools to "talk" to the entire class, a small group, or an individual student. With this feature, the teacher or the student may initiate questions and provide responses in real time. Likewise, *LanSchool* offers practically instantaneous assessment, allowing teachers to pose "yes/no" and multiple choice questions and receive answers in a just a few clicks. The system also enables teachers and students to exchange files—assignments, supporting documents, *etc.*— eliminating the bulk and burden of paperwork.

*Flex Lab*

With 30 computer work stations and table seating for 30, the Academies' Flex Labs were designed to accommodate multiple uses and student configurations. Classroom teachers can team-teach to drive instruction in this venue. Lessons and activities were designed to capitalize on the room's flexibility. For example, students may work on keyboarding or computer-based writing projects, while the remaining students read, write, or engage in small-group work or a teacher-led activity. Another scenario may have students working individually on **Achieve 3000** while others are working with the teacher on math remediation. The possibilities are endless, and the space is adequate to accommodate a wide range of uses, unlike the traditional classroom.

*Library Media Center*

The Academies' Library Media Centers uphold the tradition of the library as a place for engaged learning where students can pursue their curiosity, interests, and passions. At each school, the Library Media Specialist works with teachers to support learning by providing quality resources and strategies for using information and technology within the context of classroom content.

The library includes a variety of settings to facilitate small-group and individual activities, including: a circulation desk with a five-station OPAC area; a storytelling/presentation area; independent reading spaces; tables for research, writing, and discussion; a multimedia production center (with scanner, cameras, and microphones for desktop publishing, podcast creation, *etc.);* and a listening center.

During scheduled periods in the Library Media Center, students engage in direct curricular extensions that make use of the unique strengths of the library venue, *i.e.* lots of reading, writing, and research, as well as creating and evaluating products that show what has been learned.

The Academies' virtual libraries include: online full-text encyclopedias and full-text magazine and newspaper databases; and *INET Classroom,* an online database of evaluated web sites. In addition to instructional software programs like *Study Island* and *Achieve3000,* which are accessible to students in all three new venues, in the library, students may also access the *Big6 Turbo Tools* software package and *Easytech. Big6* guides users through each step of the problem-solving model and encourages independent task completion in research and writing. *Easytech* seamlessly integrates K-8 technology skills literacy into math, science, language arts, and social studies through a self-paced, interactive curriculum that focuses on relevant technology-based real-world activities. This unique software provides lesson plans, student worksheets, practices, discussions, quizzes, models of completed projects, and a flexible rubric tool.

The new venues are outfitted with state-of-the-art hardware to facilitate learning, including voice enhancement technology and the Interactive Whiteboard, by Promethean. Installed in the Library Media Center and the Flex Lab, this "high-tech chalkboard" is a specially designed electromagnetic grid that works in combination with a handheld tool that writes like a pen with the functionality of a mouse. A combination of on-screen tools let teachers and students make presentations, create graphic illustrations, and share instantaneous feedback. The whiteboard may also be used to integrate video, newsreel, sound commentary, and graphic clips.

## Achievement Driven Management

EdisonLearning employs a proven strategy of quality control popularized by Dr. W. Edward Deming and supported by leading management experts. This strategy involves an iterative process of fastidious planning, careful implementation, data collection and analysis, and responsive action to ensure that the highest level of student achievement is attained. EdisonLearning has worked closely with school leaders and faculty in Dayton to ensure the faithful implementation of every component, through extensive pre-service training and ongoing professional development. This effort has been especially intensive over the past year, as new elements have been introduced, piloted, and refined.

## Student Achievement Plan

EdisonLearning worked collaboratively with the principals and the Academies' leadership teams to draft Student Achievement Plans at the beginning of the school year. Data from 2008-09 was used to guide the development of clearly defined and measurable goals for academic achievement and operational improvement. The planning team focused on the following seven areas: (1) program implementation, (2) test administration, (3) aligning and embedding test expectations, (4) data analysis, (5) meeting individual student needs, (6) professional development, and (7) culture of achievement. The team developed action strategies, timelines for implementation, and benchmarks for measuring progress. This information was recorded along with those responsible for each action item. The team met at least bi-monthly to assess progress in each area and adjust program implementation accordingly.

## Assessments

The DLAs use their student academic performance goals to evaluate its progress in student achievement each year. Based on an analysis of aggregated and disaggregated data, the staff assesses the effectiveness the curricula, instructional methods and practices had on overall student progress and achievement as well as on differentiated groupings of students. Annually, the schools' leadership teams work with their assigned Vice President of Educational Services to develop a Student Achievement Plan that guides the school's academic initiatives for the coming year. The plan is routinely monitored and adjusted during the course of the year to ensure the effectiveness of the schools' academic performance in pursuit of its achievement goals.

| Assessment Used | Description | Rationale for Use |
|---|---|---|
| EdisonLearning Benchmark Assessments | Monthly formative assessments used in grades 2 and above in Reading and Mathematics. | • Proprietary assessment used to inform short-term instruction, long-term planning, and individualized needs. assessment of students<br>• Assessment is tied to end-of-year standards and provides a complement to other academic data by providing long-term prediction of performance. |
| AIMSweb | Reading and math diagnostic used to assess student progress and to identify those students who are not at grade level. | • Used for identification of students needing additional support. |
| Scholastic Reading Inventory (SRI) | Computer adaptive assessment that monitors reading progress. Used for students in grades 2-9 in the fall, in January and in May. Students in grade 1 will take the assessment in the spring. | • Used to track identification of students needing additional reading support. |
| Ohio Achievement Tests | Administered yearly under the direction of the state, 3$^{rd}$ graders take Fall assessments and spring assessments | • Used to inform long-term planning and individual needs<br>• Used to inform professional development of staff in targeted skill focus areas<br>• Assessment focuses on end of year standards |

## Benchmark Assessment System

EdisonLearning's commitment to student achievement led to the development of the company's uniquely powerful *Benchmark Assessment System.* This multifaceted system, offering automatic scoring, quality teaching notes, and sub-group reporting, is a proven tool that provides educators with the essential information they need to help every student succeed.

*Benchmark Assessments* are electronic reading and mathematics assessments administered monthly to students in grades 2 to 8. The *Benchmarks* are written to meet individual state standards and to reflect the format and focus of high-stakes state tests. The questions are regularly reviewed to ensure validity and reliability.

A robust technology platform provides students and teachers with a powerful and immediate assessment tool. Reliable online delivery means no waiting for questions to appear, which helps students stay focused,

while the automatic scoring and reporting allows teachers to adjust their instruction as needed.

- Teachers receive quick, reliable monthly feedback on how every student is progressing toward mastery of state standards

- Student performance can be tracked, monitored, and graphed on a regular basis to inform lesson planning and help teachers make data-driven instructional decisions

- Administrators benefit from information about the strengths and weaknesses of whole classes and grade levels

## AIMSweb

Whereas *Benchmark Assessments* measure progress toward specific state standards, *AIMSweb* takes a more fundamental view to measure overall proficiency in reading and math. Administered in fall, winter, and spring, *AIMSweb* probes serve as reliable universal screening instruments to identify students needing intervention and determine the level of intervention appropriate. The system can also be used to monitor the progress of students who are receiving intervention.

In addition, the *AIMSweb* program serves as a K-8 data warehouse for information compiled through other assessment instruments, including the various diagnostic-prescriptive software programs that are part of the Academies' curricula. *AIMSweb* offers sophisticated data management functions and reporting capabilities to guide day-to-day decision-making and response to instruction.

## Comprehensive Support Team

The Comprehensive Support Team is utilized to address issues of academic progress, behavior, attendance and truancy. The team applied a structured, data-driven approach to individual student cases, as well as those affecting groups of students, classes, and the wider school community. The model relies on the systematic collection and analysis of data, rather than more subjective teacher referrals, to pinpoint where and when problems are occurring. In this way, school leaders can identify issues affecting not only individuals, but groups of students as well. Examining reports over time and in a systematic fashion from specific locations within the school, at certain times of day, or in specific academic areas, can help identify worrisome trends or trouble spots that might go undetected for a much longer if teacher referrals or single student data were the sole focus. Various data sources—including academic assessments, attendance and behavior reports, and structured observations—are used to identify areas of concern and the root causes of under-achievement.

The model's three-tiered Matrix of Support, establishes distinct levels of need among students, and establishes a clear structure of support for providing appropriately targeted services:

1. The first tier is the core instructional program and behavioral support model in place for all students in the school. Tier 1 also includes prevention programs.

2. The second tier is for students identified as requiring targeted intervention. These students continue to receive instruction in the core program, and also receive such services as customized computer-assisted instruction and/or small-group, specialist-directed intervention as indicated by need.

3. The third tier is for students identified through Tier 2 data collection as requiring more intensive support to achieve. Tier 3 support is intensive small-group, teacher-directed intervention delivered by an intensive intervention specialist, and it replaces instruction in the core curriculum.

The Matrix of Support includes the creation and tracking of IEP and the delivery of special services in accordance with all such plans.

Various data sources are used to inform the decision-making process, and multiple checkpoints provide frequent opportunities for analysis and strategic planning. Baseline data are collected using a combination of academic assessments and structured behavioral observations, and students' needs are reevaluated on a regular basis throughout the year. *AIMSweb* (described above) facilitates the compilation and analysis of reliable data and guides the team's decision-making.

Whatever the issue, the Comprehensive Support Team follows the same effective sequence: (1) analyze the data; (2) identify areas requiring support; (3) form an ad-hoc committee to investigate the problem further, brainstorm possible responses, and choose and implement the best solutions; and (4) monitor solutions and respond as needed.

## Fast ForWord

"Fast ForWord" (a product of Scientific Learning) is a research-based reading intervention program used for Tier 2 and Tier 3 students, as identified by AIMSweb data, to help struggling readers strengthen brain processing and literacy skills to increase reading proficiency. Focus skills include: Vocabulary, reading comprehension, fluency, and memory. The program also develops and strengthens memory, attention, processing rate, and sequencing, which are all essential cognitive skills for reading success and improved critical language.

Once identified, students using the Fast ForWord program go to the dedicated computer lab daily for 40-minute sessions, where a full-time Program Coordinator oversees their independent work on the computer and intervenes either individually or in small groups, as needed. The Program Coordinator tracks progress and program completion online to identify mastered and weak skills for each student. Progress reports are shared monthly with teachers for follow-up with parents and during scheduled workshop time.

## STAR Evaluation System

The STAR System was developed by EdisonLearning as a year-end assessment tool to measure schools' achievement progress, based on five points of accountability: student achievement, financial management, customer satisfaction, school design, and operational excellence. The system values the following concepts: (1) making Adequate Yearly Progress (AYP), (2) producing gains greater than twice the comparables; and (3) consistency from year to year. In measuring the progress of principals and instructional staff, student achievement is weighted most heavily, but schools must perform well in all areas to achieve four- and five-star recognition.

EdisonLearning has long recognized the importance of accountability as an achievement driver, and the STAR system has motivated schools throughout the EdisonLearning network to undertake significant improvement efforts, while offering the clarity needed to focus those efforts most effectively. Likewise, the company holds the Dayton Leadership Academies to the highest performance standards, confident that they can and will be met through the faithful implementation of the EdisonLearning design.

## Parental Engagement

Parental involvement is a centerpiece of high performing schools and engaging families in education holds tremendous potential for boosting children's achievement. It also ranks among educators' greatest challenges. Family involvement is key to a child's success in school and parents have a large, significant positive effect on the achievement and adjustment of young people through supporting their learning at home.

The DLAs are committed to keeping families engaged in their children's education, both at school and in the home. At our campuses, every student, his or her parents, and the teacher meet quarterly to review a unique narrative report card called the Student Learning Contract (SLC). The SLC gives parents a more thorough understanding of their child's progress against end-of-year standards as well as a letter or numeric grade reflecting the quality of their instruction. Together, the student, parents, and teachers agree on goals for the next quarter, and how they can work together to meet them. This contract allows all parties to take ownership of the child's success.

Family members are encouraged to play an active role at the DLAs. Volunteerism is encouraged and desired at every level of school operations. All stakeholders are invited monthly to the school for family

activities including student performances, student art exhibits, school fairs, and athletic events.

Monthly school-wide newsletters and weekly House team communication are sent to all families and stakeholders to inform everyone of what is happening at each campus. Articles and advertisements from every House team are included in the school-wide newsletters, and House teams collaborate together for the weekly communication to include specific classroom information.

A full-time Student Support Manager is housed at each campus and are available for any family or student support issue that arise. The SSM's also assist with intervention and partner with the families of the students who have been referred for academic, behavioral concerns. A full-time Truancy Officer works with the SSM's on attendance related issues. Additionally, the Dayton View campus has established a Parent Room and also includes a dedicated Parent/Volunteer Coordinator on its staff to foster strong relationships with parents who want to volunteer throughout the school. The Parent/Volunteer Coordinator also conducts parent workshops, maintains the uniform closet for students who need new uniforms, and trains all parent and community volunteers on school protocol and procedures before they are released to work with students and staff.

One specific group, the Dayton Leadership Dads, is a unique initiative offered to the fathers or significant male in our students' lives. The goal of the DLD's is to place special emphasis on involving fathers in the academic success of our students. They assist in organizing the DLD's Annual Tailgate party that brings parents and students together to view a professional football game in the school. The annual Father/Daughter dance give them a special night with their daughter(s).

Parent satisfaction is crucial to student achievement, as students learn most when parents are positively engaged with their children's school. The DLAs annually contract with the Harris Interactive Research Firm to survey parents, students, and staff members on their satisfaction with the schools. Harris Interactive is one of the nation's leaders in helping schools and other enterprises understand their customers and improve customer satisfaction. Parents, students and staff are asked to grade their school overall with a letter grade ("A" through "F"), and then they also rate and give feedback on five areas identified for school improvement (Technology, Curriculum and Instruction, School Staff Development, Family and Community Concerns, and Facilities and Operations).

The surveys are conducted every spring, and each school receives the results in early fall. This allows our schools leaders to examine the data and implement changes in the key identified areas to continually improve student, parent and staff satisfaction. The principals work directly with the school leadership teams to identify the necessary changes and monitor staff implementation throughout the school year. One example of a change recently implemented to improve communication with families is the introduction of monthly "Curriculum Nights." The purpose of these events is to teach parents fun, educational activities that they can do with their child(ren) at home that enhance what is being taught in the classroom and are directly connected to the curriculum being used at school.

Overall, The DLAs' survey data indicates that the majority of parents, students and staff are satisfied with the schools. Over the course of the recent contract term, survey data has shown the following:

- Over 70% of students, parents and staff consistently gave school "A" and "B" overall
- 90% of students, parents and staff reported satisfactory building and grounds conditions
- 90% of school staff felt that professional development is valued and challenging
- 80% of parents felt that school communication is adequate and satisfactory
- 60% of all teachers and staff expressed a strong desire to see improvement in the parental understanding of the school curriculum
- 85% of teachers and staff, 80% of students, and 92% of parents reported that school technology is meeting the needs of students

The ongoing goal for continuous improvement in the area of parent engagement at the DLAs is to use this survey data in the following ways:
- To continually improve overall satisfaction in each of the five key areas
- To increase student and staff retention
- To increase family engagement
- To improve student achievement

Monthly special events are planned for students and parents to reinforce their involvement in school

activities beyond the classroom. Most activities were designed to accommodate all grade levels, and some are grade level specific. Parents are encouraged to assist with the planning and implementation of all events, not just attendance. The DLAs' Family Event Nights are designed to develop the parents and students' sense of positive school and community involvement, enrich their academic experience and provide them a with a venue for self expression. Events for the 2009-2010 school year included:

- Open House (included a New Family Orientation and building tour)
- Supplemental Educational Services (SES) Fair
- Reading/Literacy Curriculum Night
- Quarterly Awards Ceremony (4 times per year)
- Parent Information Night (workshops on credit repair, home ownership, ADD/ADHD, Parent-Teacher Communication Tips, selecting the appropriate
  high school, job seeking skills, home rental assistance, etc.)
- Dayton Leadership Dads Tailgate Party
- University of Dayton Christmas on Campus
- Sciene/Math Curriculum Night
- Social Studies Curriculum Night
- Specials Curriculum Night
- Black Man's Think Tank (student workshops on male responsibility-Sinclair Community College)
- Spring Break College Tour
- Father/Daughter Dance
- Easter Egg Hunt
- Kindergarten & Eighth Grade Graduations

## COMMUNITY PARTNERSHIPS

Our community partners offer a wide range of resources that are valuable to our schools and the families. These resources include people who volunteer their time, organizations that offer enrichment opportunities, businesses that offer career-related information and workplace experiences, and agencies that provide various social services for students and families. Partners bring their own strengths, skills, perspectives and knowledge to the educational process. Because the relationships are reciprocal, the school also collaborates with our partners by opening our doors for use of the buildings, serve as a clearinghouse for family and student referrals to social service programs and community service projects. Not only are our community partners available to impact our students and families, they are also a viable instrument in providing professional development seminars and training for our staff.

Dayton Leadership Academies Board of Friends serve as a non-governing board representing local businesses, non-profit and faith based organizations as well as community leaders. The monthly meetings are an opportunity for mutual learning and information sharing to ultimately increase the academic performance of our students as well as teach them to be lifelong learners. Members of our BOF network with each other to forge new relationships to increase their capacity to serve our students, families and staff. They also serve as student mentors, participate in school functions and provide service learning opportunities to students. The members of the Board of Friends and all of our community partners have an active involvement in student recruitment and enrollment by displaying school literature in their place of business, provide opportunities for speaking engagements and participate in recruitment fairs and other community-wide events.

Board of Friends Participants and their contribution to the DLAs' include:

- Bryan Suddith, Executive Director, KIDS Voting, Inc.
- James Bolden, Minority Services Supervisor, Public Health Department of Montgomery County
- Robin Carter, Membership Director, YMCA Downtown Dayton
- Tommy Stewart, Executive Director, Spirit of Peace, Inc.
- Dominic Magwood, Director of Financial Aid, Sinclair Community College
- Paul Cosby, Director of Development, Wright-Dunbar, Inc.
- Kisha Foster, Teen Service Supervisor, YWCA Dayto

- Rev. Harold Cottom, Pastor, Mt. Enon Missionary Baptist Church
- Paris Carter, Dean of Students, Wilberforce University
- Marlon Shackleford, Natinally Certified Rites of Passage Facilitator, Omega Community Development Corporation
- Onita Edwards, Youth Program Coordinator, Community Action Partnership
- Natasha Spears, Executive Director, Dayton Boys & Girls Club

As a result of these partnerships, the DLAs' have extended their community service outreach, increased their in-school and after-school programming and have provided a number of workshops for parents. The DLAs' community partnerships continue to evolve as the Board of Friends member's network with colleagues and business associates.

## Community Partnerships

**Sinclair Community College** - Young Scholars Program - students enroll in 8$^{th}$ grade and participate in the program through high school. Students attend eight weekly sessions each school year on Sinclair's campus to learn about college entrance, career goals, communication, peer pressure, etc. Once they've completed the program, they are granted a two-year scholarship upon completion. Students are eligible if their parent has not graduated from college.

**Omega CDC Rites of Passage** - A weekly in-school program for 5$^{th}$ - 8$^{th}$ grade males to enhance self esteem, increase awareness of life skills needed to abstain from destructive behaviors and enhance their critical thinking skills.

**YWCA Girls, Inc.** - A weekly in-school program for 7$^{th}$ and 8$^{th}$ grade females to learn effective communication skills, the importance of values, build self esteem and decision making skills.

**Wilberforce University - Brother 2 Brother/Sister 2 Sister -** An after-school mentoring program provided by college students who aim to build intentional relationships to help young males/females overcome issues to become successful students.

**YMCA of Greater Dayton** - Provides free and discounted memberships to families/staff to increase health awareness. The annual DLA at the Y provides a one evening, free access to all of the facilities health and wellness equipment, zumba class, swimming pool and basketball courts.

**Wright-Dunbar, Inc.** - Included DLA in all of their community events (i.e. Summer Music Series, Christmas in Wright-Dunbar, and Urban Nights)

**Booze-Allen Hamilton -** Provide in-school tutoring to 4$^{th}$ grade "bubble" students. They also donate school supplies, coats, gloves and scarves to needy families.

**Montgomery County Health District** - Provides violence prevention workshops for students as well as flu immunizations. Educational workshops for parents on health services provided by their organization.

**Spirit of Peace CDD** - Sponsored basketball uniforms for the athletic department and provided Common Sense Parenting workshop to parents.

## NCLB

Pursuant to the NCLB regulations, the Dayton Liberty Campus and the Dayton View Campus drafted Public School Choice and SES letters and distributed to parents through direct mail, broad distribution through the Schools' website (www.daytonleadershipacademies.com), the Parent/Student handbook, and made available through our Parent Resources center. Parents were also made aware of the SES choice through onsite provider fairs conducted at each Campus which are marketed through flyers, posters, student announcements, and automated phone calls that were placed at each home. For 2009-10, the sites yielded maximum participation in our SES programs with 197 Dayton Liberty students receiving a total of 5,423 hours of tutoring, dedicating $260,111 of Title funding to the program. The Dayton View Campus had 5,232 tutoring hours accumulated by 176 students with $249,475 paid from Title I funding to the program. No students took advantage of Public School Choice.

## Dayton View Campus 2009 Audit Results

http://www.auditor.state.oh.us/auditsearch/Reports/2010/Dayton_View_Academy_09-Montgomery.pdf

The Dayton View Academy School received an Unqualified Opinion. According to the Independent Accountants' report for Fiscal Year ended June 30, 2009:

We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America; the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States; and OMB Circular A-133, *Audits of States, Local Governments, and Non-Profit Organizations*. Those standards and OMB Circular A-133 require that we plan and perform the audit to reasonably assure whether noncompliance occurred with the types of compliance requirements referred to above that could directly and materially affect a major federal program. An audit includes examining, on a test basis, evidence about the School's compliance with those requirements and performing other procedures we considered necessary in the circumstances. We believe our audit provides a reasonable basis for our opinion. Our audit does not provide a legal determination on the School's compliance with those requirements.

In our opinion, the Dayton View Academy School complied, in all material respects, with the requirements referred to above that apply to each of its major federal programs for the year ended June 30, 2009. However, the results of our auditing procedures disclosed an instance of noncompliance with those requirements that OMB Circular A-133 requires us to report, which is described in the accompanying schedule of finding as item 2009-001.

Findings for Federal Awards:

**Non-Compliance and Material Weakness** Office of Management and Budget (OMB) Circular A-133 Subpart C, §__.310(b) Schedule of Expenditures of Federal Awards states that the auditee shall prepare a schedule of expenditures of Federal awards for the period covered by the auditee's financial statements. While not required, the auditee may choose to provide information requested by Federal awarding agencies and pass-through entities to make the schedule easier to use. For example, when a Federal program has multiple award years, the auditee may list the amount of Federal awards expended for each award year separately.

The Academy's 2009 Schedule of Federal Awards Receipts and Expenditures, which was presented on the cash basis of accounting, had the following errors:

• Federal Expenditures for the Title I Grant to Local Educational Agencies were overstated by $89,679, the Special Education Grants to States program were understated by $94,827 and Nutrition Cluster Program expenditures were understated by $55,153. In addition, several other Comprehensive Continuous Improvement Plan (CCIP) grants (i.e Improving Teacher Quality, Education Technology State Grants, and State Grants for Innovative Programs) had insignificant variances between reported federal expenditures and actual federal expenditures.

• Federal Receipts for the Reading First Grant was understated by $220,248 and Nutrition Cluster Program receipts were understated by $332,953.

To reduce the risk of inaccurate reporting of federal expenditures and receipts and noncompliance with OMB Circular A-133, Subpart C, §__.310(b), due care should be taken in the preparation of the Schedule of Federal Awards Receipts and Expenditures. The Schedule should be reviewed after preparation and tied to the underlying cash reports of the Academy for accuracy.

IRN No. 133454

County:    Montgomery

**Dayton Leadership Academies - Dayton View Campus**

Statement of Receipt, Disbursements, and Changes in Fund Cash Balances

For the Fiscal Years Ended June 30, 2008 through 2010, Actual and

the Fiscal Years Ending June 30, 2011 through 2015, Forecasted

| | Actual | | | | Forecasted | | | |
|---|---|---|---|---|---|---|---|---|
| | Fiscal Year 2008 | Fiscal Year 2009 | Fiscal Year 2010 | Fiscal Year 2011 | Fiscal Year 2012 | Fiscal Year 2013 | Fiscal Year 2014 | Fiscal Year 2015 |
| **Operating Receipts** | | | | | | | | |
| State Foundation Payments (3110, 3211) | $4,958,406 | $4,460,836 | $3,733,375 | $3,304,693 | $3,003,190 | $3,003,190 | $3,003,190 | $3,003,190 |
| Charges for Services (1500) | 9,097 | 1,026 | 510 | 500 | 500 | 500 | 500 | 500 |
| Fees (1600, 1700) | 8,056 | 2,970 | 18,987 | 19,910 | 18,000 | 15,000 | 13,000 | 12,000 |
| Other (1830, 1840, 1850, 1860, 1870, 1890) | 0 | 33,692 | 0 | 0 | 0 | 0 | 0 | 0 |
| **Total Operating Receipts** | 4,975,559 | 4,498,524 | 3,752,872 | 3,325,103 | 3,021,690 | 3,018,690 | 3,016,690 | 3,015,690 |
| **Operating Disbursements** | | | | | | | | |
| 100 Salaries and Wages | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 200 Employee Retirement and Insurance Benefits | 308,172 | 376,002 | 348,874 | 435,502 | 355,000 | 300,000 | 275,000 | 275,000 |
| 400 Purchase Services | 5,913,619 | 5,585,863 | 5,749,008 | 5,097,411 | 3,526,260 | 3,724,260 | 3,722,260 | 3,720,260 |
| 500 Supplies and Materials | 216 | 294 | 1,700 | 20,072 | 5,000 | 5,000 | 5,000 | 5,000 |
| 600 Capital Outlay -New | 1,142 | 4,092 | 8,304 | 0 | 0 | 0 | 0 | 0 |
| 700 Capital Outlay - Replacement | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 800 Other | 2,384 | 2,432 | 2,160 | 18,500 | 17,500 | 17,500 | 17,500 | 17,500 |
| Total Operating Disbursements | 6,225,533 | 5,968,683 | 6,110,046 | 5,571,485 | 3,903,760 | 4,046,760 | 4,019,760 | 4,017,760 |
| Excess of Operating Receipts Over (Under) Operating Disbursements | (1,249,974) | (1,470,159) | (2,357,174) | (2,246,382) | (882,070) | (1,028,070) | (1,003,070) | (1,002,070) |
| **Nonoperating Receipts/(Disbursements)** | | | | | | | | |
| Federal Grants (all 4000 except fund 532) | 1,328,921 | 1,194,317 | 1,743,150 | 1,799,213 | 900,000 | 1,100,000 | 1,100,000 | 1,100,000 |
| Federal Fiscal Stabilization/Ed Jobs Grant | xxxxxx | xxxxxx | 255,583 | 412,577 | | | xxxxxx | xxxxxx |
| State Grants (3200, except 3211) | 12,852 | 258,316 | 20,098 | 18,000 | 15,000 | 13,000 | 11,000 | 9,000 |
| Donations (1820) | 404 | 10,000 | 12,500 | 12,500 | 5,000 | 5,000 | 5,000 | 5,000 |
| Interest Income (1400) | 36,496 | 6,739 | 3,202 | 1,000 | 1,000 | 1,000 | 1,000 | 1,000 |
| Debt Proceeds (1900) | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Debt Principal Retirement | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Interest and Fiscal Charges | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Transfers - In | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Transfers - Out | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Total Nonoperating Revenues/(Expenses) | 1,378,673 | 1,469,372 | 2,034,533 | 2,243,290 | 921,000 | 1,119,000 | 1,117,000 | 1,115,000 |
| Excess of Operating and Nonoperating Receipts Over/(Under) Operating and Nonoperating Disbursements | 128,699 | (787) | (322,641) | (3,092) | 38,930 | 90,930 | 113,930 | 112,930 |
| Fund Cash Balance Beginning of Fiscal Year | 838,981 | 967,680 | 966,893 | 644,257 | 641,165 | 680,095 | 771,025 | 884,955 |
| Fund Cash Balance End of Fiscal Year | $967,680 | $966,893 | $644,252 | $641,165 | $680,095 | $771,025 | $884,955 | $997,885 |

**Assumptions**

Enrollment is based on 480.51 students which is down by
55.12 from FY 2010
Enrollment is projected to remain stable at 480.51 for FY
2012 through FY 2015.
The administration amount for Alliance Community Schools is $103,878 for FY 2011 and will increase by 3%
each succeeding year.
Sponorship fees are projected to be $48,500 in Fy 2011. The base amount increased from .01 of the formula amount, special ed weighted and school
parity aid to .02.
STRS went from $191,513 in FY 2010 to $276,960 in FY 2011 and is projected to decrease in
future years.
SERS went from $105,382 in FY 2010 to $154,572 in FY 2011 and is projected to decrease
slightly in FY 2012
The majority of purchased services flow through to Edison Learning for
management fees.
Including state fiscal stabilization funds, state aid is projected to decrease by
15% for FY 2012

| | FY 2008 $ | FY 2009 $ | FY 2010 $ | FY 2011 $ | FY 2012 $ | FY 2013 $ | FY 2014 | FY 2015 |
|---|---|---|---|---|---|---|---|---|
| All Revenue | 6,354,232.00 | 5,967,896.00 | 5,787,405.00 | 5,568,393.00 | 3,942,690.00 | 4,137,690.00 | $4,133,690.00 | $4,130,690.00 |
| Dollar decrease | | $ (386,336.00) | $ (180,491.00) | $ (219,012.00) | $ (1,625,703.00) | 195,000.00 | $ (4,000.00) | $ (3,000.00) |
| Percentage decrease | | -6.08% | -3.02% | -3.78% | -29.20% | 4.95% | -0.10% | -0.07% |
| Student enrollment | 693 | 593.14 | 535.63 | 480.51 | 480.51 | 480.51 | 480.51 | 480.51 |
| Student decrease | | -99.86 | -57.51 | -55.12 | 0 | 0 | 0 | 0 |
| Percentage decrease | | -14.41% | -9.70% | -10.29% | 0.00% | 0.00% | 0.00% | 0.00% |

Approved October 18, 2010

**Dayton Liberty Campus 2009 Audit Results**

http://www.auditor.state.oh.us/auditsearch/Reports/2010/Dayton_Academy_09-Montgomery.pdf

The Dayton Academy School received an Unqualified Opinion. According to the Independent Accountants' report for Fiscal Year ended June 30, 2009:·

We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America; the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States; and OMB Circular A-133, *Audits of States, Local Governments, and Non-Profit Organizations*. Those standards and OMB Circular A-133 require that we plan and perform the audit to reasonably assure whether noncompliance occurred with the types of compliance requirements referred to above that could directly and materially affect a major federal program. An audit includes examining, on a test basis, evidence about the School's compliance with those requirements and performing other procedures we considered necessary in the circumstances. We believe our audit provides a reasonable basis for our opinion. Our audit does not provide a legal determination on the School's compliance with those requirements.

In our opinion, the Dayton Academy School complied, in all material respects, with the requirements referred to above that apply to each of its major federal programs for the year ended June 30, 2009. However, the results of our auditing procedures disclosed an instance of noncompliance with those requirements that OMB Circular A-133 requires us to report, which is described in the accompanying schedule of findings as item 2009-001.

Non-Compliance and Material Weakness Office of Management and Budget (OMB) Circular A-133 Subpart C, §__.310(b) Schedule of Expenditures of Federal Awards states that the auditee shall prepare a schedule of expenditures of Federal awards for the period covered by the auditees' financial statements. While not required, the auditee may choose to provide information requested by Federal awarding agencies and pass-through entities to make the schedule easier to use. For example, when a Federal program has multiple award years, the auditee may list the amount of Federal awards expended for each award year separately.

The Academy's 2009 Schedule of Federal Awards Receipts and Expenditures, which was presented on the cash basis of accounting, had the following errors:

• Federal Expenditures for the Title I grant were overstated by $64,200, the Improving Teacher Quality State Grants was overstated by $8,245, Special Education Grants to States were understated by $136,678, the National School Lunch expenditures were understated by $74,412 and the Fresh Fruit and Vegetable Program was overstated by $7,853. In addition, several other Comprehensive Continuous Improvement Plan (CCIP) grants (i.e Safe and Drug Free Schools and Education Technology) had insignificant variances between reported federal expenditures and actual federal expenditures.

• Federal Receipts were overstated for the Fresh Fruit and Vegetable Program by $26,350 and understated for the Nutrition Cluster Program by $20,010. To reduce the risk of inaccurate reporting of federal expenditures and noncompliance with OMB Circular A-133, Subpart C, §__.310(b), due care should be taken in the preparation of the Schedule of Federal Awards Receipts and Expenditures. The Schedule should be reviewed after preparation and tied to the underlying cash reports of the Academy for accuracy.

### Dayton Liberty Campus Five Year Budget

IRN No. 133959

County: Montgomery

Dayton Leadership Academies - Dayton Liberty Campus

Statement of Receipt, Disbursements, and Changes in Fund Cash Balances

For the Fiscal Years Ended June 30, 2008 through 2010, Actual and

the Fiscal Years Ending June 30, 2011 through 2015, Forecasted

| | Actual | | | Forecasted | | | | |
|---|---|---|---|---|---|---|---|---|
| | Fiscal Year 2008 | Fiscal Year 2009 | Fiscal Year 2010 | Fiscal Year 2011 | Fiscal Year 2012 | Fiscal Year 2013 | Fiscal Year 2014 | Fiscal Year 2015 |
| **Operating Receipts** | | | | | | | | |
| State Foundation Payments (3110, 3211) | $5,133,143 | $4,903,344 | $4,211,583 | $3,077,171 | $2,759,625 | $2,759,625 | $2,759,625 | $2,759,625 |
| Charges for Services (1500) | 6,879 | 528 | 286 | 300 | 300 | 300 | 300 | 300 |
| Fees (1600, 1700) | 20,037 | 3,464 | 17,819 | 19,287 | 18,000 | 15,000 | 13,000 | 12,000 |
| Other (1830, 1840, 1850, 1860, 1870, 1890) | 0 | 0 | 0 | 3,000 | 0 | 0 | 0 | 0 |
| **Total Operating Receipts** | 5,160,059 | 4,907,336 | 4,229,688 | 3,099,758 | 2,777,925 | 2,774,925 | 2,772,925 | 2,771,925 |
| **Operating Disbursements** | | | | | | | | |
| 100 Salaries and Wages | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 200 Employee Retirement and Insurance Benefits | 263,352 | 453,292 | 411,288 | 223,800 | 200,000 | 190,000 | 180,000 | 170,000 |
| 400 Purchase Services | 6,165,769 | 5,519,164 | 6,163,108 | 5,204,177 | 3,445,695 | 3,645,695 | 3,640,695 | 3,627,625 |
| 500 Supplies and Materials | 216 | 239 | 1,703 | 25,145 | 5,000 | 5,000 | 5,000 | 5,000 |
| 600 Capital Outlay -New | (1,142) | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 700 Capital Outlay - Replacement | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 800 Other | 2,260 | 2,830 | 6,649 | 19,970 | 18,500 | 18,500 | 18,500 | 18,500 |
| Total Operating Disbursements | 6,430,455 | 5,975,525 | 6,582,748 | 5,473,092 | 3,669,195 | 3,859,195 | 3,844,195 | 3,821,125 |
| Excess of Operating Receipts Over (Under) Operating Disbursements | (1,270,396) | (1,068,189) | (2,353,060) | (2,373,334) | (891,270) | (1,084,270) | (1,071,270) | (1,049,200) |
| **Nonoperating Receipts/(Disbursements)** | | | | | | | | |
| Federal Grants (all 4000 except fund 532) | 1,022,482 | 1,288,194 | 1,711,245 | 1,966,188 | 900,000 | 1,100,000 | 1,100,000 | 1,000,000 |
| Federal Fiscal Stabilization/Ed Jobs Grant | xxxxxx | xxxxxx | 287,852 | 416,274 | 0 | | xxxxxx | xxxxxx |
| State Grants (3200, except 3211) | 20,226 | 24,620 | 68,972 | 25,000 | 23,000 | 20,000 | 18,000 | 15,000 |
| Donations (1820) | 25,757 | 47,586 | 12,924 | 12,500 | 5,000 | 5,000 | 5,000 | 5,000 |
| Interest Income (1400) | 35,472 | 6,419 | 3,193 | 1,000 | 1,000 | 1,000 | 1,000 | 1,000 |
| Debt Proceeds (1900) | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Debt Principal Retirement | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Interest and Fiscal Charges | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Transfers - In | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Transfers - Out | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Total Nonoperating Revenues/(Expenses) | 1,103,937 | 1,366,819 | 2,084,186 | 2,420,962 | 929,000 | 1,126,000 | 1,124,000 | 1,021,000 |
| Excess of Operating and Nonoperating Receipts Over/(Under) Operating and Nonoperating Disbursements | (166,459) | 298,630 | (268,874) | 47,628 | 37,730 | 41,730 | 52,730 | (28,200) |
| Fund Cash Balance Beginning of Fiscal Year | 753,002 | 586,543 | 885,173 | 616,299 | 663,927 | 701,657 | 743,387 | 796,117 |
| Fund Cash Balance End of Fiscal Year | $586,543 | $885,173 | $616,299 | $663,927 | $701,657 | $743,387 | $796,117 | $767,917 |

**Assumptions**

Enrollment is based on 441.54 students which is down by 153.67 from FY 2010

Enrollment is projected to remain stable at 441.54 for FY 2012 through FY 2015.

The administration amount for Alliance Community Schools is $103,878 for FY 2011 and will increase by 3% each succeeding year.

Sponorship fees are projected to be $54,050 in Fy 2011. The base amount increased from .01 of the formula amount, special ed weighted and school parity aid to .02.

STRS went from $255,265 in FY 2010 to $223,800 in FY 2011 and is projected to decrease in future years.

The majority of purchased services flow through to Edison Learning for management fees.

Including state fiscal stabilization funds, state aid is projected to decrease by 15% for FY 2012

| | FY 2008 | FY 2009 | FY 2010 | FY 2011 | FY 2012 | FY 2013 | FY 2014 | FY 2015 |
|---|---|---|---|---|---|---|---|---|
| All Revenue | $ 6,263,996.00 | $ 6,274,155.00 | $ 6,313,874.00 | $ 5,520,720.02 | $ 3,706,925.00 | $ 3,900,925.00 | $ 3,896,925.00 | $ 3,792,925.00 |
| Dollar decrease | | $ 10,159.00 | $ 39,719.00 | $ (793,153.98) | $(1,813,795.02) | $ 194,000.00 | $ (4,000.00) | $ (104,000.00) |
| Percentage decrease | | 0.16% | 0.63% | -12.56% | -32.85% | 5.23% | -0.10% | -2.67% |
| Student enrollment | 720.23 | 663.5 | 595.21 | 441.54 | 441.54 | 441.54 | 441.54 | 441.54 |
| Student decrease | | -56.73 | -68.29 | -153.67 | 0 | 0 | 0 | 0 |
| Percentage decrease | | -7.88% | -10.29% | -25.82% | 0.00% | 0.00% | 0.00% | 0.00% |

Approved October 18, 2010