

# ANNUAL PERFORMANCE REPORT

## North Dayton School of Discovery

The ESC of Lake Erie West Community Schools Center is a student-centered authorizer of charter schools, advancing quality educational opportunities throughout the state of Ohio. Every year, the ESC of Lake Erie West (ESCLEW) produces an Annual Performance Report for each community school it oversees. The report provides an overview of the school and a summary of its performance in academics, non-academics (fiscal and organizational/operational), and legal compliance over the current contract term. The report also identifies the school's strengths, areas for improvement, and prospects for renewal.

As an Ohio community school sponsor, The ESC of Lake Erie West has a duty to monitor and provide oversight and technical assistance to all sponsored schools which includes an assessment of each sponsored school's academic performance on an annual basis. Due to a lack of academic data, ESCLEW was unable to complete its assessment of the academic performance of its sponsored schools for the 2020-2021 school year. Due to changes in the data and reporting on the Ohio School Report Card, ESCLEW was unable to complete its assessment of academic performance of its sponsored schools for the 2021-2022 school year.

### I. Overview

School Information				
IRN	Contract Term	Contract Start Date	Contract End Date	Grades Served
143529	5 Years	07/01/2018	06/30/2023	K-8
Address	3901 Turner Rd. Dayton, OH 45415			
Contact	Phone: (937) 278-6671		Fax: (937) 278-6964	
Website	<a href="https://www.nhaschools.com/schools/North-Dayton-School-of-Discovery/en">https://www.nhaschools.com/schools/North-Dayton-School-of-Discovery/en</a>			
Leadership	Ms. Victoria Simmons			
Governing Authority	Kevin Robie, Karl Konsdorf, Darlene Packard, Duane Martin, Ron Adler, Carol Justice			
Mission Statement	<i>North Dayton School of Discovery's mission is to provide a back-to-basics program, focusing on high academic achievement and character development.</i>			
Student Demographics			Enrollment	
Gender	%	#	Grade	#
Female	48.3	258	K	92
Male	51.7	276	1	67
Race/Ethnicity	%	#	2	56
American Indian/Alaskan Native	4	2	3	63
Asian/Pacific Islander	1.1	6	4	52
Black, Non-Hispanic	88.8	474	5	55
Hispanic	2.6	14	6	53
Multiracial	0	0	7	53
White, Non-Hispanic	7.1	38	8	43
Historically Underserved	%	#	9	X
Economically Disadvantaged	86.5	461	10	
English Learner	12.2	65	11	
Migrant	0	0	12	
Students with Disabilities	13.5	72	Total	

## II. Academic Performance

Achievement	
Performance Index	
2021-2022	Met
2020-2021	Not Met
2019-2020	N/A
2018-2019	Met
Indicators Met	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	Not Met
Chronic Absenteeism	
2021-2022	Not Met
2020-2021	Met
2019-2020	Met
2018-2019	N/A
Progress	
Value-Added Overall	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	Met
Gifted Students	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	N/A
Students with Disabilities	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	Met
Lowest 20% in Achievement	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	Met
Graduation Rate	
4-Yr. Graduation Rate	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	N/A
5-Yr. Graduation Rate	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	N/A

Gap Closing	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	N/A
Improving At-Risk K-3 Readers	
Lit. Improvement Moved to On-Track	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	N/A
3rd Grade Reading Guarantee	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	N/A
State Reading/ELA Test Proficiency	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	N/A
Prepared for Success	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	N/A
Other Academic Measures	
Specific Subgroup	
2021-2022	Not Met
2020-2021	N/A
2019-2020	N/A
2018-2019	N/A
Nationally Normed Assessment - Reading	
2021-2022	Not Met
Nationally Normed Assessment – Math	
2021-2022	Not Met
Nationally Normed Assessment - K-3 Lit.	
2021-2022	Met
Other Academic Measures	
Similar School #1	
2021-2022	Met
2020-2021	N/A
2019-2020	N/A
2018-2019	Met
Similar School #2	
2021-2022	Met
2020-2021	Met
2019-2020	N/A
2018-2019	N/A

### III. Non-Academic Performance

Mission Specific	
2021-2022	Met
2020-2021	Met
2019-2020	Met
2018-2019	Met
Parent Satisfaction	
2021-2022	Not Met
2020-2021	Met
2019-2020	N/A
2018-2019	Not Met
Student Discipline	
Grades K-3	
2021-2022	Not Met
2020-2021	Met
2019-2020	Met
2018-2019	N/A
Grades 4-8	
2021-2022	Met
2020-2021	Met
2019-2020	Not Met
2018-2019	N/A
Grades 9-12	
2021-2022	N/A
2020-2021	N/A
2019-2020	N/A
2018-2019	N/A

Governing Board Performance	
2021-2022	Met
2020-2021	N/A
2019-2020	Not Met
2018-2019	Met
Organizational & Operational	
On-Time Rate	
2021-2022	Met
2020-2021	Met
2019-2020	Met
2018-2019	Met
Accuracy Percentage	
2021-2022	Met
2020-2021	Met
2019-2020	Met
2018-2019	Met
Financial Performance	
2021-2022	Met
2020-2021	Met
2019-2020	Met
2018-2019	N/A
Financial Sustainability	
2021-2022	Not Met
2020-2021	Not Met
2019-2020	Met
2018-2019	N/A

### IV. Legal Compliance

North Dayton School of Discovery was in compliance with all applicable state and federal laws, rules, and regulations for the 2021-2022 school year.

### V. Corrective Action Plan (CAP)

North Dayton School of Discovery was not on a Corrective Action Plan (CAP) during the 2021-2022 school year.

## VI. Performance Summary

<b>Performance Summary</b>	
<b>Areas of Strength</b>	<p>For most of the school year, North Dayton School of Discovery experienced staffing vacancies. Despite these challenges, the administrative team worked together to develop creative solutions as new needs arose. Staff were flexible and willing to adjust roles and responsibilities to ensure quality instruction continued each day. Together, all the staff demonstrated a high level of commitment, teamwork and perseverance.</p> <p>The North Dayton staff demonstrated intentionality in rebuilding a sense of community within the school following the COVID-19 pandemic. They initiated several new sports programs and clubs, partnered with area organizations, and offered several special events for students, families, and community members.</p> <p>Academically, the school embodied their motto “Make Every Moment Matter”. Staff were diligent in taking advantage of every moment for learning. They administered benchmark and formative assessments with fidelity, and they developed a strong process for analyzing and discussing data to make instructional decisions and intervention needs. Ms. Simmons and the deans excelled in observing and coaching teachers in instructional delivery. As a result, the benchmark data demonstrated student growth in reading and math.</p>
<b>Areas for Improvement</b>	<p>In preparation for the 2022-23 school year, National Heritage Academies and Ms. Simmons are encouraged to make staff recruitment and staff retention a high priority to ensure the school is fully staffed at the start of the school year.</p> <p>Ms. Simmons and the leadership team have expressed their desire to have a greater emphasis on Positive Behavioral Interventions and Supports, as well as social-emotional learning, in an effort to reduce the number of out of school suspensions. To address this goal, they plan to adopt a new social-emotional curriculum and hire a school counselor. The leadership team is encouraged to consider how they will support teachers in learning the new curriculum, what observables they expect to see implemented throughout the year, and how they will coach and support teachers with consistent implementation of PBIS strategies and social-emotional learning in order to decrease out of school suspensions in grades 4-8 and eliminate out of school suspensions in grades K-3.</p> <p>Academically, Ms. Simmons has a goal of increasing overall math proficiency and increasing literacy proficiency in second grade. In preparation for the 2022-23 school year, the administration team and building leadership team is encouraged to consider what instructional and coaching strategies have positively contributed to student academic growth and which have not, and in what ways do leaders and staff need to refine, adjust, or develop high leverage teaching and coaching practices.</p>
<b>Prospects for Renewal</b>	Probable