



Richard Allen Schools

Annual Report 2014-2015



OUR MISSION

Richard Allen Schools are committed to educating students in the spirit of the life of the courageous leader Bishop Richard Allen. Consequently, integral to their intellectual, moral, and social development, Richard Allen Schools graduates

- Demonstrate academic proficiency.
- Demonstrate self-discipline and self-reliance.
- Work to achieve their full potential.
- Serve others, especially the disadvantaged.
- Embrace responsible, active citizenry.
- Respect the worth and dignity of self and others.

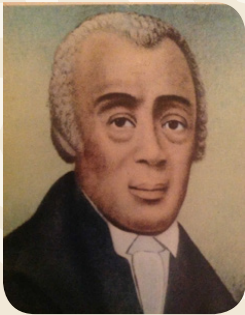
OUR VISION

Richard Allen Schools visualize a future of unlimited achievement and success for our students premised on a close partnership with our customer-families. This vision is grounded in the conviction that students want and need to seek truth and knowledge in a wholesome, supportive, and rigorous school setting.

OUR COMMITMENT

Each school day every student is challenged to emulate the ideals of our namesake, Bishop Richard Allen. These ideals are self-discipline and self-reliance. It is our conviction that a student who possesses these two personal characteristics has within his or her grasp the foundation for success in school and success in life.

Our Namesake: Bishop Richard Allen



Richard Allen and his three siblings were born into slavery in Pennsylvania in the mid 1700s. When the family was sold to a plantation owner in Delaware, Allen began his fellowship work. After teaching himself to read and write, he joined the Methodist Society of Preachers and soon began to lead their meetings. His activity impressed his owner, who allowed Richard Allen and his brothers the opportunity to purchase their freedom. In pursuit of this goal, Rev. Allen held a variety of odd jobs, continued his ministry, and converted his owner to the Methodist faith.

In 1787, while kneeling in prayer at St. George's Methodist Church, Allen, Absalom Jones, and other black worshipers were pulled from the church by St. George's officials. As a result of this action, Allen and Jones organized the independent Free African Society on April 12, 1787. This organization dedicated itself to serving all humanity, denouncing slavery, and spearheading the establishment of an "African Church." On July 17, 1794, Allen, a Methodist, and Jones, an Episcopalian, opened Bethel Church in Philadelphia. On

April 9, 1816, Rev. Allen unified the two factions and formed the first African Methodist Episcopal (A.M.E.) Church. A.M.E membership now exceeds three million faithful around the world.

In addition to Bishop Allen's international and historical success in creating a church embraced by the black community, he was also a leader in community service and entrepreneurial endeavors. He opened a day school for black children, developed the Free African Society into a benevolent organization offering mutual aid to free blacks, and started the Insurance Society of Philadelphia.

The background is a solid blue gradient. Overlaid on this is a large, faint, stylized graphic of a tree with a star at its top. The tree's branches and leaves are rendered in a lighter shade of blue, creating a subtle watermark effect. The star is a five-pointed star with a circular center.

STUDENTS SHOW THE WAY:

Six Principles of a Richard Allen Education

ACADEMIC PROFICIENCY



While successful RA grads moved on to middle and high school, young hopefuls like this kindergarten valedictorian completed the first leg of the academic journey.

SELF-DISCIPLINE & SELF-RELIANCE



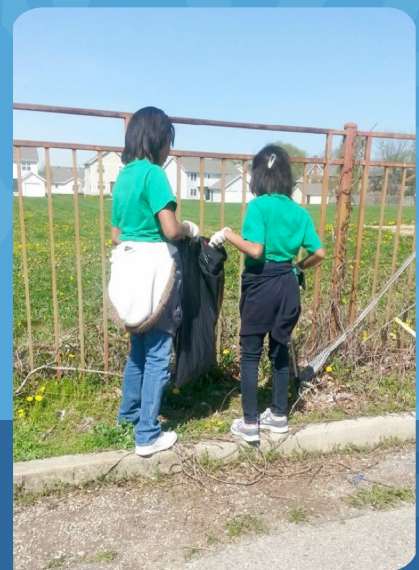
Band, karate, debate team, and other enrichment opportunities helped students learn the arts of self-discipline and self-reliance by challenging students to focus their energy and become better through diligent practice.

RESPECT FOR THE WORTH & DIGNITY OF SELF AND OTHERS



Students learned to respect differences by studying Mandarin Chinese language and culture, while Hispanic Heritage and Black History Month celebrations served to deepen this awareness.

RESPONSIBLE, ACTIVE CITIZENRY



One campus "Green Team" helped clean up the neighborhood, while another campus raised funds for Pennies for Patients as students bought enough pieces of tape to stick their principal to the wall.

SERVICE TO OTHERS



National Junior Honor Society members once again completed service hours with various charitable organizations, such as Dayton's House of Bread community kitchen. Students and volunteers from the Freedom Schools program helped feed their community this summer with donated food items.

ACHIEVING ONE'S FULL POTENTIAL



Alumni continue to strive for success after leaving RAS, with many attending private high schools and honors programs. Additionally, older RA alumni's Spring 2015 commencements included Xavier University, Howard University, Wright State University, and the University of Dayton.



THE RAS COMMUNITY

FACULTY & STAFF

The Richard Allen Schools rely on talented, dedicated faculty and staff members to help our students reach their full potential and more. In addition to grade-level and core content area educators, our staff includes physical education, karate, music, art, computer science, and foreign language teachers. Our social services team also helps us address student and family needs in a holistic way.

FORMATIVE INSTRUCTIONAL PRACTICES

Teachers continued to study and refine the use of formative instructional practices (FIP) in their classrooms. Clear, standards-based targets for student learning, accurate evidence of student learning, effective feedback, and student ownership are the continuing goals for best practice in the district. Professional learning opportunities included whole-staff workshops, campus meeting facilitation, team-level study, and online modules.



An internal team of teachers and administrators from each campus helped facilitate FIP learning in the buildings this year, and teachers were recognized during "FIP-spotting" expeditions for embedding best practices in their instruction. Members of the team delivered a presentation about FIP implementation and sustainability at the ODE/Battelle for Kids Connect for Success Conference in June.

RESIDENT EDUCATOR PROGRAM

The district's Resident Educator (RE) program provides a rich learning experience for new teachers with mentor assistance and opportunities for goal-setting and reflection. Now in its fourth year, the program meets the requirements set forth by the Ohio Department of Education for new teacher residency programs, helping Resident Educators develop additional skills, analyze their instructional practices and student learning, receive job-embedded professional development, and focus on continuous improvement.



FAMILY & COMMUNITY

The partnership between home and school is the foundation of the Richard Allen Way. Family commitment and support help students reach their full potential. The Parent and Student Handbook provides guidance for home and school success, outlining expectations for student academics and behavior. The Parent Agreement, signed by parents and principals each school year, formalizes the partnership so essential to student success.

The schools have sustained an average parent-teacher conference participation rate of over 90% for many years now as a result of this home-school bond.



Our schools have an open-door policy and welcome parent and community visitors. Regular volunteer days and community events are part of the schools' culture, and celebrations such as "Daring Dads" and "Marvelous Moms" allow parents to enjoy their students in the school setting. "Foster Grandparents" are assigned to a number of homerooms and play an important role in mentoring and modeling for young students. Other community partnerships include Sinclair Community College, Cedarville University, K12 Gallery, the United Way, and Junior Achievement.

Teacher Evaluation Ratings: 2014-2015 District Summary

EVALUATION SYSTEM: *Student Growth Matters*

EFFECTIVENESS RATINGS	NUMBER OF TEACHERS
ACCOMPLISHED	4
SKILLED	34
DEVELOPING	19
INEFFECTIVE	0

Aligned with Ohio's updated evaluation requirements, the RAS evaluation system is designed to broaden and strengthen instructional and instructional leadership skills. The process complements and supports each faculty member's professional growth plan by fostering the continuous refinement of teaching and leadership strategies and practices.

Teachers are evaluated in four domains based on Ohio's Standards for the Teaching Profession: Planning, Classroom Environment, Instruction, and Professional Responsibilities. This total performance measure accounts for fifty percent of a teacher's effective rating. The other half is derived from student growth data, including value-added data, vendor assessments, and locally developed measures.

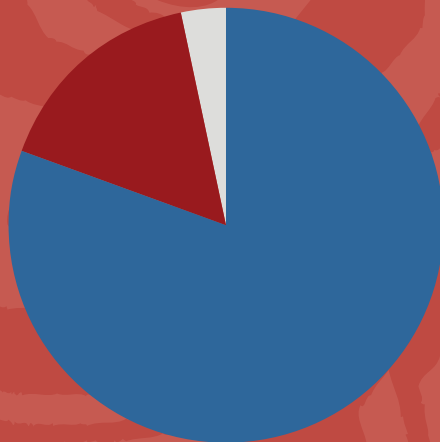
Ohio's Principal Evaluation System (OPES), fully adopted at RAS, also uses principal performance ratings and student growth measures to determine a summative effectiveness rating for principals.

FINANCIAL REPORT, 2014-2015

As of June 30, 2015 (unaudited)

REVENUE	RAA	RAAII	RAAIII	RAP	COMBINED
State Foundation	553,373.65	2,349,411.07	1,212,021.63	1,156,192.65	5,270,999.00
Federal & State Grants	176,255.97	561,519.51	234,112.17	334,643.61	1,306,531.26
Other	11,560.61	50,545.00	23,623.69	27,814.68	113,543.98
TOTAL REVENUE	741,190.23	2,961,475.58	1,469,757.49	1,518,650.94	6,691,074.24

EXPENSES	RAA	RAAII	RAAIII	RAP	COMBINED
Purchased Services	722,548.71	2,888,047.34	1,433,882.35	1,480,245.31	6,524,723.71
Professional Services	72,018.98	57,660.33	49,978.46	51,066.67	230,724.44
Audit	10,767.00	23,457.00	10,867.50	13,038.00	58,129.50
Other	422.00	632.24	5.00	36.00	1,095.24
TOTAL EXPENSES	805,756.69	2,969,796.91	1,494,733.31	1,544,385.98	6,814,672.89
<i>Surplus/(Deficit)</i>	<i>(64,566.46)</i>	<i>(8,321.33)</i>	<i>(24,975.82)</i>	<i>(25,735.04)</i>	<i>(123,598.65)</i>



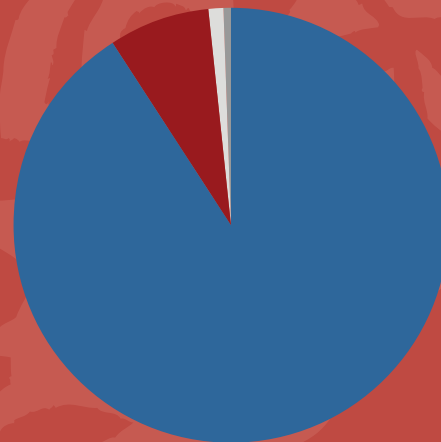
State Foundation



Federal & State Grants



Other



Purchased Services



Professional Services



Audit Fees



Others





STUDENT PERFORMANCE: *IOWA & TERRA NOVA TESTS*

*Based on expected gain of 6 months (September - March);
R = Reading, M = Math*

State achievement data are forthcoming. Due to changes in assessment, school report cards will not be published until January 2016.

RICHARD ALLEN PREPARATORY

Kindergarten & 1st Grade

Fall 2014 Grade Equivalent



Spring 2015 Grade Equivalent



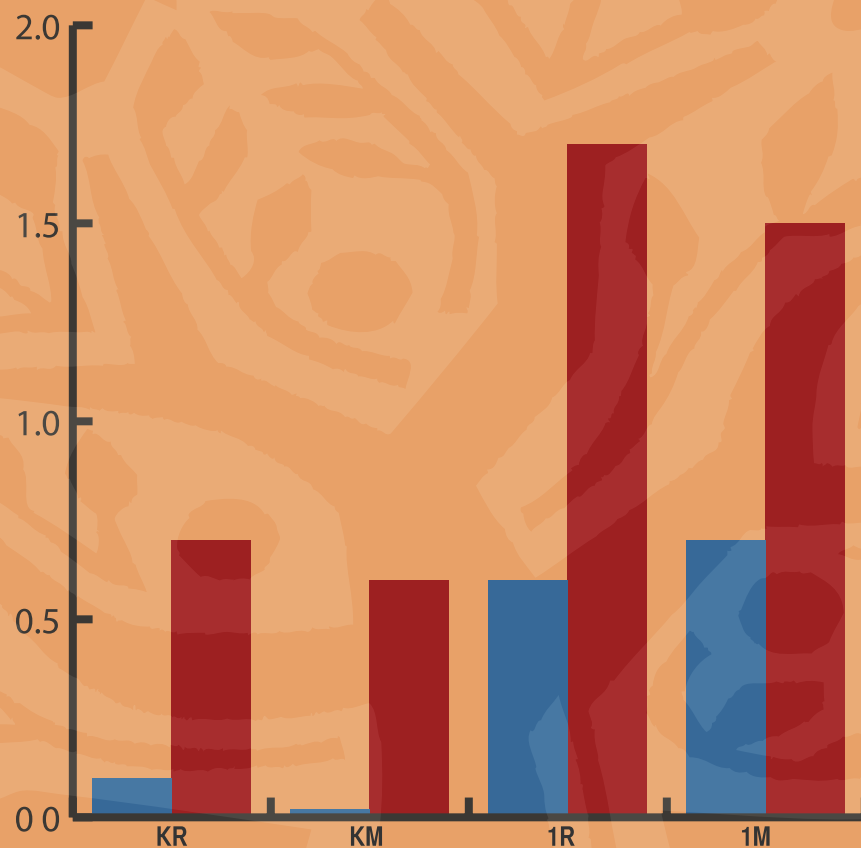
RAP - GAINS

KR Gain
+0.6

KM Gain
+0.6

1R Gain
+1.1

1M Gain
+0.8



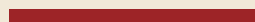
RICHARD ALLEN ACADEMY

Grades 7-8

Fall 2014 Grade Equivalent



Spring 2015 Grade Equivalent



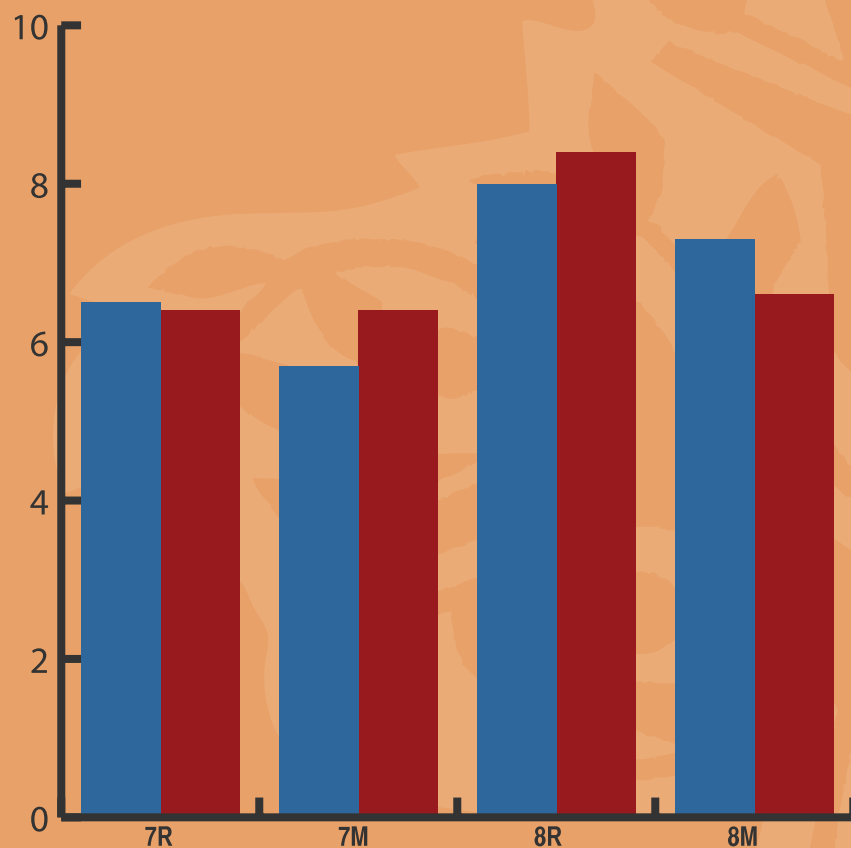
RAA - GAINS

7R Gain
-0.1

7M Gain
+0.7

8R Gain
+0.4

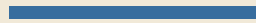
8M Gain
-0.7



RICHARD ALLEN ACADEMY II

Grades 2-6

Fall 2014 Grade Equivalent

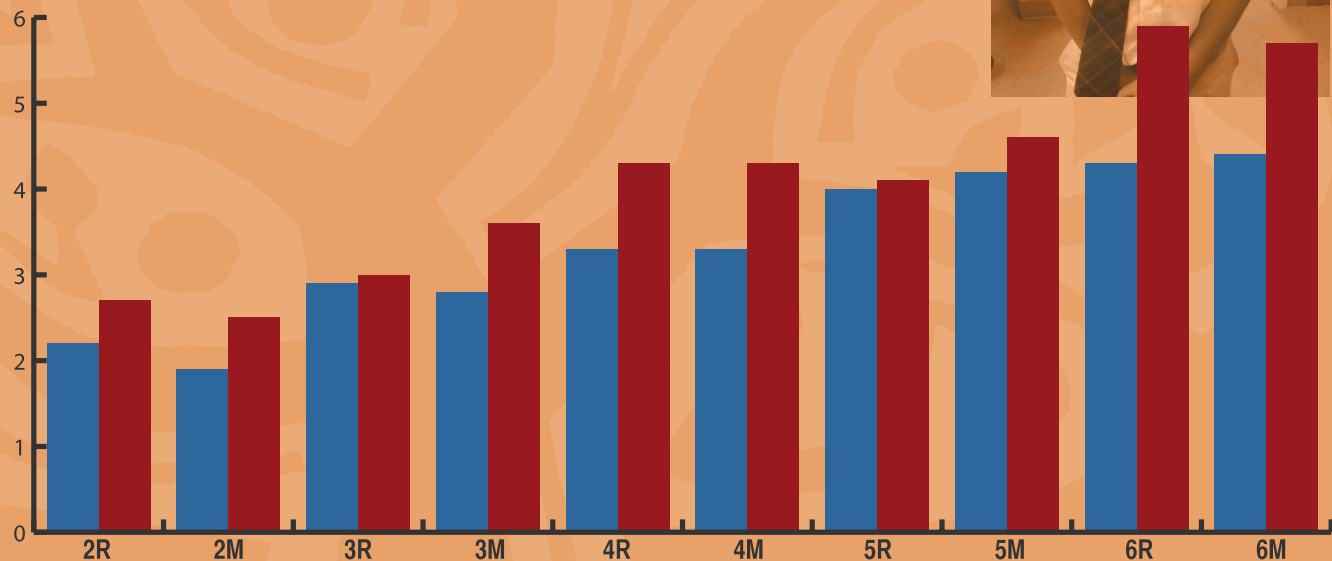


Spring 2015 Grade Equivalent



RAAII - GAINS

2R Gain +0.5	2M Gain +0.6	3R Gain +0.1	3M Gain +0.8	4R Gain +1.0
4M Gain +1.0	5R Gain +0.1	5M Gain +0.4	6R Gain +1.6	6M Gain +1.3



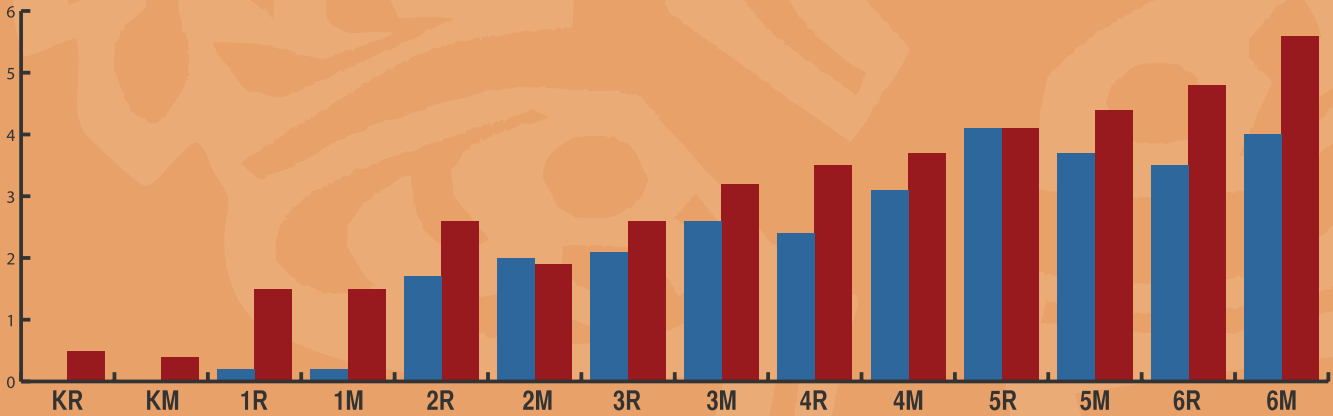
RICHARD ALLEN ACADEMY III

Grades K-6

Fall 2014 Grade Equivalent	<div></div>
Spring 2015 Grade Equivalent	<div></div>

RAAIII - GAINS

KR Gain +0.6	KM Gain +0.6	1R Gain +1.3	1M Gain +1.3	2R Gain +0.9
2M Gain +0.1	3R Gain +0.5	3M Gain +0.8	4R Gain +1.1	4M Gain +0.7
5R Gain +0	5M Gain +0.7	6R Gain +1.3	6M Gain +1.6	



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