

Dayton Early College Academy
300 College Park
Dayton, OH 45469

(937) 229-5780

DaytonEarlyCollege.org

DECA PREP
200 Homewood Ave.
Dayton, OH 45405

(937) 610-0110

DECAPrep.org



"This is a school that cares, not just about performing well, but also the overall success of our students, families and community. That's what brings us back every day."

— David A. Taylor, Assistant Superintendent & Principal

DECA

2014 Annual Report to Stakeholders

DECA at a Glance

By the Numbers



THE DAYTON EARLY
COLLEGE ACADEMY

in its 12th year with

465
STUDENTS



in its 3rd year with

455
STUDENTS

Student Population

82% of DECA
students
will be first-generation
college students

93.5%
students of color

73.9%
qualify for **FREE**
and reduced lunches

College Successes

100% of
2014 **GRADUATES** are
college-bound
or serving in the military

95% of
2014
GRADUATES
entered OHIO colleges

27% of DECA
bachelor's degree holders
earning graduate degrees

In the Community

135+
community members
VOLUNTEER
in our two schools.

275+
BUSINESSES
and **NON-PROFITS**
host DECA students
in community-based
LEARNING
(job shadows, internships and service)

Our Mission

The Dayton Early College Academy is singularly focused on preparing urban learners to go to college and graduate.



Board Members

Matthew O. Diggs
Chairman, Retired CEO
Copeland Corporation

Ronald F. Budzik
Vice Chairman, Retired Vice President
Mead Corporation

Thomas E. Bettcher
Retired CEO
Emerson Climate Technologies

Michael E. Carter
Superintendent of School and Community
Partnerships
Sinclair Community College

Patrick G. Donnelly (Ex Officio)
Associate Provost for Faculty/Administrative
Affairs
University of Dayton

David A. Gasper
President
Assisted Patrol

Heather Jackson-Chapman
Licensed Practical Nurse
International Quality Home Healthcare
DECA Parent Representative

Michael J. McQuiston
Partner
The Connor Group

Jacqueline R. Phillips
Associate Vice-President, Resource Development
United Way of Greater Dayton Area
DECA PREP Parent Representative

Vincent J. Russo (Ex Officio)
President/CEO
Aerospace Technologies Associates

Kevin E. Scroggins
Disease Intervention Specialist
Public Health, Dayton & Montgomery County

Thomas P. Whelley II
Partner
Dinsmore & Shohl LLP

Deborah Lee Dynes
Treasurer

Nicholas S. Martin
Assistant to the Treasurer



David A. Taylor
DECA/DECA PREP
Assistant Superintendent

Judy A. Hennessey
DECA/DECA PREP
Superintendent/CEO

A Letter to Stakeholders

We don't have all the answers when it comes to education. What we do have, however, are results.

DECA turns urban learners into college graduates. Virtually all DECA grads go to college; and more than a quarter of our college graduates return to Dayton to start careers. Our approach, people and distinctive “gritty” culture are impacting not just our students’ lives, but the region as a whole.

So what is grit? To us, it means there are no excuses. Our people – students, teachers and administrators – do not give up. Obstacles are challenges to overcome, not barriers to success. That’s the mindset our culture develops and demands; it’s our greatest asset.

Our singular focus is to ensure urban youth succeed in college and life. Successfully navigating the competition and independence of college life requires an array of skills. Academic preparation is, of course, paramount. Students must also be able to analyze complex ideas, write and speak coherently, and master new information. Social skills and character attributes are equally essential. That’s why DECA students strengthen these “soft skills” through job shadows, internships, oral presentations and community service. They also take Sinclair Community College classes. Students’ early exposure to college promotes confidence and prepares them for their next educational step. We call it the “power of place.”

The other reasons for DECA’s success? Our people. Faculty and staff are energized and smart. We have outstanding teachers with passion and skill, capable of teaching with the creativity and innovation our students need. Teachers constantly explore new ways and new technology to engage students in increasingly rigorous content. A DECA teacher wears many hats. Our teachers serve as advisors to groups of approximately 16 students. That group stays together during the students’ time at DECA; it becomes a family. The advisor is counselor, advocate, mentor, coach and motivator. It’s a 24/7 role. Teachers also collaborate and take on responsibilities typically assigned to high-level staff. They hire and they make curriculum decisions.

As with all strong organizations, the DECA Board recognizes succession planning is key to our future. Deeply talented next-generation leaders have been identified and placed in roles to give them the experience to ensure DECA’s culture doesn’t just endure but improves.

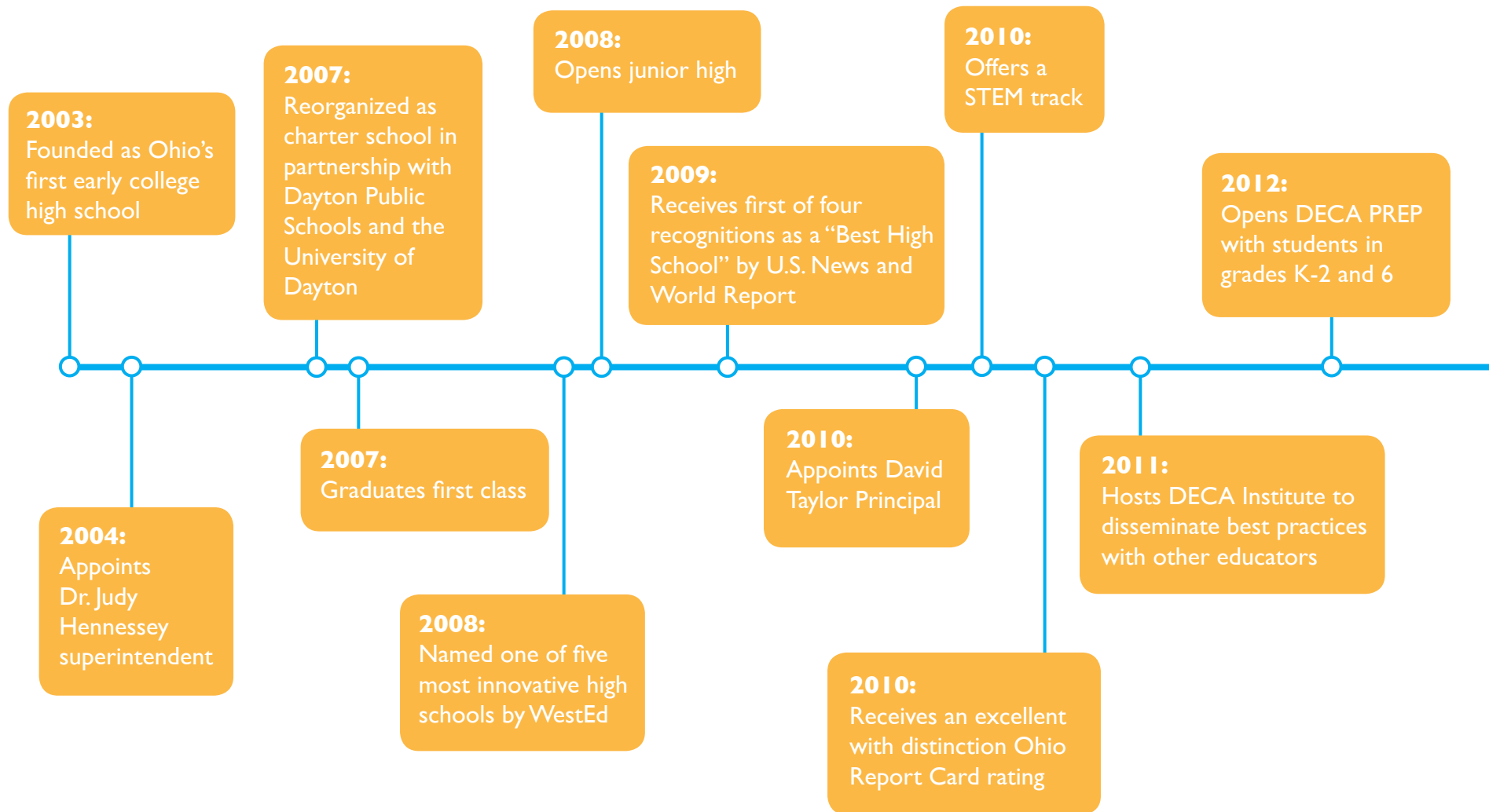
In the following pages we summarize what our people have developed as the DECA model. We also caught up with some of our DECA college graduates. Who continue to make us proud. We know that as a DECA supporter you will share the same feelings of pride and admiration as your investment comes full circle back to the Dayton community.

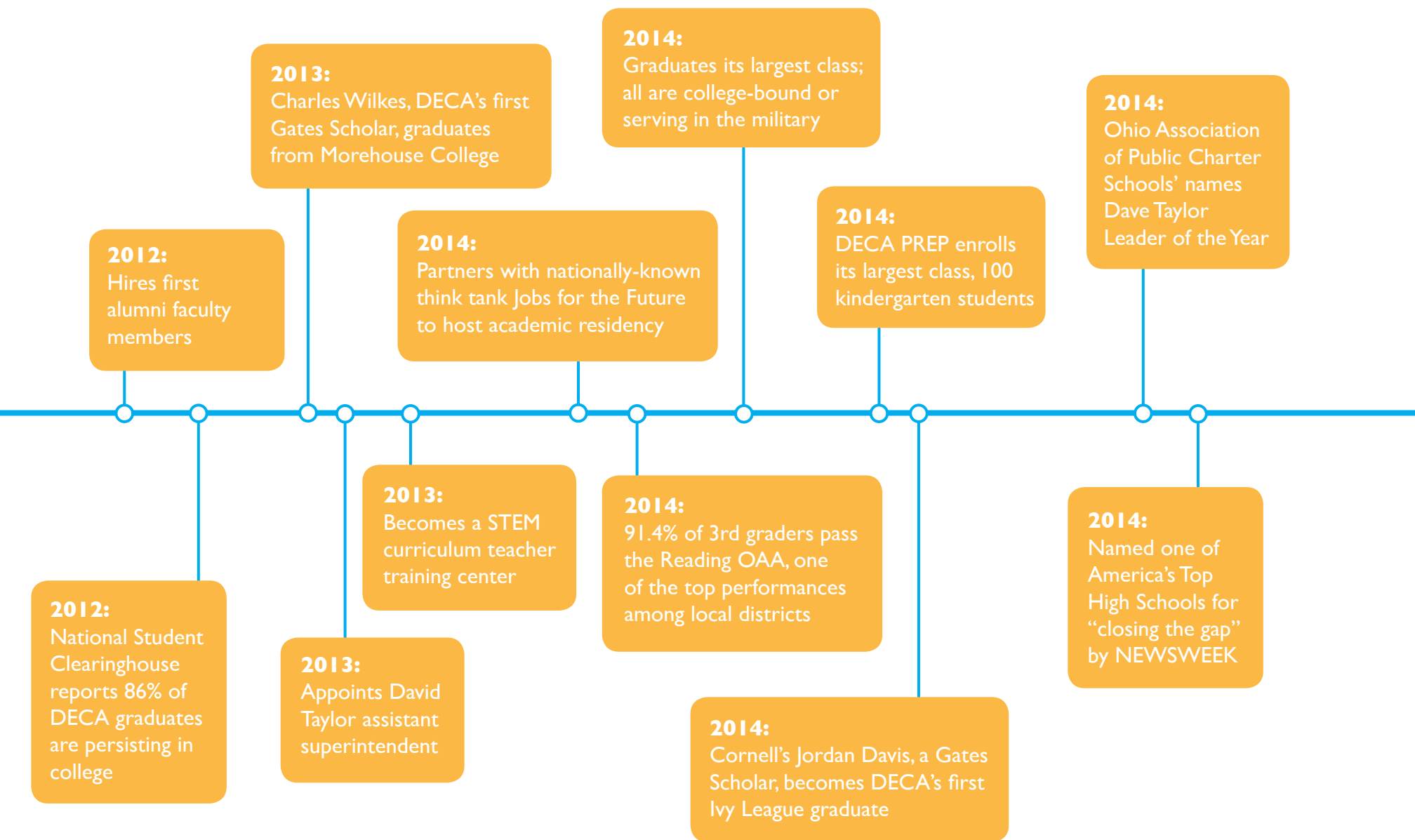
The image shows two handwritten signatures in black ink. The signature on the left is 'Judy Hennessey' and the signature on the right is 'David A. Taylor'.

Judy A. Hennessey

David A. Taylor

A History of Success





PURE GRIT

DECA has evolved from Ohio's only early college high school to an exemplar for schools across the country attempting to prepare urban students for college. With the addition of DECA PREP, the concept of "going to college" permeates down to Dayton's youngest learners.

Building a Culture: from Kindergarten to College

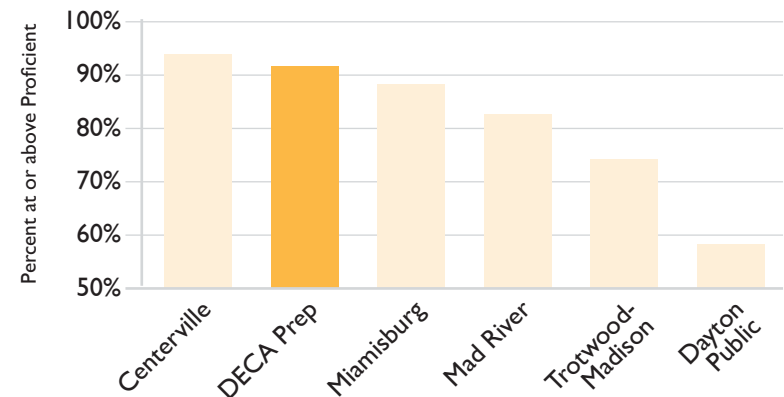
We don't just stress a mindset; we seek success through work ethic. DECA staff track data points (GPA, test score growth and completed homework). DECA PREP models academic skills that take practice. Teachers scaffold small steps with end goals in mind; they celebrate incremental growth in learning and character-building.



A Culture of Sustainable Structures

We set high expectations for our young readers, and they've risen to the occasion. At DECA PREP, **91.4% of third graders** tested as **proficient** for the Ohio Achievement Assessment.

Local 3rd Grade Reading Passage Rate



How did a school with a poverty rate of over 70% accomplish this? Grit and hard work. Teachers and students participated in after-school tutoring sessions, attended school on Saturdays and spent one week of spring break practicing test-taking skills. Parents were pivotal in ensuring students practiced new vocabulary, attended OAA sessions and modeled grit. Students still below level participated in six weeks of intensive summer school.

A Culture of Constant Innovation

Building literacy and critical thinking skills are key components of DECA's science, technology, engineering and math (STEM) instruction. At the elementary level, continued use of a dedicated STEM teacher in the Vectren-provided science lab connects curriculum to students' lives. Even first graders keep a STEM journal in which they write observations, record data and make conclusions. The end result: 19% of 2014 DECA graduates completed the STEM honors distinction.



In August 2014, some of the country's top literacy researchers trained DECA PREP teachers. Our techniques mirror the instruction of top private schools. Students expect their morning lessons to be focused on reading and writing. At both schools, skillful teaching and high expectations work in tandem to produce literacy success.

A Culture of Collaboration

The generosity of the Mathile Family Foundation allowed us to partner with City Connects. Developed by Boston College, City Connects is different from other student support programs because it proactively assesses the strengths and needs of every single child, as opposed to reactively addressing issues as they arise. The City Connects school site coordinators reach out to community partners to leverage supports and enrichments, tailored specifically to each student.



DECA collaborated with Sinclair Community College on a College Readiness and Access Grant awarded by the Ohio Board of Regents. Funds are used for textbooks, advising, study tables and college visits. The purpose of the grant is to allow students to explore and hone in on careers.

"DECA already provides amazing student support through its advisory model. City Connects builds upon that model, adding a uniform, systematic process to assess student needs and then provide solutions."

- Annie Schuermann, DECA's City Connects Site Coordinator

"City Connects offers intervention, prevention and enrichment opportunities and allows staff to acknowledge students' needs. From there we build relationships and identify viable solutions."

-Adairia Kelly, 2007 DECA Graduate,
DECA PREP's City Connects Site Coordinator

A Culture of Career Readiness

Community professionals show our students grit in action! Each year DECA students complete community service, job shadows and internships. DECA partners with hundreds of organizations to provide academic enrichment, career exploration and cultural immersion. These experiences help students create firm, realistic plans for college and set long-term professional goals.

Community Involvement

652
internships

2,168
job shadows

38,158
community service hours

275 +
community
partnerships



“DECA not only provides academic rigor, but also opportunities to think critically and present ideas to others. An internship I acquired while attending DECA at Wright Patterson Air Force Base helped me pick my college major, electrical engineering. I knew DECA helped me acquire the skills and experience necessary for college. Having a high school and college degree is empowering. It’s a gift.”

Jordan Davis – 2010 DECA Grad, 2014 Cornell Grad, currently pursuing Engineering PhD at UC-San Diego

Technology

"My children are being taught with more resources than just books. That makes it interesting. I know my children are getting a quality education."
-Nicole Fuqua, DECA PREP parent

In the Hands of Every Learner

Thanks to the Straight A Fund and a generous local philanthropist, DECA and DECA PREP have taken learning engagement and innovation to a whole new level by offering Chromebooks to every student in grades 1-12. Kindergartners use iPads.

Additionally, the use of e-mail, Google Apps and research tools allows DECA students to take control of their learning while preparing them for life after high school.

Strategic use of technology is positioning our urban learners to compete at the same level as their suburban counterparts.

"Using Chromebooks has not only cut down on paper waste, but it has raised the level of student engagement. They have answers at their fingertips; they investigate topics at a deeper level."

– Gretchen Phillips, 8th grade English Language Arts Teacher/Advisor

"Gone are the days when students spend class time taking notes and apply them to their homework. Our students engage in a 'flipped' classroom model. They complete notes at home using teacher-created YouTube videos. When they return to class the teacher helps them apply the skills. **This is the future of education.**"

– Charles Bull, 6th grade English Language Arts Teacher

"The iPad is a valuable resource for students who haven't been read to enough. Children become fluent readers when they hear what good reading sounds like. Listening to complex text compensates for the difference between their listening and reading vocabularies."

– Michelle Gilbey, Kindergarten Teacher

150 iPads

851 Chromebooks

81 COMPUTER LAB DESKTOPS

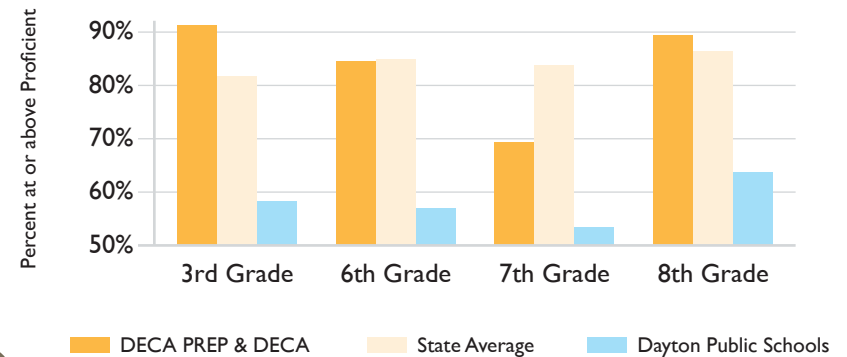
62 SMART Boards

Report Card Highlights

A Culture of Achievement

The Ohio Department of Education's (ODE) report card provides achievement data about public schools. Report card ratings are based on data and achievement scores from the previous school year. The report cards have changed over the years, and we constantly try to improve our ratings. But our basic approach has not changed. We try to balance successful classroom instruction and college readiness while positioning our students to pass high-stakes tests.

Students meeting Reading Proficiency Standards

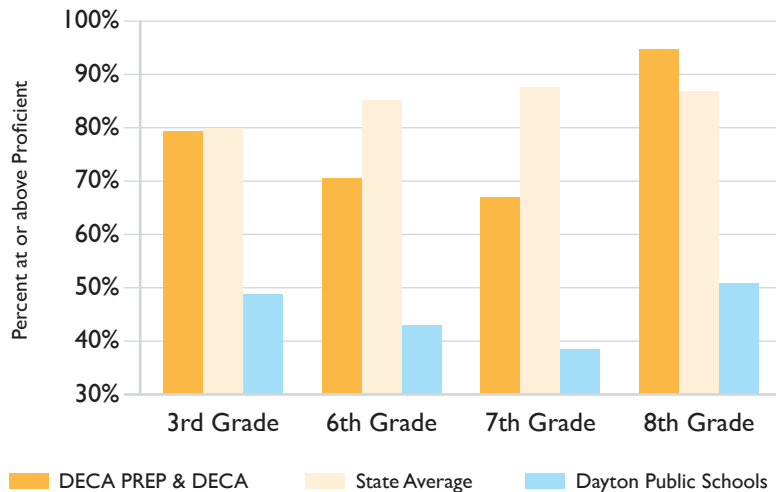


DECA

ODE gave DECA an "A" for value-added growth measures in 7th and 8th grade reading and math. Last year, we added a second 7th grade math class to address skill gaps. We also required academic boot camps on Saturday mornings. The result: 95% of our 8th graders passed math on the OAA.

We received a "B" for overall achievement, meeting 12 of 15 indicators. DECA, the Dayton region's highest-performing charter school, earned a "B" on the performance index, garnering 97.4 of 120 possible points.

Students meeting Math Proficiency Standards

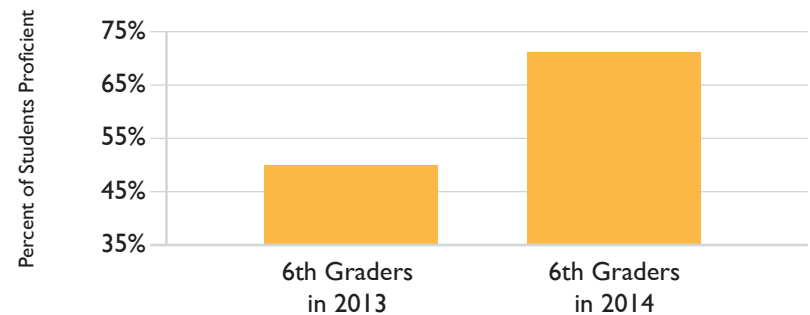


DECA PREP

We saw a remarkable increase in 6th grade math scores on the OAA. Ensuring these students are prepared for the test within seven months of enrolling at DECA PREP is a challenge, but we promote a no-excuses culture. To improve our schools, we've given students more math resources: extended afterschool classes, tutors during class and access to computer-based practice.

DECA PREP's 2013-2014 report card was based solely on the performance of 6th grade due to a gap in enrollment in grades 4 and 5.

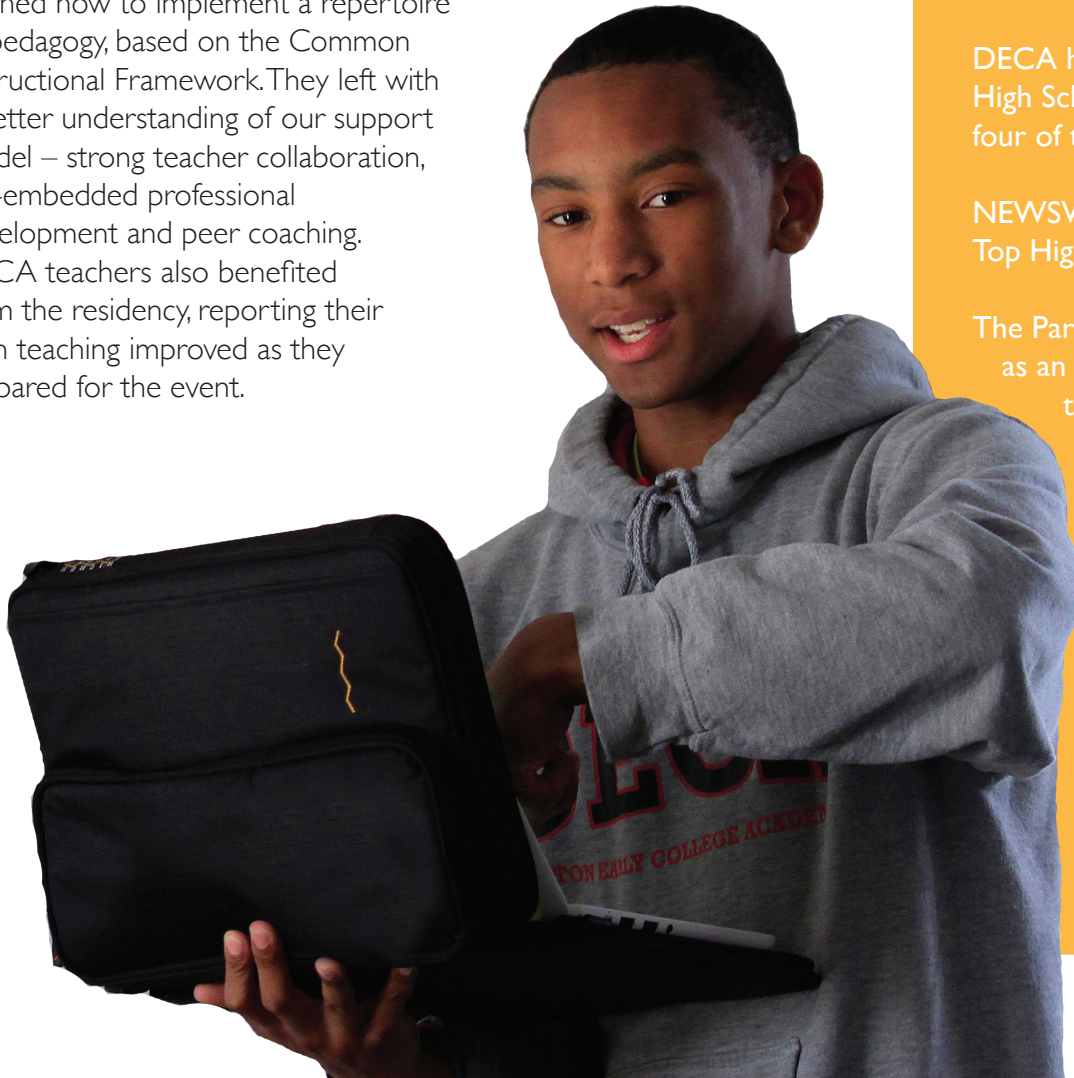
DECA PREP 6th Grade Math Proficiency



While 6th graders were not the same student body in 2013 and 2014, a 20% increase in student proficiency is remarkable.

A Cutting-Edge Culture

In June, DECA hosted an Academic Residency with the Boston-based policy and advocacy think tank, Jobs for the Future. Teachers from all over the country studied DECA's approach. They learned how to implement a repertoire of pedagogy, based on the Common Instructional Framework. They left with a better understanding of our support model – strong teacher collaboration, job-embedded professional development and peer coaching. DECA teachers also benefited from the residency, reporting their own teaching improved as they prepared for the event.



Awards & Recognition

David Taylor was named the Ohio Association of Public Charter Schools' Leader of the Year.

DECA has won a U.S. News and World Report "Best High Schools" Bronze Medal the last three years and in four of the last six years.

NEWSWEEK distinguished DECA as one of America's Top High Schools for "closing the gap" in 2014.

The Partnership for 21st Century Skills recognizes DECA as an Exemplar School. This coalition brings together the partnership of the business community, education leaders and policymakers to advocate for schools building 21st century skills within all students. DECA was selected on the basis of its dedication to STEM curriculum, preparing students for college, using data and developing meaningful partnerships with the community organizations.

Along with Oakwood City Schools, Upper Arlington City Schools and Bexley City Schools; Battelle for Kids awarded DECA the 2013 SOAR Award under Most Improved District for value-added data.

A Culture of Community Support

Community generosity provides the distinguishing quality of a DECA education – resources that create a healthy and safe learning environment. Volunteers donate time, materials and services to give DECA students a totally unique educational experience.

Students are supported by more than 135 committed volunteers who visit our schools weekly. These volunteers work as bucket buddies, book club leaders and editors to support students' academic skills and help them build relationships.

“I’ve worked with 10 students since starting in 2012. DECA PREP students work hard to meet the high academic expectations of their teachers. Nonetheless, these students love their school. While working together, students have told me that they do not want to go on spring break or summer vacation because they would not get to come to school.”

– Kathy Ferrante

“On my refrigerator at home is a picture drawn by one of the students. The picture has a note, ‘Thank you for helping me get better at working.’ The note moved me because my goal as a volunteer is to have a positive impact on each student. I enjoy rooting them on as they continue their path to higher education and I’m grateful for the opportunity to be a community partner with this institution.”

– Kelli Wynn

“We’re thrilled to be a part of this educational community and look forward to working with the children each week because it deeply enriches our lives as much as it helps them. DECA has become a real part of our lives. We find ourselves talking about ‘our’ children to each other and to others. We believe in the mission of DECA and DECA PREP and are happy we play a small part in the development and future success of their vision.”

– Anne and Deacon Mike Mahoney

Financial Sustainability

Privately Funded Student Enhancements

- After school ACT prep courses
- Artist residencies
- Chess Club
- College scholarships
- Cultural events
- DECA and DECA PREP STEM programs
- Gift cards for student incentives
- Improvements to school buildings and grounds
- Internships
- Job shadows
- Leveled reading books
- Math manipulatives
- Mock trial teams
- Professional development for teachers
- Robotics team
- Sporting events
- STEM materials
- Study tables
- Summer school for K-3 struggling early readers
- Summer science program for 3rd and 6th graders
- Technology
- Van used to transport students to community sites
- Winter clothing for students in need

Friends of DECA

DECA and DECA PREP benefit from generous contributions. Donations can be made directly to Friends of DECA (Fund #3637), a fund managed by The Dayton Foundation. Their expertise in charitable giving and donor-centered services ensure all donations are managed efficiently. For more information, please visit: www.daytonfoundation.org



Lean But Successful

With combined annual revenue of \$6.5 million from state and federal government per-student support, DECA and DECA PREP has reached financial sustainability. These recurring government funds cover normal operating costs. Even without the local and state facilities money received by school districts, we are able to provide a superior education and attract outstanding teachers. This is the DECA financial model — lean but successful.

DECA has received the highest opinion possible from state auditors for the fifth consecutive year.

Growth, innovation and enrichment experiences for students, on the other hand, are paid for by private philanthropy and one-time competitive government grants. We classify these as non-recurring revenue and expenditure. For example, the creation and startup of DECA PREP, City Connects program and a school van were all made possible by private donations to our fund, Friends of DECA. The highly competitive Ohio Straight A Grant provided Chromebooks for all our students, summer science and math school, and other educational enhancements. These one-time funds are important, but we cannot depend on them to fuel growth and excellence. Private funding will become even more important in the next few years as we address our long-term facility needs.

Financial reserves at fiscal year-end were \$1.25 million, or about 2.3 months of recurring operating expenses. Maintaining or increasing this cushion for the unforeseen is a challenge as we continue to grow and innovate.

| School Year 2013 – 2014 | | |
|--|---------|--------------|
| Combined Operations (Dollars in Thousands) | | |
| | Revenue | Expenditures |
| Recurring | \$6,490 | \$6,475 |
| Non-Recurring* | \$1,189 | \$1,120 |

Note: Financial statements are on a cash basis, so timing differences between receipt of revenue and payment of expenditures exist.
(Year ending June 30, 2014)

**Including start-up grants and start up expenditures for DECA PREP*

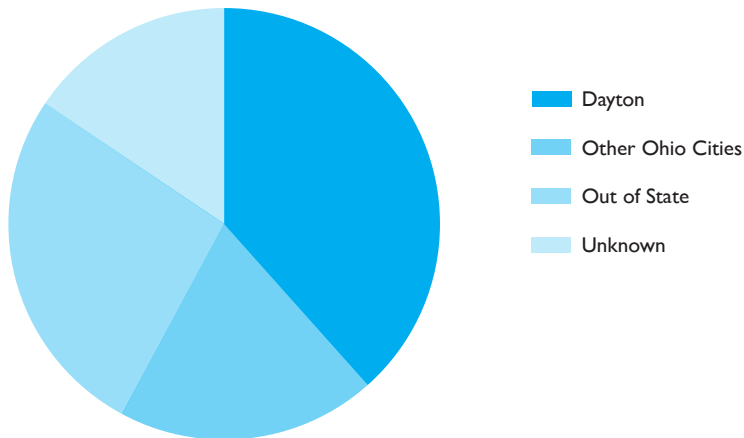
Our Mission Fulfilled

Our main objective is clear; DECA graduates earn college degrees. The success of our graduates proves we are helping students thrive beyond high school. Our mission is fulfilled when we get to acknowledge the completion of a college degree. Graduations serve as a major milestone; they validate our dedication to helping these students prepare for college and life. As of November 2012, National Student Clearinghouse reported 86% of DECA's graduates were persisting in 4-year colleges.

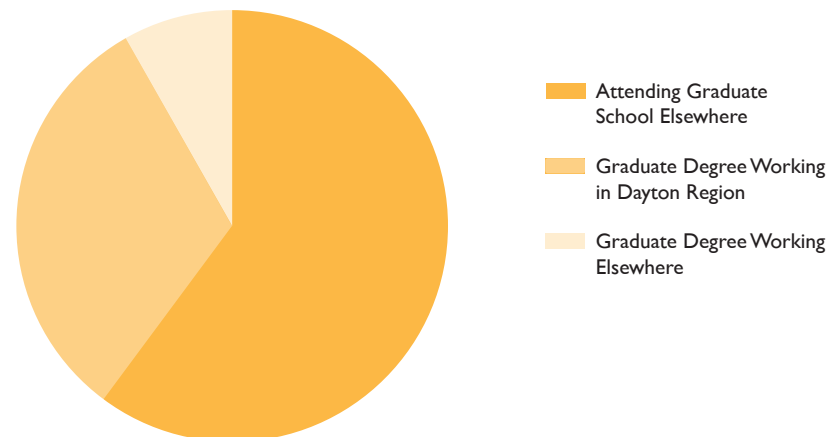
Of those students, 38% of bachelor-earning graduates are living and working in Dayton. Our graduates are providing talent and vision in the Dayton community.



Working DECA College Graduates



DECA Graduates at Masters Level



Margaret Idiake – DECA Graduate, 2009 - University of Dayton, Mechanical Engineering



“DECA is a one-of-a-kind experience. I was influenced by the example set by teachers and the expectation they had for me to succeed,” she said. “As a young professional in the Greater Dayton community, I look forward to maturing into my role as an engineer, but also finding ways to give back to our city.” Margaret is an application engineer at Schneider Electric designing custom circuit panels for customers.

Kenyatta Marsh – DECA Graduate, 2007 – Wright State University, International Studies



DECA’s network of community partners led Kenya to a job with Mr. David Gasper and Mr. Gary Brown, owners of Assisted Patrol. Kenya’s hire at the company was a way, in his words, “to continue to share in the strong mentoring partnerships with Dayton professionals like those I formed with DECA faculty. I have used skills I acquired in high school and college to help me as a young professional in Dayton.”

Marwa Berri – DECA Graduate, 2011 – The Ohio State University, Studying Political Science and Sociology



“I was so nervous for my first college course and about succeeding in college; however I put into action study strategies and time management skills I learned at DECA,” she said. “I was a top performer in the class. My college experience hinged on having the confidence to achieve. DECA gave me that confidence.” Marwa intends to attend graduate school and aspires to work in education policy reform.

Niela Flowers – DECA Graduate, 2014 – Kent State University, Studying Architecture



“Building relationships with teachers and advisors at DECA is so important. They are so supportive and help us find opportunities that propel us to achieve,” she said. “My experience led me to a pivotal internship and the development of a professional mentor. Both DECA experiences transformed my life. It helped me look beyond my hesitations and live up to my full potential.” Niela participated in an internship with Mr. Bear Monita at LWC Incorporated while attending DECA.

Joseph Gordon – DECA Graduate, 2014 – University of Cincinnati, Studying Electrical Engineering



Joseph earned his Associates Degree from Sinclair Community College before earning his high school diploma from DECA. Students begin Sinclair classes as early as their sophomore year, lending the possibility to graduate from high school with half of their college education completed.