

2016



FORDHAM SPONSORSHIP ANNUAL REPORT



THOMAS B.
FORDHAM
FOUNDATION
ADVANCING EDUCATIONAL EXCELLENCE

2016

FORDHAM SPONSORSHIP ANNUAL REPORT



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The The Thomas B. Fordham Foundation would like to recognize several individuals and organizations with whom we partnered in 2015–16. First and foremost, we would like to acknowledge the leadership, staff, and governing boards at each of our sponsored schools for their efforts. We learn a lot from the teams at each of our eleven sponsored schools, and we appreciate the commitment and dedication with which they approach their work every day.

We also grateful for the counsel and of the Fordham Foundation’s Ohio Policy and Sponsorship Committee, consisting of Stephen D. Dackin, David Driscoll, Chester E. Finn, Jr., Tom Holton, and trustee emeritus Bruno Manno. Their perspective and input has been key to how we conduct our sponsorship work. Our colleagues Chad Aldis, Aaron Churchill, Jeff Murray, Jessica Poiner, Jamie Davies O’Leary, Mike Petrilli, Amber Northern, Gary LaBelle, Shane Sheppard, Dara Zeehandelaar, and David Griffith have provided key support to our sponsorship operation throughout the year; we appreciate their skills and expertise, which strengthens our work as a sponsor. We would also like to acknowledge Chas Kidwell at Porter, Wright, Morris & Arthur for his advice and counsel.

By **Kathryn Mullen Upton**

Vice President for Sponsorship and Dayton Initiatives

It would be an understatement to say that the 2015–16 school year was one of transition. Indeed, over the past twelve months, we lived through the implementation of the third state assessment in three years, the rollout of Ohio’s revised sponsor evaluation, and the introduction of a new state superintendent at the Ohio Department of Education (ODE). Change is reverberating throughout the system, and change is hard. As Charles Kettering once said, “The world hates change, yet it is the only thing that has brought progress.”

Charles Kettering was right. Lest we lose sight of the endgame, it is important to remember that the developments of the last twelve months have their roots in policy decisions designed to improve Ohio’s academic standards overall and its charter school sector—one that many viewed as rife with poorly performing schools and controlled by special interests—in particular.

Toward that end, in 2015–16 Ohio implemented assessments developed by the ODE and American Institutes of Research (AIR). AIR is the third assessment administered in Ohio’s public schools in three years and follows administration of the Ohio Achievement Assessments in 2013–14 and the politically charged and ultimately doomed PARCC tests in 2014–15. At the same time, the State Board of Education raised standards for what it means for students to be proficient. Educators deserve a gold medal for dealing with the challenges of this messy transition.

Not unexpectedly, proficiency outcomes plunged across the state in 2015–16. When asked to comment on the new tests, Dayton Early College Academy deputy superintendent David Taylor responded, “We’re trying to project for the future and establish something that will help our kids be successful when they go into the real world and into a professional environment. Whether they’re going to college or career, kids have to have a certain skill set.” Although scores were low statewide, the higher standards should serve to better prepare young people for their futures and provide parents and taxpayers a truer picture of children’s educational outcomes.

Also in 2015–16, the ODE rolled out its reworked sponsor evaluation. Readers may recall that the ODE evaluated sponsors in 2014, but the results were rescinded due to a scandal—e-school results were not considered when judging the academic performance of each sponsor’s portfolio. It was a shame on several counts, as otherwise the evaluation was smart and rigorous.

The ODE recently released the results of its revised sponsor evaluation, including new ratings for all of the state’s charter school sponsors. Under the current rating system, sponsors are evaluated in three areas—compliance, quality practice, and school academic outcomes—and receive overall ratings of exemplary, effective, ineffective, or poor. Of the sixty-five Buckeye State sponsors evaluated, five (including Fordham) were rated effective, thirty-nine ineffective, and twenty-one poor. Incentives are built into the system for sponsors rated effective or exemplary (for instance, only having to be evaluated on the quality practice component every three years); however, sponsors rated ineffective are prohibited from sponsoring new schools, and sponsors rated poor have their sponsorship revoked.

Number of charter schools by sponsor rating

Sponsor Rating	N Schools	% Schools
Exemplary	0	0%
Effective	111	30%
Ineffective	233	62%
Poor	29	8%
Total Schools	373	100%

Evaluating sponsors is a key step in the direction of accountability and quality control, especially in Ohio, where the charter sector has been beset with performance challenges. Indeed, the point of implementing the evaluation was twofold. First, the existence of the evaluation system and its rubric for ratings is meant to prod sponsors to focus on academic outcomes of the charter schools in their portfolios. Second, the evaluation system is designed to help sponsors improve their own work, which would result in stronger oversight (without micromanagement) of schools and an improved charter sector. Results-driven accountability is important, as is continually improving one's practice.

What happens next is also important. The ODE has time to improve its sponsor evaluation system before the next cycle, and it should take that opportunity seriously. Strengthening both the framework and the process will improve the evaluation. Let us offer a few ideas.

First, the academic component should be revised to more accurately capture whether schools are making a difference for their students. Largely as a function of current state policy, Ohio charters are mostly located in economically challenged communities. As we've long known and are reminded of each year when state report cards on schools and districts are released, academic outcomes correlate closely with demographics. So we need to look at the gains that schools are (or are not) making, as well as their present achievement. In communities where children are well below grade level, the extent and velocity of growth matter enormously. Make no mistake: proficiency is also important. But schools whose pupils consistently make well over a year of achievement growth within a single school year are doing what they're supposed to: helping kids catch up and preparing them for the future.

It's critical that we make sure that achievement and growth both be given their due when evaluating Ohio schools—and the entities that sponsor them. Fortunately, Ohio will soon unveil a modified school accountability plan under the federal Every Student Succeeds Act (ESSA); this would be a perfect opportunity to rebalance school report cards in a way that places appropriate weight—for all public schools and sponsors—on student growth over time.

And because dropout-recovery charters are graded on a different scale than other kinds of charters, their sponsors may receive artificially high ratings on the academic portion of the sponsor evaluation. That needs fine-tuning, too.

The compliance component of the sponsor evaluation system also needs attention. The current version looks at compliance with “all laws and rules,” which is a list of 319 laws and rules applicable to Ohio’s charter schools, many of which don’t apply to individual sponsors (for example, many sponsors have no e-schools in their portfolios, which means that the laws and rules that apply to such schools aren’t really pertinent to them). Yet all Ohio sponsors were forced to gather and draft more than a hundred documents and memos—many of them duplicative—for each of their schools over a thirty-day period. A better way to do this would be to figure out what applies and what matters most and then examine compliance against those provisions. For example, current item 209 (“the school displays a U.S. flag, not less than five feet in length, when school is in session”) is not as important as whether the school has a safety plan (that is, how to deal with armed intruders). The ODE should focus on compliance with the most critical regulations on a regular basis, while spot checking or periodically checking compliance with the more picayune regulations. Another option would be to review a sample of the required documents each year, much as an auditor randomly reviews transactions. The current compliance regimen is hugely burdensome with—in many cases—very little payoff.

The sponsor evaluation is critically important and reflects continued progress in Ohio’s efforts to improve charter school outcomes. But it’s also important to get it right, if it’s indeed going to improve sponsor practice and, in turn, the charter sector. In its current form, it measures how well a sponsor responded to rubric questions and whether there were enough staff on hand to upload documents. It needs to quickly move to 2.0, if it seeks to be a credible and effective instrument in the long term.

Mission

The Thomas B. Fordham Institute (and its affiliated Foundation) promote educational excellence for every child in America via quality research, analysis, and commentary, as well as advocacy and exemplary charter school authorizing in Ohio.

We advance

- High standards, strong assessments of student learning, and common-sense accountability for schools and children across the achievement spectrum;
- Quality education options and high-quality school-performance information for every family; and
- A student-centered system that provides clear pathways to upward mobility, good citizenship, and successful participation in adult society.

We promote educational improvement by

- Producing relevant, rigorous policy research and analysis;
- Providing “thought leadership” to policy makers, philanthropists, advocacy groups, and others through timely and persuasive commentary;
- Advocating sound education policies in Ohio related to standards, assessments, school choice, and other promising reforms;
- Serving as a model charter school authorizer and sharing our lessons throughout and beyond Ohio; and
- Incubating new ideas, innovations, organizations, school models, and visionary leaders to advance education excellence.

History of the Thomas B. Fordham Foundation and Institute



1959 – The Thomas B. Fordham Foundation is founded by Thelma Fordham Pruett, in memory of her late husband and Dayton industrialist Thomas B. Fordham.

1997 – Following Mrs. Pruett’s death, the Foundation is relaunched with a focus on primary and secondary education nationally and in the Fordham’s home state of Ohio. The Foundation hires Chester E. Finn, Jr. as President, and the board of directors expands.

1997 – The Fordham Foundation releases its first publication, a review of state academic standards in English language arts.

2001 – Work begins in Dayton, Ohio, where the Foundation helps seed some of the first charter schools in the city.

- 2003 – Fordham’s Dayton office opens and serves as the base of the Foundation’s Ohio operations.
- 2004 – The Foundation is among the first nonprofits approved by the Ohio Department of Education to sponsor charter schools in Ohio.
- 2005 – The Foundation begins its charter school sponsorship work, based in Dayton, with thirteen schools in four Ohio cities.
- 2007 – The Foundation’s sister organization, a public charity called the Thomas B. Fordham Institute, is founded. Today the Institute is the face of almost all of our work.
- 2008 – The Fordham Institute publishes its one hundredth report, *Sweating the Small Stuff*.
- 2014 – Mike Petrilli becomes Fordham’s second President.
- 2016 – This year marks our eleventh sponsoring Ohio charter schools. In 2016, we worked with eleven charter schools serving 3,300 students in five Ohio cities: Cincinnati, Cleveland, Columbus, Dayton, and Sciotoville.

Leadership

The Foundation and Institute, and all operations, are led by Michael J. Petrilli (president) and overseen by a thoughtful, committed, and candid board comprising nine trustees.

Stephen D. Dackin

Superintendent of School and Community Partnerships, Columbus State Community College

David P. Driscoll

Former Commissioner of Education, Commonwealth of Massachusetts

Chester E. Finn, Jr.

Distinguished Senior Fellow and President Emeritus, Thomas B. Fordham Institute

Thomas A. Holton, Esq.

Counsel to the Firm, Porter, Wright, Morris & Arthur

Michael W. Kelly

President and CEO, Central Park Credit Bank

Rod Paige

Former U.S. Secretary of Education (2001–05)

Michael J. Petrilli

President, Thomas B. Fordham Foundation and Institute

Stefanie Sanford

Chief of Policy, Advocacy, and Government Relations, College Board

Caprice Young

Chief Executive Officer, Magnolia Public Schools

Staff

Senior Staff

Michael J. Petrilli, President

Amber Northern, Senior Vice President for Research

Gary LaBelle, Vice President for Finance and Operations

Chad Aldis, Vice President for Ohio Policy and Advocacy

Kathryn Mullen Upton, Vice President for Sponsorship and Dayton Initiatives

Sponsorship Staff

Kathryn Mullen Upton, Vice President for Sponsorship and Dayton Initiatives

Theda Sampson, CNP, Director for Applications and Contracts

Miles Caunin, J.D., Sponsorship Finance Manager

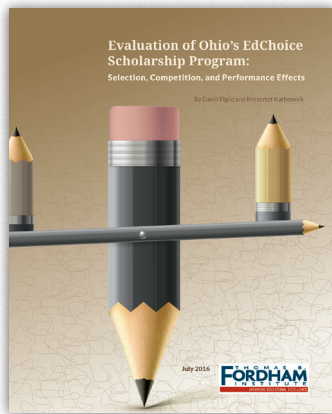
Gwen Muhammad, Data Analyst

Research and Commentary

We produce quality research, analysis, and commentary that is rigorous, impactful, and accessible. A sample of our work in 2015–16 is included below.

Evaluation of Ohio's EdChoice Scholarship Program: Selection, Competition, and Performance Effects

JULY 2016



Shortly after Ohio lawmakers enacted a new voucher program in 2005, the state budget office wrote in its fiscal analysis, “The Educational Choice Scholarships are not only intended to offer another route for student success but also to impel the administration and teaching staff of a failing school building to improve upon their students’ academic performance.” Today, the EdChoice Scholarship Program provides publicly funded vouchers to more than eighteen thousand Buckeye students who were previously assigned to some of the state’s lowest-performing schools, located primarily in low-income urban communities. Yet remarkably little else is known about the program.

Which children are using EdChoice when given the opportunity? Is the initiative faithfully working as its founders intended? Are participating students blossoming academically in their private schools of choice? Does the increased competition associated with EdChoice lead to improvements in the public schools that these kids left?

Fordham’s new study utilizes longitudinal student data from 2003–04 to 2012–13 to answer these and other important questions.

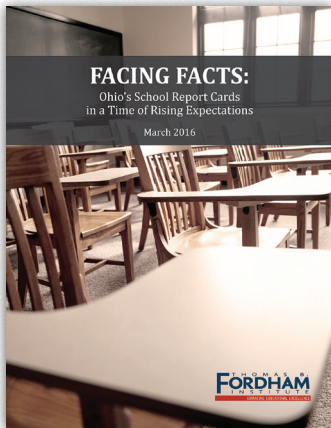
The report produced three key findings:

- **Student selection:** The students participating in EdChoice are overwhelmingly low-income and minority children. But relative to pupils who are eligible for vouchers but choose not to use them, the participants in EdChoice are somewhat higher achieving and less economically disadvantaged.
- **Competitive effects:** EdChoice modestly improved the achievement of the public-school students who were eligible for a voucher but did not use it. The competition associated with the introduction of EdChoice appears to have spurred these public-school improvements.
- **Participant effects:** The students who used vouchers to attend private schools fared worse on state exams compared to their closely matched peers remaining in public schools. Only voucher students assigned to relatively high-performing EdChoice-eligible public schools could be credibly studied.

Dr. David Figlio, Orrington Lunt professor of education and social policy and of economics at Northwestern University, led the research.

Facing Facts: Ohio's School Report Cards in a Time of Rising Expectations

MARCH 2016



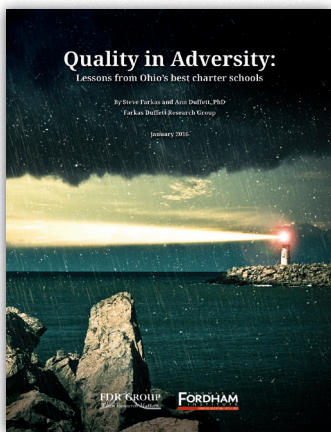
On February 25, 2016, Ohio released report cards for the 2014–15 school year—the first in which the state administered next-generation assessments. In conjunction with these new exams, state officials raised the minimum test score needed for students to be deemed proficient. As a result of these transitions, proficiency- and achievement-based ratings fell across the state—a necessary reset of basic accountability measures in a time of rising expectations. This year's report provides an overview of these changes, along with a presentation of data from national exams, suggesting that policymakers should go further to match Ohio's definition of proficiency with a true college- and career-ready benchmark.

Since 2005, the Fordham Institute has conducted annual analyses of Ohio's school report cards, with a particular focus on the performance of urban schools, both district and charter. This year's analysis again takes a deep-dive look at the student achievement and school quality in the Ohio Big Eight areas. The key findings are as follows:

- College and career readiness rates are extremely low in Ohio's high-poverty urban areas—in the Big Eight cities, roughly 10 to 25 percent of students are reaching rigorous benchmarks.
- According to the state's achievement-based school ratings, urban schools almost universally receive low ratings (D's and F's). But when examining results from Ohio's student growth measure (value added), variation in school quality emerges. Both urban charter and district schools receive high value-added ratings, indicating the presence of schools that are helping students catch up with their peers.
- Still, too many students in urban areas are trapped in low-quality schools (receiving poor ratings on both the performance index and value added). Taken together, approximately 150,000 students in Cincinnati, Cleveland, Columbus, and Dayton attend a low-quality school.

Quality in Adversity: Lessons from Ohio's Best Charter Schools

JANUARY 2016



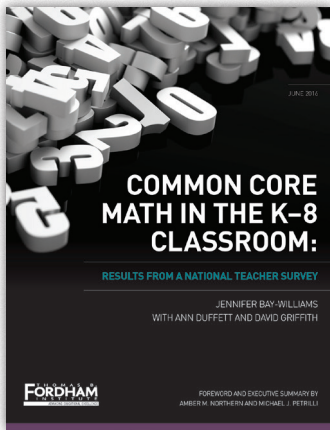
Though charter schools are fiercely debated in Ohio, too rarely are the voices of charter leaders actually heard. This report from the Thomas B. Fordham Institute surveys the leaders of the highest-performing Buckeye charters to take stock of their views on sector quality, accountability, and replication and growth.

The survey, conducted by the nonpartisan [FDR Group](#), was fielded to the principals of 109 charter schools, yielding a 70 percent response rate.

We hope that *Quality in Adversity* will help lift these leaders' voices so that their firsthand knowledge can overcome counterproductive rhetoric and entrenched positions.

Common Core Math in the K–8 Classroom: Results from a National Teacher Survey

JUNE 2016

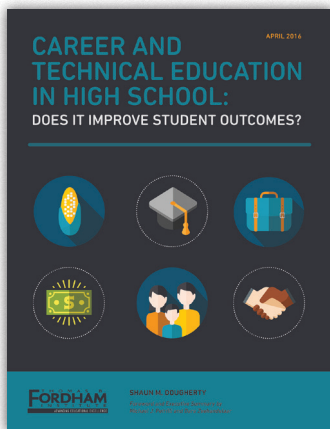


This study surveys a nationally representative sample of elementary and middle school math teachers in Common Core–adoption states to determine how they are interpreting and implementing the Common Core math standards. Author Jennifer Bay Williams (University of Louisville) analyzes data from over one thousand K–8 math teachers and finds mixed results. Overall, teachers are increasingly familiar with the Common Core and believe it will benefit students. Yet they are still struggling to strike an appropriate balance between teaching for conceptual understanding, procedural fluency, and application as they incorporate new approaches into their teaching practice (such as teaching multiple methods for solving the same problem). Williams offers several recommendations for improving implementation. First, stay the course; change takes time. Second, give teachers more time to collaborate, especially as they

are doing more to link math concepts across grades than they were during the pre–Common Core era. Third, minimize confusion for parents by keeping them informed and making homework assignments simple and to the point. And finally, press curriculum developers for better-aligned materials at all grade levels and for all students.

Career and Technical Education in High Schools: Does It Improve Student Outcomes?

APRIL 2016



This study by the University of Connecticut’s Shaun M. Dougherty uses data from Arkansas to explore whether students benefit from career and technical education (CTE) coursework—and, more specifically, from focused sequences of CTE courses aligned to certain industries. The study also describes the current landscape, including which students are taking CTE courses, how many courses they’re taking, and which ones.

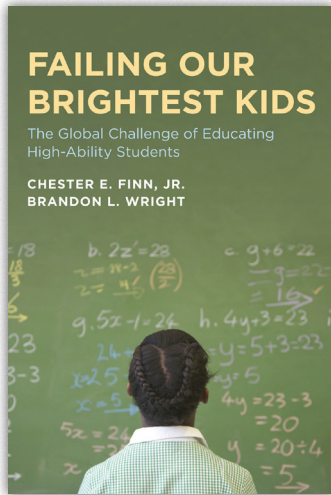
The study’s key findings include the following:

- Students with greater exposure to CTE are more likely to graduate from high school, enroll in a two-year college, be employed, and earn higher wages.
- CTE is not a path away from college: students taking more CTE classes are just as likely to pursue a four-year degree as their peers.
- Students who focus their CTE coursework are more likely to graduate high school by twenty-one percentage points compared to otherwise similar students (and they see a positive impact on other outcomes, as well).
- CTE provides the greatest boost to the kids who need it most—boys and students from low-income families.

Due to many decades of neglect and stigma against old-school “vo-tech,” high-quality CTE is not a meaningful part of the high school experience of millions of American students. It’s time to change that.

Failing Our Brightest Kids: The Global Challenge of Educating High-Ability Students

SEPTEMBER 2015



In this study, Chester E. Finn, Jr. and Brandon L. Wright argue that for decades, the United States has focused too little on preparing students to achieve at high levels. There are two core problems. First, compared to other countries, the United States does not produce enough outstanding students. And second, children from disadvantaged backgrounds are severely underrepresented among those high fliers. Boosting academic excellence is an issue of both equity and human capital: talented students deserve appropriate resources and attention, and the nation needs to develop these students’ abilities to remain competitive in the international arena.

Finn and Wright embark on a study of twelve countries and regions to address these issues, exploring the structures and practices that enable some countries to produce a greater proportion of top-flight students than the United States—and to more equitably represent disadvantaged students among their

highest scorers. Based on this research, the book presents a series of ambitious but pragmatic points they believe should inform U.S. policy.

Charter School Sponsorship

In 2015–16, we were responsible for the oversight of eleven schools, serving approximately 3,300 Ohio students in five cities statewide.

Commitment and Capacity

- We employ four full-time staff dedicated to sponsorship.
- Our staff experience includes law, finance, facilities, education, nonprofit management, business management, data management, and compliance.
- We capitalize on expertise from within our larger organization (for example, data analysis, policy analysis, and research).
- Our sponsorship operation has a dedicated budget, which in 2014–15 was approximately \$504,000 in actual revenues and \$542,000 in actual expenses.
- The fee that we charge for sponsorship is based on a sliding scale, ranging from no more than 2 percent and all the way down to 1.5 percent of state support and is tied to school enrollment.

Application Process and Decision Making

- Our application for new schools is available online and is modeled on applications used by NACSA.

- We offer an expedited application process for experienced, high-quality schools that meet certain criteria.
- All applications are reviewed by teams of internal and external evaluators, each of whom brings different expertise to the group.

Performance Contracting

- All of our contracts with schools are available online at <https://edexcellence.net/fordham-sponsored-schools>.
- Each school contract contains an accountability plan that addresses academic, financial, operations, and governance outcomes. Our standard accountability plan is included in the appendix of this report.

Ongoing Oversight and Evaluation

- We manage our monitoring via our online compliance system, Epicenter.
- We conduct at least three formal site visits at each school each year and attend most regular board meetings at every school.
- Finances are monitored monthly, and school treasurers and board representatives are issued monthly reports that cover revenues, expenses, enrollment, federal funds, reporting requirements, upcoming major purchases, audits, developing trends, and other relevant information.

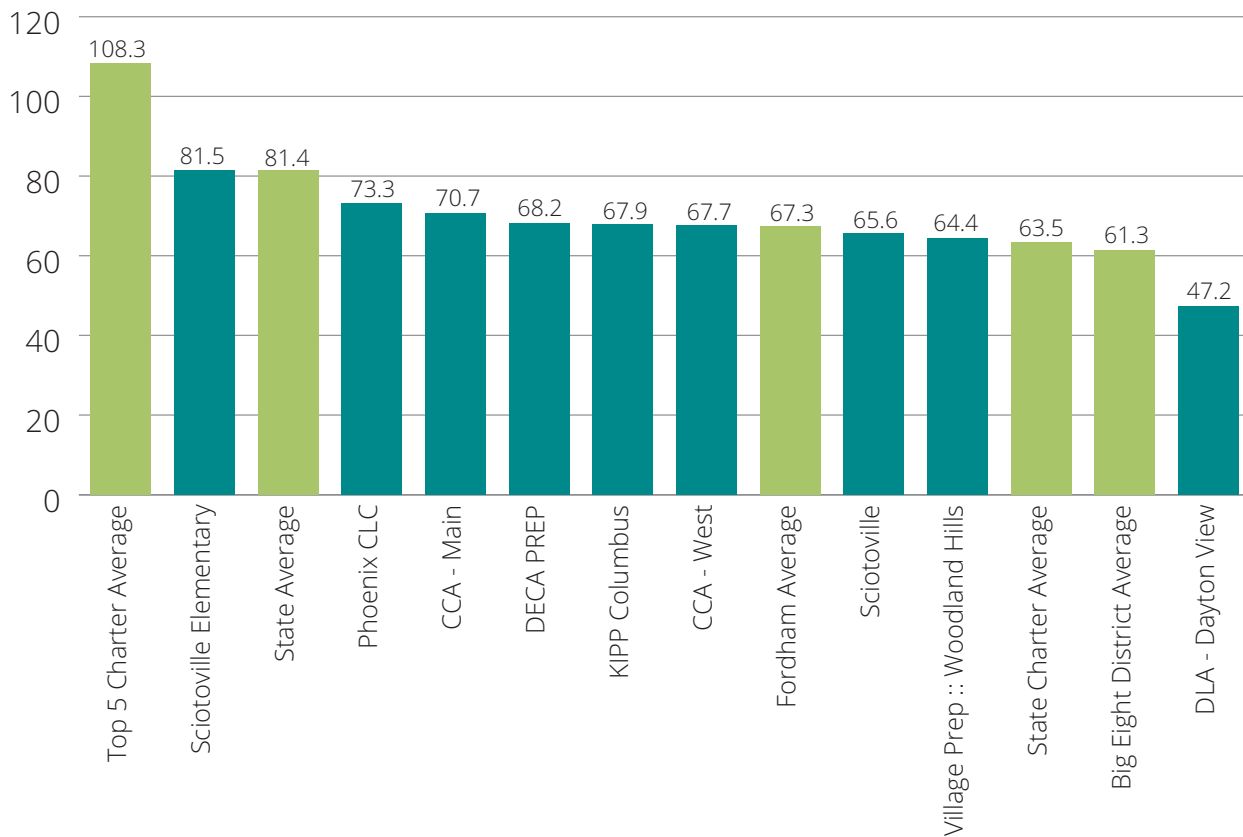
Revocation and Renewal Decision Making

- Contract-renewal decisions are based on a school's performance in the context of each school's accountability plan. The length of renewal terms may vary by school.
- Where schools close, we employ our school-closure protocol, with the goal of ensuring a smooth transition for students and families.

School Performance on State Tests

The 2015–16 school year featured the third test in three years in Ohio. In 2013–14, the state used the Ohio Achievement Assessments; in 2014–15, the state used the Partnership for Readiness of College and Career (PARCC) assessment; and in 2015–16, the state used the AIR test. Chart I represents the Fordham-sponsored schools ranked by performance index (PI), a measure of proficiency;¹ Chart II shows growth or value-added (VA) data.²

Chart I : Fordham’s charter schools ranked by performance-index scores, 2015–16 ³

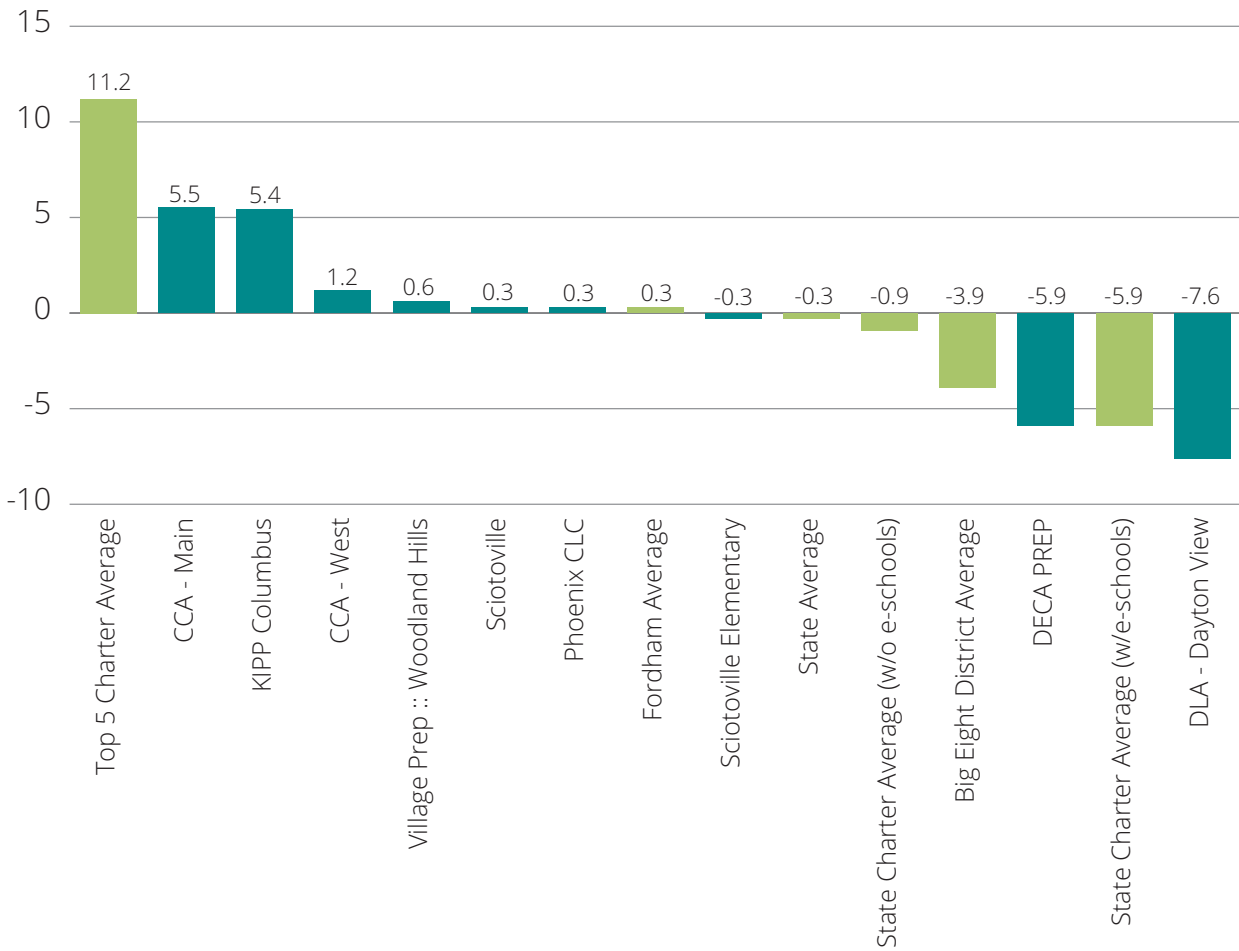


As Chart I shows, all of the Fordham-sponsored schools except one scored above the Big Eight and District Charter Averages on the PI.

Chart II shows that seven Fordham-sponsored schools—Columbus Collegiate Academy–Main, KIPP Columbus, Village Preparatory School :: Woodland Hills Campus, Sciotoville Community School, Phoenix Community Learning Center, and Sciotoville Elementary Academy—performed above the state average, state charter average, and Big Eight average on VA.

It merits noting that in 2015–16, VA results for some schools and districts swung widely from the prior year. As we described in our report *Setting Sights on Excellence: Ohio’s School Report Cards 2015–16*, the reason for

Chart II : Fordham’s charter schools ranked by value-added index scores, 2015–16



Note: Dayton Leadership Academies–Dayton View Campus’s VA score is inaccurate, and the ODE has marked the school’s report card subject to change due to a reporting error.

this is that the VA measure is based on a one-year calculation instead of a multiyear average. A calculation based on one year is less stable than a calculation based on multiple years and could account for the wide variations for some schools and districts.

School performance on the Elements of Fordham’s Contractual Accountability Plan

Table I sets forth each school’s performance against the contractual outcomes contained in the school’s Academic and Organizational Accountability Plan with the Thomas B. Fordham Foundation. Schools are accountable for a set of academic, financial, governance, and operations indicators, and school performance falls into four categories: (1) exceeds the standard, (2) meets the standard, (3) does not meet the standard, and (4) falls far below the standard. We include our standard plan, with full detail, in the appendix for reference.

Table I: School performance on contractual measures, 2015–16⁴

	Columbus Collegiate Academy – Main	Columbus Collegiate Academy – West	Dayton Leadership Academies–Dayton View Campus	Dayton Leadership Academies–Early Learning Academy	DECA Prep	KIPP Columbus	Phoenix Community Learning Center	Sciotoville Community School	Sciotoville Elementary Academy	United Preparatory Academy	Village Preparatory School
PRIMARY ACADEMIC INDICATORS											
Performance Index (PI)	Falls far below	Falls far below	Falls far below	NA	Falls far below	Falls far below	Falls far below	Falls far below	Falls far below	NA	Falls far below
Value Added (VA)	Exceeds	Meets	Falls far below	NA	Falls far below	Exceeds	Meets	Meets	Does not meet	NA	Meets
Graduation Rate (Four years)	NA	NA	NA	NA	NA	NA	NA	Meets	NA	NA	NA
Graduation Rate (Five years)	NA	NA	NA	NA	NA	NA	NA	Does not meet	NA	NA	NA
K–3 Literacy Improvement	NA	NA	NA	Does not meet	Falls far below	Meets	Does not meet	NA	Falls far below	Does not meet	Falls far below
Performance v. Local Market (PI)	Exceeds	Meets	Falls far below	NA	Exceeds	Meets	Meets	Exceeds	Meets	NA	Meets
Performance v. Local Market (VA)	Exceeds	Meets	Falls far below	NA	Falls far below	Exceeds	Exceeds	Meets	Does not meet	NA	Exceeds
Performance v. Statewide Charters (PI)	Exceeds	Meets	Falls far below	NA	Meets	Meets	Exceeds	Does not meet	Exceeds	NA	Does not meet
Performance v. Statewide Charters (VA)	Exceeds	Meets	Falls far below	NA	Falls far below	Exceeds	Does not meet	Does not meet	Does not meet	NA	Does not meet
Reading Progress*	NA	NA	NA	Falls far below	NA	NA	NA	NA	NA	NA	NA
Math Progress*	NA	NA	NA	Falls far below	NA	NA	NA	NA	NA	NA	NA

	Columbus Collegiate Academy – Main	Columbus Collegiate Academy – West	Dayton Leadership Academies– Dayton View Campus	Dayton Leadership Academies–Early Learning Academy	DECA Prep	KIPP Columbus	Phoenix Community Learning Center	Sciotoville Community School	Sciotoville Elementary Academy	United Preparatory Academy	Village Preparatory School
SECONDARY ACADEMIC INDICATORS											
Value Added: Overall	Exceeds	Meets	Falls far below	NA	Falls far below	Exceeds	Does not meet	Does not meet	Does not meet	NA	Does not meet
Performance Index: Overall	Falls far below	Falls far below	Falls far below	NA	Falls far below	Falls far below	Falls far below	Falls far below	Falls far below	NA	Falls far below
Value Added: Gifted	NR	NR	NR	NA	NR	NR	NR	NR	NR	NR	NR
Value Added: Disabilities	Meets	Does not meet	Falls far below	NA	NR	Does not meet	Does not meet	Does not meet	NR	NA	Exceeds
Value Added: Lowest 20%	Exceeds	Exceeds	Falls far below	NA	Falls far below	Exceeds	Does not meet	Meets	NR	NA	Does not meet
Value Added: High School	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
AMOs	Falls far below	Falls far below	Falls far below	NA	Falls far below	Falls far below	Falls far below	Falls far below	Falls far below	NA	Falls far below
College-Admission Participation Rate**	NA	NA	NA	NA	NA	NA	NA	NR	NA	NA	NA
College-Admission Nonremediation Score**	NA	NA	NA	NA	NA	NA	NA	NR	NA	NA	NA
Dual-enrollment Credits**	NA	NA	NA	NA	NA	NA	NA	2.50%	NA	NA	NA
Industry Credentials **	NA	NA	NA	NA	NA	NA	NA	NR	NA	NA	NA
Honors Diplomas Awarded **	NA	NA	NA	NA	NA	NA	NA	12.70%	NA	NA	NA
Advanced Placement (AP) Participation Rate**	NA	NA	NA	NA	NA	NA	NA	8.90%	NA	NA	NA

	Columbus Collegiate Academy – Main	Columbus Collegiate Academy – West	Dayton Leadership Academies– Dayton View Campus	Dayton Leadership Academies–Early Learning Academy	DECA Prep	KIPP Columbus	Phoenix Community Learning Center	Sciotoville Community School	Sciotoville Elementary Academy	United Preparatory Academy	Village Preparatory School
AP Score of 3 or better**	NA	NA	NA	NA	NA	NA	NA	0	NA	NA	NA
International Baccalaureate (IB) Participation Rate**	NA	NA	NA	NA	NA	NA	NA	0	NA	NA	NA
IB Score of 4 or better**	NA	NA	NA	NA	NA	NA	NA	0	NA	NA	NA
Regularly Administers Internal Growth Assessment	Meets	Meets	Meets	Meets	Meets	Meets	Meets	Meets	Meets	Meets	Meets
Met Majority of Internal Goals	Meets	Meets	Meets	Meets	Does not meet	Meets	Meets	Meets	Meets	Meets	Meets
FINANCIAL MEASURES OF SUCCESS (CURRENT YEAR)											
Ratio of Assets to Liabilities	Exceeds	Exceeds	Exceeds	Exceeds	Meets	Exceeds	Exceeds	Exceeds	Exceeds	Exceeds	Exceeds
Days Cash	Exceeds	Exceeds	Exceeds	Exceeds	Meets	Exceeds	Exceeds	Meets	Exceeds	Meets	Meets
Enrollment Variance	Exceeds	Exceeds	Exceeds	Exceeds	Exceeds	Exceeds	Exceeds	Meets	Exceeds	Exceeds	Exceeds
FINANCIAL MEASURES OF SUCCESS (PRIOR YEARS)											
Multi-year Ratio of Assets to Liabilities	Exceeds	Exceeds	Exceeds	Exceeds	Exceeds	Exceeds	Exceeds	Exceeds	Exceeds	Data not available	Exceeds
Cash Flow	Exceeds	Exceeds	Meets	Does not meet	Exceeds	Exceeds	Meets	Exceeds	Meets	Data not available	Exceeds
Total Margin and Aggregated Three-Year Total Margin	Exceeds	Exceeds	Does not meet	Does not meet	Exceeds	Exceeds	Does not meet	Does not meet	Does not meet	Data not available	Exceeds

	Columbus Collegiate Academy – Main	Columbus Collegiate Academy – West	Dayton Leadership Academies– Dayton View Campus	Dayton Leadership Academies–Early Learning Academy	DECA Prep	KIPP Columbus	Phoenix Community Learning Center	Sciotoville Community School	Sciotoville Elementary Academy	United Preparatory Academy	Village Preparatory School
OPERATIONS/GOVERNANCE PRIMARY INDICATORS											
Records Compliance	Exceeds	Exceeds	Exceeds	Exceeds	Exceeds	Exceeds	Exceeds	Exceeds	Exceeds	Exceeds	Exceeds
On-Time Records Submission Rate	Meets	Meets	Meets	Meets	Meets	Exceeds	Does not meet	Meets	Meets	Exceeds	Does not meet
Financial Records Submitted Monthly	Exceeds	Exceeds	Exceeds	Exceeds	Exceeds	Exceeds	Exceeds	Exceeds	Exceeds	Exceeds	Exceeds
Annual Audit	Exceeds	Exceeds	Does not meet	Exceeds	Exceeds	Exceeds	Exceeds	Meets	Exceeds	Meets	Exceeds
LEA Special-Education Performance Determination (most recent annual)	Meets	Exceeds	Meets	Exceeds	Meets	Meets	Meets	Exceeds	Meets	Exceeds	Exceeds
OPERATIONS/GOVERNANCE SECONDARY INDICATORS											
Five-Year Forecasts Submitted by Deadline	Meets	Meets	Meets	Meets	Meets	Meets	Meets	Meets	Meets	Meets	Does not meet
Pre-opening Assurances Documentation	Meets	Meets	Meets	Meets	Meets	Meets	Meets	Meets	Meets	Meets	Meets
Annual Report	Meets	Meets	Meets	Meets	Meets	Meets	Does not meet	Does not meet	Does not meet	Meets	Meets
Safety Plan and Blueprint Submitted to OAG (last three years)	Meets	Meets	Meets	Meets	Meets	Meets	Meets	Meets	Meets	Meets	Meets
Family Survey Results	Exceeds	Exceeds	Exceeds	Exceeds	Exceeds	Meets	Meets	Falls far below	Meets	Exceeds	Meets

*Applies to Dayton Leadership Academies–Early Learning Academy only

**Applies to Sciotoville Community School only

As table I shows, no Fordham-sponsored school met the PI indicator last year, though several—Columbus Collegiate Academy–Main, Columbus Collegiate Academy–West, DECA PREP, KIPP Columbus, Phoenix Community Learning Center—met or exceeded the standard for performance against the local market and statewide charters on the PI measure. Three schools – Columbus Collegiate Academy–Main, Columbus Collegiate Academy–West, and KIPP Columbus—also met or exceeded performance standards versus local markets and statewide charters on Ohio’s growth measure, VA.

Overall, the schools in Fordham’s portfolio met most financial indicators; however, five schools—Dayton Leadership Academies–Dayton View Campus, Dayton Leadership Academies–Early Learning Academy, Phoenix Community Learning Center, Sciotoville Community School, and Sciotoville Elementary Academy—did not meet the total margin and aggregated three-year margin indicator. And Dayton Leadership Academies–Early Learning Academy did not meet the standard for cash flow. Portfolio performance on operations and governance indicators, overall, was strong.

News from Schools

A summary of noteworthy items from our schools (by city) follows.

In Columbus, Columbus Collegiate Academy–West received a \$1.7 million dollar grant for charter school facilities. The funds will be used to improve the school’s facility, which is over one hundred years old. Additionally, United Schools Network CEO and CCA founder Andy Boy presented at TEDx Columbus in November. Meanwhile, **KIPP Columbus** smoothly launched its high school and pre-Kindergarten program this year. The campus is growing and the school has a waitlist of over one thousand children.

DECA Prep successfully launched DECA Middle in Dayton in August 2016 (the school has a single charter for grades K–8 and is now located on two campuses in Dayton). DECA Middle is located downtown and will enroll grades 5–8, while DECA PREP is staying in its former Catholic school and serving grades K–4. DECA Prep was also the recipient of a facilities award to the tune of \$777,500, money that will help with much-needed renovation and safety upgrades to the K–4’s aging facility.

Cincinnati’s Phoenix Community Learning Center added ninth grade to its existing K–8 offerings. The school also recently closed on a loan with community-redevelopment organization Self Help to renovate a portion of its facility to house the high school as it continues to add grades.

Sciotoville Elementary Academy and **Sciotoville Community School** in Portsmouth are implementing changes following the receipt of the report by a consultant who evaluated the schools in June 2016.

In Cleveland, **Village Preparatory School :: Woodland Hills Campus** is making progress with the implementation of its turnaround strategy. The school met seven of eight turnaround metrics and saw almost every staffer return for the new school year.

School Performance on Ohio Department of Education Sponsor-Reporting Requirements

The ODE requires that all sponsors monitor and publicly report on the academic performance, fiscal performance, organization and operation, and legal compliance components of each school. The ODE also requires that sponsors assign each component except legal compliance a rating of exceeds expected performance, met expected performance, or did not meet expected performance.⁵ Legal compliance must be rated met or not met. Although sponsors must report on the components of charter schools' operations, each sponsor has some discretion to define what constitutes the academic performance, fiscal performance, organization and operation, and legal compliance components of their sponsored schools' programs. Additionally, sponsors are also free to define what exceeds expected performance, met expected performance and did not meet expected performance mean.

The Thomas B. Fordham Foundation defines the four components required by the ODE as the following:

- Academic performance: how the school performed on the academic components of the school's accountability plan with the Thomas B. Fordham Foundation⁶
- Fiscal performance: how the school performed on the financial components of the school's accountability plan with the Thomas B. Fordham Foundation⁷
- Legal compliance: whether the school complied with legal requirements identified in statute and the community school contract⁸
- Organization and operation: how the school performed on the operations and governance indicators, as contained in the school's accountability plan with the Thomas B. Fordham Foundation⁹

Table II details school performance on the ODE's sponsor-reporting measures.

Table II: Ohio Department of Education School Monitoring Summary

	Academic Performance	Fiscal Performance	Legal Compliance	Organization and Operation
Columbus Collegiate Academy - Main	M	E	M	E
Columbus Collegiate Academy - West	M	E	M	E
Dayton Leadership Academies - Dayton View Campus	D	M	M	M
Dayton Leadership Academies-Early Learning Academy	D	M	M	E
DECA PREP	D	E	M	E
KIPP: Columbus	M	E	M	E
Phoenix Community Learning Center	D	M	M	M
Sciotoville Community School	D	M	M	M
Sciotoville Elementary Academy	D	M	M	M
United Preparatory Academy	M	E	M	E
Village Preparatory School :: Woodland Hills Campus	D	E	M	E

This section contains a list of all of the Fordham-sponsored schools.

Columbus Collegiate Academy – Main

Address:

1469 E. Main Street, Columbus, OH 43205

IRN: 009122

Year opened: 2008

Status: Open

Mission: To prepare middle school students to achieve academic excellence and become citizens of integrity. High expectations for 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.

Grades served: 6–8

Enrollment: 215

Demographics: 92 percent economically disadvantaged (ED), 76 percent black/non-Hispanic, 15 percent Hispanic, 5 percent multiracial, 18 percent students with disabilities.

Website: <http://unitedschoolsnetwork.org/maincampus.php>

Management organization: United Schools Network (nonprofit)



Columbus Collegiate Academy–West

Address:

300 S. Dana Ave., Columbus, OH 43233

IRN: 012951

Year opened: 2012

Status: Open

Mission: To prepare middle school students to achieve academic excellence and become citizens of integrity. High expectations for 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.

Grades served: 6–8

Enrollment: 218

Demographics: 89 percent ED, 45 percent black/non-Hispanic, 10 percent Hispanic, 10 percent multiracial, 33 percent white/non-Hispanic, 18 percent students with disabilities, 8 percent limited English proficiency.

Website: <http://unitedschoolsnetwork.org/danacampus.php>

Management organization: United Schools Network (nonprofit)



Dayton Leadership Academies-
Dayton View Campus

Address:

1416 W. Riverview Ave., Dayton, OH 45402

IRN: 133454

Year opened: 2000

Status: Open

Mission: To challenge and nurture each child to perform at his or her highest ability in a school culture of pride and excellence.

Grades served: 3-8

Enrollment: 223

Demographics: 100 percent ED, 62 percent black/non-Hispanic, 37 percent multiracial, 22 percent students with disabilities.

Website: <http://www.daytonleadershipacademies.com/>

Management organization: None



Dayton Leadership Academies-
Early Learning Academy

Address:

1416 W. Riverview Ave., Dayton, OH 45402

IRN: 133959

Year opened: 1999

Status: Open

Mission: To challenge and nurture each child to perform at his or her highest ability in a school culture of pride and excellence.

Grades served: K-2

Enrollment: 127

Demographics: 100 percent ED, 95 percent black/non-Hispanic, 12 percent students with disabilities.

Website: <http://www.daytonleadershipacademies.com/>

Management organization: None



Address:

200 Homewood Ave., Dayton, OH 45405

IRN: 012924

Year opened: 2012

Status: Open

Mission: To immerse prospective first-generation college students in a personalized, rigorous elementary curriculum to assure they will succeed in high school and college.

Grades served: K-6

Enrollment: 546

Demographics: 100 percent ED, 97 percent black/non-Hispanic, 4 percent students with disabilities.

Website: <http://www.decaprep.org/>

Management organization: None

**Address:**

2900 Inspire Drive, Columbus, OH 43224

IRN: 009997

Year opened: 2008

Status: Open

Mission: KIPP Columbus will create a system of schools where students develop the intellectual, academic, and social skills needed to understand and take action on issues they encounter in everyday life. By establishing a rigorous, safe, and personalized learning environment, KIPP Columbus will foster a culture of responsibility and service and empower all students to become active and engaged citizens.

Grades served: K-3, 5-8

Enrollment: 734

Demographics: 100 percent ED, 88 percent black/non-Hispanic, 4 percent white/non-Hispanic, 5 percent multiracial, 4 percent white/non-Hispanic, 11 percent students with disabilities, 3 percent limited English proficiency.

Website: <http://kippcolumbus.org/>

Management organization: None



Phoenix Community Learning Center

Address:
3595 Washington Ave., Cincinnati, OH 45229

IRN: 133504

Year opened: 2001

Status: Open

Mission: To be an inclusive school dedicated to increased learning and achievement of all students, with a focus on developing higher-order thinking skills.

Grades served: K-8

Enrollment: 388

Demographics: 90 percent ED, 99 percent black/non-Hispanic, 12 percent students with disabilities.

Website: <http://www.phoenixclc.org/>

Management organization: None



Sciotoville Community School

Address:
224 Marshall Ave., Portsmouth, OH 45662

IRN: 143644

Year opened: 2001

Status: Open (on probation in 2015-16 due to low academic outcomes in 2014-15)

Mission: Together, we will learn as much as we can each day to be responsible, respectful, and successful in our personal, social, and academic skills.

Grades served: 5-12

Enrollment: 287

Demographics: 73 percent ED, 5 percent multiracial, 93 percent white/non-Hispanic, 21 percent students with disabilities.

Website: <http://www.east.k12.oh.us/>

Management organization: None



Address:

5540 Third St., Portsmouth, OH 45662

IRN: 009964

Year opened: 2008

Status: Open

Mission: Together, we will learn as much as we can each day to be responsible, respectful, and successful in our personal, social, and academic skills.

Grades served: K-4

Enrollment: 136

Demographics: 81 percent ED, 90 percent white/non-Hispanic, 19 percent students with disabilities.

Website: <http://www.sea.k12.oh.us/>

Management organization: None

**Address:**

617 West State St., Columbus, OH 43215

IRN: 014467

Year opened: 2014

Status: Open

Mission: To prepare elementary school students to achieve academic excellence and become citizens of integrity. High expectations for 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.

Grades served: K-2

Enrollment: 148

Demographics: 92 percent ED, 58 percent black/non-Hispanic, 15 percent multiracial, 20 percent white/non-Hispanic, 7 percent students with disabilities.

Website: <http://unitedschoolsnetwork.org/uprep.php>

Management organization: United Schools Network (nonprofit)



Address:

9201 Crane Ave., Cleveland, OH 44105

IRN: 013034

Year opened: 2012

Status: Open (on probation in 2015–16 due to low academic outcomes in 2014-15)

Mission: To provide a premier educational experience and emphasize individual educational growth resulting in above-proficient test scores, graduation, and acceptance to a high-performing, college-prep middle school. This will take place in a technologically advanced, safe, and disciplined environment.

Grades served: K-4

Enrollment: 391

Demographics: 100 percent ED, 98 percent black/non-Hispanic, 10 percent students with disabilities.

Website: <http://www.theprepschools.org/>

Management organization: Breakthrough Schools (nonprofit)



Academic and Organizational Accountability Plans

We utilize two academic and organizational accountability plans: one for schools with grades K–4 or higher and one for the Dayton Leadership Academies–Early Learning Academy, which serves grades K–2 only.

EXHIBIT 4: Academic and organizational accountability plan (K–12)

Pursuant to Article III of this Contract, the Academic and Organizational Accountability Plan constitutes the agreed-upon academic, financial, and organizational and governance requirements (“Requirements”) that the GOVERNING AUTHORITY and SPONSOR will use to evaluate the performance of the Community School during the term of this contract. Each of these Requirements may be considered by the SPONSOR to gauge success throughout the term of this contract.

To be considered for contract renewal, the GOVERNING AUTHORITY is expected to have “achieved” the standard as specified herein, which is the SPONSOR’s minimum expectation for the School, in all primary academic indicators, all financial indicators, and all primary operations and governance indicators. Secondary indicators (for both academics and operations and governance) will be considered as well, but primary indicators will factor more heavily into decisions about renewal or nonrenewal, as well as about probation, suspension, and termination. An inability to achieve minor elements of the standards may not prevent consideration of contract renewal, based on the totality of the circumstances, which will be subject to SPONSOR’s sole and complete discretion.

Primary Academic Indicators	Exceeds the Standard	Meets the Standard	Does Not Meet the Standard	Falls Far Below the Standard
PI ¹⁰	90% or higher	80%–89%	70%–79%	69% and below
VA ¹¹	+4.00 and above	0 to 3.9	–0.99 to –3.9	–4.0 and below
Graduation rate (four years)	93%–100%	84%–92%	79%–83%	Below 79%
Graduation rate (five years)	95%–100%	85%–94%	80%–84%	80% and below
K–3 literacy improvement	B or better	C	D	F
Performance versus local market: ¹² PI	Ranked in top 20th percentile in PI score	Ranked in 70th–79th percentile in PI score	Ranked in 50th–69th percentile in PI score	Ranked in bottom 49th percentile in PI score
Performance versus local market: VA	Ranked in top 20th percentile in VA score	Ranked in 70th–79th percentile in VA score	Ranked in 50th–69th percentile in VA score	Ranked in bottom 49th percentile in VA score
Performance versus statewide charters: PI	Ranked in top 20th percentile in PI score	Ranked in 70th–79th percentile in PI score	Ranked in 50th–69th percentile in PI score	Ranked in bottom 49th percentile in PI score
Performance versus statewide charters: VA	Ranked in top 20th percentile in VA score	Ranked in 70th–79th percentile in VA score	Ranked in 50th–69th percentile in VA score	Ranked in bottom 49th percentile in VA score
Secondary Academic Indicators	Exceeds the Standard	Meets the Standard	Does Not Meet the Standard	Falls Far Below the Standard
VA: Overall grade	A	B or above	C or below	D or below in VA and PI = probation
PI: Overall grade	A	B or above	C or below	D or below in VA and PI = probation
VA: Gifted	A	B or above	C or below	
VA: Disabilities	A	B or above	C or below	
VA: Lowest 20%	A	B or above	C or below	
VA: High school	A	B or above	C or below	
AMOs (gap closing)	A	B or above	C or below	
College-admission test participation rate	A	B or above	C or below	

College-admission test nonremediation score	A	B or above	C or below	
Dual-enrollment credits	A	B or above	C or below	
Industry credentials	A	B or above	C or below	
Honors diplomas awarded	A	B or above	C or below	
AP participation rate	A	B or above	C or below	
AP score	A	B or above	C or below	
IB participation rate	A	B or above	C or below	
IB score	A	B or above	C or below	
College- and career-readiness assessment	A	B or above	C or below	
School regularly administers internal growth assessment		Yes	No	
School met a majority of its internal goals (section A.7 of this contract)		Yes	No	
Financial Measures of Success (Current Year)	Exceeds the Standard	Meets the Standard	Does Not Meet the Standard	Falls Far Below the Standard
Current ratio of assets to liabilities	Ratio is greater than or equal to 1.1	Ratio is between 1.0 and 1.1 AND one-year trend is positive (current year's ratio is higher than last year's)	Ratio is between 0.9 and 1.0 or equals 1.0 OR ratio is between 1.0 and 1.1 AND one-year trend is negative	Ratio is less than or equal to 0.9
Days cash	60 or more days cash	Between 30 and 60 days cash	Between 15 and 30 days OR between 30 and 60 days cash AND one-year trend is negative	Fewer than 15 days cash
Current year enrollment variance ¹³	Actual enrollment equals or is within 95% of budgeted enrollment in most recent year	Actual enrollment is 90%–95% of budgeted enrollment in most recent year	Actual enrollment is 80%–90% of budgeted enrollment in most recent year	Actual enrollment is less than 80% of budgeted enrollment in most recent year
Total margin (TM) and aggregated three-year total margin ¹⁵ (ATTM)	ATTM is positive and the most recent year TM is also positive	ATTM is greater than –1.5%, the trend is positive for the last two years AND the most recent year TM is positive	ATTM is greater than –1.5% but trend does not meet standard	ATTM is less than or equal to –1.5% OR the most recent year TM is less than –10%
Operations and Governance Primary Indicators	Exceeds the Standard	Meets the Standard	Does Not Meet the Standard	Falls Far Below the Standard
Records compliance ¹⁶	90% or higher	79%–89%	60%–78%	59% or below
On-time records submission rate	90% or higher	79%–89%	60%–78%	59% or below
Financial records submitted monthly	90% or higher	79%–89%	60%–78%	59% or below
Annual audit	Two consecutive years of no findings, findings for recovery, noncompliance citations, questioned costs, or material weaknesses, as set forth in the audit	No findings, findings for recovery, noncompliance citations, questioned costs, or material weaknesses, as set forth in the audit	Audit contains less than three of the following: findings, noncompliance citations, questioned costs, material weaknesses, or findings for recovery (less than \$5,000 combined), as set forth in the audit	Audit contains three or more of the following: findings, noncompliance citations, questioned costs, material weaknesses, or findings for recovery (in excess of \$5,000 combined), as set forth in the audit
LEA special-education performance determination (most recent annual) ¹⁷	Meets requirements	Needs assistance	Needs intervention	Needs substantial intervention

Operations and Governance Secondary Indicators	Exceeds the Standard	Meets the Standard	Does Not Meet the Standard	Falls Far Below the Standard
Five-year forecasts submitted to the ODE by statutory deadlines		Yes	No	
Preopening assurances documentation		Completed and available 10 days before the first day of school	Not completed and not available 10 days before the first day of school	
Annual report		Submitted to parents and sponsor by the last day of October	Not submitted to parents and the sponsor by the last day of October	
Safety plan and blueprint submitted within the last three years to the Ohio Attorney General		Yes	No	
Family-survey results	90% or greater overall satisfaction with school	80%–89% overall satisfaction with school	70%–79% overall satisfaction with school	69% or less overall satisfaction with school

Exhibit 4 Academic and organizational accountability plan (K-2)

Pursuant to Article III of this Contract, the Academic and Organizational Accountability Plan constitutes the agreed-upon academic, financial, and organizational and governance requirements (“Requirements”) that the GOVERNING AUTHORITY and SPONSOR will use to evaluate the performance of the Community School during the term of this contract. Each of these Requirements may be considered by the SPONSOR to gauge success throughout the term of this contract.

To be considered for contract renewal, the GOVERNING AUTHORITY is expected to have “achieved” the standard as specified herein, which is the SPONSOR’s minimum expectation for the School, in all primary academic indicators, all financial indicators, and all primary operations and governance indicators. Secondary indicators (for both academics and operations and governance) will be considered as well, but primary indicators will factor more heavily into decisions about renewal or nonrenewal, as well as about probation, suspension, and termination. An inability to achieve minor elements of the standards may not prevent consideration of contract renewal, based on the totality of the circumstances, which will be subject to the SPONSOR’s sole and complete discretion.

Primary Academic Indicators	Exceeds the Standard	Meets the Standard	Does Not Meet the Standard	Falls Far Below the Standard
Reading progress	96%–100% of Dayton Leadership Academies–Early Learning Academy students will annually demonstrate a minimum of one year of academic growth in reading on the NWEA MAP. Metric: NWEA	90%–95% of Dayton Leadership Academies–Early Learning Academy students will annually demonstrate a minimum of one year of academic growth in reading on the NWEA MAP. Metric: NWEA	80%–89% of Dayton Leadership Academies–Early Learning Academy students will annually demonstrate a minimum of one year of academic growth in reading on the NWEA MAP. Metric: NWEA	79% or fewer of Dayton Leadership Academies–Early Learning Academy students will annually demonstrate a minimum of one year of academic growth in reading on the NWEA MAP. Metric: NWEA
Math progress	96%–100% of Dayton Leadership Academies–Early Learning Academy students will annually demonstrate a minimum of one year of academic growth in math on the NWEA MAP. Metric: NWEA	90%–95% of Dayton Leadership Academies–Early Learning Academy students will annually demonstrate a minimum of one year of academic growth in math on the NWEA MAP. Metric: NWEA	80%–89% of Dayton Leadership Academies–Early Learning Academy students will annually demonstrate a minimum of one year of academic growth in math on the NWEA MAP. Metric: NWEA	79% or fewer of Dayton Leadership Academies–Early Learning Academy students will annually demonstrate a minimum of one year of academic growth in math on the NWEA MAP. Metric: NWEA
Secondary Academic Indicators	Exceeds the Standard	Meets the Standard	Does Not Meet the Standard	Falls Far Below the Standard
School regularly administers internal growth assessment		Yes	No	
School met a majority of its internal goals (section A.7 of this contract)		Yes	No	
Financial Measures of Success (Current Year)	Exceeds the Standard	Meets the Standard	Does Not Meet the Standard	Falls Far Below the Standard
Current ratio of assets to liabilities	Ratio is greater than or equal to 1.1	Ratio is between 1.0 and 1.1 AND one-year trend is positive (current year's ratio is higher than last year's)	Ratio is between 0.9 and 1.0 or equals 1.0 OR ratio is between 1.0 and 1.1 AND one-year trend is negative	Ratio is less than or equal to 0.9
Days cash	60 or more days cash	Between 30 and 60 days cash	Between 15 and 30 days cash OR between 30 and 60 days cash AND one-year trend is negative	Fewer than 15 days cash
Current-year enrollment variance ¹⁸	Actual enrollment equals or is within 95% of budgeted enrollment in most recent year	Actual enrollment is 90%–95% of budgeted enrollment in most recent year	Actual enrollment is 80%–90% of budgeted enrollment in most recent year	Actual enrollment is less than 80% of budgeted enrollment in most recent year
Financial Measures of Success (Prior Years)	Exceeds the Standard	Meets the Standard	Does Not Meet the Standard	Falls Far Below the Standard
Multiyear ratio of assets to liabilities ¹⁹	Ratio is greater than or equal to 1.1 for at least the two most recent years	Ratio is between 1.0 and 1.1 for at least the most recent year	Ratio is below 1.0 for the most recent year OR below 1.0 in the two most previous years out of three years	Ratio is 0.9 or less for the most recent year OR is 0.9 or less in the two most previous years out of three years
Cash flow	Cash flow is positive for at least the two most recent years	Cash flow is positive for at least one of the most recent two years	Cash flow is not positive for at least one of the most recent two years	Cash flow is negative for any two consecutive years

Total margin (TM) and aggregated three-year total margin ²⁰ (ATTM)	ATTM is positive and the most recent year TM is also positive	ATTM is greater than -1.5%, the trend is positive for the last two years, AND the most recent year TM is positive	ATTM is greater than -1.5% but trend does not meet standard	ATTM is less than or equal to -1.5% OR the most recent year TM is less than -10%
Operations and Governance Primary Indicators	Exceeds the Standard	Meets the Standard	Does Not Meet the Standard	Falls Far Below the Standard
Records compliance ²¹	90% or higher	79%–89%	60%–78%	59% or below
On-time records submission rate	90% or higher	79%–89%	60%–78%	59% or below
Financial records submitted monthly	90% or higher	79%–89%	60%–78%	59% or below
Annual audit	Two consecutive years of no findings, findings for recovery, noncompliance citations, questioned costs, or material weaknesses, as set forth in the audit	No findings, findings for recovery, noncompliance citations, questioned costs, or material weaknesses, as set forth in the audit	Audit contains less than three of the following: findings, noncompliance citations, questioned costs, material weaknesses, or findings for recovery (less than \$5,000 combined), as set forth in the audit	Audit contains three or more of the following: findings, noncompliance citations, questioned costs, material weaknesses, or findings for recovery (in excess of \$5,000 combined), as set forth in the audit
LEA special-education performance determination (most recent annual) ²²	Meets requirements	Needs assistance	Needs intervention	Needs substantial intervention
Operations and Governance Secondary Indicators	Exceeds the Standard	Meets the Standard	Does Not Meet the Standard	Falls Far Below the Standard
Five-year forecasts submitted to the ODE by statutory deadlines		Yes	No	
Preopening assurances documentation		Completed and available 10 days before the first day of school	Not completed 10 days before the first day of school	
Annual report		Submitted to parents and sponsor by the last day of October	Not submitted to parents and sponsor by the last day of October	
Safety plan and blueprint submitted within the last three years to the Ohio Attorney General		Yes	No	
Family-survey results	90% or greater overall satisfaction with school	80%–89% overall satisfaction with school	70%–79% overall satisfaction with school	69% or less overall satisfaction with school

SOURCES

Charts I and II display the performance of Fordham-sponsored schools along the state's two key dimensions of school quality: the PI and the VA measure. The two indicators provide different perspectives of school quality. The PI gauges a school's overall student achievement,²³ whereas the VA measure estimates a school's contribution to student achievement, using learning gains tracked over time.²⁴

Charts I and II display the PI and VA scores of Fordham's schools relative to five benchmarks: (1) the average score of the top-five-ranked charter schools in Ohio; (2) the statewide average score for all public schools, both district and charter; (3) the average score of Fordham's schools; (4) the statewide average score of all charters in Ohio;²⁵ and (5) the average score of the Big Eight urban school districts.²⁶ All of the averages are weighted to account for a school's student enrollment.

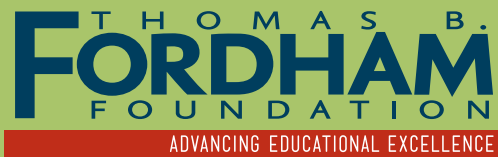
The academic data in tables I–III are from the ODE. The fiscal, organization and operation, and legal compliance data in table III are from data maintained in the Epicenter system, data gathered during on-site visits, and data gathered for the ODE's 2016 sponsor evaluation.

In the directory of schools, the Internal Retrieval Number (IRN) and year open are from the Ohio Educational Directory System. The demographics and enrollment information are from the ODE's state report card. The mission information is from school sponsorship contracts.

endnotes

- ¹ Source: ODE. Notes: PI measures overall student achievement in a school on a scale of 0–120. The PI calculation places more weight on higher test scores. All averages are weighted by total student enrollment of the schools.
- ² Source: ODE. Notes: The VA index score estimates the impact of a school on student growth (measured in learning gains). At a school level, these scores ranged from –24.3 to 31.4 for 2015–16. All averages are weighted by total student enrollment of the schools.
- ³ Dayton Leadership Academies–Dayton View Campus failed to submit complete data to the ODE. The school’s report card contains a watermark that indicates the reporting error.
- ⁴ Color key: blue = exceeds the standard, green = meets the standard, orange = does not meet the standard, and red = falls far below the standard.
Data key: not applicable (NA) means these data are not applicable due to the grade level in the school’s contract and not rated (NR) means these data are not displayed because there are not enough students to evaluate.
- ⁵ Letter written November 2, 2016, from Frank Stoy, ODE, to Sponsors.
- ⁶ Exceeded expected performance (E): The school met all contractual academic indicators. Met expected performance (M): The school met a majority of contractual academic indicators. Did not meet expected performance (D): The school met fewer than half of contractual academic indicators.
- ⁷ Exceeded expected performance (E): The school met all contractual academic indicators. Met expected performance (M): The school met a majority of contractual academic indicators. Did not meet expected performance (D): The school met fewer than half of contractual academic indicators.
- ⁸ Met expected performance (M): The school met 75 percent of legal indicators. Did not meet expected performance (D): The school met less than 75 percent of legal indicators.
- ⁹ Exceeded expected performance (E): The school met all contractual academic indicators. Met expected performance (M): The school met a majority of contractual academic indicators. Did not meet expected performance (D): The school met fewer than half of contractual academic indicators.
- ¹⁰ The PI percentage is calculated as follows: school’s PI score divided by 120 (the highest possible PI score).
- ¹¹ A VA score is a statistical estimate intended to convey how much a school has contributed to student learning. A higher VA score conveys greater confidence that, on average, the school has contributed more than one standard year of academic growth; a lower VA score conveys greater confidence that the school has, on average, not contributed more than one standard year of academic growth.
- ¹² “Local market” includes other charter schools (excluding virtual and dropout-recovery charter schools, as designated by the ODE) in the county in which a school is located as well as comparable district schools in the charter school’s serving district, as designated by the ODE.
- ¹³ The enrollment variance depicts actual enrollment divided by enrollment projection in the charter school’s board-approved budget.
- ¹⁴ This ratio depicts the relationship between a school’s annual assets and liabilities, covering the last three years.

- ¹⁵ The total margin (TM) measures the deficit or surplus a school yields out of its total revenues; in other words, it measures whether or not the school is living within its available resources. The TM is important to track, as schools cannot operate at deficits for a sustained period of time without risk of closure. The aggregate three-year total margin (ATTM) is helpful for measuring the long-term financial stability of the school by smoothing the impact of single-year fluctuations. The performance of the school in the most recent year, however, is indicative of the sustainability of the school; thus, the school must have a positive TM in the most recent year to meet the standard. The TM is the net income divided by the total revenue. The ATTM is the total three-year net income divided by the total three-year revenues.
- ¹⁶ Represents the percentage of records reviewed that were accurate and complete during the school year.
- ¹⁷ The Individuals with Disabilities Education Improvement Act (IDEIA) requires that state education agencies make annual determinations regarding the performance of special-education programs operated by local education agencies (LEAs) that receive federal IDEA Part-B funding. In Ohio, individual charter schools are considered LEAs.
- ¹⁸ The enrollment variance depicts actual enrollment divided by enrollment projection in the charter school's board-approved budget.
- ¹⁹ This ratio depicts the relationship between a school's annual assets and liabilities, covering the last three years.
- ²⁰ TM measures the deficit or surplus a school yields out of its total revenues; in other words, it measures whether or not the school is living within its available resources. The TM is important to track, as schools cannot operate at deficits for a sustained period of time without risk of closure. The ATTM is helpful for measuring the long-term financial stability of the school by smoothing the impact of single-year fluctuations. The performance of the school in the most recent year, however, is indicative of the sustainability of the school; thus, the school must have a positive TM in the most recent year to meet the standard. The total margin is the net income divided by the total revenue. The ATTM is the total three-year net income divided by the total three-year revenues.
- ²¹ Represents the percentage of records reviewed that were accurate and complete during the school year.
- ²² The IDEIA requires that state education agencies make annual determinations regarding the performance of special-education programs operated by LEAs that receive federal IDEA Part-B funding. In Ohio, individual charter schools are considered LEAs.
- ²³ The state classifies test scores into six categories. From lowest to highest achievement, they are as follows: limited, basic, proficient, accelerated, advanced, and advanced plus. The PI calculation places greater weight on scores in higher achievement categories. A school's PI score is reported on a scale from 0 to 120. For more information on the PI measure, see ODE, "[Understanding Ohio's School Report Card.](#)" We downloaded the data that we used for this chart from the ODE's website, "[Ohio School Report Cards.](#)"
- ²⁴ The state uses a statistical analysis, based on the test scores of students in grades 4–8 and the high school math and ELA end-of-course exams, to estimate a school's contribution to student achievement. A school's VA index score is based on the results from only 2015–16 (with continuity in state tests, Ohio will transition back to a multiyear average starting in 2016–17). At the school level, index scores range from –24.3 to 31.4 for 2015–16. For more information on the VA measure, see ODE, "[Understanding Ohio's School Report Card.](#)" We downloaded the data that we used for this chart from the ODE's website, "[Ohio School Report Cards.](#)"
- ²⁵ The chart displaying VA scores includes the statewide charter average, both with and without e-schools (their scores are among the very lowest in the state)
- ²⁶ The Big Eight urban districts are Akron, Canton, Cincinnati, Cleveland, Columbus, Dayton, Toledo, and Youngstown.



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