

# 2014 FORDHAM SPONSORSHIP ANNUAL REPORT



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The Thomas B. Fordham Foundation would like to recognize several individuals and organizations with whom we worked in 2013–14. First and foremost we would like to acknowledge the leadership, staff, and governing boards at each of our sponsored schools for their hard work. We appreciate the opportunity to work with, and learn from, each organization that we sponsor.

We also greatly appreciate the thoughtfulness, guidance, and advice of the Fordham Foundation’s Ohio Policy and Sponsorship Committee, consisting of David Driscoll, Chester E. Finn, Jr., Tom Holton, Bruno Manno, and David Ponitz. Our colleagues Chad Aldis, Aaron Churchill, Jeff Murray, Mike Petrilli, and Gary LaBelle have provided key support to our sponsorship operation throughout the year; we are grateful to each of them, and to Chas Kidwell at Porter, Wright, Morris & Arthur for his advice and counsel. The consistent support and technical assistance from Joni Hoffman and Vicki Grosh at the Ohio Department of Education has enabled us to better support the schools and children we serve.

Our work benefits greatly from the standards set forth by the National Association of Charter School Authorizers (NACSA), and the assistance of Jim Goenner and his team from the National Charter Schools Institute.

We would also like to convey our deepest thanks to two individuals who have been instrumental in guiding our sponsorship work since its inception in 2004: Chester (“Checker”) Finn and Dr. David Ponitz. This year, Checker stepped down as president of the Thomas B. Fordham Foundation and Institute and Dr. Ponitz retired from our board, both after serving in their respective positions for eighteen years. Their leadership and unwavering commitment to our Ohio efforts—and specifically to our sponsorship operation—have been integral to our work. We are fortunate that Checker will remain on our board and staff as a distinguished senior fellow and president emeritus, and that Dr. Ponitz, as trustee emeritus, will remain involved with our Dayton Committee.



Packed end-to-end with changes—internally and within our portfolio of schools—the 2013–14 school year was an eventful one. First and foremost, longtime Fordham Foundation and Institute President Chester E. (“Checker”) Finn, Jr. transitioned from his role as president to distinguished senior fellow and president emeritus. Michael J. Petrilli, who has been with Fordham for twelve of the eighteen years of its modern existence, was named president.

Additionally, we spent the better part of the year developing a strategic plan for our work in the Dayton area. Our plans moving forward include an effort to triple the number of high-quality seats in high-poverty charter schools by 2020, and, building on a successful curriculum evaluation we piloted in 2013–14, broaden that work beyond the schools that we sponsor.

Also in 2013–14, our Dayton office and sponsorship headquarters moved to the historic and beautiful Benjamin F. Kuhns Building in downtown Dayton, Ohio. The Kuhns building opened in 1883 and is included on the National Register of Historic Places. We are excited to get back to our organization’s roots in Dayton, and we are pleased to be part of the effort to revitalize the city.

In terms of our portfolio, the 2013–14 year saw the expansion of the successful United Schools Network in Columbus, which added a third school and the network’s first elementary school, United Preparatory Academy. The network will add a fourth school, United Preparatory Academy – East, in 2015. KIPP Columbus also expanded and moved from its former home on Myrtle Avenue to a brand new campus on Agler Road. In addition to the move, KIPP Columbus began a grade expansion and added kindergarten and first grade to its existing program, which serves grades five through eight. Over the next several years, KIPP Columbus will continue to grow until it serves kindergarten through twelfth grade.

In Dayton, DECA Prep continued its grade expansion by adding grade three (the school started with K–1 and 6 and will add a grade each year until it serves all grades, K–6). Demand for this school is strong; enrollment is up, and there are wait lists in most grades. Also in Dayton, Dayton Leadership Academies continued its turnaround, a process begun three years ago that includes a new leader, a strengthened board, an almost entirely turned-over teaching staff, a campus consolidation, and the implementation of new curricula.

In 2013–14, we parted ways with the Springfield Academy of Excellence, a K–6 school in Springfield, Ohio, which we’d sponsored since 2005. After much deliberation, we chose not to renew the school’s sponsorship contract. While the school had strong qualities, it consistently did not meet the terms of its contractual academic performance plan.

Operations at our other sponsored schools—Village Preparatory School :: Woodland Hills Campus (Cleveland), Phoenix Community Learning Center (Cincinnati), Sciotoville Elementary Academy (Portsmouth), and Sciotoville Community School (Portsmouth)—remained stable. We report on the academic performance of all of our sponsored schools in the Portfolio Performance section of this publication.

And finally, we participated in the Ohio Department of Education's new sponsor evaluation. The evaluation was developed over two years, with input from NACSA. Aligned to NACSA's *Principles and Standards for Quality Charter School Authorizing*, the evaluation is incredibly comprehensive and scrutinizes all facets of a sponsor's work. We are pleased to report that we received a rating of "Exemplary," the highest grade possible. In the coming year, we look forward to beginning the implementation phase of our strategic priorities in Dayton. We are committed to increasing the number of quality seats available to children, and we will grow our portfolio of schools through expansion of existing networks and sponsorship of promising new models. Most importantly, our on-the-ground work will remain key to informing our efforts organization-wide; it is through those lessons that we can truly help shape a better policy and educational environment for children.

## Mission

The Thomas B. Fordham Institute is the nation's leader in advancing educational excellence for every child through quality research, analysis, and commentary, as well as on-the-ground action and advocacy in Ohio.

We advance:

- High standards for schools, students and educators;
- Quality education options for families;
- A more productive, equitable and efficient education system; and
- A culture of innovation, entrepreneurship, and excellence.

We promote education reform by:

- Producing rigorous policy research and incisive analysis;
- Building coalitions with policy makers, donors, organizations and others who share our vision; and
- Advocating bold solutions and comprehensive responses to education challenges, even when opposed by powerful interests and timid establishments.

## History

To national audiences, the Thomas B. Fordham Institute is known as an influential education-policy think tank with a two-decade-long commitment to reforming elementary and secondary schools, particularly through the combination of higher standards and greater parental choice.

In Ohio, however, our roots go deeper. Thomas B. Fordham was a prominent Dayton industrialist in the 1930s and '40s—the onetime head of GM's Frigidaire division and a successful supplier of essential wartime materiel. The Fordham Foundation—created by Fordham's widow, Thelma Fordham Pruett, in 1959—made grants to support good works in Dayton and its vicinity for almost four decades, until her passing in 1996.

In 1997, the trustees of the Fordham Foundation re-launched the organization with a focus on school reform, both nationally and in Dayton. Over the past seventeen years, our work in the Gem City and throughout Ohio has centered on expanding education options for disadvantaged children. Our sponsorship operation, based in Dayton, today serves over 3,200 students in eleven schools statewide, including three in Dayton.

In 2007, the Foundation was joined by the Thomas B. Fordham Institute, a public charity, which is now the face of the entirety of our policy work. Also in 2007, we established a Columbus, Ohio, office to push for state-level school reform.



Organizationally, there are three key priorities upon which we focus:

- Rigorous standards for students and schools;
- Quality choices for every family and community; and,
- Strengthening the education sector's capacity to deliver a solid education effectively, efficiently, and equitably.

## 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.

### ***David P. Driscoll***

Former Commissioner of Education, Commonwealth of Massachusetts

### ***Rod Paige***

Former U.S. Secretary of Education (2001—2005)

### ***Thomas A. Holton, Esq.***

Partner, Porter, Wright, Morris & Arthur

### ***Chester E. Finn, Jr.***

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

### ***Michael W. Kelly***

President and CEO, Central Park Credit Bank

### ***Michael J. Petrilli***

President, Thomas B. Fordham Foundation and Institute

### ***Stefanie Sanford***

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

### ***Caprice Young***

Senior Adviser, GreatSchools

## Senior Staff

***Michael J. Petrilli***, President

***Amber Northern***, Vice President for Research

***Gary LaBelle***, Director of Finance and Operations



*Chad Aldis*, Vice President for Ohio Policy and Advocacy

*Kathryn Mullen Upton*, Vice President for Sponsorship and Dayton Initiatives

*Robert Pondiscio*, Senior Fellow and Vice President for External Affairs

## Sponsorship Staff

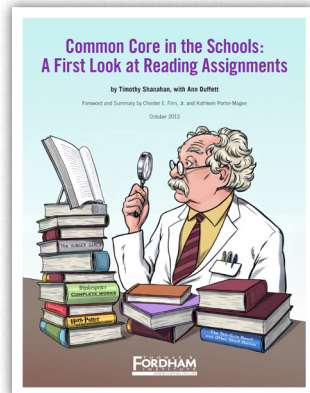
*Theda Sampson*, CNP, Sponsorship Compliance Manager

*Miles Caunin*, J.D., Sponsorship Finance Manager

The sponsorship staff is supported by several colleagues throughout the organization, including *Chad Aldis*, *Aaron Churchill* (Ohio Research and Data Analyst), *Jeff Murray* (Ohio Operations Manager), *John Horton* (Finance and Operations Associate), *Amber Northern*, and *Gary LaBelle*.

## Policy and Research

We produce a steady flow of quality research projects, aiming for studies that are credible, rigorous, impactful, and accessible. Here is a sample of 2014 publications that fit this bill.

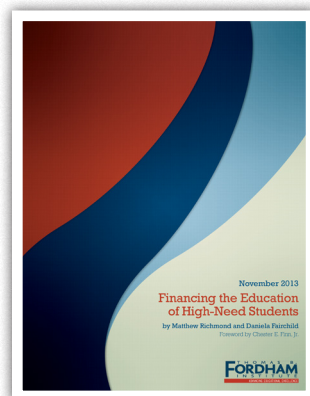


### Common Core in the Schools: A First Look at Reading Assignments

OCTOBER 2013

The Common Core State Standards, which forty-five states and the District of Columbia are beginning to implement, require a substantial shift in the expectations and instructional strategies in English language arts classrooms. This survey took a look at whether teachers in Common Core states are selecting the types of texts they're being asked to use. The survey found some promising signs—most teachers believe the standards will lead to better learning for their students, for instance—but also found that far too many,

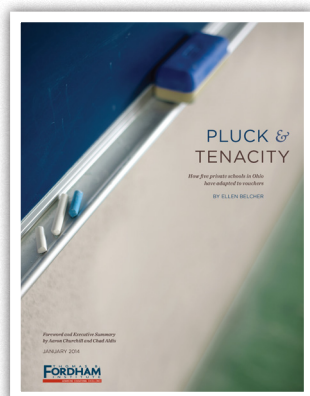
particularly at the elementary-school level, are still assigning texts based on a student's current level.



### Financing the Education of High-Need Students

NOVEMBER 2013

School districts face an enormous financial burden when it comes to educating our highest-need students. This brief focuses on three specific challenges—the consequences of which are particularly acute for smaller districts—and puts forward three recommendations that, if implemented, could save districts money without falling short on their duties to their highest-need students. This paper explored in-depth the practices of district cooperatives, multiple-weight student funding, and exceptional-needs funds.

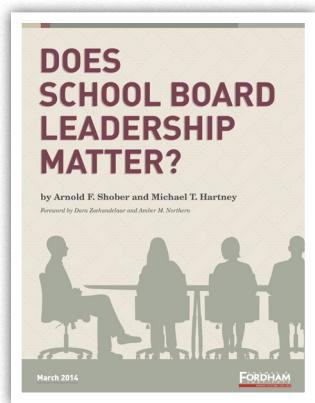


### Pluck and Tenacity: How Five Private Schools in Ohio Have Adapted to Vouchers

JANUARY 2014

Roughly 30,000 children in Ohio take advantage of a publicly funded voucher (or “scholarship”). But as students leave public schools for private ones, how does life change for the private schools that take voucher students? Can private schools coexist with a publicly-funded voucher program? Can they adapt as they educate more students from disadvantaged backgrounds? This report from the Fordham Institute digs into these questions. Written by Ellen Belcher, former editor at the *Dayton Daily News* and

an award-winning journalist, *Pluck and Tenacity* delivers a candid view of life in private schools that take voucher students. For this report, Ellen traveled across Ohio to visit five schools and find answers to our questions.

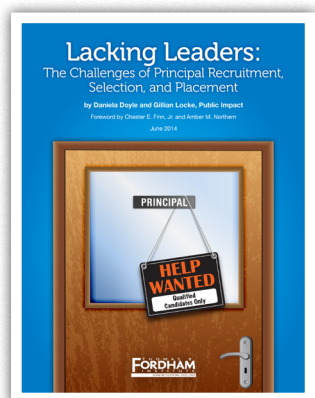


## Does School Board Leadership Matter?

MARCH 2014

Are the nation's 90,000-plus school board members critical players in enhancing student learning? Are they part of the problem? Are they harmless bystanders? Board members, by and large, possess accurate information about their districts when it comes to finance, teacher pay, collective bargaining, and class size. Whether they were knowledgeable from the outset or surround themselves with savvy staff and administrators, many are making decisions from an informed point of view. But such knowledge is not uniformly distributed. What does this mean for education governance?

School board members and their attitudes do matter—so it's important to take seriously who gets elected and how. Even as we strive to bring about structural reforms and governance innovations in the education system, we should also be working to get better results from the structures in place in most communities today.

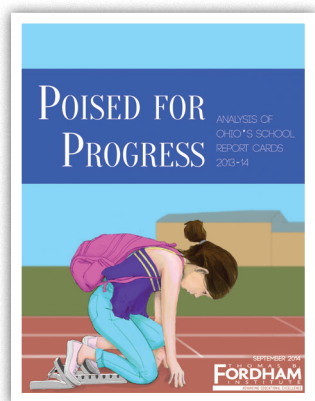


## Lacking Leaders: The Challenges of Principal Recruitment, Selection, and Placement

JUNE 2014

A school's leader matters enormously to its success and that of its students and teachers. But how well are U.S. districts identifying, recruiting, selecting, and placing the best possible candidates in principals' offices? To what extent do their practices enable them to find and hire great school leaders? To what degree is the principal's job itself designed to attract outstanding candidates? In *Lacking Leaders: The Challenges of Principal Recruitment, Selection, and Placement*, authors Daniela Doyle and Gillian Locke examine

five urban school districts that have sought to improve their principal-hiring processes in recent years. They find some strengths—but also plenty of challenges.



## Poised for Progress: Analysis of Ohio's School Report Cards 2013-14

SEPTEMBER 2014

On September 12th, Ohio released school report-card ratings for the 2013–14 school year. This report compiles and analyzes the statewide data, with special attention given to the quality of public schools in the Ohio Big Eight urban areas: Akron, Canton, Cincinnati, Cleveland, Columbus, Dayton, Toledo, and Youngstown (both district and charter school sectors). Using the state's key report-card measures, the performance-index and value-added ratings, we assess the overall quality of each public

school receiving these ratings in these areas—and calculate the number of students in high-quality seats in each area.

Our research informs the work we do in Ohio, guiding practice with charters and edifying our policy positions. Similarly, our work sponsoring charter schools and taking an active role in state-level policy debates complements our research and commentary.

## Charter School Sponsorship

In 2013–14 we were responsible for the oversight of eleven schools, serving approximately 2,900 students in six cities statewide. Our goal is to adhere as closely as possible to the National Association of Charter School Authorizers (NACSA) *Principles & Standards for Quality School Sponsorship*, widely considered the gold standard nationally for the work of charter school sponsorship. Within that framework, the following section provides detail on how we do our sponsorship work.

### *Agency Commitment and Capacity*

The Fordham Foundation’s sponsorship operation is staffed by three individuals whose collective backgrounds include law, finance, facilities, education, non-profit management, business management, and compliance. We draw on other staffers within the larger organization when needed (e.g., research, data analysis, policy, Ohio and national networking). When necessary (e.g., special-education audits), we contract with individuals who have specific areas of expertise that we don’t have on staff.

We have a dedicated budget for sponsorship, which in 2013–14 was approximately \$447,832 in revenues and \$477,616 in expenses. The majority of our revenue for sponsorship work comes from school fees, for which we charge a flat rate of 2 percent of the total amount of payments for operating expenses that each of our schools receives from the state. In Ohio, authorizers may charge up to 3 percent, and many do.

Notably, Ohio authorizers may sell services (in addition to charging a sponsorship fee) to their authorized schools. We have never done that and strongly disagree with the practice, as it constitutes an inherent conflict of interest.

### *Application Process and Decision Making*

In our experience, it is much easier and smarter to reject a flawed proposal for a school during the application process than it is to permit the school to go forward with only partial (or questionable) plans in place. A thorough and comprehensive application process helps identify issues (or potential issues) on the front end.

Our application is based on one of NACSA’s models (tailored for Ohio and our needs) and is completed and submitted electronically. We have one timeline for new schools, which starts between sixteen and seventeen months prior to the planned opening of the new school. During the summer of 2014, we implemented an expedited application process for experienced, high-quality schools and networks that meet certain criteria.

For each application cycle for new schools, we convene an application review team. The team is staffed by a team leader and three to five other individuals. We use a mix of Fordham staff and external reviewers, and strive to achieve a relevant and balanced skill set amongst the members (e.g., curriculum, leadership, law, governance, finance, compliance, special education, operations). All reviewers complete and submit a conflict-of-interest disclosure. We provide training to the reviewers, who subsequently evaluate applicant proposals and interview the applicant team. The Fordham senior staff then makes recommendations for approvals to a committee of the Ohio Committee of Fordham's board, which in turn makes recommendations for approvals to the full Fordham board.

### *Performance Contracting*

The board of the Fordham Foundation has a contract with the board of each of Fordham's authorized schools. The "base" contract tracks relevant state and federal law, and is the same across every school in the portfolio. The contract's exhibits are unique to each school and outline the school's educational design, financial model, and governance model. Each contract also contains Fordham's standard accountability plan, which is included in Appendix A of this report. All of our contracts are available on our website at [www.edexcellence.net](http://www.edexcellence.net).

### *Ongoing Oversight and Evaluation*

Ongoing oversight and evaluation (also termed "technical assistance") is the single biggest area in which our staff spends its time. Since 2005, we have utilized an online compliance system, EpiCenter, which allows us to monitor most compliance requirements remotely. The system currently houses approximately 135 compliance requirements for each school.

Additionally, authorizers are required to conduct two on-site visits each year while classes are in session, make written reports of the visit, and submit those to the Ohio Department of Education if asked. Authorizers must also conduct an additional site visit at least ten days prior to the start of school each year and submit a set of assurances related to the visit to the Ohio Department of Education. Additional contractual and state compliance requirements are evaluated during these visits.

Authorizers must also conduct monthly monitoring of school finances and enrollment by meeting with the charter school's treasurer or governing authority and reviewing records. Each monitoring meeting takes up to one hour and covers revenues, expenses, trends, check register, enrollment, federal funds, reporting requirements, upcoming major purchases, and audits, among other issues.

The sponsorship staff at Fordham regularly attends the board meetings at each of our authorized schools. While it is not required of authorizers to be present at these meetings, we have found that attending board meetings to share what we are doing, relay state and federal policy developments, and discuss any issues in person has been invaluable to maintaining strong relationships with the schools that we authorize.

We respect that schools are responsible for educating and we are responsible for monitoring. We do not engage in any activity that would infringe on or micromanage school operations (again, due to conflict-of-interest concerns).

### *Revocation and Renewal Decision Making*

Prior to the end of each contract's term, we evaluate a school's performance based on the school's accountability plan. Renewal term length is based on school performance and state law and may vary by school. The staff makes renewal recommendations to Fordham's Ohio Committee, which in turn considers the recommendation and subsequently puts its own recommendation before the full board of trustees.

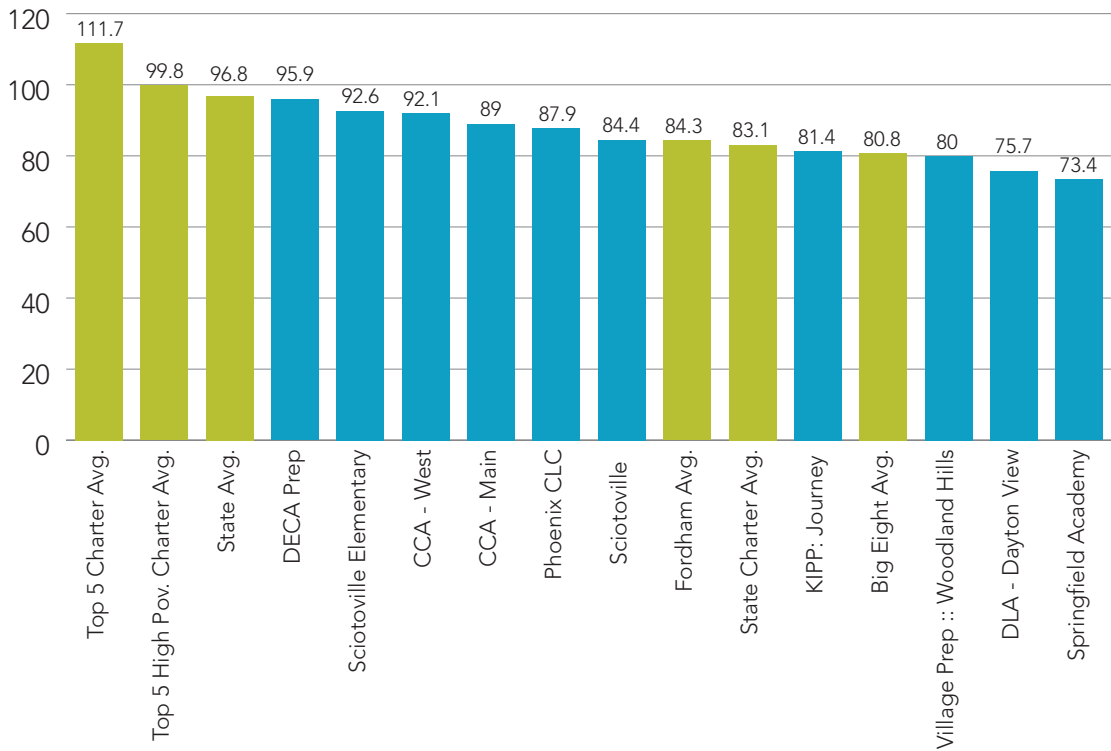
In the event that a school closes, we have a protocol in place and internal tools available (used in previous closures) to ensure that the closure and transition for students and families is as smooth as possible.



## School Performance on State Tests

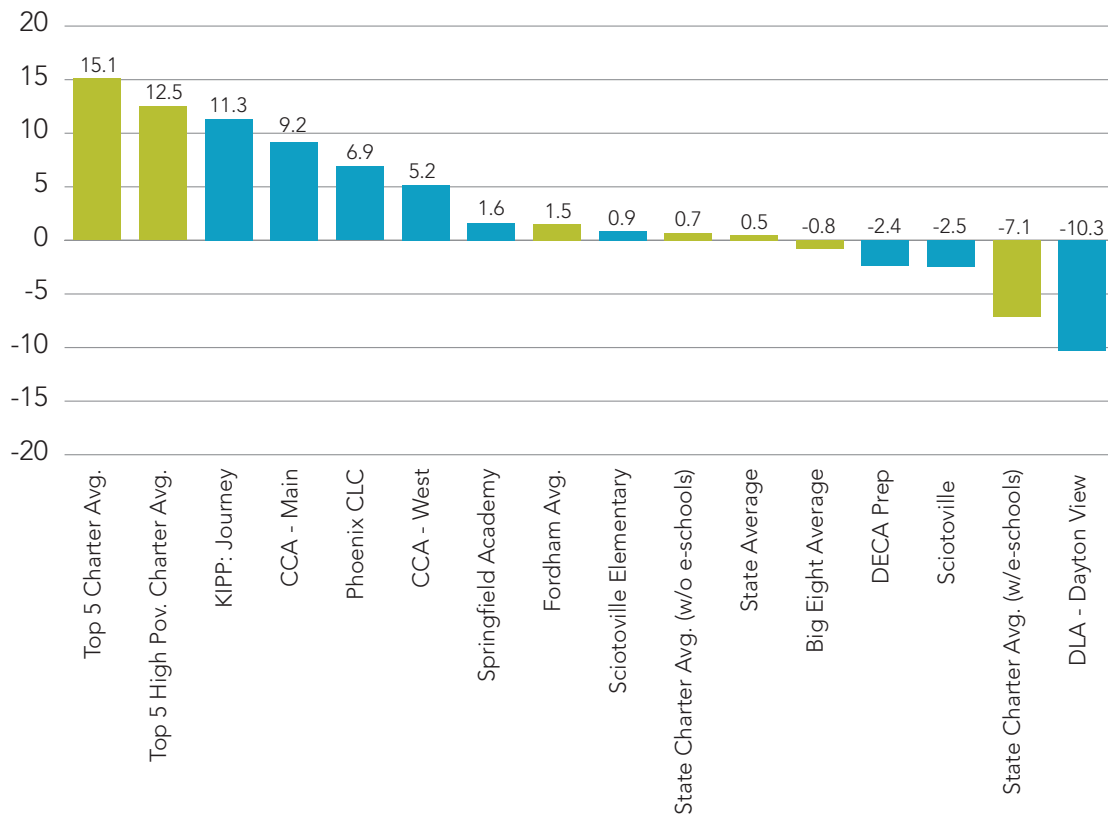
The 2013–14 school year represents the second year of implementation of Ohio’s significantly overhauled accountability system. Chart I represents the Fordham-sponsored schools ranked by performance index (a measure of proficiency)<sup>1</sup>; Chart II shows value-added (growth) data.<sup>2</sup>

**Chart I:** Fordham’s charter schools ranked by performance-index scores, 2013–14<sup>3</sup>



As Chart I shows, six of our sponsored schools scored above the statewide charter average, but below the statewide average, top five high-poverty charter average, and top-five charter average. KIPP fell below the statewide charter average, but just above the Big Eight District average. Village Preparatory School, Dayton Leadership Academies – Dayton View Campus, and the Springfield Academy of Excellence were our lowest performers in terms of proficiency.

**Chart II:** Fordham’s charter schools ranked by value-added index scores, 2013–14



Four Fordham-sponsored schools—KIPP: Journey Academy, Columbus Collegiate Academy – Main, Phoenix Community Learning Center, and Columbus Collegiate Academy – West—posted impressive student-growth numbers. All were well above the average for the Fordham-sponsored schools, statewide charter average, and state and Big Eight District averages. Additionally, three Fordham charters are among the top twenty-five state charters (n = 300) in value-added gains: KIPP Columbus (fifth); Columbus Collegiate Academy – Main (seventh); and Phoenix Community Learning Center (nineteenth). Columbus Collegiate Academy – West was twenty-eighth. DECA Prep, Sciotoville, and Dayton Leadership Academies – Dayton View Campus rounded out the bottom, posting negative growth numbers.

## School Performance – Sponsorship Accountability Plan with Fordham

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. Our standard plan, with full detail, is included in the Appendix A for reference.

**Table I:** School performance on contractual measures, 2013–14

	Columbus Collegiate Academy – Main	Columbus Collegiate Academy – West	Dayton View Campus	DECA Prep	KIPP Columbus	Phoenix Comm. Learn. Ctr.	Sciotoville Community School	Sciotoville Elementary Academy	Village Preparatory School :: Woodland Hills
<b>PRIMARY ACADEMIC INDICATORS</b>									
Performance Index (PI)	Does not meet	Does not meet	Falls far below	Does not meet	Falls far below	Does not meet	Does not meet	Does not meet	Falls far below
Value Added (VA)	Exceeds	Exceeds	Falls far below	Does not meet	Exceeds	Exceeds	Falls far below	Does not meet	NR
Graduation Rate (Four years)	NA	NA	NA	NA	NA	NA	Meets	NA	NA
Graduation Rate (Five years)	NA	NA	NA	NA	NA	NA	Exceeds	NA	NA
K–3 Literacy Improvement <sup>4</sup>	NA	NA	Pending	Pending	NA	Pending	NA	Pending	Pending
Performance v. Local Market (PI)	Exceeds	Exceeds	Does not meet	Exceeds	Does not meet	Meets	Falls far below	Exceeds	Does not meet
Performance v. Local Market (VA)	Exceeds	Exceeds	Falls far below	Falls far below	Exceeds	Exceeds	Does not meet	Meets	NA
Performance v. Statewide Charters (PI)	Meets	Exceeds	Falls far below	Exceeds	Does not meet	Meets	Falls far below	Exceeds	Does not meet
Performance v. Statewide Charters (VA)	Exceeds	Exceeds	Falls far below	Falls far below	Exceeds	Exceeds	Does not meet	Does not meet	NA
<b>SECONDARY ACADEMIC INDICATORS</b>									
Value Added: Overall	Exceeds	Exceeds	Does not meet	Does not meet	Exceeds	Exceeds	Does not meet	Does not meet	NR
Performance Index: Overall	Does not meet	Does not meet	Does not meet	Does not meet	Does not meet	Does not meet	Does not meet	Does not meet	Does not meet

	Columbus Collegiate Academy – Main	Columbus Collegiate Academy – West	Dayton View Campus	DECA Prep	KIPP Columbus	Phoenix Comm. Learn. Ctr.	Sciotoville Community School	Sciotoville Elementary Academy	Village Preparatory School :: Woodland Hills
Value Added: Gifted	NR	NR	NR	NR	NR	NR	NR	NR	NR
Value Added: Disabilities	Does not meet	NR	Does not meet	NR	Exceeds	NR	Does not meet	Does not meet	NR
Value Added: Lowest 20%	Exceeds	Does not meet	Does not meet	Does not meet	Exceeds	Meets	Does not meet	Does not meet	NR
Value Added: High School	NA	NA	NA	NA	NA	NA	NA	NA	NA
AMOs	Does not meet	Does not meet	Does not meet	Exceeds	Does not meet	Does not meet	Does not meet	Does not meet	Does not meet
College Admission Participation Rate <sup>5</sup>	NA	NA	NA	NA	NA	NA	48.10%	NA	NA
College Admission Non-remediation score	NA	NA	NA	NA	NA	NA	5.60%	NA	NA
Dual Enrollment Credits	NA	NA	NA	NA	NA	NA	7.40%	NA	NA
Industry Credentials	NA	NA	NA	NA	NA	NA	9.30%	NA	NA
Honors Diplomas Awarded	NA	NA	NA	NA	NA	NA	24.10%	NA	NA
AP Participation Rate	NA	NA	NA	NA	NA	NA	13%	NA	NA
AP Score	NA	NA	NA	NA	NA	NA	0%	NA	NA
IB Participation Rate <sup>6</sup>	NA	NA	NA	NA	NA	NA	NA	NA	NA
IB Score <sup>7</sup>	NA	NA	NA	NA	NA	NA	NA	NA	NA

	Columbus Collegiate Academy – Main	Columbus Collegiate Academy – West	Dayton View Campus	DECA Prep	KIPP Columbus	Phoenix Comm. Learn. Ctr.	Sciotoville Community School	Sciotoville Elementary Academy	Village Preparatory School :: Woodland Hills
College/Career-Ready Assessment <sup>8</sup>	NA	NA	NA	NA	NA	NA	NA	NA	NA
Regularly Administers Internal Growth Assessment	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Met Majority of Internal Goals	Yes	Yes	Yes	Yes	Yes	Yes	No	Yes	Yes
<b>FINANCIAL MEASURES OF SUCCESS (CURRENT YEAR)</b>									
Ratio of Assets to Liabilities	Exceeds	Exceeds	Exceeds	Exceeds	Exceeds	Exceeds	Exceeds	Exceeds	Exceeds
Days Cash	Exceeds	Meets	Exceeds	Exceeds	Meets	Meets	Does not meet	Exceeds	Does not meet
Enrollment Variance	Exceeds	Exceeds	Meets	Exceeds	Exceeds	Exceeds	Exceeds	Exceeds	Exceeds
<b>FINANCIAL MEASURES OF SUCCESS (PRIOR YEARS)</b>									
Multi-year Ratio of Assets to Liabilities	Exceeds	NA	Exceeds	NA	Exceeds	Meets	Exceeds	Exceeds	NA
Cash Flow	Exceeds	NA	Exceeds	NA	Meets	Does not meet	Falls far below	Meets	NA
Total Margin and Aggregated Three-Year Total Margin	Does not meet	NA	Does not meet	NA	Meets	Does not meet	Does not meet	Does not meet	NA
<b>OPERATIONS/GOVERNANCE PRIMARY INDICATORS</b>									
Records Compliance	Exceeds	Exceeds	Exceeds	Exceeds	Exceeds	Exceeds	Exceeds	Exceeds	Exceeds
On-Time Records Submission Rate	Exceeds	Exceeds	Exceeds	Exceeds	Exceeds	Exceeds	Exceeds	Exceeds	Exceeds
Financial Records Submitted Monthly	Exceeds	Exceeds	Exceeds	Exceeds	Exceeds	Exceeds	Exceeds	Exceeds	Exceeds

	Columbus Collegiate Academy – Main	Columbus Collegiate Academy – West	Dayton View Campus	DECA Prep	KIPP Columbus	Phoenix Comm. Learn. Ctr.	Sciotoville Community School	Sciotoville Elementary Academy	Village Preparatory School :: Woodland Hills
Annual Audit	Exceeds	Exceeds	Does not meet	Exceeds	Exceeds	Exceeds	Does not meet	Meets	Meets
LEA Special-Education Performance Determination (most recent annual)	Exceeds	Exceeds	Exceeds	Meets	Exceeds	Exceeds	Exceeds	Exceeds	Exceeds
<b>OPERATIONS/GOVERNANCE SECONDARY INDICATORS</b>									
Five-Year Forecasts Submitted by Deadline	Meets	Meets	Meets	Meets	Meets	Meets	Meets	Meets	Meets
Pre-opening Assurances Documentation	Meets	Meets	Meets	Meets	Meets	Meets	Meets	Meets	Meets
Annual Report	Meets	Meets	Meets	Meets	Meets	Meets	Meets	Meets	Meets
Safety Plan and Blueprint Submitted to OAG (last three years)	Meets	Meets	Meets	Meets	Meets	Meets	Meets	Meets	Meets
Family Survey Results	Exceeds	Exceeds	Meets	Exceeds	Meets	Meets	Falls far below	Meets	Exceeds

NA: not applicable.  
NR: not rated.

The 2013–14 school year is the first for schools and Fordham using this accountability plan. We acknowledge that no schools met the standard in the performance index (a measure of student proficiency) category, and only one school met the standard in the three-year total margin (a measure of financial health) category. It’s possible that these goals in particular may need to be tweaked in the future.

We also acknowledge that there may need for a more nuanced accountability plan for schools in certain circumstances, such as school turnarounds. Case in point: Dayton View. Dayton View met none of our primary academic standards and few of the secondary ones. But that’s not surprising; the school is in year three of a turnaround effort (i.e., new leader, new staff, new



board members, new curriculum, and campus consolidation, to name a few of the changes). We are seeing some positive changes, but those changes are not reflected on the report card. On its face, Dayton View's performance is abysmal. The school received a D on the performance index and an F for value added. (That D keeps it off the state's automatic closure list.) However, the report-card data do not tell the whole story, and we believe there are reasons to be encouraged that the turnaround is gaining traction. Here's how the Dayton Daily News explained it in a recent article:

### *One school's story*

Dayton Leadership Academy met 0 of 14 testing standards and received an "F" in the overall value-added measure, allegedly showing that the school's students are not making strides toward catching up.

But T.J. Wallace, the school's executive director, argues that those numbers are misleading. And Ohio Department of Education officials agree.

The state's value-added grade sums up three years of student growth figures. DLA had a horrible 2012 growth score (minus-13.7, when anything below minus-2 is an "F").

Wallace, a former Chaminade-Julienne High School principal, took over DLA's Dayton View campus the next year, and the growth number improved to minus-3.7. The new numbers that came out Friday show a 2014 growth number of 4.9, which ODE calls another "huge increase," and would be an "A" if growth were graded on an every-year basis.

Note, in particular, the school's value-added performance over the last three years, as reported by the Ohio Department of Education: -9.7 in 2011–12, -2.8 in 2012–13 and an impressive +3.2 in 2013–14. Additionally, value added for special-education students increased from a D to a C, and value added for the lowest 20 percent of students in reading and math increased from an F to a C. Furthermore, the school's Northwest Evaluation Association (NWEA) data, which measures student progress, shows school-wide growth of 1.5 years for 2013–14.

We are also seeing proficiency rates rise, with an increase from 68 to 75.7 on the Performance Index, driven by an increase in the percentage of students scoring at the proficient, accelerated, and advanced levels. Additionally, the school had a 94 percent attendance rate and an 87 percent student return rate.

Shifting gears, at the end of the 2013–14 school year, we ceased our work as sponsor of the Springfield Academy of Excellence. We have the utmost respect for the board and staff of the school; however, after several attempts at improving practice, the school remained one of our lowest performers. Due to the non-renewal decision, we chose not to update the school's accountability plan, as we did with our other sponsored schools, to the plan contained in Appendix A. As such, we report here in Table II on the school's performance against its existing accountability plan.

**Table II:** Springfield Academy of Excellence performance against contract terms, 2013–14

<b>Academic Goals</b>	<b>Yes/No</b>
School Was Rated C or Better on the Following Performance Measures	
Annual Measurable Objectives	NO
Performance Index Score	NO
Overall Value-Added Score	YES
Value Added: Gifted Students	NR
Value Added: Students with Disabilities	YES
Value Added: Lowest 20 Percent of Students	YES
K–3 Literacy Improvement <sup>9</sup>	Pending
<b>Performance against comparable schools</b>	
Outperformed Home District Proficiency Rates (all grades and subjects)	NO
Outperformed Statewide Charter Proficiency Rates (all grades and subjects)	NO
<b>Growth</b>	
The School's Value-Added Score Shows at Least 1.5 Years of Student Growth	YES
<b>Financial Goals</b>	
Total Assets Exceed Total Liabilities	NO
The School Has at Least Two Months of Cash Reserves	NO
Eighty Percent of Invoices Are Paid within Thirty Days	YES
The School Is Auditable	YES
The School Has Not Been Issued Findings for Recovery by the Auditor's Office	NO
Non-compliance, Material Weakness, Deficiencies or Findings (If Any) Have Been Corrected	NR
Enrollment Increased from the Previous Year	YES
The School Has a Waiting List of Students in at Least Some Grades	NO
<b>Operational and Governance Goals</b>	
The Governing Authority Has a Strategic Plan	YES
The Governing Authority Is Making Progress on Its Strategic Plan	YES
Governing Authority Actions Are Free of Conflicts of Interest	YES
Zero Referrals Were Made to the Ohio Ethics Commission	YES
Compliance Submissions Are at Least 90 Percent Accurate and Complete	YES
Compliance Submissions Are at Least 90 Percent On-Time	YES
Site Visit Records Are at Least 90 Percent Compliant	YES
NR: not rated.	

## School Performance – Ohio Department of Education Sponsor Reporting Requirements

The Ohio Department of Education requires that all sponsors monitor and publicly report on the education, finance, governance, and academic assessment and accountability components of community schools and assign each component a rating of “overall compliant (1),” “partially compliant (2),” or “noncompliant (3).” Although sponsors must report on the components of charter schools’ operations, each sponsor is free to define what constitutes 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 “noncompliant” mean.

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

- Education: whether the school utilized the education plan contained in its contract for sponsorship with the Thomas B. Fordham Foundation, as evidenced by site visits;
- Academic assessment: how the school performed on the academic components of the school’s accountability plan with the Thomas B. Fordham Foundation;<sup>11</sup>
- Financial: how the school performed on the financial components of the school’s accountability plan with the Thomas B. Fordham Foundation;<sup>12</sup> and
- Governance: how the school performed on the governance components of the school’s accountability plan with the Thomas B. Fordham Foundation.<sup>13</sup>

**Table III:** Ohio Department of Education School Monitoring Summary

	Education	Academic	Financial	Governance
Columbus Collegiate Academy – Main	OC	OC	OC	OC
Columbus Collegiate Academy – West	OC	OC	OC	OC
Dayton Leadership Academies – Dayton View Campus	OC	NC	OC	OC
DECA PREP	OC	NC	OC	OC
KIPP: Journey Academy	OC	OC	OC	OC
Phoenix Community Learning Center	OC	OC	OC	OC
Sciotoville Community School	OC	NC	OC	OC
Sciotoville Elementary Academy	OC	NC	OC	OC
Springfield Academy of Excellence	OC	NC	NC	OC
Village Preparatory School :: Woodland Hills Campus	OC	NC	OC	OC

Overall compliant (OC): The school met a majority of contractual academic requirements.  
 Partially compliant (PC): The school met half of contractual academic requirements.  
 Noncompliant (NC): The school met fewer than half of contractual academic requirements.

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

6

**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:** 233

**Demographics:** One hundred percent economic disadvantage, 78 percent Black/Non-Hispanic, 18 percent Hispanic, 13 percent students with disabilities.

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

**Management organization:** United Schools Network (non-profit)

**Awards:** Ohio Charter School Leader of the Year (Ohio Alliance for Public Charter Schools) - John Dues; Columbus Business First Top 40 Under 40 Award - Joseph Baszynski; State Auditor's Award; Best Places to Work (Columbus Business First); Building Excellent Schools Inflexion Fund (\$800,000 to United Schools Network); Columbus Foundation Continuous Improvement Grant (\$375,000 to United Schools Network).



**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:** 231

**Demographics:** One hundred percent economic disadvantage, 35 percent Black/Non-Hispanic, 12 percent Hispanic, 11 percent Multiracial, 40 percent White/Non-Hispanic, 9 percent students with disabilities.

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

**Management organization:** United Schools Network (non-profit)

**Awards:** School Leader of the Year (Excellent Schools Network) - Kathryn Anstaett; State Auditor's Award; Best Places to Work (Columbus Business First); Public Charter Schools Program (federal) Start-up Grant (\$200,000); Building Excellent Schools Inflexion Fund (\$800,000 to United Schools Network); Columbus Foundation Continuous Improvement Grant (\$375,000 to United Schools Network).



**Address:**

1416 W. Riverview Ave., Dayton, OH 45407

**IRN:** 133959

**Year opened:** 1999

**Status:** did not operate in 2013-14; open in 2014-15

**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:** 131

**Demographics:** One hundred percent economic disadvantage, 83 percent Black/Non-Hispanic, 15 percent Multiracial, 2 percent White/Non-Hispanic, 10 percent students with disabilities.

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

**Management organization:** none



**Address:**

1416 W. Riverview Ave., Dayton, OH 45407

**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:** 238

**Demographics:** One hundred percent economic disadvantage, 59 percent Black/Non-Hispanic, 40 percent Multiracial, 18 percent students with disabilities.

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

**Management organization:** none

**Awards:** Host site for Mayor Nan Whaley's City of Learners Meeting; City of Learners Committee – Dr. T.J. Wallace.



**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–4 and 6

**Enrollment:** 454

**Demographics:** Thirty-four percent economic disadvantage, 96 percent Black/Non-Hispanic.

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

**Management organization:** none

**Awards:** Straight A Fund Innovation Grant Award.



**Address:** 2750 Agler Road, 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–1, 5–8

**Enrollment:** 641

**Demographics:** One hundred percent economic disadvantage, 93 percent Black/Non-Hispanic, 5 percent White/Non-Hispanic, 19 percent students with disabilities.

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

**Management organization:** none

**Awards:** Fordham Foundation Top 25 Charter School (Value Added, 2012–13); State Auditor's Award; Battelle STEM Teaching Fellowship Program (\$300,000); 2014 Honda Empowerment Award for Excellence in Education; Top Ten Percent for Growth (KIPP Network-wide), Various Grades and Subjects.





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:** 353

**Demographics:** Ninety-eight percent economic disadvantage, 100 percent Black/Non-Hispanic, 11 percent students with disabilities.

**Website:** None.

**Management organization:** none

**Awards:** Fordham Foundation Top 25 Charter School (Value Added, 2012-13).



Sciotoville Community School

**Address:** 224 Marshall Ave., Portsmouth, OH 45662

**IRN:** 143644

**Year opened:** 2001

**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:** 5-8

**Enrollment:** 338

**Demographics:** Eighty-one percent economic disadvantage, 3.6% Multiracial, 93% White/Non-Hispanic, 21 percent students with disabilities.

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

**Management organization:** none.



Sciotoville Elementary Academy

**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:** 131

**Demographics:** 85 percent economic disadvantage, 93 percent White/Non-Hispanic, 15 percent students with disabilities.

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

**Management organization:** none.



Springfield Academy of Excellence

**Address:** 623 South Center Street, Springfield, OH 45506

**IRN:** 132787

**Year opened:** 2001

**Status:** contract expired June 30, 2014 and was not renewed

**Mission:** To provide education in a nurturing environment that focuses on the development of the whole child.

**Grades served:** K-6

**Enrollment:** 257

**Demographics:** Ninety-nine percent economic disadvantage, 54 percent Black/Non-Hispanic, 17 percent Hispanic, 13 percent Multiracial, 15 percent White/Non-Hispanic, 11 percent students with disabilities, 14 percent limited English proficiency.

**Website:** <http://www.springfieldacademy.us/>

**Management organization:** none.



United Preparatory Academy

**Address:** 300 S. Dana Ave., Columbus, OH 43233

**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-1

**Enrollment:** 107

**Demographics:** Eighty percent economic disadvantage, 44 percent Black/Non-Hispanic, 7 percent Hispanic, 16 percent Multiracial, 23 percent White/Non-Hispanic, 9 percent students with disabilities.

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

**Management organization:** United Schools Network (non-profit)

**Awards:** Public Charter Schools Program (federal) Start-up Grant (\$175,000); Building Excellent Schools Inflexion Fund (\$800,000 to United Schools Network); Columbus Foundation Continuous Improvement Grant (\$375,000 to United Schools Network).



Village Preparatory School :: Woodland Hills Campus

**Address:** 9201 Crane Ave., Cleveland, OH 44105

**IRN:** 013034

**Year opened:** 2012

**Status:** open

**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:** 420

**Demographics:** One hundred percent economic disadvantage, 98 percent Black/Non-Hispanic, 5 percent students with disabilities.

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

**Management organization:** Breakthrough Schools (non-profit).



## Academic and Organizational Accountability Plan

### EXHIBIT 4: ACADEMIC AND ORGANIZATIONAL ACCOUNTABILITY PLAN

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/governance indicators. Secondary indicators (for both academics and operations/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
Performance Index <sup>14</sup> (PI)	90% or higher	80%–89%	70%–79%	69% and below
Value Added <sup>15</sup>	+ 4.00 and above	0 to 4.0	0 to –4.0	–4.0 and below
Graduation Rate (4 years)	93%–100%	84%–92%	79%–83%	Below 79%
Graduation Rate (5 years)	95%–100%	85%–94%	80%–84%	80% and below
K–3 Literacy Improvement	B or better	C	D	F
Performance versus Local Market: <sup>16</sup> 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 VAM score	Ranked in 70th–79th percentile in VAM score	Ranked in 50th–69th percentile in VAM score	Ranked in bottom 49th percentile in VAM 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 VAM score	Ranked in 70th–79th percentile in VAM score	Ranked in 50th–69th percentile in VAM score	Ranked in bottom 49th percentile in VAM score

Secondary Academic Indicators	Exceeds the Standard	Meets the Standard	Does Not Meet the Standard	Falls Far Below the Standard
Value Added: 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
Value Added: Gifted	A	B or above	C or below	
Value Added: Disabilities	A	B or above	C or below	
Value Added: Lowest 20%	A	B or above	C or below	
Value Added: 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 Non-remediation 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/Career-Ready 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 <sup>17</sup>	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
Multi-year Ratio of Assets to Liabilities <sup>18</sup>	Ratio is greater than or equal to 1.1 for at least the 2 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 2 most previous years out of 3 years	Ratio is 0.9 or less for the most recent year; OR is 0.9 or less in the 2 most previous years out of 3 years
Cash Flow	Cash flow is positive for at least the 2 most recent years	Cash flow is positive for at least 1 of the most recent 2 years	Cash flow is not positive for at least 1 of the most recent 2 years	Cash flow is negative for any 2 consecutive years
Total Margin (TM) and Aggregated Three-Year Total Margin <sup>19</sup> (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 not “meet standard”	ATTM is less than or equal to –1.5%; OR the most recent year TM is less than –10%
Operations/Governance Primary Indicators	Exceeds the Standard	Meets the Standard	Does Not Meet the Standard	Falls Far Below the Standard
Records compliance <sup>20</sup>	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 three or more of the following: findings, noncompliance citations, questioned costs, or 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, or 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)	Meets Requirements	Needs Assistance	Needs Intervention	Needs Substantial Intervention
Operations/Governance Secondary Indicators	Exceeds the Standard	Meets the Standard	Does Not Meet the Standard	Falls Far Below the Standard
Five-Year Forecasts Submitted to ODE by Statutory Deadlines		Yes	No	



Pre-opening Assurances Documentation		Completed and available 10 days before the first day of school	Not completed and 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 3 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 performance index and the value-added measure. The two indicators provide different perspectives of school quality. The performance index gauges a school's overall student achievement,<sup>22</sup> whereas the value-added measure estimates a school's contribution to student achievement, using learning gains tracked over time.<sup>23</sup>

Charts I and II display the performance-index and value-added scores of Fordham's schools relative to six benchmarks: (1) the average score of the top-five-ranked charter schools in Ohio; (2) the average score for the top-five-ranked charter schools that enroll mainly high-poverty students;<sup>24</sup> (3) the statewide average score for all public schools, both district and charter; (4) the average score of Fordham's schools; (5) the statewide average score of all charters in Ohio; and (6) the average score of the Big Eight urban school districts.<sup>25</sup> All of the averages are weighted to account for a school's student enrollment.

Tables I–III: academic data is from the Ohio Department of Education; financial, governance, and compliance data is from monitoring data maintained in the Epicenter system.

Directory of schools information: Internal Retrieval Number (IRN), and year-open are from the Ohio Educational Directory System. Grades served and enrollment reflect current school year. Enrollment and demographics information for existing schools (2013–14) is from ODE's state report card. Enrollment information for new schools (United Preparatory Academy and Dayton Liberty Campus), and data for expansions (KIPP Columbus) is based on monthly financial information submitted by the school treasurers. Grades served, enrollment and demographic data for Springfield Academy of Excellence is from 2013–14 state report card.

## endnotes

<sup>1</sup> Source: Ohio Department of Education. Notes: Performance index measures overall student achievement in a school on a scale of 0–120. The PI calculation places more weight on higher test scores. “High-poverty” schools are those with 75 percent or more economically disadvantaged (ED) students. Fordham’s schools were 86 percent ED.

<sup>2</sup> Source: Ohio Department of Education. Notes: The value-added index rating estimates the impact of a school on student growth (measured in learning gains). The index score is the average gain for a school divided by the standard error; index scores, at a school-level, range from -24.3 to 22.1 for 2013–14. Village Preparatory School (not shown) did not receive a value-added rating in 2013–14. “High poverty” schools are those with 75 percent or more economically disadvantaged (ED) students. Fordham’s schools were 86 percent ED. All averages are weighted by total student enrollment of the schools.

<sup>3</sup> In 2013–14, one Fordham-sponsored school, Dayton Leadership Academies – Dayton Liberty Campus, did not operate; therefore, the school is not included in the performance analyses.

<sup>4</sup> As of November 3, 2014, the Ohio Department of Education’s release of data for this component is provisional.

<sup>5</sup> The secondary indicators in italics were not given letter grades; rather, percentages of students meeting the criteria were published (included above).

<sup>6</sup> These components were not included in the report card.

<sup>7</sup> *Id.*

<sup>8</sup> *Id.*

<sup>9</sup> As of November 3, 2014, the Ohio Department of Education’s release of data for this component is provisional.

<sup>10</sup> Email of July 23, 2014 from Kelsey Stephens, Ohio Department of Education, to Theda Sampson, Thomas B. Fordham Foundation.

<sup>11</sup> Overall compliant (OC): The school met a majority of contractual academic requirements. Partially compliant (PC): The school met half of contractual academic requirements. Noncompliant (NC): The school met fewer than half of contractual academic requirements.

<sup>12</sup> *Id.*

<sup>13</sup> *Id.*

<sup>14</sup> The performance index (PI) percentage is calculated as follows: School’s PI score / 120 (the highest possible PI score).

<sup>15</sup> A value-added score is a statistical estimate intended to convey how much a school has contributed to student learning. A higher value-added score conveys greater confidence that, on average, the school has contributed more than one standard year of academic growth; a lower value-added score conveys greater confidence that the school has, on average, not contributed more than one standard year of academic growth.

- <sup>16</sup> “Local Market” includes other charter schools (excluding virtual and dropout-recovery charter schools, as designated by the Ohio Department of Education) 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 Ohio Department of Education.
- <sup>17</sup> The enrollment variance depicts actual enrollment divided by enrollment projection in the charter school’s board-approved budget.
- <sup>18</sup> This ratio depicts the relationship between a school’s annual assets and liabilities, covering the last three years.
- <sup>19</sup> “Total margin” 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 total margin 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 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 total margin in the most recent year to meet the standard. “Total Margin” = Net Income/Total Revenue. “Aggregate Total Margin” = Total Three-Year Net Income/Total Three-Year Revenues.
- <sup>20</sup> Represents the percentage of records reviewed that were accurate and complete during the school year.
- <sup>21</sup> 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.
- <sup>22</sup> 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 performance-index calculation places greater weight on scores in higher achievement categories. A school’s performance-index score is reported on a scale from 0 to 120. For more information on the performance-index measure, see Ohio Department of Education, “[Understanding Ohio’s School Report Card.](#)” The data used for this chart were downloaded from the Ohio Department of Education’s website, “[Ohio School Report Cards.](#)”
- <sup>23</sup> The state uses a statistical analysis, based on the test scores of students in grades four through eight, to estimate a school’s contribution to student achievement. The value-added index score is a school’s average learning gain, reported in Normal Curve Equivalent units, divided by the standard error. A school’s value-added index score is an average score based on the results from the three most recent school years; hence a school’s 2013–14 score is an average of the 2011–12, 2012–13, and 2013–14 value-added results. At a school level, index scores range from -24.3 to 22.1 for 2013–14. Village Preparatory School—not shown on the chart—did not receive a value-added rating in 2013–14. For more information on the value-added measure, see Ohio Department of Education, “[Understanding Ohio’s School Report Card.](#)” The data used for this chart were downloaded from the Ohio Department of Education’s website, “[Ohio School Report Cards.](#)”
- <sup>24</sup> “High-poverty” schools are those with 75 percent or more economically disadvantaged (ED) students. Fordham’s schools were, on average, 86 percent ED in 2013–14.
- <sup>25</sup> The Big Eight urban districts are Akron, Canton, Cincinnati, Cleveland, Columbus, Dayton, Toledo, and Youngstown.



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