

REMODELED REPORT CARDS, REMAINING CHALLENGES



FORDHAM SPONSORSHIP ACCOUNTABILITY REPORT
2012-13

REMODELED
REPORT CARDS,
REMAINING
CHALLENGES



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Acknowledgments

The Thomas B. Fordham Foundation (Fordham) would like to recognize several organizations and individuals with whom we worked in 2012–13. First and foremost, we would like to acknowledge the staff, leadership, and governing authorities at each of our sponsored schools for their efforts and hard work. We also greatly appreciate the efforts and guidance of the Fordham Foundation’s Ohio Policy and Sponsorship Committee.

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

We would also like to take this opportunity to convey our deepest gratitude to Terry Ryan. Terry did a remarkable job leading our Ohio operation from 2001–13. We wish him all the best in his new position with the Idaho Charter School Network.



Our 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.



Year in Review

By Kathryn Mullen Upton and Aaron Churchill

Fordham-Sponsored-School Performance

Ohio's education system is in flux, as major shifts in policy begin to affect what is happening in classrooms throughout the state. Schools are implementing the Common Core, teacher and principal evaluation systems are getting an overhaul, new assessments are coming and will be field-tested this year, a Third Grade Reading Guarantee is causing schools to scramble to address staffing and compliance issues, and the first portion of Ohio's new statewide accountability system was phased in with the release

of the completely overhauled 2012–13 school and district report cards.

We at Fordham recently analyzed student achievement statewide and in Ohio's eight largest urban cities in *Parsing Performance: Analysis of Ohio's New School Report Cards*. Here, in the interest of transparency and accountability, we reported on how our portfolio of sponsored schools fared under the new academic performance requirements.

At the outset, it is worth outlining the new system and its implementation timeline. Schools were

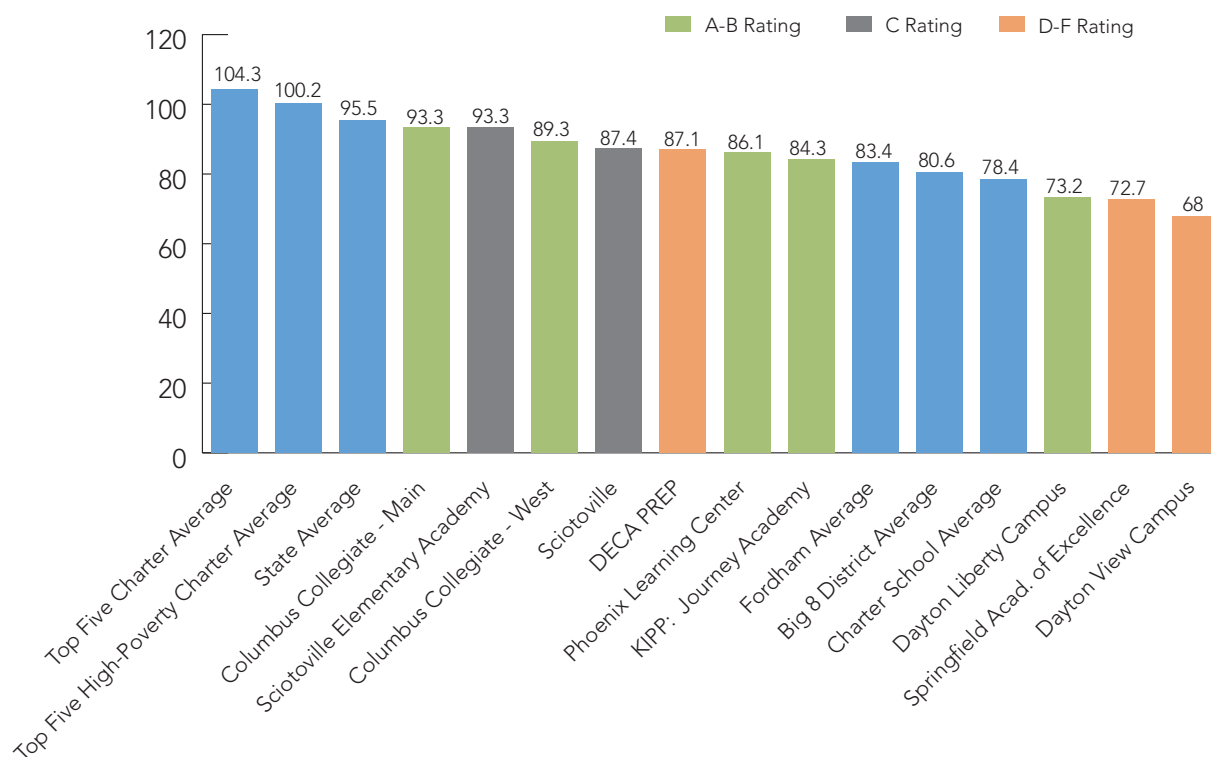
Table I: Overview of Ohio's new accountability system ¹

Performance measures	Aug-13	Aug-14	Component	Aug-15	Aug-16
Overall Grade	NA	NA		Calculated	Calculated
AMOs ²	Graded	Graded	Gap Closing (Graded)	Graded	Graded
Performance Index ³	Graded	Graded	Achievement (Graded)	Graded	Graded
Performance Indicators ⁴	Graded	Graded		Graded	Graded
Four-Year Graduation Rate ⁵	Graded	Graded	Graduation Rate (Graded)	Graded	Graded
Five-Year Graduation Rate ⁶	Graded	Graded		Graded	Graded
Value Added: Overall ⁷	Graded	Graded	Progress (Graded)	Graded	Graded
Value Added: Gifted	Graded	Graded		Graded	Graded
Value Added: Special Ed	Graded	Graded		Graded	Graded
Value Added: Lowest 20 percent	Graded	Graded		Graded	Graded
Value Added: High School	NA	NA		NA	Graded
K–3 Literacy Improvement ⁸	NA	Graded	K–3 Literacy (Graded)	Graded	Graded
College Admission Test	NA	RO	Prepared for Success ⁹ (Graded)	RO	RO
Dual-Enrollment Credits	NA	RO		RO	RO
Industry Credentials	NA	RO		RO	RO
Honors Diplomas Awarded	NA	RO		RO	RO
AP Participation and Score	NA	RO		RO	RO
IB Participation and Score	NA	RO		RO	RO
College- and Career-Ready Assessment	NA	NA		RO	RO

RO = Report Only

NA = Not Applicable

Graph I: Fordham's charter school performance, 2012–13 (ranked by performance-index score, with value-added rating displayed)



graded on a set of components for 2012–13 and will be assessed against additional components in 2013–14, still more in 2014–15, and all components when the system is fully implemented in 2015–16. Although schools will be graded on component parts of the report card in 2012–13 and beyond, schools will not receive an overall rating (i.e., the sum of the components) until 2014–15, at which time each building will be assigned an A to F grade for overall performance. Table I details the roll out.

Graph I details the performance of Fordham's sponsored schools under two key components of the system: the performance index (which measures achievement in tested subjects) and value added (which measures progress over time).¹⁰ Our sponsored schools' performance is benchmarked against the average performance of the top five charter schools in the state, the average performance of the top five high-poverty charters, and the statewide (district and charter) average.¹¹

As Graph I shows, Columbus Collegiate Academy-Main led Fordham's group of schools with respect to

student achievement (a performance index score of 93.3), and it had a strong impact on student-learning progress (an A rating on value added). That said, CCA-Main's student achievement was still below the statewide average (including all public schools, district and charter) performance-index score and below the performance-index scores of Ohio's highest-performing charter schools. Sciotoville Elementary was among the highest performing of Fordham's schools with respect to student achievement (a performance-index score of 93.3), but its impact on student-learning progress (a C rating on value added) was weaker than CCA-West, KIPP, Phoenix, and Dayton Liberty—all schools whose student-achievement levels were lower than Sciotoville Elementary. Springfield Academy of Excellence (SAE) and Dayton View were the laggards among Fordham's charter schools, with performance-index scores that were among the lowest in the state. Meanwhile, both schools also received F ratings on value added, indicating that both schools had a weak impact on student progress over time.

Table II (page 9) details school performance on

Table II: Fordham-sponsored-school performance on 2012–13 state report card components

Did School...	Columbus Collegiate Academy–Main	Columbus Collegiate Academy–West	Dayton Leadership Academies–Dayton Liberty Campus	Dayton Leadership Academies–Dayton View Campus	DECA PREP	KIPP: Journey Academy	Phoenix Community Learning Center	Sciotoville Community School	Sciotoville Elementary Academy	Springfield Academy of Excellence
Earned “C” or higher on performance-index grade	YES	YES	NO	NO	YES	YES	YES	YES	YES	NO
Earned “C” or higher on performance-indicator grade	NO	NO	NO	NO	NO	NO	NO	NO	YES	NO
Earned “C” or higher on overall value added	YES	YES	YES	NO	NO	YES	YES	YES	YES	NO
Earned “C” or higher on gifted value added	NA	NA	NA	NO	NA	NA	NA	NA	NA	NA
Earned “C” or higher on disabled value added	YES	YES	YES	NO	NA	YES	NA	NO	YES	NO
Earned “C” or higher on lowest 20 percent value added	YES	YES	YES	NO	YES	YES	YES	YES	NA	NO
Earned “C” or higher on AMO letter grade	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO
Earned “C” or higher on four-year graduation rate	NA	NA	NA	NA	NA	NA	NA	NA	NA	NO
Earned “C” or higher on five-year graduation rate	NA	NA	NA	NA	NA	NA	NA	NA	NA	NO
Outperformed home district average	YES	YES	NO	NO	YES	NO	NO	NO	NO	NO
Outperformed state charter average	NO	YES	NO	NO	YES	NO	NO	NO	YES	NO
Village Preparatory School :: Woodland Hills Campus did not have any tested grades in 2012-2013										

all components of the new accountability system that were phased in for 2012–13; additional school-performance data is included in the individual school profiles in Part III of this report.

Growth, Challenges, and Looking Forward

Fordham is a statewide authorizer, and in 2012–13, Fordham sponsored (i.e., authorized) eleven public

charter schools collectively, serving approximately 2,700 students in six Ohio cities. We fully expect the number of new schools and students served to grow in the coming years as we sponsor additional schools and diversify the types of school models within our portfolio.

We’re excited to report that two high-performing operations, United Schools Network and KIPP Columbus, are expanding. United Schools Network (USN)

is a nonprofit charter-management organization that serves Columbus Collegiate Academy–Main and Columbus Collegiate Academy–West. USN is headed by Columbus Collegiate founder Andrew Boy and in 2012–13 was awarded an \$800,000 Excellent Schools Network Inflexion grant to grow the network to four schools. In addition to Main and West, USN will open United Preparatory Academy—the network’s first elementary school—in the fall of 2014. United Preparatory Academy will be located in Columbus, will be led by veteran Columbus Collegiate educator Ben Pacht, and will serve grades K–5. The Inflexion grant will help seed a second elementary school, which is planned for 2015. The principals of the USN schools have all come from within and have undergone extensive leadership training. John A. Dues is the School Director for Columbus Collegiate Academy–Main, and Kathryn Anstaett is the School Director at Columbus Collegiate Academy–West.

KIPP Columbus is also expanding, and it has broken ground on a new campus for KIPP: Journey Academy that will open to students next fall. The campus will be located on the former Bridgeview Golf Course on Agler Road and will feature a 145,000-square-foot building, playgrounds, and athletic fields. By 2021 the school will offer grades K–12 and will serve approximately 2,000 students. Like USN, senior leadership for the expansion has been recruited and trained from within. Along with KIPP: Journey Academy school director Dustin Wood, Fisher fellow Aaron Epting and KIPP: Journey Academy assistant school leader Alex Thanos will play key roles in the growth of the elementary and middle school programs, respectively. KIPP Columbus executive director Hannah Powell Tuney is leading the expansion.

DECA Prep (located in Dayton and sister school to the nationally recognized Dayton Early College Academy) and Village Preparatory School ::Woodland Hills Campus (located in Cleveland and part of the nationally recognized Breakthrough Schools network) completed their first years in 2012–13.

DECA Prep opened with grades K–2 and 6; Village Prep :: Woodland Hills opened with grades K–2. Both schools will add one grade this year and one in 2014–15, until they both reach full capacity.

We are also looking forward to diversifying our sponsorship portfolio with the addition of the Early Career Academy. The school, approved during our most recent application cycle, will open in Columbus in 2014 and will offer eleventh and twelfth graders a diploma and college credit or an associate’s degree in Network Systems Administration. The school will be managed by Educational Services, Inc. (ESI), which is affiliated with ITT Technical Institute, and the Early Career Academy will be housed on ITT’s Columbus campus.

Three of our sponsored schools—the lowest performing, academically—continue to face challenges. In our 2011–12 annual report, we covered the difficulties with which Dayton View and Dayton Liberty struggled as they disengaged from a management company and started to implement a locally led effort to fix a broken school culture, stop declining enrollment, and significantly improve student academic performance. Last year saw some bright spots: an A grade in value added for Dayton Liberty and an end to the decline in enrollment. The governing authority, Alliance Community Schools, made the decision to consolidate the operations of the two schools and focus all available resources on Dayton View (the newer and better equipped of the two facilities) to improve student achievement. Over two-thirds of the Dayton Liberty families and almost all of the staff made the move to Dayton View, and the school opened in August with 460 students in grades K–8 and an instructional staff of twenty five, eleven of whom are Teach For America corps members. The 2013–14 school year is a critical one for Dayton View.

Unfortunately we must also report that the Springfield Academy of Excellence also struggled in 2012–13. As set forth above, academic performance was

poor in both proficiency and value added and, almost every school in Springfield—charter and district—bested it in performance.

Perspective from the schools

Even in the high-performing schools that we sponsor, challenges remain. Former Dayton Daily News editor Ellen Belcher captured some of these, and how the schools address them, in a series of interviews that she conducted in 2012–13 with leaders in the Fordham-sponsored schools. The school leaders discussed a wide variety of topics. Here, we highlight three: hiring and retaining great teachers, the importance of partnerships, and how critical it is to set high standards for students. We hope these interview excerpts can spur on a lively discourse (and subsequent action) about how to better support high-performing, high-needs schools across the Buckeye State.

TEACHERS

It goes without saying that developing a first-rate teaching staff is key to leading a successful school. The school leaders with whom we spoke emphasized the need to identify and hire great teachers, and they described how they go about doing it. At the same time, though, they also spoke candidly about the challenges of retaining their teachers—women and men who work in demanding school environments, often for compensation lower than their peers in nearby school districts.

Teacher Recruitment: “We always start with mission fit”

“Attracting strong talent and keeping strong talent is my business model. . . [When talking to an applicant], I’m trying to get at the heart of what motivates the person. I’m looking for people’s mindset. KIPP embodies a “no-excuses” philosophy. So we make decisions that are informed by data. I’m always trying to figure out someone’s predisposition about data. Do they see it as a compliance thing, as information that they have to collect, or will they try to understand



Ben Pacht, School Director,
United Preparatory Academy

data and use it to inform their instructional choices?”
Hannah Powell Tuney, KIPP: Columbus

“Our student body is 100 percent African American. More than 90 percent of applicants are Caucasian. So sometimes I’ll ask them if they think they’ll need special training to teach African American children. Most of time they will say no, that children are children. That leaves me with a lot of hope. When they say, ‘Yes, I will need lots of training,’ that sends up a red flag.” **Dr. Glenda Brown, Phoenix Community Learning Center**

“We always start with mission fit. We have some non-negotiable policies that people have to believe in. We also want to know how smart you are. . . We want to know if you are you smart enough to be in front of our students. . . Our human capacity in this building is out of this world, and it goes back to the hiring process.” **Andrew Boy, United Schools Network/Columbus Collegiate Academy**

Teaching in an Urban School: “There are no shortcuts”

“These jobs are labor intensive. We’re asking teachers to take on many roles. We’re almost asking them to increase the size of their own families. You live all the ups and downs of our students.” **Dr. Judy Hennessey, DECA Prep**

“It’s definitely grueling. The places I’ve visited that are showing the most promise are clearly relying on

the youngest among us and those with the least experience. Many on their staff haven't gotten married or had children. They're very mission-driven, very inspirational." **Dr. T. J. Wallace, Dayton Leadership Academies**

"For instance, we believe in having more time with students. There are no shortcuts, and that requires a certain level of intensity. I want our kids to have teachers who are great people and who live full lives." **Hannah Powell Tuney**

The Salary Reality: "We can't pay what district schools pay"

"I'm working on a multi-year compensation plan, and the board has encouraged me to bring that to them. Teachers were leaving because they could earn \$6,000, \$8,000, and \$10,000 a year more elsewhere." **Dr. T. J. Wallace**

"You see a young teaching staff in schools like ours because of funding. We can't pay what district schools pay. Our teachers would be making \$10,000 to \$15,000 more in a traditional public school district." **Andrew Boy**

"Our starting salary is \$27,200. Most schools are at \$30,000 or above. We're reimplementing our old salary schedule. There was a period when we couldn't afford to pay step increases. We're also in the process of implementing a performance-pay plan." **Superintendent Rick Bowman, Sciotovalle Community School and Sciotovalle Elementary Academy**

PARTNERSHIPS

No school is an island. To thrive, schools need strong relations with parents and their local community. As such, not only do school leaders operate within the four walls of their own building, but they also nurture parental support and engagement and establish partnerships with community organizations. Further, as our interviews revealed, several of these charter school leaders have begun to establish working relationships—though still at times tenuous—with their

district counterparts. (As of Fall 2013, for instance, three of the Fordham-sponsored charter schools lease facilities owned by the school district.)

Relationships with Parents: "There are expectations"

"A couple things come up with parents and community members. There's a sense of pride. These folks identify with East High School, and Sciotovalle East Academy is seen as a part of East. They also see the care and compassion we give to our kids. Our kids and parents are very thankful—for the snack-pack program, for the personal relationships, for the free latch-key programs before and after school." **Superintendent Rick Bowman**

"We do have some parents who believe that the school knows best, and they say, "Here is my child" and then walk away. But we always interview them to find out if the parent wants to choose us. There are expectations for parents, and sometimes we have to have conversations about whether the parent really wants what we offer." **Dr. Glenda Brown**

Community Relations: "Not without a champion"

"Can DECA be replicated? Absolutely. But not without a champion, not without relief from traditional public school contractual obligations, not without being able to go out and get philanthropic support." **Dr. Judy Hennessey**

"We have lots of partners. The Boys and Girls Club is our closest partnership because we cohabitate. Our west-side school is in its facility. It has been a great partner, and the site has been a great space to launch our second campus. The club's programming gives us additional offerings for our students. A third of our west-side-school students are members of the club. They can stay in the building until 8 p.m., so some students are there from 8 until 8." **Andrew Boy**

[Editor's note: In 2012–13, Columbus Collegiate Academy–West was located in the Boys and Girls

Club. As of Fall 2013, CCA-West has moved into a new school building, the former Columbus City Schools' Dana Avenue Elementary.]

The School District: "Track record has certainly helped"

"Sciotoville has always considered itself to be the poor stepchild in the Portsmouth school district. It didn't start with the decision to close East High School. That was just the straw that broke the camel's back... The community's and the parents' passion for East High School is unbelievable. The school is key to the community's identity." **Superintendent Rick Bowman**

"I think it's a relationship that's evolving. We're in a Columbus City Schools building that we lease. We have a lot of opportunity for sharing best practices." **Hannah Powell Tuney**

"It's absolutely grown to be a relationship of mutual respect. We've put aside the district-versus-charters debate and focused on how we can have meaningful relationships that benefit kids... Columbus City Schools are very straightforward [about the fact] that they're interested in working with charter schools that are successful. Our track record has certainly helped us. That's been the biggest driver in being able to have great conversations." **Andrew Boy**

HIGH STANDARDS

School leaders set expectations for how everyone, from staff to students, must behave and conduct themselves during school hours. Effective school leaders set high expectations, spurning "excuses," while encouraging and celebrating excellence, diligence, and industriousness. A couple of the school leaders we interviewed commented on their schools' efforts to buckle down on the implementation of the Common Core State Standards, Ohio's new and more rigorous academic standards for math and English language arts. Others discussed the incentives ("sticks and carrots") they utilize to ensure that their students are giving maximum effort, every day, in their school work.

Academic Standards: "If you don't come to work..."

"Until this year, they'd say, 'It's that good school.' When we started in 2001, some eighth graders were talking to other kids in their neighborhood about where they went to school and the kids said, 'Oh, that good school.' They told us that story. And since then, we've called ourselves, 'That good school.' After we got our new report card, the kids have changed 'good' to 'excellent.' They will tell you that we're achievers, that we're excellent." **Dr. Glenda Brown**

[Editor's note: Phoenix Community Learning Center earned an "Excellent" rating for the 2011–12 school year.]

"We've had to run two teaching tracks—one addressing the Ohio Achievement Assessment standards and one addressing the new Common Core standards. The Common Core standards are a whole different level of difficulty." **Dr. Judy Hennessey**

"Every KIPP school is different. One of the pillars is focusing on results. We're getting much better at tracking data. KIPP-National is putting more emphasis on the Common Core and how we can come together to learn from each other and really leverage the power of the network." **Hannah Powell Tuney**

"Students work on a paycheck system. If they are tardy or absent, or if they don't have their homework done, they're docked. They also get bonuses for class-wide behavior and other positive things. If a student doesn't come to school, he or she loses \$15 on his or her paycheck. If you don't come to work, you don't get paid." **Andrew Boy**

Student Behavior and Attitudes: "It's cool to be smart"

"...We did get a handle on things. That summer we listed all the behaviors we didn't want to see the next year. We said we didn't want children throwing pencils, so we're not going to have pencils. We took them back when the students finished writing. We said we didn't

want paper airplanes zooming through the air, so we decided to use journals.” **Dr. Glenda Brown**

“We appeal to students’ intrinsic desire to be successful, to have people be proud of them. They want to have a better life than their parents. If you have lived with a family member who is abusing alcohol or drugs or who is going to prison, it’s a huge motivator. I credit the teachers with creating a culture where it’s cool to be smart. We celebrate improvement. We celebrate achievement. The status that comes with being in a high-performing school spurs even the reluctant learner.” **Dr. Judy Hennessey**

Conclusion

While progress from a policy standpoint has been made since Ohio’s charter law was enacted in 1997, it’s clear from the comments of the school leaders that more needs to be done. Moving forward, our focus should not be on whether a school is a charter school or a district school—they’re all public schools, after all. Rather, we ought to focus on what policies and resources are needed to support high-performing schools throughout the state that are doing an excellent job serving children with the highest levels of need.



The Fordham Sponsorship Program

Accountability

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

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

Fordham's Oversight Responsibilities

The essential responsibilities of Fordham as a charter school sponsor include

- monitoring and evaluating the compliance of each Fordham-sponsored school with all laws and rules applicable to it;
- monitoring and evaluating the educational and fiscal performance, organizational soundness, and effective operation of the school;
- monitoring and evaluating the contractual commitments that the schools have made with the Fordham, above all their academic performance; and
- providing technical assistance to Fordham-sponsored schools in complying with all laws and rules applicable to community schools.

Accountability Plan

Each school has entered into a performance contract with Fordham detailing what it will accomplish, how student performance will be measured, and

what level of achievement it will attain. The contract incorporates the school's education, accountability, governance, and business plans and spells out the school's mission and performance indicators.

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

Annual Review Process

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

The academic performance of all Fordham-sponsored schools is published in this annual sponsorship report and is also summarized for the governing authority of each school in the twice-yearly site-visit reports that are issued to all board members of each Fordham-sponsored school. If a school is in danger of non-renewal or if Fordham has other serious concerns, we document those issues in letters to the school's board and meet with board members in person so that any problems and potential consequences are transparent.

Such letters are intended in part to inform the school's governing authority and staff of issues associated with school performance and, in part, to serve as formal reminder that the school must meet the academic performance terms of its contract.

Technical Assistance Efforts

Sponsors in Ohio are required by law to provide their sponsored schools with “technical assistance.” Section 3301-102-02 (X) of the Ohio Administrative Code defines “technical assistance” as “the provision of targeted and customized supports by professionals with subject matter expertise relevant to the operations of a community school toward successfully fulfilling its obligations under applicable rules, laws and the terms of its community school contract.”

Technical assistance from Fordham includes providing schools with information on issues that affect them as a group (e.g., charter school funding, pending legislative action, and changes to laws and guidance). Fordham also undertakes a substantial amount of customized technical assistance each year. Customized technical assistance occurs when Fordham staff work on a project, conduct research, or navigate a particular issue for a single school. Our goal in providing technical assistance is to provide each school with information and tools so that if the issue arises in the future, the school has the knowledge to handle it in house.

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

Fordham receives no funding or payments from schools or the state beyond the sponsorship fees paid by the schools (which, under state law, cannot exceed 3 percent of a school’s per-pupil funding). We believe that an inherent and improper conflict of interest arises whenever a sponsor is also a paid vendor of services to the schools that it sponsors. The sponsor’s appropriate role is to point schools seeking specific services to competent providers of

such services but to play no role in a school’s decisions about which services (if any) to procure from which providers.

Sponsorship Governance

Decision-Making Strategies

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

Fordham’s Ohio Policy and Sponsorship Committee consists of the following individuals:

- David P. Driscoll, Chair: Former Commissioner of Education for the Commonwealth of Massachusetts
- Chester E. Finn, Jr.: President of the Thomas B. Fordham Foundation and Thomas B. Fordham Institute
- Thomas A. Holton, Esq.: Partner at Porter, Wright, Morris & Arthur
- Bruno V. Manno (emeritus non-voting member): Senior Education Advisor to the Walton Family Foundation
- David H. Ponitz: President Emeritus of Sinclair Community College

In 2012–13, the Fordham Foundation’s sponsorship program was staffed by Kathryn Mullen Upton (director of sponsorship), Theda Sampson (sponsorship compliance manager), and Miles Caunin (sponsor-

ship finance manager). Fordham’s vice president for Ohio programs and policy (Terry Ryan) oversaw the sponsorship operation. The sponsorship program also received part-time support from the Thomas B. Fordham Institute’s Emmy Partin (director of Ohio policy and research), Aaron Churchill (Ohio research and data analyst), Jeff Murray (Ohio operations manager), Gary LaBelle (director of finance and operations), and Michael Petrilli (executive vice president).

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

Sponsorship Financial Overview

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

Table III: *Fordham Foundation Sponsorship Financials (July 1, 2012–June 30, 2013)*

Revenues	Amount
School Fees	\$298,380
Foundation Subsidies	\$75,000
Total Revenues	\$373,380
Expenses	Amount
Staff	\$286,838
Consultants/Grants	\$40,263
Professional/Legal Fees	\$28,534
Office/Technology/Other	\$65,840
Total Expenses	\$421,475
Under/(Over)	(\$48,095)



Individual School Profiles

Introduction

By Kathryn Mullen Upton and Theda Sampson

In our 2011–12 accountability report, we referenced the coming redesign of Ohio’s accountability system, and we followed the state’s development of the new measures of success and its timeline for implementation as the system was developed through Spring 2013. This background is relevant because only two of the contractual performance requirements from the 2012–13 sponsorship contracts—outperforming the home-district and state-community-school averages in all tested subjects—remain applicable. All other measures previously used (e.g., the former ratings of “Continuous Improvement,” Adequate Yearly Progress, and the value-added designations) have changed.

We are currently working to align the accountability plans in all eleven of our sponsorship contracts (i.e., charters) with the new system. As such, the individual school profiles in this section will report on the two contractual performance measures that remain applicable for 2012–13, as well as how each school *would have fared* under the academic-performance measures that may be included in the revised accountability plans. We have asked the school leaders for their input on the new plans, and anticipate that all accountability plans will be updated by February 2014.

The Ohio Department of Education requires that all sponsors monitor and evaluate the education, finance, governance, academic assessment, and accountability components of community schools and assign each component a rating of “overall compliant (1),” “partially compliant (2),” or “noncompliant

(3).”¹² Although sponsors must report on the components of charter schools’ operations as noted above, each sponsor is free to define what comprises the education, finance, governance, academic assessment, and accountability components of their sponsored schools’ programs. Additionally, sponsors are also free to define what “overall compliant,” “partially compliant,” and “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;¹³
- Academic: how the school performed in the context of its accountability plan (Fordham Contract Exhibit IV);¹⁴
- Financial: whether the school was financially healthy and auditable;¹⁵ and
- Governance: whether the school complied with laws, regulations, record-keeping rules, and guidance from the Ohio Department of Education.¹⁶

The results in the school profiles that follow are based on each school’s applicable contractual-performance requirements; new state-report-card requirements; reporting requirements; documentation stored in

the Fordham Foundation’s online compliance database, Authorizer Oversight Information System (AOIS); school-specific information available from

the Ohio Department of Education (ODE); and information obtained during the site visits conducted at each school.

Table IV: 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 Liberty Campus	OC	NC	OC	OC
Dayton Leadership Academies–Dayton View Campus	OC	NC	OC	OC
DECA PREP	OC	OC	OC	OC
KIPP: Journey Academy	OC	PC	OC	OC
Phoenix Community Learning Center	OC	OC	OC	OC
Sciotoville Community School	OC	PC	OC	PC
Sciotoville Elementary Academy	OC	OC	OC	PC
Springfield Academy of Excellence	OC	NC	OC	OC
Village Preparatory School :: Woodland Hills Campus	OC	NA	OC	OC

OC(1)= Overall compliant PC(2) = Partially compliant NC(3) = Non-compliant



mission

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

Columbus Collegiate Academy–Main

Contact Name

Andrew Boy, Founder and Executive Director
John A. Dues, School Director

Address

1469 E. Main St., Columbus, OH 43205

IRN

009122

Telephone

(614) 299-5284

Contact Email

jdues@unitedschoolsnetwork.org

Website

<http://unitedschoolsnetwork.org/>

Began Operating

2008

Demographic Student Overview 2012–13

Grades Served	6-8
Enrollment	185
African American	70.3 percent
White	3.2 percent
Hispanic	22.7 percent
Multiracial	3.2 percent
Asian	<1 percent
Native American	0
Male	57.3 percent
Female	42.7 percent
Economically Disadvantaged	90.8 percent
Students with Disabilities	12.4 percent
Limited English Proficiency	0
Homeless	0
Gifted	0

COMPLIANCE REPORT

Compliance Reporting

Education Rating: Overall Compliant	
Did the school deliver the education plan as contained in its contract for sponsorship with the Thomas B. Fordham Foundation?	2/2
Fall site visit	1/1
Spring site visit	1/1
Academic Rating: Overall Compliant	
2012–13 Contractual Academic-Performance Requirements	1/2
Outperformed home-district average	1/1
Outperformed state-charter average	0/1
2012–13 Projection of Performance Under Revised Performance Measures	4/6
Earned "C" or higher on performance-index grade	1/1
Earned "C" or higher on performance-indicator grade	0/1
Earned "C" or higher on overall value added	1/1
Earned "C" or higher on gifted value added	NA
Earned "C" or higher on disabled value added	1/1
Earned "C" or higher on lowest 20 percent value added	1/1
Earned "C" or higher on AMO letter grade	0/1
Financial Rating: Overall Compliant	
Fiscal Reports Required	4/4
Audit (most recent):	1/1
IRS Form 990 (submitted annually)	1/1
Monthly Financial Reports	1/1
Five-Year Budget Forecast	1/1
Governance Rating: Overall Compliant	
Governance Requirements	6/6
Annual Report (2012–13)	4/4
Performance standards	1/1
Method of measurement to determine progress	1/1
Activities/progress toward performance standards	1/1
School financial status	1/1
Records Compliance	2/2
Accurate and complete: 100 percent	1/1
Submitted on time: 99 percent	1/1

Summary of Compliance Assessment

Education Rating: Overall compliant. Fall and spring site visits contained evidence of the school's adherence to the education plan as written in the contract.

Academic Rating: Overall compliant. The school met a majority of the academic contractual and state-report-card requirements.

Financial Rating: Overall compliant. The FY 2012 audit contained no findings for recovery. The school submitted the Form 990 for FY 2012, along with all monthly financial reports and five-year budget forecasts due during FY 2013.

Governance Rating: Overall compliant. The school submitted all requirements of its annual report by October 31, 2013. All of the documents requested were submitted to the Authorizer Oversight Information System, and 99 percent of the submissions were on time.



Columbus Collegiate Academy–West

Contact Name

Andrew Boy, Founder and Executive Director
Kathryn Anstaett, School Director

Address

300 S. Dana Avenue, Columbus, OH 43223

IRN

012951

Telephone

(614) 545-9570

Contact Email

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Website

<http://unitedschoolsnetwork.org/>

Began Operating

2012

Demographic Student Overview 2012–13

Grades Served	6
Enrollment	67
African American	40.3 percent
White	53.7 percent
Hispanic	6 percent
Multiracial	0
Asian	0
Native American	0
Male	47.8 percent
Female	52.2 percent
Economically Disadvantaged	100 percent
Students with Disabilities	17.9 percent
Limited English Proficiency	0
Homeless	0
Gifted	0

mission

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

COMPLIANCE REPORT

Compliance Reporting

Education Rating: Overall Compliant	
Did the school deliver the education plan as contained in its contract for sponsorship with the Thomas B. Fordham Foundation?	2/2
Fall site visit	1/1
Spring site visit	1/1
Academic Rating: Overall Compliant	
2012–13 Contractual Academic-Performance Requirements	2/2
Outperformed home-district average	1/1
Outperformed state-charter average	1/1
2012–13 Projection of Performance Under Revised Performance Measures	4/6
Earned “C” or higher on performance-index grade	1/1
Earned “C” or higher on performance-indicator grade	0/1
Earned “C” or higher on overall value added	1/1
Earned “C” or higher on gifted value added	NA
Earned “C” or higher on disabled value added	1/1
Earned “C” or higher on lowest 20 percent value added	1/1
Earned “C” or higher on AMO letter grade	0/1
Financial Rating: Overall Compliant	
Fiscal Reports Required	3/3
Audit (most recent):	NA
IRS Form 990 (submitted annually)	1/1
Monthly Financial Reports	1/1
Five-Year Budget Forecast	1/1
Governance Rating: Overall Compliant	
Governance Requirements	6/6
Annual Report (2012–13)	4/4
Performance standards	1/1
Method of measurement to determine progress	1/1
Activities/progress toward performance standards	1/1
School financial status	1/1
Records Compliance	2/2
Accurate and complete: 100 percent	1/1
Submitted on time: 99 percent	1/1

Summary of Compliance Assessment

Education Rating: Overall compliant. Fall and spring site visits contained evidence of the school's adherence to the education plan as written in the contract.

Academic Rating: Overall compliant. The school met a majority of the academic contractual and state-report-card requirements.

Financial Rating: Overall compliant. The school submitted the Form 990 for FY 2012, along with all monthly financial reports and five-year budget forecasts due during FY 2013. A financial audit has not been performed for FY 2013, the first year the school was open.

Governance Rating: Overall compliant. The school submitted all requirements of its annual report by October 31, 2013. All of the documents requested were submitted to the Authorizer Oversight Information System, and 99 percent of the submissions were on time.



Dayton Leadership Academies–Dayton Liberty Campus

Contact Name

Dr. T.J. Wallace, Executive Director

Address

4401 Dayton Liberty Road, Dayton, OH 45417

IRN

133959

Telephone

(937) 262-4080

Contact Email

tj.wallace@daytonleadershipacademies.com

Website

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

Began Operating

1999

Demographic Student Overview 2012–13

Grades Served	K–8
Enrollment	304
African American	97.4 percent
White	<1 percent
Hispanic	<1 percent
Multiracial	1.3 percent
Asian	0
Native American	0
Male	45.1 percent
Female	54.9 percent
Economically Disadvantaged	100 percent
Students with Disabilities	18.8 percent
Limited English Proficiency	0
Homeless	2 percent
Gifted	0

mission

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

COMPLIANCE REPORT

Compliance Reporting

Education Rating: Overall Compliant	
Did the school deliver the education plan as contained in its contract for sponsorship with the Thomas B. Fordham Foundation?	2/2
Fall site visit	1/1
Spring site visit	1/1
Academic Rating: Noncompliant	
2012–13 Contractual Academic-Performance Requirements	0/2
Outperformed home-district average	0/1
Outperformed state-charter average	0/1
2012–13 Projection of Performance Under Revised Performance Measures	3/6
Earned "C" or higher on performance-index grade	0/1
Earned "C" or higher on performance-indicator grade	0/1
Earned "C" or higher on overall value added	1/1
Earned "C" or higher on gifted value added	NA
Earned "C" or higher on disabled value added	1/1
Earned "C" or higher on lowest 20 percent value added	1/1
Earned "C" or higher on AMO letter grade	0/1
Financial Rating: Overall Compliant	
Fiscal Reports Required	4/4
Audit (most recent):	1/1
IRS Form 990 (submitted annually)	1/1
Monthly Financial Reports	1/1
Five-Year Budget Forecast	1/1
Governance Rating: Overall Compliant	
Governance Requirements	5.5/6
Annual Report (2012–13)	4/4
Performance standards	1/1
Method of measurement to determine progress	1/1
Activities/progress toward performance standards	1/1
School financial status	1/1
Records Compliance	1.5/2
Accurate and complete: 100 percent	1/1
Submitted on time: 88 percent	0.5/1

Summary of Compliance Assessment

Education Rating: Overall compliant. Fall and spring site visits contained evidence of the school's adherence to the education plan as written in the contract.

Academic Rating: Noncompliant. The school met fewer than half of its academic contractual and state-report-card requirements.

Financial Rating: Overall Compliant. The FY 2012 audit contained no findings for recovery. The school submitted the Form 990 for FY 2012, along with all monthly financial reports and five-year budget forecasts due during FY 2013.

Governance Rating: Overall Compliant. The school submitted all requirements of its annual report by October 31, 2013. All of the documents requested were submitted to the Authorizer Oversight Information System and 88 percent of the submissions were on time.



Dayton Leadership Academies – Dayton View Campus



Contact Name

Dr. T.J. Wallace, Executive Director

Address

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IRN

133454

Telephone

(937) 567-9426

Contact Email

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Website

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

Began Operating

2000

mission

The school's mission is to educate all students to achieve proficiency and to respect themselves and the global community we share. We will motivate students to learn on their own, in and out of school and throughout their lives. We will prepare every student for community leadership and admission to a competitive college. We will prepare all children to thrive in the world as we know it and to better the world they leave behind.

Demographic Student Overview 2012–13

Grades Served	K–8
Enrollment	364
African American	94.5 percent
White	1.1 percent
Hispanic	0
Multiracial	3.6 percent
Asian	0
Native American	0
Male	47.3 percent
Female	52.7 percent
Economically Disadvantaged	100 percent
Students with Disabilities	12.1 percent
Limited English Proficiency	0
Homeless	3.8 percent
Gifted	0

COMPLIANCE REPORT

Compliance Reporting

Education Rating: Overall Compliant	
Did the school deliver the education plan as contained in its contract for sponsorship with the Thomas B. Fordham Foundation?	2/2
Fall site visit	1/1
Spring site visit	1/1
Academic Rating: Noncompliant	
2012–13 Contractual Academic-Performance Requirements	0/2
Outperformed home-district average	0/1
Outperformed state-charter average	0/1
2012–13 Projection of Performance Under Revised Performance Measures	0/6
Earned “C” or higher on performance-index grade	0/1
Earned “C” or higher on performance-indicator grade	0/1
Earned “C” or higher on overall value added	0/1
Earned “C” or higher on gifted value added	NA
Earned “C” or higher on disabled value added	0/1
Earned “C” or higher on lowest 20 percent value added	0/1
Earned “C” or higher on AMO letter grade	0/1
Financial Rating: Overall Compliant	
Fiscal Reports Required	4/4
Audit (most recent):	1/1
IRS Form 990 (submitted annually)	1/1
Monthly Financial Reports	1/1
Five-Year Budget Forecast	1/1
Governance Rating: Overall Compliant	
Governance Requirements	5.5/6
Annual Report (2012–13)	4/4
Performance standards	1/1
Method of measurement to determine progress	1/1
Activities/progress toward performance standards	1/1
School financial status	1/1
Records Compliance	1.5/2
Accurate and complete: 100 percent	1/1
Submitted on time: 89 percent	0.5/1

Summary of Compliance Assessment

Education Rating: Overall compliant. Fall and spring site visits contained evidence of the school's adherence to the education plan as written in the contract.

Academic Rating: Noncompliant. The school met fewer than half of its academic contractual and state-report-card requirements.

Financial Rating: Overall compliant. The FY 2012 audit contained no findings for recovery. The school submitted the Form 990 for FY 2012, along with all monthly financial reports and five-year budget forecasts due during FY 2013.

Governance Rating: Overall compliant. The school submitted all requirements of its annual report by October 31, 2013. All of the documents requested were submitted to the Authorizer Oversight Information System, and 89 percent of the submissions were on time.



DECA PREP

Contact Name

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IRN

012924

Telephone

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Website

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

Began Operating

2012

Demographic Student Overview 2012–13

Grades Served	K–2 and 6
Enrollment	241
African American	95.3 percent
White	1.3 percent
Hispanic	<1 percent
Multiracial	3 percent
Asian	0
Native American	0
Male	50.2 percent
Female	49.8 percent
Economically Disadvantaged	74 percent
Students with Disabilities	<1 percent
Limited English Proficiency	0
Homeless	0
Gifted	0

mission

DECA PREP will immerse prospective first generation college students in a personalized, rigorous elementary curriculum to assure they will succeed in high school and college.

DECA PREP will seek to replicate many of the successful early college strategies employed at Dayton Early College Academy (DECA). Based on the successes of DECA, DECA PREP will work to close achievement gaps, affording urban students access to a truly rigorous curriculum.

COMPLIANCE REPORT

Compliance Reporting

Education Rating: Overall Compliant	
Did the school deliver the education plan as contained in its contract for sponsorship with the Thomas B. Fordham Foundation?	2/2
Fall site visit	1/1
Spring site visit	1/1
Academic Rating: Overall Compliant	
2012–13 Contractual Academic-Performance Requirements	2/2
Outperformed home-district average	1/1
Outperformed state-charter average	1/1
2012–13 Projection of Performance Under Revised Performance Measures	2/5
Earned "C" or higher on performance-index grade	1/1
Earned "C" or higher on performance-indicator grade	0/1
Earned "C" or higher on overall value added	0/1
Earned "C" or higher on gifted value added	NA
Earned "C" or higher on disabled value added	NA
Earned "C" or higher on lowest 20 percent value added	1/1
Earned "C" or higher on AMO letter grade	0/1
Financial Rating: Overall Compliant	
Fiscal Reports Required	3/3
Audit (most recent):	NA
IRS Form 990 (submitted annually)	1/1
Monthly Financial Reports	1/1
Five-Year Budget Forecast	1/1
Governance Rating: Overall Compliant	
Governance Requirements	6/6
Annual Report (2012–13)	4/4
Performance standards	1/1
Method of measurement to determine progress	1/1
Activities/progress toward performance standards	1/1
School financial status	1/1
Records Compliance	2/2
Accurate and complete: 100 percent	1/1
Submitted on time: 97 percent	1/1

Summary of Compliance Assessment

Education Rating: Overall compliant. Fall and spring site visits contained evidence of the school's adherence to the education plan as written in the contract.

Academic Rating: Overall compliant. The school met a majority of the academic contractual and state-report-card requirements.

Financial Rating: Overall compliant. The school submitted the Form 990 for FY 2012, along with all monthly financial reports and five-year budget forecasts due during FY 2013. A financial audit has not been performed for FY 2013, the first year the school was open.

Governance Rating: Overall compliant. The school submitted all requirements of its annual report by October 31, 2013. All of the documents requested were submitted to the Authorizer Oversight Information System, and 97 percent of the submissions were on time.



KIPP: Journey Academy

Contact Name

Hannah Powell Tuney, Executive Director
Dustin Wood, School Director

Address

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IRN

009997

Telephone

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Contact Email

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Website

<http://kippcolumbus.org/>

Began Operating

2008

Demographic Student Overview 2012–13

Grades Served	5–8
Enrollment	310
African American	92.2 percent
White	5.2 percent
Hispanic	<1 percent
Multiracial	1.6 percent
Asian	<1 percent
Native American	0
Male	48.2 percent
Female	51.8 percent
Economically Disadvantaged	99 percent
Students with Disabilities	15.5 percent
Limited English Proficiency	<1 percent
Homeless	0
Gifted	0

mission

The mission of the KIPP: Journey Academy is to provide traditionally underserved students with the knowledge, character, and leadership skills necessary to succeed in college, strengthen the community, and help change the world. The KIPP: Journey will achieve its success through a culture of high expectations, excellent teaching, and more time on task.

COMPLIANCE REPORT

Compliance Reporting

Education Rating: Overall Compliant

Did the school deliver the education plan as contained in its contract for sponsorship with the Thomas B. Fordham Foundation?	2/2
Fall site visit	1/1
Spring site visit	1/1

Academic Rating: Partially Compliant

2012–13 Contractual Academic-Performance Requirements	0/2
Outperformed home-district average	0/1
Outperformed state-charter average	0/1
2012–13 Projection of Performance Under Revised Performance Measures	4/6
Earned "C" or higher on performance-index grade	1/1
Earned "C" or higher on performance-indicator grade	0/1
Earned "C" or higher on overall value added	1/1
Earned "C" or higher on gifted value added	NA
Earned "C" or higher on disabled value added	1/1
Earned "C" or higher on lowest 20 percent value added	1/1
Earned "C" or higher on AMO letter grade	0/1

Financial Rating: Overall Compliant

Fiscal Reports Required	4/4
Audit (most recent):	NA
IRS Form 990 (submitted annually)	1/1
Monthly Financial Reports	1/1
Five-Year Budget Forecast	1/1

Governance Rating: Overall Compliant

Governance Requirements	5.5/6
Annual Report (2012–13)	4/4
Performance standards	1/1
Method of measurement to determine progress	1/1
Activities/progress toward performance standards	1/1
School financial status	1/1
Records Compliance	1.5/2
Accurate and complete: 98 percent	1/1
Submitted on time: 81 percent	0.5/1

Summary of Compliance Assessment

Education Rating: Overall compliant. Fall and spring site visits contained evidence of the school's adherence to the education plan as written in the contract.

Academic Rating: Partially compliant. The school met half of its academic contractual and state-report-card requirements.

Financial Rating: Overall compliant. The FY 2012 audit contained no findings for recovery. The school submitted the Form 990 for FY 2012, along with all monthly financial reports and five-year budget forecasts due during FY 2013.

Governance Rating: Overall compliant. The school submitted all requirements of its annual report by October 31, 2013. Of the documents requested, 98 percent were submitted to the Authorizer Oversight Information System, and 81 percent of the submissions were on time.



mission

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

Phoenix Community Learning Center

Contact Name

Dr. Glenda Brown, Superintendent

Address

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IRN

133504

Telephone

(513) 351-5801

Contact Email

geedm@aol.com

Website

<http://thephoenixcommunitylearningcenter.org/>

Began Operating

2001

Demographic Student Overview 2012–13

Grades Served	K–8
Enrollment	351
African American	99.4 percent
White	0
Hispanic	0
Multiracial	<1 percent
Asian	0
Native American	0
Male	55 percent
Female	45 percent
Economically Disadvantaged	95.7 percent
Students with Disabilities	6.8 percent
Limited English Proficiency	0
Homeless	0
Gifted	0

COMPLIANCE REPORT

Compliance Reporting

Education Rating: Overall Compliant

Did the school deliver the education plan as contained in its contract for sponsorship with the Thomas B. Fordham Foundation?	2/2
Fall site visit	1/1
Spring site visit	1/1

Academic Rating: Overall Compliant

2012–13 Contractual Academic-Performance Requirements	2/2
Outperformed home-district average	0/1
Outperformed state-charter average	0/1
2012–13 Projection of Performance Under Revised Performance Measures	3/5
Earned "C" or higher on performance-index grade	1/1
Earned "C" or higher on performance-indicator grade	0/1
Earned "C" or higher on overall value added	1/1
Earned "C" or higher on gifted value added	NA
Earned "C" or higher on disabled value added	NA
Earned "C" or higher on lowest 20 percent value added	1/1
Earned "C" or higher on AMO letter grade	0/1

Financial Rating: Overall Compliant

Fiscal Reports Required	4/4
Audit (most recent):	1/1
IRS Form 990 (submitted annually)	1/1
Monthly Financial Reports	1/1
Five-Year Budget Forecast	1/1

Governance Rating: Overall Compliant

Governance Requirements	6/6
Annual Report (2012–13)	4/4
Performance standards	1/1
Method of measurement to determine progress	1/1
Activities/progress toward performance standards	1/1
School financial status	1/1
Records Compliance	2/2
Accurate and complete: 99 percent	1/1
Submitted on time: 98 percent	1/1

Summary of Compliance Assessment

Education Rating: Overall compliant. Fall and spring site visits contained evidence of the school's adherence to the education plan as written in the contract.

Academic Rating: Overall compliant. The school met a majority of the academic contractual and state-report-card requirements.

Financial Rating: Overall compliant. The FY 2012 audit contained no findings for recovery. The school submitted the Form 990 for FY 2012, along with all monthly financial reports and five-year budget forecasts due during FY 2013.

Governance Rating: Overall compliant. The school submitted all requirements of its annual report by October 31, 2013. Of the documents requested, 99 percent were submitted to the Authorizer Oversight Information System and 98 percent of the submissions were on time.



Sciotoville Community School



Contact Name

Rick Bowman, Superintendent
Michael Yeagle, Principal

Address

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IRN

143644

Telephone

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Contact Email

Rick.bowman@east.k12.oh.us

Website

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

Began Operating

2001

Demographic Student Overview 2012–13

Grades Served	5–12
Enrollment	300
African American	1 percent
White	95.7 percent
Hispanic	1 percent
Multiracial	2.3 percent
Asian	0
Native American	0
Male	45 percent
Female	55 percent
Economically Disadvantaged	78.67 percent
Students with Disabilities	14.67 percent
Limited English Proficiency	0
Homeless	0
Gifted	0

mission

The mission statement of Sciotoville Community School is, "Together we will learn as much as we can each day to be responsible, respectful, and successful in our personal, social and academic skills. Our vision for the Sciotoville school community will empower each of our students to successfully meet challenges of his/her futures.

COMPLIANCE REPORT

Compliance Reporting

Education Rating: Overall Compliant

Did the school deliver the education plan as contained in its contract for sponsorship with the Thomas B. Fordham Foundation?	2/2
Fall site visit	1/1
Spring site visit	1/1

Academic Rating: Partially Compliant

2012–13 Contractual Academic-Performance Requirements	0/2
Outperformed home-district average	0/1
Outperformed state-charter average	0/1
2012–13 Projection of Performance Under Revised Performance Measures	5/8
Earned "C" or higher on performance-index grade	1/1
Earned "C" or higher on performance-indicator grade	0/1
Earned "C" or higher on overall value added	1/1
Earned "C" or higher on gifted value added	NA
Earned "C" or higher on disabled value added	0/1
Earned "C" or higher on lowest 20 percent value added	1/1
Earned "C" or higher on AMO letter grade	1/1

Financial Rating: Overall Compliant

Fiscal Reports Required	4/4
Audit (most recent):	1/1
IRS Form 990 (submitted annually)	1/1
Monthly Financial Reports	1/1
Five-Year Budget Forecast	1/1

Governance Rating: Partially Compliant

Governance Requirements	5/6
Annual Report (2012–13)	4/4
Performance standards	1/1
Method of measurement to determine progress	1/1
Activities/progress toward performance standards	1/1
School financial status	1/1
Records Compliance	1/2
Accurate and complete: 99 percent	1/1
Submitted on time: 52 percent	0/1

Summary of Compliance Assessment

Education Rating: Overall compliant. Fall and spring site visits contained evidence of the school's adherence to the education plan as written in the contract.

Academic Rating: Partially compliant. The school met half of its academic contractual and state-report-card requirements.

Financial Rating: Overall compliant. The FY 2012 audit contained no findings for recovery. The school submitted the Form 990 for FY 2012, along with all monthly financial reports and five-year budget forecasts due during FY 2013.

Governance Rating: Partially compliant. The school submitted all requirements of its annual report by October 31, 2013. Of the documents requested, 99 percent were submitted to the Authorizer Oversight Information System, and 52 percent of the submissions were on time.



Sciotoville Elementary Academy

Contact Name

Rick Bowman, Superintendent
Foresta Shope, Principal

Address

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IRN

009964

Telephone

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Contact Email

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Website

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

Began Operating

2008

Demographic Student Overview 2012–13

Grades Served	K–4
Enrollment	141
African American	<1 percent
White	97.2 percent
Hispanic	0
Multiracial	1.4 percent
Asian	0
Native American	0
Male	47.5 percent
Female	52.5 percent
Economically Disadvantaged	81.6 percent
Students with Disabilities	14.2 percent
Limited English Proficiency	0
Homeless	0
Gifted	0

mission

The mission statement of Sciotoville Elementary Academy is, "Together we will learn as much as we can every day to be responsible, respectful, and successful."

COMPLIANCE REPORT

Compliance Reporting

Education Rating: Overall Compliant

Did the school deliver the education plan as contained in its contract for sponsorship with the Thomas B. Fordham Foundation?	2/2
Fall site visit	1/1
Spring site visit	1/1

Academic Rating: Overall Compliant

2012–13 Contractual Academic-Performance Requirements	1/2
Outperformed home-district average	0/1
Outperformed state-charter average	1/1
2012–13 Projection of Performance Under Revised Performance Measures	4/5
Earned "C" or higher on performance-index grade	1/1
Earned "C" or higher on performance-indicator grade	1/1
Earned "C" or higher on overall value added	1/1
Earned "C" or higher on gifted value added	NA
Earned "C" or higher on disabled value added	1/1
Earned "C" or higher on lowest 20 percent value added	N/A
Earned "C" or higher on AMO letter grade	0/1

Financial Rating: Overall Compliant

Fiscal Reports Required	4/4
Audit (most recent):	1/1
IRS Form 990 (submitted annually)	1/1
Monthly Financial Reports	1/1
Five-Year Budget Forecast	1/1

Governance Rating: Partially Compliant

Governance Requirements	5/6
Annual Report (2012–13)	4/4
Performance standards	1/1
Method of measurement to determine progress	1/1
Activities/progress toward performance standards	1/1
School financial status	1/1
Records Compliance	1/2
Accurate and complete: 100 percent	1/1
Submitted on time: 52 percent	0/2

Summary of Compliance Assessment

Education Rating: Overall compliant. Fall and spring site visits contained evidence of the school's adherence to the education plan as written in the contract.

Academic Rating: Overall compliant. The school met a majority of the academic contractual and state-report-card requirements.

Financial Rating: Overall compliant. The FY 2012 audit contained no findings for recovery. The school submitted the Form 990 for FY 2012, along with all monthly financial reports and five-year budget forecasts due during FY 2013.

Governance Rating: Partially compliant. The school submitted all requirements of its annual report by October 31, 2013. All of the documents requested were submitted to the Authorizer Oversight Information System, and 52 percent of the submissions were on time.



Springfield Academy of Excellence



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Began Operating

2001

mission

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

Demographic Student Overview 2012–13

Grades Served	K–6
Enrollment	245
African American	59.3 percent
White	15.8 percent
Hispanic	11.6 percent
Multiracial	11.6 percent
Asian	0
Native American	<1 percent
Male	51.9 percent
Female	48.1 percent
Economically Disadvantaged	100 percent
Students with Disabilities	13.3 percent
Limited English Proficiency	10.4 percent
Homeless	0
Gifted	0

COMPLIANCE REPORT

Compliance Reporting

Education Rating: Overall Compliant

Did the school deliver the education plan as contained in its contract for sponsorship with the Thomas B. Fordham Foundation?	2/2
Fall site visit	1/1
Spring site visit	1/1

Academic Rating: Noncompliant

2012–13 Contractual Academic-Performance Requirements	0/2
Outperformed home-district average	0/1
Outperformed state-charter average	0/1
2012–13 Projection of Performance Under Revised Performance Measures	0/6
Earned "C" or higher on performance-index grade	0/1
Earned "C" or higher on performance-indicator grade	0/1
Earned "C" or higher on overall value added	0/1
Earned "C" or higher on gifted value added	NA
Earned "C" or higher on disabled value added	0/1
Earned "C" or higher on lowest 20 percent value added	0/1
Earned "C" or higher on AMO letter grade	0/1

Financial Rating: Overall Compliant

Fiscal Reports Required	4/4
Audit (most recent):	1/1
IRS Form 990 (submitted annually)	1/1
Monthly Financial Reports	1/1
Five-Year Budget Forecast	1/1

Governance Rating: Overall Compliant

Governance Requirements	5.5/6
Annual Report (2012–13)	4/4
Performance standards	1/1
Method of measurement to determine progress	1/1
Activities/progress toward performance standards	1/1
School financial status	1/1
Records Compliance	1/2
Accurate and complete: 100 percent	1/1
Submitted on time: 86 percent	0.5/1

Summary of Compliance Assessment

Education Rating: Overall compliant. Fall and spring site visits contained evidence of the school's adherence to the education plan as written in the contract.

Academic Rating: Noncompliant. The school met fewer than half of its academic contractual and state-report-card requirements.

Financial Rating: Overall compliant. The FY 2012 audit contained no findings for recovery. The school submitted the Form 990 for FY 2012, along with all monthly financial reports and five-year budget forecasts due during FY 2013.

Governance Rating: Overall compliant. The school submitted all requirements of its annual report by October 31, 2013. All of the documents requested were submitted to the Authorizer Oversight Information System, and 86 percent of the submissions were on time.



Village Preparatory School :: Woodland Hills Campus



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Began Operating

2012

Demographic Student Overview 2012–13

Grades Served	K–2
Enrollment	156
African American	99.4 percent
White	<1 percent
Hispanic	0
Multiracial	0
Asian	0
Native American	<1 percent
Male	61.5 percent
Female	38.5 percent
Economically Disadvantaged	87.8 percent
Students with Disabilities	5.8 percent
Limited English Proficiency	0
Homeless	0
Gifted	0

mission

The Village Preparatory School :: Woodland Hills Campus (VPWH) is dedicated to providing a premier educational experience to students throughout the state of Ohio. The school will 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.

COMPLIANCE REPORT

Compliance Reporting

Education Rating: Overall Compliant

Did the school deliver the education plan as contained in its contract for sponsorship with the Thomas B. Fordham Foundation?	2/2
Fall site visit	1/1
Spring site visit	1/1

Academic Rating: NA – the school did not offer a grade higher than second in 2012–13

2012–13 Contractual Academic-Performance Requirements	NA
Outperformed home-district average	NA
Outperformed state-charter average	NA
2012–13 Projection of Performance Under Revised Performance Measures	NA
Earned "C" or higher on performance-index grade	NA
Earned "C" or higher on performance-indicator grade	NA
Earned "C" or higher on overall value added	NA
Earned "C" or higher on gifted value added	NA
Earned "C" or higher on disabled value added	NA
Earned "C" or higher on lowest 20 percent value added	NA
Earned "C" or higher on AMO letter grade	NA

Financial Rating: Overall Compliant

Fiscal Reports Required	3/3
Audit (most recent):	N/A
IRS Form 990 (submitted annually)	1/1
Monthly Financial Reports	1/1
Five-Year Budget Forecast	1/1

Governance Rating: Overall Compliant

Governance Requirements	5.5/6
Annual Report (2012–13)	4/4
Performance standards	1/1
Method of measurement to determine progress	1/1
Activities/progress toward performance standards	1/1
School financial status	1/1
Records Compliance	1.5/2
Accurate and complete: 98 percent	1/1
Submitted on time: 72 percent	0.5/1

Summary of Compliance Assessment

Education Rating: Overall compliant. Fall and spring site visits contained evidence of the school's adherence to the education plan as written in the contract.

Academic Rating: Not Applicable. Village Preparatory School :: Woodland Hills Campus did not offer any grades higher than second in 2012–13.

Financial Rating: Overall compliant. All monthly financial reports and five-year budget forecasts due during FY 2013 have been submitted. A financial audit has not yet been performed for FY 2013, the first year the school was open.

Governance Rating: Overall compliant. The school submitted all requirements of its their annual report by October 31, 2013. Of the documents requested, 98 percent were submitted to the AOIS, and 72 percent of the submissions were on time.

EXHIBIT 4: ACADEMIC AND ORGANIZATIONAL PERFORMANCE PLAN

As new state standards, assessments, and state and federal accountability metrics are implemented by the Ohio Department of Education, the SPONSOR and the GOVERNING AUTHORITY agree to amend, within 60 days of formal state implementation, Exhibits 1 (Education Plan) and 4 (Academic and Organizational Performance Plan) of this Contract to reflect the changes.

Pursuant to Article III of this Contract, the Academic and Organizational Performance 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. Each of these Requirements may also be considered in connection with a decision regarding probation, suspension, termination and renewal or non-renewal of this Contract.

SECTION A: ACADEMIC PERFORMANCE

Key Questions used by the SPONSOR in gauging the Community School's Academic Performance include:

- 1) **Is the Community School rated, at a minimum, "C" and on a clear trajectory toward "B", and "A" on the state's academic rating system?** See Section (A)(1) of this Exhibit.
- 2) **Is the Community School outperforming comparable schools (e.g. local district schools, and similar community schools statewide)?** See Section (A)(2) of this Exhibit.
- 3) **Are the students enrolled in the Community School in grades three through eight making**

substantial and adequate academic gains over time, as measured using the state's value-added analysis? See Section (A)(3) of this Exhibit.

- 4) **Has the Community School developed school-specific indicators of success that go beyond statutory minimum requirements for student outcomes?** See Section (A)(4) of this Exhibit.
- 5) **Are the students enrolled in the Community School in grades nine through twelve passing all portions of the Ohio Graduation Test in a timely manner? If the Ohio Graduation Test is phased out and another assessment implemented in grades nine through twelve, are at least 75 percent of students demonstrating success on that assessment's academic indicators?** See Section (A)(5) of this Exhibit.

Indicators of academic success

All grade 9-12 public school students must participate in the Ohio's state assessments. These assessments will serve as the primary indicators of performance for the Community School.

SECTION (A)(1). STATE RATING PERFORMANCE REQUIREMENTS FOR THE COMMUNITY SCHOOL

Is the Community School rated at least a "C" on all performance measures of the school's report card for which a letter grade is issued, and at least a "C" overall, on the state's academic rating system?

Requirement (A)(1)(a): The Community School will be rated at least a "C" and will show marked progress towards a state rating of "B" and "A" as defined by the Ohio Department of Education, on the following report card performance measures:

Required Academic Performance Measures

Performance Measure	2014	2015
Annual measurable objectives		
Performance index score		
Extent to which performance indicators are met		
Four and five year adjusted cohort graduation rate		
Overall value added score (or other progress measure if adopted by the State Board of Education)		
Value added scores		
Progress in improving K-3 literacy		
Overall letter grade	NA	
Gap closing	NA	
Achievement	NA	
Progress	NA	
Graduation	NA	
K-3 literacy	NA	
Prepared for success	NA	

SECTION (A)(2). ACADEMIC PERFORMANCE OF THE COMMUNITY SCHOOL RELATIVE TO COMPARABLE SCHOOLS

Is the community school outperforming comparable schools (i.e., local district schools, and Similar community schools statewide)?

Requirement (A)(2)(a): The Community School will outperform the home district average – the district in which it is located – on all reading, mathematics, social studies and science portions of the state’s proficiency/achievement assessments.

Requirement (A)(2)(b): The Community School will outperform the state community school average on all reading, mathematics, social studies and science portions of the state’s proficiency/achievement assessments.

SECTION (A)(3). ACADEMIC PERFORMANCE OF STUDENTS ENROLLED IN THE COMMUNITY SCHOOL OVER TIME

Are the students enrolled in the community school in grades three through eight making substantial and adequate gains over time, as measured using value-added analysis?

Requirement (A)(3)(a): The Community School will receive an overall composite score on the state’s value-added measure that indicates that more than one year of progress has been achieved in both reading and mathematics. In the event there are amendments to, or a successor version of, Ohio’s growth measure (a.k.a. “Value Added”), the school will demonstrate results showing better than average performance on the amended or successor growth measure.

SECTION (A)(4). UNIQUE INDICATORS OF SUCCESS

Has the community school developed, and demonstrated that it has met, school-specific indicators of success that go beyond statutory minimum requirements for student outcomes?

Requirement (A)(4)(a): The Community School has developed (see Exhibit 1, section A.7 of this Contract), and demonstrated that it has met, school-specific goals that go beyond state statutory minimum student performance requirements.

SECTION (A)(5). OHIO GRADUATION TESTS OR SUCCESSOR ASSESSMENT

Are the students enrolled in the Community School in grades nine through twelve passing all portions of the Ohio Graduation Test in a timely manner? If the Ohio Graduation Test is phased out and another assessment implemented in grades nine through twelve, are at least 75 percent of students demonstrating success on that assessment’s academic indicators?

Requirement (A)(5)(a): One hundred percent of students in the Community School taking the Ohio Graduation Test will receive a passing score on all sections. If the Ohio Graduation Test is phased out

and another assessment implemented in grades nine through twelve, then at least 75 percent of students will demonstrate success on that assessment's academic indicator(s).

Requirement (A)(4)(b): The Community School will maintain a 100 percent graduation rate.

SECTION B: FINANCIAL VIABILITY

Key Questions used by the SPONSOR in gauging the Community School's Financial Viability include:

- 1.) **Is the Community School a low to moderate risk financially?**
- 2.) **Is the Community School a good steward of public funds?**
- 3.) **Do enrollment trends indicate that the Community School is growing or, if at capacity, has a waiting list of students that wish to enroll?**

Indicators of Financial Viability

The financial viability of the Community School is assessed by examining the financial statements submitted by the Community School to the SPONSOR, required annual state audits, and the Community School's enrollment trends.

SECTION B(1). SCHOOL FINANCIAL RISK **Is the Community School a low to moderate risk financially?**

Requirement (B)(1)(a): Total assets (i.e., all asset classes) exceed total liabilities.

Requirement (B)(1)(b): The Community School has at least two months of cash reserves to expenditures.

Requirement (B)(1)(c): Eighty percent of invoices are paid within a thirty day period from issuance.

SECTION B(2). STEWARDSHIP OF PUBLIC FUNDS

Is the Community School a good steward of public funds?

Requirement (B)(2)(a): The Community School has been auditable for each year of the term of this Contract.

Requirement (B)(2)(b): The Community School has not been issued findings for recovery in any audit during the term of this Contract, from the Ohio Auditor of State.

Requirement (B)(2)(c): Any non-compliance, deficiencies, material weaknesses or findings issued to the Community School by the auditor of state have been corrected in the Community School's audit for the year immediately following the year in which the citations were issued.

SECTION B(3). ENROLLMENT TRENDS

Do enrollment trends indicate that there is steady demand for the community school?

Requirement (B)(3)(a): Unless the maximum number of students, as set forth in this Contract, has been reached, the Community School's overall enrollment has increased from the previous year, for each year of the term of this Contract.

Requirement (B)(3)(b): The Community School has a waiting list of students, in at least some grades if not overall, who intend to enroll when space becomes available.

SECTION C: OPERATIONAL AND GOVERNANCE VIABILITY

Key Questions used by the SPONSOR in gauging the Community School's Operational and Governance Viability include:

- 1.) **Does the Governing Authority have a strategic plan, and is the Governing Authority adhering to and making progress against that plan?**
- 2.) **Have Governing Authority actions been free of conflicts of interest?**

3.) **Has the Community School, overall, met SPONSOR’s compliance requirements?**

Indicators of Operational and Governance Viability

The Operational and Governance Viability of the Community School will be assessed by examining Governing Authority performance against its strategic plan, avoidance of conflicts of interest, and satisfaction of the SPONSOR’s compliance requirements.

SECTION C(1). BOARD’S STRATEGIC PLAN

Does the Governing Authority have a strategic plan, and is the Governing Authority adhering to and making progress against that plan?

Requirement (C)(1)(a): The Governing Authority has a well-developed, comprehensive strategic plan, that is likely to result in an academically high performing, financially viable Community School(?) long-term.

Requirement (C)(1)(b): The Governing Authority is adhering to, and making progress on, its strategic plan.

SECTION C(2). ETHICS

Have Governing Authority actions been free of conflict of interest?

Requirement (C)(2)(a): Governing Authority actions have been free of conflicts of interest, as evidenced by the Community School’s audit and a review of Governing Authority minutes.

Requirement (C)(2)(b): The Governing Authority has not had any matters referred to the Ohio Ethics Commission.

SECTION C(3). COMPLIANCE

Has the community school, overall, met SPONSOR’S compliance requirements?

Requirement (C)(3)(a): The Community School’s submissions to the SPONSOR’s Epicenter system are at least 90 percent accurate and complete, for each year of the term of this Contract.

Requirement (C)(3)(b): The Community School’s submissions to the SPONSOR’s Epicenter system are at least 90 percent on-time, for each year of the term of this Contract.

Requirement (C)(3)(c): Site visit records compliance is at least 90 percent compliant, in each category reviewed, for each year of the term of this Contract.

Sources

Academic Performance of Schools and Report Card Grades

<http://reportcard.education.ohio.gov/Pages/Download-Data.aspx>

Downloaded Report Card Data called “Community Schools Rating Data”

- Found State Charter Average by calculating the average Performance Index for all charter schools.

Calculated district comparisons by looking at home district Pi using

<http://bireports.education.ohio.gov/PublicDW/asp/Main.aspx> (Ratings -> District Rating) for this year.

Below are the listed comparisons:

- CCA-Main, CCA-West, and KIPP: Journey Academy compared to Columbus City Schools
- DECA Prep, Dayton View Campus, and Dayton Liberty Campus compared to Dayton Public Schools
- Sciotoville and Sciotoville Elementary Academy compared to Portsmouth City Schools
- Phoenix Community Learning Center compared to Cincinnati Public Schools
- Village Preparatory School :: Woodland Hills Campus compared to Cleveland Metropolitan School District
- Springfield Academy of Excellence compared to Springfield City Schools

Student Enrollment Make Up

<http://reportcard.education.ohio.gov/Pages/Download-Data.aspx>

Downloaded Report Card Data called “Disability Status,” “Economic Status,” “Racial/Ethnic,” “Gender,” “Gifted,” and “LEP.”

Homeless Flag

<http://bireports.education.ohio.gov/PublicDW/asp/Main.aspx>

Clicked Enrollment -> Enrollment by student Demographic (Building). Then selected Homeless flag for all of Fordham’s schools in the 2012–13 School Year.

Endnotes

- ¹ Table based on Ohio Department of Education Report Card Timeline. *Available at* <http://education.ohio.gov/getattachment/Topics/Data/Report-Card/Timeline-A-F-Report-Card.pdf.aspx>.
- ² Annual measurable objectives measure the academic performance of specific groups of students to determine achievement gaps. Available at <http://education.ohio.gov/getattachment/Topics/Data/Report-Card/The-New-A-F-Report-Card-1.pdf.aspx>.
- ³ Performance index (PI) measures the achievement of every student in tested subjects. Schools receive weights based on how students score (the higher the score, the greater the weight). *Ibid.*
- ⁴ Performance indicators show how many students are proficient in tested grades and subject. For each test, it is required that at least 75 percent of students score “proficient” or better to get credit for the corresponding indicator. In 2014–15, 80 percent will become the threshold. *Ibid.*
- ⁵ The four-year graduation rate includes as graduates only those students who earn a diploma within four years of entering the ninth grade for the first time. *Ibid.*
- ⁶ The five-year graduation rate includes those students who graduate within five years of entering ninth grade for the first time. *Ibid.*
- ⁷ The data from state tests over multiple years are examined through a series of calculations to produce a value-added (VA) designation for each school and district. *Ibid.*
- ⁸ “K–3 Literacy Improvement” measures how well schools and districts are helping young students who are reading below grade level. *Ibid.*
- ⁹ “Prepared for Success” contains measures that do not receive a grade; they are only reported on the report card. The component grade is based on the percentage of a school’s or district’s graduating class that demonstrates college and career readiness. *Ibid.*
- ¹⁰ Value-added (VA) ratings are displayed to call attention to the impact of a given school on student-learning progress. A/B ratings (green) indicate a stronger school impact, while D/F ratings (orange) indicate a weaker school impact. VA is not, however, the determining factor for ranking the schools on this chart. Performance-index (PI) scores—a measure of student achievement—determine how the schools are ranked.
- ¹¹ The top-five charter average is the average of the top five PI scores of Ohio’s high-performing charter schools. (“High performing” is defined as charter schools that received an A or B rating in both PI and VA.) The top-five high-poverty charter average is the average of the top five PI scores of schools among Ohio’s high-performing charters that have the highest percentage of economically-disadvantaged students.
- ¹² Email on September 24, 2013 from Vicki Grosh, Ohio Department of Education, to Theda Sampson, Thomas B. Fordham Foundation.
- ¹³ Overall compliant (OC): The school met 90 percent or more of the requirements in a particular category.
Partially compliant (PC): The school met 70 to 89 percent of the requirements in a particular category.
Noncompliant (NC): The school met 69 percent or fewer of the requirements in a particular category. Note: a

designation of “unauditable” from the Ohio Auditor of State automatically results in financial and governance ratings of “noncompliant.”

¹⁴ Overall compliant (OC): The school met a majority of contractual and state-report-card academic requirements.

Partially compliant (PC): The school met half of contractual and state-report-card academic requirements.

Noncompliant (NC): The school met fewer than half of contractual and state-report-card academic requirements.

¹⁵ *Id.* at note 13.

¹⁶ *Id.* at note 13.



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