

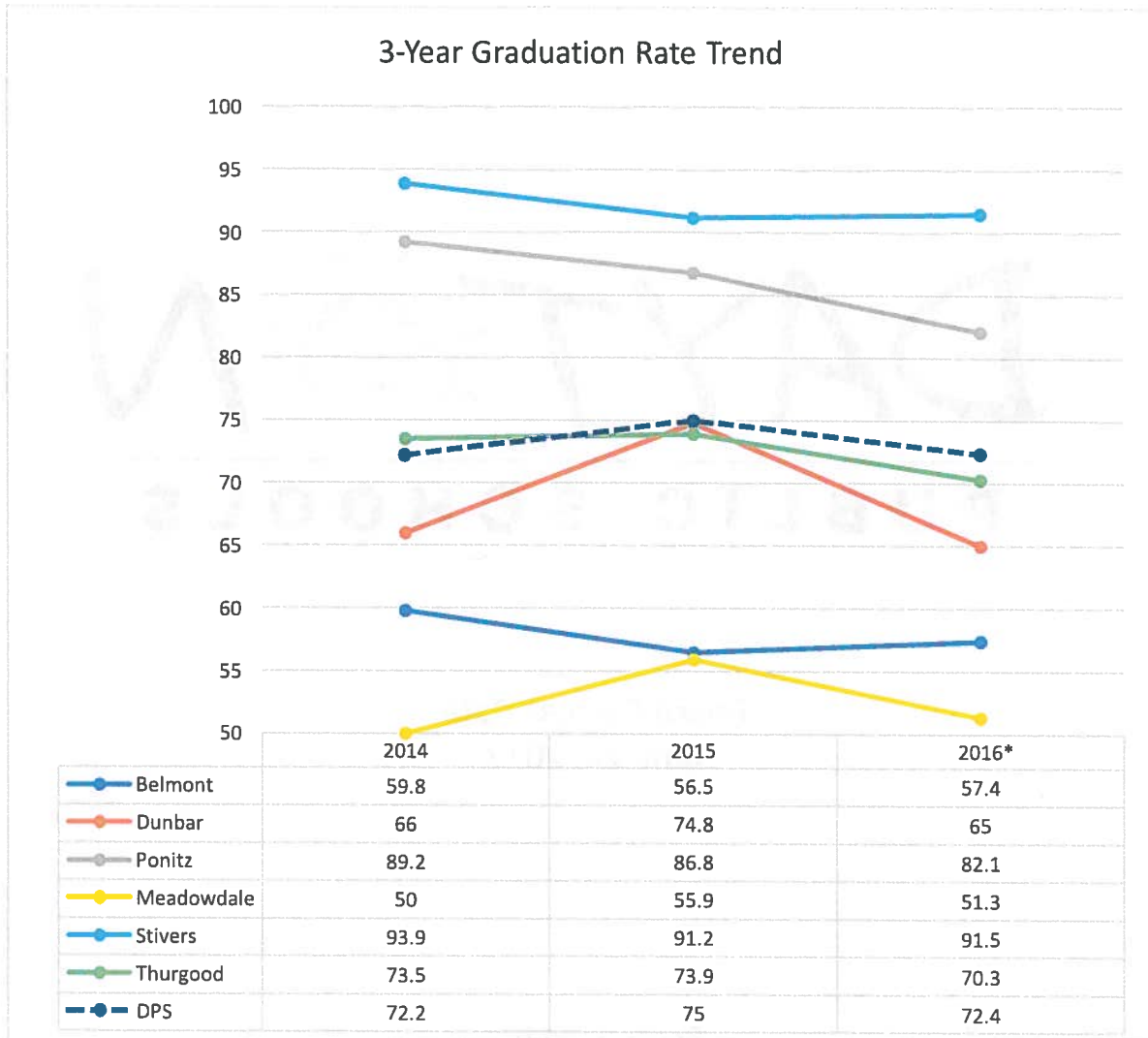


Board Retreat Data
June 24, 2017

Presented by:

Rhonda A. Corr
Superintendent

**Graduation Rate
3-Year Trend**



*Graduate Rate always lag one year behind

Data will be disaggregated by freshman cohort once official graduation data is released.

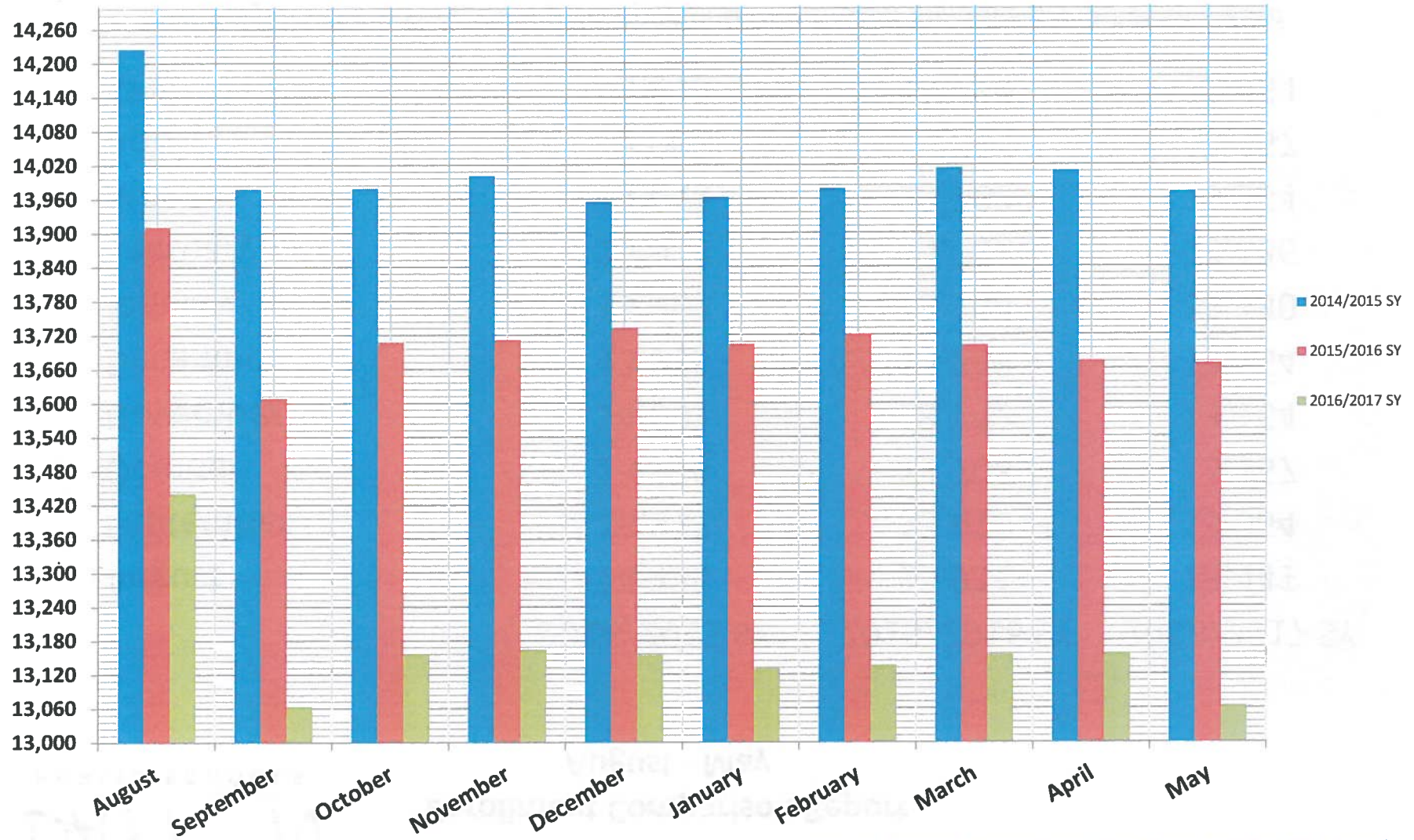
6/19/17

Mission Statement

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



2016-2017 SY Enrollment Comparison Report August - May



Totals reflect the last report of the specified month and includes grades PreK - 23rd



2016-2017 SY
Enrollment Comparison Report
August - May

3

	2014/2015 SY	2015/2016 SY	2016/2017 SY
August	14,225	13,911	13,441
September	13,978	13,610	13,064
October	13,979	13,708	13,157
November	14,001	13,712	13,164
December	13,955	13,733	13,154
January	13,963	13,704	13,130
February	13,978	13,721	13,136
March	14,014	13,702	13,154
April	14,009	13,674	13,157
May	13,972	13,669	13,064

Totals reflect the last report of the specified month and includes grades PreK - 23rd

**Attendance Rates
2016-2017**

School	Attendance Rate	On-Track*
BELLE HAVEN PREK-6 SCHOOL	90.65	63.5
BELMONT HIGH SCHOOL (7-12)	87.92	49.4
CHARITY ADAMS EARLEY PREK-8	93.93	83.4
CLEVELAND PREK-6 SCHOOL	90.15	63.8
DAVID H PONITZ CAREER TECH CTR	90.97	69.1
DAYTON BOYS ACADEMY PREK-8	92.28	71.4
DUNBAR EARLY COLLEGE HIGH SCH	85.25	56.2
EASTMONT PREK-6 SCHOOL	92.66	77.1
EDISON PREK-6 SCHOOL	90.16	62.7
EDWIN JOEL BROWN MIDDLE SCHOOL	89.55	64.7
FAIRVIEW PREK-6 SCHOOL	89.77	58.4
HORACE MANN PREK-6 SCHOOL	93.11	77.6
KEMP PREK-6 SCHOOL	91.82	71.2
KISER PREK-6 SCHOOL	91.88	72.6
LONGFELLOW ACADEMY (7-12)	72.28	13.8
LOUISE TROY PREK-5 SCHOOL	89.76	59.8
MEADOWDALE HIGH SCHOOL (7-12)	82.31	41.6
MEADOWDALE PREK-6 SCHOOL	89.24	58.6
RIVERS EDGE MONTESSORI PREK-6	93.63	79.6
ROSA PARKS ELC (PREK-K)**	88.33	60.3
RUSKIN PREK-6 SCHOOL	93.61	79.7
STIVERS SCHOOL FOR ARTS (7-12)	94.68	87.5
THURGOOD MARSHALL STEM HS	86.22	55.1
VALERIE PREK-6 SCHOOL	93.95	82.4
WESTWOOD PREK-6 SCHOOL	92.23	71.4
WOGAMAN MIDDLE SCHOOL	88.38	58.7
WORLD OF WONDER PREK-6 SCHOOL	90.9	63.2
WRIGHT BROTHERS MIDDLE SCHOOL	89.68	66.8
DPS	90.44	

*percent of students with 90% or greater attendance

** data includes preschool students

6/19/17

Mission Statement

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



**Kindergarten Readiness
DPS Preschool vs. Non-DPS Preschool**

Building	% Showing Readiness	
	Attended DPS Preschool*	Did Not Attend DPS Preschool*
BELLE HAVEN PREK-6 SCHOOL	50%	50%
CHARITY ADAMS EARLEY PREK-8	71%	60%
CLEVELAND PREK-6 SCHOOL	91%	45%
DAYTON BOYS ACADEMY PREK-8	100%	38%
EASTMONT PREK-6 SCHOOL	67%	37%
EDISON PREK-6 SCHOOL	59%	55%
FAIRVIEW PREK-6 SCHOOL	44%	10%
HORACE MANN PREK-6 SCHOOL	80%	58%
KEMP PREK-6 SCHOOL	9%	9%
KISER PREK-6 SCHOOL	35%	23%
LOUISE TROY PREK-5 SCHOOL	43%	60%
MEADOWDALE PREK-6 SCHOOL	45%	65%
RIVERS EDGE MONTESSORI PREK-6	81%	49%
ROSA PARKS ELC (PREK-K)	48%	40%
RUSKIN PREK-6 SCHOOL	50%	50%
VALERIE PREK-6 SCHOOL	73%	65%
WESTWOOD PREK-6 SCHOOL	53%	45%
WORLD OF WONDER PREK-6 SCHOOL	56%	45%
DPS	57%	42%

*percent of students ready for kindergarten as measured by the Kindergarten Readiness Assessment (KRA)

6/19/17

Mission Statement

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



**NWEA MAP Average Percentile Rank
3rd Grade Reading**

Building	Fall	Winter	Spring
National Average	50	50	50
BELLE HAVEN PREK-6 SCHOOL	23.7	23.3	28.5
CHARITY ADAMS EARLEY PREK-8	48.9	48.1	49.9
CLEVELAND PREK-6 SCHOOL	35	23.6	33.3
DAYTON BOYS ACADEMY PREK-8	21.2	21.8	30.2
EASTMONT PREK-6 SCHOOL	49.1	43.1	52
EDISON PREK-6 SCHOOL	31.7	25.6	27.8
FAIRVIEW PREK-6 SCHOOL	16.8	17.1	27.7
HORACE MANN PREK-6 SCHOOL	50.7	39.1	51.7
KEMP PREK-6 SCHOOL	44	43.9	46.8
KISER PREK-6 SCHOOL	22.2	21.3	24.2
LOUISE TROY PREK-5 SCHOOL	28.8	25.4	31.5
MEADOWDALE PREK-6 SCHOOL	27.4	19.2	19
RIVERS EDGE MONTESSORI PREK-6	47.7	40.6	47.1
RUSKIN PREK-6 SCHOOL	25	23.2	26.8
VALERIE PREK-6 SCHOOL	39.5	32.6	39
WESTWOOD PREK-6 SCHOOL	31.6	33.3	39.8
WORLD OF WONDER PREK-6 SCHOOL	29.2	28.1	35.2
DPS	33.7	30.1	36.2

6/19/17

Mission Statement

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

Spring 2017 Preliminary Results
Ohio State Test English Language Arts Grade 3 Test

Name	Student Count 2017	Average Scale Score 2017	Percent Proficient 2016	Percent Proficient 2017	Percent at Each Performance Level 2017					Counts of Students at Each Performance Level 2017				
					Lim	Bas	Prof	Acc	Adv	Lim	Bas	Prof	Acc	Adv
Ohio Department of Ed.	133711	715	54	63	19	18	19	19	25	25007	24203	25666	25148	33687
Dayton Public Schools	1041	679	24	32	42	26	17	10	5	440	273	172	102	54
Belle Haven	65	674	31	20	46	34	12	5	3	30	22	8	3	2
Charity Adams	53	699	36	51	15	34	25	19	8	8	18	13	10	4
Cleveland	49	680	39	33	41	27	29	2	2	20	13	14	1	1
Dayton Boys	24	669	33	21	50	29	17	0	4	12	7	4	0	1
Eastmont	60	697	31	48	30	22	20	17	12	18	13	12	10	7
Edison	65	671	18	25	46	29	20	5	0	30	19	13	3	0
Fairview	71	657	8	13	66	21	10	1	1	47	15	7	1	1
Horace Mann	58	687	33	41	38	21	17	17	7	22	12	10	10	4
Kemp	77	689	17	39	32	29	16	14	9	25	22	12	11	7
Kiser	63	654	19	10	65	25	6	3	0	41	16	4	2	0
Louise Troy	82	670	13	24	59	17	18	4	2	48	14	15	3	2
Meadowdale	48	656	12	10	60	29	10	0	0	29	14	5	0	0
River's Edge	73	696	18	51	29	21	16	19	15	21	15	12	14	11
Ruskin	74	675	58	27	49	24	15	9	3	36	18	11	7	2
Valerie	67	697	34	51	21	28	24	21	6	14	19	16	14	4
Westwood	46	682	19	33	37	30	17	7	9	17	14	8	3	4
World of Wonder	48	672	6	21	44	35	10	10	0	21	17	5	5	0

Mission Statement

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

Preliminary Third Grade Reading Guarantee Promotional and Proficiency Rates (2016-2017)				
Building	Promotional Rate*		Percent Proficient	
	2016	2017	2016	2017
Belle Haven	71%	63%	31%	20%
Charity	78%	92%	36%	51%
Cleveland	82%	82%	39%	33%
Dayton Boys	88%	68%	33%	21%
Eastmont	88%	95%	31%	48%
Edison	76%	70%	18%	25%
Fairview	61%	44%	8%	13%
Horace Mann	75%	89%	33%	41%
Kemp	73%	94%	17%	39%
Kiser	73%	57%	19%	10%
Louise Troy	59%	71%	13%	24%
Meadowdale	63%	65%	12%	10%
River's Edge	81%	92%	18%	51%
Ruskin	94%	68%	58%	27%
Valerie	89%	82%	34%	51%
Westwood	60%	76%	19%	33%
World of Wonder	53%	77%	6%	21%
DPS	74%	76%	24%	32%

*The promotion data is based on OST, Terra Nova (2016), and NWEA MAP (2017) scores and does not include students who are exempted. Additionally, the promotional score increased from 42 in 2016 to 44 in 2017.

Overall, like the state, the percent of the district's third graders scoring proficient or better improved. The district's performance rose from 24% in 2016 to 32% in 2017. The increase was driven by 11 (65%) buildings improving their reading performance. Scores advanced as high as 34 percentage points at River's Edge. Double digit gains were also made at Valerie, Louise Troy, Kemp, Eastmont and Charity with more than half of the third graders at Valerie, River's Edge and Charity scoring proficient or better. The district saw a 2 percentage point growth in the percent of students meeting the state promotional score (44 pts). Approximately, 53% (9) of the district's schools increased the number of third graders eligible for promotion. Improvements ranged from 2 percentage points at Meadowdale to as high as 24 points at World of Wonder.

Mission Statement

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



**NWEA MAP Average Percentile Rank
8th Grade Math**

Building	Fall	Winter	Spring
National Average	50	50	50
BELMONT HIGH SCHOOL (7-12)	25.3	24.5	28.5
CHARITY ADAMS EARLEY PREK-8	30.7	29.7	29.4
DAYTON BOYS ACADEMY PREK-8	36.3	44.9	47.5
EDWIN JOEL BROWN MIDDLE SCHOOL	18.5	17.7	19.4
MEADOWDALE HIGH SCHOOL (7-12)	23.6	16.1	25.4
STIVERS SCHOOL FOR ARTS (7-12)	51	49.5	52.7
WOGAMAN MIDDLE SCHOOL	21.3	21.6	25
WRIGHT BROTHERS MIDDLE SCHOOL	29.6	28.3	33.5
DPS	28.8	27.2	31.4

6/19/17

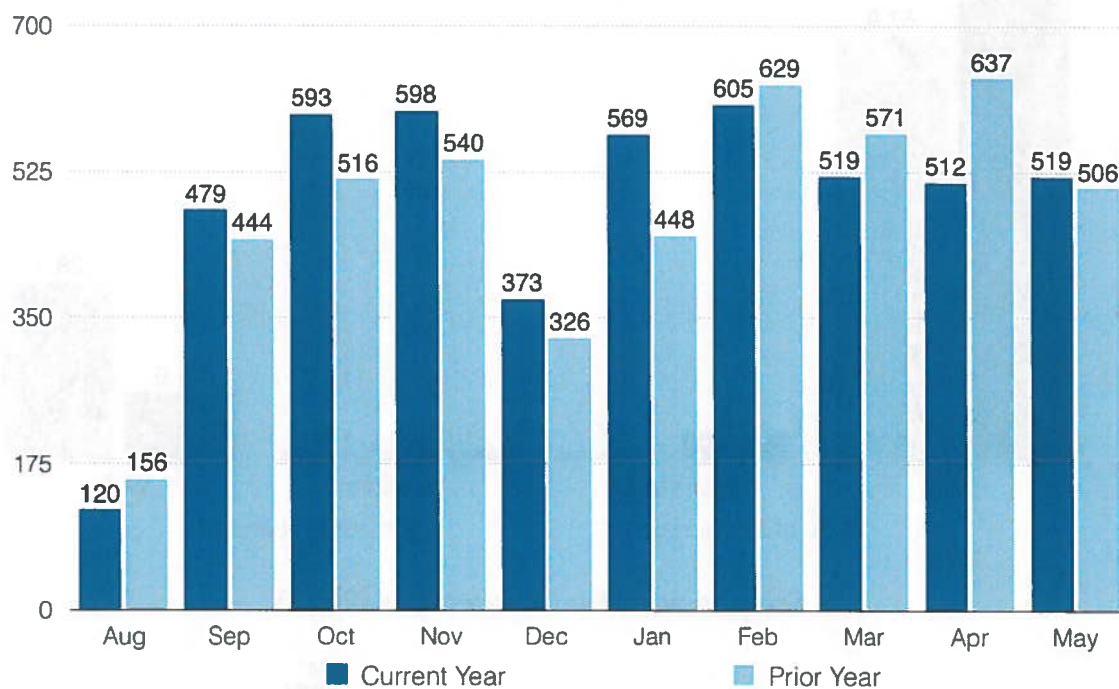
Mission Statement

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

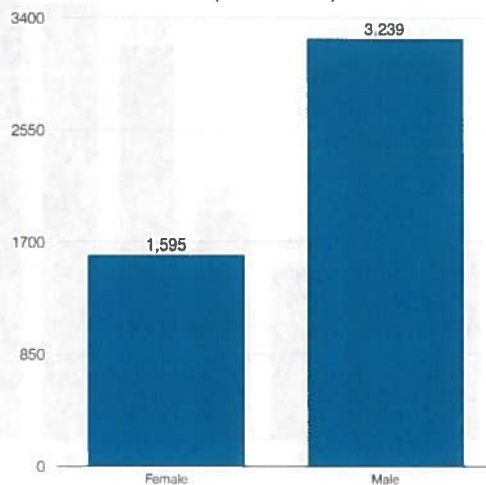


Discipline Data 2016-2017

Monthly Two-Year Suspension Comparison (2016-2017)



Suspensions by Gender (2016-2017)

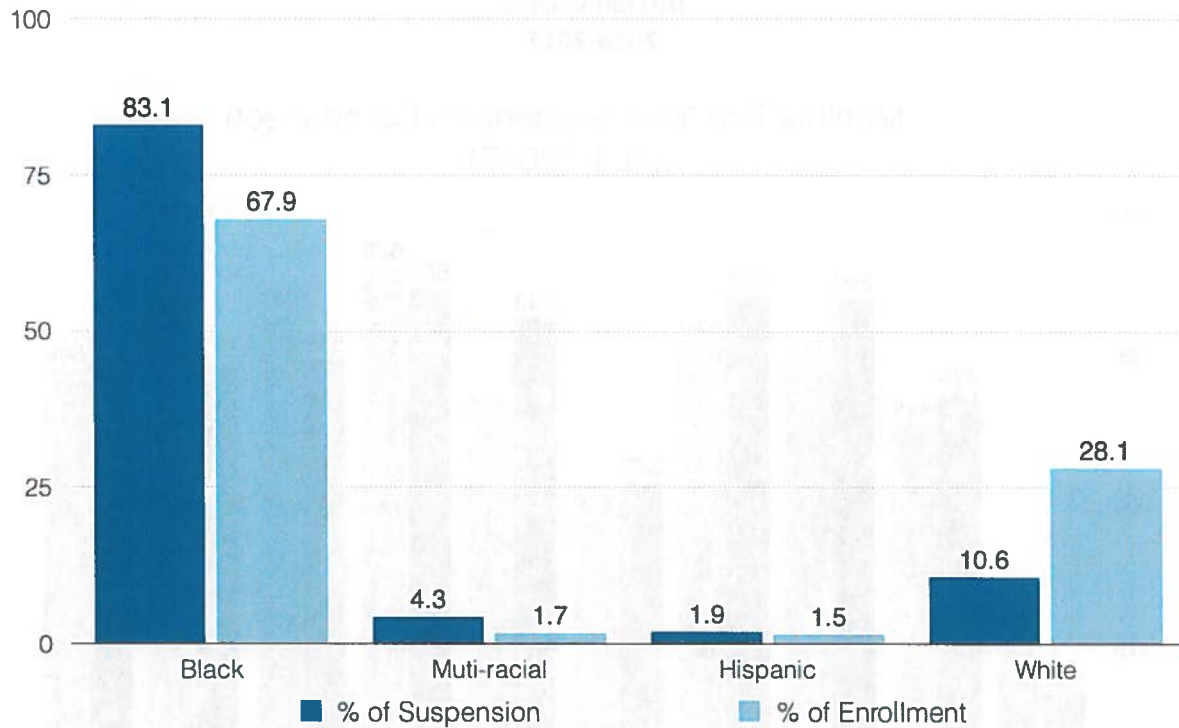


Mission Statement

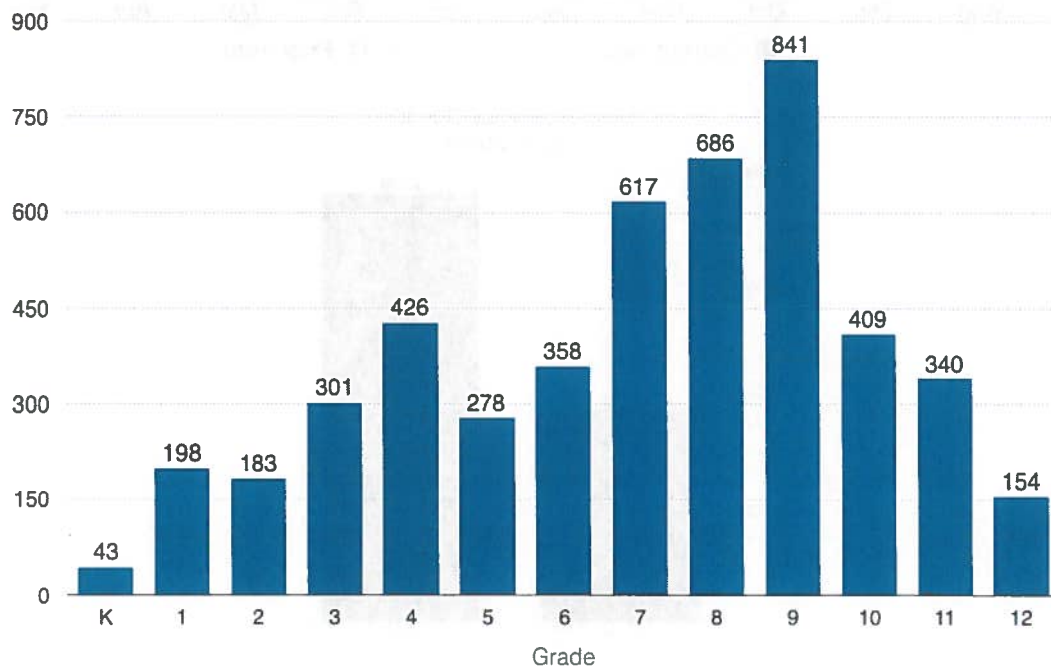
To equip our students to achieve success in a global society by implementing an effective and rigorous curriculum with fidelity



Enrollment vs. Suspension (2016-2017)



Suspensions by Grade (2016-2017)

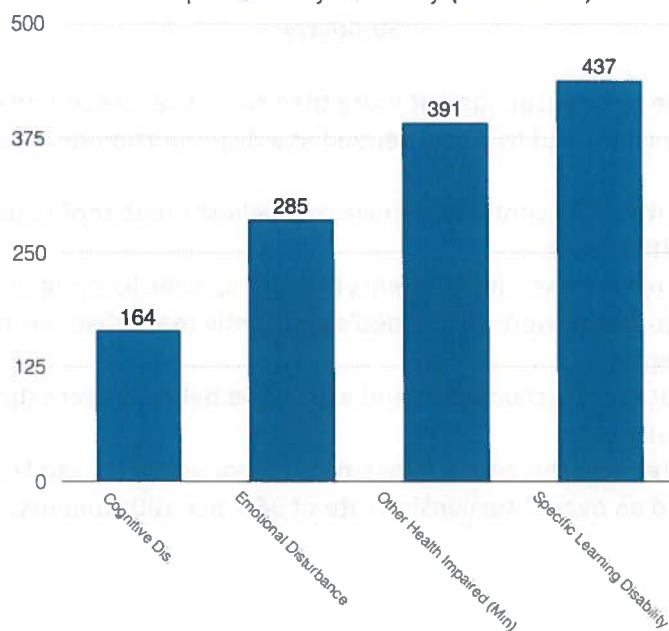


Mission Statement

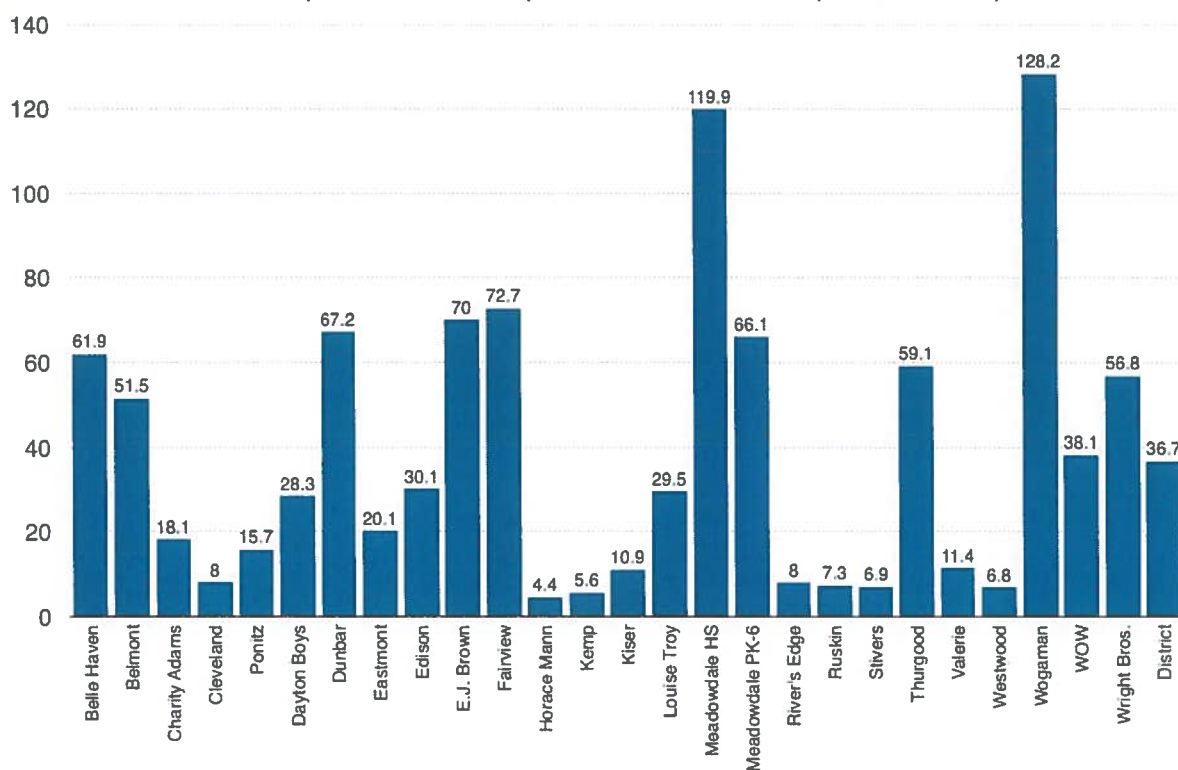
To equip our students to achieve success in a global society by implementing an effective and rigorous curriculum with fidelity



Suspensions by Disability (2016-2017)



Suspension Rate per 100 Students (2016-2017)



Mission Statement

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



Summary

1. Males continue to be suspended at more than twice the rate of females.
2. Black students continued to be suspended at a disproportionate rate compared to other students.
3. Students in ninth grade continue to have the highest number of suspensions followed by 8th, 7th, and 4th grades.
4. Students with other health impairments (minor), specific learning disabilities, and emotional disturbance were suspended significantly more than any other special education category.
5. Repeated violations of school rules and aggressive behavior were the most frequent reasons for suspension.
6. Suspension rates were highest in Wogaman, Meadowdale HS and Longfellow.
7. The district had an overall suspension rate of 36.7 per 100 students.

6/19/17

Mission Statement

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

Operations & Transportation Update

June 24, 2017 Board Retreat

- ☐ Energy Efficiency
(reducing energy cost)
- ☐ Improving Customer Service
- ☐ Repurposing old and vacant buildings
(Longfellow to Jackson Center)

Operations

- ☐ 4-Tiers Bell Schedule
- ☐ Improve Ridership
 - ☐ *(Eliminate commercial daycare awaiting board vote)*
 - ☐ *In quadrant ridership?*
- ☐ New Buses
 - ☐ *50 buses to arrive on 8/1 and 65 on 8/15*

Transportation



2017-2018 Bell Schedule

7:30 AM – 2:00 PM

(Breakfast 7:15-7:30)

Longfellow (grades 7-12)

8:00 AM - 2:45 PM

(Breakfast 7:45-8:00)

Dunbar Early College High School
Meadowdale High School
Ponitz Career Technology Center
Stivers School for the Arts (grades 9-12)

8:15 AM - 3:00 PM

(Breakfast 8:00-8:15)

Thurgood Marshall High School

9:00 AM – 3:45 PM

(Breakfast 8:45-9:00)

Belmont High School (grades 7-12)

7:10 AM – 1:55 PM

(Breakfast 6:55-7:10)

Dayton Boys Prep Academy PreK-8
Edwin Joel Brown (grades 7-8)
Meadowdale High School (grades 7-8)
Stivers School for the Arts (grades 7-8)
Wogaman (grades 7-8)
Wright Brothers (grades 6-8)

7:25 AM – 1:55 PM

(Breakfast 7:10-7:25)

Charity Adams Earley Girls Academy PreK-8
Cleveland PreK-6
Edison PreK-6
Kemp PreK-6
Ruskin PreK-6
Valerie PreK-6

8:25 AM – 2:55 PM

(Breakfast 8:10-8:25)

Eastmont PreK-6
Fairview PreK-6
Horace Mann PreK-6
Rosa Parks Early Learning Center (ELC)
River's Edge Mont. PreK-6

9:25 AM - 3:55 PM

(Breakfast 9:10-9:25)

Belle Haven PreK-6
Kiser PreK-6
Louise Troy PreK-6
Meadowdale PreK-6
Westwood PreK-6
World of Wonder PreK-6

Mission Statement

The mission of Dayton Public Schools is to equip our students to achieve success in a global society by implementing an effective and rigorous curriculum with fidelity.

2017-2018 District Teacher Vacancies by School Site

Revised - June 22, 2017 --This information may change with retirements/resignations.

ELEMENTARY	
Belle Haven	4th; 6th (Math/ Science); IS- 4th-6th ED Self Contained; Music; Comp. App PT w/Ruskin
Charity Adams	Teacher Leader
Cleveland	K; IS Self-Contained; IS Inclusion
Dayton Boys Prep	8th (Math/Science); Music PT w/ Edison
Eastmont	IS- Self-Contained Autism
Edison	4th; Music PT w/ DBP; Phonics
Fairview	2nd;3rd; 4th(Math/Science); 4th (Science/Social Studies); 5th(Science/Social Studies); Music; Title 1; IS Inclusion K-2; Phonics
Horace Mann	IS Self-Contained
Kemp	
Kiser	Phonics
Louise Troy	6th (Math/Science); 6th (ELA/SS)
Meadowdale Elem	IS K-3; Comp App PT w/ River's Edge; PE
River's Edge	Pre-K; Comp App; Comp PT w/ Meadowdale
Rosa Parks	PE (HOLD)
Ruskin	Comp App PT w/Belle Haven
Valerie	ECIP; Music
Westwood	IS Inclusion(X2); IS Self-Contained; Music
WOW	ECIP; 2nd; 6th (ELA/ SS); IS Self-Contained; IS Inclusion
MIDDLE SCHOOLS	
Edwin Joel Brown	7th & 8th Math; 7th & 8th - ELA(X2); 7th & 8th- Math; 7th & 8th- Social Studies; 7th & 8th- Science (x2); IS
Wogaman	7th/8th Science (X1); IS MH Self-Contained; IS ED Self-Contained
Wright Brothers	
HIGH SCHOOLS/7-12	
Belmont	9-12 ELA; IS-7-8 Inclusion
Dunbar	IS- ED Self-Contained; IS Self- Contained
Longfellow	7-8 All Subjects?; 7-12 Science?
Meadowdale	9-12 ELA(X2); 9-12- Science (x2); IS 7/8 Inclusion; IS- Inclusion- English/ Social Studies; IS- Inclusion- Math/Science; PSC?; Teacher Leader
Ponitz	CT Culinary Arts; ROTC
Stivers	Science(Chem/Phy Sci); French; Musicw/Piano; 7TH /8TH; CT Theater?
Thurgood Marshall	9-12 Math; 9-12 Science (?); IS- ED Self Contained; IS- Inclusion- Math; School Counselor

ESL positions/ CT/ Media Specialist/ Counselors are interview only positions.

Teachers Hired* 78 (including Teacher Leaders and Phonic Teachers)

New Positions Teacher Leaders-26 hired; Phonic Teachers-14 hired

Open Positions** 86 (16 Teachers will be placed in open positions due to program changes and decrease of grant funding)=70 Open positions

Principals are currently interviewing for vacant positions

Innovative Learning Center

Vision/Mission Statement

Dayton Public Schools Innovative Learning Center will utilize a variety of resources in a safe, nurturing, and highly structured setting to address the academic, behavioral, and social emotional needs of students by providing them with intensive supports such as behavior modification groups, mental health counseling, and social skills training to equip them with the necessary skills and strategies to be successfully returned to their home school or transition to a post secondary educational setting or world of work.



Immediate Impact?

- ▶ Significant reduction in the number of unsupervised students in the community due to suspensions
- ▶ Immediate rebranding of our Alternative Learning Center to something positive
- ▶ Intensive behavioral interventions (Licensed Mental Health Therapist) which are currently lacking at Longfellow will be an integral part of the daily programming
- ▶ Extra literacy intervention for suspended students in grades 4-8



KEY COMPONENTS

- ▶ Budget Neutral FTE
- ▶ Move to Jackson Center
- ▶ Both Behavioral and Academic Components
- ▶ Revamping of Assignment Process
- ▶ Ability to Select Key Staff
- ▶ Structured Day
- ▶ Reconstituting Several FTE's

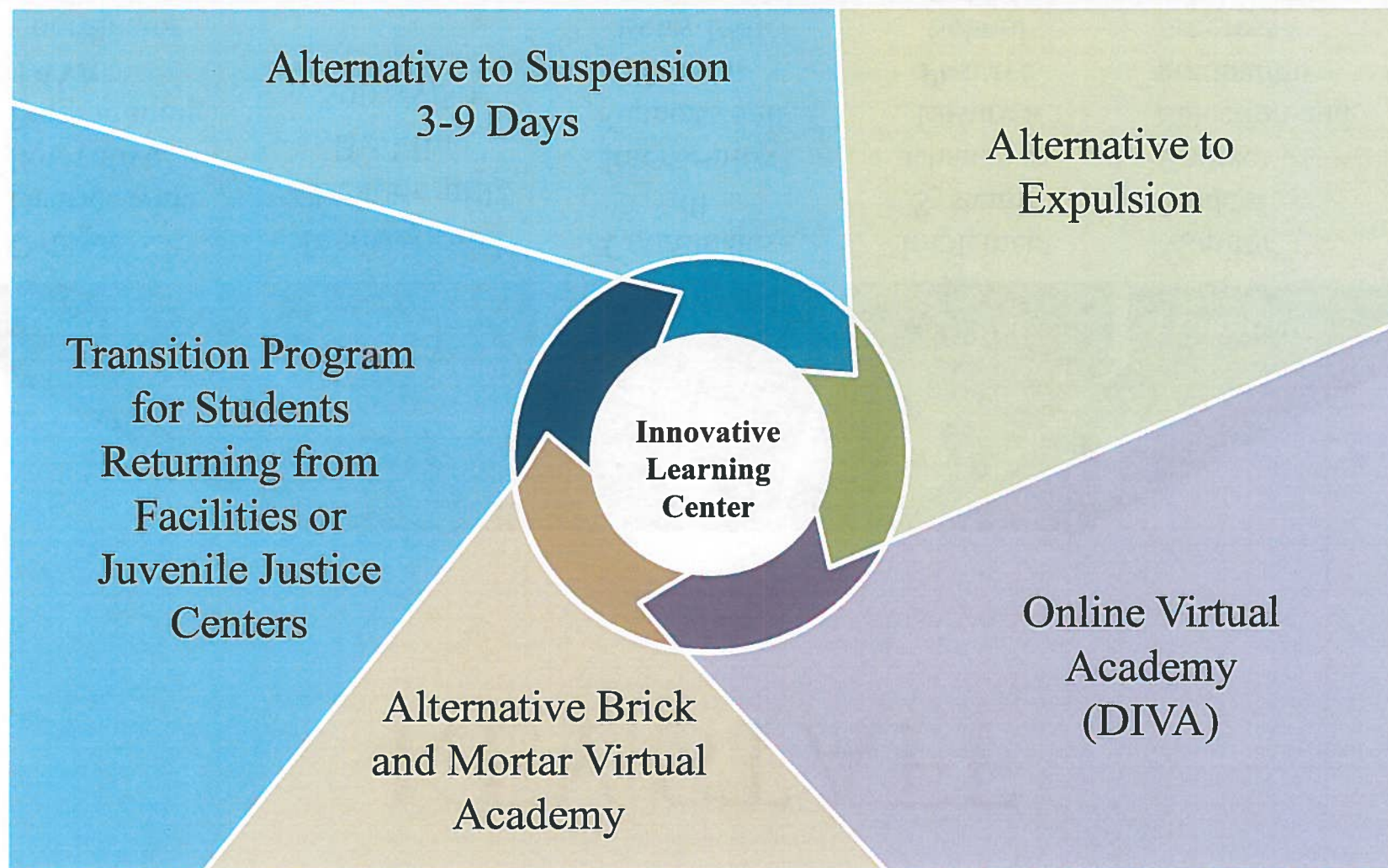


KEY STAFF

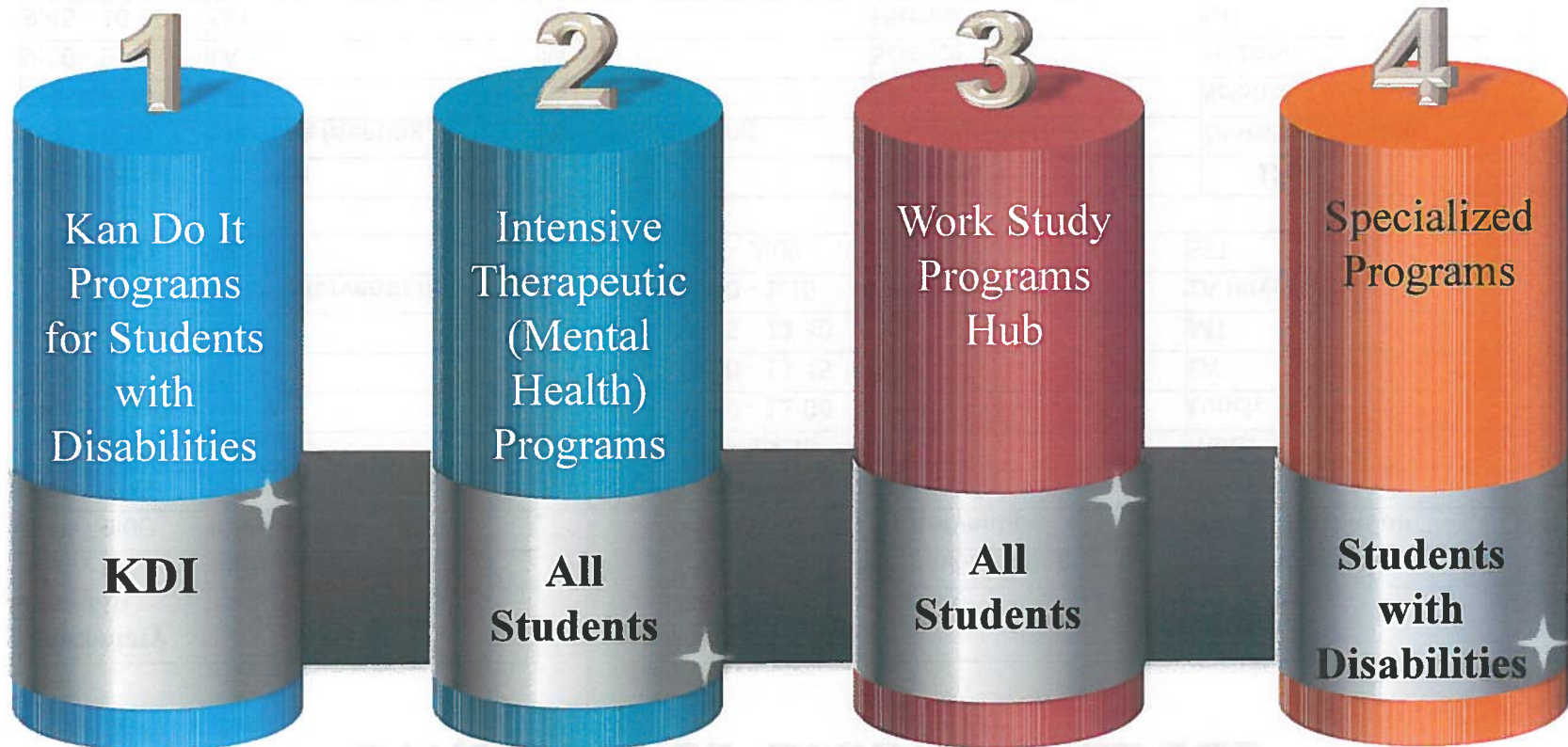


A	B	C	D	E
Director	Principal	Coordinator	PSC	Counselor
Oversee District-wide Innovative Programming DIVA Coordinator	Instructional Leader and Building Supervisor	Coordinates all Intervention Supports and Student Entry/Exit Processes	Implement Systemic Change to Ensure a Positive School Culture	Monitor Student Course Selection and graduation progress

INITIAL PROGRAMMING



FUTURE PROGRAMMING



STRUCTURED DAILY SCHEDULE

Elementary 4th - 6th	
7:45 - 8:15	Morning Meeting
8:15 - 9:00	Intervention
9:00 - 9:45	MT
9:45 - 10:30	LA
10:30 - 11:00	Lunch
11:00 - 11:45	Math
11:45 - 12:30	SST
12:30 - 1:15	Math Intervention
1:15 - 2:00	PE

Middle School 7th - 8th	7th	8th
7:45 - 8:15	Morning Meeting	Morning Meeting
8:15 - 9:00	LA Intervention	Math Intervention
9:00 - 9:45	SST	PE
9:45 - 10:30	LA	Math
10:30 - 11:00	Lunch	Lunch
11:00 - 11:45	Math	LA
11:45 - 12:30	PE	MT
12:30 - 1:15	Math Intervention	LA Intervention
1:15 - 2:00	MT	SST

High School	9th	10th	11th	12th
7:45 - 8:15	Morning Meeting	Morning Meeting	Morning Meeting	Morning Meeting
8:15 - 9:00	MT	SST	PE	Science
9:00 - 9:45	LA	Math	Science	History
9:45 - 10:30	SST	PE	History	MT
10:30 - 11:15	PE	LA	MT	SST
11:15 - 11:45	Lunch	Lunch	Lunch	Lunch
11:45 - 12:30	Math	History	LA	Math
12:30 - 1:15	Science	MT	SST	PE
1:15 - 2:00	History	Science	Math	LA

***MT - Mental Health Therapist**

***SST - Social Skills Training**

***PE - Physical Education**

PROPOSED STAFFING

Current Longfellow Alternative Center Staffing	Proposed Innovative Learning Center Staffing
Current FTE's funded through General Fund: 24	Proposed FTE's funded through General Fund: 26**
Current FTE's funded through Title: 3	Proposed FTE's funded through Title: 1
Current FTE's funded through OEC 516: 0	Proposed FTE's funded through OEC 516: 2
FTE's for current configuration: 27	Proposed FTE's for new configuration: 29
	General Fund FTE's transferred from other buildings/programs: 2**
	Increase to District General Fund: 0

NEXT STEPS

- * Need permission to proceed (go/no go is June 12, 2017)
- * Approval of Staffing and funding sources
- * Bring Committee together to develop timeline
- * Notify current staff at Longfellow
- * Coordinate move with Operations
- * Hire/Appoint Key staff members
- * Post and Hire
- * Develop processes and procedures
- * Be ready to go on the first day of school

Committee Members

▶ Dr. Gregory Roberson	Chair
▶ Dr. Markay Winston	CAO
▶ Dr. Donetrus Hill	Principal
▶ Wyetta Hayden	Chief
▶ Robert Buchheim	Chief
▶ Celeste Horner	Principal
▶ Crystal Everett	Principal
▶ Channey Goode	Principal
▶ Akisha Shehee	Principal
▶ Myra Baker	Asst. Principal
▶ Eric Krissek	Asst. Principal
▶ Sheri Moss	Asst. Principal
▶ Ted Oldiges	Curriculum
▶ Delvin Terry	Truancy
▶ Roy Hollis	Hearing Officer
▶ Katie Young	PSC
▶ Dion Sampson	NSC Site Coordinator



Therapist Designations DPS Elementary Buildings

School Building	Agency	MOU	Contract
Belle Haven	Eastway/SCI	2	1
Charity Adams	Samaritan	1	0
Cleveland	Samaritan/SCI	1	1
Dayton Boys Prep	Samaritan/SCI	1	1
Eastmont	Samaritan	1	0
Edison	Samaritan	1	0
Fairview	Samaritan	1	0
Horace Mann	Eastway	1	0

Therapist Designations DPS Elementary Buildings (Cont)

School Building	Agency	MOU	Contract
Kemp	South Community	1	2
Kiser	Samaritan	1	0
Louise Troy	Samaritan	1	0
Meadowdale	Samaritan	1	0
River's Edge	Samaritan	1	0
Ruskin	Samaritan	1	0
Valerie	Samaritan	1	0
Westwood	Samaritan/SCI	1	1
World of Wonder	Samaritan/SCI	1	1

Therapist Designations DPS Middle Schools

School Building	Agency	MOU	Contract
Edwin Joel Brown	Samaritan	1	0
Wogaman	Samaritan/SCI	1	1
Wright Brothers	Eastway	2	0

Therapist Designations

DPS High Schools

School Building	Agency	MOU	Contract
Thurgood	Easter Seals/South Community	2	0
Dunbar	Easter Seals/	2	0
Meadowdale	South Community	1	0
Stivers	Samaritan	1	0
Innovative Learning Center	Easter Seals		1

Males of Color Updates

2016-17 Accomplishments

- Pilot implementation in 8 DPS Schools serving approximately 329 students
- Conducted student needs assessments
- Provided monthly programs at non MOC Schools (e.g., Black History Tour, Donuts with Dads, MLKing Symposium, Mediation Training, etc.)
- Established MOC Advisory Committee
- MOC Facilitator protocols developed and implemented
- MOC Training Manual completed
- MOC participation criteria created (entrance/exit)

Program Enhancements for 2017-18

- Principal Advisory Committee (quarterly)
- Principal & school standardized communication protocol (weekly)
- Needs Assessments Results (Tentative results demonstrate success of program)
- Timeline of Key Activities (Summer)
- MOC Mandatory Staff Training Plan (e.g., Group facilitation, CPI, Restorative Justice, Peace Circles, Class DOJO, PSC)
- Google Classroom (Attendance)
- Program Marketing Strategy

Upcoming Events

- Established Annual Calendar of Events
- African American Male Summit (09/19/17)
- Men of Color Back to School event (09/29/17)
- Fatherhood Institute Ohio (TBD)

Athletics Updates

Status on Accountability Plan

- Athletic Directors selected for all schools following new application/interview process
- Hiring of Coaches for Fall Sports currently underway
- Winter Sports job postings forthcoming
- Principals, District AD, CAO and others held strategy meeting to address roles, responsibilities and accountability measures
- Established Non Negotiable Compliance Requirements
- Aligning New Administrative Guidelines to current board policies (e.g., Building ADs will be required to attach individual student report cards to student athlete eligibility verification forms to confirm GPA)

Attendance Matters



Success Begins with Fewer Than 10!

Why? Missing 10 days of school is associated with a drop in grades and GPA. For every 10 days a sixth grader missed school, there is an associate 4.5% drop in his/her math and language art grades (ex. from 93% to 88.5%). GPA drops of -.026 pts in 9th grade, -.023 pts in 10th, -.018 pts in 11th and -.017 pts in 12th have been associated with high schoolers missing 10 or more days of school.

What is Chronic Absence?

Chronic Absenteeism is defined as missing 10% or more of the month (2 or more days) or 10% or more of the school year (18 or more days), and includes any type of absence including missing school for illness or family vacation.

Who is affected?

Chronic absenteeism is a national problem. It is of particular concern in DPS at the high school level, grades 9-12 and at the elementary level in kindergarten and 1st grade. Annually, district-wide nearly 3 out of 10 students are chronically absent from school. Over 3,600 of the district's more than 13,000 students regularly miss school.



3 in 10 kindergarteners regularly miss school. They are also more likely to not pass the third grade proficiency test.



2 in 10 6th graders are chronically absent. Their absenteeism is an early drop out warning sign



4 in 10 9th graders miss too much school. This attendance pattern can be used to predict college enrollment and persistence.



Why does it matter?

To understand the extent of the problem, consider the average class size of 25 students and more 3600 students being chronically absent each year. This number equates to over 140 empty classrooms across the district for at least one month and a loss of 65,000 instructional days. If children don't show up to school regularly, they miss out on fundamental reading and math skills and the chance to build a habit of good attendance that will carry them into college and careers.

When do absences impact achievement?



90% or higher

Students with good and regular attendance (90% or higher) outperform chronically absent students on state reading and math tests.



8 or more days

7th graders who missed more than 8 days have average reading scores that dropped below the proficient mark.



12 or more days

3rd and 6th graders who fail to attend school regularly, on average, are non-proficient readers.



15 or more days

On average, 4th graders who miss more than 15 days of school have reading scores below proficient.

What are we doing?



Engaging Families & Communities

Partner with families, businesses and community groups to build and maintain a culture of good attendance habits and provide incentives and supports for regular and improved attendance.

Providing Supports

Use a multi-tiered system of supports that includes preventive strategies (ex. offering extra-curricular activities) and early, targeted and intensive interventions to help students improve and maintain good and regular attendances. District data indicates that **high school students involved in at least one (1) extracurricular activity have 36% fewer lost instructional days than students with zero (0) activities).**



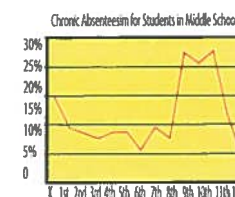
Addressing Barriers

In the district, **chronic absenteeism is 66% more likely for students with diabetes, 39% for ADHD, and 19% for asthma compared to students without any medical conditions.** In collaboration with medical partners, the district has implemented a **Mobile Health Unit** to decrease absences related health concerns.



Tracking the Right Data

The district and building teams are using online tools (**Data Dashboard** and **Attendance Intervention Plans**) to track absences and identify at-risk students. The data is used to intervene with at-risk and chronically absent students.



How can you help?

Let everyone know, **ATTENDANCE MATTERS!** Help our schools with bus tokens/passes, attendance incentives, extra-curricular activities, contact parents, knock on doors or volunteer to become an attendance buddy. **For more information contact 542-3048**

