



Annual Education Report for the 2022-2023 School Year

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Board of Directors

Jason Cook Bd. President
Erica Dowell-Evans Bd. VP
Anna McGuire Davis
Samuel Seay
Dr. Chad Sloss
Lesa Taylor -Devond
Kerry Townsend
Yufeng Wang
Sherry Boyd

✓ Sponsored by the Ohio Department of Education.

About Us

Located in the heart of Dayton, Ohio, Dayton Business Technology High School is a tuition-free public community high school serving students 9th through 12th grade. Our belief is DBTHS teaches our students how to be resilient in achieving their personal and academic goals. At Dayton Business Technology we pride ourselves in creating a family atmosphere with high expectations. Students at Dayton Business Technology have a unique opportunity to recover credits, develop leadership skills, create a plan for lifelong learning, and practice community stewardship. That is the DBTHS difference!

Vision Statement

Dayton Business Technology High School creates an environment that lights the pathway to success where everyone becomes the best version of themselves.

Our Mission

Dayton Business Technology High School in collaboration with industry and post-secondary institutions provides educational opportunities that demonstrate ambition, leadership and motivation for students. Students are empowered to research industries and/or careers which match their interests and skill level. This process allows students to design a lifestyle versus making a living.



Highlights

- ✓ Averaged 48% growth on STAR math scores from Fall to Spring
- ✓ Averaged 48% growth on STAR reading scores from Fall to Spring
- ✓ (Students growth expectation is 50% and 48% of our students met the expectation)

Sponsor statement

Ohio Revised Code (ORC) 3314.03(D) (2) specifies that the sponsor of the school must "monitor and evaluate the academic and fiscal performance and the organization and operation of the community school on at least an annual basis."

All Ohio community school sponsors must evaluate each school and submit a written report of school academic, financial, organizational performance, and legal compliance to the Ohio Department of Education and make the report available to the parents of students enrolled in the community school.

The Ohio Department of Education, Office of Ohio School Sponsorship evaluates its sponsored schools on the performance of Ohio School Report Card indicators and on performance measures as listed in the school's community school Contract. It is noted that the Ohio School Report Card data is not available for this school year due to the Coronavirus State of Emergency Order as declared by Ohio's Governor, Mike Dewine.

The Office of Ohio School Sponsorship monitors the performance of its sponsored community schools through attendance at governing board meetings, on-site visits and through review of compliance assessments, monthly financial reports, and other reports related to the school's academic, financial and operational performance to ensure compliance with rule and law.

School Progress

Ohio School Report Card Data

Dayton Business Technology High School STAR Assessment for 2022-2023

Overall Achievement	Overall School Grade	NR	Data not available
	Performance Index	57.5%	NA
	Indicators Met	0.0%	NA
Progress	Value Added	NR	Data not available
	Overall	NR	Data not available
	Students with Disabilities	22%	Data not available
	Lowest 20% in Achievement	0.0%	NR
Gap Closing	Annual Measurable Objectives	68%	NR

2022 – 2023 Report Card for

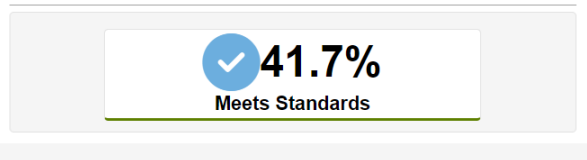
Dayton Business Technology High School



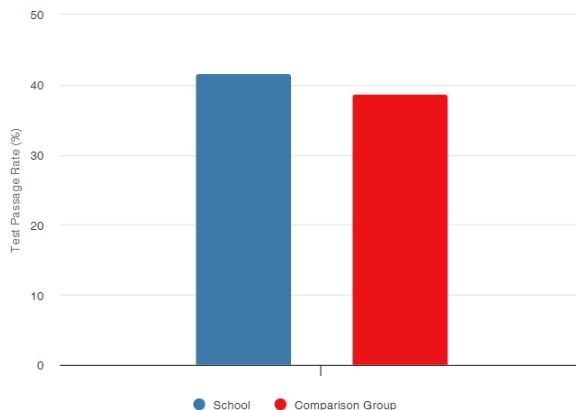
Achievement Component

The High School Test Passage Rate measure represents the number of students who meet applicable criteria on assessments that are required for graduation.

Students Meeting Applicable Criteria on Tests



How Does this School Compare to the Other Dropout Recovery Program Schools in Ohio?





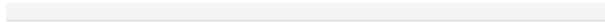
Meets Standards
School Rating

Progress

The Progress component looks closely at the growth that students are making during the school year.

Overall

This measures the progress for all students in math and English language arts using Renaissance Learning's STAR assessments in reading and mathematics.



Progress Details

This table shows the Progress scores by test grade and subject, and includes up to three years of data as available.

Test Grade	Progress		
	Reading	Mathematics	All Tests
All Grades			

Although Progress scores are not assigned letter grades at this level of detail, the grading scale applied at the Overall (All Students, All Tests) level is:

- Exceeds Standards
- Meets Standards
- Does Not Meet Standards
- Value Added data is not available



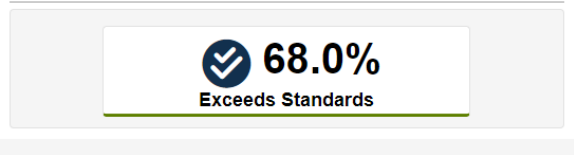
Exceeds Standards
School Rating

Gap Closing

The Gap Closing component shows how well schools are meeting the performance expectations for our most vulnerable populations of students in English language arts, math, and graduation. It also measures how schools are doing in helping English learners to become proficient in English.

Annual Measurable Objectives

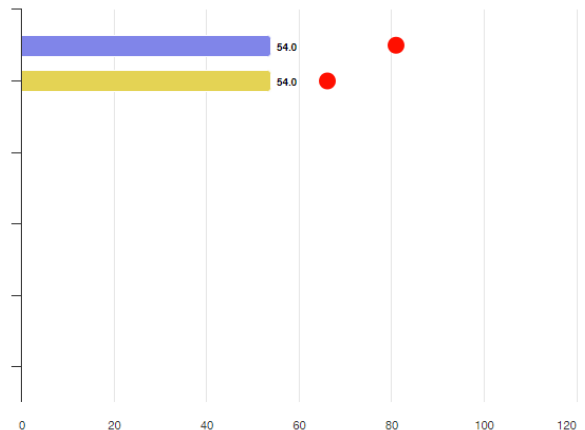
Annual Measurable Objectives (AMOs) compare the performance of each student group to the expected performance goals for that group to determine if gaps exist. These charts show how well each group compares to the state average in ELA, math and graduation. A fourth AMO measures whether English Learners are making progress towards becoming proficient in English. The ultimate goal is for all groups to achieve at high levels.



English Language Arts | **Math** | Graduation Rate

English Learners

Performance Index by Subgroup



Each student subgroup has its own interim goal. Meeting the subgroup goals is one of the ways to meet Annual Measurable Objectives. Subgroups with fewer than 15 students are not rated and do not appear on the graphs.



Graduation Rate

The Graduation Rate component looks at the percent of students who are successfully finishing high school with a diploma in four, five, six, seven or eight years.

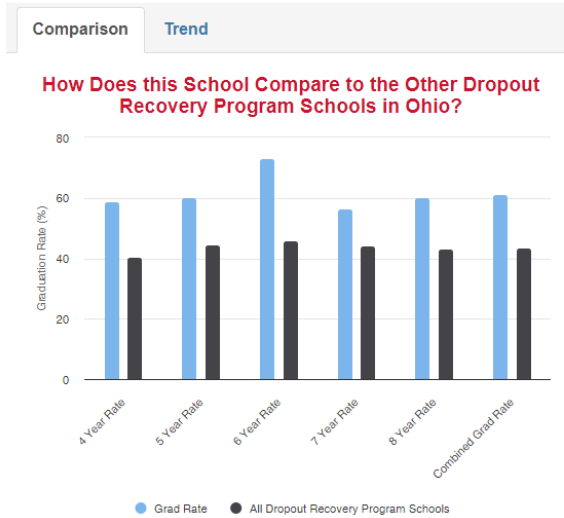
4-Year Graduation Rate

The 4-year graduation rate applies to the Class of 2022 who graduated within four years, i.e. students who entered the 9th grade in the fall of 2018 and graduated by the summer of 2022.



5-Year Graduation Rate

The 5-year graduation rate applies to the Class of 2021 who graduated within five years, i.e. students who entered the 9th grade in the fall of 2017 and graduated by the summer of 2022.



2022-2023 OHIO SPECIAL EDUCATION PROFILE PUBLIC SUMMARY

BASED ON 2021-2022 DATA

ARE CHILDREN WITH DISABILITIES ACHIEVING AT HIGH LEVELS?

Participation in Reading/Language Arts Alternate Assessments **Target:** Less than or equal to 1.00% **Result:** 0.00%

Participation in Math Alternate Assessments **Target:** Less than or equal to 1.00% **Result:** 0.00%

High School Math Proficiency Gap **Target:** 30.91% or less **Result:** 3.13%

TO WHAT EXTENT DO STUDENTS WITH DISABILITIES HAVE ACCESS TO THE GENERAL EDUCATION ENVIRONMENT?

School-age Least Restrictive Educational Environments – Regular Classroom $\geq 80\%$ **Target:** 65.00% or greater **Result:** 100.00%

School-age Least Restrictive Educational Environments – Regular Classroom $< 40\%$

Target: 11.80% or less Result: 0.00%

School-age Least Restrictive Educational Environments – Separate Facilities
Target: 3.60% or less Result: 0.00%

ARE YOUTH WITH DISABILITIES PREPARED FOR LIFE, WORK, AND POSTSECONDARY EDUCATION?

Graduation Target: 62.00% or greater Result: 52.94% **Not Met**

Dropout Target: 16.00% or less Result: 47.06% **Not Met**

Secondary Transition **Target:** 100.00% Result: 100.00%

DOES THE DISTRICT IMPLEMENT IDEA TO IMPROVE SERVICES AND RESULTS FOR CHILDREN WITH DISABILITIES?

Timely Correction of Noncompliance **Target:** No late/uncorrected findings Result: Met

ARE CHILDREN RECEIVING EQUITABLE SERVICES AND SUPPORTS?

Disproportionality: Identification for Special Education (Indicators 9 & 10)
Target: Risk ratio less than or equal to 2.50 Result: ≤2.50

General Information 1

OUR SCHOOL	
Start-up as of	2006
Grades served	9 – 12 / Adult +
School days	165
Local school district	DPS

OUR TEACHERS & STAFF	
% of core classes taught by a properly certified teacher	100%
% of core CTE class taught by a properly certified teacher	100%
% of core courses NOT taught by a Highly Qualified teacher	0%
Teachers with at least a bachelor’s degree	100%
% of core courses taught by a teacher with a temporary certificate	0%

OUR STUDENTS	
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Attendance rate	54%
Number of suspensions	39
Economically disadvantaged	99.7
Students with disabilities	12%
Black	93.%
Multiracial	4%
White	3%
Hispanic	0

Financial Information

A statement of revenues and expenses for July 1, 2022 through June 2023 is listed below.

FTE	65
TOTAL OPERATING REVENUE	\$1,509,653.46
TOTAL OPERATING EXPENDITURES	\$1,712,482.27
TOTAL FEDERAL GRANTS	\$ 640,808.32
TOTAL ASSETS	\$ 725,814.00
TOTAL LIABILITIES	\$ 174,014.00

General Information 2

The curriculum is computer based and aligned to the standards set by the state of Ohio. The software is provided by Edmentum and is called PLATO.

School Leadership

Lisa Minor, Principal/CAO
 Maureen A. Businger, ODE
 Stacey Tipler, Legal Counsel
 Stephanie Ataya, Treasurer
 Dean Beddow, Assistant Treasurer

School staff

Malcolm Fields Administrator/Dean	Keta Miliner Data Specialist	LaTosha Brown Office Coordinator
Luke Frazier ELA/Lead	Arthur Williams Business/CTE Teacher	Rebecca Sommers Science Teacher
Nicole Herrod Credit Recovery	Tammara Mims CR Teacher	Sagar Bhandari Math Teacher

Katherine Spain SS/HIST	Ms. Darden 22+ Teacher	Gwen Spain Food Service
Yolanda Webb SPED	Levinsky Allen Jr Building Manager	Patricia Hart Career Coord.

Partnerships

None

During the 2022-2023 school year, 22% of our students received special education services.

Thirty students received their high school diploma from the DBTHS during the 2022-2023 school year.

Academic Goals

Through the effective use of Edmentum, Plato on-line curriculum, in classroom teaching and Career Technical Education (CTE) courses, should encourage students to improve their learning skills and performance skills to increase academic progress. This will happen through effective classroom management, lesson planning, planning guide, teacher-parent communication, CTE planning guide and the encouragement of our teaching staff. Ultimately, the goal is for all student’s to graduate high school and directly accepted into the workforce. This expectation derives directly from the Dayton Business Technology High School Board and school staff.

In addition, we encourage students to continue to make consistent and steady progress in coursework, develop learning discipline, social skills, responsibilities, etc., needed to become productive citizen in the community.

Through our staff, guest speakers, and in-services we will emphasize what is necessary for job readiness and employment.

Dayton Business Technology High School is currently working through its One Needs Assessment (ONA) three-year plan. DBTHS' three-year plan goals include

1. 100% of students who are unable to demonstrate proficiency at grade level math and reading will be targeted for intervention within two weeks of beginning classes.
2. 100% of teachers will receive trauma informed and PBIS training by May 2023. The Building Leadership Team (BLT) will work with teachers to determine school-wide Tier-1 supports to be implemented throughout the 2023-2024 and 2024-2025 school years.

3. 100% of students will set monthly goals with their teacher mentor and will conference no less often than monthly to evaluate progress toward attendance and academic goals.

During the 2022-2023 school year, met the goals of offering targeted intervention to students who could not show proficiency in math and/or reading. The STAR assessment was used to measure proficiency. 100% of teachers received trauma informed and PBIS training from a trainer provided to us at no cost. Students were assigned teacher mentors with whom they met with at least twice per month to track and assess academic progress.

Testing

DBTHS used the STAR reading and STAR math test to assess gains in student learning and areas of needed intervention. Data was collected from 100% of students and intervention was offered to all students who scored at the intervention or urgent intervention levels.

The High School Test Passage Rate measure represents the number who meet applicable criteria on assessments that are required for graduation. 100% of DBTHS students met the applicable criteria on tests. The school rating for the measure was: Meets Standards.

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2. 100% of teachers will receive trauma informed and PBIS training by May 2022. The Building Leadership Team (BLT) will work with teachers to determine school-wide Tier-1 supports to be implemented throughout the 2022-2023 school year.

3. 100% of students will set monthly goals with their teacher mentor and will conference no less often than monthly to evaluate progress toward attendance and academic goals.

During the 2021-2022 school year, DBTHS met the goals of offering targeted intervention to students who could not show proficiency in math and/or reading. The STAR assessment was used to measure proficiency. 100% of teachers received trauma informed and PBIS training from a trainer provided to us at no cost. Students were assigned teacher mentors with whom they met with at least twice per month to track and assess academic progress.

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