Seeking
QUALITY
in the Face of
ADVERSITY

2008-09
Fordham Sponsorship Accountability Report

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Accountability Report

Thomas B. Fordham Foundation

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THOMAS B.
FORDHAM
FOUNDATION
Advancing Educational Excellence

Table of Contents

Acknowledgments

The Thomas B. Fordham Foundation (Fordham) would like to recognize several organizations and individuals with whom we worked in 2008-09. First and foremost, we would like to acknowledge the staff, leadership, and governing authorities at each of our sponsored schools for their efforts and hard work. Additionally, we greatly appreciate the generosity of the Bill and Melinda Gates Foundation, which has been essential in supporting and building the sponsorship program at Fordham.

We are also grateful to Chas Kidwell and his colleagues at Porter, Wright, Morris & Arthur for their advice and counsel; our colleagues at the National Association of Charter School Authorizers (NACSA); the Office of Community Schools at the Ohio Department of Education; and Larry Brannan and the team at Corporate Computer.

Mission Statement of the Thomas B. Fordham Foundation

The Thomas B. Fordham Foundation and its sister organization, the Thomas B. Fordham Institute, believe that all children deserve a high-quality K-12 education at the school of their choice. Nationally and in our home state of Ohio, we strive to close America's vexing achievement gaps by raising standards, strengthening accountability, and expanding education options for students and families.

Our work is grounded in these convictions:

- schools exist to meet the educational needs of children, not the interests of institutions or adults;

- the path to increased student learning is to set ambitious standards; employ rigorous assessments; and hold students, teachers, and schools accountable for performance, while giving educators the freedom, authority, and resources they need to do the job;

- every school should deliver a comprehensive, content-rich curriculum taught by knowledgeable teachers; and

- all parents should have the opportunity to select among a variety of high-quality schools for their children.

We advance the reform of American education by:

- engaging in solid research and provocative analysis;

- disseminating information and ideas that shape the debate;

- supporting quality schools and organizations in our hometown of Dayton and across the state of Ohio;

- identifying and developing talent for roles in education policy leadership and scholarship;

- sponsoring charter schools in Ohio and building their academic excellence; and

- informing policy makers at every level about promising solutions to pressing education problems.

Year in Review:
Ohio's Charter Schools Under Threat

2008-09 was a year of existential threats to charter schools in Ohio. Those threats, and the uncertainties and anxieties that they fostered, were felt acutely by the Thomas B. Fordham Foundation's sponsorship program and by the six schools that we sponsor in Dayton, Columbus, Cincinnati and Springfield.

When Governor Strickland released his version of the state's biennial budget (H.B. 1) in February 2009, it would have, as we wrote for the *Akron Beacon Journal* at the time, deprived charters "of vital limbs and organs." It would have severely worsened the funding inequities between charter and district schools. And it would have added greatly to the regulatory burden on all charters, good, bad and middling. In barring 'for-

profit' school operators, it failed to distinguish between shady managers of squalid schools and outstanding providers of quality education. (That both may be profit-seeking seems to us entirely beside the point.)

"Put it all together," we warned at the time, "and it's hard to picture any high-octane charter operator wanting to work in Ohio. The operations will instead go to states that welcome and support them. This would be a blow for needy children and families."[1]

If the governor's charter school proposals were to become law, we advised Fordham's trustees in late February, the following likely would happen:

1. Most, if not all, of our current schools would close;

Chart I: Average Per Pupil Spending, Ohio Districts and Charters over Time (in constant 2009 dollars)
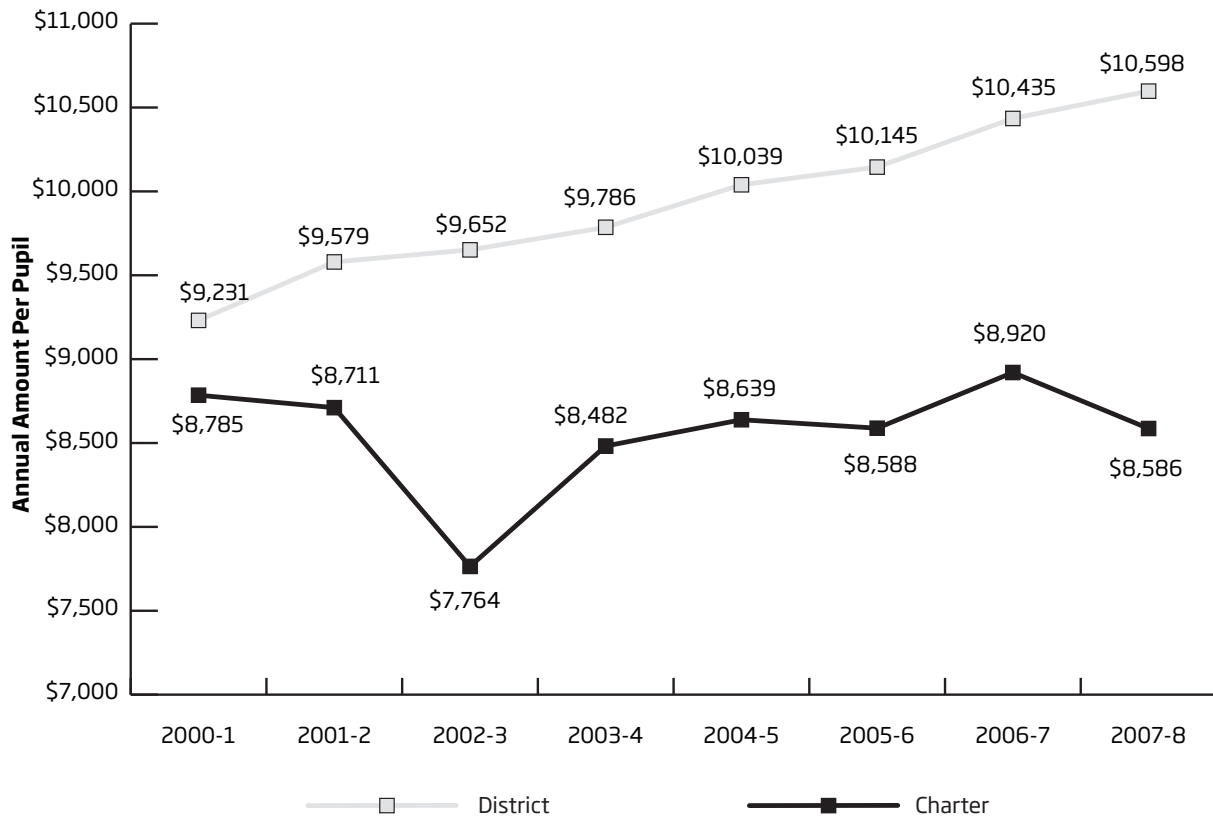
Sources: Ohio Department of Education Interactive Local Report Card
Bureau of Labor Statistics CPI Inflation Calculator

2. It would become far harder, probably impossible, to recruit decent new school operators to Ohio; and

3. We'd feel compelled to seriously consider ceasing our sponsorship efforts.

Particularly galling was Governor Strickland's plan to boost funding for traditional public schools while cutting funding further for charter schools. We're keenly aware that charter schools are already underfunded in comparison to district schools (see chart I). And children in Fordham-sponsored schools are predominantly black (93 percent, though 24 percent of children in public schools statewide are black), and most are poor. In 2007-8, 87.5 percent of pupils in Fordham-sponsored schools participated in the federal Free and Reduced Lunch program; statewide, just 37.7 percent of all public school students did so. Such heightened inequities struck us as unjustifiable, indeed discriminatory and cruel.

In the General Assembly, the House agreed with the governor and passed his budget largely intact on a party-line vote in late April. It appeared that Ohio Democrats were united around the governor's efforts to curb and possibly kill off this education-reform strategy once and for all.

This was not their party's national position, however. In Washington, D.C., and in many states and cities, some of America's foremost charter advocates were Democrats, beginning with President Barack Obama and education secretary Arne Duncan. Democratic mayors have been especially strong for quality charter schools, notably Richard Daley in Chicago; Adrian Fenty in Washington; Corey Booker in Newark; and Bart Peterson, the former mayor of Indianapolis. During the 2008 campaign, then-Senator Obama picked – of all places – Dayton to highlight his own support for charters.

In Ohio, however, the task of protecting charter schools in 2009 fell to the Republican-controlled Senate, which gave the governor most everything else he wanted on the education front – including his ill-conceived school funding scheme – but held the line on charters. On July 17, the governor signed the state's $50.5 billion biennial budget, providing the same basic level of funding for charter schools as in earlier years. Further, the governor's punitive regulatory burdens on schools and sponsors were purged from the final law by the Senate.

Remarkably, some common-sense reforms were also incorporated, including making all sponsors accountable for their performance to the Ohio Department of Education and strengthening the "academic death penalty" for truly low performing charter schools. (Sixteen such are now slated to close at the end of the 2009-10 school year.)

A Tough Year to Open a Charter in Ohio

Thus Ohio's charter-school program – and Fordham's sponsorship efforts – dodged another bullet. Yet the uncertainty around the future of charters and their funding made it really hard on all schools and sponsors in 2009. It's possible, we again learned, for anxiety to do almost as much damage as actual weapons. Schools did not know, for example, how to plan their 2010 budgets, whether to hire teachers, to renew leases, to purchase new technology, etc. Sponsors had no way of knowing how many of their schools might actually be left standing in September.

New schools had a particularly tough time of it. Even before the 2009 fracas, opening a start-up charter school in Ohio had gotten a lot harder. Since 2006, the state has had a cap on charter schools. The only way around it is for a charter to open under a "high-performing operator" exemption provision. As a result of this cap, fewer new charter schools (41) opened in the period 2007-9 than during the 2005-7 period (71), and significantly fewer schools than had opened in 2004-5. (See table I).

Additionally, as table II shows, the state and federal dollars available for new charter schools have dwindled over the past five years. Using inflation-adjusted dollars, this means that a charter school opening in 2008-9 had $100,000 less in initial purchasing power than a school opening in 2004-5.

Table I: Number of Ohio Charter School Start-ups (2004-05 to 2008-09)

School Year	# of Start-up Charters
2008-09	21
2007-08	20
2006-07	32
2005-06	39
2004-05	95

A charter start-up, like any new business venture, is fragile. Such a school depends totally on student numbers for its operating revenue yet it has no track record to use for recruitment purposes. It can offer little more to prospective students and their parents than a promise to deliver education. Despite such challenges, however, Fordham agreed to sponsor two start-ups in Columbus in 2008-09. We made this decision because the organizations involved (The Knowledge is Power Program [KIPP] and Building Excellent Schools [BES]) are two of the premier charter school models in the country and because both schools had dedicated board members in Columbus who were committed to their successful launch.

KIPP: Journey Academy, the first KIPP school in Ohio, opened in August 2008 with 64 fifth-grade students. Its first year was rocky. Not only was it operating in a hostile fiscal and political environment; it also faced some thorny operational issues. Its first-year student achievement results were not what anyone expected.[4] But KIPP, being KIPP – and supported by a deeply engaged governing board in Columbus – took fast action and found a talented school leader to take charge of the school and right the ship. The entire teaching staff was replaced and it appears that the KIPP: Journey Academy is set to deliver in 2009-10 and—we trust—beyond.

Fordham's second start-up school in 2008-9 was the Columbus Collegiate Academy (CCA), led by BES fellow Andy Boy. It expected an enrollment of 112 6th graders but ended the year serving 51 students. That shortfall hurt the school financially, but its academic results were stellar. According to the Columbus Dispatch, "sixth-graders there outscored sixth-graders at most of Columbus' middle schools, including traditional schools and charters. Year-old charter schools don't get an official grade on the state's school report cards…But if Columbus Collegiate had, it could have earned a B."[5]
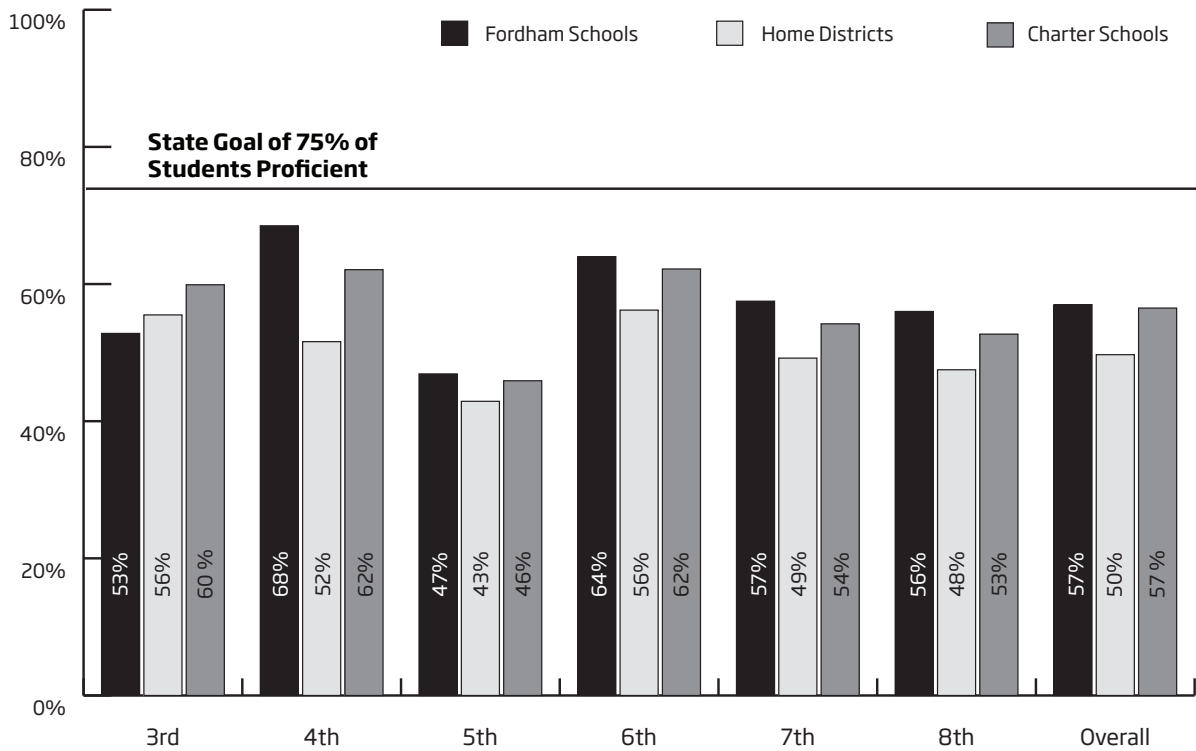
A Snap-shot of Academic Performance in Fordham-sponsored Schools (2008-09)

Despite the challenges of the last year, Fordham-sponsored schools as a group delivered academic results superior in core subjects to other brick and mortar charter schools in Ohio, and superior to the performance of students in the districts where they are located. (For methodology details and resources, see appendix B of this report.)

Table II: State and Federal Start-Up Funds for Charters (2004-5 to 2008-9)

School Year	Federal start-up funds available to charters	State start-up funds available to charters	TOTAL (current dollars)	TOTAL (2009 dollars)[2]
2004-05	$450,000	$50,000	$500,000	$552,916
2005-06	$450,000	$50,000	$500,000	$535,637
2006-07	$450,000	$50,000	$500,000	$520,804
2007-08	$450,000	0 [3]	$450,000	$451,392
2008-09	$450,000	0	$450,000	$450,000

Chart II: Percent of Students Proficient in Reading (2008-9)

Legend: Fordham Schools | Home Districts | Charter Schools

State Goal of 75% of Students Proficient

	3rd	4th	5th	6th	7th	8th	Overall
Fordham Schools	53%	68%	47%	64%	57%	56%	57%
Home Districts	56%	52%	43%	56%	49%	48%	50%
Charter Schools	60%	62%	46%	62%	54%	53%	57%

Chart III: Percent of Students Proficient in Mathematics (2008-9)

Legend: Fordham Schools | Home District | Charter Schools

State Goal of 75% of Students Proficient

	3rd	4th	5th	6th	7th	8th	Overall
Fordham Schools	63%	54%	35%	62%	42%	58%	52%
Home District	57%	45%	34%	46%	45%	39%	44%
Charter Schools	65%	53%	33%	46%	48%	45%	49%
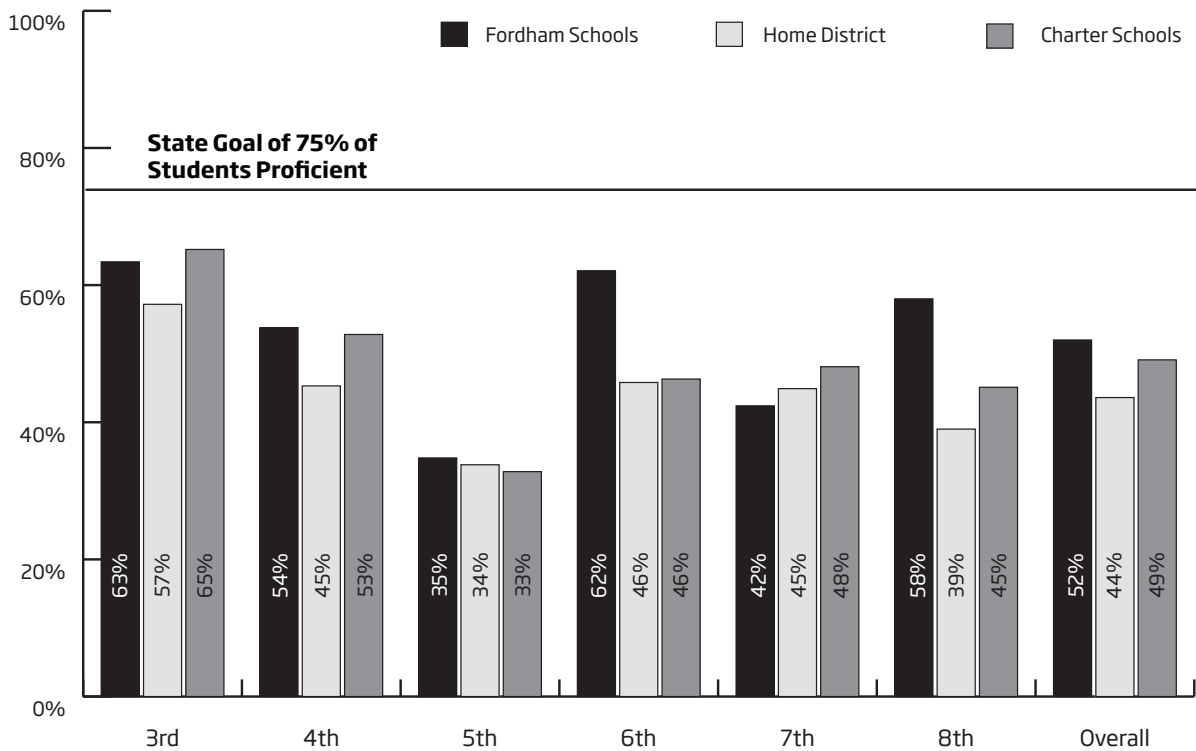
Charts II and III show how children in Fordham-sponsored schools performed in reading and math compared with students in charter schools statewide and with students in district schools in Dayton, Cincinnati, Springfield, and Columbus.

Better, but not great. In no grades did students in Fordham-sponsored schools meet the state proficiency goal of 75 percent in reading and math. In sum, they performed well in comparison to their peers in schools with similar demographics, but poorly in comparison to the achievement goals set by the state and by us as their sponsor.

One more positive is worth noting, however: Fordham-sponsored schools fared relatively well under Ohio's value-added measure, with 69 percent of their students in schools showing "Above Expected Growth" in 2008-9. See chart IV.

Nor did any Fordham-sponsored schools show "Below Expected Growth." In contrast, in both traditional district schools serving needy children in the cities where Fordham-sponsored schools operate and in brick and mortar charter schools statewide, more than one in five schools showed "Below Expected Growth."[6]

Moving Forward

2008-09 could have been worse. Charter schools came out of a brutal political process in tolerable shape and the state has actually incorporated some accountability improvements into its charter program. Further, President Obama has made clear his support for quality charter schools, even making support for charter schools a key criterion for states eligibility for "Race to the Top" funds—and Ohio is bent on qualifying.

Indeed, charter friends in Ohio and well beyond can take hope from the President's July 24, 2009 speech on education, in which he declared that:

"We can't hold charter schools to a lower standard than traditional public schools. If a charter school is falling short year after year, it should be shut down. But if we're holding charter schools accountable and if we are holding them to high standards of excellence, then I believe they can be a force for innovation in our public schools. And that's why I've encouraged states to lift caps on the number of schools allowed – something being done in Louisiana, Indiana, and across the country. And that's why we will reward states that pursue rigorous and accountable charter schools with Race to the Top fund grants."[7]

Chart IV: Percent of Students in Fordham-sponsored schools, Home District Schools, and Brick and Mortar Charter Schools Statewide by Value-Added Rating

Legend: Below Expected Growth (-) | Expected Growth (v) | Above Expected Growth (+)
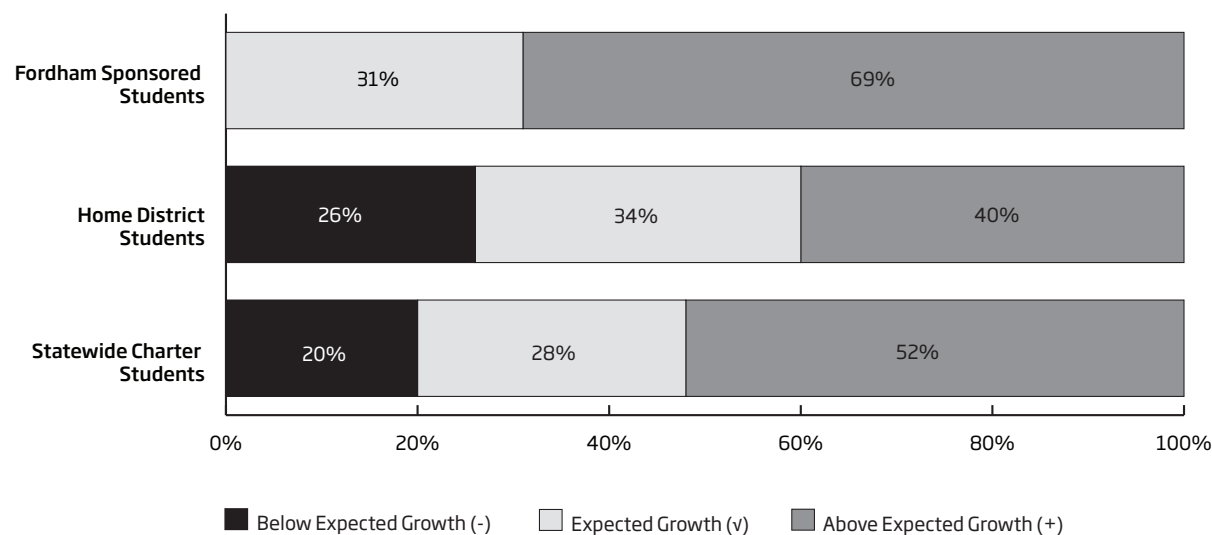
We salute the President in this effort—and are doing our best as a sponsor to advance and implement the principles he enunciated.

This past year has been about fending off major assaults to Ohio's charter school program, and the story isn't entirely over because the state's budget woes could still drag down charter schools; as well as others. Meanwhile our challenge moving into the 2009-10 school year is dealing with school renewals (we have four sponsorship agreements that expire on June 30, 2010). Next year's Fordham sponsorship report is sure to have a lot to say about the lessons learned on that front!

SECTION I:
The Fordham Sponsorship Program

Accountability – A Solemn Responsibility

Fordham believes that a successful charter school is academically effective, fiscally sound, and organizationally viable, and that such schools should be allowed to operate freely and without interference. In return for these essential freedoms, however, charters are to be held accountable for their academic, fiscal, and operational results. Holding schools accountable for results is the sponsor's most solemn responsibility.

Fordham focuses its sponsorship efforts on overseeing and evaluating the performance of the schools we sponsor, a view of sponsorship that is also supported by the National Association of Charter School Authorizers (http://www.qualitycharters.org).

Fordham's Oversight Responsibilities

The essential responsibilities of Fordham as a charter-school sponsor include:

- monitoring and evaluating the compliance of each Fordham-sponsored school with all laws and rules applicable to it;

- monitoring and evaluating the educational and fiscal performance, organizational soundness, and effective operation of the school;

- monitoring and evaluating the contractual commitments that the schools have made with the Fordham, above all their academic performance; and

- providing technical assistance to Fordham-sponsored schools in complying with all laws and rules applicable to community schools.

In 2008-9, Fordham had sponsorship responsibility for six charter schools in four communities:

Table III: Fordham's portfolio of sponsored schools, 2008-9

School	Charter Term	Location
Dayton Academy	2005-2010	Dayton
Dayton View Academy	2005-2010	Dayton
Phoenix Community Learning Center	2005-2010	Cincinnati
Springfield Academy of Excellence	2005-2010	Springfield
Columbus Collegiate Academy	2008-2013	Columbus
KIPP: Journey Academy	2008-2013	Columbus

Each of these schools has entered into a performance contract with Fordham detailing what it will accomplish, how student performance will be measured, and what level of achievement it will attain. The contract incorporates the school's education, accountability, governing, and business plans and spells out the school's mission and performance indicators.

Accountability Plan

The accountability plan is the crux of each school's contract and establishes the academic, financial, and organizational performance standards that Fordham uses to evaluate the schools. Transparent accountability plans allow all school stakeholders to understand the minimum required performance measures of the school. The "Profiles" section of this report shows the performance to date of each Fordham-sponsored school.

How Fordham's Charter Contract Defines Academic Effectiveness

The academic accountability plan for each Fordham-sponsored school outlines three sets of indicators that mark the floor of academic achievement for schools. Attainment of those requirements and goals is expected of all Fordham-sponsored schools on an annual basis, and such performance is heavily weighted in decisions about probation, suspension, school closure, or contract renewal.

Academic achievement indicators

The first, and most important, set of indicators requires that the school:

- make overall Adequate Yearly Progress (AYP);
- make AYP in reading participation and achievement; and
- make AYP in math participation and achievement.

The second most important indicator is that the school will:

- be rated at least Continuous Improvement by the Ohio Department of Education (and be making progress toward earning Effective and Excellent ratings).

Additional contractual goals call upon the school to:

- average at least 5 percent growth on all reading portions of the state tests each year, until at least 75 percent of all students are at proficient or above.
- average at least 5 percent growth on all mathematics portions of the state tests each year, until at least 75 percent of all students are at proficient or above.
- average at least 3 percent growth on all science portions of the state tests each year, until 75 percent of all students are proficient or above.
- average at least 3 percent growth on all writing portions of the state tests each year, until 75 percent of all students are proficient or above.
- average at least 3 percent growth on all social studies portions of the state tests each year, until 75 percent of all students are proficient or above.
- outperform the home district average on all portions of the state tests each year.
- outperform the state community school average on all portions of the state tests each year.
- meet or exceed "Expected Gain" in reading per the Ohio "value-added metric."
- meet or exceed "Expected Gain" in math on the Ohio "value-added metric."

Annual Review Process

Pursuant to Fordham's contracts with the Ohio Department of Education and its sponsored schools, Fordham conducts an annual review of each school's performance.

The academic performance of all Fordham-sponsored schools is published in this annual sponsorship report and also summarized for the governing authority of each school in the form of a letter and personal briefing. If necessary, the letter notes a school's

failure to meet the academic performance goals of the sponsorship agreement.

Such a letter is intended in part to inform the school's governing authority and staff of issues associated with school performance and, in part, to serve as formal reminder that the school must meet the academic performance terms of its contract. If, over two (or more) years, the school fails to meet the basic contractual requirements of making Adequate Yearly Progress (AYP) and earning a state rating of (at least) Continuous Improvement, the school will face consequences.

Additionally, the federal *No Child Left Behind* (NCLB) law requires Fordham—as a charter school sponsor—to ensure that all schools it sponsors are in compliance with this law as applied in Ohio. As such, Fordham monitors the following protocol per NCLB:

Table IV: Sponsor duties under *No Child Left Behind*

Number of consecutive years AYP missed:	Action taken by Fordham Foundation as Sponsor in 2008-09:
After 2 consecutive years of missed AYP (a.k.a. Improvement Year 1)	The Governing Authority sends a letter to parents of all students enrolled; stating that the school failed to meet AYP, the actions being taken to improve, and the progress achieved towards improvement goals during the previous year, if any. The letter also informs parents of other area public school options (a.k.a. "public school choice" under NCLB)[8]. The school develops a plan to improve. The plan must address each of the following: (1) An analysis of the reasons for the failure of the district or building to meet any of the applicable performance indicators and an analysis of the reasons for its failure to make adequate yearly progress; (2) Specific strategies that the district or building will use to address the problems in academic achievement; (3) Identification of the resources that the district will allocate toward improving the academic achievement of the district or building; (4) A description of any progress that the district or building made in the preceding year toward improving its academic achievement; (5) An analysis of how the district is utilizing the professional development standards adopted by the state board; and (6) Strategies that the district or building will use to improve the cultural competency of teachers and other educators.
After 3 consecutive years of missed AYP (a.k.a. Improvement Year 2)	The Governing Authority sends a letter to parents of all students, setting forth other area public school options, and informing parents of the availability of Supplemental Education Services (SES) (a.k.a. tutoring). The school implements its improvement plan.
After 4 consecutive years of missed AYP (a.k.a. Improvement Year 3)	The Governing Authority sends a letter to parents of all students, setting forth other area public school options, and informing parents of the availability of Supplemental Education Services (SES) (a.k.a. tutoring). The Governing Authority, with oversight from the sponsor, ensures the implementation of the corrective action, which includes at least one of the following: (1) Institute a new curriculum that is consistent with the statewide academic standards; (2) Decrease the degree of authority the building has to manage its internal operations; (3) Appoint an outside expert to make recommendations for improving the academic performance of the building. The district may request the department to establish a state intervention team for this purpose. (4) Extend the length of the school day or year; (5) Replace the building principal or other key personnel; (6) Reorganize the administrative structure of the building.

Number of consecutive years AYP missed:	Action taken by Fordham Foundation as Sponsor in 2008-09:
After 5 consecutive years of missed AYP (a.k.a. Improvement Year 4)	The Governing Authority sends a letter to parents of all students, setting forth other area public school options, and informing parents of the availability of Supplemental Education Services (SES) (a.k.a. tutoring). The Governing Authority, with oversight from the sponsor, develops a restructuring plan that includes at least one of the following options: (1) Replace personnel; (2) Contract with a nonprofit or for-profit entity to operate the building; (3) Turn operation of the building over to the department; (4) Other significant restructuring of the building's governance.
After 6 consecutive years of missed AYP (a.k.a. Improvement Year 5)	The Governing Authority sends a letter to parents of all students, setting forth other area public school options, and informing parents of the availability of Supplemental Education Services (SES) (a.k.a. tutoring). The Governing Authority, with oversight from the sponsor, ensures that the school implements the restructuring plan developed in Improvement Year 4.

Technical Assistance Efforts

Sponsors in Ohio are required by law to provide their sponsored schools with "technical assistance." Section 3302-102-02 (T) of the Ohio Administrative Code, defines "technical assistance" as "providing relevant knowledge and/or expertise and/or assuring the provision of the following resources to assist the community school in fulfilling its mission, including but not limited to: training, information, written materials and manuals."

Technical assistance from Fordham includes providing schools with information on issues that affect them as a group (e.g., charter school funding, pending legislative action, changes to laws and rules). Fordham also undertakes a substantial amount of customized technical assistance each year. Customized technical assistance occurs when Fordham staff work on a project, conduct research, or navigate a particular issue for a single school.

Depending on available resources, technical assistance may also include making grants to Fordham-sponsored schools for a specific purpose. Our goal in providing technical assistance is to provide each school with information and tools so that if the issue arises in the future the school has the knowledge to handle it in-house. Fordham staff tries to turn most

research requests around within 48 hours; however, that timeframe varies depending on the complexity of the issue and questions asked.

As noted in previous annual sponsor reports, Fordham, first and foremost, is a charter-school sponsor and not a vendor of services to the schools it sponsors. Fordham does not require any schools it sponsors to purchase or utilize any specific services from Fordham or any specific vendors or school operators.

Further, Fordham receives no funding or payments from schools or the state beyond the sponsorship fees paid by the schools (which under state law cannot exceed three percent of a school's per-pupil funding). We believe that an inherent and improper conflict of interest arises whenever a sponsor is also a paid vendor of services to the schools that it sponsors. The sponsor's appropriate role is to point schools seeking specific services to competent providers of such services but to play no role in a school's decisions about which services (if any) to procure from which providers.

Summary of Technical Assistance Provided during 2008-09

In 2008-09, major technical assistance provided to Fordham-sponsored schools included free AOIS, research assistance to schools and direct grants.

Table V: Selected Technical Assistance Provided by Fordham to Sponsored Schools in 2008-9

2008-9 MAJOR TECHNICAL ASSISTANCE	
Grants and Financial Assistance	**Cost**
Planning Grant to Phoenix Community Learning Center	$7,500
School Fees Subsidy to Columbus Collegiate Academy and KIPP: Journey Academy	$24,000
Startup Grant to Columbus Collegiate Academy	$25,000
Startup Grant to KIPP: Journey Academy	$25,000
Grant for First Year Operations to Columbus Collegiate Academy	$25,000
Grant for First Year Operations to KIPP: Journey Academy	$25,000
Experts, Consultants and Training Opportunities	**Cost**
Fordham provided its web-based compliance management system, AOIS, free of charge, to all its sponsored schools	$22,800
Experienced legal counsel for occupancy, permits, and testing procedures	$32,000
Transition to Teaching Program	$21,000
Webinar training for AOIS compliance and requirements at no cost to schools	$1,000
Total	**$208,300**

Table V contains a brief summary of select technical assistance offered to schools.

Sponsorship Governance

Decision-making Strategies

All formal sponsorship decisions are made by the Trustees of the Thomas B. Fordham Foundation. To keep up with the complexities and ever-changing landscape of sponsorship, to provide regular oversight of Fordham's sponsorship activities, and to advise Fordham's full board, a board-level committee on sponsorship meets monthly—more often if necessary—to discuss pressing sponsorship issues. This committee—formally known at the Ohio Policy and Sponsorship Committee—is also interested in policy issues affecting education in the Buckeye State. As needed, Fordham also utilizes ad hoc advisory councils and outside experts. Staff plays an important role in informing sponsorship activities and decision-making.

Fordham's Ohio Policy and Sponsorship Committee consist of the following individuals:

- David P. Driscoll, Chair – Former Commissioner of Education, Commonwealth of Massachusetts

- Chester E. Finn, Jr. – President, Thomas B. Fordham Foundation and Thomas B. Fordham Institute

- Bruno V. Manno – Senior Program Associate, Annie E. Casey Foundation

- David H. Ponitz – President Emeritus of Sinclair Community College

- Thomas A. Holton, Esq. – Partner, Porter, Wright, Morris & Arthur

Table VI: Fordham Foundation Sponsorship Financials (July 1, 2008, to June 30, 2009)

REVENUES	AMOUNT	PERCENT
School Fees	$129,635	32%
Foundation Subsidies	$280,326	68%
Total Revenues	**$409,961**	**100%**
EXPENSES	**AMOUNT**	**PERCENT**
Staff	$243,405	60%
Consultants/Grants	$50,500	12%
Professional/Legal Fees	$57,500	14%
Office/Technology/Other	$58,556	14%
Total Expenses	**$409,961**	**100%**

The Fordham Foundation's sponsorship program is staffed by Kathryn Mullen Upton (director of sponsorship), Theda Sampson (assistant director of sponsorship), and Whitney Gilbert (staff assistant). Fordham's vice president for Ohio programs and policy (Terry Ryan) oversees the sponsorship operation. The sponsorship program also receives part-time support from the Thomas B. Fordham Institute's Emmy Partin (director of Ohio policy and research), Jamie Davies O'Leary (policy and research analyst), and Eric Osberg (vice-president and treasurer).

For more details on individual committee members or Fordham staff, please visit our website at http://www.edexcellence.net/index.cfm/about-us.

Sponsorship Financial Overview

Because Fordham is a nonprofit organization, it makes no profit from school sponsorship and expects to continue subsidizing with grant dollars its sponsorship activities into the foreseeable future.

As Table VI shows, the fees Fordham receives from schools for sponsorship covered only 32 percent of its sponsorship costs. The remaining 68 percent came from Fordham's own resources and from support from the Bill and Melinda Gates Foundation.

Growth of Fordham Sponsorship in 2010 and Beyond

Under the terms of its sponsorship agreement with the Ohio Department of Education, the Thomas B. Fordham Foundation can sponsor up to 30 Ohio charter schools. Fordham has developed an application packet for prospective schools. This document spells out in detail how Fordham operates as a sponsor, how the Ohio charter law works, Fordham's expectations of its sponsored schools, how to apply for Fordham sponsorship, and how applications will be evaluated. This document is available at: http://edexcellence.net/sponsorship/index.cfm.

Highlights of Fordham Non-sponsorship Initiatives in Ohio, 2008-9

Sponsorship isn't all that Fordham does in Ohio. Our mission has five elements:

- Smart accountability;
- High-quality school choice;
- Sound instructional practices;
- Attracting, connecting, and retaining education reform talent to Ohio; and
- Improving Ohio's school funding system.

Selected Fordham (Ohio) reports published in 2008-09:

- *Losing Ohio's Future: Why college graduates flee the Buckeye State and what might be done about it;*
- *Checked Out: Ohioans' Views on Education 2009;*
- *Ohio at the Crossroads: School funding – more of the same or changing the model?; and*
- *Urban School Performance Report: An analysis of Ohio Big Eight Charter and District School performance with a special analysis of Cyber Schools.*

Selected Ohio Partner Organizations that partnered with Fordham in 2008-9:

- PACE Scholarship Fund;
- KidsOhio;
- Catalyst Ohio;
- Ohio Grantmakers Forum;
- Ohio Alliance for Public Charter Schools;
- School Choice Ohio;
- University of Dayton;
- Omega Community Development Corporation; and
- Ohio Business Alliance for Higher Education and the Economy.

SEEKING QUALITY IN THE FACE OF ADVERSITY: 2008-09 Fordham Sponsorship Accountability Report

Urban School Performance Report:

An Analysis of Ohio Big Eight Charter and District School Performance with a Special Analysis of E-Schools, 2008-09

THOMAS B. **FORDHAM** INSTITUTE
Advancing Educational Excellence

Public Impact

EXECUTIVE SUMMARY

With the release of Ohio's state test score data each August, one of the recurring questions is how well do the state's large sector of charter schools perform relative to their counterparts in traditional districts serving children of similar demographics? The Thomas B. Fordham Institute commissioned Public Impact to conduct a brief analysis of the 2008-09 data in this report.

Using public data from the Ohio Department of Education's website, the analysts compared the performance of urban charter schools with that of non-charter public schools in the state's eight major urban districts, the Ohio 8 (Akron, Canton, Cincinnati, Cleveland, Columbus, Dayton, Toledo, and Youngstown), where most charter school students go to school. Separately, we compare the performance of charter e-schools (also called virtual schools) with that of non-charter public schools statewide.

Among the key findings:

- Last year, over a third of district and charter schools had low performance and below expected growth. This year only 12 percent of district schools and 15 percent of charter schools had low performance and below expected growth.
- Among schools that had low performance and below expected growth last year, charters improved more. Eighteen percent of these charters raised their Performance Index and value-added score, compared with only 11 percent of district schools.
- Still, performance in both charter and district schools remained low. Only 58 percent of students in district schools, and 58 percent of students in charter schools were proficient in reading. In math, 52 and 49 percent of students were proficient in district and charters, respectively.
- Only 19 percent of district schools and 16 percent of charter schools in the Ohio 8 were rated Excellent or Effective.
- District schools greatly improved their performance on value-added measures of growth, catching up to or exceeding charter schools in some districts. Overall, more charter schools made expected to above expected growth in reading (72 percent vs. 71 percent), but fewer did so in math (85 percent vs. 81 percent).
- Despite poor performance on state achievement tests, the state's largest e-schools fared well on value-added measures of growth. Seventy five percent of the state's largest e-schools met or exceeded expected growth in reading, and 100 percent met or exceeded expected growth in math.

INTRODUCTION

This report compares the 2008-09 performance of Ohio's charter schools with that of comparable district schools around the state in four sections:

- Overall achievement and progress
- Performance trends over time
- Ratings on state accountability systems
- Performance and growth across districts and statewide

For 2008-09, we track the achievement of two types of charter schools in the Buckeye State. First are "e-schools" or "virtual schools," meaning they provide instruction to students primarily online. These schools serve students from districts across the state. The other type of charters are "brick and mortar" schools located primarily in Ohio's eight major urban districts (the Ohio 8); Akron, Canton, Cincinnati, Cleveland, Columbus, Dayton, Toledo, and Youngstown. By law, these schools draw their students almost entirely from the large, urban school districts in which they are physically located.

To provide a fair comparison, this report compares e-school performance to that of public schools statewide, and urban charter school performance to that of the urban school districts in which these schools are located. This approach provides us with an "apples-to-apples" comparison of student achievement based on comparable student pools from which the charter schools can draw.

OVERALL ACHIEVEMENT AND PROGRESS

URBAN ELEMENTARY AND MIDDLE SCHOOLS

Ohio's reporting system makes it possible to examine elementary and middle school performance on two dimensions: achievement and progress. Ideally, schools will have high proportions of their students achieving at grade level *and* their students will be making measurable progress or growth in test scores over the course of the school year.

Ohio summarizes school achievement using a "Performance Index." This score averages a school's student achievement in all tested subjects in grades 3-8, with the most weight given to students who exceed state standards. The Performance Index runs on a scale from 0 to 120, with a goal of 100.

For the second year in a row, Ohio also rated each school's "value added": a measure of how much progress students made in both reading and math over the course of one year, compared to how much the state would expect them to gain. Using this information, Ohio determines if each school made Above Expected Growth, Expected Growth or Below Expected Growth. Value-added scores are only available for elementary and middle school grades in Ohio.[1]

Chart 1 compares the performance of Ohio's urban charter schools on both of these dimensions with that of district schools in the eight major urban school districts. The upper-right section of the matrix is the ideal: high achievement *and* high growth. Each square represents an urban charter or district elementary or middle school (high schools do not receive a value-added score in Ohio). The vertical placement of each square represents a

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[1] For more information on Ohio's value-added system see Fordham's "Ohio Value-Added Primer: A User's Guide" available online: http://www.edexcellence.net/doc/Ohio_Value_Added_Primer_FINAL_small.pdf

school's achievement; the higher a square, the higher the achievement. The horizontal location of each square represents a school's value-added category only (that is, a square on the left side of a box does not necessarily have lower value-added than one on the right; they are both in the same value added category). For this report, the bottom performance tier includes schools with Performance Indexes below 80, the middle tier includes schools with Performance Indexes between 80 and 99.9, and the upper tier includes schools with PIs of 100 or more. Blue squares represent Ohio's urban charter schools and red squares represent Ohio 8 district schools. For an analysis of how these results varied by district, see Appendix 1.

CHART 1: URBAN CHARTER SCHOOLS VS. OHIO 8 DISTRICT SCHOOLS, PERFORMANCE INDEX AND GROWTH IN READING AND MATH, 2008-09
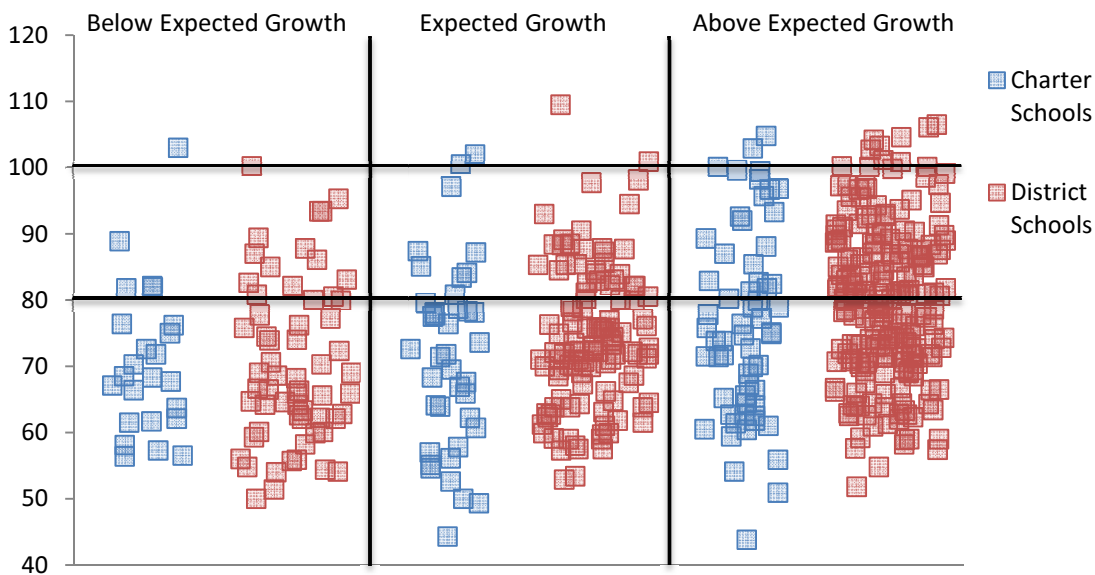

Chart 1 makes clear that far too many urban schools, both charter and non-charter, failed to reach the highest levels of performance in 2008. Only three charters (2 percent) and eleven district schools (3 percent) had high growth *and* high achievement. In 2008, 15 percent of charters and 12 percent of district schools fell into the bottom-left cell; that is, they had low growth *and* low achievement. This represents a substantial improvement from last year, however, when 37 percent of charters and 37 percent of district schools fell into the lowest-performing cell.

In general, performance was similar in charter and district schools. Both types of schools performed better on measures of growth than on measures of achievement. Forty-nine percent of charter schools and 54 percent of district schools exhibited above expected growth in 2008.

Only 5 percent of charter schools and 4 percent of district schools fell into the highest tier of the Performance Index, whereas 71 percent of charter schools and 61 percent of district schools fell into the lowest tier of the Performance Index. Among schools in the lowest Performance Index tier, 31 percent of charters and 27 percent of district schools also exhibited above expected growth.

Table 1 belowshows the names and locations of the highest performing charter and district schools in Ohio's eight major urban districts. In 2008, these schools had both high growth *and* high achievement.

**TABLE 1: HIGH-PERFORMING SCHOOLS IN OHIO 8 URBAN DISTRICTS, 2008-09**

Schools with High Growth and Achievement		Key
		Charter Schools
		District Schools

Akron	Columbus
King Elem	Alpine Elem.
Miller-South Visual Perf. Arts	Clinton Elem.
	Colerain Elem.
	Indian Springs Elem.
	Indianola Informal Alt. Sch.
	Winterset Elem.
Canton	**Dayton**
None	None
Cincinnati	**Toledo**
TCP World Academy	Harvard Elem
Kilgour Elem.	
Cleveland	**Youngstown**
The Intergenerational School	None
Citizen's Academy	
Whitney Young School	

A persistent question in Ohio and elsewhere is what happens to student performance in charter schools as the schools mature. Chart 2 illustrates how the performance and growth of Ohio's urban charter schools vary by the age of each school.

Among the youngest charter schools, those in operation for zero to three years, most were clustered in the bottom portion of the matrix. Sixty five percent of the youngest charter schools met or exceed expected growth and had a Performance Index score below 80. Middle-aged schools, those in operation from four to seven years, had the greatest percentage schools in the bottom-left cell, low achievement and low growth. Nineteen percent of middle aged schools were in the lower-left cell compared with 13 percent of the oldest schools and 10 percent of the youngest schools. All of the schools located in the top-right cell (schools with high achievement *and* high performance) had been open for eight years or longer. Among the oldest charter schools, 13 percent were in the highest tier of the Performance Index and 69 percent were in the lowest. The percentage of schools achieving above expected growth was greatest among older schools as well. Fifty-six percent of the oldest charter schools achieved above expected growth, while only 47 percent of middle-aged schools and 40 percent of the youngest schools achieved above expected growth.

CHART 2: URBAN CHARTER SCHOOLS PERFORMANCE INDEX AND GROWTH IN READING AND MATH BY AGE, 2008-09
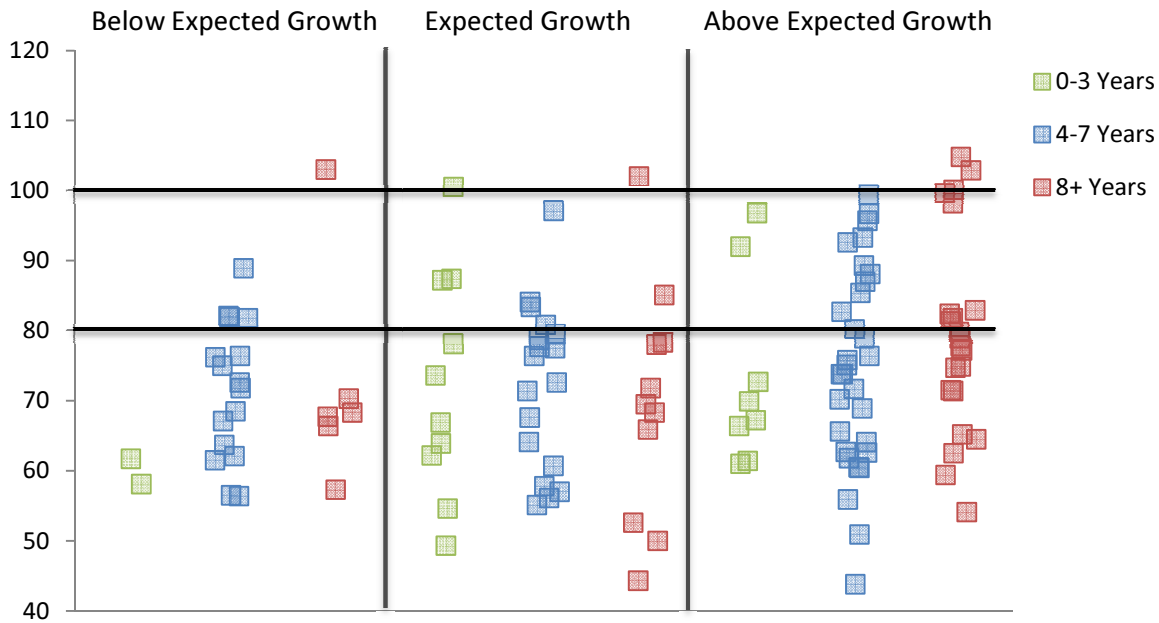

In our 2006-07 report, we noted that over a third of urban charter and district schools were located in the bottom-left section of the matrix; that is, they had below expected growth and low performance. One important question to ask is what happens to these low-performing schools over time? As we noted above, between 2007-08 and 2008-09 the percent of schools located in the bottom-left section of the matrix dropped for both charters and district schools. Chart 3 examines where these low-performers were located in 2007-08. It examines only charter and district schools that had below expected growth and low performance in 2006-07.

Between 2007-08 and 2008-09, 82 percent of charter schools and 83 percent of district schools that had been in the bottom-left cell improved enough to leave this section of the matrix.[2] In general, schools left the bottom-left cell by showing more growth. Only 18% of charter schools and 11% of district schools moved out of the bottom tier of the Performance Index. No schools were able to move into the highest tier of the Performance Index.

Compared with the lowest performing district schools, the lowest performing charters showed both more growth and greater achievement than their district counterparts. Sixteen percent of charters that had been among the worst performing last year had a Performance Index in the middle tier and showed above expected growth. Among the same group of district schools, only 10 percent had a Performance Index in the middle tier and above expected growth.

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[2] These data represent only those schools in the lower-left section of the matrix in 2007-08 that remained open and earned a performance index and growth score in 2008-09. It is presumed that the seven charters and two district schools that fell into this category last year, but for which there was no data in 2008-09, closed. The charter and district schools that occupy the lower-left corner of the matrix this year (2008-09) include the few from last year that did not improve as well as new schools or schools that experienced lower performance or growth than last year.

CHART 3: PREVIOUS LOW-PERFORMER'S CURRENT PERFORMANCE INDEX AND GROWTH IN READING AND MATH, 2008-09
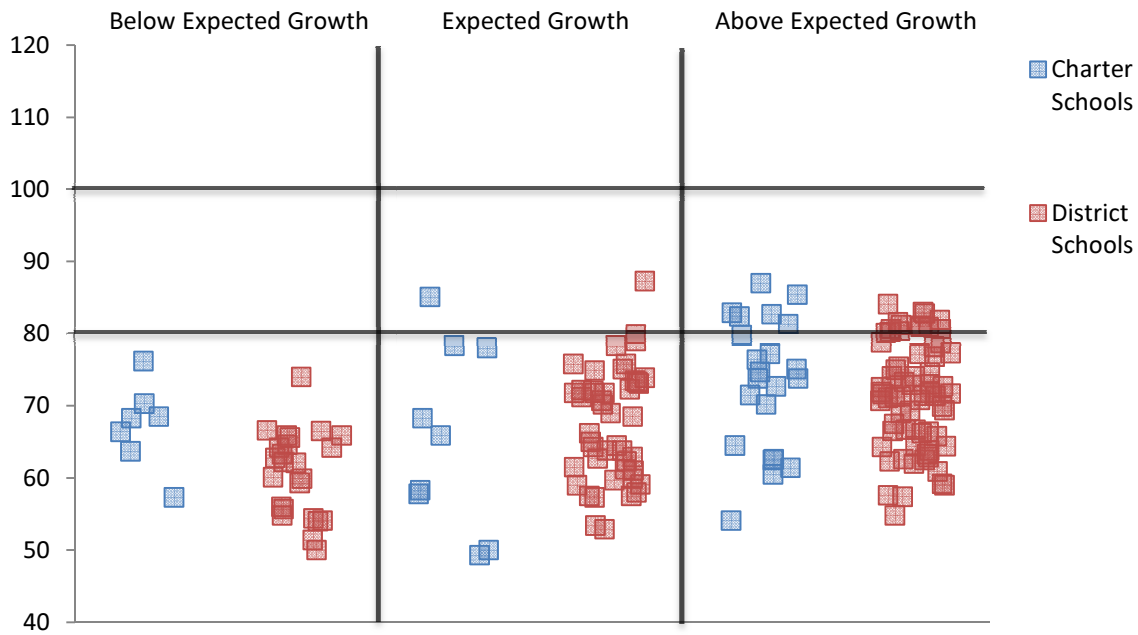
ELEMENTARY AND MIDDLE CHARTER E-SCHOOLS VS. SCHOOLS STATEWIDE

Chart 4 shows a comparison of the state's charter e-schools and non-charter public schools statewide on achievement and progress. This chart only displays information about the state's 14 e-schools serving middle and elementary students. High schools in Ohio do not receive a value-added classification. Including high schools, Ohio has 33 charter e-schools serving 27,268 students (a full 32% of the state's charter population). In Chart 4, each square represents an individual school, either one of the state's eight large charter e-schools (those with enrollment of 500 or more), one of the state's small e-schools (with enrollment lower than 500), or a traditional district school statewide.

CHART 4: E-SCHOOL VS. STATEWIDE PERFORMANCE INDEX AND GROWTH IN READING AND MATH, 2008-09
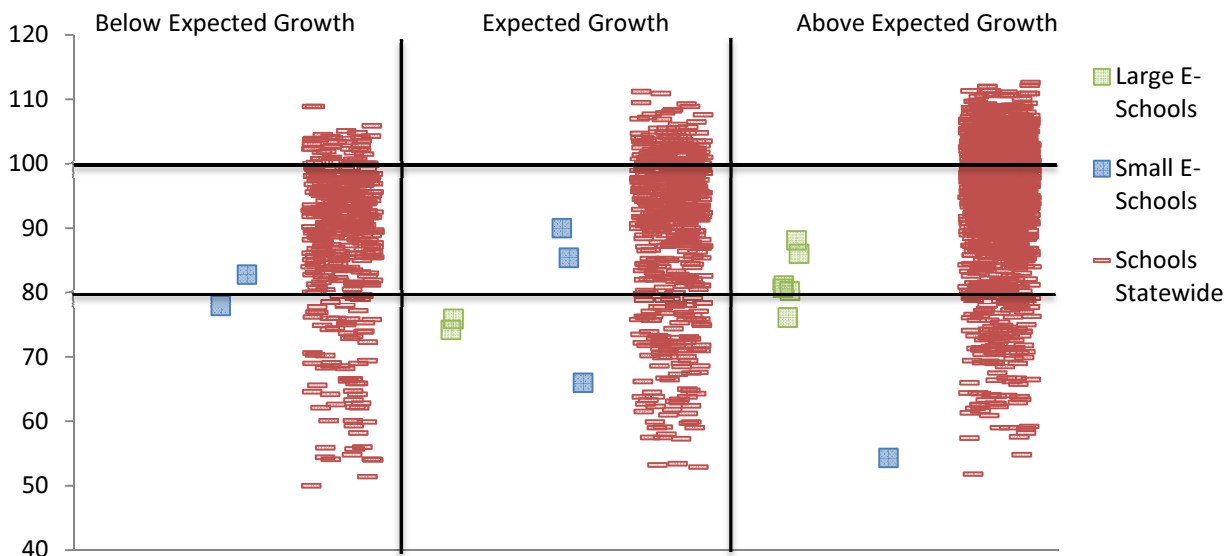

Chart 4 shows that three of the six small e-schools for which there is value-added data performed in the lower Performance Index tier (below 80). Of those low-performing schools, one made expected growth and a second exceeded expected growth. Three small charter e-schools performed in the middle tier, with two making expected growth. Among the eight large e-schools, six made above-expected growth; five of those six also performed in the middle performance tier. No charter e-schools performed in the top tier compared to 22 percent of non-charter public schools statewide.
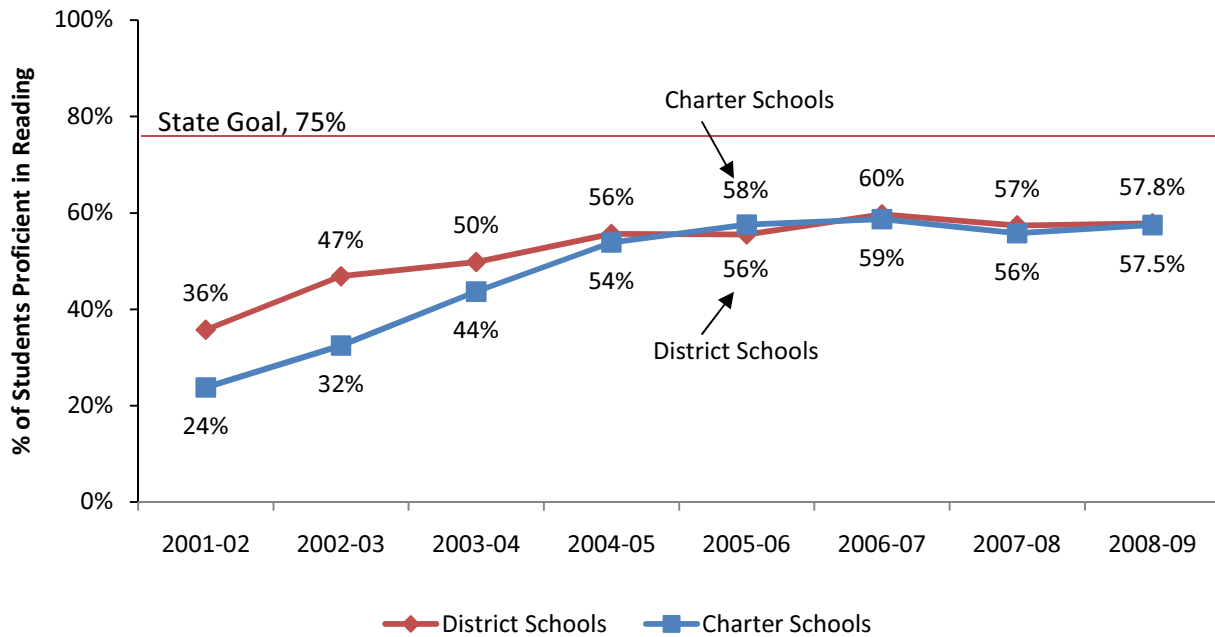
URBAN CHARTER SCHOOL VS. OHIO DISTRICT SCHOOL PERFORMANCE OVER TIME

To understand the trajectory of student achievement in Ohio's charter schools, it is important to look at long-term trends. Charts 5 and 6 examine how the performance of students in Ohio 8 charter schools and districts has changed over time. This comparison uses weighted averages that take into account the percentage of charter students in each grade and city when comparing their performance to that of district schools. For example, if 30 percent of the charter students in Dayton were in 3rd grade, 3rd graders in Dayton City School District would be counted as 30 percent of the district average as well. For a more detailed explanation, see Appendix 2.
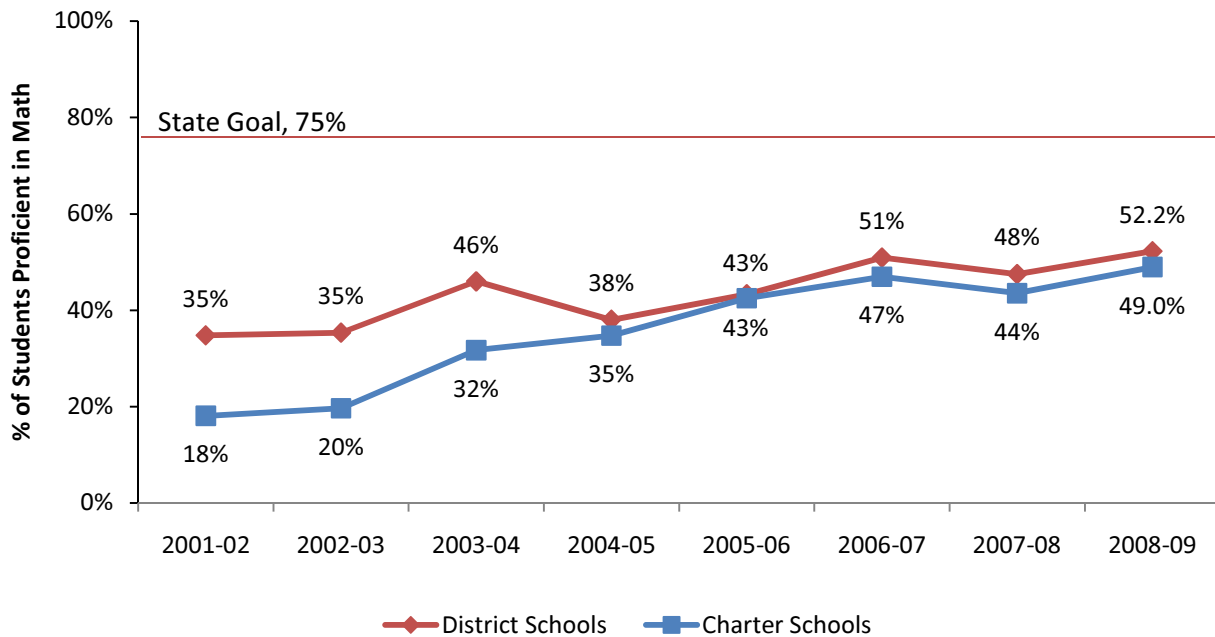
In 2001-02, urban charter school performance lagged behind that of the surrounding districts substantially. Between 2001-02 and 2005-06, charter school performance in both reading and math rose to the point where it was very similar to that of the urban systems where the charter schools reside. Since then, performance has remained similar in the two groups of schools. Less than one percentage point now separates the reading proficiency rates of urban charter schools (57.4%) from that of their district counterparts (57.8%). In math, urban district schools outperform urban charters by slightly more than three percentage points. In 2008-09, 49.0 percent of charter school students were proficient in math, compared to 52.2 percent of students in district schools.

Analyzing only statewide performance in reading and math does little to reflect the variation that exists among charters and district schools within the same city. Later in this report, charts 11 – 15 provide city-level performance for further comparison within cities in reading, math, science, writing, and social studies.

CHART 5: URBAN CHARTER SCHOOL VS. OHIO 8 DISTRICT SCHOOL PERFORMANCE OVER TIME IN READING

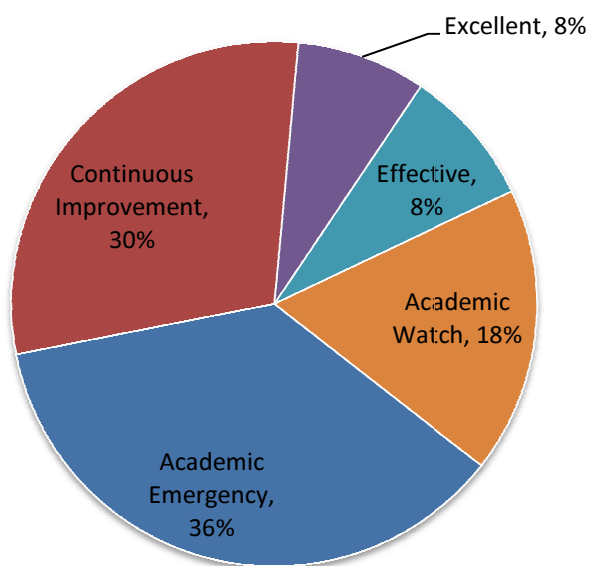**CHART 6: URBAN CHARTER SCHOOL VS. OHIO 8 DISTRICT SCHOOL PERFORMANCE OVER TIME IN MATH**

URBAN CHARTER SCHOOLS VS. OHIO 8 DISTRICT SCHOOLS, PERFORMANCE IN FEDERAL AND STATE ACCOUNTABILITY SYSTEMS

Another way to compare performance is to examine how schools fared in state accountability systems. Ohio's accountability system places schools into one of six categories based on a range of performance measures. From

highest to lowest, those performance categories are: Excellent with Distinction, Excellent, Effective, Continuous Improvement, Academic Watch, and Academic Emergency. Charts 7 and 8 show the percentages of Ohio 8 charter and district schools, respectively, that fell into different state categories in 2008-09. Eighteen percent of Ohio 8 district schools were rated Excellent or Effective, compared with 16 percent of urban charter schools. Among district schools, 1 percent–or four schools—received the highest designation, Excellent with Distinction. No charter schools received this designation in 2008-09. Half of Ohio 8 district schools were in the Academic Emergency or Academic Watch categories. Among charters, 54 percent of schools were in these troubled categories. For charter schools, the percentage of schools in these troubled categories fell by ten percentage points between 2007-08 and this year. Among district schools, rates remained largely unchanged.

CHART 7: PERCENT OF OHIO 8 CHARTER SCHOOLS BY PERFORMANCE DESIGNATION , 2008-09

CHART 8: PERCENT OF OHIO 8 DISTRICT SCHOOLS BY PERFORMANCE DESIGNATION, 2008-09
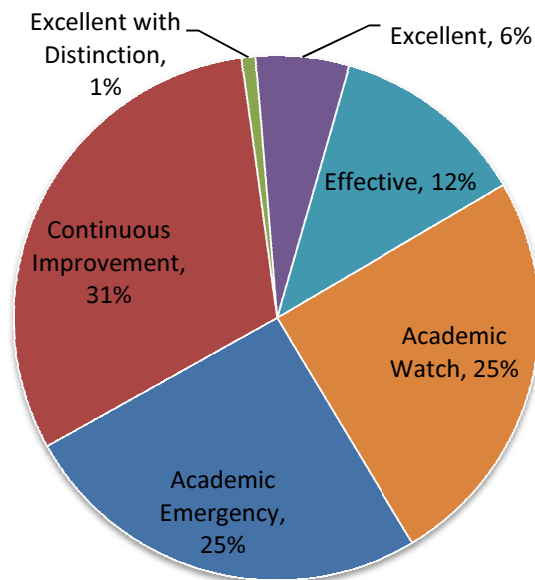
Charts 9 and 10 show the percentage of e-schools and non-charter schools statewide in each performance designation. Among e-schools, only eight percent were rated Effective, with no e-schools in the Excellent or Excellent with Distinction category. Statewide, about one in four schools received one of these top ratings, with seven percent of schools receiving the highest rating, Excellent with Distinction. Half of the e-schools were in Academic Watch or Academic emergency, compared to ten percent of non-charter schools statewide.

Chart 9: Effective, 8%; Academic Watch, 35%; Academic Emergency, 15%; Continuous Improvement, 42%

Chart 10: Academic Watch, 5%; Academic Emergency, 5%; Continuous Improvement, 15%; Excellent with Distinction, 7%; Excellent, 38%; Effective, 30%
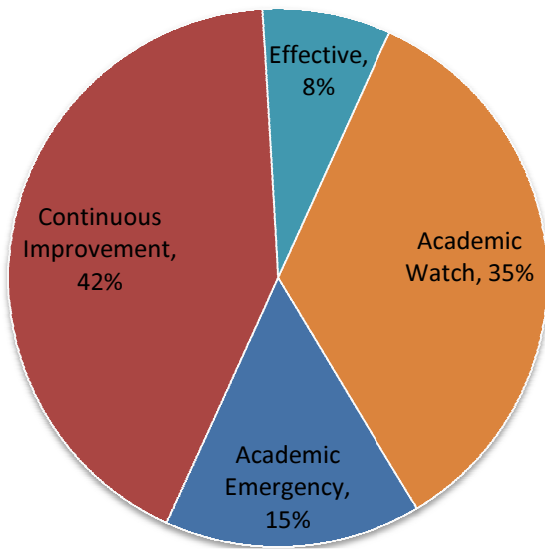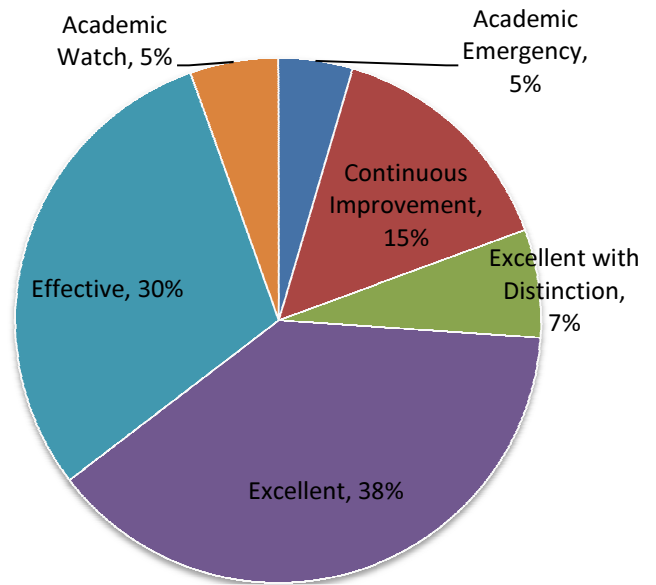
SUBJECT-BY-SUBJECT CHARTER SCHOOL PERFORMANCE AND GROWTH

In the following sections we compare the performance of charter schools on statewide tests in reading, math, science, writing and social studies. The first section compares performance of Ohio 8 urban charter schools to that of urban districts. The second section compares performance of e-schools to that of non-charter public schools statewide.
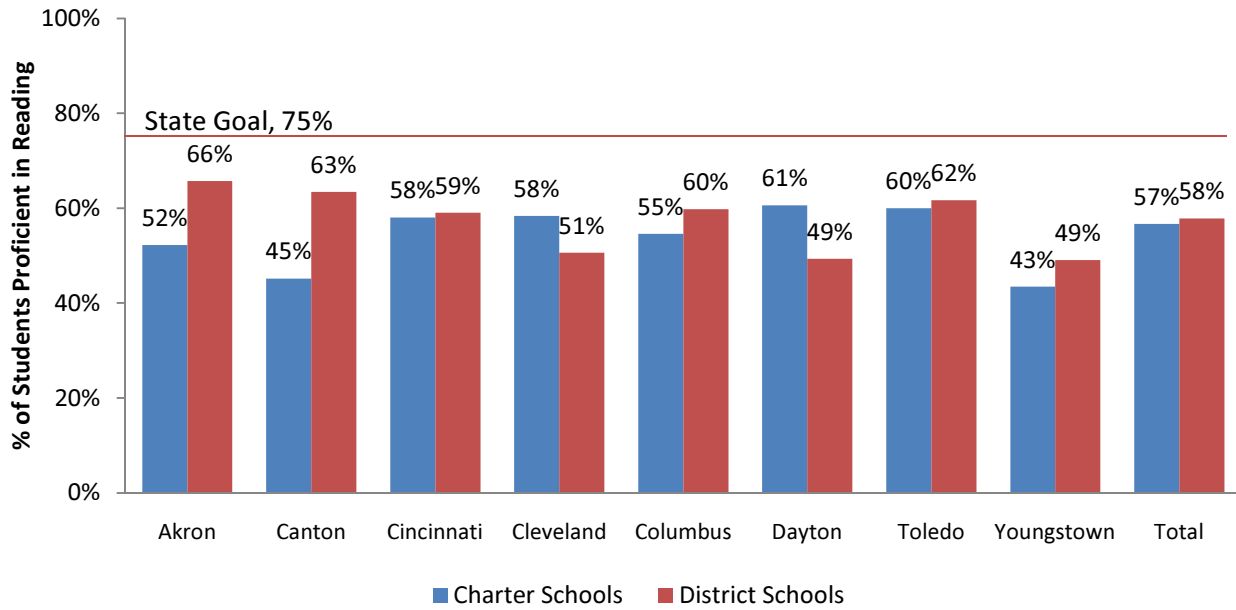
URBAN CHARTER SCHOOLS VS. OHIO 8 DISTRICT SCHOOLS

Charts 11 – 15 compare the average performance of charter schools located in the Ohio 8 cities to the average performance of their district counterparts on state tests in reading, math, science, writing and social studies. Like the change over time data in Charts 5 and 6, these comparisons use weighted averages that take into account the percentage of charter students in each grade and district.

In the eight cities as a group, districts outperformed charters in every subject. In reading, math, and writing, districts outperformed charters by three or fewer percentage points. In science and social studies, the districts outperformed charters by six percentage points. For both charters and districts, students performed best in writing, with 67 and 70 percent performing proficiently, respectively. Charters and districts were both weakest in social studies, with 32 and 38 percent of students performing proficiently, respectively. In science, 36 percent of charter school students performed proficiently, compared to 42 percent of their district counterparts.

In two cities, Cleveland and Dayton, charter students outperformed district students in three and four of the five tested subjects, respectively. The performance bar in these cities, however, is not as high as it is in others throughout Ohio. Cleveland and Dayton school districts are two of the three lowest performing districts among the Ohio 8.

CHART 11: URBAN CHARTER SCHOOL PERFORMANCE VS. OHIO 8 DISTRICT PERFORMANCE IN READING, 2008-09

CHART 12: URBAN CHARTER SCHOOL PERFORMANCE VS. OHIO 8 DISTRICT PERFORMANCE IN MATH, 2008-09
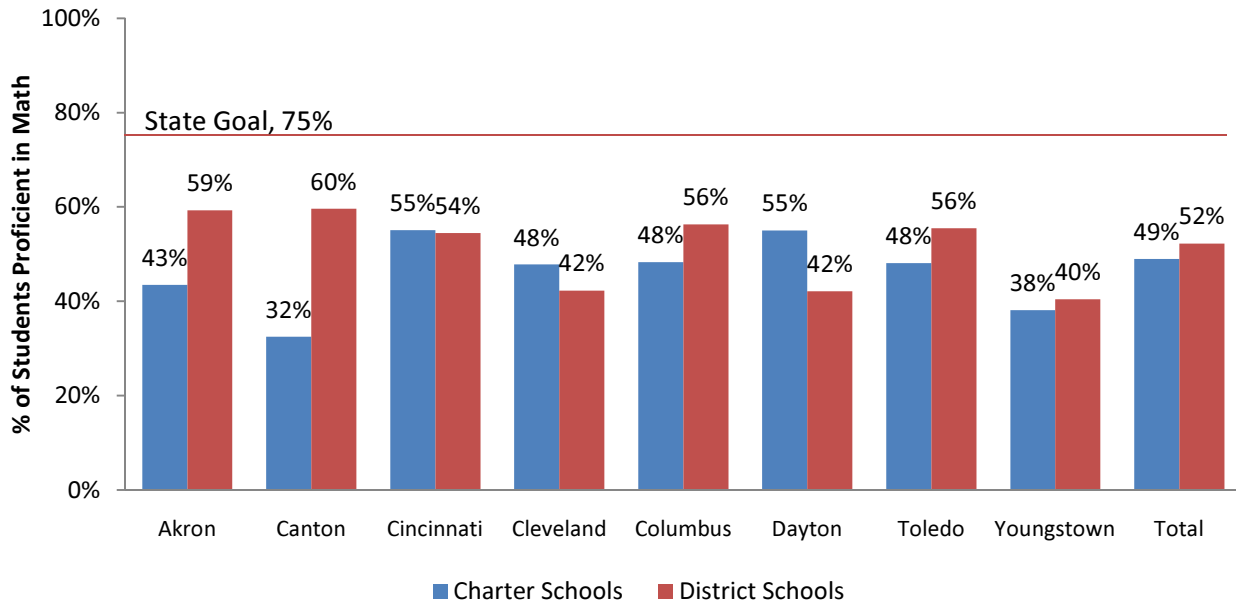
CHART 13: URBAN CHARTER SCHOOL PERFORMANCE VS. OHIO 8 DISTRICT PERFORMANCE IN SCIENCE, 2008-09
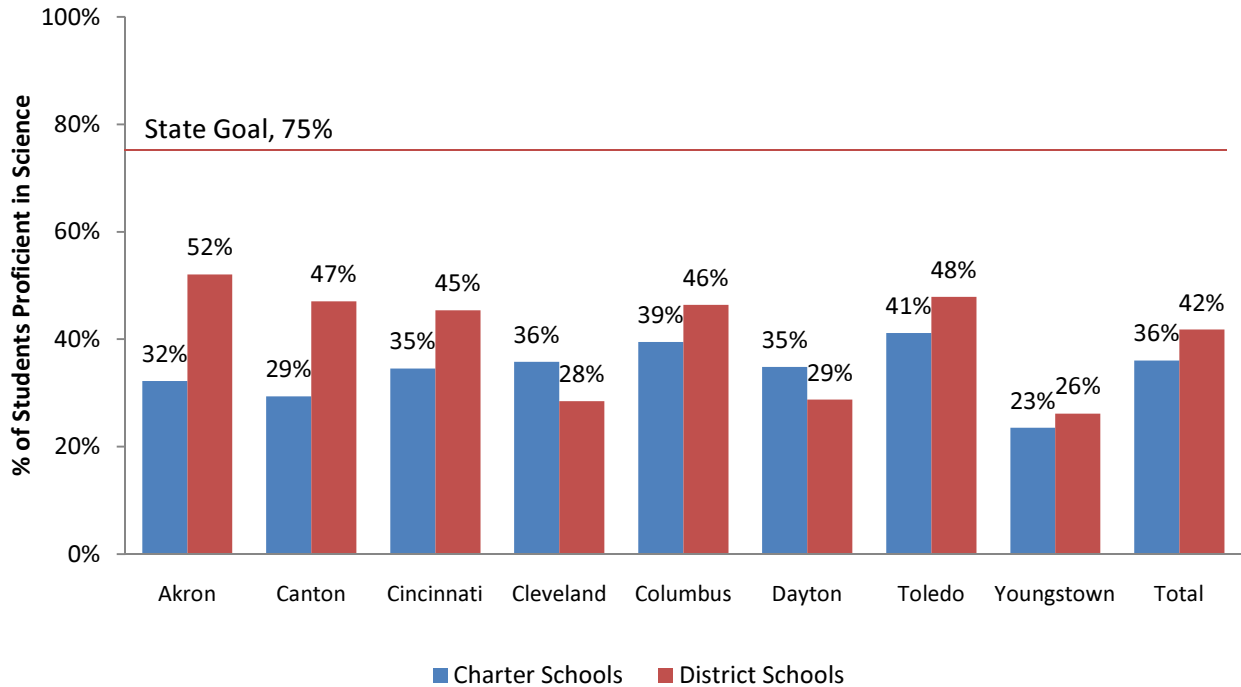
CHART 14: URBAN CHARTER SCHOOL PERFORMANCE VS. OHIO 8 DISTRICT PERFORMANCE IN WRITING, 2008-09
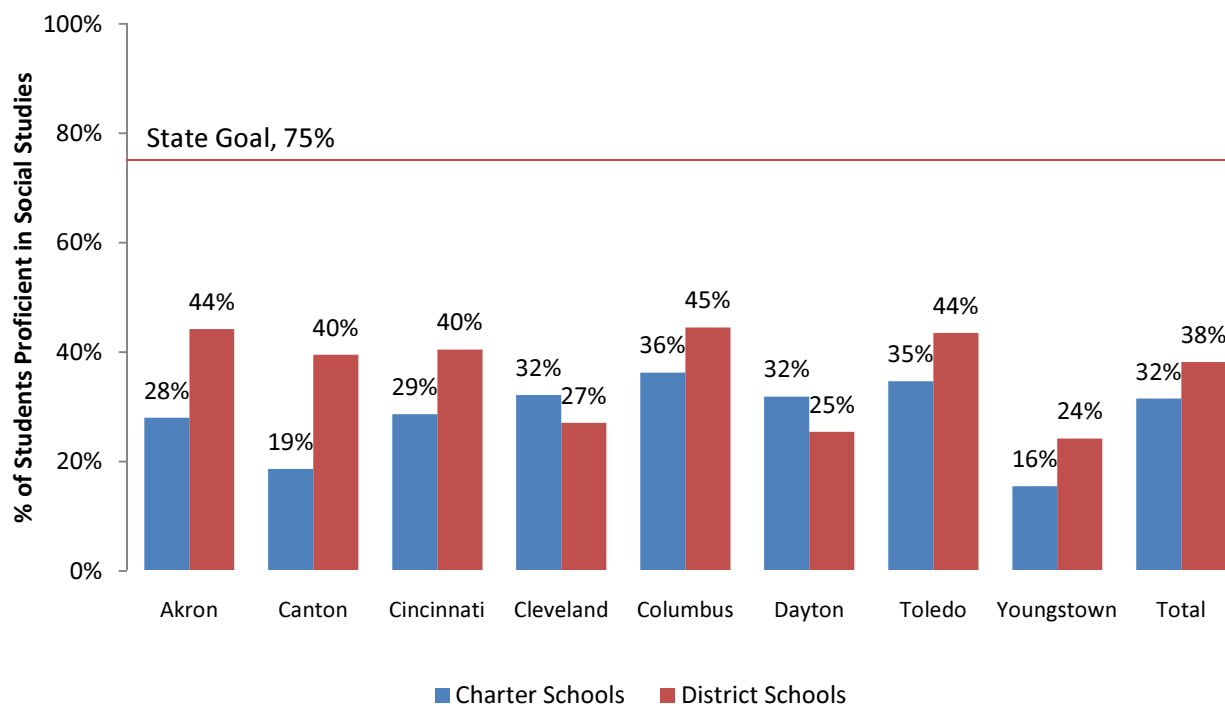
While achievement scores measure student proficiency, value-added scores measure how much students have grown over the course of the year. Ohio uses the value-added system to determine whether students have made above expected growth, expected growth, or below expected growth in reading and math. Charts 16 & 17 compare the percentage of charter schools making expected to above expected growth, to the percentage of district schools making expected to above expected progress in reading and math.

In reading, charter schools in Akron, Cincinnati, Dayton and Youngstown were more likely to make expected to above expected growth in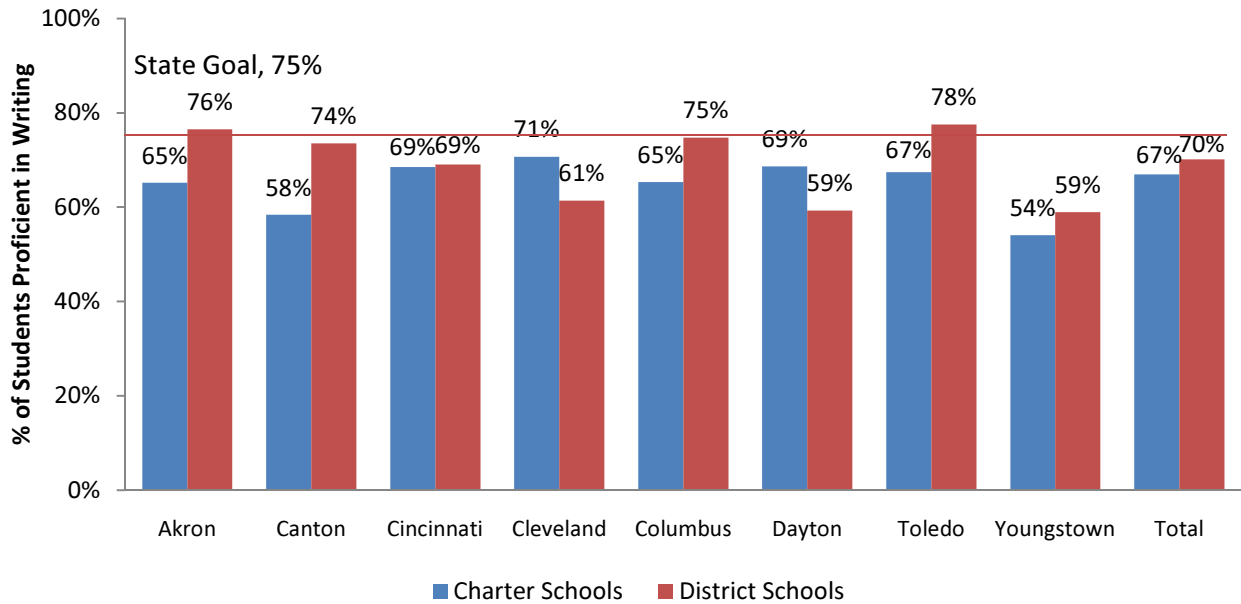 reading with charters "outgrowing" districts schools in those cities by margins of 9 to 13 percentage points. In the other cities, the districts outgrew charters, but by generally more modest margins of 2 to 15 percentage points. These 2008-09 results are in stark contrast to last year, when charter schools in all eight cities were more likely to meet or exceed growth averages compared to district schools, with margins as wide as 37 percentage points. Across cities, charter schools slightly outgrew district schools with 72 versus 71 percent meeting or exceeding growth expectations in reading, respectively.

In math, the results were similarly mixed. In Akron, Cincinnati, Columbus, and Youngstown, charter schools met or exceeded growth expectations more often than district schools, by margins of one to 33 percent. In the other cities—Canton, Cleveland, Dayton and Toledo—the districts met or exceeded growth targets more often than

charters, and by larger margins.[3] Across the cities, 81 percent of charter schools versus 85 percent of district schools met or exceeded expected growth measures in math.

CHART 16: URBAN CHARTER SCHOOL GROWTH VS. OHIO 8 DISTRICT GROWTH IN READING, 2008-09
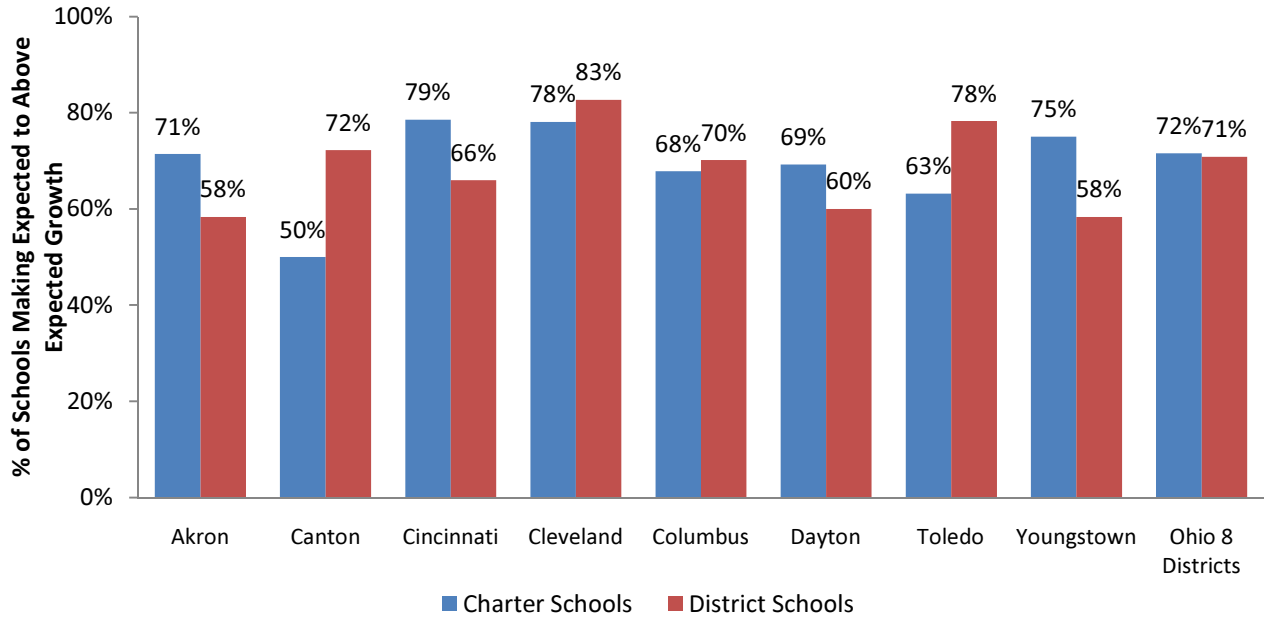
CHART 17: CHARTER SCHOOL GROWTH VS. OHIO 8 DISTRICT GROWTH IN MATH, 2008-09

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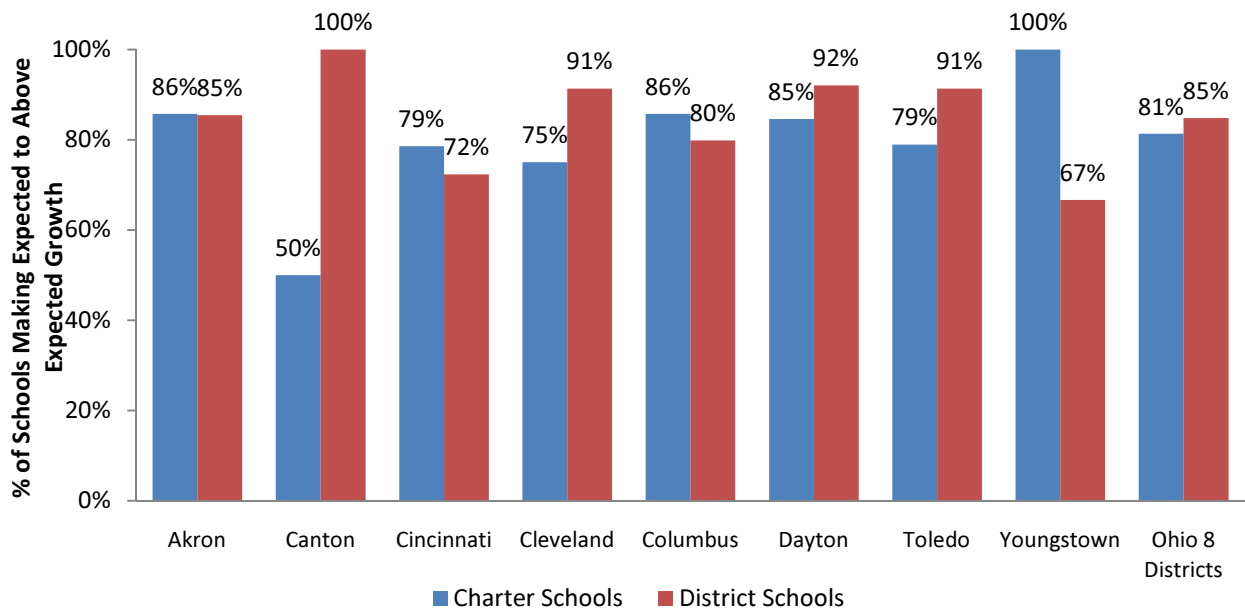
[3] Canton only had 2 charter schools that received value-added growth scores in 2008-09 compared to 18 district schools that did so.

E-Schools vs. Non-Charter Public Schools Statewide

Chart 18 compares the performance of students in charter e-schools to the performance of students statewide. Unlike "brick and mortar" charter schools, e-schools cannot be compared to the districts where they are located because they can enroll students throughout the state. Among the 33 charter e-schools currently operating in Ohio, only 8 serve more than 500 students. These are represented in Chart 18 by the green bars.

In 2008-09, non-charter schools statewide outperformed e-schools in all tested subjects. For both non-charter schools and e-schools, student performance was highest in reading and writing. Performance was weakest in social studies. The state's largest e-schools outperformed small e-schools in all subjects by margins ranging from 18 percentage points in reading to 8 percentage points in math. This represents an improvement for large e-schools. Last year, small e-schools outperformed large e-schools in both reading and math.

CHART 18: E-SCHOOL PERFORMANCE VS. STATEWIDE PERFORMANCE, 2008-09
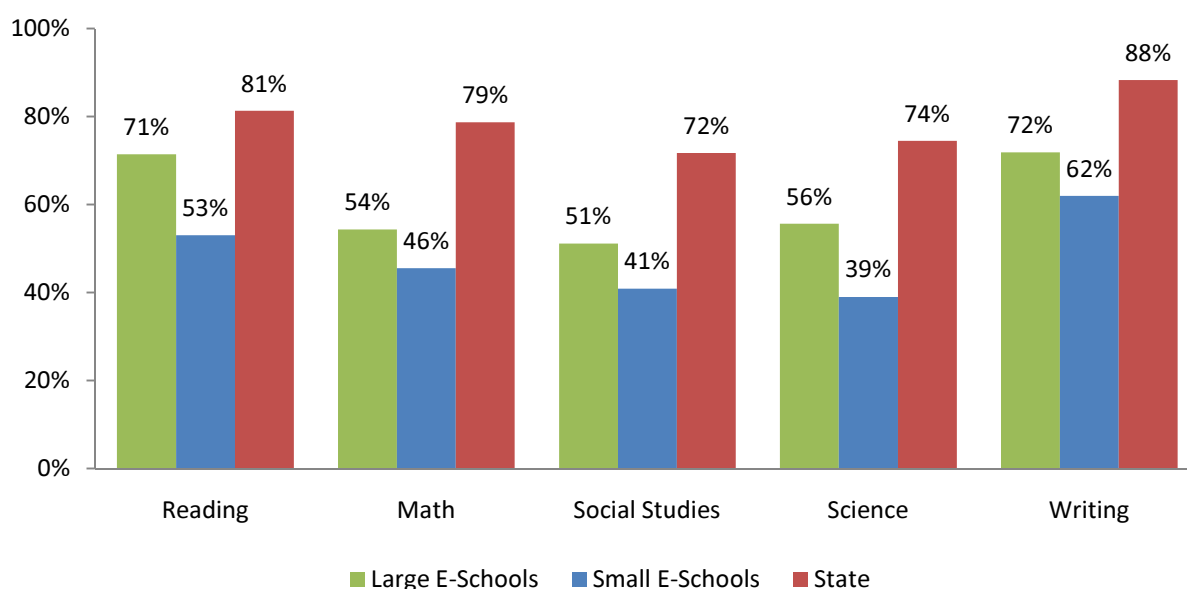
Chart 19 shows the percentage of small e-schools, large e-schools and state schools that made expected to above expected value-added gains. In 2008-09, the state's largest e-schools showed more growth than both non-charter schools statewide and small e-schools. In math, all eight large e-schools met or exceeded expected growth. The state's six small e-schools that received a value-added rating did not compare as favorably. In both reading and math, fewer small e-schools met or exceeded expected growth than non-charters statewide.

CHART 19: E-SCHOOL GROWTH VS. STATEWIDE NON-CHARTER GROWTH IN READING AND MATH, 2008-09

Reading   Math

■ Large E-Schools   ■ Small E-Schools   ■ State
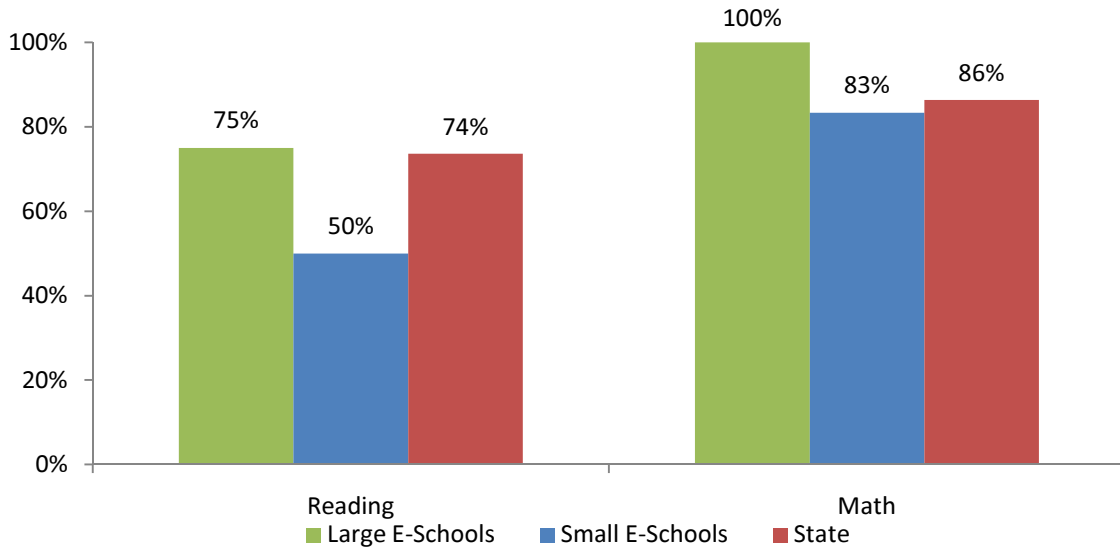
Appendix 1: District-by-District Performance and Growth

In the following section, we examine how urban charter schools and Ohio 8 district schools performed within the same city on two dimensions: performance and growth. The upper-right section of the chart is the ideal: high achievement *and* high growth. Each square represents an urban charter or district elementary or middle school in the city (high schools do not receive a value-added score in Ohio). Blue squares represent charter schools and red squares represent district schools.

Chart A1: Performance Index and Growth in Reading and Math in Akron, 2008-09
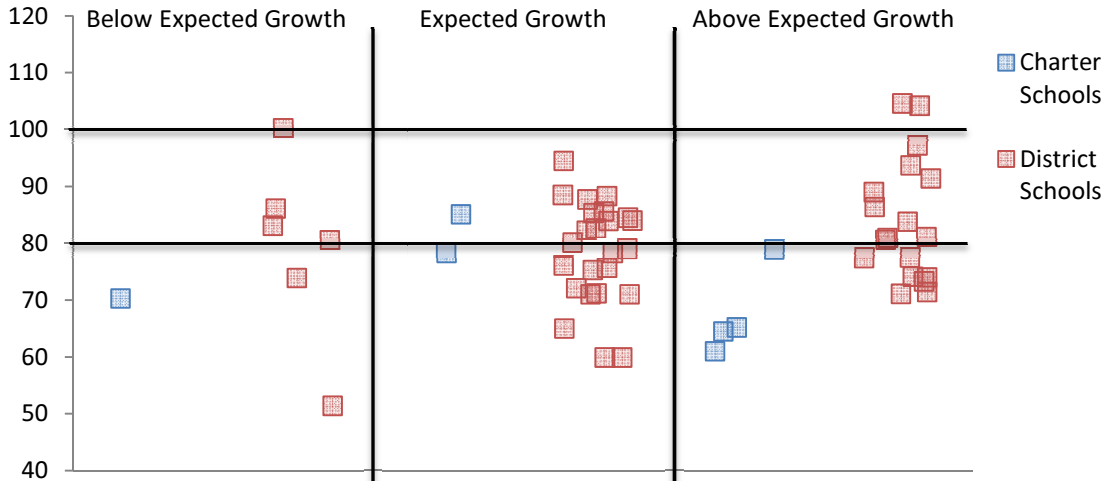
Chart A2: Performance Index and Growth in Reading and Math in Canton, 2008-09
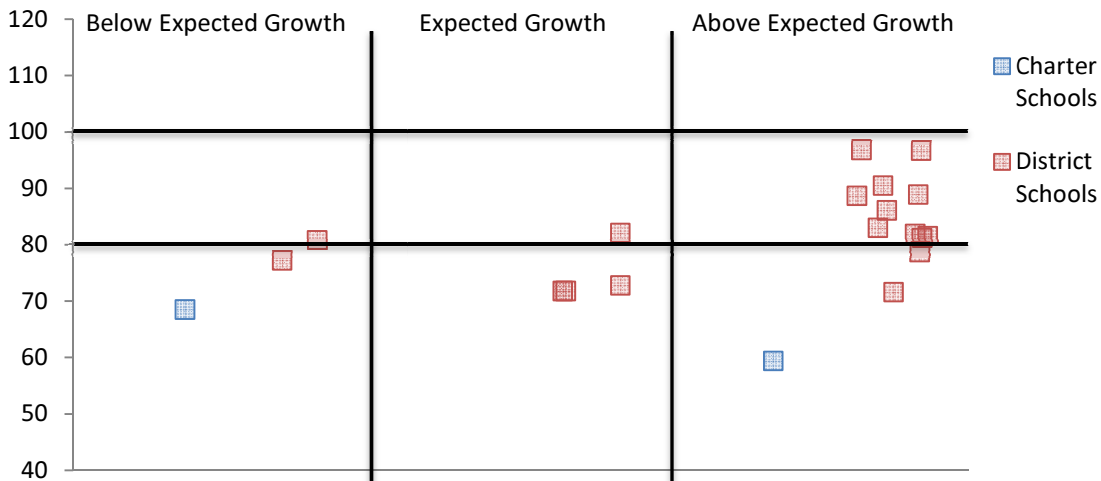
CHART A3: PERFORMANCE INDEX AND GROWTH IN READING AND MATH IN CINCINNATI, 2008-09
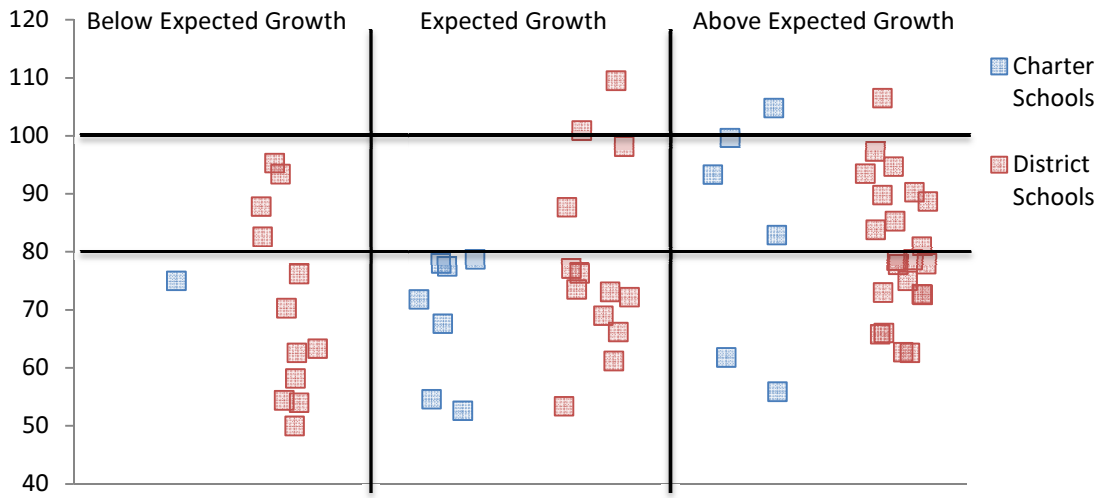
CHART A4: PERFORMANCE INDEX AND GROWTH IN READING AND MATH IN CLEVELAND, 2008-09
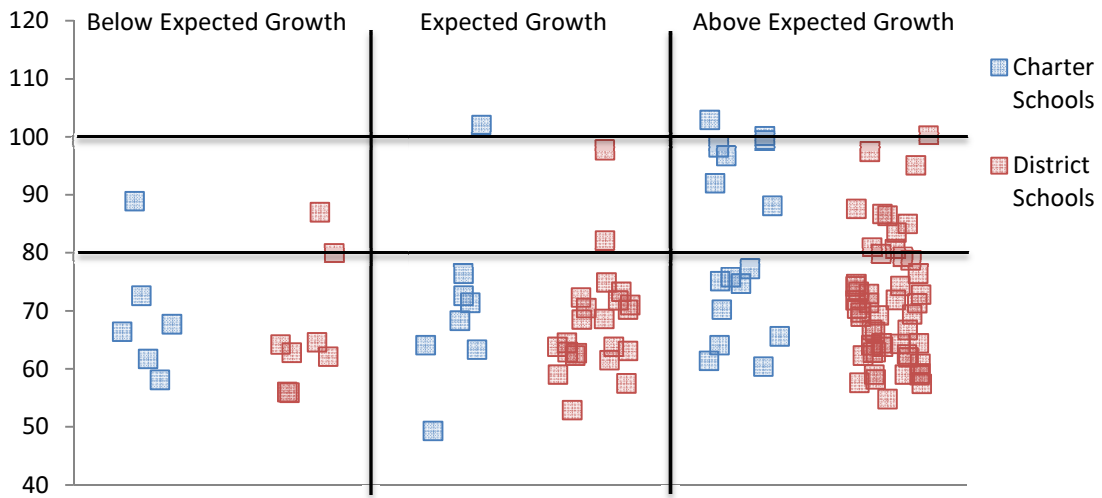
CHART A5: PERFORMANCE INDEX AND GROWTH IN READING AND MATH IN COLUMBUS, 2008-09
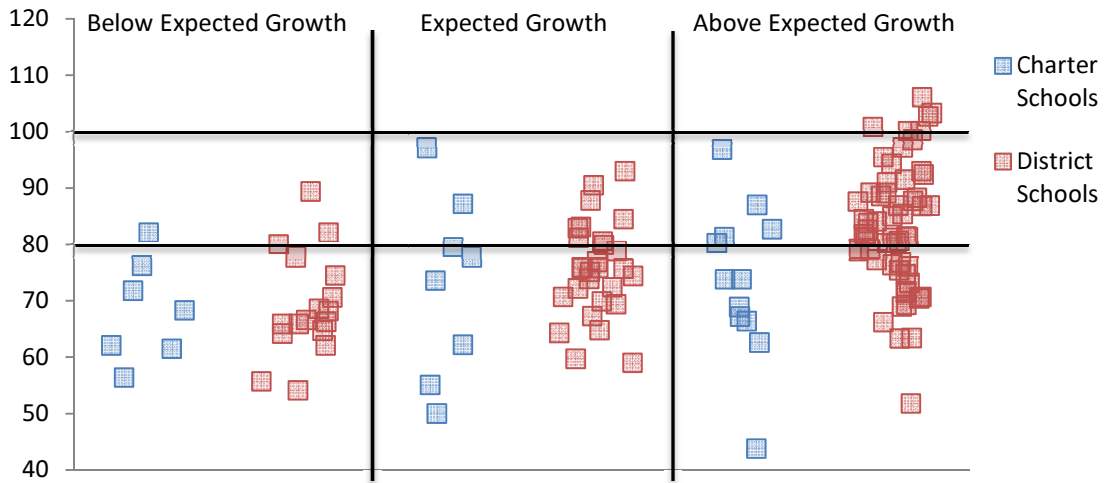
CHART A6: PERFORMANCE INDEX AND GROWTH IN READING AND MATH IN DAYTON, 2008-09
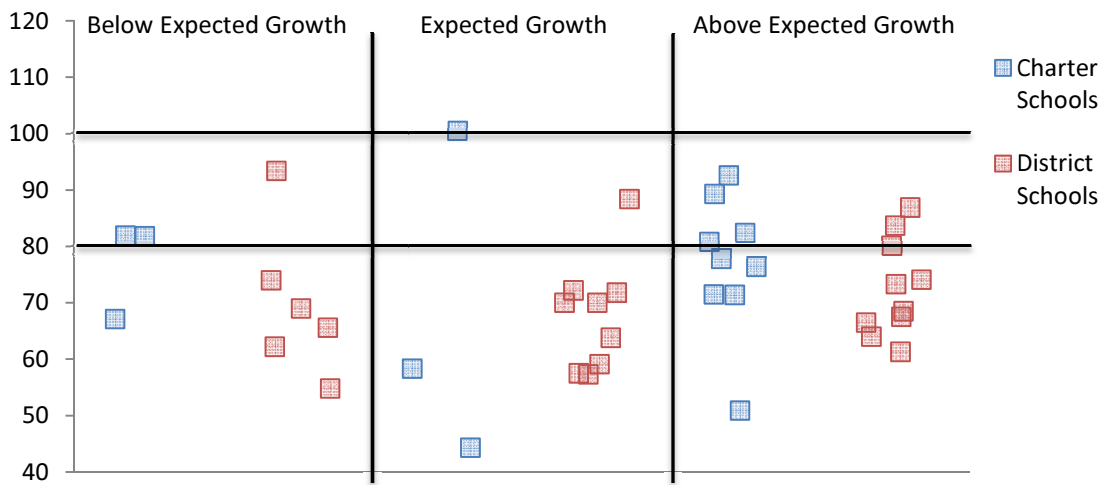
CHART A7: PERFORMANCE INDEX AND GROWTH IN READING AND MATH IN TOLEDO, 2008-09
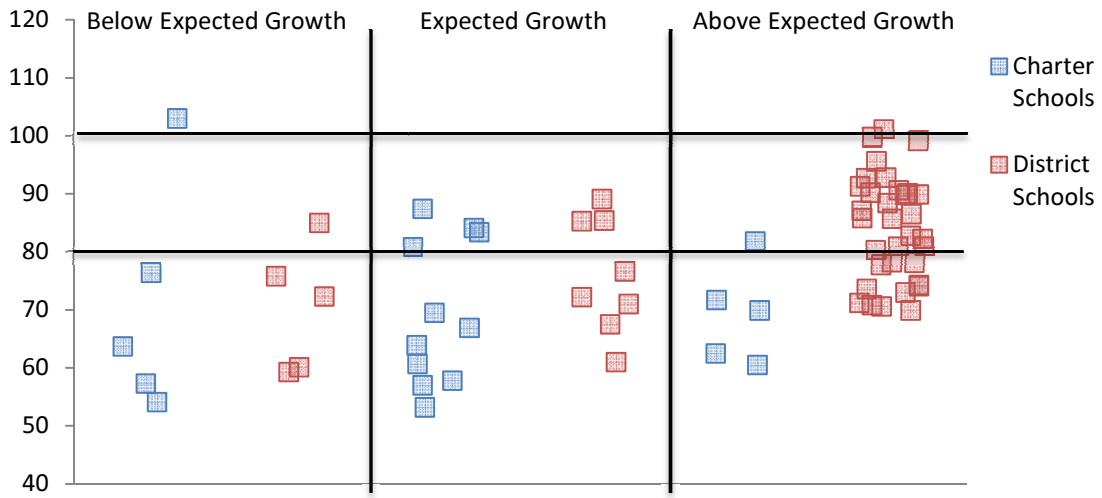
CHART A8: PERFORMANCE INDEX AND GROWTH IN READING AND MATH IN YOUNGSTOWN, 2008-09
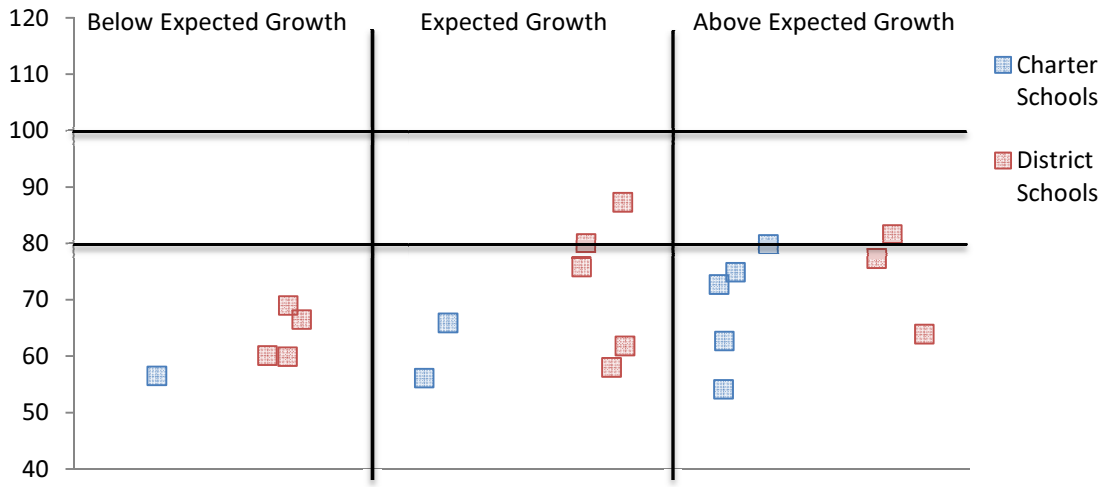
APPENDIX 2: METHODOLOGY

CHART 1 – 4: PERFORMANCE INDEX AND GROWTH IN READING AND MATH, 2008-09

Charts 1 – 4 display how schools were distributed based on their Performance Index scores and value-added classifications. Schools located in the top-right section have Performance Index scores above 99.9, and a value-added classification of *Above Expected Growth.* Schools in the middle-center section have Performance Index scores between 80 and 99.9 and a value-added classification of *Expected Growth* and schools in the bottom-left section have Performance Index scores below 80 and a value-added classification of *Below Expected Growth*.

The vertical location of each square is determined by the Performance Index score of each school. The horizontal location of each square in square is determined by each school's value-added category. For instance, if a school received a value-added designation of *Above Expected Growth* it would be located in the right column. To help differentiate among squares, random variance was introduced into horizontal coordinates to create space between squares. While the placement of squares into columns is relevant, the horizontal location of squares within sections is irrelevant. That is, a square on the left side of a box does not necessarily have a lower value added than one on the right; they are both in the same value-added category.

The segmentation of Performance Index scores into three categories is based on Ohio's school and district ratings system. Under Ohio's school and district ratings system, schools or districts with a Performance Index score above 99.9 are able to receive a designation of *Excellent*. Schools or districts with a Performance Index score between 80 and 99.9 can receive a rating of *Effective* or *Continuous Improvement*, and schools or districts with Performance Index scores below 80 can receive a rating of *Academic Watch* or *Academic Emergency*.

CHARTS 5 & 6: URBAN CHARTER SCHOOL PERFORMANCE OVER TIME IN READING AND MATH

Charts 5 and 6 use weighted averages to compare the performance of urban charter schools to the performance of their surrounding district schools. For example, if in 2008-09 30% of charter students in were in 3rd grade, then 3rd graders in district schools would be counted as 30% of the district average. Similarly, if 30% of charter students were in Akron, then Akron city district students would be counted as 30% of the district average as well.

CHARTS 11 – 15 & 18: CHARTER SCHOOL PERFORMANCE VS. NON-CHARTER PERFORMANCE, 2008-09

These charts compare the performance of charter schools to the performance of their comparable non-charter district schools. Each analysis uses weighted averages that take into account the percent of charter students in each grade and city when comparing their performance to that of district schools. For example, if 30 percent of the charter students in Dayton were in 3rd grade, 3rd graders in Dayton City School District would be counted as 30 percent of the district average as well.

CHARTS 16 – 17 & 19: CHARTER SCHOOL GROWTH VS. NON-CHARTER GROWTH, 2008-09

Ohio measures growth using a value-added assessment: a measure of how much progress students made in reading and math over the course of one year compared to how much the state would expect them to gain. It is possible for schools to be classified as making *Above Expected Growth, Expected Growth,* or *Below Expected Growth*. Charts 16, 17 and 19 show the percentage of charter schools and comparable district schools that made *Above Expected Growth* and *Expected Growth*.

SECTION II:
Overview of Fordham-sponsored Schools in 2008-09

This section examines how well students in the Fordham-sponsored schools performed on state assessments in 2008-09, and compares those results to student performance in home districts and to other charter schools.

Academic Performance

Information about Assessments Used

Ohio's accountability system assigns schools and school districts with one of six academic ratings: Ex-cellent with Distinction, Excellent, Effective, Continuous Improvement, Academic Watch, or Academic Emergency. These ratings are based on multiple indicators, including results on the statewide Ohio Achievement Tests in core subjects in grades three through eight, the Ohio Graduation Test, and graduation and attendance rates. The state goal is that 75 percent of all students be proficient on each assessment.

Using results from these indicators, Fordham analyzed each of its schools' performance in 2008-09. See Table VII below.

Table VII: School Performance on Requirements and Goals of the Fordham Academic Accountability Plan, 2007-08 and 2008-09

Did School...	Columbus Collegiate Academy	Dayton Academy	Dayton View Academy	KIPP Journey Academy	Phoenix Community Learning Center	Springfield Academy of Excellence
Requirement 1: Make Adequate Yearly Progress (AYP) in 2008-09?			X			
In 2007-08?					X	
Requirement 2: Make AYP in Reading in 2008-09?			X		X	
In 2007-08?					X	
Requirement 3: Make AYP in Math in 2008-09?	X		X	X		
In 2007-08?					X	
Goal 1: Receive rating of at least Continuous Improvement in 2008-09			X			
In 2007-08?					X	
Goal 2: Average at least 5% growth on READING portions of state tests in 2008-09?			X			X
In 2007-08?			X			

Did School...	Columbus Collegiate Academy	Dayton Academy	Dayton View Academy	KIPP Journey Academy	Phoenix Community Learning Center	Springfield Academy of Excellence
Goal 3: Average at least 5% growth on MATH portions of state tests in 2008-09?		X	X			
In 2007-08?					X	X
Goal 4: Average at least 3% growth on SCIENCE portions of state tests in 2008-09?		X			X	X
In 2007-08?		X				
Goal 5: Average at least 3% growth on WRITING portions of state tests in 2008-09?			X			
In 2007-08?		X	X			
Goal 6: Average at least 3% growth on SOCIAL STUDIES portions of state tests in 2008-09?			X			X
In 2007-08?			X		X	X
Goal 7: Outperform home distrct average on all five portions of state tests in 2008-09?	X					
In 2007-08?						
Goal 8: Outperform state community school average on all five portions of state tests in 2008-09?	X					
In 2007-08?						

X *indicates that the school met the requirement or goal.*
A blank cell indicates that the school failed to meet the requirement or goal.
A gray cell indicates that the requirement or goal was not applicable to the school

The analysis that follows details how Fordham-sponsored schools performed on state assessments including their Adequate Yearly Progress status, and reading, math, and writing achievement test results.

Adequate Yearly Progress Status

Adequate Yearly Progress (AYP) is part of the federal *No Child Left Behind* Act (NCLB), and is determined by the number of students meeting or exceeding state academic proficiency standards in reading and math—plus test participation and (high school) graduation rates. AYP also indicates how certain groups of students (e.g., those from economically-disadvantaged families or those with limited English proficiency) are doing in reading and math.

In 2008-09, one Fordham-sponsored school met AYP: Dayton View Academy.

For the schools that did not make AYP two years in a row or more, Fordham is required to take a series of actions depending on how many consecutive years a school has failed to make AYP. This is spelled out in more detail in Table IV in Section I of this report. Fordham-sponsored schools that must adhere to these *No Child Left Behind* obligations in 2009-10, include Dayton Academy, Dayton View Academy,[9] and Springfield Academy of Excellence.

State Ratings

During the 2008-09 school year, one Fordham-sponsored school improved upon the rating it received in

Table VIII: AYP Status of Fordham-sponsored Schools, 2007-08 and 2008-09

School	07-08 AYP Status	Change	08-09 AYP Status
Columbus Collegiate Academy	N/A	N/A	Did Not meet
Dayton Academy	Did Not Meet	→	Did Not Meet
Dayton View Academy	Did Not Meet	↑	Met
KIPP: Journey Academy	N/A	N/A	Did Not meet
Phoenix Community Learning Center	Met	↓	Did Not meet
Springfield Academy of Excellence	Did Not Meet	→	Did Not Meet

Table IX: Academic Ratings of Fordham-sponsored Schools, 2007-08 and 2008-09

School	07-08 Rating	Change	08-09 Rating
Columbus Collegiate Academy*	N/A	N/A	N/A
Dayton Academy	Academic Watch	→	Academic Watch
Dayton View Academy	Academic Watch	↑	Continuous Improvement
KIPP: Journey Academy*	N/A	N/A	N/A
Phoenix Community Learning Center	Continuous Improvement	↓	Academic Watch
Springfield Academy of Excellence	Academic Watch	→	Academic Watch

First year schools are not issued ratings by the Ohio Department of Education.

Source: Ohio Department of Education interactive Local Report Card.

2007-08. One school was rated Continuous Improvement; three were rated Academic Watch. Two schools, Columbus Collegiate Academy and KIPP: Journey Academy, were unrated in 2008-09 because they were first year schools, and the Ohio Department of Education does not issue ratings for first year schools.

Performance by Subject

The performance of most Fordham-sponsored schools in 2008-09 was weak, although similar to their home districts and slightly better than charter schools statewide in reading (third grade excepted), math (third and seventh grades excepted), and writing. Students in Fordham-sponsored schools, however, lagged behind their district peers and charters statewide in science or social studies. The following comparisons compare each individual school to the district where it is located and compare the overall performance of all the Fordham-sponsored schools to a weighted average of the three districts where the schools are located (for a more detailed explanation, see the methodology in appendix B).

Graph I: Fordham-sponsored Schools by State Performance Rating, 2008-09
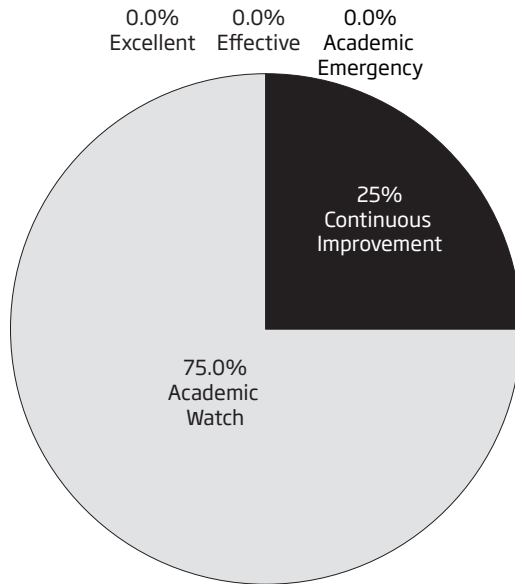
0.0% Excellent   0.0% Effective   0.0% Academic Emergency

25% Continuous Improvement

75.0% Academic Watch

Graph II: Percent of Students (in Fordham-sponsored Schools) by State Performance Rating, 2008-09

0.0% Excellent   0.0% Effective   0.0% Academic Emergency

33% Continuous Improvement

67% Academic Watch
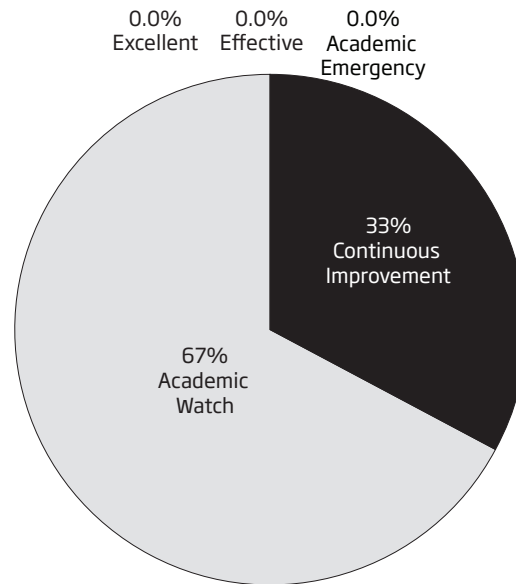
Source: Ohio Department of Education interactive Local Report Card.

Reading

Chart V shows how students in Fordham-sponsored schools in 2008-09 performed in reading in comparison to charter students and home district students. Pupils in Fordham- sponsored schools outperformed their peers in district schools and in charter schools statewide in every grade except third.

Math

Chart VI shows math performance. In 2008-09, 52 percent of students in grades three through eight attending Fordham-sponsored charter schools achieved or exceeded math proficiency. As a group, students in Fordham-sponsored schools performed better than students in their home districts and in other charter schools in the state in math in all grades except third and seventh.

Writing

Chart VII shows writing performance. In 2008-09, 68 percent of students attending Fordham-sponsored charter schools achieved or exceeded writing profi-

ciency. As a group, students in Fordham-sponsored schools did marginally better than students in their home districts in all grade levels of writing and did better than other charter schools in the state in fourth grade writing.

Science

Chart VIII shows science performance. In 2008-09, 21 percent of students attending Fordham-sponsored charter schools achieved or exceeded science proficiency. As a group, students in Fordham-sponsored schools did not perform as well as their home districts or other charter schools in the state in science.

Social Studies

Chart IX shows performance in social studies. In 2008-09, 17 percent of students attending Fordham-sponsored charter schools achieved or exceeded social studies proficiency. As a group, students in Fordham-sponsored schools did not perform as well as their home districts or other charter schools in the state in social studies.

Chart V: Percent of Students in Fordham-sponsored Schools, Statewide Charter Schools, and Home Districts Proficient in Reading, 2008-09, by grade

Fordham Schools | Home Districts | Charter Schools

State Goal of 75% of Students Proficient

Grade	Fordham	Home	Charter
3rd	53%	56%	60%
4th	68%	52%	62%
5th	47%	43%	46%
6th	64%	56%	62%
7th	57%	49%	54%
8th	56%	48%	53%
Overall	57%	50%	57%
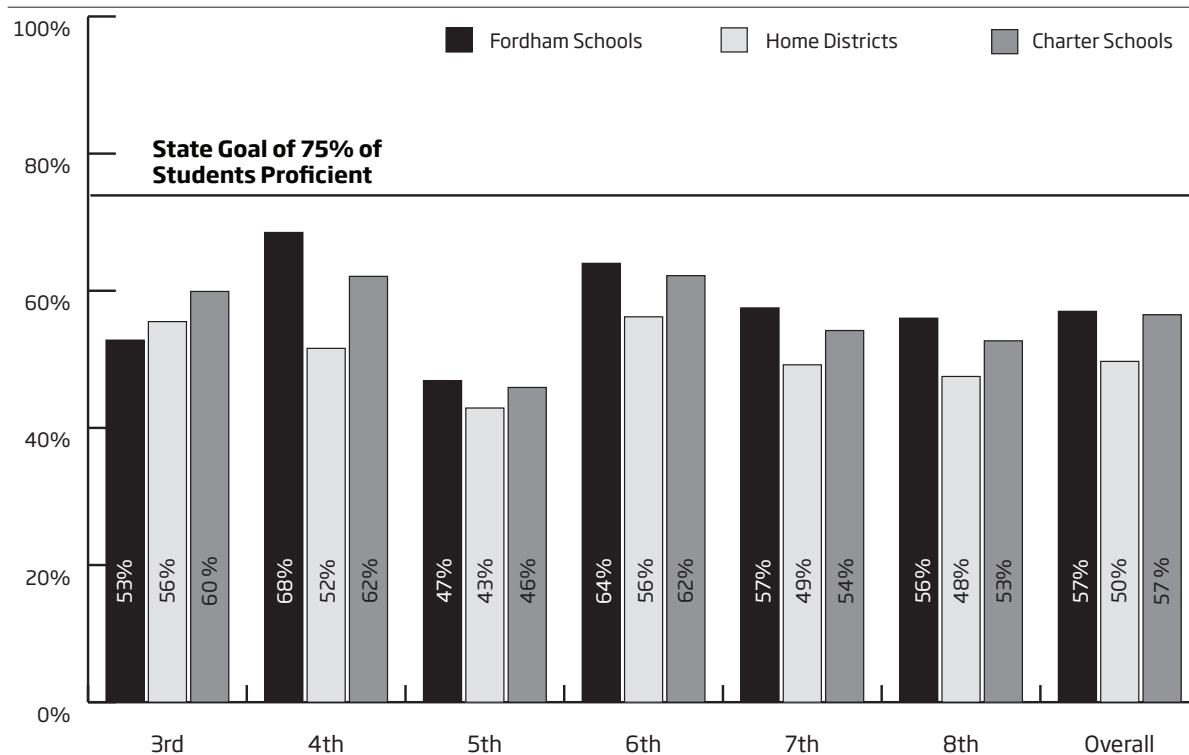
Chart VI: Percent of Students in Fordham-sponsored Schools, State Charter Schools, and Home Districts Proficient in Math, 2008-09, by grade

Fordham Schools | Home District | Charter Schools

State Goal of 75% of Students Proficient

Grade	Fordham	Home	Charter
3rd	63%	57%	65%
4th	54%	45%	53%
5th	35%	34%	33%
6th	62%	46%	46%
7th	42%	45%	48%
8th	58%	39%	45%
Overall	52%	44%	49%
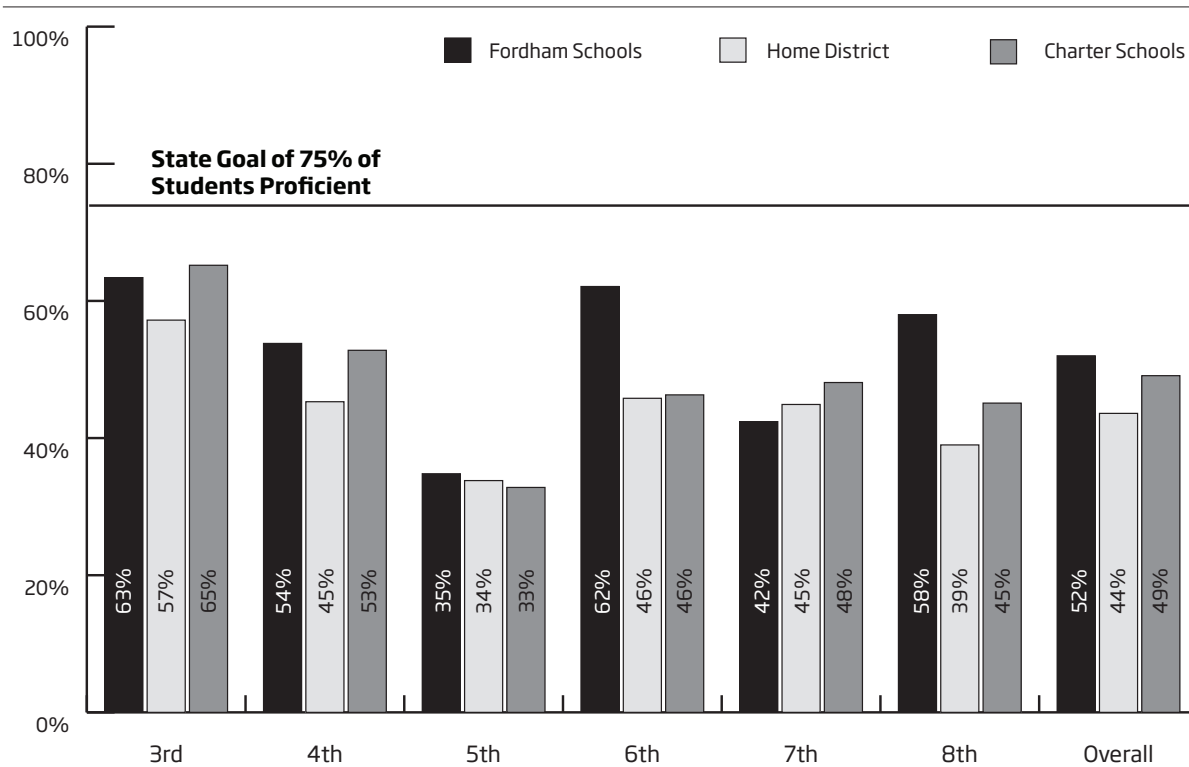
Source: Ohio Department of Education interactive Local Report Card.

Chart VII: Percent of Students in Fordham-sponsored Schools, State Charter Schools, and Home Districts Proficient in Writing, 2008-09, by grade

Fordham Schools
Home Districts
Charter Schools

State Goal of 75% of Students Proficient

	4th	7th	Overall
Fordham Schools	71%	63%	68%
Home Districts	55%	59%	57%
Charter Schools	70%	63%	67%
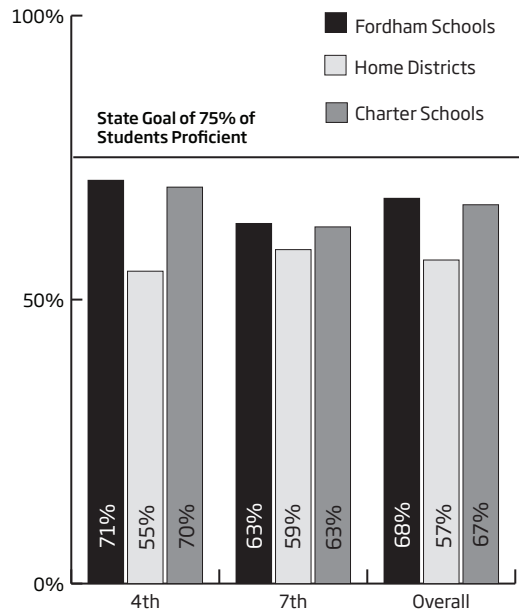
Source: Ohio Department of Education interactive Local Report Card

Chart VIII: Percent of Students in Fordham-sponsored Schools, State Charter Schools, and Home Districts Proficient in Science, 2008-09, by grade

Fordham Schools
Home Districts
Charter Schools

State Goal of 75% of Students Proficient

	5th	8th	Overall
Fordham Schools	24%	15%	21%
Home Districts	36%	27%	31%
Charter Schools	40%	34%	38%
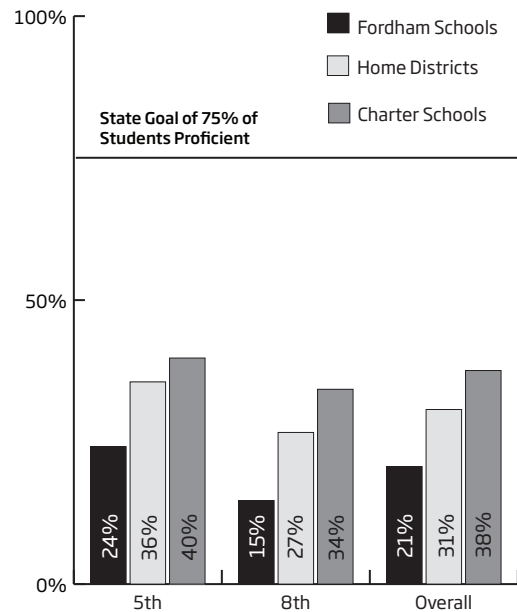
Chart IX: Percent of Students in Fordham-sponsored Schools, State Charter Schools, and Home Districts Proficient in Social Studies, 2008-09, by grade

Fordham Schools
Home Districts
Charter Schools

State Goal of 75% of Students Proficient

	5th	8th	Overall
Fordham Schools	22%	9%	17%
Home Districts	28%	19%	23%
Charter Schools	29%	26%	28%
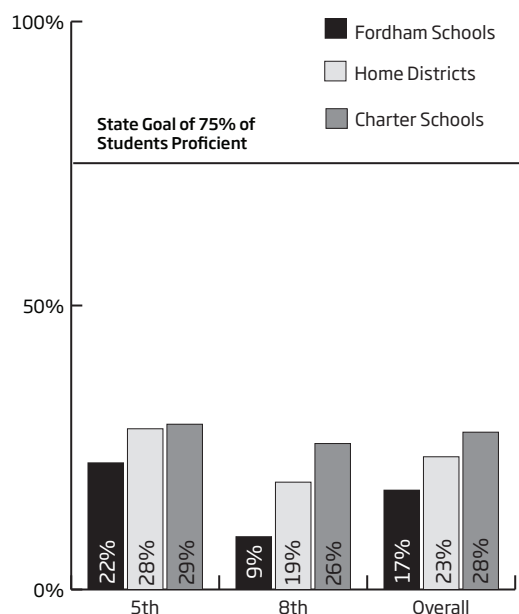
Source: Ohio Department of Education interactive Local Report Card

Value-Added Student Performance

Ohio's school report cards include value-added—a measure of how much progress a school's students made in reading and math over the course of one year compared to how much the state expected them to improve. Value-added data are available in Ohio for grades 4-8. Fully 69 percent of students attending Fordham-sponsored schools achieved above expected growth, and outperformed both the charter school average and the home-district average on the value-added metric.

When it comes to value-added growth in Big 8 urban schools that have such data (504 schools total), 49 percent of charter schools and 54 percent of district schools exceeded their expected growth in 2008-09. A further 32 percent of charters and 31 percent of district schools in the Big 8 met expected growth.

This means that only 19 percent of charter schools and 15 percent of district schools *failed* to deliver at least a year's worth of academic progress last year. In

Chart X: Percent of Students in Fordham-sponsored schools, Home Districts, and State Charter Schools by Value-Added Rating, 2008-09
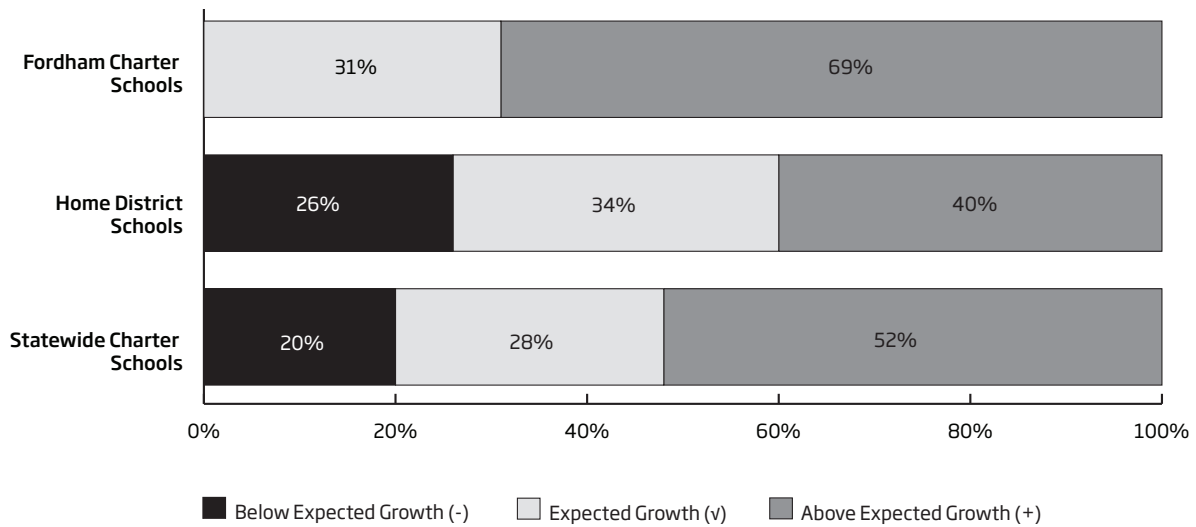
Source: Ohio Department of Education interactive Local Report Card.

Chart XI: Academic Performance of Ohio 8 Districts and Charter Schools (Fordham-Sponsored Schools as Pull-outs), 2008-09
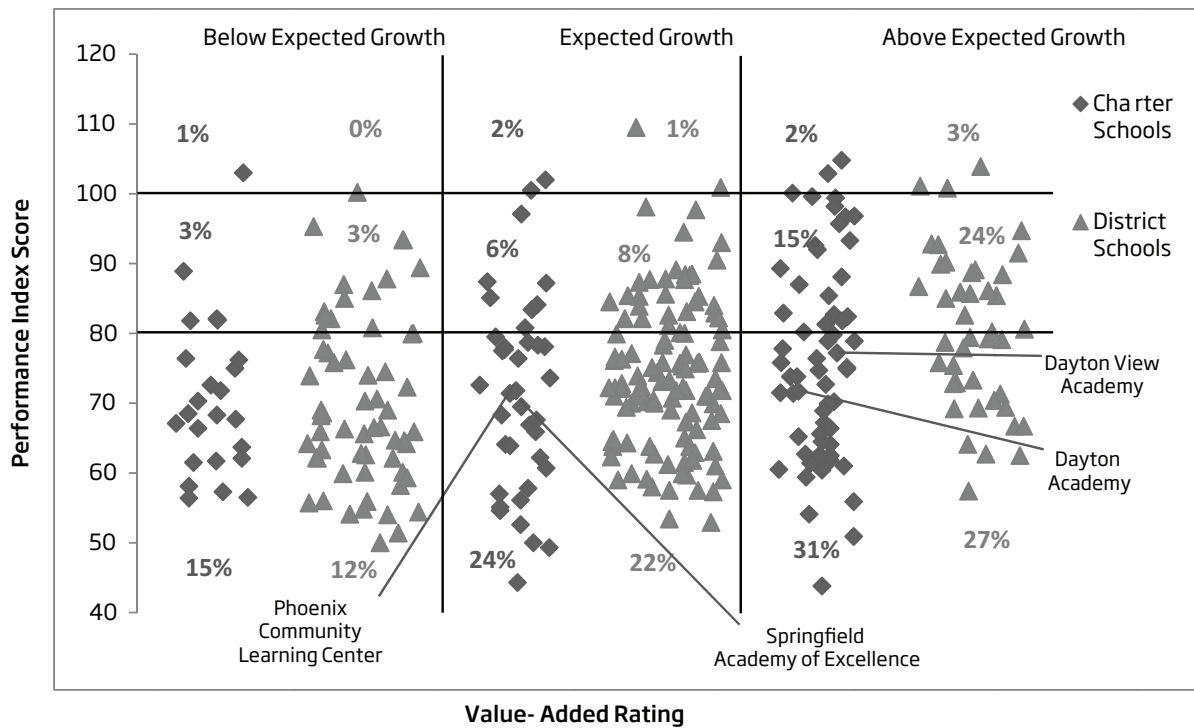
practice, this means that about half of the public schools in the Big 8 cities that serve grades four through eight made some progress in 2008-09 in moving students closer toward grade-level proficiency.

That's a low bar, however. Achieving above-expected levels of value-added progress (statewide, nearly 73 percent of Ohio schools were able to do so) does not translate into a solid "Performance Index" (PI) score,

an indicator that takes into account whether students actually reach proficiency, not just whether they're making gains. Chart XI tells the PI story at a glance. It shows that most schools, charter and district alike, met or exceeded academic growth, but only 20 out of 504 earned a PI score of 100 or higher. (The state considers a school successful if it attains a PI score of 100 or better on a scale of 0 to 120.)

Ohio has 1,134 school buildings with a score at or above 100, but only 34 of these are in the Big 8 cities. Thus, Ohio schools have done a decent job meeting or exceeding value-added growth for one year; however, few of them receive a PI score above 100, because many students in the state are still not reaching proficiency.

Governance and Non-academic Performance

Leadership

Each Fordham-sponsored school is governed by a board composed of at least five members. Board member backgrounds are varied, and include experience in education, nonprofit organizations, law, and business. Two Fordham-sponsored schools – Dayton Academy and Dayton View Academy – share a single board (in Ohio, an individual may only serve on a maximum of two charter school boards).

In terms of school leaders, one Fordham-sponsored school experienced a change in school leadership in 2008-09.

Table X: Availability and Most Recent Date of School Individual School Audits

School	Most Recent Audit
Columbus Collegiate Academy	2008-09 in progress
Dayton Academy	2007-08
Dayton View Academy	2007-08
KIPP: Journey Academy	2008-09 in progress
Phoenix Community Learning Center	2007-08
Springfield Academy of Excellence	2007-08

Source: Ohio Auditor of State

Audit Information

All charter schools must meet financial accountability standards in their contracts and financial reporting. Each year, the Ohio Auditor of State or its representative audits each charter school's financial statements. The audit examines the evidence supporting the amounts and disclosures in the financial statements and assesses the school's adherence to accounting principles.

Seeking
QUALITY
in the Face of
ADVERSITY

2008-09
Fordham Sponsorship
Accountability Report

SCHOOL PROFILES

Thomas B. Fordham Foundation
400 East Fifth Street, Suite C
Dayton, OH 45402
937-227-3368

THOMAS B.
FORDHAM
FOUNDATION
Advancing Educational Excellence

Table of Contents

Introduction

The Ohio Department of Education requires that all sponsors monitor and evaluate the education, finance, governance, and academic assessment and accountability components of a community school and assign each component a rating of "overall compliant," "partially compliant," or "non-compliant."[10]

Although sponsors must report on the components of a charter school's operations as noted above, each sponsor is free to define what comprises the education, finance, governance, academic assessment and accountability components of their sponsored schools programs. Additionally, sponsors are also free to define what "overall compliant," "partially compliant" and "non-compliant" mean.

The Thomas B. Fordham Foundation defines the four components required by the Ohio Department of Education as:

- Education: whether the school delivered the education plan as contained in its contract for sponsorship with the Thomas B. Fordham Foundation;

- Academic: how the school performed in the context of its Accountability Plan (Fordham Contract Exhibit IV);

- Financial: whether the school was financially healthy and auditable; and

- Governance: whether the school complied with laws, regulations, record keeping compliance,[11] and guidance from the Ohio Department of Education.

The Thomas B. Fordham Foundation defines the three ratings required by the Ohio Department of Education as:

- Overall compliant (OC): the school met all of the requirements in a particular category;

- Partially compliant (PC): the school met half or more of the requirements in a particular category; and

- Non-compliant (NC): the school met fewer than half of the requirements in a particular category.

Note: a designation of "unauditable" from the Ohio Auditor of State automatically results in financial and governance ratings of "non-compliant."

The results in the school profiles that follow are based on each school's contract for sponsorship; reporting requirements; documentation stored in the Fordham Foundation's online compliance database, AOIS (Authorizer Oversight Information System); school-specific information available from the Ohio Department of Education; and information obtained during the site visits conducted at each school.

Table XI: Summary of the compliance of each Fordham-sponsored school with applicable laws, regulations, and guidance issued by the Ohio Department of Education, and the contract for sponsorship with the Thomas B. Fordham Foundation, 2008-09.

	Education	Academic	Financial	Governance
Columbus Collegiate Academy	OC	PC	OC	OC
Dayton Academy	OC	NC	OC	OC
Dayton View Academy	OC	PC	OC	OC
KIPP: Journey Academy	OC	NC	OC	OC
Phoenix Community Learning Center	OC	NC	OC	OC
Springfield Academy of Excellence	OC	NC	OC	OC

OC = Overall compliant
PC = Partially compliant
NC = Non-compliant

Columbus Collegiate Academy

Contact Name

Andrew Boy, Founder and Co- Director

Address

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Columbus, OH 43201

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Website

http://www.columbuscollegiate.org/

Began Operating

2008

Governing Authority

- Chad Aldis
- Andrew Boy, Ex Officio
- John Dues, Ex Officio
- Jackie Messinger, Chairperson
- Mike Hassell
- Stephanie Klupinski
- Stephanie Vecchiarelli

Operator

Building Excellent Schools

MISSION

The mission of Columbus Collegiate Academy is to prepare middle school students to achieve academic excellence and become citizens of integrity. High expectations for scholarship and behavior and an achievement-oriented school culture ensure all students are equipped to enter, succeed in, and graduate from the most demanding high schools and colleges.

EDUCATIONAL PHILOSOPHY

The central focus of Columbus Collegiate's educational program is college preparation. All children should be expected to achieve success in school and be prepared to achieve success in college.

Columbus Collegiate's educational philosophy and program is built on four core values: (1) all students have the ability to achieve academic excellence; (2) all students thrive in a highly disciplined environment; (3) all students must be prepared to excel in demanding high schools on their way to selective colleges; (4) all students deserve outstanding teachers that produce outstanding results.

SCHOOL CALENDAR

In 2008-09, students at Columbus Collegiate Academy attended school for 166 days, from August 18 through June 11.[12]

GOVERNANCE

School Leaders

Andrew E. Boy is the founder and one of two Co-Directors at Columbus Collegiate Academy, overseeing the finance and operations of the organization. Prior to joining Columbus Collegiate, Andrew completed the Building Excellent Schools (BES) Fellowship. During the BES Fellowship, An-

drew studied the highest performing urban charter schools across the country, completed a school and leadership residency at a high performing urban middle school, and received extensive training in governance, finance, operations, school organization, curriculum development, and school culture. Andrew holds Bachelor's degrees in Education and Communication from the University of Cincinnati and a Masters of Education Administration from Xavier University.

John A. Dues is Co-Director at Columbus Collegiate Academy, overseeing the curriculum, instruction, and assessment of CCA's students. Prior to joining Columbus Collegiate, John served as the Director of Curriculum and Instruction at West Denver Preparatory Charter School. Mr. Dues graduated with Honors from Miami (OH) University and holds a Master of Education degree from the University of Cincinnati. He is also an alumnus of Teach for America, a highly selective national service corps of recent college graduates of all academic majors who commit two years to teach in under-resourced public schools.

DEMOGRAPHICS

Student Composition 2008-09 [13]

Grades Served	6*
Enrollment	51
Student Demographics	% of Students
African American	92
White	<1
Hispanic	8
Economically Disadvantaged	96
Students with Disabilities	12

Columbus Collegiate Academy opened in 2008-09 serving sixth graders. The school will grow one grade per year, until it serves students in grades six through eight.

FACULTY

Number of Teachers
The school employed three teachers in 2008-09.[14]

Teacher Demographics[15]	% of teachers
Male	0
Female	100
White	100

Highly qualified Teachers
Columbus Collegiate Academy employed 100 percent highly qualified teachers in 2008-09.[16]

COMPLIANCE REPORT

SUMMARY OF COMPLIANCE ASSESSMENT

Education Rating: Overall compliant
Site visits to Columbus Collegiate Academy during the 2008-09 school year confirmed that the Education Plan as set forth in the contract for sponsorship between Fordham and the governing authority of Columbus Collegiate Academy was being implemented.

Academic Rating: Partially compliant
Columbus Collegiate Academy met a majority, but not all, of its academic performance requirements in 2008-09.

Financial Rating: Overall compliant
Columbus Collegiate Academy is rated overall compliant in the financial category. The school's first audit, FY09, is currently in progress.

Governance Rating: Overall complaint
Columbus Collegiate Academy is rated overall compliant in the governance category.

Education Rating: Overall compliant	
Did the school deliver the education plan as contained in its contract for sponsorship with the Thomas B. Fordham Foundation?	1/1
Academic Rating: Partially compliant	
Academic Performance Requirements	6/8
Adequate Yearly Progress Requirements	3/5
Goals for Academic Performance Using Common Indicators	N/A
Goals for Academic Performance Relative to Comparable Schools	2/2
Goals for Value-Added Performance	N/A
The Community School is Attaining Its Own Distinctive Education Goals	1/1
Columbus Collegiate Academy has developed its own distinctive education goals.	Yes
Financial Rating: Overall compliant	
Fiscal Reports Required	3/3
Audit (most recent): N/A Status: FY09 in progress	N/A
IRS Form 990 (submitted annually)	Yes
Bi-monthly Financial Reports	Yes
Five-Year Budget Forecast	Yes
Governance Rating: Overall compliant	
Governance Requirements	11/11
Annual Report (2008-2009)	
Ohio Department of Education Requirements[17]	4/4
Thomas B. Fordham Foundation community school annual report requirements[18]	5/5
Records Compliance[19]	2/2
Critical	Yes (91%)
Non-critical	Yes (86%)

SCHOOL PERFORMANCE RESULTS

All Fordham-sponsored schools must meet academic accountability requirements under state and federal law and pursuant to the sponsorship contract with the Fordham Foundation. Federal requirements include meeting Adequate Yearly Progress (AYP) minimum performance standards. State requirements include ensuring 75 percent or more of students in grades kindergarten through eight are proficient in tested subjects. Detailed information on Ohio's accountability system is available at http://www.ode.state.oh.us/GD/Templates/Pages/ODE/ODEDetail.aspx?page=3&TopicRelationID=115&ContentID=16209&Content=72712.

Academic Performance Requirements

INDICATORS[3]	School Performance	
	Participation	Achievement
Requirement 1: Made Adequate Yearly Progress (AYP)?	No	
Requirement 2: Made AYP in Reading?	Yes	No
Requirement 3: Made AYP in Mathematics?	Yes	Yes

Goals for Academic Performance Using Common Indicators

INDICATORS	School Performance
Goal 1: Received rating of at least Continuous Improvement?	N/A
Goal 2: Averaged at least 5% growth on READING portions of state tests?	N/A
Goal 3: Averaged at least 5% growth on MATH portions of state tests?	N/A
Goal 4: Averaged at least 3% growth on SCIENCE portions of state tests?	N/A
Goal 5: Averaged at least 3% growth on WRITING portions of state tests?	N/A
Goal 6: Averaged at least 3% growth on SOCIAL STUDIES portions of state tests?	N/A
Goal 7: Outperformed home district average on all portions of state tests?	Yes
Goal 8: Outperformed state community school average on all portions of state tests?	Yes
Goal 9: Met or exceeded the "Expected Gain" in Reading on the Ohio "Value-Added Metric."	N/A
Goal 10: Met or exceeded the "Expected Gain" in Math on the Ohio "Value-Added Metric."	N/A

The sponsorship contract between each school's governing authority and the Fordham Foundation incorporates the minimum federal and state standards and further requires a state rating of continuous improvement or higher and annual growth in each grade and subject. These requirements are considered annually by Fordham when evaluating the performance of the school and when making renewal and non-renewal decisions regarding the contract.

The tables on this page and the next detail how Columbus Collegiate Academy performed against federal, state and contract minimum requirements in 2008-09.

Columbus Collegiate met three of five AYP minimum requirements. The school did not meet AYP minimum requirements for the subgroups Economically Disadvantaged, Black/non-Hispanic, and Students with Disabilities.

Goal 1: Received rating of at least Continuous Improvement?

First year charter schools do not receive ratings from the Ohio Department of Education; therefore, Columbus Collegiate Academy was unrated in 2008-09.

Ohio has six school performance designations for public schools. The school designation is based on several measures (state indicators, the Performance Index, AYP, and value-added).

Goal 2: Averaged at least 5 percent growth on READING portions of state tests?

Excellent with Distinction
Excellent
Effective
Continuous Improvement (Fordham Goal)
Academic Watch
Academic Emergency

School Performance on Reading, Math, Writing, Science, and Social Studies

	% of Students Meeting READING Standards		Percent Change	% of Students Meeting MATH Standards		Percent Change
	07-08	08-09		07-08	08-09	
6th Grade	N/A	74	N/A	N/A	82	N/A
OVERALL	N/A	74	N/A	N/A	82	N/A

	% of Students Meeting WRITING Standards		Percent Change	% of Students Meeting SCIENCE Standards		Percent Change	% of Students Meeting SOCIAL STUDIES Standards		Percent Change
	07-08	08-09		07-08	08-09		07-08	08-09	
6th Grade	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
OVERALL	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

N/A. Columbus Collegiate Academy's first year of operation was 2008-09; therefore, there is no growth data available.

Goal 3: Averaged at least 5 percent growth on MATH portions of state tests?

N/A. Columbus Collegiate Academy's first year of operation was 2008-09; therefore, there is no growth data available.

Goal 4: Average at least 3 percent growth on SCIENCE portions of state tests?

N/A. Columbus Collegiate Academy's first year of operation was 2008-09; therefore, there is no growth data available.

Goal 5: Averaged at least 3 percent growth on WRITING portions of state tests?

N/A. Columbus Collegiate Academy's first year of operation was 2008-09; therefore, there is no growth data available.

Goal 6: Average at least 3 percent growth on SOCIAL STUDIES portions of state tests?

N/A. Columbus Collegiate Academy's first year of operation was 2008-09; therefore, there is no growth data available.

Goal 7: Outperformed home district average on all portions of state tests?

Percent Meeting State Standards Compared to Home District and State Community School Average, 2008-09

	Columbus Collegiate Academy	Columbus City School District	Difference	State Community School Average	Difference
Reading	74	59	15	57	17
Math	82	54	28	49	33

Yes. Columbus Collegiate Academy outperformed the Columbus City Schools by 15 percentage points in sixth grade reading, and by 28 percentage points in sixth grade math.

Goal 8: Outperformed state community school average on all portions of state tests?

Yes. Columbus Collegiate Academy outperformed the state community school average by 17 percentage points in sixth grade reading, and 33 percentage points in sixth grade math.

In 2007-08 Ohio added a new component to its assessment system, "value-added:" a measure of how much progress students made in reading and math over the course of one year compared to how much the state would expect them to gain. As 2008-09 was Columbus Collegiate Academy's first year of operation, the school will not have value-added data available until the completion of the 2009-10 school year.

In 2008-09, Fordham offered schools the option to report their progress on their own distinctive education goals. Columbus Collegiate Academy's distinctive education goals follow.

Academic Goal Statement: Students at Columbus Collegiate will become readers of the English language.

- Each cohort of students will meet or exceed the expected growth norms on NWEA's Reading MAP assessment, as defined by NWEA's most recent normative data. **Met: Yes**

- Each subgroup of students will make AYP in reading as defined by *No Child Left Behind* legislation. **Met: No**

Academic Goal Statement: Students at Columbus Collegiate will become competent in the understanding and application of mathematical computation and problem solving.

- Each cohort of students will meet or exceed the expected growth norms on NWEA's Math MAP assessment, as defined by NWEA's most recent normative data. **Met: Yes**

- Each subgroup of students will make AYP in math as defined by *No Child Left Behind* legislation. **Met: Yes**

Organizational Viability Goal Statement: Columbus Collegiate will be fully enrolled and demonstrate high levels of daily attendance and student retention.

- Columbus Collegiate's student enrollment will be at 100 percent of projected enrollment. **Met: No**

- Columbus Collegiate's waiting list will be equal to 50 percent of the 6th grade enrollment during each year. **Met: No**

- 90 percent of students who begin the school year at Columbus Collegiate will remain in school throughout the academic year. **Met: No**

- 90 percent of students who complete the school year at Columbus Collegiate will re-enroll for the following school year. **Met: No**

- Average daily student attendance at Columbus Collegiate will be at or above 95 percent over the course of each school year. **Met: No**

Organizational Viability Goal Statement: Columbus Collegiate will ensure parent approval and support that demonstrates the school's long-term viability and effectiveness.

- Average parent satisfaction with the academic program, as measured by an annual survey at the conclusion of the school year, will exceed 85 percent of respondents. **Met: Yes**

- Average parent satisfaction with the clear and open communication by the faculty and staff, as measured by an annual survey at the conclusion of the school year, will exceed 85 percent. **Met: Yes**

Organizational Viability Goal Statement: Columbus Collegiate will demonstrate fiscal viability that focuses on student achievement and responsible use of public monies.

- Approved school budgets for each school year will demonstrate sound allocation of resources in support of the school's mission. **Met: Yes**

- Each year, the school will provide annual balanced budgets with consistent cash reserves. **Met: Yes**

OTHER PERFORMANCE INDICATORS

Attendance Rate

93 percent.[20]

The Performance Index Score

The Ohio Department of Education does not issue Performance Index Scores for first year schools.

Dayton Academy

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Cathy Csanyi, Principal (2009-10)

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Began Operating

1999

Governing Authority

• Dixie J. Allen
• Ellen Ireland
• David Greer
• Allen Hill
• Mary Karr, Chairperson
• Doug Mangen

Operator

EdisonLearning, Inc.

MISSION

The mission of Dayton Academy is to provide an exemplary education to all its students. The school intends to offer a world-class education and to develop understanding, inquiry, and good citizenship. The school seeks to provide a richer curriculum in reading, math, science, social studies, and the arts than is the norm in Dayton.

EDUCATIONAL PHILOSOPHY

The school's educational philosophy is that all children should be provided with strong educational foundations in the early years, especially in reading and math, and that critical thinking skills are essential as well. All children should have a varied and rich educational experience and exposure to the arts and technology. The school also believes that parental involvement is important to the achievement of children and to the culture of the school.

SCHOOL CALENDAR

In 2008-09, students at the Dayton Academy attended school for 188 days, from August 11 through June 8.[21]

GOVERNANCE

School Leader

During the 2008-09 school year Emory Wyckoff served as the school principal for Dayton Academy. He previously held several other administrative positions including Achievement Coordinator and Student Support Manager. Mr. Wyckoff has a bachelor's degree in secondary education and two master's degrees, one each in teaching and education administration.

DEMOGRAPHICS
Student Composition 2008-09 [22]

Grades Served	K-8
Enrollment	706
Student Demographics	**% of Students**
African American	>99
White	<1
Hispanic	<1
Economically Disadvantaged*	13.4
Students with Disabilities	13.6

*As reported on school's Local Report Card. Number is signifcantly lower than the 90% figure reported by the school for free/reduced lunch. We are working with the school to correct errors in data reporting.

FACULTY

Number of Teachers

The school employs 33 teachers.[23]

Teacher Demographics[24]	% of teachers
Male	12
Female	88
African-American	48.5
Hispanic	3
Multiracial	3
White	45.5

Highly qualified Teachers

In 2008-09, 68.8 percent of core academic subjects were taught by teachers considered "highly qualified" as defined under the federal *No Child Left Behind* Act.[25]

COMPLIANCE REPORT
SUMMARY OF COMPLIANCE ASSESSMENT

Education Rating: Overall compliant

Site visits to the Dayton Academy during the 2008-09 school year confirmed that the Education Plan (including some updates), as set forth in the contract for sponsorship between Fordham and the governing authority of the Dayton Academy, was being implemented.

Academic Rating: Non-compliant

The Dayton Academy met fewer than half of its academic performance requirements in 2008-09; consequently, the school is rated non-compliant in this category.

Financial Rating: Overall compliant

The Dayton Academy is rated overall compliant in the financial category. The school's most recent audit, FY08, was released without findings. A copy of the audit is available at http://www.auditor.state.oh.us/auditsearch /detail.aspx?ReportID=74542.

Governance Rating: Overall compliant

The Dayton Academy is rated overall compliant in the governance category. The school met all annual report requirements and a majority of compliance requirements in 2008-09.

SCHOOL PERFORMANCE RESULTS

All Fordham-sponsored schools must meet academic accountability requirements under state and federal law and pursuant to the sponsorship contract with the Fordham Foundation. Federal requirements include meeting Adequate Yearly Progress (AYP) minimum performance standards. State requirements include ensuring 75 percent or more of students in grades kindergarten through eight are proficient in tested subjects. Detailed information on Ohio's accountability system is available at http://www.ode.state.oh.us/GD/Templates/Pages/ODE/ODEDetail.aspx?page=3&TopicRelationID=115&ContentID=16209&Content=72712.

Compliance Reporting

Education Rating: Overall compliant	
Did the school deliver the education plan as contained in its contract for sponsorship with the Thomas B. Fordham Foundation?	1/1
Academic Rating: Non-compliant	
Academic Performance Requirements	6/16
Adequate Yearly Progress Requirements	2/5
Goals for Academic Performance Using Common Indicators	2/6
Goals for Academic Performance Relative to Comparable Schools	0/2
Goals for Value-Added Performance	2/2
The Community School is Attaining Its Own Distinctive Education Goals	0/1
Dayton Academy has not developed its own distinctive education goals.	No
Financial Rating: Overall compliant	
Fiscal Reports Required	4/4
Audit (most recent): 2007-08 (no findings for recovery) Status: FY09 in progress	Yes
IRS Form 990 (submitted annually)	Yes
Bi-monthly Financial Reports	Yes
Five-Year Budget Forecast	Yes
Governance Rating: Overall compliant	
Governance Requirements	11/11
Annual Report (2008-2009)	
Ohio Department of Education Requirements[26]	4/4
Thomas B. Fordham Foundation community school annual report requirements[27]	5/5
Records Compliance[28]	2/2
Critical	Yes (94%)
Non-critical	Yes (100%)

The sponsorship contract between each school's governing authority and the Fordham Foundation incorporates the minimum federal and state standards and further requires a state rating of continuous improvement or higher and annual growth in each grade and subject. These requirements are considered annually by Fordham when evaluating the performance of the school and when making renewal and non-renewal decisions regarding the contract.

The tables on the next page detail how Dayton Academy performed against federal, state and contract minimum requirements in 2008-09.

Academic Performance Requirements

INDICATORS	School Performance	
	Participation	**Achievement**
Requirement 1: Made Adequate Yearly Progress (AYP)?	No	
Requirement 2: Made AYP in Reading?	Yes	No
Requirement 3: Made AYP in Mathematics?	Yes	No

Goals for Academic Performance Using Common Indicators

INDICATORS	School Performance
Goal 1: Received rating of at least Continuous Improvement?	No
Goal 2: Averaged at least 5% growth on READING portions of state tests?	No
Goal 3: Averaged at least 5% growth on MATH portions of state tests?	Yes
Goal 4: Averaged at least 3% growth on SCIENCE portions of state tests?	Yes
Goal 5: Averaged at least 3% growth on WRITING portions of state tests?	No
Goal 6: Averaged at least 3% growth on SOCIAL STUDIES portions of state tests?	No
Goal 7: Outperformed home district average on all portions of state tests?	No
Goal 8: Outperformed state community school average on all portions of state tests?	No
Goal 9: Met or exceeded the "Expected Gain" in Reading on the Ohio "Value-Added Metric."	Yes
Goal 10: Met or exceeded the "Expected Gain" in Math on the Ohio "Value-Added Metric."	Yes

The Dayton Academy did not meet Adequate Yearly Progress (AYP) minimum requirements in reading proficiency for Black/non-Hispanic students or Students with Disabilities. The school did not meet AYP minimum requirements in math proficiency for Students with Disabilities.

Goal 1: Received rating of at least Continuous Improvement?

No. Dayton Academy received a rating of Academic Watch in 2008-09.

Ohio has six school performance designations for public schools. The school designation is based on several measures (state indicators, the Performance Index, AYP, and value-added) and is indicated on the chart below in black.

Goal 2: Averaged at least 5 percent growth on READING portions of state tests?

No. The percentage of Dayton Academy students meeting reading standards fell by 18 percent between 2007-08 and 2008-09.

Goal 3: Averaged at least 5 percent growth on MATH portions of state tests?

Yes. The percentage of Dayton Academy students meeting math standards rose by 9 percent between 2007-08 and 2008-09.

Goal 4: Average at least 3 percent growth on SCIENCE portions of state tests?

Excellent with Distinction
Excellent
Effective
Continuous Improvement (Fordham Goal)
Academic Watch
Academic Emergency

School Performance on Reading, Math, Writing, Science, and Social Studies

	% of Students Meeting READING Standards		Percent Change	% of Students Meeting MATH Standards		Percent Change
	07-08	08-09		07-08	08-09	
3rd Grade	67	41	-39	36	48	33
4th Grade	59	71	20	36	65	81
5th Grade	54	44	-19	41	31	-24
6th Grade	57	49	-14	38	51	34
7th Grade	66	49	-26	60	45	-25
8th Grade	68	58	-15	62	62	0
OVERALL	62	51	-18	45	49	9

	% of Students Meeting WRITING Standards		Percent Change	% of Students Meeting SCIENCE Standards		Percent Change	% of Students Meeting SOCIAL STUDIES Standards		Percent Change
	07-08	08-09		07-08	08-09		07-08	08-09	
4th Grade	68	74	9	N/A	N/A	N/A	N/A	N/A	N/A
5th Grade	N/A	N/A	N/A	15	17	13	11	8	-27
7th Grade	82	45	-45	N/A	N/A	N/A	N/A	N/A	N/A
8th Grade	N/A	N/A	N/A	19	25	32	9	6	-33
OVERALL	74	61	-18	17	20	18	10	9	-10

Yes. The percentage of Dayton Academy students meeting science standards rose by 18 percent between 2007-08 and 2008-09

Goal 5: Averaged at least 3 percent growth on WRITING portions of state tests?

No. The percentage of Dayton Academy students meeting writing standards fell by 18 percent between 2007-08 and 2008-09.

Goal 6: Average at least 3 percent growth on SO-CIAL STUDIES portions of state tests?

No. The percentage of Dayton Academy students meeting social studies standards fell by 10 percent between 2007-08 and 2008-09.

Goal 7: Outperformed home district average on all portions of state tests?

No. In 2008-09, the Dayton Academy outperformed the Dayton Public Schools in math, writing and science, but not reading or social studies.

*Percent Meeting State Standards Compared
to Home District and State Community School Average, 2008-09*

	Dayton Academy	Dayton Public School Districtict	Difference	State Community School Average	Difference
Reading	51	55	-4	57	-6
Math	49	39	10	49	0
Writing	61	53	8	67	-6
Science	20	15	5	38	-18
Social Studies	9	23	-14	28	-19

Goal 8: Outperformed state community school average on all portions of state tests?

No. In 2008-09, the Dayton Academy did not outperform the state community school average in reading, math, science, social studies or writing

In 2007-08 Ohio added a new component to its assessment system, "value-added:" a measure of how much progress students made in reading and math over the course of one year compared to how much the state would expect them to gain. Dayton Academy received a value-added rating of Above Expected Growth in 2008-09.
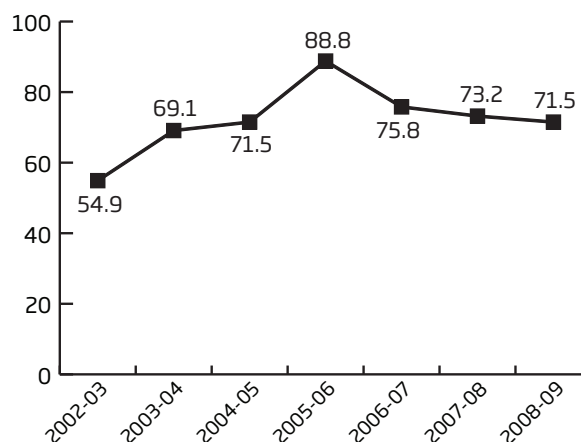
OTHER PERFORMANCE INDICATORS

Attendance Rate

99.1 percent.[29]

The Performance Index Score

The Performance Index (PI) score at Dayton Academy was 71.5, a decrease of 1.7 from the previous year. The PI provides an overall indication of how well students perform on all tested subjects in grades three, four, five, six, seven, and eight each year. The PI score is calculated by multiplying the percentage of students that are untested, below basic/limited, basic, proficient, accelerated, or advanced by weights ranging from 0 for untested to 1.2 for advanced students. The totals are then summed to obtain the school or district's PI score. PI scores range from 0 to 120, with 100 being the statewide goal for all students.

Dayton View Academy

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Began Operating
2000

Governing Authority
• Dixie J. Allen
• Ellen Ireland
• David Greer
• Allen Hill
• Mary Karr, Chairperson
• Doug Mangen

Operator
EdisonLearning, Inc.

MISSION

The mission of Dayton Academy is to provide an exemplary education to all its students. The school intends to offer a world-class education and to develop understanding, inquiry, and good citizenship. The school seeks to provide a richer curriculum in reading, math, science, social studies, and the arts than is the norm in Dayton.

EDUCATIONAL PHILOSOPHY

The school's educational philosophy is that all children should be provided with strong educational foundations in the early years, especially in reading and math, and that critical thinking skills are essential as well. All children should have a varied and rich educational experience and exposure to the arts and technology. The school also believes that parental involvement is important to the achievement of children and to the culture of the school.

SCHOOL CALENDAR

In 2008-09, students at Dayton View Academy attended school for 188 days, from August 11 through June 8.[30]

GOVERNANCE

School Leader

Amy Doerman served as the principal for Dayton View Academy during the 2008-09 school year. She holds a bachelor's degree in elementary education and a master's degree in educational leadership. She has been the principal at Dayton View Academy since 2005 and prior to becoming principal taught for many years including five years at Dayton View Academy.

DEMOGRAPHICS

Student Composition 2008-09 [31]

Grades Served	K-8
Enrollment	631
Student Demographics	**% of Students**
African American	>99
White	<1
Hispanic	<1
Economically Disadvantaged*	31.8
Students with Disabilities	10.2

As reported on school's Local Report Card. Number is signifcantly lower than the 96% figure reported by the school for free/reduced lunch. We are working with the school to correct errors in data reporting.

FACULTY

Number of Teachers

The school employs 32 teachers.[32]

Highly qualified Teachers

In 2008-09, 80 percent of core academic subjects were taught by teachers considered "highly qualified" as defined under the federal *No Child Left Behind* Act.[33]

Teacher Demographics[34]	% of teachers
Male	90.6
Female	9.4
African-American	37.5
White	62.5

COMPLIANCE REPORT

SUMMARY OF COMPLIANCE ASSESSMENT

Education Rating: Overall compliant

Site visits conducted at the Dayton View Academy during the 2008-09 school year indicated the Dayton View Academy was following the Education Plan as set forth in its contract for sponsorship with the Fordham Foundation.

Academic Rating: Partially compliant

The Dayton View Academy is rated partially-compliant in this category because it met a majority, but not all, of its academic performance requirements.

Financial Rating: Overall compliant

The Dayton View Academy is rated overall compliant in this category. The school's most recent audit, FY08, was released without findings for recovery. A copy of the audit is available at http://www.auditor. state.oh.us/auditsearch/detail.aspx?ReportID=74492.

Governance Rating: Overall compliant

The Dayton View Academy is rated overall compliant in the governance category. The school met all annual report requirements and a majority of compliance requirements in 2008-09.

SCHOOL PERFORMANCE RESULTS

All Fordham-sponsored schools must meet academic accountability requirements under state and federal law and pursuant to the sponsorship contract with the Fordham Foundation. Federal requirements include meeting Adequate Yearly Progress (AYP) minimum performance standards. State requirements include ensuring 75 percent or more of students in grades kindergarten through eight are proficient in tested subjects. Detailed information on Ohio's accountability system is available at http://www.ode. state.oh.us/GD/Templates/Pages/ODE/ODEDetail.aspx?page=3&TopicRelationID=115&ContentID=16209&Content=72712.

The sponsorship contract between each school's governing authority and the Fordham Foundation incorporates the minimum federal and state standards and further requires a state rating of continuous improvement or higher and annual growth in each grade and subject. These requirements are

Compliance Reporting

Education Rating: Overall compliant	
Did the school deliver the education plan as contained in its contract for sponsorship with the Thomas B. Fordham Foundation?	1/1
Academic Rating: Partially compliant	
Academic Performance Requirements	12/16
Adequate Yearly Progress Requirements	5/5
Goals for Academic Performance Using Common Indicators	5/6
Goals for Academic Performance Relative to Comparable Schools	0/2
Goals for Value-Added Performance	2/2
The Community School is Attaining Its Own Distinctive Education Goals	0/1
Dayton View Academy has not developed its own distinctive education goals.	No
Financial Rating: Overall compliant	
Fiscal Reports Required	4/4
Audit (most recent): 2007-08 (no findings for recovery) Status: FY09 in progress	Yes
IRS Form 990 (submitted annually)	Yes
Bi-monthly Financial Reports	Yes
Five-Year Budget Forecast	Yes
Governance Rating: Overall compliant	
Governance Requirements	11/11
Annual Report (2008-2009)	
Ohio Department of Education Requirements[35]	4/4
Thomas B. Fordham Foundation community school annual report requirements[36]	5/5
Records Compliance[37]	2/2
Critical	Yes (96%)
Non-critical	Yes (98%)

considered annually by Fordham when evaluating the performance of the school and when making renewal and non-renewal decisions regarding the contract.

The tables on the next page detail how Dayton View Academy performed against federal, state and contract minimum requirements in 2008-09.

In 2008-09, the Dayton View Academy met Adequate Yearly Progress (AYP) requirements for all student sub-groups.

Goal 1: Received rating of at least Continuous Improvement?

Yes. Dayton View Academy received a rating of Continuous Improvement for the 2008-09 school year.

INDICATORS	School Performance	
	Participation	Achievement
Requirement 1: Made Adequate Yearly Progress (AYP)?	Yes	
Requirement 2: Made AYP in Reading?	Yes	Yes
Requirement 3: Made AYP in Mathematics?	Yes	Yes

Goals for Academic
Performance Using Common Indicators

INDICATORS	School Performance
Goal 1: Received rating of at least Continuous Improvement?	Yes
Goal 2: Averaged at least 5% growth on READING portions of state tests?	Yes
Goal 3: Averaged at least 5% growth on MATH portions of state tests?	Yes
Goal 4: Averaged at least 3% growth on SCIENCE portions of state tests?	No
Goal 5: Averaged at least 3% growth on WRITING portions of state tests?	Yes
Goal 6: Averaged at least 3% growth on SOCIAL STUDIES portions of state tests?	Yes
Goal 7: Outperformed home district average on all portions of state tests?	No
Goal 8: Outperformed state community school average on all portions of state tests?	No
Goal 9: Met or exceeded the "Expected Gain" in Reading on the Ohio "Value-Added Metric."	Yes
Goal 10: Met or exceeded the "Expected Gain" in Math on the Ohio "Value-Added Metric."	Yes

Ohio has six school performance designations for public schools. The school designation is based on several measures (state indicators, the Performance Index, AYP, and value-added) and is indicated on the chart below in black.

Goal 2: Averaged at least 5 percent growth on READING portions of state tests?

Yes. The percentage of Dayton View Academy students meeting reading standards rose 5 percent between 2007-08 and 2008-09.

Goal 3: Averaged at least 5 percent growth on MATH portions of state tests?

Yes. The percentage of Dayton View Academy students meeting math standards rose 33 percent between 2007-08 and 2008-09.

Goal 4: Average at least 3 percent growth in SCIENCE portions of state tests?

No. The percentage of Dayton View Academy students meeting math standards showed no increase between 2007-08 and 2008-09.

Goal 5: Averaged at least 3 percent growth on WRITING portions of state tests?

Yes. The percentage of Dayton View Academy students meeting writing standards rose by 4 percent between 2007-08 and 2008-09.

Goal 6: Average at least 3 percent growth on SOCIAL STUDIES portions of state tests?

Excellent with Distinction
Excellent
Effective
Continuous Improvement (Fordham Goal)
Academic Watch
Academic Emergency

School Performance on Reading, Math, Writing, Science, and Social Studies

	% of Students Meeting READING Standards		Percent Change	% of Students Meeting MATH Standards		Percent Change
	07-08	08-09		07-08	08-09	
3rd Grade	55	63	15	51	82	61
4th Grade	72	81	13	54	53	-2
5th Grade	41	49	20	16	46	188
6th Grade	64	64	0	38	60	58
7th Grade	48	55	15	43	39	-9
8th Grade	62	52	-16	42	56	33
OVERALL	58	61	5	42	56	33

	% of Students Meeting WRITING Standards		Percent Change	% of Students Meeting SCIENCE Standards		Percent Change	% of Students Meeting SOCIAL STUDIES Standards		Percent Change
	07-08	08-09		07-08	08-09		07-08	08-09	
4th Grade	81	83	2	N/A	N/A	N/A	N/A	N/A	N/A
5th Grade	N/A	N/A	N/A	4	13	225	6	19	216
7th Grade	66	73	11	N/A	N/A	N/A	N/A	N/A	N/A
8th Grade	N/A	N/A	N/A	18	10	-44	16	14	-13
OVERALL	75	78	4	11	11	0	11	17	55

Yes. The percentage of Dayton View Academy Students meeting social studies standards rose 55 percent between 2007-08 and 2008-09.

Goal 7: Outperformed home district average on all portions of state tests?

No. In 2008-09, Dayton View Academy Outperformed the Dayton Public Schools in reading, math and writing, but not science or social studies.

Goal 8: Outperformed state community school average on all portions of state tests?

No. In 2008-09, Dayton View Academy Outperformed the state community school average in reading, math and writing, but not science or social studies.

In 2007-08 Ohio added a new component to its assessment system, "value-added:" a measure of how

*Percent Meeting State Standards Compared
to Home District and State Community School Average, 2008-09*

	Dayton View Academy	Dayton Public School Districtict	Difference	State Community School Average	Difference
Reading	61	55	6	57	4
Math	57	39	18	49	8
Writing	78	53	25	67	11
Science	11	15	-4	38	-27
Social Studies	17	23	-6	28	-11

much progress students made in reading and math over the course of one year compared to how much the state would expect them to gain. Dayton View Academy received a value-added rating of Above Expected Growth in 2008-09.

OTHER PERFORMANCE INDICATORS

Attendance Rate

99.7 percent.[38]

The Performance Index Score

The 2008-09 Performance Index (PI) score at Dayton View Academy was 77.8, an increase of 5.4 from the previous year. The PI provides an overall indication of how well students perform on all tested subjects in grades three, four, five, six, seven, and eight each year. The PI score is calculated by multiplying the percentage of students that are untested, below basic/limited, basic, proficient, accelerated, or ad-

vanced by weights ranging from 0 for untested to 1.2 for advanced students. The totals are then summed to obtain the school or district's PI score. PI scores range from 0 to 120, with 100 being the statewide goal for all students.
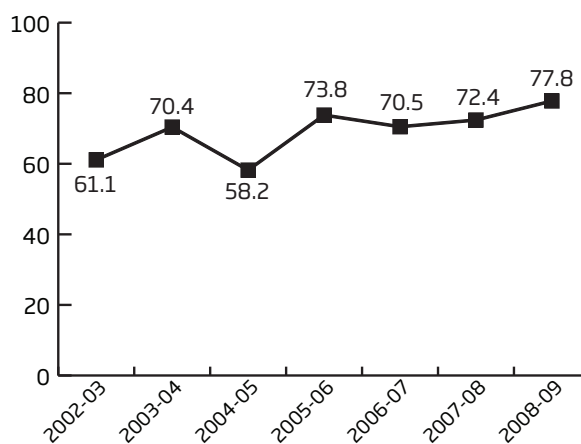
KIPP: Journey Academy

Contact Name

Hannah Powell, School Leader
 (2008 – present)
Carina Robinson, School Leader (2008-09)

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Contact Email

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Website

http://www.kippjourneyacademy.org

Began Operating

2008

Governing Authority

- Stuart Burgdoerfer
- Jim Gilmour
- Eddie Harrell, Jr.
- Stephanie Hightower
- Ralph A. Johnson
- Hon. Algenon Marbley, Chairperson
- Carter M. Stewart
- Barbara Trueman
- Abigail Wexner

Operator

Knowledge is Power Program (KIPP)

MISSION

The mission of the KIPP: Journey Academy is to provide traditionally underserved students with the knowledge, character and leadership skills necessary to succeed in college, strengthen the community, and help change the world. The key components of the school's program can be summed up in the school's motto, "There are no shortcuts," words that apply alike to administration, faculty, students, and parents. KIPP: Journey will achieve its success through a culture of high expectations, excellent teaching, and more time on task.

EDUCATIONAL PHILOSOPHY

KIPP: Journey Academy adheres to the five pillars of the Knowledge is Power Program: (1) high expectations, (2) choice and commitment, (3) more instruction time, (4) empowerment of school leaders to make decisions and execute them efficiently, and (5) a focus on – and expectation of - high academic performance for students.

SCHOOL CALENDAR

In 2008-09, students at KIPP: Journey Academy attended school for 206 days, from August 6 through May 30.[39]

GOVERNANCE

School Leader

Ms. Hannah D. Powell served as KIPP: Journey Academy's school leader for the majority of the 2008-09 school year. She holds a B.A. in Communications from Wittenberg University, an MS in Early Childhood and Elementary Education from St. Joseph's University, and is a former Teach for America corps member.

DEMOGRAPHICS

Student Composition 2008-09 [40]

Grades Served	5*
Enrollment	64
Student Demographics	**% of Students**
African American	97
White	3
Economically Disadvantaged	78
Students with Disabilities	6

*KIPP: Journey Academy opened serving fifth graders in 2008-09. The school will add one grade per year until it serves students in grades five through eight.

FACULTY

Number of Teachers

The school employs five teachers.[41]

Teacher Demographics[34]	% of teachers
Male	0
Female	100
African-American	40
White	60

Highly qualified Teachers

In 2008-09, 100 percent of courses at KIPP: Journey Academy was taught by highly qualified teachers.[43]

COMPLIANCE REPORT

SUMMARY OF COMPLIANCE ASSESSMENT

Education Rating: Overall compliant

Site visits to KIPP: Journey Academy during the 2008-09 school year confirmed that the Education Plan as set forth in the contract for sponsorship between Fordham and the governing authority of the KIPP: Journey Academy was being implemented.

Academic Rating: Non-compliant

KIPP: Journey Academy met fewer than half of its academic performance requirements in 2008-09; consequently, the school is rated non-compliant in this category.

Financial Rating: Overall compliant

The KIPP: Journey Academy is rated overall compliant in the financial category. The school's first audit, FY09, is currently in progress.

Governance Rating: Overall compliant

KIPP: Journey Academy is rated overall compliant in the governance category. The school met all annual report requirements and a majority of compliance requirements in 2008-09.

SCHOOL PERFORMANCE RESULTS

All Fordham-sponsored schools must meet academic accountability requirements under state and federal law and pursuant to the sponsorship contract with the Fordham Foundation. Federal requirements include meeting Adequate Yearly Progress (AYP) minimum performance standards. State requirements include ensuring 75 percent or more of students in grades kindergarten through eight are proficient in tested subjects. Detailed information on Ohio's accountability system is available at http://www.ode.state.oh.us/GD/Templates/Pages/ODE/ODEDetail.aspx?page=3&TopicRelationID=115&ContentID=16209&Content=72712.

The sponsorship contract between each school's governing authority and the Fordham Foundation incorporates the minimum federal and state standards and further requires a state rating of continuous improvement or higher and annual growth in each grade and subject. These requirements are considered annually by Fordham when evaluating the performance of the school and when making renewal and non-renewal decisions regarding the contract.

Education Rating: Overall compliant	
Did the school deliver the education plan as contained in its contract for sponsorship with the Thomas B. Fordham Foundation?	**1/1**
Academic Rating: Non-compliant	
Academic Performance Requirements	**3/7**
Adequate Yearly Progress Requirements	**3/5**
Goals for Academic Performance Using Common Indicators	**N/A**
Goals for Academic Performance Relative to Comparable Schools	**0/2**
Goals for Value-Added Performance	**N/A**
The Community School is Attaining Its Own Distinctive Education Goals	**N/A**
KIPP: Journey Academy is rewriting its own distinctive education goals.	N/A
Financial Rating: Overall compliant	
Fiscal Reports Required	**3/3**
Audit (most recent): N/A Status: FY09 in progress	N/A
IRS Form 990 (submitted annually)	Yes
Bi-monthly Financial Reports	Yes
Five-Year Budget Forecast	Yes
Governance Rating: Overall compliant	
Governance Requirements	**11/11**
Annual Report (2008-2009)	
Ohio Department of Education Requirements[44]	4/4
Thomas B. Fordham Foundation community school annual report requirements[45]	5/5
Records Compliance[46]	**2/2**
Critical	Yes (91%)
Non-critical	Yes (95%)

The tables on the next page detail how KIPP: Journey Academy performed against federal, state and contract minimum requirements in 2008-09.

KIPP: Journey Academy met Adequate Yearly Progress requirements for all subgroups in reading and math participation and math proficiency. The school did not meet AYP requirements for Econom-ically Disadvantaged or Black/non-Hispanic subgroups in reading proficiency.

Goal 1: Received rating of at least Continuous Improvement?

First year charter schools do not receive ratings from the Ohio Department of Education; therefore, KIPP: Journey Academy was unrated in 2008-09.

Academic Performance Requirements

INDICATORS	School Performance	
	Participation	**Achievement**
Requirement 1: Made Adequate Yearly Progress (AYP)?	No	
Requirement 2: Made AYP in Reading?	Yes	No
Requirement 3: Made AYP in Mathematics?	Yes	Yes

Goals for Academic Performance Using Common Indicators

INDICATORS	School Performance
Goal 1: Received rating of at least Continuous Improvement?	N/A
Goal 2: Averaged at least 5% growth on READING portions of state tests?	N/A
Goal 3: Averaged at least 5% growth on MATH portions of state tests?	N/A
Goal 4: Averaged at least 3% growth on SCIENCE portions of state tests?	N/A
Goal 5: Averaged at least 3% growth on WRITING portions of state tests?	N/A
Goal 6: Averaged at least 3% growth on SOCIAL STUDIES portions of state tests?	N/A
Goal 7: Outperformed home district average on all portions of state tests?	No
Goal 8: Outperformed state community school average on all portions of state tests?	No
Goal 9: Met or exceeded the "Expected Gain" in Reading on the Ohio "Value-Added Metric."	N/A
Goal 10: Met or exceeded the "Expected Gain" in Math on the Ohio "Value-Added Metric."	N/A

Ohio has six school performance designations for public schools. The school designation is based on several measures (state indicators, the Performance Index, AYP, and value-added).

Goal 2: Averaged at least 5 percent growth on READING portions of state tests?

N/A. KIPP: Journey Academy's first year of operation was 2008-09; therefore, there is no growth data available.

Goal 3: Averaged at least 5 percent growth on MATH portions of state tests?

N/A. KIPP: Journey Academy's first year of operation was 2008-09; therefore, there is no growth data available.

Goal 4: Average at least 3 percent growth on SCIENCE portions of state tests?

N/A. KIPP: Journey Academy's first year of operation was 2008-09; therefore, there is no growth data available.

Goal 5: Averaged at least 3 percent growth on WRITING portions of state tests?

N/A. KIPP: Journey Academy's first year of operation was 2008-09; therefore, there is no growth data available.

Goal 6: Average at least 3 percent growth on SOCIAL STUDIES portions of state tests?

Excellent with Distinction
Excellent
Effective
Continuous Improvement (Fordham Goal)
Academic Watch
Academic Emergency

School Performance on Reading, Math, Writing, Science, and Social Studies

	% of Students Meeting READING Standards		Percent Change	% of Students Meeting MATH Standards		Percent Change
	07-08	08-09		07-08	08-09	
5th Grade	N/A	33	N/A	N/A	29	N/A
OVERALL	N/A	33	N/A	N/A	29	N/A

	% of Students Meeting WRITING Standards		Percent Change	% of Students Meeting SCIENCE Standards		Percent Change	% of Students Meeting SOCIAL STUDIES Standards		Percent Change
	07-08	08-09		07-08	08-09		07-08	08-09	
5th Grade	N/A	N/A	N/A	N/A	28	N/A	N/A	33	N/A
OVERALL	N/A	N/A	N/A	N/A	28	N/A	N/A	33	N/A

N/A. KIPP: Journey Academy's first year of operation was 2008-09; therefore, there is no growth data available.

Goal 7: Outperformed home district average on all portions of state tests?

No. In 2008-09, KIPP: Journey Academy did not outperform the Columbus City Schools in any subjects.

Goal 8: Outperformed state community school average on all portions of state tests?

No. In 2008-09, KIPP: Journey Academy only outperformed the state community school average in social studies.

OTHER PERFORMANCE INDICATORS

Attendance Rate

94 percent.[48]

The Performance Index Score

The Ohio Department of Education does not issue Performance Index Scores for first year schools.

Percent Meeting State Standards Compared to Home District and State Community School Average, 2008-09

	KIPP Journey Academy	Columbus City School District	Difference	State Community School Average	Difference
Reading	33	53	-20	57	-24
Math	29	44	-15	49	-20
Science	28	48	-20	38	-10
Social Studies	33	41	-8	28	5

Phoenix Community Learning Center

Contact Name

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Telephone

(513) 351-5801

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geedm@aol.com

Website

http://thephoenixcommunity
learningcenter.org

Began Operating

2001

Governing Authority

- Luther Brown
- Caleb Brown
- Benjamin Nwankwo
- Anthony Robinson
- Scott Wallace

MISSION

The mission of Phoenix Community Learning Center is to be an inclusive school dedicated to increased learning and achievement of all students and focused on developing higher order thinking skills in all content areas.

EDUCATIONAL PHILOSOPHY

The philosophical foundation of Phoenix Community Learning Center is that students learn best when they are consistently challenged to develop and use their higher order thinking skills through inquiry-based projects. A curriculum focused on mastery of all academic content areas, and designed to challenge students to develop skills related to inquiry, critical thinking, problem-solving, reflection, collaboration, ethics, and work habits is needed if students are to become true lifelong learners.

SCHOOL CALENDAR

In 2008-09, students at the Phoenix Community Learning Center attended school for 172 days, from September 2 through May 29.[49]

GOVERNANCE

School Leader

During the 2008-09 school year, Dr. Glenda Brown served as the school leader for Phoenix Community Learning Center. Dr. Brown is the founder of the Phoenix Community Learning Center, and has worked as a teacher in the Cincinnati Public School District and the Houston Independent School District. She holds a master's degree in educational leadership and a master's degree in special education.

DEMOGRAPHICS

Student Composition 2008-09 [50]

Grades Served	K-8
Enrollment	377
Student Demographics	**% of Students**
African American	98.7
White	<1
Other	<1
Economically Disadvantaged	88.6
Students with Disabilities	9.6

FACULTY

Number of Teachers

The school employs 23 teachers.[51]

Teacher Demographics[52]	% of teachers
Male	13
Female	87
African-American	30.4
White	34.8
Other	34.8

Highly qualified Teachers

In 2008-09, 100 percent of core academic subjects were taught by teachers considered "highly qualified" as defined under the federal *No Child Left Behind* Act.[53]

COMPLIANCE REPORT

SUMMARY OF FORDHAM COMPLIANCE ASSESSMENT

Education Rating: Overall compliant

Site visits at the Phoenix Community Learning Center conducted in 2008-09 indicated that the Education Plan as set forth in the contract between Phoenix and the Fordham Foundation was being implemented.

Academic Rating: Non-compliant

The Phoenix Community Learning Center fewer than half of its academic performance requirements in 2008-09; consequently, the school is rated partially compliant in this category.

Financial Rating: Overall compliant

The school submitted required financial documentation; however, the school also had audits released for FY06 (available at http://www.auditor. state.oh.us/auditsearch/detail.aspx?ReportID=77178), FY07 (http://www.auditor.state.oh. us/auditsearch/detail.aspx?ReportID=77180) and FY08 (http://www.auditor.state.oh.us/auditsearch /detail.aspx?ReportID=77182). The Auditor of State issued Findings for Recovery against the school for FY07. The FY09 audit is currently in progress.

Governance Rating: Overall compliant*

The Phoenix Community Learning Center is rated overall compliant in the governance category. The school met all annual report requirements and a majority of compliance requirements in 2008-09.

*It is important to note that as of the publication of this annual report, the Auditor of State's office has raised questions regarding the validity of actions voted on in governing authority meetings without a quorum. We are working with the school and the Auditor's office to resolve the issue.

SCHOOL PERFORMANCE RESULTS

All Fordham-sponsored schools must meet academic accountability requirements under state and

Education Rating: Overall compliant	
Did the school deliver the education plan as contained in its contract for sponsorship with the Thomas B. Fordham Foundation?	1/1

Academic Rating: Non-compliant	
Academic Performance Requirements	6/16
Adequate Yearly Progress Requirements	3/5
Goals for Academic Performance Using Common Indicators	1/6
Goals for Academic Performance Relative to Comparable Schools	0/2
Goals for Value-Added Performance	2/2
The Community School is Attaining Its Own Distinctive Education Goals	0/1
Phoenix Community Learning Center has not developed its own distinctive education goals.	No

Financial Rating: Overall compliant	
Fiscal Reports Required	4/4
Audit (most recent): FY-06 through FY08 (released simultaneously) Findings for Recovery: issued for FY07 Status: FY09 in progress	Yes
IRS Form 990 (submitted annually)	Yes
Bi-monthly Financial Reports	Yes
Five-Year Budget Forecast	Yes

Governance Rating: Overall compliant*	
Governance Requirements	11/11
Annual Report (2008-2009)	
Ohio Department of Education Requirements[54]	4/4
Thomas B. Fordham Foundation community school annual report requirements[55]	5/5
Records Compliance[56]	2/2
Critical	Yes (92%)
Non-critical	Yes (85%)

As of the publication of this annual report, the Auditor of State's office has raised questions regarding the validity of actions voted on in governing authority meetings without a quorum. We are working with the school and the Auditor's office to resolve the issue.

federal law and pursuant to the sponsorship contract with the Fordham Foundation. Federal requirements include meeting Adequate Yearly Progress (AYP) minimum performance standards. State requirements include ensuring 75 percent or more of students in grades kindergarten through eight are proficient in tested subjects. Detailed information on Ohio's accountability system is available at http://www.ode.state.oh.us/GD/Templates/Pages/ODE/ODEDetail.aspx?page=3&TopicRe-

Academic Performance Requirements

INDICATORS	School Performance	
	Participation	**Achievement**
Requirement 1: Made Adequate Yearly Progress (AYP)?	No	
Requirement 2: Made AYP in Reading?	Yes	No
Requirement 3: Made AYP in Mathematics?	Yes	No

Goals for Academic Performance Using Common Indicators

INDICATORS	School Performance
Goal 1: Received rating of at least Continuous Improvement?	No
Goal 2: Averaged at least 5% growth on READING portions of state tests?	No
Goal 3: Averaged at least 5% growth on MATH portions of state tests?	No
Goal 4: Averaged at least 3% growth on SCIENCE portions of state tests?	Yes
Goal 5: Averaged at least 3% growth on WRITING portions of state tests?	No
Goal 6: Averaged at least 3% growth on SOCIAL STUDIES portions of state tests?	No
Goal 7: Outperformed home district average on all portions of state tests?	No
Goal 8: Outperformed state community school average on all portions of state tests?	No
Goal 9: Met or exceeded the "Expected Gain" in Reading on the Ohio "Value-Added Metric."	Yes
Goal 10: Met or exceeded the "Expected Gain" in Math on the Ohio "Value-Added Metric."	Yes

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The sponsorship contract between each school's governing authority and the Fordham Foundation incorporates the minimum federal and state standards and further requires a state rating of continuous improvement or higher and annual growth in each grade and subject. These requirements are considered annually by Fordham when evaluating the performance of the school and when making renewal and non-renewal decisions regarding the contract.

The tables on this page and the next detail how the Phoenix Community Learning Center performed against federal, state and contract minimum requirements in 2008-09.

Goal 1: Received rating of at least Continuous Improvement?

No. Phoenix Community Learning Center received a rating of Academic Watch in 2008-09.

Ohio has six school performance designations for public schools. The school designation is based on several measures (state indicators, the Performance Index, AYP, and value-added) and is indicated on the chart below in black.

Goal 2: Averaged at least 5 percent growth on READING portions of state tests?

No. The percentage of Phoenix Community Learning Center students meeting reading standards fell by 1 percent between 2007-08 and 2008-09.

Excellent with Distinction
Excellent
Effective
Continuous Improvement (Fordham Goal)
Academic Watch
Academic Emergency

School Performance on Reading, Math, Writing, Science, and Social Studies

	% of Students Meeting READING Standards		Percent Change	% of Students Meeting MATH Standards		Percent Change
	07-08	08-09		07-08	08-09	
3rd Grade	59	64	8	44	49	11
4th Grade	76	63	-17	82	50	-39
5th Grade	82	68	-17	41	30	-27
6th Grade	79	80	1	86	71	-17
7th Grade	33	75	127	76	44	-42
8th Grade	85	59	-31	52	57	10
OVERALL	69	68	-1	64	50	-22

	% of Students Meeting WRITING Standards		Percent Change	% of Students Meeting SCIENCE Standards		Percent Change	% of Students Meeting SOCIAL STUDIES Standards		Percent Change
	07-08	08-09		07-08	08-09		07-08	08-09	
4th Grade	61	43	-30	N/A	N/A	N/A	N/A	N/A	N/A
5th Grade	N/A	N/A	N/A	18	45	150	11	35	218
7th Grade	73	77	5	N/A	N/A	N/A	N/A	N/A	N/A
8th Grade	N/A	N/A	N/A	21	9	-57	40	9	-78
OVERALL	66	61	-8	19	26	37	27	21	-22

Goal 3: Averaged at least 5 percent growth on MATH portions of state tests?

No. The percentage of Phoenix Community Learning Center students meeting math standards fell by 22 percent between 2007-08 and 2008-09.

Goal 4: Average at least 3 percent growth on SCIENCE portions of state tests?

Yes. The percentage of Phoenix Community Learning Center students meeting science standards rose 37 percent between 2007-08 and 2008-09.

Goal 5: Averaged at least 3 percent growth on WRITING portions of state tests?

No. The percentage of Phoenix Community Learning Center students meeting writing standards fell by 8 percent between 2007-08 and 2008-09.

Goal 6: Averaged at least 3 percent growth on SOCIAL STUDIES portions of state tests?

	Phoenix Community Learning Center	Cincinnati Public School District	Difference	State Community School Average	Difference
Reading	68	59	9	57	11
Math	50	54	-4	49	1
Writing	61	69	-8	67	-6
Science	26	45	-19	38	-12
Social Studies	21	40	-19	28	-7

No. The percentage of Phoenix community learning center students meeting social studies standards fell 22 percent between 2007-08 and 2008-09.

Goal 7: Outperformed home district average on all portions of state tests?

No. In 2008-09, Phoenix Community Learning Center Outperformed the Cincinnati Public Schools in reading, but did not outperform the district in math, writing, science or social studies.

Goal 8: Outperformed state community school average on all portions of state tests?

No. In 2008-09, Phoenix Community Learning Center outperformed the statewide community school average in reading and math, but not writing, science or social studies.

In 2007-08 Ohio added a new component to its assessment system, "value-added": a measure of how much progress students made in reading and math over the course of one year compared to how much the state would expect them to gain. The Phoenix Community Learning Center received a value-added rating of Met Expected Growth in 2008-09.

OTHER PERFORMANCE INDICATORS

Attendance Rate

95.1 percent.[57]

The Performance Index Score

The 2008-09 Performance Index (PI) score at Phoenix Community Learning Center was 71.8, a decrease of 8.6 from the previous year. The PI provides an overall indication of how well students perform on all tested subjects in grades three, four, five, six, seven, and eight each year. The PI score is calculated by multiplying the percentage of students that are untested, below basic/limited, basic, proficient, accelerated, or advanced by weights ranging from 0 for untested to 1.2 for advanced students. The totals are then summed to obtain the school or district's PI score. PI scores range from 0 to 120, with 100 being the statewide goal for all students.
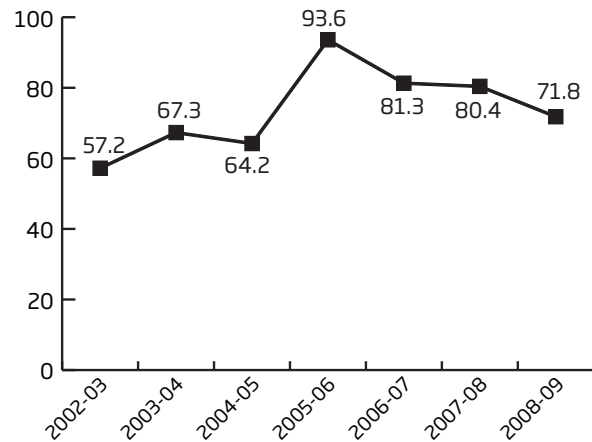
Springfield Academy of Excellence

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Began Operating

2001

Governing Authority

- Jay Chapman
- Glenda Greenwood
- Kent Jackson
- Cheryl Keen
- Hazel Latson
- Darryl Mabra
- Thomas Millender
- Cecil Pratt
- RoseAnn Pratt
- Sheila Rice, President

MISSION

The mission of Springfield Academy of Excellence is to provide education in a nurturing environment that focuses on the development of the whole child. In nurturing the whole child, emphasis must be placed on academic achievement as well as physical, psychological, social, and ethical development.

EDUCATIONAL PHILOSOPHY

The school is based on Yale University's Comer School Development Program, which has been used in urban areas for over twenty years. This structure seeks to link children's academic growth with their emotional wellness and social and moral development in a collaborative school culture conducive to learning.

SCHOOL CALENDAR

In 2008-09, students at the Springfield Academy of Excellence attended school for 173 days, from August 7 through June 4.[58]

GOVERNANCE

School Leader

During the 2008-09 school year, Mrs. Edna Chapman served as the principal of Springfield Academy of Excellence. Previously, she was a teacher and principal-intern in Springfield City Schools. Mrs. Chapman was awarded Teacher of the Year for Springfield City Schools in 2000. She has a bachelor's degree in elementary education and a master's degree in educational leadership. Mrs. Chapman has been the principal of Springfield Academy of Excellence for nine years.

DEMOGRAPHICS

Student Composition 2008-09 [59]

Grades Served	K-6
Enrollment	217
Student Demographics	**% of Students**
African American	71.4
White	12.8
Hispanic	7.9
Other	8
Economically Disadvantaged	82.2
Students with Disabilities	11.5

FACULTY

Number of Teachers

The school employs 17 teachers.[60]

Teacher Demographics[61]	% of teachers
Male	5.9
Female	94.1
African-American	11.8
White	58.8
Other	29.4

Highly qualified Teachers

In 2007-08, 100 percent of core academic subjects were taught by teachers considered "highly qualified" as defined under the federal *No Child Left Behind* Act.[62]

COMPLIANCE REPORT

SUMMARY OF FORDHAM COMPLIANCE ASSESSMENT

Education Rating: Overall compliant

Site visits conducted at the Springfield Academy of Excellence during the 2008-09 school year indicated that the school was following the Education Plan as set forth in its contract for sponsorship with the Fordham Foundation.

Academic Rating: Non-compliant

The Springfield Academy of Excellence met fewer than half of its academic performance requirements and is therefore non-compliant in this category.

Financial Rating: Overall compliant

The Springfield Academy of Excellence is rated overall compliant in this category. The school's most recent audit, FY08, was released without findings. A copy of the audit is available at http://www.auditor.state.oh.us/auditsearch/detail.aspx?ReportID=72594.

Governance Rating: Overall compliant

The Springfield Academy of Excellence is rated overall compliant in the governance category. The school met all annual report requirements and a majority of compliance requirements in 2008-09.

SCHOOL PERFORMANCE RESULTS

All Fordham-sponsored schools must meet academic accountability requirements under state and federal law and pursuant to the sponsorship contract with the Fordham Foundation. Federal requirements include meeting Adequate Yearly Progress (AYP) minimum performance standards. State requirements include ensuring 75 percent or more of students in grades kindergarten through eight are proficient in tested subjects. Detailed information on Ohio's accountability system is available at http://www.ode.state.oh.us/GD/Templates/Pages/ODE/ODEDetail.aspx?page=3&TopicRelationID=115&ContentID=16209&Content=72712.

Compliance Reporting

Education Rating: Overall compliant	
Did the school deliver the education plan as contained in its contract for sponsorship with the Thomas B. Fordham Foundation?	1/1
Academic Rating: Non-compliant	
Academic Performance Requirements	6/16
Adequate Yearly Progress Requirements	2/5
Goals for Academic Performance Using Common Indicators	2/6
Goals for Academic Performance Relative to Comparable Schools	0/2
Goals for Value-Added Performance	2/2
The Community School is Attaining Its Own Distinctive Education Goals	0/1
Springfield Academy of Excellence has not developed its own distinctive education goals.	No
Financial Rating: Overall compliant	
Fiscal Reports Required	4/4
Audit (most recent): 2007-08 (no findings for recovery) Status: FY09 in progress	Yes
IRS Form 990 (submitted annually)	Yes
Bi-monthly Financial Reports	Yes
Five-Year Budget Forecast	Yes
Governance Rating: Overall compliant	
Governance Requirements	11/11
Annual Report (2008-2009)	
Ohio Department of Education Requirements[63]	4/4
Thomas B. Fordham Foundation community school annual report requirements[64]	5/5
Records Compliance[65]	2/2
Critical	Yes (99%)
Non-critical	Yes (100%)

The sponsorship contract between each school's governing authority and the Fordham Foundation incorporates the minimum federal and state standards and further requires a state rating of continuous improvement or higher and annual growth in each grade and subject. These requirements are considered annually by Fordham when evaluating the performance of the school and when making renewal and non-renewal decisions regarding the contract.

The tables on the next page detail how the Springfield Academy of Excellence performed against federal, state and contract minimum requirements in 2008-09.

Springfield Academy of Excellence did not make Adequate Yearly Progress because the school as a whole and the subgroups Black/non-Hispanic and Eco-

Academic Performance Requirements

INDICATORS	School Performance	
	Participation	Achievement
Requirement 1: Made Adequate Yearly Progress (AYP)?	No	
Requirement 2: Made AYP in Reading?	Yes	No
Requirement 3: Made AYP in Mathematics?	Yes	No

Goals for Academic Performance Using Common Indicators

INDICATORS	School Performance
Goal 1: Received rating of at least Continuous Improvement?	No
Goal 2: Averaged at least 5% growth on READING portions of state tests?	No
Goal 3: Averaged at least 5% growth on MATH portions of state tests?	No
Goal 4: Averaged at least 3% growth on SCIENCE portions of state tests?	Yes
Goal 5: Averaged at least 3% growth on WRITING portions of state tests?	No
Goal 6: Averaged at least 3% growth on SOCIAL STUDIES portions of state tests?	Yes
Goal 7: Outperformed home district average on all portions of state tests?	No
Goal 8: Outperformed state community school average on all portions of state tests?	No
Goal 9: Met or exceeded the "Expected Gain" in Reading on the Ohio "Value-Added Metric."	Yes
Goal 10: Met or exceeded the "Expected Gain" in Math on the Ohio "Value-Added Metric."	Yes

nomically Disadvantaged missed the targets for reading and math achievement.

Goal 1: Did school receive rating of at least Continuous Improvement?

No. Springfield Academy of Excellence received a rating of Academic Watch in 2008-09.

Ohio has six school performance designations for public schools. The school designation is based on several measures (state indicators, the Performance Index, AYP, and value-added) and is indicated on the chart below in black.

Goal 2: Averaged at least 5 percent growth on READING portions of state tests?

No. The percentage of Springfield Academy of Excellence students meeting reading standards grew by 2 percent between 2007-08 and 2008-09.

Goal 3: Averaged at least 5 percent growth on MATH portions of state tests?

No. The percentage of Springfield Academy of Excellence students meeting math standards grew by 2 percent between 2007-08 and 2008-09.

Goal 4: Averaged at least 3 percent growth on SCIENCE portions of state tests?

Yes. The percentage of Springfield Academy of Excellence students meeting science standards grew by 89 percent between 2007-08 and 2008-09.

Excellent with Distinction
Excellent
Effective
Continuous Improvement (Fordham Goal)
Academic Watch
Academic Emergency

School Performance on Reading, Math, Writing, Science, and Social Studies

	% of Students Meeting READING Standards		Percent Change	% of Students Meeting MATH Standards		Percent Change
	07-08	08-09		07-08	08-09	
3rd Grade	48	46	-4	59	77	31
4th Grade	46	39	-15	32	36	13
5th Grade	31	44	42	25	32	28
6th Grade	62	65	5	77	47	-39
OVERALL	46	47	2	47	48	2

	% of Students Meeting WRITING Standards		Percent Change	% of Students Meeting SCIENCE Standards		Percent Change	% of Students Meeting SOCIAL STUDIES Standards		Percent Change
	07-08	08-09		07-08	08-09		07-08	08-09	
4th Grade	68	68	0	N/A	N/A	N/A	N/A	N/A	N/A
5th Grade	N/A	N/A	N/A	19	36	17	13	24	11
OVERALL	68	68	0	19	36	89	13	24	85

Goal 5: Averaged at least 3 percent growth on WRITING portions of state tests?

No. The percentage of Springfield Academy of Excellence students meeting writing standards was 0 percent between 2007-08 and 2008-09.

Goal 6: Averaged at least 3 percent growth on SOCIAL STUDIES portions of state tests?

Yes. The percentage of Springfield Academy of Excellence students meeting social studies standards grew by 85 percent between 2007-08 and 2008-09.

Goal 7: Outperformed home district average on all portions of state tests?

No. In 2008-09, Springfield Academy of Excellence outperformed the Springfield City Schools in writing, but not reading, math, science or social studies.

Goal 8: Outperformed state community school average on all portions of state tests?

No. In 2008-09, Springfield Academy of Excellence Outperformed the state community school average in writing, but not reading, math, science or social studies.

In 2007-08 Ohio added a new component to its assessment system, "value-added": a measure of how much progress students made in reading and math over the course of one year compared to how much the state would expect them to gain. Springfield Academy of Excellence received a value-added rating of Met Expected Growth in 2008-09.

**OTHER PERFORMANCE INDICATORS**

Attendance Rate

95.2 percent.[66]

Percent Meeting State Standards Compared
to Home District and State Community School Average, 2008-09

	Springfield Academy of Excellence	Springfield City School District	Difference	State Community School Average	Difference
Reading	47	56	-9	57	-10
Math	48	56	-8	49	-1
Writing	68	60	8	67	1
Science	36	42	-6	38	-2
Social Studies	24	34	-10	28	-4

The Performance Index Score

The 2008-09 Performance Index (PI) score at Springfield Academy of Excellence was 72.0, an increase of 0.4 from the previous year. The PI provides an overall indication of how well students perform on all tested subjects in grades three, four, five, six, seven, and eight each year. The PI score is calculated by multiplying the percentage of students that are untested, below basic/limited, basic, proficient, accelerated, or advanced by weights ranging from 0 for untested to 1.2 for advanced students. The totals are then summed to obtain the school or district's PI score. PI scores range from 0 to 120, with 100 being the statewide goal for all students.
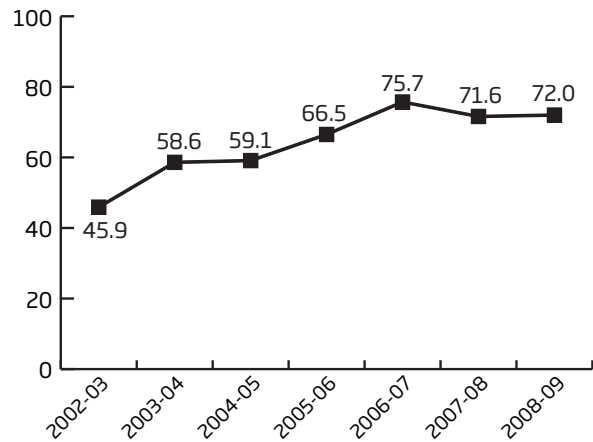
[1] Terry Ryan, "Strickland pushes flabby evidence." *Akron Beacon Journal*, February 10, 2009.

[2] Adjusted using the Bureau of Labor Statistics' inflation calculator (http://data.bls.gov/cgi-bin/cpicalc.pl)

[3] State start-up grant was discontinued beginning in FY08.

[4] Jennifer Smith Richards, "Charter grades making progress: But it's too slow, costly, program's critics say." *The Columbus Dispatch*, August 30, 2009.

[5] Ibid.

[6] Note, though, that value-add is a pretty easy indicator to look good on, and it should be taken in the context of more challenging indicators such as proficiency in Reading and Mathematics.

[7] Remarks by the President on Education. The White House. (July 24, 2009).

[8] In previous years, sponsors were responsible for sending Public School Choice letters pursuant to No Child Left Behind. Per guidance from the Ohio Department of Education, school Governing Authorities are now responsible for sending the letters. Email from Debra Shirley, Educational Consultant, Ohio Department of Education, to Kathryn Mullen Upton, Director of Sponsorship, The Thomas B. Fordham Foundation dated September 3, 2009.

[9] Dayton View Academy met AYP goals in 2008-09; however, the school had not met AYP goals for the seven consecutive years prior. Under NCLB, a school that has missed AYP three consecutive years enters "School Improvement" status. Schools in School Improvement status must meet AYP goals two consecutive years to exit School Improvement status. Thus, even though Dayton View Academy met AYP in 2008-09, it must continue to take actions under NCLB in 2009-10. If Dayton View Academy meets AYP goals in 2009-10, it will exit School Improvement status.

[10] 2008-2009 Sponsor Annual Report Guidance, Ohio Department of Education, Office of Community Schools (September 14, 2009).

[11] The rating for records compliance indicates the percentage of reporting requirements a school fulfills in a given year. Reporting requirements are separated into two groups: critical reporting requirements and non-critical reporting requirements. If a school is "Overall Compliant" (OC), they have fulfilled 80% to 100% of the reporting requirements. If a school is "Partially Compliant" (PC), it means they have met 60% to 79% of the reporting requirements. If a school is "Non-Compliant" (NC), the school met fewer than 59% of reporting requirements.

[12] Columbus Collegiate Academy calendar and school profile.

[13] Ohio Department of Education, Secure Data Center database.

[14] Ohio Department of Education, Secure Data Center database.

[15] Ohio Department of Education, Interactive Local Report Card database.

[16] Ohio Department of Education, Secure Data Center database.

[17] Ohio Department of Education (ODE), School Annual Report Guidance (September 14, 2009). Requires community school annual reports to contain: "(1) the performance standards by which the success of the school was evaluated by the sponsor during the 2008-2009 school year (i.e., the contractually stated academic goals including performance on statewide achievement and graduation tests); (2) the method of measurement that was used by the sponsor to determine progress toward those goals during the 2008-2009 school year; (3) the school's activities toward and progress in meeting those contractually stated academic goals during the 2008-2009 school year; and (4) the school's financial status during the 2008-2009 school year."

[18] Thomas B. Fordham Foundation annual report requirements include: (1) the mission statement of the community school; (2) general school information and statistics, including grade levels served, student demographics (e.g., disaggregated for sub-groups including number of students on free or reduced lunch recipient, etc.), school mission (whether college preparatory or drop out recovery) and the name of teachers and subject areas taught; (3) educational performance results obtained pursuant to the applicable Requirements and Goals as listed in this Exhibit 4; (4) financial information, including: cash-flow statements, income statements and balance sheet information; and (5) independent and state fiscal audit results.

[19] Authorizer Oversight Information System (AOIS) and 2008-09 site visit data.

[20] Ohio Department of Education, Secure Data Center database.

[21] Dayton Academy calendar and school profile.

22 Ohio Department of Education Local Report Card, Dayton Academy *available at* http://www.ode.state.oh.us/reportcardfiles/2008-2009/BUILD/133959.pdf.

23 Ohio Department of Education, Secure Data Center database.

24 Ohio Department of Education, Interactive Local Report Card database.

25 Ohio Department of Education Local Report Card, Dayton Academy *available at* http://www.ode.state.oh.us/reportcardfiles/2008-2009/BUILD/133959.pdf.

26 See ODE School Annual Report Guidance, *supra* note 17.

27 See Fordham Foundation Annual Report requirements, *supra* note 18.

28 Authorizer Oversight Information System (AOIS) and 2008-09 site visit data.

29 Ohio Department of Education, Local Report Card database.

30 Dayton View Academy calendar and school profile.

31 Ohio Department of Education, Secure Data Center database.

32 Ohio Department of Education, Secure Data Center database.

33 Ohio Department of Education Local Report Card, Dayton View Academy *available at* http://www.ode.state.oh.us/reportcardfiles/2008-2009/BUILD/133454.pdf.

34 Ohio Department of Education, Interactive Local Report Card database.

35 See ODE School Annual Report Guidance, *supra* note 17.

36 See Fordham Foundation Annual Report requirements, *supra* note 18.

37 Authorizer Oversight Information System (AOIS) and 2008-09 site visit data.

38 Ohio Department of Education, Local Report Card database.

39 KIPP: Journey Academy calendar and school profile.

40 Ohio Department of Education, Secure Data Center database.

41 Ohio Department of Education, Secure Data Center database.

42 Ohio Department of Education, Interactive Local Report Card database.

43 Ohio Department of Education, Secure Data Center database.

44 See ODE School Annual Report Guidance, *supra* note 17.

45 See Fordham Foundation Annual Report requirements, supra note 18.

46 Authorizer Oversight Information System (AOIS) and 2008-09 site visit data.

47 Ohio Department of Education, Secure Data Center database.

48 Ohio Department of Education, Secure Data Center database.

49 Phoenix Community Learning Center calendar and school profile.

50 Ohio Department of Education, Secure Data Center database.

51 Ohio Department of Education, Secure Data Center database.

52 Ohio Department of Education, Interactive Local Report Card database.

53 Ohio Department of Education, Local Report Card *available at* http://www.ode.state.oh.us/reportcardfiles/2008-2009/BUILD/133504.pdf.

54 See ODE School Annual Report Guidance, *supra* note 17.

55 See Fordham Foundation Annual Report requirements, *supra* note 18.

56 Authorizer Oversight Information System (AOIS) and 2008-09 site visit data.

57 Ohio Department of Education, Local Report Card database.

[58] Springfield Academy of Excellence calendar and school profile.

[59] Ohio Department of Education, Secure Data Center database.

[60] Ohio Department of Education, Secure Data Center database.

[61] Ohio Department of Education, Interactive Local Report Card database.

[62] Ohio Department of Education, Local Report Card *available at* http://www.ode.state.oh.us/reportcardfiles/2008-2009/BUILD/132787.pdf.

[63] See ODE School Annual Report Guidance, *supra* note 17.

[64] See Fordham Foundation Annual Report requirements, *supra* note 18.

[65] Authorizer Oversight Information System (AOIS) and 2008-09 site visit data.

[66] Ohio Department of Education, Local Report Card *available at* http://www.ode.state.oh.us/reportcardfiles/2008-2009/BUILD/132787.pdf.

Appendix A
EXHIBIT 4 Accountability Plan For Primary and Middle Schools

Pursuant to Article IV of this Contract, the Accountability Plan constitutes the agreed upon assessments, performance indicators and expectations that the SPONSOR will use to evaluate the performance of the Community School, on an annual basis, when considering the renewal or nonrenewal of this Contract pursuant to Article II of this Contract.

In addition, Sections 4(a) and 4(b) of this Exhibit may be used as one basis for a probation decision, pursuant to Article VIII of this Contract, or suspension decision pursuant to Article IX of this Contract, or a termination decision pursuant to Article X of this Contract.

Key Questions used by the SPONSOR in gauging the Community School's Academic Success

1) Is the Community School making "adequate yearly progress" under the federal No Child Left Behind act, as implemented in Ohio? **See Section 4(a) of this Exhibit, Requirements 1-3.**

2) Is the Community School making significant gains on Ohio's state-mandated tests and in the Ohio Department of Education's system of accountability? **See Section 4(b) of this Exhibit, Goals 1-6.**

3) Is the Community School outperforming comparable schools (e.g. local district schools, and community schools statewide)? **See Section 4(c) of this Exhibit, Goals 7 and 8.**

4) Are the students enrolled in the Community School making substantial and adequate academic gains over time, as measured using value-added analysis? **See Section 4(d) of this Exhibit, Goals 9 and 10.**

5) Is the Community School attaining its own distinctive education goals? **See Section 4(e)**

of this Exhibit, School-Specific Indicators of Performance.

COMMON INDICATORS OF ACADEMIC PERFORMANCE

Though each Community School develops unique indicators of academic success vis a vis its particular education goals, each school's success is also measured by common indicators. These common indicators, largely required by state and federal law, will ensure that the SPONSOR and the Governing Authority have basic and objective information about the school's academic performance. Questions one through four above can be answered through the use of common indicators of success.

Each school must take required state achievement tests in reading, mathematics, writing, science and citizenship. As the state's assessment system makes the transition from administering "proficiency tests" in grades four, six and nine to administering "achievement tests" in grades three-eight, these common indicators will change from 2005-06 to 2007-08. These state assessments will serve as the primary common indicators of performance for all schools sponsored.

Section 4(a) of EXHIBIT 4
ACADEMIC PERFORMANCE REQUIREMENTS FOR THE COMMUNITY SCHOOL

IS THE COMMUNITY SCHOOL MAKING "ADEQUATE YEARLY PROGRESS" UNDER THE FEDERAL NO CHILD LEFT BEHIND ACT, AS IMPLEMENTED IN OHIO?

Meeting these goals is required under state and federal law, and will be considered annually by the SPONSOR in evaluating the performance of the Community School and in making renewal and non-renewal decision regarding this Contract.

In addition, this Section 4(a) of this Exhibit may be used as one basis for a probation decision, pursuant to Article VIII of this Contract, or suspension decision pursuant to Article IX of this Contract, or a termination decision pursuant to Article X of this Contract.

Requirement 1: The Community School will make Adequate Yearly Progress ("AYP").

Requirement 2: The Community School will make AYP in both Reading Participation and Reading Achievement, as defined by the Ohio Department of Education.

Requirement 3: The Community School will make AYP in both Mathematics Participation and Mathematics Achievement, as defined by the Ohio Department of Education.

Section 4(b) of EXHIBIT 4

GOALS FOR ACADEMIC PERFORMANCE OF THE COMMUNITY SCHOOL USING COMMON INDICATORS

IS THE COMMUNITY SCHOOL MAKING SIGNIFICANT GAINS ON OHIO'S STATE-MANDATED TESTS AND IN THE OHIO DEPARTMENT OF EDUCATION'S SYSTEM OF ACCOUNTABILITY?

A school's degree of success in attaining these goals will influence the SPONSOR'S decision to renew the Contract. These are achievement goals reported publicly by the state on the school's "state report card," and the results demonstrate school effectiveness to the school's parents and to the community.

In addition, this Section 4(b) of this Exhibit may be used as one basis for a probation decision, pursuant to Article VIII of this Contract, or suspension decision pursuant to Article IX of this Contract, or a termination decision pursuant to Article X of this Contract.

Goal 1: The Community School will be rated at least Continuous Improvement and making visible

progress towards Effective and ultimately Excellent as defined by the Ohio Department of Education.

Goal 2: The Community School will average at least five percent growth on all reading portions of the state's proficiency/achievement tests each year, until at least 75 percent of all students are at proficient or above.

Goal 3: The Community School will average at least five percent growth on all mathematics portions of the state's proficiency/achievement tests each year, until at least 75 percent of all students are at proficient or above.

Goal 4: The Community School will average at least three percent growth on all science portions of the state's proficiency/achievement tests each year, until at least 75 percent of all students are at proficient or above.

Goal 5: The Community School will average at least three percent growth on all writing portions of the state's proficiency/achievement tests each year, until at least 75 percent of all students are at proficient or above.

Goal 6: The Community School will average at least three percent growth on all citizenship portions of the state's proficiency/achievement tests each year, until at least 75 percent of all students are at proficient or above.

The performance of the Community School on the state tests specified in Section 4(b) of this Exhibit will be presented by the Ohio Department of Education on the report card of the Community School, in the SPONSOR'S annual accountability report of sponsored schools, and in the Community School's annual report pursuant to Article III(D) of this Contract.

Section 4(c) of EXHIBIT 4

GOALS FOR ACADEMIC PERFORMANCE OF THE COMMUNITY SCHOOL RELATIVE TO COMPARABLE SCHOOLS

IS THE COMMUNITY SCHOOL OUTPERFORMING COMPARABLE SCHOOLS (E.G. LOCAL DISTRICT SCHOOLS, AND COMMUNITY SCHOOLS STATEWIDE)?

These are goals the Community School should strive to achieve and will be used by the SPONSOR not only in evaluating the progress of the Community School on an annual basis but also in making renewal and non-renewal decision regarding this Contract. Attainment of these goals may be used by the Community School or the SPONSOR (with the school's permission) to demonstrate school effectiveness to the school's parents and to the community:

Goal 7: The Community School will outperform the home district average – the district in which it is located – on all reading, mathematics, science, writing and citizenship portions of the state's proficiency/achievement tests each year.

Goal 8: The Community School will outperform the state community school average on all reading, mathematics, science, writing and citizenship portions of the state's proficiency/achievement tests each year

Section 4(d) of EXHIBIT 4

GOALS FOR THE ACADEMIC PERFORMANCE OF STUDENTS ENROLLED IN THE COMMUNITY SCHOOL OVER TIME

ARE THE STUDENTS ENROLLED IN THE COMMUNITY SCHOOL MAKING SUBSTANTIAL AND ADEQUATE GAINS OVER TIME, AS MEASURED USING VALUE-ADDED ANALYSIS?

A school's degree of success in attaining these goals will influence the SPONSOR'S decision to renew the Contract:

Goal 9: To participate in good faith with the SPONSOR to develop and implement a value-added assessment in reading and mathematics by the conclusion of the 2006-07 school year.

Goal 10: To use the developed value-added assessment in reading and mathematics in each of the 2007-08, 2008-09 and 2009-10 school years.

Section 4(e) of EXHIBIT 4

SCHOOL-SPECIFIC INDICATORS OF PERFORMANCE

IS THE COMMUNITY SCHOOL ATTAINING ITS OWN DISTINCTIVE EDUCATION GOALS?

A school's degree of success in attaining these goals will influence the SPONSOR'S decision to renew the Contract. These are goals the Community School should strive to achieve, and these could be used by the Community School or the SPONSOR (with the school's permission) to demonstrate school effectiveness to the school's parents and to the community:

Since each community school is unique, it has distinctive goals of its own in addition to those reflected in the common indicators. If it doesn't already have them, the Community School will develop its own school-specific performance goals within one year of signing the Contract. These goals will spell out how the school defines success, beyond standardized test scores, and how its progress toward these sui generis goals will be measured, using what benchmarks and indicators of performance.

The SPONSOR will provide support and feedback to help the school define its own goals, timelines for meeting these goals, and sound, appropriate indicators for objectively tracking progress toward them. Upon completing these goals, as well as their indicators for success and appropriate timelines, they will be included within this Exhibit and this Exhibit will be amended to incorporate these school-specific indicators of performance. The sponsor will hold the Community School accountable for making progress toward these goals in a manner consistent with goals stated in this Exhibit.

Defining School-Specific goals – an example

Goal: The Community School will have 100 percent of its eighth-grade graduates entering "high-quality" academic high schools that will prepare them for college entry.

Measurable Target: The Community School will see an increase of, on average, five percent in the num-

bers of eighth-graders entering "high-quality" academic high schools until it achieves 100 percent.

Setting the baseline: In 2005-06, the Community School has 50 percent of its graduating eighth-graders enter "high-quality" academic high schools.

Metric: The Community School will track the schools where its graduating eighth-graders go; the school will track how many of these students graduate from a chosen quality high school; the school will track how many of these students graduate from any high school; and the school will seek to track the percentage of its students that ultimately go onto college or university study.

Section 4(f) of EXHIBIT 4

INDICATORS OF SCHOOL PERFORMANCE IN NON-ACADEMIC AREAS

The information the SPONSOR will evaluate in order to assess the financial health and quality of governance of the Community School will include, but will not necessarily be limited to, the following:

FISCAL REPORTS REQUIRED BY STATE LAW (IN ADDITION TO ANNUAL SCHOOL REPORT DESCRIBED BELOW)

- The Community School will undergo an annual audit performed by the Office of the Auditor of the Ohio and provide the findings of this audit to the SPONSOR and the Legislative Office of Education Oversight or any other state agency or office.

- The Community School will submit an annual IRS form 990, and provide a copy to the SPONSOR.

- The Community School will submit to the SPONSOR bimonthly fiscal reports, including cashflow and income statements and balance sheet information.

- The Community School will submit to the SPONSOR, on an annual basis, a Five Year Budget Forecast.

ANNUAL REPORT REQUIRED BY STATE LAW

Pursuant to Article III (D) of this Contract, the Community School will submit to the SPONSOR, to the parents of all students enrolled in the Community School and the Legislative Office of Education Oversight or any other state agency or office electronically and in hard copy an annual report containing, at a minimum

- The mission statement of the Community School;

- General school information and statistics, including grade levels served, student demographics (e.g., disaggregated for subgroups including number of students on free or reduced lunch recipient, etc.), school mission (whether college preparatory or drop out recovery) and the name of teachers and subject areas taught;

- Educational performance results obtained pursuant to Sections 4(a) and 4(b) of this Exhibit, Requirements 1-3 and Goals 1-6.

- Financial information, including: cashflow statements, income statements and balance sheet information; and

- Independent and state fiscal audit results

Appendix B
Fordham Sponsorship Annual Report Methodology, Charts II - X

Charts II - X and the comparison tables in each school's individual profile compare the average performance of students in Fordham-sponsored schools with the average performance of students in their home districts and charter schools statewide. Home district comparisons rely on weighted averages so that if half of the Fordham-sponsored charter students in third grade were located in Dayton, then Dayton third graders would count twice as much as those located in Springfield or Cincinnati. To calculate the overall averages for home district schools and charter schools statewide a similar method was used. For the grade by grade comparisons of charter schools statewide, no weighting was used. The statewide charter schools averages include all "brick-and-mortar" charter schools in Ohio; e-schools are not included in the average. All calculations were based on data from the Ohio Department of Education's Interactive Local Report Card Database.