



# Fordham Sponsorship

ANNUAL REPORT

2021



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*Dear colleagues,*

*We're now well into the 2021–22 school year and schools are weathering yet another year in the pandemic. The challenges are huge, but we've learned a lot and benefited from experience in navigating these stormy waters. This time last year, just one school in the Fordham sponsorship family was offering in-person instruction, while several were about to switch from fully remote to hybrid. There were a lot of unknowns at the time, too, adding to the stress felt by school leaders and staff. When would there be a vaccine? Who would get it and when? Would schools that had resumed in-person instruction have to pivot to remote again? How many times? How much would students be affected academically and socially by months of online or hybrid learning? Would students who left come back?*

*In October 2021, we have answers to many of those questions. All twelve of our schools are open for in-person learning five days a week, and all are offering additional instructional time to address the heavy learning losses that occurred over the previous twenty months. Yet plenty of challenges remain. The bus-driver shortage has created a sometimes-chaotic transportation situation for schools and students and families alike. Gaps in the food supply chain have meant that schools are sometimes short of meals or the food they can serve is limited in quantity or quality. And some schools, including three sponsored by us, had to temporarily close due to the number of students and staff either sick or quarantining.*

*To its credit, Ohio persisted with state testing last year. As a result, we have deeply concerning evidence that student outcomes on those tests were lower (in some cases devastatingly lower) than prior to the pandemic. We report on school performance in the following pages, documenting how the combination of remote and hybrid learning contributed to student learning loss during the 2020–21 school year. Outcomes at all eleven of our schools that tested their students were lower across the board. In partial compensation, all the schools we authorize offered summer school to try to get kids back to the classroom and begin to address instructional, social, and emotional needs. We don't have hard data but have heard from our schools that the social and emotional impact of the pandemic on kids is real and shows itself in many ways.*

*In the coming months, our schools will utilize the unprecedented influx of federal recovery funding on strategies to address learning gaps, including providing intensive tutoring, extra time for instruction, updating aging technology and offering summer school, to name a few. We recognize that although these efforts will be tied to the federal recovery funds in the short term, we must sustain the work of catching students up long after the monies are gone—and that planning for such a time is crucial.*

*In closing, we acknowledge the very difficult work that our boards, school leadership teams, teachers, staff, volunteers, families, and students did last year and continue to do this year. We appreciate their dedication and commitment to doing their very best, in challenging circumstances, to succeed.*

Sincerely,



Kathryn Mullen Upton

Vice President for Sponsorship and Dayton Initiatives

## HISTORY OF THE THOMAS B. FORDHAM FOUNDATION AND INSTITUTE



*Fordham's roots go back six decades, when Thelma Fordham Pruett founded the Thomas B. Fordham Foundation in memory of her late husband, Dayton industrialist Thomas B. Fordham. Born in New York City in 1891, Mr. Fordham graduated from New York University in 1912 and attended Columbia University and New York Law School. During World War I, Mr. Fordham served as an industrial engineer in the U.S. Army and subsequently came to Dayton, Ohio, in 1920. He was a superintendent at the Delco Light Company, a manager at Frigidaire Corporation, and president of Leland Electric Company. Mr. Fordham founded the Ohio Federation of Foreman and played a significant role in launching the National Association of Foreman, where he served as president. He was a well-known and often-requested speaker on modern industry and personnel and management issues. In addition to his professional career, Mr. Fordham was involved in many Dayton civic organizations, clubs, and associations. Thomas B. Fordham died in Dayton in 1944 and is buried in Dayton's historic Woodland Cemetery and Arboretum with many of Dayton's most influential and respected leaders.<sup>1</sup>*

*The Thomas B. Fordham Foundation's current form began in 1997, when the foundation was relaunched as a rebirth of the Educational Excellence Network.*

**1959**

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

**1997**

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

**1997**

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

## OUR MISSION

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

**In order to improve student outcomes, boost upward mobility, and dramatically increase the number of young Americans prepared for college, career, and citizenship, we advance**

- Ambitious standards in all academic subjects, strong assessments of student learning, aligned and well-implemented curricula, and common-sense accountability for schools and children across the achievement spectrum and
- High-quality charter schools and other proven models of educational choice, particularly for the children and families that need them most.

**We promote educational improvement by**

- Producing relevant, rigorous research, analysis, and commentary for education practitioners and for policy makers at the national, state, and local levels;
- Incubating new ideas, innovations, organizations, and visionary leaders to advance educational excellence;
- Advancing sound policies in Ohio related to standards, assessments, results-driven accountability, equitable funding, school choice, and other important education reforms; and
- Serving as a model charter school authorizer and sharing our lessons throughout and beyond Ohio.



### 2001

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

### 2003

Fordham's Dayton office opens and serves as the base of the Foundation's Ohio operations.

### 2004

The Foundation is among the first nonprofits approved by ODE to sponsor charter schools in Ohio.

### 2005

The Foundation begins its charter school sponsorship work, based in Dayton, with thirteen schools in four Ohio cities.

## LEADERSHIP

Michael J. Petrilli (president) leads the Foundation and Institute, both of which are overseen by a board of trustees.

### David P. Driscoll

Former Commissioner of Education,  
Commonwealth of Massachusetts

### Chester E. Finn, Jr.

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

### Thomas A. Holton, Esq.

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

### Michael W. Kelly

President and CEO, Central Park Credit Bank

### Rod Paige

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

### Michael J. Petrilli

President, Thomas B. Fordham Foundation  
and Institute

### Ian Rowe

Resident Fellow, American Enterprise Institute

### Stefanie Sanford

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

### Caprice Young

President, Education Growth Group

## SENIOR STAFF

### Michael J. Petrilli

President

### Amber Northern

Senior Vice President for Research

### Gary LaBelle

Vice President for Finance and Operations

### Chad Aldis

Vice President for Ohio Policy and Advocacy

### Kathryn Mullen Upton

Vice President for Sponsorship and  
Dayton Initiatives

### Victoria McDougald

Chief of Staff

## SPONSORSHIP STAFF

### Kathryn Mullen Upton

Vice President for Sponsorship and  
Dayton Initiatives

### Theda Sampson, CNP

CNP, Director for Applications and Contracts

### Miles Caunin, JD

Controller

### Gwen Muhammad

Data Analyst

### DeAnna Sullivan

School Quality Analyst

### Lisa Halpin

School Quality Analyst

## 2007

The Foundation's sister organization, a public charity called the Thomas B. Fordham Institute, is founded. Today, the Institute is the face of almost all of our work.

## 2008

The Fordham Institute publishes its one hundredth report, *Sweating the Small Stuff*.

## 2014

Mike Petrilli becomes Fordham's second president.

## 2020

The Fordham Foundation begins its fifteenth year of sponsorship, with a portfolio of eleven schools in four Ohio cities serving 5,500 students.

## RESEARCH AND COMMENTARY

Our colleagues at the Thomas B. Fordham Institute, located in Washington, D.C., and Columbus, Ohio, produce quality research, analysis, and commentary on national and Ohio education issues. Highlights of some of their great work from last year follows.

### Robbers or Victims? Charter Schools and District Finances | February 2021

Opponents of charters contend that they drain district coffers, while proponents argue that it is charters that are denied essential funding. Yet too often, the claims made by both sides of this debate have been based on assumptions rather than hard evidence.



To address this gap, we partnered with scholar Mark Weber of New Jersey Policy Perspective, a think tank that advances economic, social, and racial justice in the Garden State. Weber analyzed district-level fiscal data collected between 2000 and 2017 to estimate the relationship between the local market share of independent charter schools—those not authorized by traditional school districts—and the finances of their “host” school districts in twenty-one states.

The report finds that, in most states, an increase in the percentage of students attending independent charter schools was associated with a significant increase in their host districts’

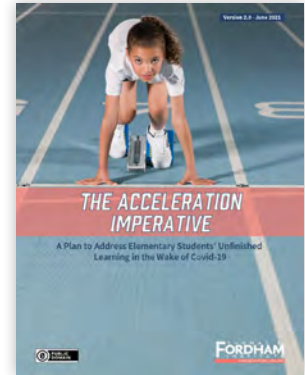
- Total revenue per pupil,
- Total spending per pupil,
- Local revenue per pupil, and
- Per-pupil spending on support services.

Notably, host districts’ instructional spending per pupil also remained neutral to positive in all twenty-one states, consistent with the [growing body of research](#) that suggests charter competition also has a neutral to positive effect on the achievement of students in traditional public schools.

Those who claim charter schools are hurting districts’ bottom lines may need a new line of attack.

### The Acceleration Imperative: A Plan to Address Elementary Students Unfinished Learning in the Wake of Covid-19 | March 2021

In school districts and charter school networks nationwide, instructional leaders are working to address the enormous challenges faced by their students, families, teachers, and staff over the past year. To help kick-start their planning process, we were proud



to publish *The Acceleration Imperative*, an open-source, evidence-based document created with input from dozens of current and former chief academic officers, scholars, and others with deep expertise and experience in high-performing, high-poverty elementary schools. It has four key design principles:

1. Many students—especially the youngest children in the highest-need schools—will require extra help coming out of the pandemic, particularly in the form of extended learning time, high-dosage tutoring, and expanded mental-health supports.
2. That extra help should complement, but cannot replace, what students need from schools’ core programs, such as high-quality curricula and positive school cultures.
3. To make up for what’s been lost, we need to focus on acceleration, not remediation. That means devoting the bulk of classroom time to challenging instruction at grade level or higher and giving all students access to a rich, high-quality curriculum in English language arts, mathematics, social studies, science, the arts, and more.
4. Decisions should be guided by high-quality research evidence whenever possible.



This resource is a living document that will continue to evolve with the input of readers. Practitioners can download and use it as a starting point or an aid for their own planning purposes, share their comments and experiences, and suggest edits for it on a wiki-style website, [www.caocentral.wiki](http://www.caocentral.wiki). It's also in the public domain, with no rights reserved, so feel free to plagiarize it at will!

[Click here](#) to view and download the latest version of The Acceleration Imperative on the CAO Central site.

### Is Ohio's Funding System Still Constitutional?

December 2020

Nearly a quarter century after the DeRolph v. Ohio decision, many still assume that the state's school funding system is unconstitutional.

In fact, the much-discussed Cupp-Patterson school funding plan has been billed by some as the long-awaited

constitutional system. But is the "unconstitutional" label still a fair characterization of Ohio's current funding arrangements?

Our new analysis, *Is Ohio's School Funding System Still Unconstitutional?* digs into the important questions that continue to be asked about school funding in Ohio:

- Is Ohio's school funding system adequate?
- Does Ohio rely excessively on property taxes?
- Is Ohio's school funding system equitable?
- Is school choice eroding district funding in Ohio?

We urge you to [download the report](#) and decide for yourself.

### Open Enrollment and Diversity in Ohio's Schools | January 2021

Approximately 85,000 Ohio students use interdistrict open enrollment to attend a neighboring school district. Titled *Open Enrollment and Student Diversity*



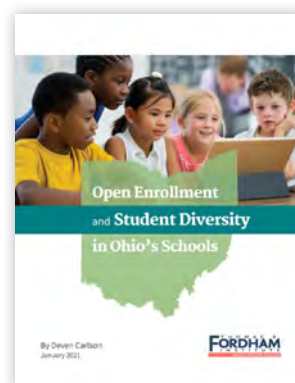
in Ohio's Schools, this new report examines whether these student transfers are creating more diverse schools or possibly worsening segregation.

To assess this question, Dr. Deven Carlson of the University of Oklahoma compares current segregation levels across

Ohio's 600-plus school districts to a counterfactual in which all students attend their home district (i.e., no open enrollment). Based on his analysis of ODE data for the 2012-13 to 2017-18 school years, the following findings emerge.

- Ohio school districts are highly segregated by race. As of 2017-18, 70.0 percent of Black students would need to change districts to achieve an even distribution (that is, each district's enrollment would reflect the state average of Black students). Segregation levels in Ohio are higher than the national average, where 61 percent of Black students would need to relocate.
- Ohio school districts are moderately segregated by socioeconomic status. Data for 2017-18 indicate that 49.8 percent of economically disadvantaged students in Ohio would need to move in order to reach an even distribution.
- Interdistrict open enrollment has virtually no effect on segregation across Ohio school districts. Without open enrollment, 69.6 percent of Black students would have needed to relocate in order to achieve an even distribution (instead of 70.0 percent). The impacts by socio-economic status are likewise very small.
- Open enrollment does not appear to impact segregation at an individual school level. Although detailed analyses for individual schools were not feasible, relying on simulations, Carlson finds little evidence to suggest that open enrollment has significantly increased or decreased segregation across Ohio's roughly 3,000 district schools.

Currently, about eight in ten Ohio districts voluntarily participate in open enrollment. However, many



suburban districts choose not to accept nonresident students—the map in the infographic below displays the geographic pattern of opt-outs for the 2017–18 school year. The lack of participation among more affluent districts, plus the relatively small share of the overall population represented by open enrollers, helps to explain the minimal impacts of open enrollment on student diversity.

To leverage the potential of interdistrict open enrollment as a tool for increasing access to quality public schools and to encourage more school diversity, we offer two policy recommendations: (1) all schools districts, subject to their capacity, should participate in open enrollment and (2) open enrollees should have viable transportation options.

[Download this report](#) to learn more about the analysis and to read our policy recommendations.

### Charter school sponsorship

Last school year, we provided monitoring, oversight, and technical assistance to eleven public charter schools, serving 5,500 students in four Ohio cities.

### Commitment and capacity

- In 2020–21, we employed four full-time and two part-time staff members dedicated to sponsorship and engaged consultants when necessary.
- Our sponsorship team’s expertise includes law, finance, facilities, education, nonprofit management, business management, data management, and compliance.
- We are grateful to rely on expertise from within our larger organization regarding data analysis, policy analysis, and research.
- Our sponsorship operation has a dedicated budget, which in 2020 ran a small deficit, with approximately \$740,897 in revenues and \$747,520 in expenses.
- We are proud to have a sponsorship fee that is structured to support our schools. Schools in our portfolio pay a fee based on a sliding scale, ranging from 1.5 to 2.0 percent of per-pupil funds, based on school enrollment. The bigger the enrollment beyond 300 students, the larger the savings in sponsorship fees for the school.

### Application process and decision making

- Our [application](#) for new schools is available online and is modeled on applications used by the National Association of Charter School Authorizers (NACSA).
- All applications are reviewed by teams of internal and external evaluators, each of whom are selected for their expertise and experience with the model proposed in the new school application.

### Performance contracting

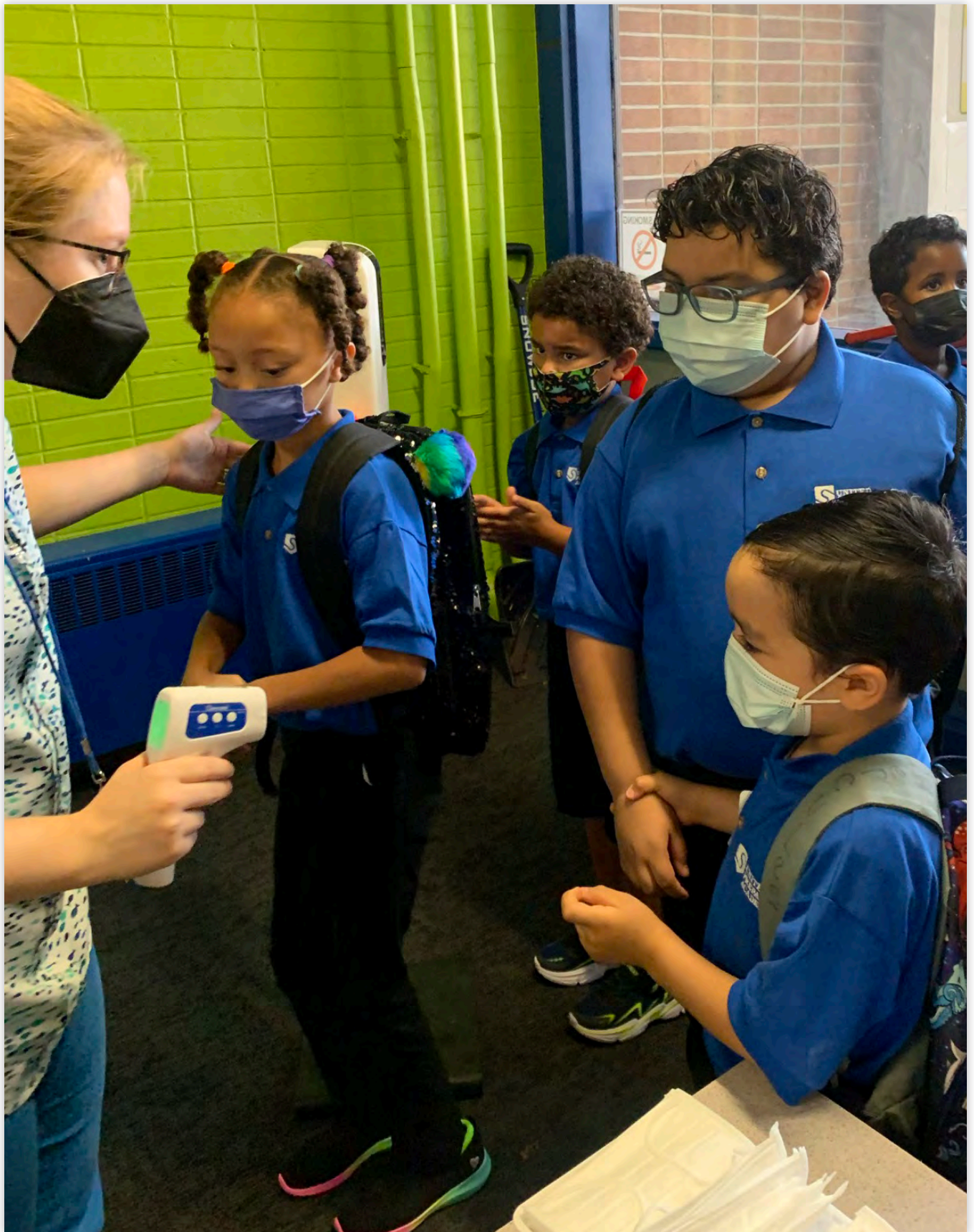
- The sponsorship contracts with all of our schools are available on [our website](#).
- All contracts include an accountability plan that addresses academic, financial, operations, and governance outcomes. Our standard accountability plan is included in the Appendix of this report.

### Ongoing oversight and evaluation

- Our school monitoring is done via our online compliance system, Epicenter.
- We conduct at least two formal site visits (fall and spring) at each school annually while classes are in session and attend most regular board meetings at every school.
- Finances are monitored monthly. School treasurers and board representatives are issued reports from the monthly treasurer-sponsor meetings that cover topics including but not limited to FTE and enrollment, cash management, working capital, CCIP restricted funds, and other financial compliance items.

### Revocation and renewal decision making

- Contract-renewal decisions are based on a school’s performance against its accountability plan. The length of renewal terms and any conditions attached may vary by school.
- When schools close, we implement our school-closure protocol, with the main goal of ensuring a smooth transition for students and families.

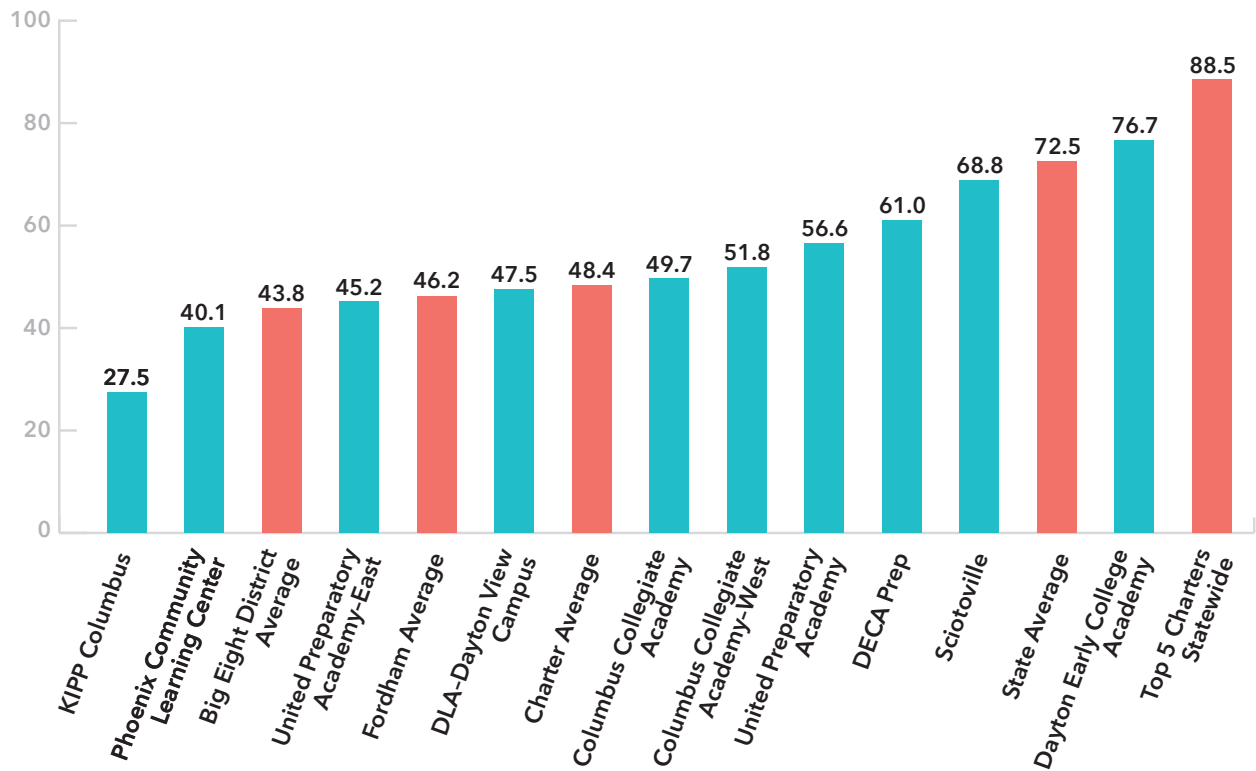


### SCHOOL PERFORMANCE ON STATE TESTS

ODE released most 2020-21 state assessment outcome data, though it did not assign letter grades for the different components that comprise a school's report card. ODE did not release certain composite value added (i.e., growth) data, which meant we were unable to rank our schools' value-added performance and benchmark against our usual markers (top five charter average, state average, Fordham average, charter average, and Big Eight district average). Thus, Chart 1, which focuses on proficiency outcomes, shows our usual ranking by performance index score.

It will surprise no one that our schools' proficiency outcomes are lower than they were pre-pandemic. This is, of course, attributable to the challenges schools faced in 2020-21: remote learning, hybrid schedules, changing health guidance, the effects of long-term remote learning on students' mental health and social and emotional learning, not to mention those families directly impacted by Covid itself. The challenge for schools and education stakeholders presently and for the foreseeable future is how to most effectively catch students up.

**Chart 1. Performance index scores of TBFF charter schools and selected benchmarks, 2020-21<sup>2</sup>**



**Table 1. Percent of untested students by school<sup>3</sup>**

School	% untested
Columbus Collegiate Academy	10.2%
Columbus Collegiate Academy-West	11.8%
Dayton Early College Academy	0%
DECA Prep	0.4%
Dayton Leadership Academies	0.2%

School	% untested
KIPP: Columbus	49.7%
The Phoenix Community Learning Center	3.6%
Sciotoville Community School	0%
United Preparatory Academy	9.3%
United Preparatory Academy-East	15.8%

It is important to point out that averages are weighted by the enrollment of each district or charter school. Per usual state policy, schools received zeros in the performance index calculations when students did not participate in state tests. Table 1 contains untested student detail by school.

## SCHOOL PERFORMANCE ON FORDHAM'S CONTRACTUAL ACCOUNTABILITY PLAN

Our Academic and Organizational Accountability Plan contains the contractual outcomes that our sponsored schools are expected to meet, including academic, financial, governance, and operations measures. There are four categories of school performance on these measures:

- (1) exceeds the standard,
- (2) meets the standard,
- (3) does not meet the standard, and
- (4) falls far below the standard.

Our Academic and Organizational Accountability Plan is included in the appendix for reference.

**Table 2. School performance on contractual measures, 2020-21<sup>4</sup>**

	PRIMARY ACADEMIC INDICATORS											
	Columbus Collegiate Academy-Main rating	Columbus Collegiate Academy-West rating	DLA-Dayton View Campus rating	DECA rating	DECA Prep rating	KIPP Columbus rating	Phoenix Community Learning Center rating	ReGeneration Bond Hill rating	Sciotoville Community School rating	United Preparatory Academy rating	United Preparatory Academy-East rating	
Performance Index (PI)	DNM	DNM	DNM	M	M	FFB	DNM		M	DNM	DNM	
Value Added (VA)												
Graduation Rate (4 year)				E		E	DNM		E			
Graduation Rate (5 year)				E					M			
K-3 Literacy Improvement			M		M	M	FFB	DNM	M	M	FFB	
Performance v. Local Market (PI)	DNM	M	M	E	E	FFB	FFB		E	E	DNM	
Performance v. Local Market (VA)												
Performance v. Statewide Charters (PI)	DNM	DNM	FFB	E	E	FFB	FFB		E	M	FFB	
Performance v. Statewide Charters (VA)												

*Columbus Collegiate Academy-Main rating*  
*Columbus Collegiate Academy-West rating*  
*DLA-Dayton View Campus rating*  
*DECA rating*  
*DECA Prep rating*  
*KIPP Columbus rating*  
*Phoenix Community Learning Center rating*  
*ReGeneration Bond Hill rating*  
*Sciotoville Community School rating*  
*United Preparatory Academy rating*  
*United Preparatory Academy-East rating*

SECONDARY ACADEMIC INDICATORS											
Value added: Overall	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR
Performance index: Overall	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR
Value Added: Gifted	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR
Value Added: Disabilities	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR
Value Added: Lowest 20%	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR
AMOs	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR
Dual Enrollment Credits											
Industry Credentials											
Honors Diplomas Awarded											
AP Score											
IB Score											
College Admission Test											
Regularly Administers Internal Growth Assessment	M	M	M	M	M	M	M	M	M	M	M
Met Majority of Internal Goals	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR

Columbus Collegiate Academy-Main rating  
 Columbus Collegiate Academy-West rating  
 DLA-Dayton View Campus rating  
 DECA rating  
 DECA Prep rating  
 KIPP Columbus rating  
 Phoenix Community Learning Center rating  
 ReGeneration Hill rating  
 Sciotoville Community School rating  
 United Preparatory Academy rating  
 United Preparatory Academy-East rating

FINANCIAL MEASURES OF SUCCESS (CURRENT YEAR)											
Ratio of Assets to Liabilities	E	E	E	E	E	E	FFB	FFB	E	E	E
Days Cash	E	E	E	E	E	E	M	FFB	E	E	E
Enrollment Variance	E	E	E	E	E	E	E	E	E	E	E
FINANCIAL MEASURES OF SUCCESS (PRIOR YEARS)											
Multi-year Ratio of Assets to Liabilities	E	E	E	E	E	E	E	NA	E	E	E
Cash Flow	E	E	M	E	E	M	M	NA	M	E	E
OPERATIONS/GOVERNANCE PRIMARY INDICATORS											
Records Compliance	E	E	E	M	M	E	E	E	E	E	E
On-Time Records Submission Rate	DNM	FFB	E	FFB	FFB	M	FFB	M	E	DNM	DNM
Financial Records Submitted Monthly	E	E	E	E	E	E	E	E	E	E	E
Annual Audit	E	E	E	M	M	E	E	M	E	E	E
LEA Special Education Performance Determination (most recent annual)	E	E	E	E	E	E	E	E	E	E	E

■ (1) exceeds the standard,  
■ (3) does not meet the standard, and

■ (2) meets the standard,  
■ (4) falls far below the standard.

Columbus Collegiate Academy-Main rating  
 Columbus Collegiate Academy-West rating  
 DLA-Dayton View Campus rating  
 DECA rating  
 DECA Prep rating  
 KIPP Columbus rating  
 Phoenix Community Learning Center rating  
 ReGeneration Hill rating  
 Sciotoville Community School rating  
 United Preparatory Academy rating  
 United Preparatory Academy-East rating

OPERATIONS/GOVERNANCE SECONDARY INDICATORS											
Five-Year Forecasts Submitted by Deadline	M	M	M	M	M	M	M	M	M	M	M
Pre-opening Assurances Documentation	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Annual report	M	M	M	M	M	M	M	DNM	M	M	M
Safety Plan and Blueprint Submitted to OAG (last three years)	M	M	M	DNM	DNM	M	M	M	M	M	M
Family Survey Results	E	E	E	E	E	E	E	E	E	E	E

As Table 2 demonstrates across the board, school performance on academic contractual measures was lower in 2020-21 than it was pre-pandemic. Most schools met most financial, operations, and governance indicators, although unlike in prior years, several schools struggled with on-time compliance submissions.





## SCHOOL PERFORMANCE ON OHIO DEPARTMENT OF EDUCATION'S SPONSOR-REPORTING REQUIREMENTS

The Ohio Department of Education (ODE) requires that all sponsors monitor and publicly report on the academic performance, fiscal performance, organization and operation, and legal-compliance components of each school.<sup>5</sup> Schools must be rated meets, exceeds, or did not meet in each category except legal compliance, which must be rated meets or did not meet.


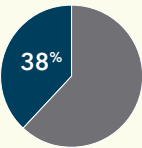
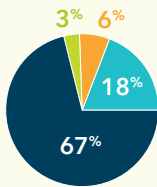
Table 3 details school performance on ODE's sponsor-reporting measures.



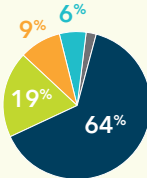
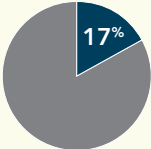
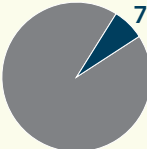
**Table 3: Ohio Department of Education school-monitoring summary**

	Academic performance <sup>6</sup>	Fiscal performance <sup>7</sup>	Legal compliance <sup>8</sup>	Organization and operation <sup>9</sup>
<b>PRIMARY ACADEMIC INDICATORS</b>				
Columbus Collegiate Academy-Main	DNM	E	M	E
Columbus Collegiate Academy-West	M	E	M	E
Dayton Leadership Academies-Dayton View Campus	M	E	M	E
DECA	E	E	M	M
DECA PREP	E	E	M	M
KIPP: Columbus	M	E	M	E
Phoenix Community Learning Center	DNM	M	M	E
Regeneration Bond Hill	M	DNM	M	M
Sciotoville Community School	E	E	M	M
United Preparatory Academy	M	E	M	E
United Preparatory Academy - East	DNM	E	M	E

■ (1) exceeds the standard,  
■ (3) does not meet the standard, and

■ (2) meets the standard,  
■ (4) falls far below the standard.

 <p><b>CITIZENS OF THE WORLD- CINCINNATI</b></p> <p>4324 Homer Avenue Cincinnati, OH 45227 <a href="https://cwccincinnati.org">https://cwccincinnati.org</a></p>	IRN: <b>019452</b>	Year opened: <b>2021</b>	Status: <b>Open</b>
	<p><b>Mission:</b> The mission of CWC Cincinnati is to provide an excellent public education focused on developing and demonstrating understanding while building connections within a diverse community.</p>		
	Grades served: <b>K-1</b>	Enrollment: <b>34</b>	
	<p><b>Demographics:</b></p> <div style="display: flex; justify-content: space-around;"> <div style="text-align: center;">  <p>38% Economically disadvantaged (ED)</p> </div> <div style="text-align: center;">  <p>67% 18% 6% 3%</p> <ul style="list-style-type: none"> <li>■ Black/non-Hispanic</li> <li>■ Hispanic</li> <li>■ Multiracial</li> <li>■ White/non-Hispanic</li> </ul> </div> </div>		
	<p><b>Management organization:</b> Citizens of the World Charter Schools (nonprofit)</p>		

 <p><b>UNITED SCHOOLS NETWORK</b></p> <p><b>COLUMBUS COLLEGIATE ACADEMY-MAIN</b></p> <p>1469 E. Main Street Columbus, OH 43205 <a href="https://www.unitedschoolsnetwork.org/cca-main">https://www.unitedschoolsnetwork.org/cca-main</a></p>	IRN: <b>009122</b>	Year opened: <b>2008</b>	Status: <b>Open</b>
	<p><b>Mission:</b> Transforming lives and our communities through the power of education.</p>		
	Grades served: <b>6-8</b>	Enrollment: <b>215</b>	
	<p><b>Demographics:</b></p> <div style="display: flex; justify-content: space-around;"> <div style="text-align: center;">  <p>100% Economically disadvantaged (ED)</p> </div> <div style="text-align: center;">  <p>64% 19% 6% 9%</p> <ul style="list-style-type: none"> <li>■ Black/non-Hispanic</li> <li>■ Hispanic</li> <li>■ Multiracial</li> <li>■ White/non-Hispanic</li> </ul> </div> </div>		
	<div style="text-align: center;">  <p>17% Students with disabilities</p> </div>		<div style="text-align: center;">  <p>7% Limited English proficiency</p> </div>
<p><b>Management organization:</b> United Schools Network (nonprofit)</p>			



**UNITED**  
SCHOOLS NETWORK

**COLUMBUS COLLEGIATE  
ACADEMY-WEST**

300 S. Dana Avenue  
Columbus, OH 43233

<https://www.unitedschoolsnetwork.org/cca-dana>

IRN: **012951**

Year opened: **2012**

Status: **Open**

Mission: Transforming lives and our communities through the power of education.

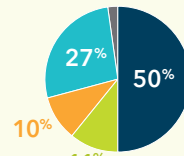
Grades served: **6-8**

Enrollment: **242**

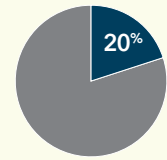
Demographics:



■ Economically disadvantaged (ED)



■ Black/non-Hispanic  
■ Hispanic  
■ Multiracial  
■ White/non-Hispanic



■ Students with disabilities

Management organization: **United Schools Network (nonprofit)**



**DAYTON LEADERSHIP  
ACADEMIES-DAYTON  
VIEW CAMPUS**

1416 W. Riverview Avenue  
Dayton, OH 45407

<http://www.daytonleadershipacademies.com>

IRN: **133454**

Year opened: **2000**

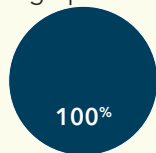
Status: **Open**

Mission: Dayton Leadership Academies challenges students to thrive and become leaders for today and tomorrow through a culture of joy and unwavering support based upon personalized goals, challenging academics, and partnerships with family and community.

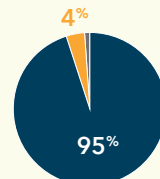
Grades served: **K-8**

Enrollment: **448**

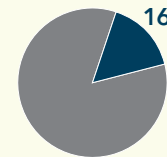
Demographics:



■ Economically disadvantaged (ED)


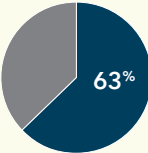
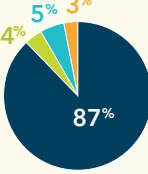
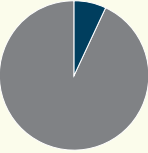



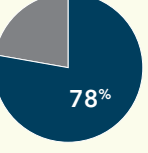
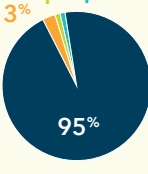
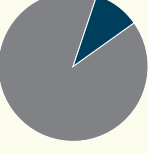
■ Black/non-Hispanic  
■ Multiracial



■ Students with disabilities

Management organization: **None**

 <b>DAYTON EARLY COLLEGE ACADEMY (DECA)</b> 1529 Brown Street Dayton, OH 45409 <a href="https://www.daytonearlycollege.org/campuses/deca-high">https://www.daytonearlycollege.org/campuses/deca-high</a>	IRN: <b>009283</b>	Year opened: <b>2007</b>	Status: <b>Open</b>	
	Mission: Dayton Early College Academy prepares future college students today to become the future leaders of our community tomorrow.			
	Grades served: <b>9-12</b>	Enrollment: <b>355</b>		
	Demographics:	 63%	 87%	 7%
	Management organization: <b>None</b>			

 <b>DECA PREP</b> 200 Homewood Avenue, Dayton, OH 45405 (grades K-4); 110 N. Patterson Boulevard, Dayton, OH 45402 (grades 5-8) <a href="https://www.daytonearlycollege.org/campuses/deca-middle">https://www.daytonearlycollege.org/campuses/deca-middle</a> <a href="https://www.daytonearlycollege.org/campuses/deca-prep">https://www.daytonearlycollege.org/campuses/deca-prep</a>	IRN: <b>012924</b>	Year opened: <b>2012</b>	Status: <b>Open</b>	
	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: <b>K-8</b>	Enrollment: <b>927</b>		
	Demographics:	 78%	 95%	 10%
	Management organization: <b>None</b>			

# KIPP COLUMBUS

## KIPP COLUMBUS

2800 Inspire Drive  
Columbus, OH 43224  
(primary and early learning center);

2900 Inspire Drive  
(elementary and middle schools);

2980 Inspire Drive  
(high school);

2950 Inspire Drive  
(environmental center)

<http://kippcolumbus.org>

IRN: **009997**

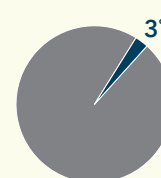
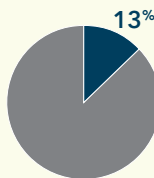
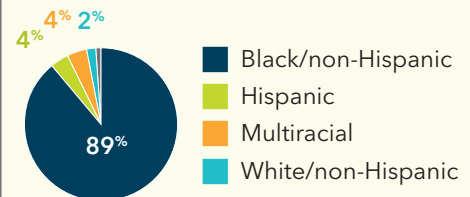
Year opened: **2008**

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-12** Enrollment: **1,959**

### Demographics:



Management organization: **None**



## PHOENIX COMMUNITY LEARNING CENTER

3595 Washington Avenue  
Cincinnati, OH 45229  
<http://www.phoenixclc.org>

IRN: **133504**

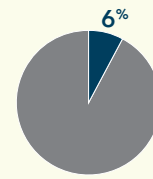
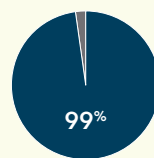
Year opened: **2001**

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: **295**

### Demographics:



Management organization: **None**

## ReGeneration Schools

### REGENERATION BOND HILL

5158 Fishwick Drive  
Cincinnati, Ohio 45216

<https://regenerationschools.org/cincinnati-bond-hill>

IRN: 017490

Year opened: 2019

Status: **Open**

Mission: To prepare its students to enter and succeed in college through effort, achievement, and the content of their character.

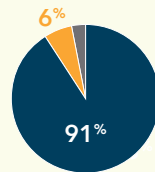
Grades served: **K-3**

Enrollment: **200**

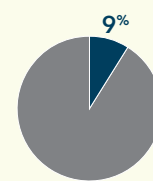
#### Demographics:



■ Economically disadvantaged (ED)



■ Black/non-Hispanic  
■ Multiracial



■ Students with disabilities

Management organization: **ReGeneration School (nonprofit)**



## SCIOTOVILLE COMMUNITY SCHOOL

### SCIOTOVILLE COMMUNITY SCHOOL

224 Marshall Avenue  
Portsmouth, OH 45662 (grades 6-12);  
5540 Third Street  
Portsmouth, OH 45662 (grades K-5)

<https://easttartans.org>

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.

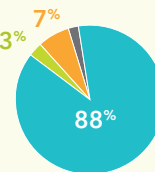
Grades served: **K-12**

Enrollment: **364**

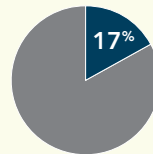
#### Demographics:



■ Economically disadvantaged (ED)


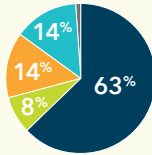

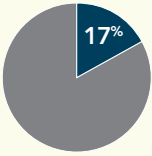
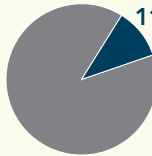



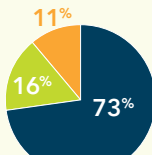
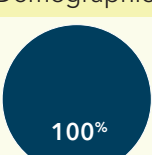
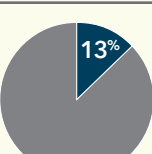
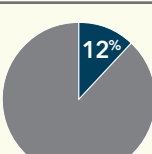
■ White/non-Hispanic  
■ Hispanic  
■ Multiracial



■ Students with disabilities

Management organization: **None**

 <p><b>UNITED</b> SCHOOLS NETWORK</p> <p><b>UNITED PREPARATORY ACADEMY</b></p> <p>300 S. Dana Avenue Columbus, OH 43233</p> <p><a href="https://www.unitedschoolsnetwork.org/uprep-state">https://www.unitedschoolsnetwork.org/uprep-state</a></p>	IRN: <b>014467</b>	Year opened: <b>2014</b>	Status: <b>Open</b>	
	Mission: Transforming lives and our communities through the power of education.			
	Grades served: <b>K-5</b>	Enrollment: <b>297</b>		
	Demographics:		 <ul style="list-style-type: none"> <li>Black/non-Hispanic</li> <li>Hispanic</li> <li>Multiracial</li> <li>White/non-Hispanic</li> </ul>	
	 <ul style="list-style-type: none"> <li>Economically disadvantaged (ED)</li> </ul>	 <ul style="list-style-type: none"> <li>Students with disabilities</li> </ul>		
	 <ul style="list-style-type: none"> <li>Limited English proficiency</li> </ul>		Management organization: <b>United Schools Network (nonprofit)</b>	

 <p><b>UNITED</b> SCHOOLS NETWORK</p> <p><b>UNITED PREPARATORY ACADEMY-EAST</b></p> <p>31 N. 17th Street Columbus, OH 43203</p> <p><a href="https://www.unitedschoolsnetwork.org/uprep-east">https://www.unitedschoolsnetwork.org/uprep-east</a></p>	IRN: <b>016858</b>	Year opened: <b>2017</b>	Status: <b>Open</b>	
	Mission: Transforming lives and our communities through the power of education.			
	Grades served: <b>K-4</b>	Enrollment: <b>193</b>		
	Demographics:		 <ul style="list-style-type: none"> <li>Black/non-Hispanic</li> <li>Hispanic</li> <li>Multiracial</li> </ul>	
	 <ul style="list-style-type: none"> <li>Economically disadvantaged (ED)</li> </ul>	 <ul style="list-style-type: none"> <li>Students with disabilities</li> </ul>		
	 <ul style="list-style-type: none"> <li>Limited English proficiency</li> </ul>		Management organization: <b>United Schools Network (nonprofit)</b>	

## ACADEMIC AND ORGANIZATIONAL ACCOUNTABILITY PLAN (K-12)

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

To be considered for contract renewal, the GOVERNING AUTHORITY is expected to have “achieved” the standard as specified herein, which is the SPONSOR’s minimum expectation for the School. 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. The SPONSOR will also consider the school’s Local Report Card, as issued by ODE and incorporated by reference herein.

All indicators are reviewed annually and are also reviewed over the term of the contract at renewal.

Primary academic indicators	Exceeds the standard	Meets the standard	Does not meet the standard	Falls far below the standard
PI <sup>10</sup>	80% or higher	50%-79%	30%-49%	29% and below
VA <sup>11</sup>	Greater or equal to +2	Greater or equal to -2 but less than +1	Greater or equal to -2 but less than -3	Greater or equal to to -3
Graduation rate (four years)	89% - 100%	79% - 88.9%	69% - 78.9%	Below 69%
Graduation rate (five years)	90%-100%	80%-89.9%	60%-79%	Below 69%
Improving at-risk K-3 readers	56.6% - 78.2%	13.2% - 56.5%	5% - 13.1%	Below 5%
Performance versus local market: <sup>12</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 VA score	Ranked in 70th-79th percentile in VA score	Ranked in 50th-69th percentile in VA score	Ranked in bottom 49th percentile in VA score
Performance versus statewide charters: PI	Ranked in top 20th percentile in PI score	Ranked in 70th-79th percentile in PI score	Ranked in 50th-69th percentile in PI score	Ranked in bottom 49th percentile in PI score
Performance versus statewide charters: VA	Ranked in top 20th percentile in VA score	Ranked in 70th-79th percentile in VA score	Ranked in 50th-69th percentile in VA score	Ranked in bottom 49th percentile in VA score



Secondary academic indicators	Exceeds the standard	Meets the standard	Does not meet the standard	Falls far below the standard
VA: Overall grade	A or B	C or D	F	NA
PI: Overall grade	A or B	C or D	F	NA
VA: Gifted	A or B	C or D	F	NA
VA: Disabilities	A or B	C or D	F	NA
VA: Lowest 20%	A or B	C or D	F	NA
AMOs (gap closing)	A or B	C or D	F	NA
Dual-enrollment credits	A or B	C or D	F	NA
Industry credentials	A or B	C or D	F	NA
Honors diplomas awarded	A or B	C or D	F	NA
AP score	A or B	C or D	F	NA
IB score	A or B	C or D	F	NA
College admission test	A or B	C or D	F	NA
School regularly administers internal growth assessment	NA	Yes	No	NA
School met a majority of its internal goals (section A.7 of this contract)	NA	Yes	No	NA

# VI Appendix: Academic and organizational accountability plan

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>13</sup>	Actual enrollment equals or is within 95% of budgeted enrollment in the most recent year	Actual enrollment is 90%-95% of budgeted enrollment in the most recent year	Actual enrollment is 80%-90% of budgeted enrollment in the most recent year	Actual enrollment is less than 80% of budgeted enrollment in the most recent year

Financial measures of success (prior years)	Exceeds the standard	Meets the standard	Does not meet the standard	Falls far below the standard
Multiyear ratio of assets to liabilities <sup>14</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 2 of the 3 most recent 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 2 most recent years	Cash flow is not positive for at least 1 of the 2 most recent years	Cash flow is negative for any 2 consecutive years

Operations/ governance primary indicators	Exceeds the standard	Meets the standard	Does not meet the standard	Falls far below the standard
Records compliance <sup>15</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 fewer than three of the following: findings, noncompliance citations, questioned costs, material weaknesses, or findings for recovery (less than \$5,000 combined), as set forth in the audit	Audit contains three or more of the following: findings, noncompliance citations, questioned costs, material weaknesses, or findings for recovery (in excess of \$5,000 combined), as set forth in the audit
LEA special-education performance determination (most recent annual) <sup>16</sup>	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 the ODE by statutory deadlines		Yes	No	
Preopening assurances documentation		Completed and available 10 days before the first day of school	Not completed and not available 10 days before the first day of school	
Annual report		Submitted to parents and the sponsor by the last day of October	Not submitted to parents and the sponsor by the last day of October	
Safety plan and blueprint submitted within the last three years to the Ohio Attorney General		Yes	No	
Family-survey results	80% or greater overall satisfaction with the school	60%-79% overall satisfaction with the school	40%-59% overall satisfaction with the school	39% or less overall satisfaction with the school

Financial, governance, and compliance data are from monitoring data maintained in the Thomas B. Fordham Foundation’s Epicenter system. Audit information is the most recently available from the Ohio Auditor of State website.

In the directory of schools, the Internal Retrieval Number (IRN) and year open are from the Ohio Educational Directory System. The demographics and enrollment information are from each school’s 2020-21 state report card, as published by ODE. School mission information is from school sponsorship contracts. Enrollment and demographic information for Citizens of the World-Cincinnati is reported by the school.



1. Source: Woodland Cemetery and Arboretum.
2. Source: ODE. Notes: PI measures overall student achievement in a school on a scale of 0-120. The PI calculation places more weight on higher test scores. All averages are weighted by total student enrollment of the schools.
3. Source: Ohio Report Cards.
4. Rating key: exceeds the standard = E, meets the standard = M, did not meet the standard = DNM, and falls far below the standard = FFB. Data key: not applicable (NA) indicates that these data are not applicable due to the grade level in the school's contract, and not rated (NR) indicates that these data are not available.
5. 20020-21 ODE Sponsor Annual Performance Report Guidance (September 2021).
6. ODE requires that sponsors report whether a school meets, exceeds, or did not meet the standards for academic performance. Meets (M): the school met half or more of contractual academic indicators. Exceeds (E): the school met all contractual academic indicators. Did not meet (DNM): the school met fewer than half of contractual academic indicators. NA: unable to determine due to lack of state assessment date.
7. ODE requires that sponsors report whether a school meets, exceeds, or did not meet the standards for fiscal performance. Meets (M): the school met half or more of contractual fiscal indicators. Exceeds (E): the school met all contractual fiscal indicators. Did not meet (DNM): the school met fewer than half of contractual fiscal indicators.
8. ODE requires that sponsors report whether a school meets or did not meet the standard for legal compliance. Meets (M): the school met half or more of contractual legal compliance indicators. Did not meet (DNM): the school met fewer than half of contractual legal compliance indicators. Legal compliance comprises the operations/governance primary indicators portion of contractual indicators.
9. ODE requires that sponsors report whether a school meets, exceeds, or did not meet the standards for organizational and operational performance. Meets (M): the school met half or more of contractual organizational and operational indicators. Exceeds (E): the school met all contractual organizational and operational indicators. Did not meet (DNM): the school met fewer than half of contractual organizational and operational indicators. Operation and organization comprise the operations/governance secondary indicators portion of the contractual indicators.
10. The PI percentage is calculated as follows: school's PI score divided by 120 (the highest possible PI score).
11. The VA score is a statistical estimate intended to convey how much a school has contributed to student learning. A higher VA score conveys greater confidence that, on average, the school has contributed more than one standard year of academic growth; a lower VA score conveys greater confidence that the school has, on average, not contributed more than one standard year of academic growth.
12. "Local market" includes other charter schools (excluding virtual and dropout-recovery charter schools, as designated by ODE) in the county in which a school is located, as well as comparable district schools in the charter school's serving district, as designated by ODE.
13. The enrollment variance depicts actual enrollment divided by enrollment projection in the charter school's board-approved budget.
14. This ratio depicts the relationship between a school's annual assets and liabilities, covering the last three years, based on the most recently audited financial statements.
15. Represents the percentage of records reviewed that were accurate and complete during the school year.
16. 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.



Thomas B. Fordham Foundation

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