



CLIMBING to QUALITY

2007-08

Fordham Sponsorship
Accountability Report

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

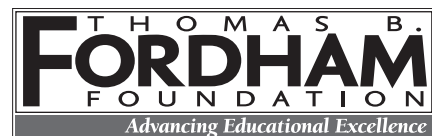


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Acknowledgments

The Thomas B. Fordham Foundation (Fordham) would like to recognize several organizations and individuals with whom we worked in 2007-08. First and foremost, we would like to acknowledge the staff, leadership, and governing authorities at each of our sponsored schools for their efforts and hard work. Additionally, we greatly appreciate the generosity of the Bill and Melinda Gates Foundation, which has been essential in supporting and building the sponsorship program at Fordham.

We are also grateful to Chas Kidwell and his colleagues at Porter, Wright, Morris & Arthur for their advice and counsel; Bryan Hassel and his team at Public Impact for their input and collaboration on several projects this past year; Joey Gustafson of J.M. Consulting for her work evaluating Fordham-sponsored schools; the Office of Community Schools at the Ohio Department of Education; Larry Brannan and his team at Corporate Computer; and the National Association of Charter School Authorizers (NACSA).

Mission Statement of the Thomas B. Fordham Foundation

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

Our work is grounded in these convictions:

- schools exist to meet the educational needs of children, not the interests of institutions or adults;
- the path to increased student learning is to set ambitious standards; employ rigorous assessments; and hold students, teachers, and schools accountable for performance, while giving educators the freedom, authority, and resources they need to do the job;
- every school should deliver a comprehensive, content-rich curriculum taught by knowledgeable teachers; and
- all parents should have the opportunity to select among a variety of high-quality schools for their children.

We advance the reform of American education by:

- engaging in solid research and provocative analysis;
- disseminating information and ideas that shape the debate;
- supporting quality schools and organizations in our hometown of Dayton and across the state of Ohio;
- identifying and developing talent for roles in education policy leadership and scholarship;
- sponsoring charter schools in Ohio and building their academic excellence; and
- informing policy makers at every level about promising solutions to pressing education problems.

The Year in Review: 2007-08

We've learned a lot these past three years as a sponsor and are certain to learn more in the coming years. Sharing these lessons is important—one reason we devote time, energy, and money on this annual sponsorship report. Through it, we hope to help readers to understand the complexities of charter schools and better appreciate the hard work of teachers, school leaders, and board members who are serving not only in the schools we sponsor but in schools around the state and nation to make a difference in the lives of children who desperately need it.

Ohio has the sixth highest number of students enrolled in charters in America with 300-plus charter schools enrolling more than 80,000 students. Five percent of Ohio's public school students attend a public charter school. With 28 percent of its public

school students enrolled in charter schools, our hometown of Dayton has the third-highest percentage of students enrolled in charter schools of any American city, and four of the top ten cities are in Ohio (Youngstown, Cleveland, and Toledo join Dayton on the list).¹

2007-08 was another year of change for Fordham's sponsorship program. We worked with governing authorities to close three schools, we parted company from two additional schools, and we—for the first time in our sponsorship experience—helped birth two new schools. Since we began serving as a charter authorizer in June 2005, three of our 10 original sponsored schools have closed and three have moved on to other sponsors. Table I below depicts this evolution.

Table I: Fordham's changing portfolio of sponsored schools, 2005-present

School Name	Contract start date	Contract status
Dayton Academy	July 1, 2005	Active
Dayton View Academy	July 1, 2005	Active
Phoenix Community Learning Center	July 1, 2005	Active
Springfield Academy of Excellence	July 1, 2005	Active
Moraine Community School	July 1, 2005	Ended - March 2006
Cincinnati Speech and Reading Center	July 1, 2005	Ended - January 2008
W.E.B. DuBois Academy	July 1, 2005	Ended - January 2008
Veritas/Cesar Chavez Academy	July 1, 2005	Closed - January 2008²
Omega School of Excellence	July 1, 2005	Closed - June 2008
East End Community School	July 1, 2005	Closed - June 2008³
Columbus Collegiate Academy	July 1, 2008	New
KIPP: Journey Academy	July 1, 2008	New

THREE SCHOOLS CLOSED

During 2007-08, these schools closed: Omega School of Excellence in Dayton, East End Community School in Dayton, and Veritas/Cesar Chavez Academy in Cincinnati. The decisions to close them were made in consultation with their governing authorities, based on facts and circumstances specific to each school. The reasons in each instance were different, but in no case was the decision made lightly or without challenges.

The Omega School of Excellence

The leaders of the Omega Baptist Church in Dayton founded the school in 1999. From its inception, the school's primary goal was to teach disadvantaged students in grades five through eight the academic skills and attitudes they needed to succeed at the best high schools in Dayton and beyond. During the school's eight years of operation dozens of students won scholarships to top local private schools and some of the country's best prep schools.

Omega was originally modeled after the acclaimed Knowledge is Power Program (KIPP) schools. During Omega's early years, it had an intensive 57-hour instructional week with an emphasis on leadership, self-discipline, and academic achievement. The school's successes in these years were driven in large part by the vision, energy, and commitment of its founder and director. In 2005, she had to shoulder more church responsibilities as her husband—and church co-pastor—was quite ill. Additionally, teachers and parents alike turned against the extended days and Saturday classes, which were central to the school's early success. As the school cut back on instructional hours, and without the ever-present guidance of its founder, Omega encountered difficulties. Several school leaders turned over in rapid succession. Enrollment dropped, and the school found itself struggling financially and academically.

In 2006, Omega's board engaged a small nonprofit charter management company—Keys to Improving Dayton Schools, Inc. (k.i.d.s.)—to reconstitute the school. The school received a new leader, new teachers, new hours, and a new grade structure. It also re-

ceived a serious infusion of philanthropic support (including from Fordham). There was much energy around the reconstitution effort. Yet despite the hard work of k.i.d.s., the school's teachers, and its administrators, Omega's enrollment never went much above 100 students. This low enrollment persisted even though the school made real academic gains in 2006-07. The economics of a charter school with only 100 students are not sustainable over the long haul, at least in Ohio, even with substantial outside assistance. The school's leadership (and Fordham as its sponsor), faced grave financial uncertainties going into the 2008-09 school year. Rather than roll the dice, Fordham and the school's governing authority made the hard decision in April to cease operations at the end of the year and announced this to the staff and parents at that time.

Between April and the last day of class in June, we worked in tandem with the school's leadership and the staff of k.i.d.s. to navigate the closure process. This included ensuring that students continued to show up to school and were educated, that teachers continued to show up to work, that bills were paid, and that the school stayed in compliance with applicable state and federal laws. Despite some tough moments along the way, Omega made it to its final day in June without an exodus. It also paid its bills and met its financial commitments to staff and vendors. Parting from this valiant little school was painful for all concerned.

East End Community School

East End Community School opened in 2001 (Fordham assumed sponsorship responsibilities in July 2005). Its mission and purpose from the start were connected to the community of east Dayton, not only to educating children but also to giving students, parents, teachers, and school leaders a voice in decisions that affected them and their school.

Facilities, however, turned out to be an overwhelming challenge. Dayton Public Schools (DPS) are in the midst of a \$600 million-plus school construction program, while the community's largest charter schools have buildings constructed with private dol-

lars. Charter schools in Ohio receive no public dollars for school facilities; so small independent operators without deep pockets face serious facility challenges. In 2006, East End's governing authority started negotiations with DPS to become a district-sponsored charter school housed in a new facility built by the district.

By 2007, East End enrolled more than 250 students, based in a church that was itself struggling with a shrinking congregation and ensuing fiscal challenges. In May 2008, the school's governing authority and DPS reached an agreement whereby East End would cease operating as an independent charter school, and the children would be encouraged to enroll in the district's newly-built Ruskin Elementary School. Many of the teachers and staff from the East End Community School subsequently took positions with DPS at Ruskin. This marriage of convenience followed from the fact that the district had a new building that it needed to fill with pupils, while East End had students but no suitable facility. As sponsor, Fordham supported this marriage and provided legal and technical assistance to facilitate it.

Veritas/Cesar Chavez Academy

The Veritas/Cesar Chavez Academy opened in July 2005 as a sister school to the W.E.B. DuBois Academy. Its mission was to serve gifted students from inner city Cincinnati. Located in Cincinnati's Over-the-Rhine neighborhood, from day one it struggled to enroll students. At the close of 2006-07, the school's governing authority voted to suspend day-to-day operations. In January 2008, the governing authority agreed to a mutual termination of its sponsorship contract with the Thomas B. Fordham Foundation.

PARTING FROM TWO SCHOOLS

W.E.B. DuBois Academy and Cincinnati Speech and Reading Center

On November 1, 2006, we placed the W.E.B. DuBois Academy family of schools (DuBois, the Cincinnati Speech and Reading Center (CSRC), and the Veritas/Cesar Chavez Academy) on probation be-

cause they had neglected their academic programs, had fallen into financial crisis, and were out of compliance with basic state obligations. Much of this difficulty followed in the wake of the schools' founder and head abruptly leaving his post as a result of his own acute difficulties with the law. The situation was a bona fide education tragedy. The W.E.B. DuBois Academy had been the highest-rated charter school in the state, had been praised in the United States Congress, and had been visited by Ohio's governor. Yet it and its sister schools were in free fall.

At the close of the 2006-07 school year, with the "compliance" issues under control but the schools' academic performance was unsatisfactory and their education program in disarray, Fordham faced two options: close these schools or allow them to continue. (State law allows a sponsor to keep a school on probation for only one year.) We thought seriously about closing the schools because they did not meet our educational expectations or their own contractual obligations with regard to curriculum, instruction, and student achievement. Then we examined the school options in the community that would be available to the 500 or so children in the DuBois "family" who would be stranded if these schools closed. We found that the academic performance of other district and charter schools available to those girls and boys was woeful—worse, actually, than in the DuBois schools. (About 18,600 students in Cincinnati attended public schools with lower state ratings than the W.E.B. DuBois Academy's 2007 "Continuous Improvement" rating.) In other words, if we closed these schools, odds were strong that their pupils would wind up in even lower performing schools. Instead, we decided to negotiate an agreement with the schools' leadership to keep two of the three schools open (DuBois and CSRC), while suspending operations at the third (Veritas).

On May 4, 2007, we signed a Memorandum of Understanding with the chairs of the schools' Governing Authorities that suspended operations at Veritas and outlined an improvement plan to remedy academic deficiencies at DuBois and CSRC. Key elements of that plan included:

1. Realigning the schools' grade levels to better target instruction;
2. Acquiring strong new academic leadership and/or engaging an outside school management organization to create and implement a revised academic program for the sponsorship contract, with "said revision to be completed to the satisfaction of both parties by September 30, 2007;" and
3. Showing notable success in redesigning and implementing the new academic program (including curricular scope-and-sequence, formative assessments, etc.), and aligned assessments by December 31, 2007.

From June through September 2007, DuBois and CSRC made progress. They began the 2007-08 year in far better shape organizationally than 2006-07. Yet when they presented their new education plan to us, pursuant to point two above, we concluded that it was not what their students deserved or needed. It simply did not meet our standards of quality education and, after investing enormous amounts of time and money in this relationship and efforts to strengthen the schools, we reluctantly concluded that they were not likely to meet our standards anytime soon.

What to do? The schools didn't deserve to be closed down—and there was almost no chance that doing so would benefit their students. Yet they weren't good enough – and we couldn't afford to keep trying to nudge them into getting better. Bottom line: we concluded that it was time to end our relationship. In December 2007, we agreed to close Veritas and part ways with DuBois and CSRC, i.e. to cease sponsoring them. DuBois and CSRC subsequently signed sponsorship agreements with Educational Resource Consultants of Ohio, Inc. At the end of 2007-08, as you will see below, neither school made Adequate Yearly Progress. Their state academic ratings were Academic Emergency in the case of W.E.B. Dubois (down from Continuous Improvement the previous year) and Academic Watch in the case of CSRC (up from Academic Emergency).

OPENING TWO NEW SCHOOLS

Though Fordham's portfolio of schools shrank by five schools in 2008, the year also saw two new Fordham-sponsored schools open their doors and marked our first foray into sponsoring schools in Columbus.

KIPP: Journey Academy

KIPP: Journey Academy, the first Knowledge is Power Program (KIPP) school in Ohio, opened in Columbus in August 2008. It serves fifth-grade students in the Linden neighborhood of Columbus and plans to grow by one grade per year, until it serves grades five through eight.

Its mission is "to develop students with disciplined minds that are committed to academic excellence and leadership so that they will be successful in college preparatory high schools and competitive colleges of their choosing." The school expects that graduating students will enter and complete college-prep high schools and then college. For additional information, please visit: <http://www.kippjourney-academy.org/index.html>.

Columbus Collegiate Academy

Columbus Collegiate Academy (CCA) opened in September 2008 in the Weinland Park neighborhood of Columbus. It currently serves sixth-grade students and will add one grade per year through grade eight. CCA is led by founder Andrew Boy who formerly taught in Cincinnati and (in 2007-08) participated in the Building Excellent Schools Fellowship program, where he received leadership training at some of the top charter schools in the country (<http://www.buildingexcellentschools.org/>).

Central to CCA's mission are high expectations for scholarship and behavior in an achievement-oriented culture. The college-prep curriculum is founded on the beliefs that all students have the ability to achieve academic excellence, all students thrive in a highly disciplined school environment, all students must be prepared to excel in demanding high schools en route to selective colleges, and all students deserve outstanding teachers who produce outstanding results. For additional information, please visit: <http://www.columbuscollegiate.org/>.

SECTION I:

The Fordham Sponsorship Program

Accountability - A Solemn Responsibility

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

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

Fordham's Oversight Responsibilities

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

- monitoring and evaluating the compliance of each Fordham-sponsored school with all laws and rules applicable to it;
- monitoring and evaluating the educational and fiscal performance, organizational soundness, and effective operation of the school;
- monitoring and evaluating the contractual commitments that the schools have made with 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.

At the start of the 2008-09 school year, Fordham had sponsorship responsibility for six charter schools in four communities:

Cincinnati

Phoenix Community Learning Center

Columbus

Columbus Collegiate Academy
KIPP: Journey Academy

Dayton

Dayton Academy
Dayton View Academy

Springfield

Springfield Academy of Excellence

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

Accountability Plan

The accountability plan is the crux of each school's contract and establishes the academic, financial, and organizational performance standards that Fordham uses to evaluate the schools. Transparent accountability plans allow all school stakeholders to understand the minimum required performance measures of the school. The "Profiles" section of this report shows the performance to date of each Fordham-sponsored school. (Let's be candid: we're less than thrilled with the overall performance of the schools in the Fordham portfolio in 2007-08.)

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.

How Fordham's Charter Contract Defines Academic Effectiveness

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

Academic achievement indicators

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

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

The second most important indicator is that the school will:

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

Additional contractual goals call upon the school to:

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

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

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

(AYP) and earning a state rating of (at least) Continuous Improvement, the school will face consequences.

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

Technical Assistance Efforts

Fordham encourages the schools it sponsors to solve problems themselves. It provides such encouragement via regular communications, notices, and, when necessary, limited interventions (such as putting a school on probation). In addition, Fordham offers referrals to competent sources of tech-

Table II: Sponsor duties under No Child Left Behind

Number of consecutive years AYP missed:	Action taken by Fordham Foundation as Sponsor:
After 2 consecutive years of missed AYP (a.k.a. Improvement Year 1)	<p>Fordham sends a letter to parents of all students enrolled; stating that the school failed to meet AYP, the actions being taken to improve, and the progress achieved towards improvement goals during the previous year, if any. The letter also informs parents of other area public school options (a.k.a. “public school choice” under NCLB).</p> <p>The school develops a plan to improve. The plan must address each of the following:</p> <ol style="list-style-type: none"> (1) An analysis of the reasons for the failure of the district or building to meet any of the applicable performance indicators and an analysis of the reasons for its failure to make adequate yearly progress; (2) Specific strategies that the district or building will use to address the problems in academic achievement; (3) Identification of the resources that the district will allocate toward improving the academic achievement of the district or building; (4) A description of any progress that the district or building made in the preceding year toward improving its academic achievement; (5) An analysis of how the district is utilizing the professional development standards adopted by the state board; and (6) Strategies that the district or building will use to improve the cultural competency of teachers and other educators.
After 3 consecutive years of missed AYP (a.k.a. Improvement Year 2)	<p>Fordham sends a letter to parents of all students, setting forth other area public school options, and informing parents of the availability of Supplemental Education Services (SES) (a.k.a. tutoring).</p> <p>The school implements its improvement plan.</p>
After 4 consecutive years of missed AYP (a.k.a. Improvement Year 3)	<p>Fordham sends a letter to parents of all students, setting forth other area public school options, and informing parents of the availability of Supplemental Education Services (SES) (a.k.a. tutoring).</p> <p>The Governing Authority, with oversight from the sponsor, ensures the implementation of the corrective action, which includes at least one of the following:</p> <ol style="list-style-type: none"> (1) Institute a new curriculum that is consistent with the statewide academic standards; (2) Decrease the degree of authority the building has to manage its internal operations; (3) Appoint an outside expert to make recommendations for improving the academic performance of the building. The district may request the department to establish a state intervention team for this purpose. (4) Extend the length of the school day or year; (5) Replace the building principal or other key personnel; (6) Reorganize the administrative structure of the building.

Number of consecutive years AYP missed:	Action taken by Fordham Foundation as Sponsor:
After 5 consecutive years of missed AYP (a.k.a. Improvement Year 4)	<p>Fordham sends a letter to parents of all students, setting forth other area public school options, and informing parents of the availability of Supplemental Education Services (SES) (a.k.a. tutoring).</p> <p>The Governing Authority, with oversight from the sponsor, develops a restructuring plan that includes at least one of the following options:</p> <ul style="list-style-type: none"> (1) Replace personnel; (2) Contract with a nonprofit or for-profit entity to operate the building; (3) Turn operation of the building over to the department; (4) Other significant restructuring of the building's governance.
After 6 consecutive years of missed AYP (a.k.a. Improvement Year 5)	<p>Fordham sends a letter to parents of all students, setting forth other area public school options, and informing parents of the availability of Supplemental Education Services (SES) (a.k.a. tutoring).</p> <p>The Governing Authority, with oversight from the sponsor, ensures that the school implements the restructuring plan developed in Improvement Year 4</p>

nical assistance. Within the limits of its resources and competence, Fordham provides some technical assistance itself, when needed and as required by law, to its sponsored schools. On occasion, Fordham has also provided modest grant support to its sponsored schools to assist them in undertaking targeted activities and programs. It has also provided schools with free sponsorship so limited state dollars can be used by the school to improve its instructional program.

Fordham, however, is a charter-school sponsor and not a vendor of services to the schools it sponsors. Thus Fordham does not require any schools it sponsors to purchase or utilize any specific services from Fordham or 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 three percent of a school's per-pupil funding). We believe that an inherent and improper conflict of interest arises whenever a sponsor is also a paid vendor of services to the schools that it sponsors. The sponsor's appropriate role is to point schools seeking specific services to competent providers of such services but to play no role in a school's decisions about which services (if any) to procure from which providers.

Promoting Success

Fordham uses site visits to schools, regular communication with school leaders, and an online document database, the Authorizer Oversight Information System (AOIS) to execute its compliance oversight responsibilities.⁴ Fordham's compliance monitoring is also informed by the Ohio Department of Education, which conducts monthly reviews of academic and financial data reported to the state through regional data sites and shares these reviews with sponsors.

School-Evaluation Site Visits

Fordham conducts two compliance site visits per year while classes are in session to each sponsored school. Beginning in 2007, the focus of these visits shifted from gauging regulatory compliance to evaluating the delivery of schools' academic programs. This shift was facilitated by Fordham's automated compliance system, AOIS (see below), that houses the majority of the documentation that makes up what was formerly the compliance component of the site visit. Fordham appreciates that school staff time is valuable and believes that site visit time is better spent conducting classroom observations, interacting with staff, and meeting with the school leaders, rather than checking documents.

Each school-evaluation team includes:

- a consultant with experience as an instructional leader and competencies in curriculum, classroom management, school operations, and professional development;
- a consultant who is expert in special education; and
- one or two Fordham staff.

The results of the evaluation are shared with school leaders, and the school has the opportunity to meet with the evaluation team afterward to review the findings and ask questions. In addition to scheduled site visits, Fordham staff interacts with school staff and leadership regularly throughout the year—via in-person meetings and trainings, telephone calls, and electronic mail—to provide additional support.

Special Needs Site Visits

The special-education site visit is conducted twice per year, generally at the same time as the school-evaluation site visit. The purpose of the special-education site visit is to make sure the school is following all state and federal laws governing the education of students with special needs. Processes and procedures are evaluated thoroughly, as are the schools' adopted operating standards for serving children with disabilities. This is done by reviewing special-education files and meeting with each school's Special Education Coordinator or Intervention Specialist. Any needed corrections identified during the site visit are required to be made within ten days of the review. Where multiple problems are evident, additional visits may be scheduled and/or corrective action plans developed and implemented.

Authorizer Oversight Information System (AOIS)

In partnership with Corporate Computer, Inc., and Central Michigan University, Fordham has helped to implement an Authorizer Oversight Information System (AOIS) designed for Ohio-specific compliance monitoring. Fordham-sponsored schools use this web-based document management and tracking system to submit and store compliance documents on a regular basis. AOIS tracks the compliance status

of each school and makes key documents associated with the school readily available. In addition to allowing frequent monitoring of compliance documents, AOIS helps schools prepare for site visits. Schools submit documentation year-round, allowing Fordham staff to review the submissions and identify any deficiencies in the documentation.

Accountability Requirements

As noted above, each school's contract with Fordham contains a Charter School Accountability Plan. A copy of the Plan (Fordham Contract Exhibit IV) is contained in this report in appendix A.

School Profiles

The school profiles section of this report shows how each school fared in 2007-08 in terms of its contractual obligations with Fordham, as well as its obligations under state and federal law. School profiles cover four areas:

1. **education** (whether the school delivered the education plan as contained in its contract for sponsorship with Fordham);
2. **academic performance** (how the school performed in 2007-08 in the context of its Accountability Plan);
3. **financial viability** (whether the school was financially healthy in 2007-08); and
4. **governance** (whether the school complied with various requirements placed on the governing authority of the school).

The results in the school profiles are based on each school's contract for sponsorship, reporting requirements, documentation stored in AOIS, and information obtained during site visits.

Summary of Technical Assistance Provided during 2007-08

Sponsors in Ohio are required by law to provide their sponsored schools with "technical assistance." Section 3302-102-02 (T) of the Ohio Administrative Code, defines "technical assistance" as "providing relevant

knowledge and/or expertise and/or assuring the provision of the following resources to assist the community school in fulfilling its mission, including but not limited to: training, information, written materials and manuals.”

Governance 101 Training for Charter School Boards and Sponsors Statewide

On November 30, 2007, we conducted our third Charter School Board Governance Training 101 session. About 100 charter school board members, school operators, and sponsor representatives attended the day-long training session.

Speakers included Brian Carpenter of the National Charter Schools Institute, Mitch Chester from the Ohio Department of Education (now Massachusetts commissioner of education), an expert on fraud prevention from the state Auditor’s office, a special-education consultant from the Ohio Department of Education, Chas Kidwell of Porter, Wright, Morris & Arthur, and a panel of sponsor and governing authority representatives moderated by Fordham’s Vice President for Ohio Programs and Policy, Terry Ryan. Topics covered throughout the training session included:

- the top five dysfunctions of school boards,
- understanding the state’s value-added assessment system,
- reducing the risk of fraud in charter schools,
- understanding and being in compliance with schools’ special-education obligations under IDEA, and
- liabilities and protections for board members under Ohio’s charter law.

Our partners in this event were the Ohio Department of Education, the National Association of Charter School Authorizers, the Educational Service Center of Franklin County, and the Ohio Alliance for Public Charter Schools. The event was supported in part by the Bill and Melinda Gates Foundation.

Further, in January 2008 we conducted customized board trainings for the governing authorities of the two new Fordham-sponsored schools, Columbus Collegiate Academy and KIPP: Journey Academy.

Materials from Governance 101 and 102 are available at: <http://www.edexcellence.net/sponsorship/index.cfm>.

Research Assistance to Schools

A significant portion of Fordham’s technical assistance work consists of providing research assistance on topics that are relevant to Ohio charters to our sponsored schools. Topics covered include everything from student-specific issues to transportation, calamity days, conflict of interest, staff credentialing, special education, and promotion/retention matters, to name just a few. Fordham staff tries to turn most research requests around within forty-eight hours; however, that timeframe varies depending on the complexity of the issue and questions asked.

AOIS system

The AOIS system is a key piece of Fordham’s accountability system, and also a key piece of the technical assistance that Fordham provides to each of its sponsored schools. Since 2005, Fordham has provided its schools with the AOIS system free of charge. Schools have their own AOIS websites, electronic housing of all compliance documents, and multiple-user access. Schools are not charged licensing, hosting, maintenance, or other fees associated with the system.

Direct Grants

Fordham provided several targeted grants to its sponsored schools during the 2007-08 school year to address specific challenges they faced.

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

Technical Assistance Offer to the Dayton Public Schools

At the start of the 2007-08 school year, the Thomas B. Fordham Foundation offered free technical assistance to the Dayton Public Schools (DPS) in devel-

Table III: Selected Technical Assistance Provided by Fordham to Sponsored Schools in 2007-2008

DESCRIPTION	SCHOOL(S) RECEIVING
GRANTS AND FINANCIAL ASSISTANCE	
\$13,500 grant to support improvements to the special education program	Phoenix Community Learning Center
\$60,000 support grant	Omega School of Excellence
\$1,000 to cover costs of membership to Ohio Alliance for Public Charter Schools	Made available to all Fordham-sponsored schools
School Fees Subsidy	Springfield Academy of Excellence
EXPERTS, CONSULTANTS AND TRAINING OPPORTUNITIES	
Fordham provided its web-based compliance system, AOIS, free of charge, to its sponsored schools	All Fordham-sponsored Schools
Fordham, in partnership with other Ohio organizations, provided School Governance 101 training for governing authorities	Open to all charter schools and their boards, statewide.
Fordham provided schools with a nationally recognized charter expert to evaluate their school education plans	East End Community School, W.E.B. Dubois, Cincinnati Speech and Reading Center
Fordham provided customized school governance training to the boards of new Fordham-sponsored schools	Columbus Collegiate Academy, KIPP: Journey Academy

oping their capacities to sponsor two charter high schools, the Dayton Early College Academy (DECA) and the Dayton Technology Design High School (DTDHS). As DPS had never sponsored stand-alone charter schools and lacked dedicated staff for the effort we offered to advise and consult with the district on sponsorship issues. The proposed No-Fee Consultation Agreement between Fordham and DPS is attached at appendix B. Unfortunately the district never took us up on our offer of assistance. Yet, we remain committed to assisting any public school district that wants to become a charter school sponsor and build on our processes, systems and experiences.

Sponsorship Governance

Decision-making Strategies

Sponsorship decisions are made by the Fordham board. To keep up with the complexities and ever-changing landscape of sponsorship, to provide regular oversight of Fordham’s sponsorship activities, and to advise Fordham’s full board, a board-level committee on sponsorship meets monthly—more often if necessary—to discuss pressing sponsorship issues. This committee—formally known at the Ohio Policy and Sponsorship Committee—is also interested in policy issues affecting education and education policy 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.

The Ohio Policy and Sponsorship Committee of the Thomas B. Fordham Foundation is made up of the following individuals:

- Craig Kennedy, Chair – President, German Marshall Fund of the United States
- Chester E. Finn, Jr. – President, Thomas B. Fordham Foundation and Thomas B. Fordham Institute
- Bruno V. Manno – Senior Program Associate, Annie E. Casey Foundation
- David H. Ponitz – President Emeritus of Sinclair Community College
- Thomas A. Holton, Esq. – Partner, Porter, Wright, Morris & Arthur
- David P. Driscoll – Former Commissioner of Education, Commonwealth of Massachusetts

The Fordham Foundation’s sponsorship program is staffed by a full-time director of sponsorship (Kathryn Mullen Upton), an assistant director of sponsorship (Theda Sampson), and a part-time office assistant (Whitney Gilbert). Fordham’s vice president for Ohio programs and policy (Terry Ryan) oversees the sponsorship operation. The sponsorship program also receives part-time support from the Thomas B. Fordham Institute’s Emmy Partin (writer and researcher), Suzannah Herrmann (director of Ohio Policy and Research), and Eric Osberg (vice-president and treasurer).

For more details on individual committee members or Fordham staff, please go to: <http://www.edexcellence.net/template/page.cfm?id=126>.

Sponsorship Financial Overview

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

As Table IV shows, the fees Fordham receives from schools for sponsorship covered only 28 percent of its sponsorship costs. The remaining 72 percent came from Fordham’s own resources and from support from the Bill and Melinda Gates Foundation.

Growth of Fordham Sponsorship in 2009 and Beyond

Under the terms of its sponsorship agreement with the Ohio Department of Education, the Thomas B. Fordham Foundation can sponsor up to 30 Ohio charter schools. Fordham has developed an application packet for prospective schools. This document has been updated for 2008-09 and spells out in detail how Fordham operates as a sponsor, how the Ohio charter law works, Fordham’s expectations of its sponsored schools, how to apply for Fordham sponsorship, and how applications will be judged. This

Table IV: Fordham Foundation Sponsorship Financials (July 1, 2007, to June 30, 2008)

REVENUES	AMOUNT	PERCENT
School Fees	\$175,091	28%
Foundation Subsidies	\$453,587	72%
Total Revenues	\$628,678	100%
EXPENSES	AMOUNT	PERCENT
Staff	\$221,297	35%
Consultants	\$71,761	11%
Professional/Legal Fees	\$111,262	18%
Technology	\$19,117	3%
Office and Administrative	\$61,199	10%
Insurance	\$18,042	3%
Direct School Grants	\$126,000	20%
Total Expenses	\$628,678	100%

document is available at: http://www.edexcellence.net/doc/fordham_sponsorship_application.pdf.

state Attorney General sued to close four charter schools under charitable trust laws.

Charters and Recent Legislative and Legal Action in Ohio

More than ten years into the charter school program in Ohio, its future is as unsettled as ever. In 2007-08, a flurry of bills were introduced in the Ohio House and Senate that would make changes (some worthy and some punitive) to Ohio's charter program. However, as this was an election year, few legislative and regulatory changes were enacted. Litigation related to charter schools continued in 2007-08, however, as the

FOLLOWING IS A SUMMARY OF KEY LEGISLATION AND LEGAL ACTIONS FROM 2007-2008:

Changes in Charter and Education Law

School Records of Missing Children (Amended House Bill 181)

This statute requires all public and nonpublic schools to 1) mark the records of a student when a law en-

Highlights of Non-sponsorship Initiatives Supported by Fordham in Ohio

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

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

Selected Fordham (Ohio) reports published in 2007-08:

- *Fund the Child: Bringing Equity, Autonomy, and Portability to Ohio School Finance;*
- *Accelerating Student Learning in Ohio: Five Policy Recommendations for Strengthening Public Education in the Buckeye State;*
- *Ohio Value-Added Primer: A User's Guide;* and
- *Urban School Performance Report: An analysis of Ohio Big Eight Charter and District School performance with a special analysis of Cyber Schools.*

Selected organizations that Fordham aided in 2007-08:

- Midwest Education Talent Network;
- PACE Scholarship Program;
- Dayton Public Schools;
- School Choice Ohio;
- KIPP: Journey Academy;
- Columbus Collegiate Academy; and
- Greatschools.net in Dayton.

forcement agency informs the school that the student has been reported as a missing child, and 2) notify the law enforcement agency whenever it receives a request for the student's records.

ESC Sponsorship of Conversion Schools (House Bill 562)

Previously, only traditional districts could sponsor "conversion" charter schools. This statute allows an Educational Service Center (ESC) to convert all or part of an existing building operated by the ESC into a charter school, provided that the ESC's governing board serves as the school's sponsor.

Exception to Moratorium on New Start-up Schools (House Bill 562)

There has been a moratorium since June 30, 2007, on the establishment of new charter schools except for "high-performing" operators, as defined by House Bill 119 under the 127th General Assembly. House Bill 562 allows an exception to the moratorium for one new start-up school per district, provided the school is sponsored by and located within a Big Eight school district.

Locations and Facilities (House Bill 562)

A start-up charter school may establish one school in two districts under one contract provided that 1) at least one of the districts is a challenged district, 2) the school operates no more than one facility in each district and does not serve students in the same grades in both facilities, and 3) travel time between the two schools is no more than 30 minutes by school bus.

A start-up charter school may operate two facilities in the same district under one contract and assign students of the same grade to different facilities, provided that: 1) the school filed its contract with its sponsor on or before May 15, 2008, 2) the school was not open before July 1, 2008, 3) the school's operator is a nonprofit organization, and 4) the school's performance rating does not fall below Continuous Improvement for two or more consecutive years.

Charter School Pooling Agreements (House Bill 562)

This statute explicitly authorizes the governing authority of two or more charter schools to enter into

"pooling agreements" to purchase employee health insurance, secure school liability insurance, purchase goods or services, and provide transportation to students.

School Employee Misconduct (Substitute House Bill 428)

This legislation tightens Ohio's laws for dealing with school employees who commit criminal offenses. Among the major changes included in this law:

- Gives the State Board of Education permission to revoke automatically the teaching license of any person who is convicted of, pleads guilty to, or is found guilty of certain criminal offenses.
- Requires that any person arrested or indicted for certain criminal offenses must be removed from all job duties involving the care, custody, and control of children.
- Requires finger-printing of all school employees.
- Requires charter school sponsors to submit assurances to the state that a school has conducted periodic criminal checks of its non-licensed employees.
- Establishes designated reporters in schools (including the chief administrator of a charter school) to report to the State Board of Education any misconduct by licensed educators.

Adequate Yearly Progress (Senate Concurrent Resolution 18)

This resolution formally approves the Ohio Department of Education's changes to the state academic accountability system to 1) establish a "growth model" option for schools to meet federal Adequate Yearly Progress (AYP) requirements and 2) establish a minimum uniform subgroup size of 30 for determining AYP.

Charter Litigation

Though there has been much litigation directed at charter schools and the statewide charter program

over the past decade, 2007-08 saw the most novel legal challenge since the first charter schools opened in 1998 with then-Attorney General Marc Dann suing to close four schools under the state's "charitable trust" laws.

**State of Ohio ex rel. Marc Dann,
Attorney General v. New Choices
Community School, et al**

In September 2007, the Attorney General filed suit against two Montgomery County charter schools (he would later sue two more), alleging that poor academic performance and overall mismanagement put them out of compliance with the state's charitable trust laws. Dann's unprecedented suits seemingly would supersede the authority of the Ohio General Assembly and Ohio Department of Education to regulate charter schools at the state level and the authority of sponsors to oversee them locally. (It was later revealed by the Columbus Dispatch that this legal strategy was suggested to Dann by the Ohio Education Association [OEA] and that the OEA agreed

to dismiss its own suit against the state for allegedly mismanaging the charter school program in exchange for Dann filing these suits.)

One of the four schools that were sued closed almost immediately (the Colin Powell Leadership Academy in Dayton), and the other three proceeded to fight the suits. In September 2008, the first ruling came down with Montgomery County Common Pleas Judge Michael Tucker, dismissing the state's case against Dayton's New Choices Community Schools. Judge Tucker ruled that charter schools are political subdivisions and not charitable trusts: "The [Attorney General's] argument is rejected because, despite its status as a non-profit corporation, New Choices remains a political subdivision, and it is not tenable to label a political subdivision as a charitable trust. If New Choices is not a charitable trust, it cannot be subject to the Attorney General's charitable trust oversight authority."

At the time this report went to press, the attorney general had appealed Judge Tucker's ruling.

SECTION II: Overview of Fordham-sponsored Schools in 2007-08

This section reviews the demographics of the students and faculty at the nine schools that Fordham sponsored at the start of the 2007-08 school year. It also examines how well their students performed on state assessments, comparing those results to student performance in home districts and to other charter schools.

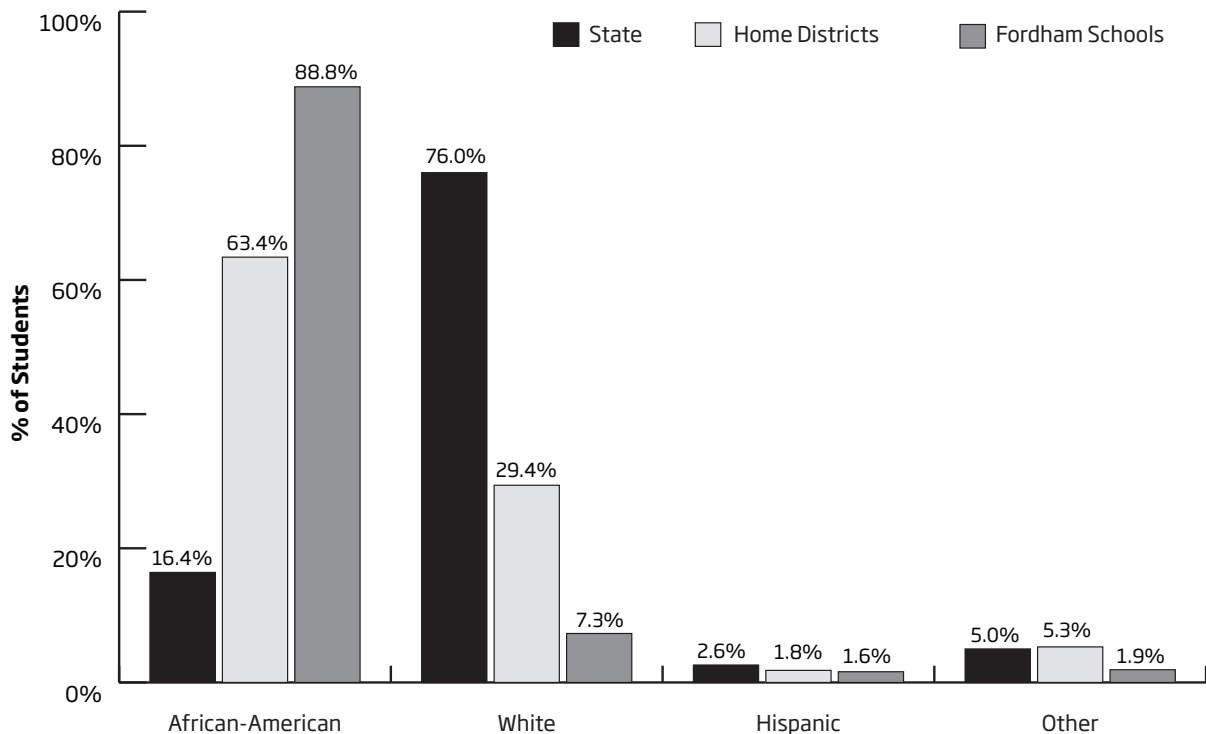
As noted previously, three of the Fordham-sponsored schools closed in 2008 (East End Community School, the Omega School of Excellence, and the

Veritas/Cesar Chavez Academy). Two other schools, the Cincinnati Speech and Reading Center and W.E.B. DuBois Academy, switched to a new sponsor in January 2008.

Demographics

This section contains information about the 2,705 students enrolled and the 131 teachers working in the nine Fordham-sponsored schools in 2007-08.

Graph I: Race/Ethnicity of Fordham-sponsored Schools, Home District, and Statewide, 2007-08



Source: Ohio Department of Education's Community School Average Daily Membership (CSADM) database. The CSADM database contains information on all students enrolled in charter schools in Ohio and is used to determine school funding.

Student Characteristics

Race/Ethnicity of Students

During the 2007-08 school year, Fordham sponsored schools in three cities: Cincinnati, Dayton, and Springfield. These schools serve a student population that is significantly more minority than the districts where they are located (93 percent vs. 70 percent). Statewide, 76 percent of Ohio's school population is white.

Economically Disadvantaged Students

Students in Fordham-sponsored schools participate in greater numbers in the federal Free and Reduced Lunch program, eligibility for which is based on a family's income. In Fordham-sponsored schools 87.5

percent of all students participate in this federal program versus 68.9 percent of students in the three urban districts where Fordham-sponsored charter schools are located. Statewide, 37.7 percent of all public school students received Free and Reduced Lunch in 2007-08.

Students with Disabilities

In districts where Fordham-sponsored schools operated in 2007-08, 19.6 percent of pupils have been identified as disabled, compared to nine percent in Fordham-sponsored schools. The percent of students with disabilities ranged from 3.5 percent at Cincinnati Speech and Reading Center to 15.1 percent at East End Community School. Statewide, 14.5 percent of students were identified as disabled. Data were not available on the nature of the disabilities of charter pupils as compared with those of students attending nearby district schools.

Table V: Students Receiving Special Education Services in Fordham-sponsored Schools, 2007-08

School Name	% of Students Receiving Special Ed. Services
Cincinnati Speech and Reading Center (CSRC)	3.5%
Dayton Academy	11.4%
Dayton View Academy	9.4%
East End Community School	15.1%
Omega School of Excellence	2.5%
Phoenix Community Learning Center	5.7%
Springfield Academy of Excellence	10.8%
W.E.B. DuBois Academy	8.6%

Source: Ohio Department of Education interactive Local Report Card.

Table VI: Characteristics of Faculty in Fordham-sponsored Schools, 2007-08

Number of Teachers	131
Female	86%
Male	14%
White	50%
African American	43%

Source: Ohio Department of Education interactive Local Report Card.

Enrollment

Fordham-sponsored charter schools in 2007-08 served students in grades K-8.

Faculty Characteristics

In 2007-08, 131 teachers taught in Fordham-sponsored schools.

Table VII: Enrollment in Fordham-sponsored Schools, 2007-08

School	Sept. 2006 Enrollment	Sept. 2007 Enrollment	Sept. 2008 Enrollment	Net 2-yr. gain/loss
Cincinnati Speech & Reading Center (CSRC)	166	274	183	+17
Dayton Academy	803	795	763	-40
Dayton View Academy	663	595	684	+21
East End	217	226	259	+42
Omega	69	113	106	+37
Phoenix	396	367	372	-24
Springfield Academy	167	175	176	+9
WEB DuBois	216	216	162	-54
TOTAL	2730	2761	2705	-25

Source: Ohio Department of Education, Community School Average Daily Membership database.

Academic Performance

Information about Assessments Used

Starting in 2008, the state accountability system assigned schools and school districts with one of six academic ratings: Excellent with Distinction, Excellent, Effective, Continuous Improvement, Academic Watch, or Academic Emergency. These ratings are based on multiple indicators, including results on the statewide Ohio Achievement Tests in core subjects in grades three through eight, the Ohio Graduation Test, and graduation and attendance rates. The state goal is that 75 percent of all students be proficient on each assessment.

Using results from these indicators, Fordham analyzed each of its schools’ performance in 2007-08. See Table VIII.

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

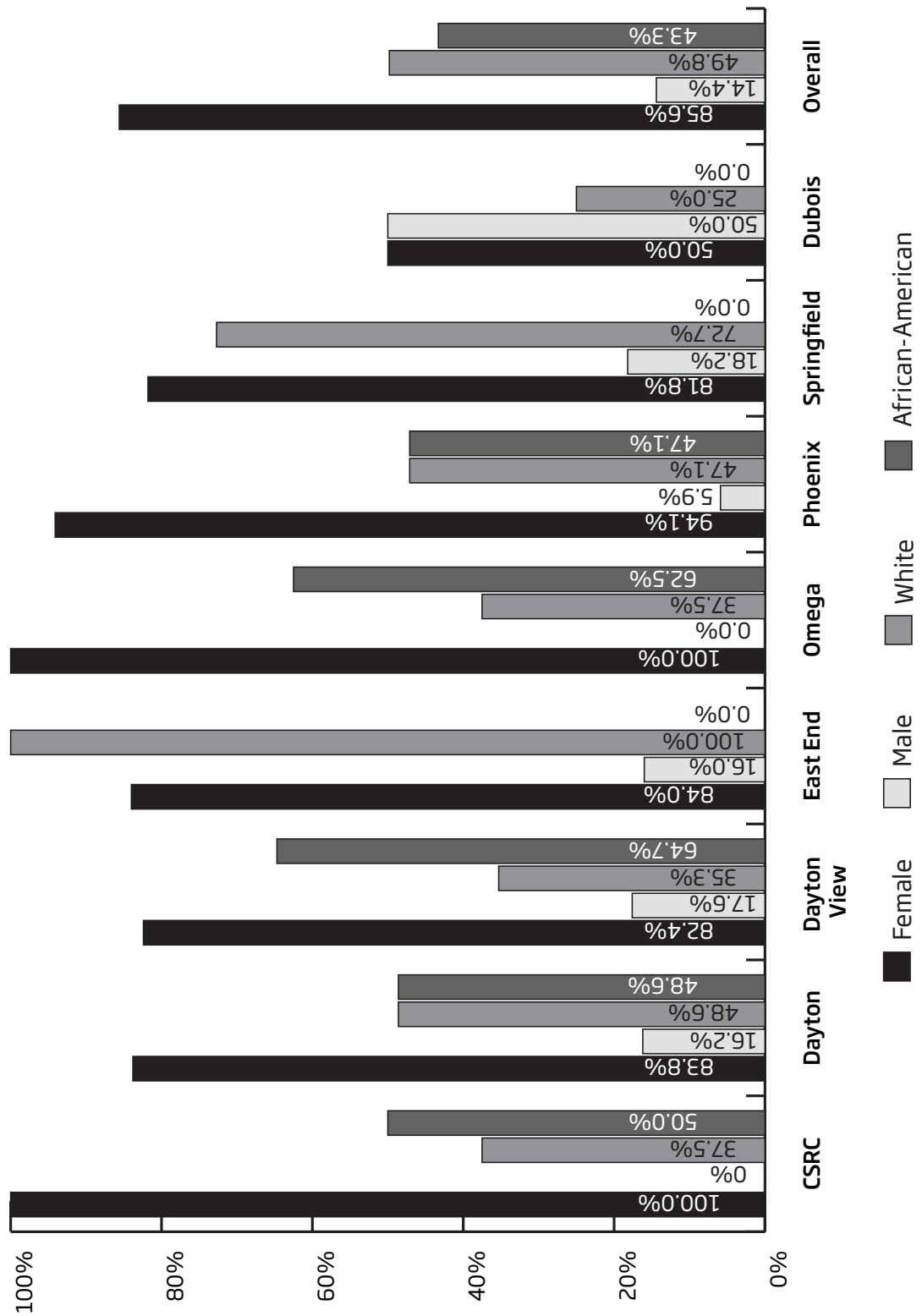
Adequate Yearly Progress Status

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

In 2007-08, two Fordham-sponsored schools met AYP: East End Community School and Phoenix Community Learning Center.

Graph II: Teacher Race/Ethnicity by School, 2007-08

Overall Teacher Demographics at All Fordham Sponsored Schools, 2007-2008



Source: Ohio Department of Education interactive Local Report Card.

Table VIII: School Performance on Requirements and Goals of the Fordham Academic Accountability Plan, 2006-07 and 2007-08

Did School...	Cincinnati Speech and Reading Center	Dayton Academy	Dayton View Academy	East End Accelerated Community School	Omega School of Excellence	Phoenix Community Learning Center	Springfield Academy of Excellence	Veritas/Cesar Chavez Academy	W.E.B. Dubois Academy
Requirement 1: Make Adequate Yearly Progress (AYP) in 2007-8? ⁵				X		X			
In 2006-7 ⁶						X		X	X
Requirement 2: Make AYP in Reading Participation and Achievement in 2007-8?				X		X			X
In 2006-7?						X			
Requirement 3: Make AYP in Mathematics Participation and Achievement in 2007-8?				X		X			
In 2006-7?						X	X		
Goal 1: Receive rating of at least Continuous Improvement in 2007-8?				X		X			
In 2006-7?						X	X		
Goal 2: Average at least 5% growth on READING portions of state tests in 2007-8?			X						
In 2006-7?									
Goal 3: Average at least 5% growth on MATH portions of state tests in 2007-8?				X		X			
In 2006-7?							X		
Goal 4: Average at least 3% growth on SCIENCE portions of state tests in 2007-8?		X		X					
In 2006-7?									
Goal 5: Average at least 3% growth on WRITING portions of state tests in 2007-8?		X	X						
In 2006-7?				X			X		
Goal 6: Average at least 3% growth on all SOCIAL STUDIES portions of state tests in 2007-8?			X	X		X			
In 2006-7?									
Goal 7: Outperform home district average on all five portions of state tests in 2007-8?				X					
In 2006-7?									
Goal 8: Outperform state community school average on all five portions of state tests in 2007-8?				X					
In 2006-7?									

X indicates that the school met the requirement or goal.

A blank cell indicates that the school failed to meet the requirement or goal.

A gray cell indicates that the requirement or goal was not applicable to that school in 2007-08.

Table IX: AYP Status of Fordham-sponsored Schools, 2006-07 and 2007-08

School	06-07 AYP Status	Change	07-08 AYP Status
Cincinnati Speech & Reading Center	Did Not Meet	→	Did Not Meet
Dayton Academy	Did Not Meet	→	Did Not Meet
Dayton View Academy	Did Not Meet	→	Did Not Meet
East End Community School	Did Not Meet	↑	Met
Omega School of Excellence	Did Not Meet	→	Did Not Meet
Phoenix Academy	Met	→	Met
Springfield Academy of Excellence	Did Not Meet	→	Did Not Meet
W.E.B. DuBois	Met	↓	Did Not Meet

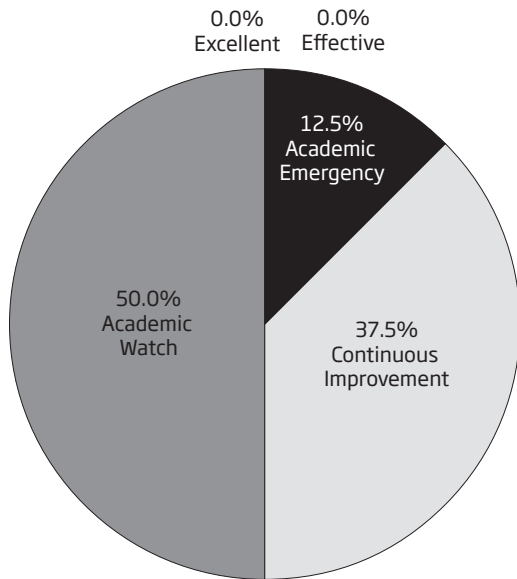
Table X: Academic Ratings of Fordham-sponsored Schools, 2006-07 and 2007-08

School	06-07 Academic Rating	Change	07-08 Academic Rating
Cincinnati Speech & Reading Center	Academic Emergency	↑	Academic Watch
Dayton Academy	Academic Watch	→	Academic Watch
Dayton View Academy	Academic Watch	→	Academic Watch
East End	Academic Watch	↑	Continuous Improvement
Omega	Academic Watch	↓	Academic Emergency
Phoenix	Continuous Improvement	→	Continuous Improvement
Springfield	Continuous Improvement	↓	Academic Watch
Veritas/Cesar Chavez	N/A	→	N/A
W.E.B. DuBois	Continuous Improvement	↓	Academic Emergency

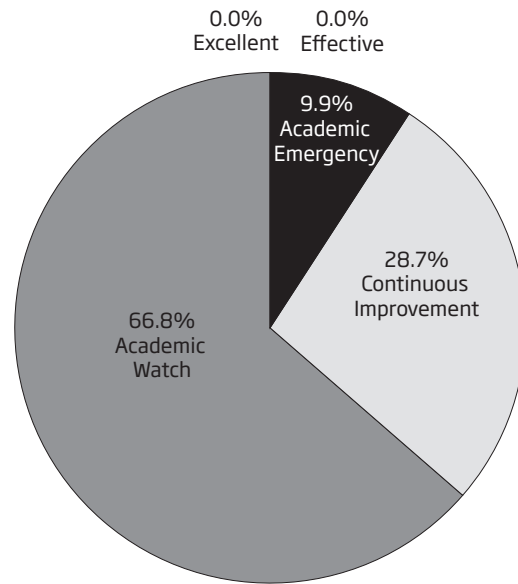
For the schools that did not make AYP two years in a row or more, Fordham is required to take a series of actions depending on how many consecutive years a school has failed to make AYP. This is spelled out in more detail in Table II in Section I of this report.

Fordham-sponsored schools that must adhere to these *No Child Left Behind* obligations in 2008-09, include Dayton Academy, Dayton View Academy, and Springfield Academy of Excellence.

Graph III: Fordham-sponsored Schools by State Performance Rating, 2007-08



Graph IV: Percent of Students (in Fordham-sponsored Schools) by State Performance Rating, 2007-08



Source: Ohio Department of Education interactive Local Report Card.

State Ratings

During the 2007-08 school year, one Fordham-sponsored school improved upon the rating it received in 2006-07. Two schools were rated Continuous Improvement; four were rated Academic Watch; and two were rated Academic Emergency. One other school, Veritas/Cesar Chavez Community School, was unrated in 2007-08 because its governing authority had suspended its operations for the year.

Performance by Subject

The performance of most Fordham sponsored schools in 2007-08 was weak, although similar to their home districts and slightly better than charter schools statewide in reading, math, and writing. Very few students in Fordham-sponsored schools, however, attended schools that outperformed their district peers in science or social studies. The following comparisons compare each individual school to the district where it is located and compare the overall

performance of all the Fordham-sponsored schools to a weighted average of the three districts where the schools are located (for a more detailed explanation, see the methodology in appendix C).

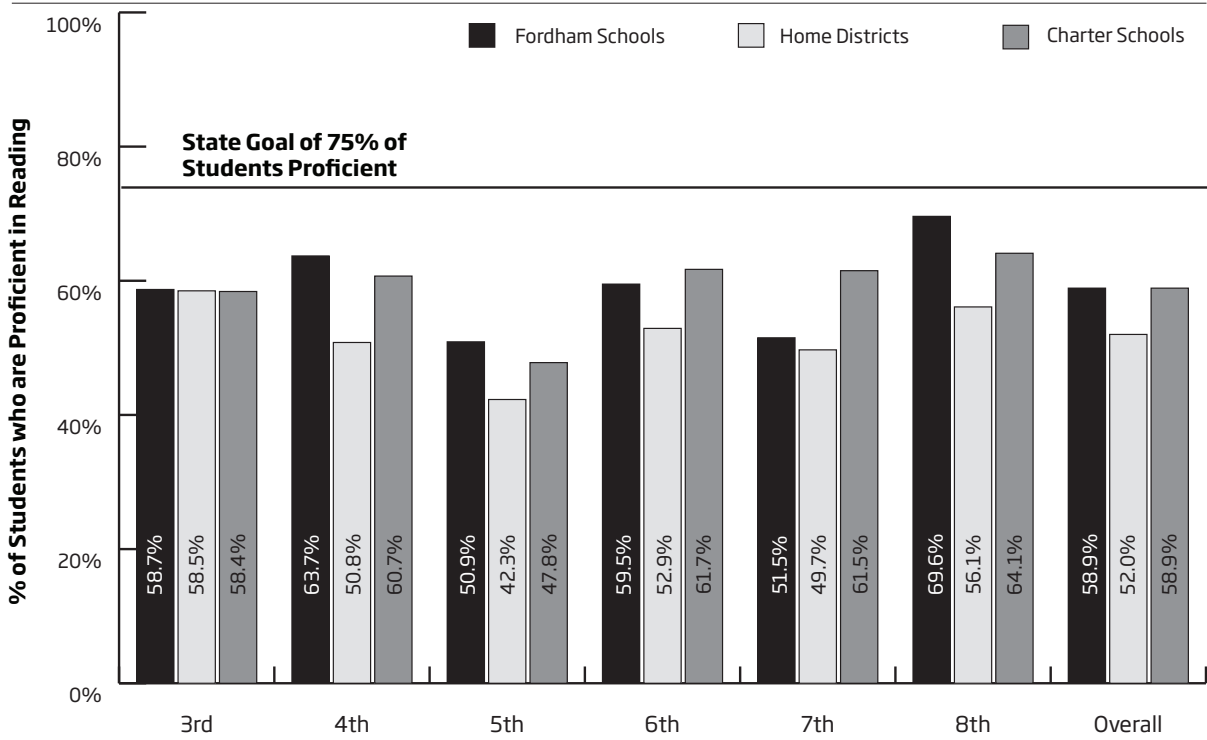
Reading

Graph V shows how students in Fordham-sponsored schools in 2007-08 performed in reading in comparison to charter students and home district students. Pupils in Fordham-sponsored schools outperformed their peers in district schools and in charter schools statewide.

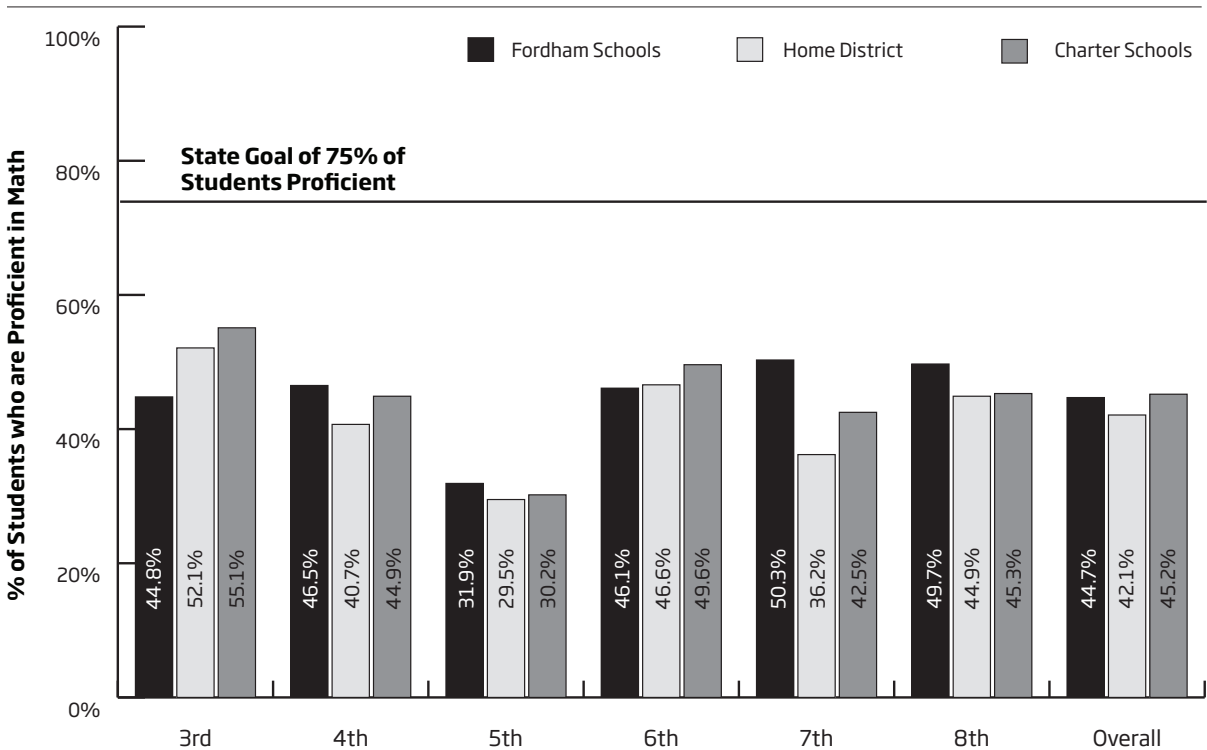
Math

Graph VI shows math performance. In 2007-08, 45 percent of students in grades three through eight attending Fordham-sponsored charter schools achieved or exceeded math proficiency. As a group, students in Fordham-sponsored schools performed better than students in their home districts and in other charter schools in the state in fourth, fifth, seventh, and eighth grades.

Graph V: Percent of Students in Fordham-sponsored Schools, Statewide Charter Schools, and Home Districts Proficient in Reading, 2007-08, by grade

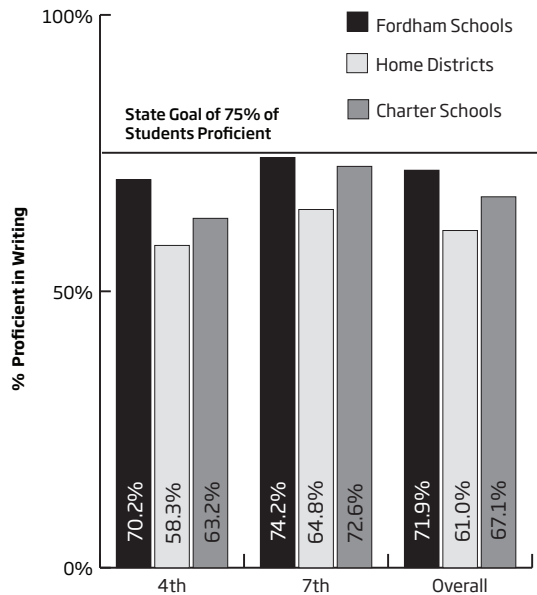


Graph VI: Percent of Students in Fordham-sponsored Schools, State Charter Schools, and Home Districts Proficient in Math, 2007-08



Source: Ohio Department of Education interactive Local Report Card.

Graph VII: Percent of Students in Fordham-sponsored Schools, State Charter Schools, and Home Districts Proficient in Writing, 2007-08



Source: Ohio Department of Education interactive Local Report Card

Writing

Graph VII shows writing performance. In 2007-08, 72 percent of students attending Fordham-sponsored charter schools achieved or exceeded writing proficiency. As a group, students in Fordham-sponsored schools did better than students in their home districts in all grade levels of writing and did better than other charter schools in the state in fourth grade writing.

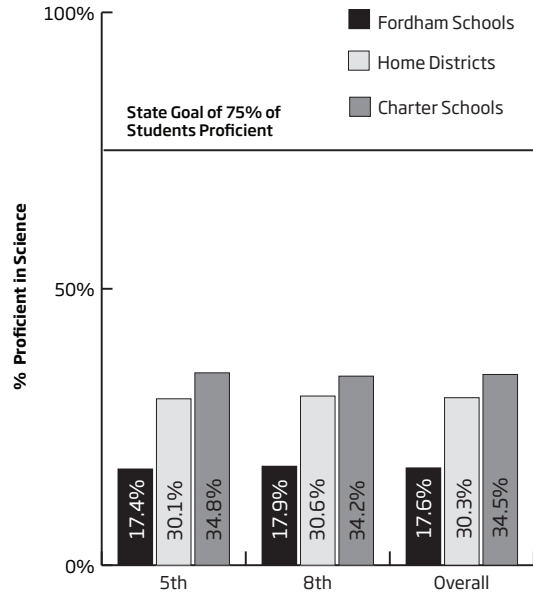
Science

Graph VIII shows science performance. In 2007-08, 18 percent of students attending Fordham-sponsored charter schools achieved or exceeded science proficiency. As a group, students in Fordham-sponsored schools did not perform as well as their home districts or other charter schools in the state in science.

Social Studies

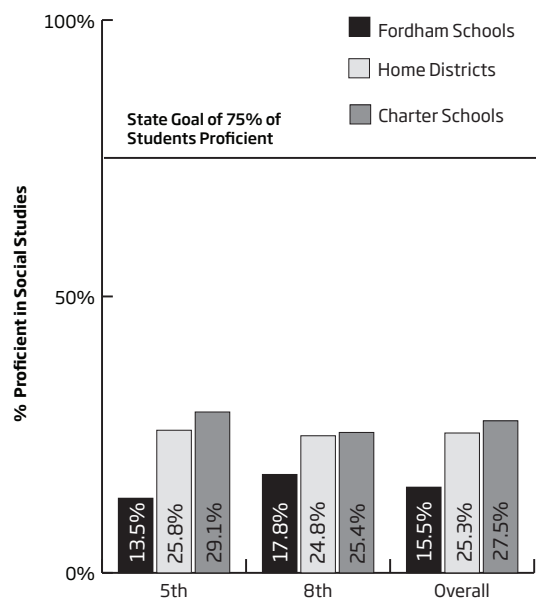
Graph IX shows performance in social studies. In 2007-08, 15 percent of students attending Fordham-sponsored charter schools achieved or exceeded social studies proficiency. As a group, students in Fordham-sponsored schools did not perform as well as their home districts or other charter schools in the state in social studies.

Graph VIII: Percent of Students in Fordham-sponsored Schools, State Charter Schools, and Home Districts Proficient in Science, 2007-08



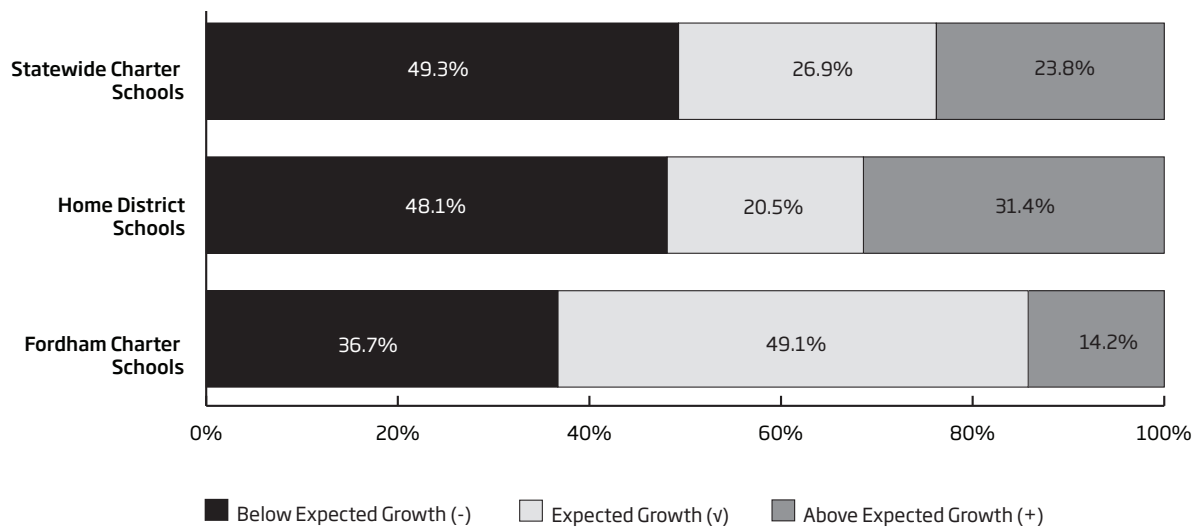
Source: Ohio Department of Education interactive Local Report Card

Graph IX: Percent of Students in Fordham-sponsored Schools, State Charter Schools, and Home Districts Proficient in Social Studies, 2007-08



Source: Ohio Department of Education interactive Local Report Card

Graph X: Percent of Students in Fordham-sponsored schools, Home Districts, and State Charter Schools by Value-Added Rating, 2007-08



Source: Ohio Department of Education interactive Local Report Card.

Value-Added Student Performance

For the first time in 2007-08, Ohio’s school report cards included value-added—a measure of how much progress a school’s students made in reading and math over the course of one year compared to how much the state expected them to improve. (Students in these schools outperformed both the charter school average and the home-district average on the value-added metric. Graph X shows this.)

For additional information on value added, including information on how to interpret value added data, please see the *Ohio Value Added Primer* included previously in the hardcopy version of this report (or available online at <http://www.edexcellence.net/issues/results.cfm?withall=value+added>).

Governance and Non-academic Performance

Leadership

Each Fordham-sponsored school is governed by a board composed of five to ten members with experience in business, nonprofit organizations, or education. Some Fordham-sponsored schools share boards (although an individual may only serve on a maximum of two charter school boards).

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

School	Most Recent Audit
Cincinnati Speech and Reading Center	None Available
Dayton Academy	2006-07
Dayton View Academy	2006-07
East End Accelerated Community School	2006-07
Omega School of Excellence	2006-07
Phoenix Community Learning Center	2004-05
Springfield Academy of Excellence	2006-07
Veritas/Cesar Chavez Community School	None Available
W.E.B. Dubois Academy	2002-03

In terms of school leaders, there was little turnover in the Fordham-sponsored schools in 2007-08.

Audit Information

All charter schools must meet financial accountability standards in their contracts and financial reporting.

Each year, the Ohio Auditor of State or its representative audits each charter school's financial statements. The audit examines the evidence supporting the amounts and disclosures in the financial statements and assesses the school's adherence to accounting principles.

¹ National Alliance for Public Charter Schools. "Top 10 Charter Communities by Market Share, Third Annual Edition." October 2008.

² Veritas/Cesar Chavez Academy ceased operating in June 2007, and its charter was terminated by mutual agreement between Fordham and the governing authority of the school in January 2008.

³ In June 2008, East End Community School terminated its charter to become a "contract" school with the Dayton Public Schools (i.e., the school ceased to be a charter school and became a district school pursuant to a contract between school representatives and the board of the Dayton Public Schools).

⁴ For additional information on the AOIS system, please see <http://www.aois.us/>.

⁵ This measure rewards the achievement of all demographic groups in the school. Federal AYP requirements identify a series of standards that each school and district must reach. Two of the standards are targets for the percent of students who must score proficient or above in reading and mathematics. Another two standards are the requirement of at least 95 percent participation of enrolled students in both reading and mathematics testing.

⁶ This measure rewards the achievement of all demographic groups in the school. Federal AYP requirements identify a series of standards that each school and district must reach. Two of the standards are targets for the percent of students who must score proficient or above in reading and mathematics. Another two standards are the requirement of at least 95 percent participation of enrolled students in both reading and mathematics testing.

CLIMBING to **QUALITY**

2007-08

**Fordham Sponsorship
Accountability Report**

SCHOOL PROFILES

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

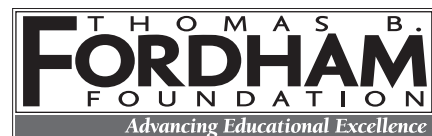


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Introduction

The Ohio Department of Education requires that all sponsors evaluate the education, academic, financial, and governance components of a community school and assign each component a rating of “compliant,” “partially compliant,” or “non-compliant”.¹

The four components required by the Ohio Department of Education are defined as:

- Education: whether the school delivered the education plan as contained in its contract for sponsorship with the Thomas B. Fordham Foundation.
- Academic: how the school performed in the context of its Accountability Plan (Fordham Contract Exhibit IV);
- Financial: whether the school was financially healthy and auditable; and
- Governance: whether the school complied with laws, regulations, record keeping compliance, and guidance from the Ohio Department of Education.

The three ratings required by the Ohio Department of Education are defined as:

- Compliant (C): a school met all of the requirements in the particular category;
- Partially compliant (PC): the school met half or more of the requirements in a particular category; and
- Non-compliant (NC): the school met half 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 “non-compliant.”

The results in the school profiles that follow are based on each school’s contract for sponsorship; reporting requirements; documentation stored in the Fordham Foundation’s online compliance database, AOIS (Authorizer Oversight Information System); and information obtained during the site visits conducted at each school. A compliance chart with these ratings is included in each school’s profile. Table XI shows each school’s overall compliance with each state-required category.

¹ Advisory Letter from Ohio Department of Education to Community Schools, 2007-2008 Annual Report Guidance, July 11, 2008, available at: <http://education.ohio.gov/GD/Templates/Pages/ODE/ODEDetail.aspx?page=3&TopicRelationID=662&ContentID=2321&Content=52318>.

Table XII: Summary of the compliance of each Fordham-sponsored school with applicable laws, regulations, and guidance issued by the Ohio Department of Education, and the contract for sponsorship with the Thomas B. Fordham Foundation, 2007-08.

	Education	Academic	Financial	Governance
Cincinnati Speech and Reading Center	NC	NC	C	PC
Dayton Academy	C	NC	C	PC
Dayton View Academy	C	NC	C	PC
East End Community School	C	C	C	PC
Omega School of Excellence	C	NC	C	PC
Phoenix Community Learning Center	PC	C	C	PC
Springfield Academy of Excellence	C	NC	C	C
Veritas/Cesar Chavez Academy	N/A	N/A	N/A	N/A
W.E.B. DuBois Academy	NC	NC	NC	NC

C = Compliant

PC = Partially compliant

NC = Non-compliant

CINCINNATI SPEECH AND READING CENTER (CSRC)

The Thomas B. Fordham Foundation ceased its sponsorship of Cincinnati Speech and Reading Center in January 2008.

Contact Name

Dianne Ebbs, Superintendent

Address

1812 Central Pkwy.
Cincinnati, OH 45214

Telephone

513-651-9624

Contact Email

debbs@cinci.rr.com

Website

None

Began Operating

2005

Governing Authority

Board of Trustees, Cincinnati Speech and Reading Center, 2007-2008

- Edward Lee Burdell
- Joe Bacon
- Reba Dysart
- Dale Elifrits
- Jason Hecker
- Winni M Johnson
- Seena Skelton
- Brandon Wiers

MISSION

The mission of Cincinnati Speech and Reading Center is to provide an education that surpasses state minimum standards and establishes a new paradigm for the education of special needs students.

EDUCATIONAL PHILOSOPHY

Cincinnati Speech and Reading Center is working to redesign its education plan.

SCHOOL CALENDAR

Students at Cincinnati Speech and Reading Center follow schedules designed to keep pace with their academic needs. The school year began August 20, 2007, and the last day for students was June 4, 2008.

GOVERNANCE

Previous Sponsor

None; school opened in 2005.

School Leader

In 2007-08, Carlos Blair served as principal.

School Status

The Thomas B. Fordham Foundation ceased sponsorship of Cincinnati Speech and Reading Center in January 2008.

DEMOGRAPHICS

In 2007-08, Cincinnati Speech and Reading Center enrolled kindergarten through third grade students and served as a feeder school for W.E.B. Dubois Academy.

Student Composition 2007-08

Grades Served	K-3
Enrollment	135
Student Demographics	% of Students
African American	95.1
Hispanic	<1
Other	<1
Free and Reduced Lunch	74.1
Special Education	<1

FACULTY

Number of Teachers

During the 2007-08 school year, Cincinnati Speech and Reading Center employed 8 teachers.

Teacher Demographics	% of teachers
Male	0
Female	100
African-American	50
White	37.5
Asian	12.5

Highly-qualified Teachers

In 2007-08, 85.7 percent of core academic subjects were taught by teachers considered “highly qualified” as defined under the federal *No Child Left Behind* Act.

Professional Development

Cincinnati Speech and Reading Center must fulfill all professional development requirements mandated by the state of Ohio.

COMPLIANCE REPORT

SUMMARY OF COMPLIANCE ASSESSMENT

Education Rating: Non-compliant

The Cincinnati Speech and Reading Center (CSRC) is rated non-compliant in this category.

Academic Rating: Non-compliant

The Cincinnati Speech and Reading Center met fewer than half its academic performance requirements in 2007-08. Consequently, the school is rated non-compliant in this category.

Financial Rating: Compliant

The Cincinnati Speech and Reading Center is rated compliant in this category. Please note that the most recent audit for the school is the FY06 audit, which is currently underway.

Governance Rating: Partially Compliant

The Cincinnati Speech and Reading Center is rated partially compliant in the category of governance. Per records compliance, liability insurance policy amounts do not match requirements in the contract with sponsor, emergency medical information for students was not complete, and the school’s staff roster listed teachers in classroom positions without producing evidence of licensure.

SCHOOL PERFORMANCE RESULTS

Assessments

Cincinnati Speech and Reading Center participates in all state-required tests.

Results

Cincinnati Speech and Reading, like all Fordham-sponsored schools, must meet five requirements under state and federal law. These requirements are considered annually by Fordham when evaluating the performance of the school and when making renewal and non-renewal decisions regarding the contract.

Compliance Reporting

Education Rating:* Non-compliant	
Did the school deliver the education plan as contained in its contract for sponsorship with the Thomas B. Fordham Foundation?	No
Academic Rating:* Non-compliant	
Academic Performance Requirements ²	2/5
Goals for Academic Performance Using Common Indicators	0/3
Goals for Academic Performance Relative to Comparable Schools	0/2
The Community School is Attaining Its Own Distinctive Education Goals	0/1
Cincinnati Speech and Reading Center has not shared its own distinctive education goals.	No
Financial Rating: Compliant	
Fiscal Reports Required	3/3
Audit (most recent): FY06 Status: In progress	In progress
IRS Form 990 (submitted annually)	Yes
Bi-monthly Financial Reports	Yes
Five-Year Budget Forecast	Yes
Governance: Partially Compliant	
Combined Governance Requirements	7/9
Annual Report (2007-2008)	4/4
Mission Statement of the Community School	Yes
General school information and statistics, including grade levels served, and student demographics	Yes
Educational performance results obtained pursuant to Sections 4(a) and 4(b) of Exhibit IV of the contract for sponsorship	Yes
Financial information, including: cashflow statements, income statements and balance sheet information	Yes
Independent state fiscal audit results	N/A
Records Compliance**	3/5
Safety Requirements and facilities permits, licensing, and operations required by municipal and state code for community schools	Yes
Governing Authority policies in place and complete, along with Governing Authority minutes and reporting	No
Fiscal and other Ohio revised and administrative code requirements	Yes
Federal Rules and Regulations	Yes
Student, staff, and training records on file and complete	No

*For detailed information regarding Education and Academic requirements, see performance section below.

**For a list of all individual Governance Records Compliance documents, please see Appendix D.

Academic Performance Requirements

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

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

Cincinnati Speech and Reading did not make AYP because the school as a whole and all subgroups that were measured (African American) missed the targets for reading and math proficiency.

Goals for Academic Performance Using Common Indicators

INDICATORS	School Performance
Goal 1: Received rating of at least Continuous Improvement?	No
Goal 2: Averaged at least 5% growth on READING portions of state tests?	No
Goal 3: Averaged at least 5% growth on MATH portions of state tests?	No
Goal 4: Averaged at least 3% growth on SCIENCE portions of state tests?	N/A
Goal 5: Averaged at least 3% growth on WRITING portions of state tests?	N/A
Goal 6: Averaged at least 3% growth on SOCIAL STUDIES portions of state tests?	N/A
Goal 7: Outperformed home district average on all portions of state tests?	No
Goal 8: Outperformed state community school average on all portions of state tests?	No

The Accountability Plan of the Fordham Sponsorship Program reaches beyond these minimum requirements and considers a school's attainment of several additional goals. These goals are based on achievement data reported publicly by the state on the school's "local report card." Additional details regarding the Cincinnati Speech and Reading's performance on each goal can be found on the following pages.

Goal 1: Received rating of at least Continuous Improvement?

No. CSRC received a rating of Academic Watch in 2007-08.

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

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

No. The percentage of CSRC students meeting reading standards rose by 2.42 percent between 2006-07 and 2007-08.

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

No. The percentage of CRSC students meeting math standards rose by 1 percent between 2006-07 and 2007-08.

School Performance on Reading, Math

	% of Students Meeting READING Standards		Percent Change	% of Students Meeting MATH Standards		Percent Change
	06-07	07-08		06-07	07-08	
3rd Grade	N/A	45	N/A	N/A	21.1	N/A
4th Grade	22.7	N/A	N/A	9.1	N/A	N/A
5th Grade	42.1	N/A	N/A	0	N/A	N/A
6th Grade	33.3	N/A	N/A	26.7	N/A	N/A
7th Grade	52.6	N/A	N/A	21.1	N/A	N/A
8th Grade	75	N/A	N/A	56.2	N/A	N/A
OVERALL	44	45	2.42	20.9	21.1	1.02

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

N/A. Students at CRSC were not tested in writing portions of state tests in 2007-08.

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

N/A. Students at CRSC were not tested in writing

portions of state tests in 2007-08.

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

N/A. Students at CRSC were not tested in social studies portions of state tests in 2007-08.

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

Percent Meeting State Standards Compared to Home District and State Community School Average, 2007-08

	Cincinnati Speech and Reading	Cincinnati Public School District	Difference	State Community School Average	Difference
Reading	45	64	-19	58	-13
Math	21	62	-41	55	-34
Writing	N/A	N/A	N/A	N/A	N/A
Science	N/A	N/A	N/A	N/A	N/A
Social Studies	N/A	N/A	N/A	N/A	N/A

No. In 2007-08, across two subject areas, CSRC's percentage proficient was an average of 30 points lower than Cincinnati Public Schools' percentage proficient.

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

No. In 2007-08, across two subject areas, CSRC's percentage proficient was an average of 24 points lower than the statewide community schools' average percentage proficient.

In 2007-08 Ohio added a new component to its assessment system, "value-added": a measure of how much progress students made in reading and math over the course of one year compared to how much the state expected them to gain. At this time, value-added analysis is only used to gauge student progress in reading and math in grades 4-8, so CSRC could not receive a value-added rating in 2007-08.

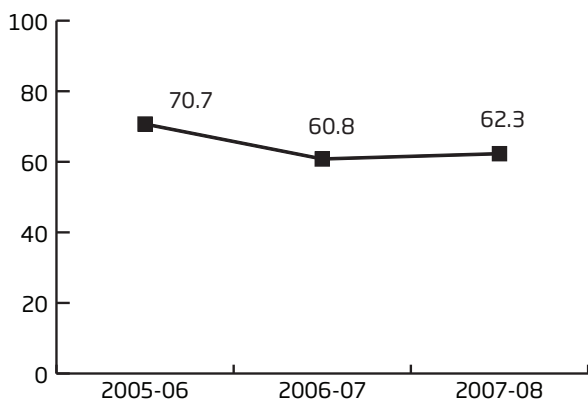
In 2007-08, Fordham offered schools the option to report their progress on their own distinctive education goals. Cincinnati Speech and Reading Center did not take advantage of this opportunity.

OTHER PERFORMANCE INDICATORS

Attendance Rate

97.3 percent

The Performance Index Score



The 2007-08 Performance Index (PI) score at Cincinnati Speech and Reading Center was 62.3, an

increase of 1.5 points from the previous year. The PI provides an overall indication of how well students perform on all tested subjects in grades three, four, five, seven, and eight each year. The PI score is calculated by multiplying the percentage of students that are untested, below basic/limited, basic, proficient, accelerated, or advanced by weights ranging from 0 for untested to 1.2 for advanced students. The totals are then summed to obtain the school or district's PI score. PI scores range from 0 to 120, with 100 being the statewide goal for all students.

SOURCES

Mission, Educational Philosophy, Program, and Academic Calendar

Cincinnati Speech and Reading Center's Application for Fordham Sponsorship; print copy, and AOIS submissions.

Student Enrollment and Demographic Information

"Local School Report Cards 2007-08" Ohio Department of Education <http://webapp2.ode.state.oh.us/reportcard/archives/Default.asp>.

Governance

Fordham staff, electronic submission, and school self report.

Teacher Information

Ohio Department of Education website, 2007-08 school year data. <http://www.education.ohio.gov/>

Compliance

Annual audits for Cincinnati Speech and Reading Center, from Office of Auditor of State, available at: <http://www.auditor.state.oh.us/AuditSearch/Search.aspx>.

Fall 2008 site visit report.

AOIS review.

Performance Data

Ohio Department of Education website, 2007-08 school year data reported August 29, 2008. <http://www.ode.state.oh.us/reportcardfiles/2007-2008/BUILD/000781.pdf>

Value-Added Data

Ohio Department of Education website, 2007-08 school year data. http://ilrc.ode.state.oh.us/Power_Users.asp

Ohio Value-Added Primer, August 25, 2008 http://edexcellence.net/detail/news.cfm?news_id=735&id=130

² All academic analysis is based on data from the Ohio Department of Education interactive Local Report Card, available in this report and online at: <http://webapp2.ode.state.oh.us/reportcard/archives/Default.asp> .

³ Federal AYP requirements identify a series of standards that each school and district must reach. These include specific performance and participation requirements for students tested in reading and math, as well as attendance and graduation benchmarks school and districts must reach. For specific information on this year's benchmarks see: <http://education.ohio.gov/GD/DocumentManagement/DocumentDownload.aspx?DocumentID=31931>.

DAYTON ACADEMY

Contact Name

Emory Wyckoff, Principal

Address

4401 Dayton Liberty Road
Dayton, Ohio 45418-1903

Telephone

937-262-4080

Contact Email

emwyckoff@daytonedisonschools.com

Website

www.thedaytonacademy.com

Began Operating

1999

Governing Authority

Board of Trustees, Dayton Academy

- Dixie Allen
- Don Graber
- David K. Greer
- Allen Hill
- Ellen S. Ireland
- Mary Karr
- Valerie Lemmie
- Doug Mangen

Operator

EdisonLearning, Inc.

MISSION

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

EDUCATIONAL PHILOSOPHY

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

A new school design developed by EdisonLearning, Inc., called E2, was piloted at Dayton Academy in the 2007-08 school year. Dayton Academy also forged a partnership with a local preschool provider, Mini University, Inc., to operate a preschool program. Mini University at Dayton Academy has received a Two Star Step Up to Quality rating from the state of Ohio. This means that there is a low staff to student ratio in the preschool classrooms, that the administrator and at least 50% of lead teachers have a credential and/or a degree in early childhood education, that the administrator all lead teachers and assistant teachers complete 10 hours of specialized training annually, that the employer (Mini University) provides administrative supports and at least two benefits (such as insurance, paid leave, tuition reimbursement etc.), and that teachers use researched-based practices to and Ohio's Early Learning Content Standards in their daily planning.

SCHOOL CALENDAR

Students at Dayton Academy are in school over 1,300 hours each year (the minimum required by the state of Ohio is 920 hours). The Dayton Academy's school day is seven hours long for those in grades K-2 and eight hours long for those in grades three through eight.

The longer school day and school year permit more time for fundamentals (90 minutes for reading and 60 minutes for math in K-5), more time for science experiments (which begin in kindergarten), and more time for other "specials."

The first day of school was August 6th for Primary and Elementary students and August 7th for all Junior Academy students. The last day of school for all students was June 10th.

DEMOGRAPHICS

Student Composition 2007-08

Grades Served	K-8
Enrollment	633
Student Demographics	% of Students
African American	>99
White	<1
Hispanic	<1
Free and Reduced Lunch	25
Special Education	14

GOVERNANCE

Previous Sponsor

Ohio Department of Education

School Leader

During the 2007-08 school year, Emory Wyckoff served as the school principal for Dayton Academy.

He previously served as school principal and has held several other administrative positions including Achievement Coordinator and Student Support Manager. He has a bachelor's degree in secondary education and two master's degrees in teaching and education administration.

FACULTY

Number of Teachers

The school employs 38 teachers.

Teacher Demographics	% of teachers
Male	16
Female	84
African-American	49
White	49
Other	2

Highly-qualified Teachers

In 2007-08, 96.3 percent of core academic subjects were taught by teachers considered "highly qualified" as defined under the federal *No Child Left Behind Act*.

Professional Development

Dayton Academy staff must fulfill all professional development requirements mandated by the state of Ohio. Teachers also receive professional development every day throughout the school year. The entire instructional staff is trained in all core programs. The school uses formal staff supervision and evaluation processes to support implementation of the instructional program, and curriculum coordinators and lead teachers conduct classroom observations each quarter.

The leadership structure of Dayton Academy includes a teacher leadership program. Teacher leaders receive salary supplements for their leadership duties.

Compliance Reporting

Education Rating:* Compliant	
Did the school deliver the education plan as contained in its contract for sponsorship with the Thomas B. Fordham Foundation?	Yes
Academic Rating:* Non-compliant	
Academic Performance Requirements	2/5
Goals for Academic Performance Using Common Indicators	2/6
Goals for Academic Performance Relative to Comparable Schools	0/2
The Community School is Attaining Its Own Distinctive Education Goals	0/1
Dayton Academy has not shared its own distinctive education goals.	No
Financial Rating: Compliant	
Fiscal Reports Required	4/4
Audit (most recent): FY07 Status: complete Auditable: Yes Findings: No	Yes
IRS Form 990 (submitted annually)	Yes
Bi-monthly Financial Reports	Yes
Five-Year Budget Forecast	Yes
Governance: Partially Compliant	
Annual Report (2007-2008)	5/5
Mission Statement of the Community School	Yes
General school information and statistics, including grade levels served, and student demographics	Yes
Educational performance results obtained pursuant to Sections 4(a) and 4(b) of Exhibit IV of the contract for sponsorship	Yes
Financial information, including: cashflow statements, income statements and balance sheet information	Yes
Independent state fiscal audit results	Yes
Records Compliance**	4/5
Safety Requirements and facilities permits, licensing, and operations required by municipal and state code for community schools	Yes
Governing Authority policies in place and complete, along with Governing Authority minutes and reporting	Yes
Fiscal and other Ohio revised and administrative code requirements	Yes
Federal Rules and Regulations	Yes
Student, staff, and training records on file and complete	No

*For detailed information regarding education and academic requirements, see the performance section below.

**For a list of all individual Governance Records Compliance documents, please see Appendix D.

COMPLIANCE REPORT

SUMMARY OF COMPLIANCE ASSESSMENT

Education Rating: Compliant

Site visits to the Dayton Academy during the 2007-08 school year confirmed that the Education Plan as set forth in the contract for sponsorship between Fordham and the governing authority of the Dayton Academy was being implemented.

Academic Rating: Non-compliant

The Dayton Academy met fewer than half of its academic performance requirements in 2007-08; consequently, the school is rated non-compliant in this category.

Financial Rating: Compliant

The Dayton Academy is rated compliant in the financial category.

Governance Rating: Partially compliant

The Dayton Academy is rated partially compliant in the governance category. The governance rating is based on the governing authority's adherence to applicable laws and rules, as well as the requirements for school annual reports as set forth by the Ohio Department of Education. In records compliance, there was no evidence provided by the school of a current school treasurer bond; consequently, the school is rated partially compliant in this category.

SCHOOL PERFORMANCE RESULTS

Assessments

Dayton Academy participates in all state-required tests. The school also uses Edison's proprietary online benchmark testing system which is administered monthly in reading, math, and language arts to all students in grades two through eight, and quarterly in science and social studies to all students in grades five through eight.

Results

Dayton Academy, like all Fordham-sponsored schools, must meet five requirements under state and

Academic Performance Requirements

INDICATORS ⁴	School Performance	
	Participation	Achievement
Requirement 1: Made Adequate Yearly Progress (AYP)?	No	
Requirement 2: Made AYP in Reading?	Yes	No
Requirement 3: Made AYP in Mathematics?	Yes	No

federal law. These requirements are considered annually by Fordham when evaluating the performance of the school and when making renewal and non-renewal decisions regarding the contract.

Dayton Academy made AYP for the school as a whole and for two subgroups (Economically Disadvantaged, African American) in reading and math but missed targets for Students with Disabilities in reading and math achievement.

The Accountability Plan of the Fordham Sponsorship Program reaches beyond these minimum requirements and considers a school's attainment of several additional goals. These goals are based on achievement data reported publicly by the state on the school's "local report card." Additional details regarding the Dayton Academy's performance on each goal can be found on the following pages.

Goal 1: Received rating of at least Continuous Improvement?

No. Dayton Academy received a rating of Academic Watch in 2007-08.

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

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

Goals for Academic Performance Using Common Indicators

INDICATORS	School Performance
Goal 1: Received rating of at least Continuous Improvement?	No
Goal 2: Averaged at least 5% growth on READING portions of state tests?	No
Goal 3: Averaged at least 5% growth on MATH portions of state tests?	No
Goal 4: Averaged at least 3% growth on SCIENCE portions of state tests?	Yes
Goal 5: Averaged at least 3% growth on WRITING portions of state tests?	Yes
Goal 6: Averaged at least 3% growth on SOCIAL STUDIES portions of state tests?	No
Goal 7: Outperformed home district average on all portions of state tests?	No
Goal 8: Outperformed state community school average on all portions of state tests?	No

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

No. The percentage of Dayton Academy students meeting reading standards rose by 5 percent between 2006-07 and 2007-08.

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

No. The percentage of Dayton Academy students meeting math standards fell 25 percent between 2006-07 and 2007-08.

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

School Performance on Reading, Math

	% of Students Meeting READING Standards		Percent Change	% of Students Meeting MATH Standards		Percent Change
	06-07	07-08		06-07	07-08	
3rd Grade	52	67	30	68	36	-46
4th Grade	74	59	-19	72	36	-50
5th Grade	63	54	-14	52	41	-20
6th Grade	73	57	-23	72	38	-47
7th Grade	51	66	29	44	60	35
8th Grade	57	68	19	53	62	17
OVERALL	61	62	2	60	45	-25

School Performance on Writing, Science, and Social Studies

	% of Students Meeting WRITING Standards		Percent Change	% of Students Meeting SCIENCE Standards		Percent Change	% of Students Meeting SOCIAL STUDIES Standards		Percent Change
	06-07	07-08		06-07	07-08		06-07	07-08	
4th Grade	83	68	-18	N/A	N/A	N/A	N/A	N/A	N/A
5th Grade	N/A	N/A	N/A	15	15	-2	23	11	-50
7th Grade	49	82	69	N/A	N/A	N/A	N/A	N/A	N/A
8th Grade	N/A	N/A	N/A	12	19	59	5	9	100
OVERALL	66	74	12	13	17	28	12	10	-14

Yes. The percentage of Dayton Academy students meeting writing standards rose by 28 percent between 2006-07 and 2007-08

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

Yes. The percentage of Dayton Academy students meeting writing standards rose by 12 percent between 2006-07 and 2007-08.

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

No. The percentage of Dayton Academy students meeting social studies standards fell by 14 percent between 2006-07 and 2007-08

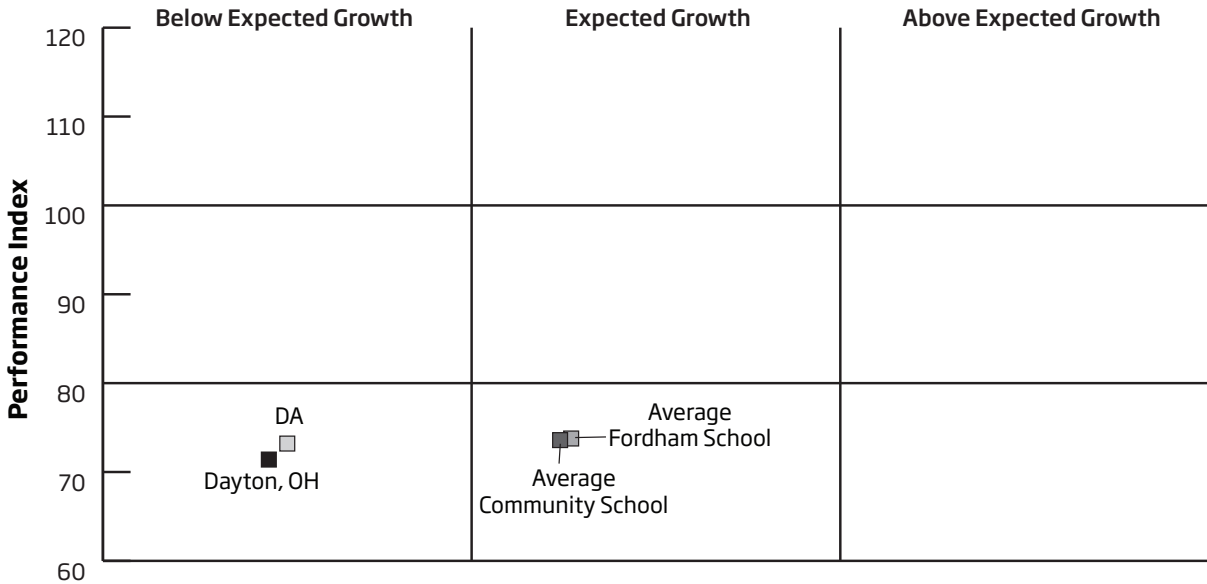
Goal 7: Outperformed home district average on all portions of state tests?

No. In 2007-08, across five subject areas, Dayton Academy's percentage proficient was an average of 4 points higher than Dayton Public Schools' percentage proficient, but the percentage proficient in science and social studies was lower than Dayton Public Schools'.

Percent Meeting State Standards Compared to Home District and State Community School Average, 2007-08

	Dayton Academy	Dayton Public School District	Difference	State Community School Average	Difference
Reading	62	48	14	59	3
Math	45	36	8	45	0
Writing	74	57	16	67	7
Science	17	25	-8	35	-18
Social Studies	10	19	-9	27	-17

Performance Index and Value-Added Rating Compared to Home District, State Community Schools, and Average Fordham School, 2007-08



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

No. In 2007-08, across five subject areas, Dayton Academy’s percentage proficient was an average of 5 points lower than the statewide community schools’ average percentage proficient.

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

In 2007-08, Fordham offered schools the option to report their progress on their own distinctive education goals. The Dayton Academy did not take advantage of this opportunity.

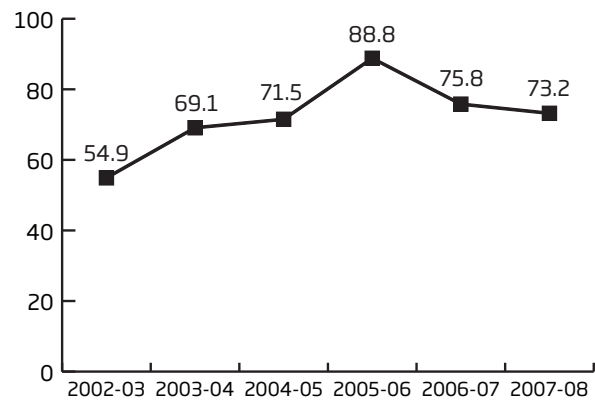
OTHER PERFORMANCE INDICATORS

Attendance Rate

90.2 percent

The Performance Index Score

The Performance Index (PI) score at Dayton Academy was 73.2, a decrease of 2.6 from the previous year. The PI provides an overall indication of how well students perform on all tested subjects in grades three, four, five, seven, and eight each year. The PI score is calculated by multiplying the percentage of students that are untested, below basic/limited, basic, proficient, accelerated, or advanced by weights ranging from 0 for untested to 1.2 for advanced students. The totals are then summed to obtain the school or district's PI score. PI scores range from 0 to 120, with 100 being the statewide goal for all students.



SOURCES

Mission, Educational Philosophy, Program, and Academic Calendar

Dayton Academy's Application for Fordham Sponsorship; print copy and AOIS submissions.

Ohio State Department of Education Annual Report 2006; available online: <http://www.edexcellence.net/sponsorship/schooldocs/EdisonDay05.pdf>

Edison Schools website <http://www.edisonschools.com/>

Mini University website <http://www.miniuniversity.net/>

Student Enrollment and Demographic Information

"Local School Report Cards 2007-08" Ohio Department of Education <http://webapp2.ode.state.oh.us/reportcard/archives/Default.asp>

Governance

Fordham staff, electronic submission, and school self report.

Teacher Information

Ohio Department of Education website, 2007-08 school year data reported August 14, 2007. <http://www.ode.state.oh.us/>

Compliance

Annual Audits for Dayton Academy, from Office of Auditor of State, available at: <http://www.auditor.state.oh.us/AuditSearch/Search.aspx>.

IRS form 990, as submitted to the Thomas B. Fordham Foundation.

Fall 2007 and Spring 2008 site visit reports.

AOIS review.

Performance Data

The Dayton Academy: 2007-2008 School Year Report Card. Ohio Department of Education, published August 26, 2008. <http://www.ode.state.oh.us/reportcardfiles/2007-2008/BUILD/133959.pdf>

The Dayton Academy: 2006-2007 School Year Report Card. Ohio Department of Education. <http://www.ode.state.oh.us/reportcardfiles/2006-2007/BUILD/133959.PDF>

Value-Added Data

Ohio Department of Education website, 2007-08 school year data. http://ilrc.ode.state.oh.us/Power_Users.asp

Ohio Value-Added Primer, August 25, 2008 http://edexcellence.net/detail/news.cfm?news_id=735&id=130

⁴ Federal AYP requirements identify a series of standards that each school and district must reach. These include specific performance and participation requirements for students tested in reading and math, as well as attendance and graduation benchmarks school and districts must reach. For specific information on this year's benchmarks see: <http://education.ohio.gov/GD/DocumentManagement/DocumentDownload.aspx?DocumentID=31931>.

DAYTON VIEW ACADEMY

Contact Name

Amy Doerman, Principal

Address

1416 W. Riverview Avenue
Dayton, Ohio 45407-2217

Telephone

937-567-9426

Contact Email

adoerman@daytonview.edisonschools.com

Website

www.daytonviewacademy.com

Began Operating

2000

Governing Authority

Board of Trustees, Dayton View Academy

- Dixie Allen
- Don Graber
- David K. Greer
- Allen Hill
- Ellen S. Ireland
- Mary Karr
- Valerie Lemmie
- Doug Mangen

Operator

EdisonLearning, Inc.

MISSION

The mission of Dayton View Academy is to provide an exemplary education to all its students. The school is also focused on equal access to a world-class education.

EDUCATIONAL PHILOSOPHY

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

A new school design developed by EdisonLearning, Inc., called E2, was piloted at Dayton View Academy in the 2007-08 school year. Dayton View Academy also forged a partnership with a local preschool provider, Mini University, Inc., to operate a preschool program. Mini University at Dayton View Academy has received a Two-Star Step Up to Quality rating from the state of Ohio. This means that there is a low staff to student ratio in the preschool classrooms, that the administrator and at least 50 percent of lead teachers have a credential and/or a degree in early childhood education, that the administrator and all lead teachers and assistant teachers complete 10 hours of specialized training annually, that the employer (Mini University) provides administrative supports and at least two benefits (such as insurance, paid leave, tuition reimbursement, etc.), and that teachers use researched-based practices and Ohio's Early Learning Content Standards in their daily planning.

SCHOOL CALENDAR

Students at Dayton View Academy are in school over 1,300 hours each year (the minimum required by the

state of Ohio is 920 hours). The Dayton View Academy's school day is seven hours long for those in grades kindergarten through two and eight hours long for those in grades three through eight.

The longer school day and school year permit more time for fundamentals (90 minutes for reading and 60 minutes for math in kindergarten through fifth grade), more time for science experiments (which begin in kindergarten), and more time for other "specials."

The first day of school was August 6, 2007, for Primary and Elementary students and August 7, 2007, for all Junior Academy students. The last day of school for all students was June 10, 2008.

DEMOGRAPHICS

Student Composition 2007-08

Grades Served	K-8
Enrollment	599
Student Demographics	% of Students
African American	>99
White	<1
Other	<1
Free and Reduced Lunch	>48
Special Education	11

GOVERNANCE

Previous Sponsor

Ohio Department of Education

School Leader

Amy Doerman served as the principal for Dayton View Academy during the 2007-08 school year. She holds a bachelor's degree in elementary education and a master's degree in educational leadership. Ms. Doerman has taught for several years, including five years at Dayton View Academy, before becoming principal.

FACULTY

Number of Teachers

The school employs 34 teachers.

Highly-qualified Teachers

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

Teacher Demographics	% of teachers
Male	18
Female	82
African-American	65
White	35

Professional Development

Dayton View Academy staff must fulfill all professional development requirements mandated by the state of Ohio. Teachers receive professional development every day throughout the school year. The entire instructional staff is trained in all core programs. The school uses formal staff supervision and evaluation processes to support implementation of the instructional program, and curriculum coordinators and lead teachers complete classroom observations each quarter.

The leadership structure of Dayton View Academy includes a teacher leadership program, and teacher leaders receive salary supplements for their leadership duties.

COMPLIANCE REPORT

SUMMARY OF COMPLIANCE ASSESSMENT

Education Rating: Compliant

Site visits conducted at the Dayton View Academy during the 2006-07 school year indicated the Dayton View Academy was following the Education Plan as set forth in its contract for sponsorship with the Fordham Foundation.

Compliance Reporting

Education Rating:* Compliant	
Did the school deliver the education plan as contained in its contract for sponsorship with the Thomas B. Fordham Foundation?	Yes
Academic Rating:* Non-compliant	
Academic Performance Requirements	2/5
Goals for Academic Performance Using Common Indicators	3/6
Goals for Academic Performance Relative to Comparable Schools	0/2
The Community School is Attaining Its Own Distinctive Education Goals	0/1
Dayton View Academy has not shared its own distinctive education goals.	No
Financial Rating: Compliant	
Fiscal Reports Required	4/4
Audit (most recent): FY07 Status: Complete Auditable: Yes Findings: No	Yes
IRS Form 990 (submitted annually)	Yes
Bi-monthly Financial Reports	Yes
Five-Year Budget Forecast	Yes
Governance: Partially Compliant	
Annual Report (2007-2008)	5/5
Mission Statement of the Community School	Yes
General school information and statistics, including grade levels served, and student demographics	Yes
Educational performance results obtained pursuant to Sections 4(a) and 4(b) of Exhibit IV of the contract for sponsorship	Yes
Financial information, including: cashflow statements, income statements and balance sheet information	Yes
Independent state fiscal audit results	Yes
Records Compliance**	4/5
Safety Requirements and facilities permits, licensing, and operations required by municipal and state code for community schools	Yes
Governing Authority policies in place and complete, along with Governing Authority minutes and reporting	Yes
Fiscal and other Ohio revised and administrative code requirements	Yes
Federal Rules and Regulations	Yes
Student, staff, and training records on file and complete	No

**For detailed information regarding education and academic requirements, see the performance section below.*

***For a list of all individual Governance Records Compliance documents, please see Appendix D.*

Academic Rating: Non-compliant

The Dayton View Academy is rated non-compliant in this category because it met fewer than half of its academic performance requirements.

Financial Rating: Compliant

The Dayton View Academy is rated compliant in the financial category.

Governance Rating: Partially compliant

The Dayton View Academy is rated partially compliant in the governance category. The governance rating is based on the governing authority’s adherence to applicable laws and rules, as well as the requirements for school annual reports as set forth by the Ohio Department of Education. In records compliance, there was no evidence provided by the school of a current school treasurer bond; consequently, the school is rated partially compliant in this category.

SCHOOL PERFORMANCE RESULTS

Assessments

Dayton View Academy participates in all state-required tests. The school also uses Edison’s proprietary online benchmark testing system, which is administered monthly in reading, math, and language arts to all students in grades two through eight, and quarterly in science and social studies to all students in grades five through eight. Teachers receive feedback on their students in a number of categories.

Results

Dayton View Academy, like all Fordham-sponsored schools, must meet five requirements under state and federal law. These requirements are considered annually by Fordham when evaluating the performance of the school and when making renewal and non-renewal decisions regarding the contract.

Dayton View Academy did not make AYP because the school as a whole and one subgroup that was measured (Students with Disabilities) missed the targets for reading and math.

The Accountability Plan of the Fordham Sponsorship Program reaches beyond these minimum re-

Academic Performance Requirements

INDICATORS ⁵	School Performance	
	Participation	Achievement
Requirement 1: Made Adequate Yearly Progress (AYP)?	No	
Requirement 2: Made AYP in Reading?	Yes	No
Requirement 3: Made AYP in Mathematics?	Yes	No

quirements and considers a school’s attainment of several additional goals. These goals are based on achievement data reported publicly by the state on the school’s “local report card.” Additional details re-

Goals for Academic

Performance Using Common Indicators

INDICATORS	School Performance
Goal 1: Received rating of at least Continuous Improvement?	No
Goal 2: Averaged at least 5% growth on READING portions of state tests?	Yes
Goal 3: Averaged at least 5% growth on MATH portions of state tests?	No
Goal 4: Averaged at least 3% growth on SCIENCE portions of state tests?	No
Goal 5: Averaged at least 3% growth on WRITING portions of state tests?	Yes
Goal 6: Averaged at least 3% growth on SOCIAL STUDIES portions of state tests?	Yes
Goal 7: Outperformed home district average on all portions of state tests?	No
Goal 8: Outperformed state community school average on all portions of state tests?	No

garding Dayton View Academy's performance on each goal can be found on the following pages.

Goal 1: Received rating of at least Continuous Improvement?

No. Dayton View Academy received a rating of Academic Watch in 2007-08.

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

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

Yes. The percentage of Dayton View Academy students meeting reading standards rose 14 percent between 2006-07 and 2007-08.

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

No. The percentage of Dayton View Academy students meeting math standards fell by 12 percent between 2006-07 and 2007-08.

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

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

No. The percentage of Dayton View Academy students meeting math standards fell by 44 percent between 2006-07 and 2007-08

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

Yes. The percentage of Dayton View Academy students meeting writing standards rose by 17 percent between 2006-07 and 2007-08.

School Performance on Reading, Math

	% of Students Meeting READING Standards		Percent Change	% of Students Meeting MATH Standards		Percent Change
	06-07	07-08		06-07	07-08	
3rd Grade	50	55	9	52	51	-1
4th Grade	49	72	46	35	54	52
5th Grade	52	41	-21	19	16	-12
6th Grade	41	64	57	71	38	-47
7th Grade	42	48	16	43	43	-2
8th Grade	69	62	-9	73	42	-42
OVERALL	51	58	14	48	42	-12

School Performance on Writing, Science, and Social Studies

	% of Students Meeting WRITING Standards		Percent Change	% of Students Meeting SCIENCE Standards		Percent Change	% of Students Meeting SOCIAL STUDIES Standards		Percent Change
	06-07	07-08		06-07	07-08		06-07	07-08	
4th Grade	59	81	38	N/A	N/A	N/A	N/A	N/A	N/A
5th Grade	N/A	N/A	N/A	19	4	-78	6	6	-2
7th Grade	70	66	-5	N/A	N/A	N/A	N/A	N/A	N/A
8th Grade	N/A	N/A	N/A	20	18	-10	13	16	25
OVERALL	64	75	17	19	11	-44	9	11	16

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

Yes. The percentage of Dayton View Academy Students meeting social studies standards rose 16 percent between 2006-07 and 2007-08.

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

No. In 2007-08, Dayton View Academy's percentage proficient was on average 2 points higher than the percent proficient in Dayton Public Schools. Dayton

View Academy's percent proficient in science and social studies, however, was lower by 14 and 8 percentage points, respectively.

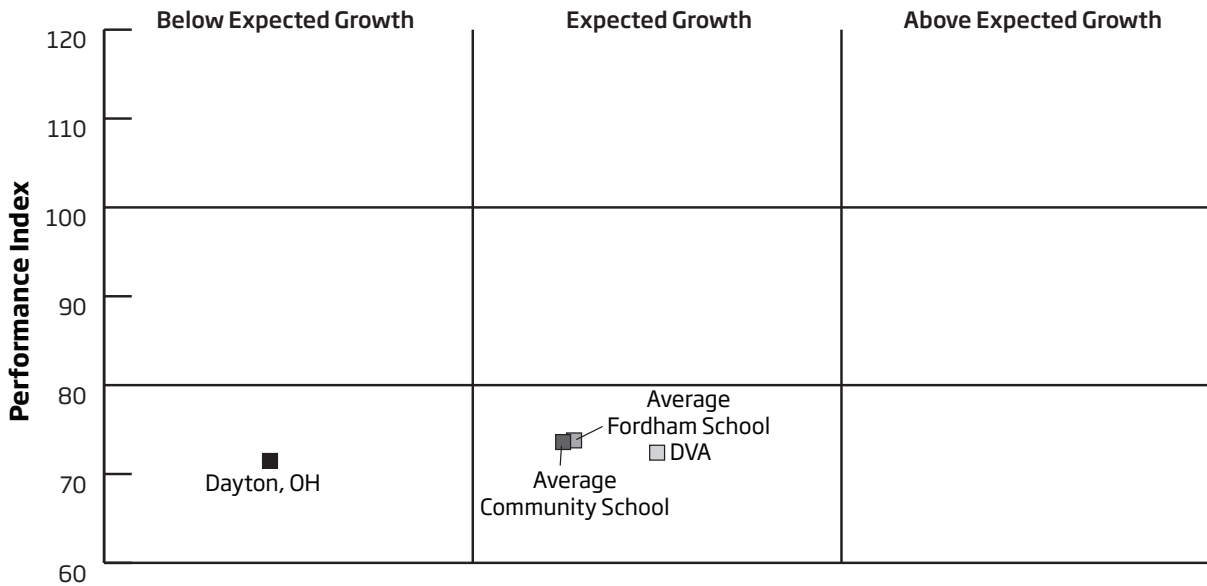
Goal 8: Outperformed state community school average on all portions of state tests?

No. In 2007-08, Dayton View Academy's percentage proficient was an average of 7 points lower than the statewide charter schools' average percentage proficient. However, Dayton View Academy's percent proficient was higher in writing by 8 percentage points.

Percent Meeting State Standards Compared to Home District and State Community School Average, 2007-08

	Dayton View Academy	Dayton Public School District	Difference	State Community School Average	Difference
Reading	58	49	10	59	-1
Math	42	37	6	45	-3
Writing	75	57	17	67	8
Science	11	25	-14	35	-24
Social Studies	11	19	-8	27	-16

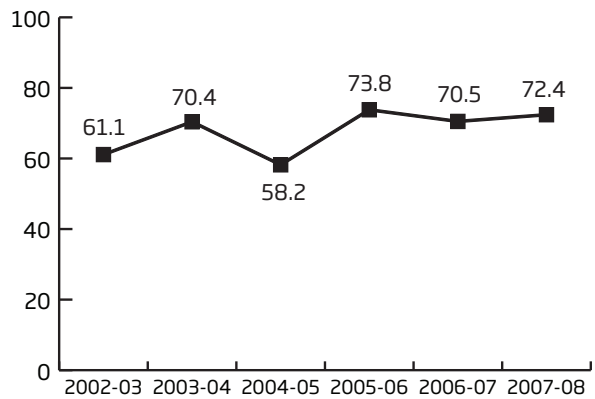
Performance Index and Value-Added Rating Compared to Home District, State Community Schools, and Average Fordham School, 2007-08



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

basic/limited, basic, proficient, accelerated, or advanced by weights ranging from 0 for untested to 1.2 for advanced students. The totals are then summed to obtain the school or district’s PI score. PI scores range from 0 to 120, with 100 being the statewide goal for all students.

In 2006-07, Fordham offered schools the option to report their progress on their own distinctive education goals. The Dayton View Academy did not take advantage of this opportunity.



Other Performance Indicators

Attendance Rate

87.6 percent

The Performance Index Score

The 2007-08 Performance Index (PI) score at Dayton View Academy was 72.4, an increase of 1.9 from the previous year. The PI provides an overall indication of how well students perform on all tested subjects in grades three, four, five, seven, and eight each year. The PI score is calculated by multiplying the percentage of students that are untested, below

SOURCES

Mission, Educational Philosophy, Program, and Academic Calendar

Dayton View Academy’s Application for Fordham Sponsorship; print copy and AOIS submissions.

Ohio Department of Education Annual Report 2006; available online: <http://www.edexcellence.net/sponsorship/schooldocs/EdisonDay05.pdf>

Edison Schools website <http://www.edisonschools.com/>

Mini University website <http://www.miniuniversity.net/>

Student Enrollment and Demographic Information

“Local School Report Cards 2007-08” Ohio Department of Education <http://webapp2.ode.state.oh.us/reportcard/archives/Default.asp>

Governance

Fordham Staff, electronic submission, and school self report.

Teacher Information

Ohio Department of Education website, 2007-08 school year data. <http://www.ode.state.oh.us/>

Compliance

Annual Audits for Dayton View Academy, from Office of Auditor of State, available at: <http://www.auditor.state.oh.us/AuditSearch/Search.aspx>.

IRS form 990, as submitted to the Thomas B. Fordham Foundation.

Fall 2007 and Spring 2008 site visit reports.

AOIS review.

Performance Data

Dayton View Academy: 2007-2008 School Year Report Card. Ohio Department of Education, published August 26, 2008. <http://www.ode.state.oh.us/reportcardfiles/2007-2008/BUILD/133454.pdf>.

Dayton View Academy: 2006-2007 School Year Report Card. Ohio Department of Education. <http://www.ode.state.oh.us/reportcardfiles/2006-2007/BUILD/133454.PDF>.

Value-Added Data

Ohio Department of Education website, 2007-08 school year data. http://ilrc.ode.state.oh.us/Power_Users.asp

Ohio Value-Added Primer, August 25, 2008 http://edexcellence.net/detail/news.cfm?news_id=735&cid=130

⁵ Federal AYP requirements identify a series of standards that each school and district must reach. These include specific performance and participation requirements for students tested in reading and math, as well as attendance and graduation benchmarks schools and districts must reach. For specific information on this year's benchmarks see: <http://education.ohio.gov/GD/DocumentManagement/DocumentDownload.aspx?DocumentID=31931>

EAST END COMMUNITY SCHOOL

The Thomas B. Fordham Foundation ceased sponsorship of East End Community School in June 2008.

Contact Name

Scott Ervin, Director

Address

401 Nassau Street
Dayton, Ohio 45410

Telephone

937-222-7355

Contact Email

servin@eastendacc.org

Website

www.eastendacc.org

Began Operating

2002

Governing Authority

Board of Directors, East End Community School

- Donald R. Askins
- Michelle Clark
- Dr. Donald Jentleson
- Frank W. Surico
- Dennis Wolters
- Diana Watkins

MISSION

The mission of East End Community School is to create powerful learning environments that enable the children of working poor families to achieve high academic levels and a life-long love of learning. The school's overall purpose is to break the cycle of urban poverty by preparing children of working poor families to secure a future bright with promise.

EDUCATIONAL PHILOSOPHY

East End Community School seeks to serve urban poor students in the East End area of Dayton, Ohio. The school was opened in response to neighborhood parents' concerns that they did not have quality educational choices.

SCHOOL CALENDAR

Students at East End Community School attend from 8 a.m. to 3:05 p.m., from August to early June each academic year. The 2007-08 school year began August 10, 2007, and the last day for students was June 4, 2008.

GOVERNANCE

Previous Sponsor

Ohio Department of Education

School Leader

Scott Ervin became the Director of the school in 2006-2007, and continued as the school leader in 2007-2008. In the past, he served as a reserve teacher for the Dayton Public Schools and was a lead teacher at East End Community School. Mr. Ervin has a bachelor's degree in political science and a master's degree in educational leadership.

School Status

The Thomas B. Fordham Foundation ceased sponsorship of East End Community School in June 2008.

DEMOGRAPHICS

Student Composition 2007-08

Grades Served	K-7
Enrollment	210
Student Demographics	% of Students
African American	8
White	68
Hispanic	12
Other	11
Free and Reduced Lunch	87
Special Education	19

FACULTY

Number of Teachers

East End Community School employed 12 teachers.

Highly-qualified Teachers

In 2007-08, 86.3 percent of core academic subjects were taught by teachers considered “highly qualified” as defined under the federal *No Child Left Behind* Act.

Teacher Demographics	% of teachers
Male	16
Female	84
White	100

Professional Development

East End Community School must fulfill all professional development requirements mandated by the state of Ohio. Teachers receive professional development on the Accelerated Schools model and Love and Logic model throughout the year.

COMPLIANCE REPORT

SUMMARY OF COMPLIANCE ASSESSMENT

Education Rating: Compliant

Site visits conducted at East End Community School during the 2007-08 school year found that the school was following the Education Plan as set forth in the contract for sponsorship between East End Community School and the Fordham Foundation.

Academic Rating: Compliant

East End Community School met five of five academic performance requirements and is therefore compliant in this category.

Financial Rating: Compliant

In 2007-08, East End Community School submitted all required financial documents, and is rated compliant in this area.

Governance Rating: Partially compliant

East End Community School is rated partially compliant in the compliance category. The governance rating is based on the governing authority’s adherence to applicable laws and rules, as well as the requirements for school annual reports as set forth by the Ohio Department of Education. Regarding records compliance, there was no evidence provided by the school of sufficient tornado drills done in accordance to Ohio Administrative Code; consequently, the school is rated partially compliant in this category.

SCHOOL

PERFORMANCE RESULTS

Assessments

East End Community School participates in all state-required tests. For internal diagnostic assessments, the school administers the Terra Nova test each spring.

Compliance Reporting

Education Rating:* Compliant	
Did the school deliver the education plan as contained in its contract for sponsorship with the Thomas B. Fordham Foundation?	Yes
Academic Rating:* Compliant	
Academic Performance Requirements ⁶	5/5
Goals for Academic Performance Using Common Indicators	4/6
Goals for Academic Performance Relative to Comparable Schools	2/2
The Community School is Attaining Its Own Distinctive Education Goals	0/1
East End Community School has not shared its own distinctive education goals	No
Financial Rating: Compliant	
Fiscal Reports Required	4/4
Audit (most recent): FY07 Status: Complete Auditable: Yes Findings: No	Yes
IRS Form 990 (submitted annually)	Yes
Bi-monthly Financial Reports	Yes
Five-Year Budget Forecast	Yes
Governance: Partially Compliant	
Annual Report (2007-2008)	5/5
Mission Statement of the Community School	Yes
General school information and statistics, including grade levels served, and student demographics	Yes
Educational performance results obtained pursuant to Sections 4(a) and 4(b) of Exhibit IV of the contract for sponsorship	Yes
Financial information, including: cashflow statements, income statements and balance sheet information	Yes
Independent state fiscal audit results	Yes
Records Compliance**	4/5
Safety Requirements and facilities permits, licensing, and operations required by municipal and state code for community schools	No
Governing Authority policies in place and complete, along with Governing Authority minutes and reporting	Yes
Fiscal and other Ohio revised and administrative code requirements	Yes
Federal Rules and Regulations	Yes
Student, staff, and training records on file and complete	No

**For detailed information regarding Education and Academic requirements, see the performance section below.*

***For a list of all individual Governance Records Compliance documents, please see Appendix D.*

Results

East End Community School, like all Fordham-sponsored schools, must meet five requirements under state and federal law. These requirements are considered annually by Fordham when evaluating the performance of the school and when making renewal and non-renewal decisions regarding the contract.

The Accountability Plan of the Fordham Sponsorship Program reaches beyond these minimum requirements and considers a school's attainment of several additional goals.

Academic Performance Requirements

INDICATORS ⁷	School Performance	
	Participation	Achievement
Requirement 1: Made Adequate Yearly Progress (AYP)?	Yes	
Requirement 2: Made AYP in Reading?	Yes	Yes
Requirement 3: Made AYP in Mathematics?	Yes	Yes

These are based on achievement data reported publicly by the state on the school's "local report card." Additional details regarding the East End Community School's performance on each goal can be found on the following pages.

Goal 1: Received rating of at least Continuous Improvement?

Yes. East End Community School received a rating of Continuous Improvement in 2007-08.

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

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

Goals for Academic Performance Using Common Indicators

INDICATORS	School Performance
Goal 1: Received rating of at least Continuous Improvement?	Yes
Goal 2: Averaged at least 5% growth on READING portions of state tests?	No
Goal 3: Averaged at least 5% growth on MATH portions of state tests?	Yes
Goal 4: Averaged at least 3% growth on SCIENCE portions of state tests?	Yes
Goal 5: Averaged at least 3% growth on WRITING portions of state tests?	No
Goal 6: Averaged at least 3% growth on SOCIAL STUDIES portions of state tests?	Yes
Goal 7: Outperformed home district average on all portions of state tests?	Yes
Goal 8: Outperformed state community school average on all portions of state tests?	Yes

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

No. The percentage of East End Community School students meeting reading standards rose by 3 percent between 2006-07 and 2007-08.

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

School Performance on Reading, Math

	% of Students Meeting READING Standards		Percent Change	% of Students Meeting MATH Standards		Percent Change
	06-07	07-08		06-07	07-08	
3rd Grade	62	71	14	53	69	30
4th Grade	69	70	1	39	36	-5
5th Grade	52	61	17	16	44	172
6th Grade	58	48	-17	53	44	-17
7th Grade	N/A	56	N/A	N/A	44	N/A
OVERALL	61	63	3	40	48	19

School Performance on Writing, Science, and Social Studies

	% of Students Meeting WRITING Standards		Percent Change	% of Students Meeting SCIENCE Standards		Percent Change	% of Students Meeting SOCIAL STUDIES Standards		Percent Change
	06-07	07-08		06-07	07-08		06-07	07-08	
4th Grade	92	73	-21	N/A	N/A	N/A	N/A	N/A	N/A
5th Grade	N/A	N/A	N/A	40	48	20	16	35	118
7th Grade	N/A	94	N/A	N/A	N/A	N/A	N/A	N/A	N/A
OVERALL	92	80	-13	40	48	20	16	35	118

Yes. The percentage of East End Community School students meeting math standards rose by 19 percent between 2006-07 and 2007-08.

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

Yes. The percent of East End Community School

students meeting science standards rose 20 percent between 2006-07 and 2007-08.

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

No. The percentage of East End Community School students meeting writing standards fell by 13 points between 2006-07 and 2007-08.

Percent Meeting State Standards Compared to Home District and State Community School Average, 2007-08

	East End Community School	Dayton Public School District	Difference	State Community School Average	Difference
Reading	63	48	14	58	5
Math	48	36	12	45	3
Writing	80	57	23	67	14
Science	48	25	23	35	13
Social Studies	35	18	17	29	6

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

Yes. The percentage of East End Community School students meeting social studies standards rose by 118 percent between 2006-07 and 2007-08.

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

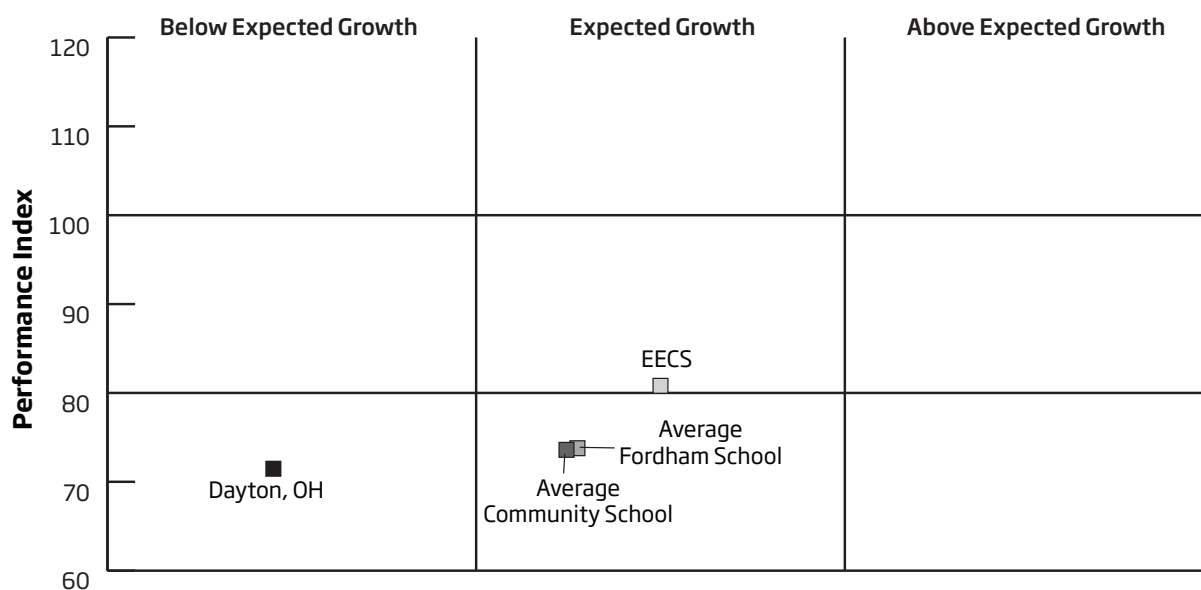
Yes. In 2007-08, East End Community School's per-

centage proficient was an average of 18 points higher than Dayton Public Schools' percentage proficient.

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

Yes. In 2007-08, East End Community School's percentage proficient was an average of 8 points higher than the statewide charter schools' average percentage proficient.

Performance Index and Value-Added Rating Compared to Home District, State Community Schools, and Average Fordham School, 2007-08



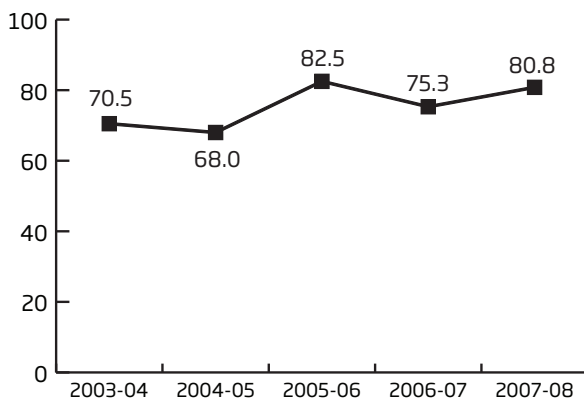
In 2007-08 Ohio added a new component to its assessment system, “value-added”: a measure of how much progress students made in reading and math over the course of one year compared to how much the state would expect them to gain. East End Community School received a value-added rating of Met Expected Growth in 2007-08.

In 2006-07, Fordham offered schools the option to report their progress on their own distinctive education goals. East End Community School did not take advantage of this opportunity.

OTHER PERFORMANCE INDICATORS

Attendance Rate

93.2 percent



The Performance Index Score

The 2007-08 Performance Index (PI) score at East End Community School was 80.8, an increase of 5.5 from the previous year. The PI provides an overall indication of how well students perform on all tested subjects in grades three, four, five, seven, and eight each year. The PI score is calculated by multiplying the percentage of students that are untested, below basic/limited, basic, proficient, accelerated, or advanced by weights ranging from 0 for untested to 1.2 for advanced students. The totals are then summed to obtain the school or district's PI score. PI scores range from 0 to 120, with 100 being the statewide goal for all students.

SOURCES

Mission, Educational Philosophy, Program, and Academic Calendar

East End Community School's Contract and Exhibits for Fordham Sponsorship; print copy and AOIS submissions.

Student Enrollment and Demographic Information

“Local School Report Cards 2007-08” Ohio Department of Education <http://webapp2.ode.state.oh.us/reportcard/archives/Default.asp>

Governance

Fordham Staff, electronic submission, and school self report.

Teacher Information

Ohio Department of Education website, 2007-08 school year data. <http://www.ode.state.oh.us/>

Compliance

Annual Audits for East End Community School, from Office of Auditor of State, available at: <http://www.auditor.state.oh.us/AuditSearch/Search.aspx>.

IRS form 990, as submitted to the Thomas B. Fordham Foundation.

Fall 2007 and Spring 2008 site visit reports.

AOIS review.

Performance Data

East End Community School: 2007-2008 School Year Report Card. Ohio Department of Education, published August 26, 2008. <http://www.ode.state.oh.us/reportcardfiles/2007-2008/BUILD/143388.pdf> .

East End Community School: 2006-2007 School Year Report Card. Ohio Department of Education. <http://www.ode.state.oh.us/reportcardfiles/2007-2008/BUILD/143388.pdf>

Value-Added Data

Ohio Department of Education website, 2007-08 school year data. http://ilrc.ode.state.oh.us/Power_Users.asp

Ohio Value-Added Primer, August 25, 2008 http://edexcellence.net/detail/news.cfm?news_id=735&id=130

⁶ All academic analysis is based on state issued “Local Report Card” data, available in this report, and online at: <http://webapp2.ode.state.oh.us/reportcard/archives/Default.asp>

⁷ Federal AYP requirements identify a series of standards that each school and district must reach. These include specific performance and participation requirements for students tested in reading and math, as well as attendance and graduation benchmarks school and districts must reach. For specific information on this year’s benchmarks see: <http://education.ohio.gov/GD/DocumentManagement/DocumentDownload.aspx?DocumentID=31931>.

OMEGA SCHOOL OF EXCELLENCE

The Omega School of Excellence closed in June 2008.

Contact Name

Angela Wyckoff, Principal

Address

1821 Emerson Avenue
Dayton, Ohio 45406

Telephone

937-278-2372

Contact Email

oseprincipal@gmail.com

Website

www.omega.cs.k12.oh.us

Began Operating

1999

Governing Authority

Board of Directors, Omega School of Excellence

- Kaner Butler
- Rhonda Guillette
- Bonnie Langdon
- Belinda Matthews-Stenson
- Tillman Mosley
- Daryl Ward
- Vanessa Oliver Ward
- Richard Penry
- Di'Anna Peterson

MISSION

The mission of Omega School of Excellence is to offer an innovative, values-based, college preparatory middle school that will prepare students for leadership in the 21st century.

EDUCATIONAL PHILOSOPHY

Omega School of Excellence seeks to prepare students to be lifelong learners. Its purpose is to develop leaders focused on academic excellence who demonstrate a strong work ethic and excel in community service. To address the unique emotional needs of the young adolescent, it aims to create a climate to help the student make a transition to a successful experience in high school, college, and the competitive workplace.

SCHOOL CALENDAR

Students at Omega School of Excellence are in school Monday through Friday from 7:30 a.m. until 4:00 p.m., from July through June. The 2007-08 school year began August 6, 2007, and the last day for students was June 10, 2008.

GOVERNANCE

Previous Sponsor

Ohio Department of Education

School Leader

In 2007-2008, Angela Wyckoff was the principal of Omega School of Excellence. Prior to becoming the principal at Omega, she served as an administrator and teacher at the Dayton View Academy. Ms. Wyckoff has a bachelor's degree in human relations with a minor in elementary education and a master's degree in early childhood education.

School Status

The Omega School of Excellence closed in June 2008.

DEMOGRAPHICS

Student Composition 2007-08

Grades Served	K-8
Enrollment	115
Student Demographics	% of Students
African American	98
White	<1
Hispanic	<1
Other	<1
Free and Reduced Lunch	66

FACULTY

Number of Teachers

Omega School of Excellence employed 8 teachers.

Teacher Demographics	% of teachers
Female	100
African-American	63
White	36

Highly-qualified Teachers

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

Professional Development

Omega staff must fulfill all professional development requirements mandated by the state of Ohio. Teach-

ers received additional professional development throughout the year by attending staff trainings held monthly.

COMPLIANCE REPORT

Summary of Compliance Assessment

Education Rating: Compliant

In 2007-08, site visits at the school found that the Education Plan set forth in the contract between the Omega School of Excellence and the Fordham Foundation was being followed.

Academic Rating: Non-compliant

The Omega School of Excellence met fewer than half of its academic performance requirements in 2007-08 and the school is rated non-compliant in this category.

Financial Rating: Compliant

The Omega School of Excellence submitted all required financial documents and is rated compliant in this category.

Governance Rating: Partially compliant

The governance rating is based on the governing authority’s adherence to applicable laws and rules, as well as the requirements for school annual reports as set forth by the Ohio Department of Education. Regarding records compliance, there was no evidence provided by the school of TB tests done for all new staff, and liability insurance coverage did not match the requirements specified in the contract between the governing authority and the sponsor; consequently, the school is rated partially compliant in this category.

SCHOOL PERFORMANCE RESULTS

Assessments

Omega School of Excellence participates in all state-required tests. For internal diagnostic assessments, the school employs a number of tests, including the Northwest Evaluation Association’s MAP assessment. The test is administered three times each year to

Compliance Reporting

Education Rating:* Compliant	
Did the school deliver the education plan as contained in its contract for sponsorship with the Thomas B. Fordham Foundation?	Yes
Academic Rating:* Non-compliant	
Academic Performance Requirements	2/5
Goals for Academic Performance Using Common Indicators	0/4
Goals for Academic Performance Relative to Comparable Schools	0/2
The Community School is Attaining Its Own Distinctive Education Goals	0/1
Omega School of Excellence has not shared its own distinctive education goals.	No
Financial Rating: Compliant	
Fiscal Reports Required	4/4
Audit (most recent): FY07 Status: complete Auditable: Yes Findings: No	Yes
IRS Form 990 (submitted annually)	Yes
Bi-monthly Financial Reports	Yes
Five-Year Budget Forecast	Yes
Governance: Partially Compliant	
Annual Report (2007-2008)	5/5
Mission Statement of the Community School	Yes
General school information and statistics, including grade levels served, and student demographics	Yes
Educational performance results obtained pursuant to Sections 4(a) and 4(b) of Exhibit IV of the contract for sponsorship	Yes
Financial information, including: cashflow statements, income statements and balance sheet information	Yes
Independent state fiscal audit results	Yes
Records Compliance**	4/5
Safety Requirements and facilities permits, licensing, and operations required by municipal and state code for community schools	Yes
Governing Authority policies in place and complete, along with Governing Authority minutes and reporting	No
Fiscal and other Ohio revised and administrative code requirements	Yes
Federal Rules and Regulations	Yes
Student, staff, and training records on file and complete	No

*For detailed information regarding Education and Academic requirements, see the performance section below.

**For a list of all individual Governance Records Compliance documents, please see Appendix D.

monitor academic progress in math, reading, and language arts. Weekly progress reports are provided to parents.

Results

Omega School of Excellence, like all Fordham-sponsored schools, must meet five requirements under state and federal law. These requirements are considered annually by Fordham when evaluating the performance of the school and when making renewal and non-renewal decisions regarding the contract.

Academic Performance Requirements

INDICATORS ⁸	School Performance	
	Participation	Achievement
Requirement 1: Made Adequate Yearly Progress (AYP)?	No	
Requirement 2: Made AYP in Reading?	Yes	No
Requirement 3: Made AYP in Mathematics?	Yes	No

Omega School of Excellence did not make AYP because the school as a whole missed the targets for both reading and math.

The Accountability Plan of the Fordham Sponsorship Program reaches beyond these minimum requirements and considers a school's attainment of several additional goals. These goals are based on achievement data reported publicly by the state on the school's "local report card." Additional details regarding the Omega School of Excellence's performance on each goal can be found on the following pages.

Goal 1: Received rating of at least Continuous Improvement?

No. Omega School of Excellence received a rating of Academic Emergency in 2007-08.

Ohio has six school performance designations for public schools. The school designation is based on several measures (state indicators, the Performance

Goals for Academic Performance Using Common Indicators

INDICATORS	School Performance
Goal 1: Received rating of at least Continuous Improvement?	No
Goal 2: Averaged at least 5% growth on READING portions of state tests?	No
Goal 3: Averaged at least 5% growth on MATH portions of state tests?	No
Goal 4: Averaged at least 3% growth on SCIENCE portions of state tests?	N/A
Goal 5: Averaged at least 3% growth on WRITING portions of state tests?	No
Goal 6: Averaged at least 3% growth on SOCIAL STUDIES portions of state tests?	N/A
Goal 7: Outperformed home district average on all portions of state tests?	No
Goal 8: Outperformed state community school average on all portions of state tests?	No

Index, AYP, and value-added) and is indicated on the chart to the right in black.

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

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

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

	% of Students Meeting READING Standards		Percent Change	% of Students Meeting MATH Standards		Percent Change
	06-07	07-08		06-07	07-08	
6th Grade	40	N/A	N/A	20	N/A	N/A
7th Grade	60	33	-45	40	33	-17
8th Grade	75	N/A	N/A	38	N/A	N/A
OVERALL	61	33	-46	33	33	0

	% of Students Meeting WRITING Standards		Percent Change	% of Students Meeting SCIENCE Standards		Percent Change	% of Students Meeting SOCIAL STUDIES Standards		Percent Change
	06-07	07-08		06-07	07-08		06-07	07-08	
4th Grade	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
5th Grade	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
7th Grade	70	67	-5	N/A	N/A	N/A	N/A	N/A	N/A
8th Grade	N/A	N/A	N/A	6	N/A	N/A	13	N/A	N/A
OVERALL	70	67	-5	6	N/A	N/A	13	N/A	N/A

No. The percentage of Omega School of Excellence students meeting reading standards fell by 46 percent between 2006-07 and 2007-08.

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

No. The percentage of Omega School of Excellence students meeting math standards did not change between 2006-07 and 2007-08.

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

N/A. Students at Omega School of Excellence were not tested in science in 2007-08.

Goal 5: Averaged at least 3 percent growth on

WRITING portions of state tests?

No. The Percentages of Omega School of Excellence students meeting writing standards fell 5 percent between 2006-07 and 2007-08.

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

N/A. Students at Omega School of Excellence were not tested in social studies in 2007-08.

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

No. In 2007-08, Omega School of Excellence's percentage proficient was lower in reading by 12 percentage points.

Percent Meeting State Standards Compared to Home District and State Community School Average, 2007-08

	The Omega School of Excellence	Dayton Public School District	Difference	State Community School Average	Difference
Reading	33	46	-12	61	-28
Math	33	31	3	43	-9
Writing	67	61	6	73	-6
Science	N/A	N/A	N/A	N/A	N/A
Social Studies	N/A	N/A	N/A	N/A	N/A

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

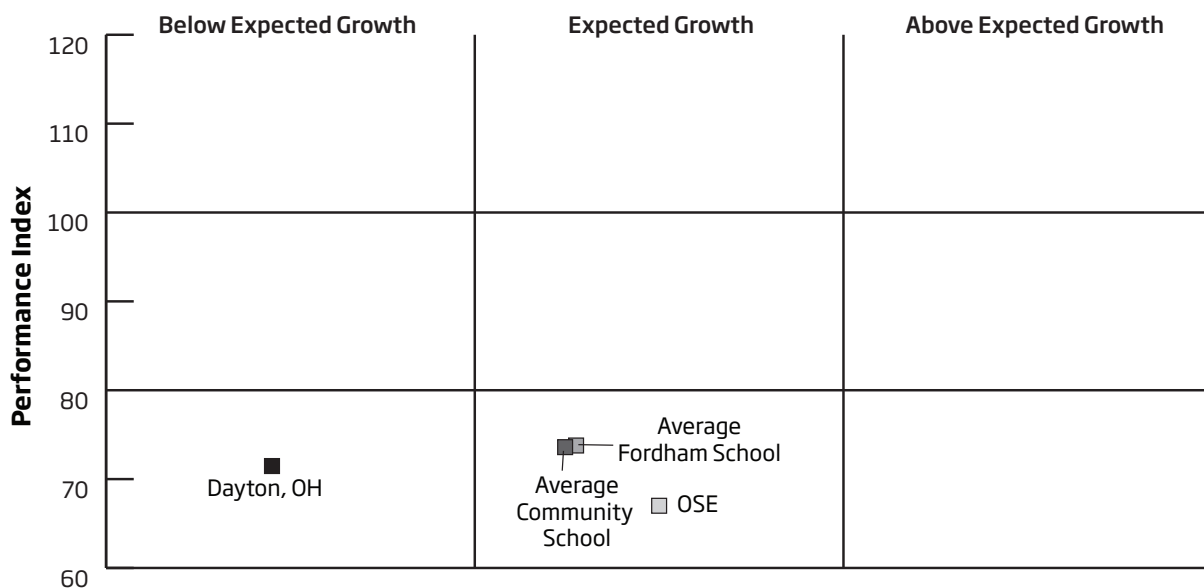
No. In 2007-08, Omega School of Excellence’s percentage proficient was an average of 14 points lower than the statewide community schools’ average percentage proficient.

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

much progress students made in reading and math over the course of one year compared to how much the state would expect them to gain. Omega School of Excellence received a value-added rating of Met Expected Growth in 2007-08

In 2007-08, Fordham offered schools the option to report their progress on their own distinctive education goals. None of the schools took advantage of this opportunity.

Performance Index and Value-Added Rating Compared to Home District, State Community Schools, and Average Fordham School, 2007-08



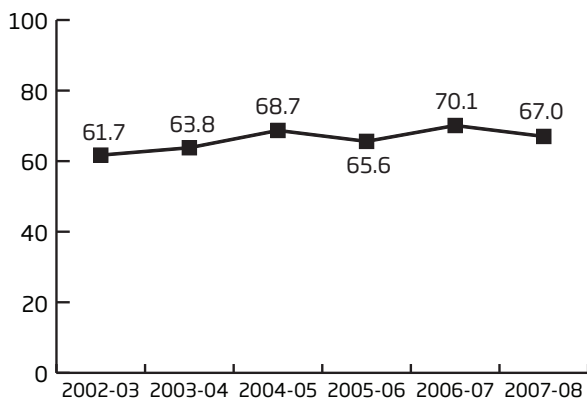
OTHER PERFORMANCE INDICATORS

Attendance Rate

94.6 percent

The Performance Index Score

The 2007-08 the Performance Index (PI) score at Omega School of Excellence was 67—a decrease of 3.4. The PI provides an overall indication of how well students perform on all tested subjects in grades three, four, five, seven, and eight each year. The PI score is calculated by multiplying the percentage of students that are untested, below basic/limited, basic, proficient, accelerated, or advanced by weights ranging from 0 for untested to 1.2 for advanced students. The totals are then summed to obtain the school or district's PI score. PI scores range from 0 to 120, with 100 being the statewide goal for all students.



SOURCES

Mission, Educational Philosophy, Program, and Academic Calendar

Omega School of Excellence's Contract and Exhibits for Fordham Sponsorship; print copy and AOIS submissions.

Student Enrollment and Demographic Information

"Local School Report Cards 2007-08" Ohio Depart-

ment of Education <http://webapp2.ode.state.oh.us/reportcard/archives/Default.asp>

Governance

Fordham Staff, electronic submission, and school self report.

Teacher Information

Ohio Department of Education website, 2007-08 school year data. <http://www.ode.state.oh.us/>

Compliance

Annual Audits for Omega School of Excellence, from Office of Auditor of State, available at: <http://www.auditor.state.oh.us/AuditSearch/Search.aspx>.

IRS form 990, as submitted to the Thomas B. Fordham Foundation.

Fall 2007 and Spring 2008 site visit reports.

AOIS review.

Performance Data

Omega School of Excellence: 2007-2008 School Year Report Card. Ohio Department of Education, published August 26, 2008. . <http://www.ode.state.oh.us/reportcardfiles/2007-2008/BUILD/133371.pdf>. .

Omega School of Excellence: 2006-2007 School Year Report Card. Ohio Department of Education. <http://www.ode.state.oh.us/reportcardfiles/2006-2007/BUILD/133371.PDF>.

Value-Added Data

Ohio Department of Education website, 2007-08 school year data. http://ilrc.ode.state.oh.us/Power_Users.asp

Ohio Value-Added Primer, August 25, 2008 http://edexcellence.net/detail/news.cfm?news_id=735&id=130.

⁸ Federal AYP requirements identify a series of standards that each school and district must reach. These include specific performance and participation requirements for students tested in reading and math, as well as attendance and graduation benchmarks school and districts must reach. For specific information on this year's benchmarks see: <http://education.ohio.gov/GD/DocumentManagement/DocumentDownload.aspx?DocumentID=31931>.

PHOENIX COMMUNITY LEARNING CENTER

Contact Name

Dr. Glenda Brown, Superintendent

Address

7030 Reading Road
Suite 350
Cincinnati, Ohio 45237

Telephone

513-351-5801

Contact Email

geedm@aol.com

Website

www.thephoenixcommunitylearningcenter.org

Began Operating

2001

Governing Authority

Board of Trustees, Phoenix Community Learning Center

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

MISSION

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

EDUCATIONAL PHILOSOPHY

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

SCHOOL CALENDAR

The school year began September 4, 2007, and the last day for students was June 5, 2008.

GOVERNANCE

Previous Sponsor

Ohio Department of Education

School Leader

During the 2007-08 school year, Dr. Glenda Brown served as the school leader for Phoenix Community Learning Center. She is the founder and superintendent of the school. With over thirty years in education, Dr. Brown has worked as a teacher in the Cincinnati Public School District and the Houston Independent School District. She holds a master's degree in edu-

cational leadership and a master's degree in special education.

DEMOGRAPHICS

Student Composition 2007-08

Grades Served	K-8
Enrollment	323
Student Demographics	% of Students
African American	99
White	<1
Other	<1
Free and Reduced Lunch	83
Special Education	7

FACULTY

Number of Teachers

Phoenix Community Learning Center employs 17 teachers.

Highly-qualified Teachers

In 2007-08, 68 percent of core academic subjects were taught by teachers considered “highly qualified” as defined under the federal *No Child Left Behind* Act.

Professional Development

Phoenix Community Learning Center must fulfill all professional development requirements mandated by the state of Ohio. Teachers at Phoenix Community Learning Center receive professional development through a variety of workshops and conferences. All faculty are required to attend two weeks of in-service training and professional development before the start of each new school year. Additionally, one Saturday each month, teachers are required to attend in-service training on standards, benchmarks, indicators, and assessment strategies. Math and sci-

Teacher Demographics	% of teachers
Male	6
Female	94
African-American	47
White	47
Other	6

ence faculty also attend semi-annual in-service training at the University of Cincinnati.

COMPLIANCE REPORT

SUMMARY OF COMPLIANCE ASSESSMENT

Education Rating: Partially compliant

Site visits at the Phoenix Community Learning Center conducted in 2007-08 indicated that the Education Plan as set forth in the contract between Phoenix and the Fordham Foundation was being followed. In 2008, findings were noted in special education services delivery on the fall and spring site visit reports. The school has completed and submitted a corrective action plan and is taking steps to implement and correct the deficiencies.

Academic Rating: Compliant

The Phoenix Community Learning Center met all of its academic performance requirements in 2007-08 and is rated compliant in this category.

Financial Rating: Compliant

All required financial forms were accounted for in 2007-08. The most recent audit completed was for the 2004-05 school year; and the school is rated compliant in this area.

Governance Rating: Partially compliant

The governance rating is based on the governing authority's adherence to applicable laws and rules, as well as the requirements for school annual reports as set forth by the Ohio Department of Education. In

Compliance Reporting

Education Rating:* Partially compliant	
Did the school deliver the education plan as contained in its contract for sponsorship with the Thomas B. Fordham Foundation?	Partially compliant
Academic Rating:* Compliant	
Academic Performance Requirements	5/5
Goals for Academic Performance Using Common Indicators	3/6
Goals for Academic Performance Relative to Comparable Schools	0/2
The Community School is Attaining Its Own Distinctive Education Goals	0/1
Phoenix Community Learning Center has not shared its own distinctive education goals.	No
Financial Rating: Compliant	
Fiscal Reports Required	4/4
Audit (most recent): FY05 Status: complete Auditable: Yes Findings: No	Yes
IRS Form 990 (submitted annually)	Yes
Bi-monthly Financial Reports	Yes
Five-Year Budget Forecast	Yes
Governance: Partially Compliant	
Annual Report (2007-2008)	5/5
Mission Statement of the Community School	Yes
General school information and statistics, including grade levels served, and student demographics	Yes
Educational performance results obtained pursuant to Sections 4(a) and 4(b) of Exhibit IV of the contract for sponsorship	Yes
Financial information, including: cashflow statements, income statements and balance sheet information	Yes
Independent state fiscal audit results	Yes
Records Compliance**	4/5
Safety Requirements and facilities permits, licensing, and operations required by municipal and state code for community schools	No
Governing Authority policies in place and complete, along with Governing Authority minutes and reporting	Yes
Fiscal and other Ohio revised and administrative code requirements	Yes
Federal Rules and Regulations	Yes
Student, staff, and training records on file and complete	Yes

*For detailed information regarding Education and Academic requirements, see the performance section below.

**For a list of all individual Governance Records Compliance documents, please see Appendix D.

records compliance, there was no evidence provided by the school they met all the requirements of the annual school safety lock down drill; consequently, the school is rated partially compliant in this category.

SCHOOL PERFORMANCE RESULTS

Assessments

Phoenix Community Learning Center participates in all state-required tests. For internal diagnostic assessments, the school employs a number of tests including monthly testing in the areas of reading, writing, science, social studies, and mathematics. These assessments are used to improve performance, revise curricula, modify presentation techniques, and generally discern if students are achieving the goals of the educational plan.

In addition, as part of its annual report, the school conducts a school-wide needs assessment in academic performance, attendance, community involvement, highly-qualified status of teachers, professional development, and special education. The school determines action plans as needed.

Results

Phoenix Community Learning Center, like all Fordham-sponsored schools, must meet five requirements under state and federal law. These requirements are considered annually by Fordham when evaluating the performance of the school and when making renewal and non-renewal decisions regarding the contract.

The Accountability Plan of the Fordham Sponsorship Program reaches beyond these minimum requirements and considers a school's attainment of several additional goals.

These are based on achievement data reported publicly by the state on the school's "local report card." Additional details regarding Phoenix Community Learning Center's performance on each goal can be found on the following pages.

Goal 1: Received rating of at least Continuous Improvement?

Academic Performance Requirements

INDICATORS ⁹	School Performance	
	Participation	Achievement
Requirement 1: Made Adequate Yearly Progress (AYP)?	Yes	
Requirement 2: Made AYP in Reading?	Yes	Yes
Requirement 3: Made AYP in Mathematics?	Yes	Yes

Goals for Academic Performance Using Common Indicators

INDICATORS	School Performance
Goal 1: Received rating of at least Continuous Improvement?	Yes
Goal 2: Averaged at least 5% growth on READING portions of state tests?	No
Goal 3: Averaged at least 5% growth on MATH portions of state tests?	Yes
Goal 4: Averaged at least 3% growth on SCIENCE portions of state tests?	No
Goal 5: Averaged at least 3% growth on WRITING portions of state tests?	No
Goal 6: Averaged at least 3% growth on SOCIAL STUDIES portions of state tests?	Yes
Goal 7: Outperformed home district average on all portions of state tests?	No
Goal 8: Outperformed state community school average on all portions of state tests?	No

Yes. Phoenix Community Learning Center received a rating of Continuous Improvement in 2007-08.

Ohio has six school performance designations for public schools. The school designation is based on several measures (state indicators, the Performance

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

Index, AYP, and value-added) and is indicated on the chart to the right in black.

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

No. The percentage of Phoenix Community Learning Center students meeting reading standards fell by 10 percent between 2006-07 and 2007-08.

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

Yes. The percentage of Phoenix Community Learning Center students meeting math standards rose by 12 percent between 2006-07 and 2007-08.

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

No. The percentage of Phoenix Community Learning Center students meeting science standards fell 37 percent between 2006-07 and 2007-08.

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

No. The percentage of Phoenix Community Learning Center students meeting writing standards fell by 7 percent between 2006-07 and 2007-08.

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

Yes. The percentage of Phoenix community learning center students meeting social studies standards rose 8 percent between 2006-07 and 2007-08.

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

School Performance on Reading, Math

	% of Students Meeting READING Standards		Percent Change	% of Students Meeting MATH Standards		Percent Change
	06-07	07-08		06-07	07-08	
3rd Grade	66	59	-10	74	44	-41
4th Grade	68	76	12	59	82	39
5th Grade	81	82	2	33	41	22
6th Grade	76	79	5	58	86	50
7th Grade	90	33	-63	63	76	20
8th Grade	81	85	5	53	52	-2
OVERALL	76	69	-10	57	64	12

School Performance on Writing, Science, and Social Studies

	% of Students Meeting WRITING Standards		Percent Change	% of Students Meeting SCIENCE Standards		Percent Change	% of Students Meeting SOCIAL STUDIES Standards		Percent Change
	06-07	07-08		06-07	07-08		06-07	07-08	
4th Grade	73	61	-17	N/A	N/A	N/A	N/A	N/A	N/A
5th Grade	N/A	N/A	N/A	36	18	-50	28	11	-62
7th Grade	68	73	6	N/A	N/A	N/A	N/A	N/A	N/A
8th Grade	N/A	N/A	N/A	25	20.6	-18	22	40	80
OVERALL	71	66	-7	31	19	-37	25	27	8

No. In 2007-08, Phoenix Community Learning Center's percentage proficient was an average of 3 points lower than Cincinnati Public Schools' percentage proficient, but the percentage meeting standards in reading and math was higher than Cincinnati Public Schools' percentage proficient by 8 points in reading and 10 points in math.

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

No. In 2007-08, across three subject areas, Phoenix Community Learning Center's percentage proficient was an average of 3 points higher than the statewide

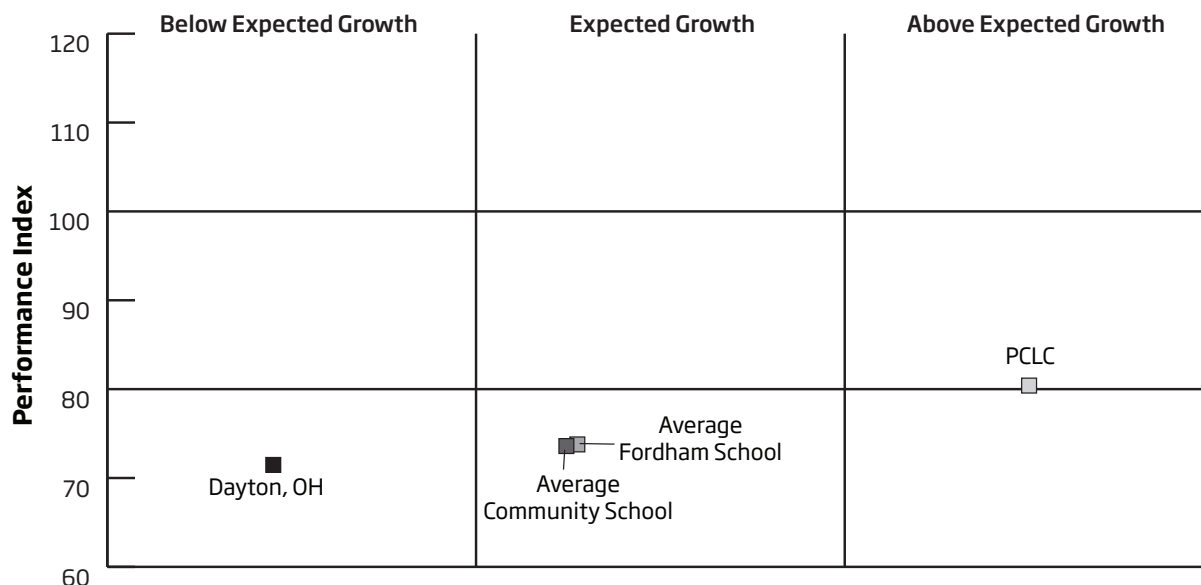
community schools' average percentage proficient, but the percentage meeting standards in writing and science was lower than the statewide community schools' average percentage proficient by 1 point in writing and 15 points in science.

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

Percent Meeting State Standards Compared to Home District and State Community School Average, 2007-08

	Phoenix Community Learning Center	Cincinnati Public School District	Difference	State Community School Average	Difference
Reading	69	61	8	59	10
Math	64	54	10	45	19
Writing	66	71	-5	68	-1
Science	19	40	-21	34	-15
Social Studies	27	37	-10	27	0

Performance Index and Value-Added Rating Compared to Home District, State Community Schools, and Average Fordham School, 2007-08



In 2007-08, Fordham offered schools the option to report their progress on their own distinctive education goals. The Phoenix Community Learning Center did not take advantage of this opportunity.

OTHER PERFORMANCE INDICATORS

Attendance Rate

95.0 percent

The Performance Index Score

The 2007-08 Performance Index (PI) score at Phoenix Community Learning Center was 80.4, a decrease of 0.9 from the previous year. The PI pro-

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

SOURCES

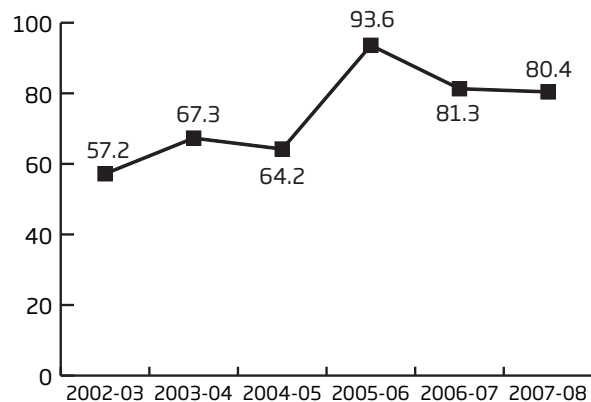
Mission, Educational Philosophy, Program, and Academic Calendar

Phoenix Community Learning Center's Contract and Exhibits; print copy and AOIS submissions.

Ohio State Department of Education Annual Report 2007; available online.

Student Enrollment and Demographic Information

"Local School Report Cards 2007-08" Ohio Department of Education <http://webapp2.ode.state.oh.us/reportcard/archives/Default.asp>



Governance

Fordham Staff, electronic submission, and school self report.

Teacher Information

Ohio Department of Education website, 2007-08 school year data. <http://www.ode.state.oh.us/>

Compliance

Annual Audits for Phoenix Community Learning Center, from Office of Auditor of State, available at: <http://www.auditor.state.oh.us/AuditSearch/Search.aspx>.

IRS form 990, as submitted to the Thomas B. Fordham Foundation.

Fall 2007 and Spring 2008 site visit reports.

AOIS review.

Performance Data

Phoenix Community Learning Center: 2007-2008 School Year Report Card. Ohio Department of Education, published August 26, 2008. <http://www.ode.state.oh.us/reportcardfiles/2007-2008/BUILD/133504.pdf>.

Phoenix Community Learning Center: 2006-2007 School Year Report Card. Ohio Department of Education. <http://www.ode.state.oh.us/reportcardfiles/2006-2007/BUILD/133504.PDF>.

Value-Added Data

Ohio Department of Education website, 2007-08 school year data. http://ilrc.ode.state.oh.us/Power_Users.asp

Ohio Value-Added Primer, August 25, 2008 http://edexcellence.net/detail/news.cfm?news_id=735&id=130.

⁹ Federal AYP requirements identify a series of standards that each school and district must reach. These include specific performance and participation requirements for students tested in reading and math, as well as attendance and graduation benchmarks school and districts must reach. For specific information on this year's benchmarks see: <http://education.ohio.gov/GD/DocumentManagement/DocumentDownload.aspx?DocumentID=31931>

SPRINGFIELD ACADEMY OF EXCELLENCE

Contact Name

Edna Chapman, Principal

Address

623 S. Center Street
Springfield, Ohio 45506-2209

Telephone

937-325-0933

Contact Email

Emc777@att.net

Website

None

Began Operating

2001

Governing Authority

Governing Board of Springfield Academy
of Excellence

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

MISSION

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

EDUCATIONAL PHILOSOPHY

The school is based on the Comer School Development Program (also known as the Comer Process; more information at info.med.yale.edu/comer/), which has been used in urban areas for over twenty years. This structure seeks to link children's academic growth with their emotional wellness and social and moral development in a collaborative school culture congenial to learning.

Springfield Academy of Excellence embraces Comer's belief that many inner-city children enter school "underdeveloped," lacking the personal, social, and moral traits necessary for academic and life success. At the same time many teachers lack adequate knowledge of child development or an understanding of their students' home lives and culture, leaving them unprepared to deal appropriately with these children and their families to effectively foster their learning.

The Comer Process puts the responsibility on the adults in the school to come together to agree on an action plan for the school, with both social and academic components. Teachers, principals, and parents make decisions collaboratively, in the best interests of the students. A network of teams manages the school and deals with various facets of the social and academic needs of the school.

SCHOOL CALENDAR

Students at Springfield Academy of Excellence attend school year-round in cycles of 45 days in school, fol-

lowed by 15 days off. The 15 days off are referred to by students as “Academic Camp.”

The calendar structure aims to have a direct impact on student academic progress because of reduced summer learning loss (continuous instruction without long summertime lapses in learning) and because it provides the time needed (during the intersession) for student to master concepts or for students to participate in enrichment activities. All students are required to attend 178 school days, and some have the opportunity to attend as many as 210 days.

The first day for students was August 9, 2007, and the last day of Academic Enrichment Camp for the 2007-08 school year was June 27, 2008.

DEMOGRAPHICS

Student Composition 2007-08

Grades Served	K-6
Enrollment	177
Student Demographics	% of Students
African American	76
White	13
Hispanic	6
Other	5
Free and Reduced Lunch	83
Special Education	11

GOVERNANCE

Previous Sponsor

Ohio Department of Education

School Leader

During the 2007-08 school year, Edna Chapman served as the principal of Springfield Academy of Excellence. Previously, she was a teacher and principal intern in Springfield City Schools. Mrs. Chapman

was awarded Teacher of the Year for Springfield City Schools in 2000. She has a bachelor’s degree in elementary education and a master’s degree in educational leadership.

FACULTY

Number of Teachers

Springfield Academy of Excellence employs 11 teachers.

Highly-qualified Teachers

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

Teacher Demographics	% of teachers
Male	18
Female	82
White	73
Other	27

Professional Development

Springfield Academy must fulfill all professional development requirements mandated by the state of Ohio.

COMPLIANCE REPORT

SUMMARY OF COMPLIANCE ASSESSMENT

Education Rating: Compliant

Site visits conducted at the Springfield Academy of Excellence during the 2007-08 school year indicated that the school was following the Education Plan as set forth in its contract for sponsorship with the Fordham Foundation.

Academic Rating: Non-compliant

The Springfield Academy of Excellence met two of five academic performance requirements and is therefore non-compliant in this category.

Compliance Reporting

Education Rating:* Compliant	
Did the school deliver the education plan as contained in its contract for sponsorship with the Thomas B. Fordham Foundation?	Yes
Academic Rating:* Non-compliant	
Academic Performance Requirements	2/5
Goals for Academic Performance Using Common Indicators	0/6
Goals for Academic Performance Relative to Comparable Schools	0/2
The Community School is Attaining Its Own Distinctive Education Goals	0/1
The Community School is Attaining Its Own Distinctive Education Goals	No
Financial Rating: Compliant	
Fiscal Reports Required	4/4
Audit (most recent): FY07 Status: complete Auditable: Yes Findings: No	Yes
IRS Form 990 (submitted annually)	Yes
Bi-monthly Financial Reports	Yes
Five-Year Budget Forecast	Yes
Governance: Compliant	
Annual Report (2007-2008)	5/5
Mission Statement of the Community School	Yes
General school information and statistics, including grade levels served, and student demographics	Yes
Educational performance results obtained pursuant to Sections 4(a) and 4(b) of Exhibit IV of the contract for sponsorship	Yes
Financial information, including: cashflow statements, income statements and balance sheet information	Yes
Independent state fiscal audit results	Yes
Records Compliance**	5/5
Safety Requirements and facilities permits, licensing, and operations required by municipal and state code for community schools	Yes
Governing Authority policies in place and complete, along with Governing Authority minutes and reporting	Yes
Fiscal and other Ohio revised and administrative code requirements	Yes
Federal Rules and Regulations	Yes
Student, staff, and training records on file and complete	Yes

*For detailed information regarding Education and Academic requirements, see the performance section below.

**For a list of all individual Governance Records Compliance documents, please see Appendix D.

Financial Rating: Compliant

The Springfield Academy of Excellence submitted all required financial forms and is rated compliant in this category.

Academic Performance Requirements

INDICATORS ¹⁰	School Performance	
	Participation	Achievement
Requirement 1: Made Adequate Yearly Progress (AYP)?	No	
Requirement 2: Made AYP in Reading?	Yes	No
Requirement 3: Made AYP in Mathematics?	Yes	No

Goals for Academic Performance Using Common Indicators

INDICATORS	School Performance
Goal 1: Received rating of at least Continuous Improvement?	No
Goal 2: Averaged at least 5% growth on READING portions of state tests?	No
Goal 3: Averaged at least 5% growth on MATH portions of state tests?	No
Goal 4: Averaged at least 3% growth on SCIENCE portions of state tests?	No
Goal 5: Averaged at least 3% growth on WRITING portions of state tests?	No
Goal 6: Averaged at least 3% growth on SOCIAL STUDIES portions of state tests?	No
Goal 7: Outperformed home district average on all portions of state tests?	No
Goal 8: Outperformed state community school average on all portions of state tests?	No

Governance Rating: Compliant

The governance rating is based on the governing authority's adherence to applicable laws and rules, as well as the requirements for school annual reports as set forth by the Ohio Department of Education. In records compliance and the annual report, Springfield Academy of Excellence met all areas of requirements; consequently, the school is compliant in this category.

SCHOOL PERFORMANCE RESULTS

Assessments

Springfield Academy of Excellence participates in all state-required tests. The school uses student performance on state tests to reexamine and modify its curriculum each year.

Results

Springfield Academy of Excellence, like all Fordham-sponsored schools, must meet five requirements under state and federal law. These requirements are considered annually by Fordham when evaluating the performance of the school and when making renewal and non-renewal decisions regarding the contract.

Springfield Academy of Excellence did not make AYP because the school as a whole and all subgroups that were measured (African American and Economically Disadvantaged) missed the targets for reading. One subgroup (African American) also missed targets in math.

The Accountability Plan of the Fordham Sponsorship Program reaches beyond these minimum requirements and considers a school's attainment of several additional goals. These goals are based on achievement data reported publicly by the state on the school's "local report card." Additional details regarding Springfield Academy of Excellence's performance on each goal can be found on the following pages.

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

No. Springfield Academy of Excellence received a rating of Academic Watch in 2007-08.

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

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

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

No. The percentage of Springfield Academy of Excellence students meeting reading standards fell by 13 percent between 2006-07 and 2007-08.

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

No. The percentage of Springfield Academy of Excellence students meeting math standards fell by 1 percent between 2006-07 and 2007-08.

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

No. The percentage of Springfield Academy of Excellence students meeting science standards fell by 30 percent between 2006-07 and 2007-08.

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

No. The percentage of Springfield Academy of Excellence students meeting writing standards fell by 11 percent between 2006-07 and 2007-08.

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

No. The percentage of Springfield Academy of Excellence students meeting social studies standards fell 53% between 2006-07 and 2007-08.

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

No. In 2007-08, Springfield Academy of Excellence's percentage proficient was an average of 14 points lower than Springfield City Schools' percentage proficient. In writing, however, Springfield Academy's

School Performance on Reading, Math

	% of Students Meeting READING Standards		Percent Change	% of Students Meeting MATH Standards		Percent Change
	06-07	07-08		06-07	07-08	
3rd Grade	50	48	-4	64	59	-8
4th Grade	53	46	-14	41	32	-23
5th Grade	53	31	-41	27	25	-6
6th Grade	60	62	3	47	77	65
OVERALL	53	46	-13	48	47	-1

School Performance on Writing, Science, and Social Studies

	% of Students Meeting WRITING Standards		Percent Change	% of Students Meeting SCIENCE Standards		Percent Change	% of Students Meeting SOCIAL STUDIES Standards		Percent Change
	06-07	07-08		06-07	07-08		06-07	07-08	
4th Grade	77	68	-11	N/A	N/A	N/A	N/A	N/A	N/A
5th Grade	N/A	N/A	N/A	27	19	-30	27	13	-53
7th Grade	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
8th Grade	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
OVERALL	77	68	-11	27	19	-30	27	13	-53

percent proficient was one point higher, on average than students in district schools.

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

No. In 2007-08, Springfield Academy of Excellence’s percentage proficient was an average of eight points lower than the statewide charter schools’ average percentage proficient. In math and writing, however, Springfield Academy’s percent proficient was one point higher in math and five higher points in writing.

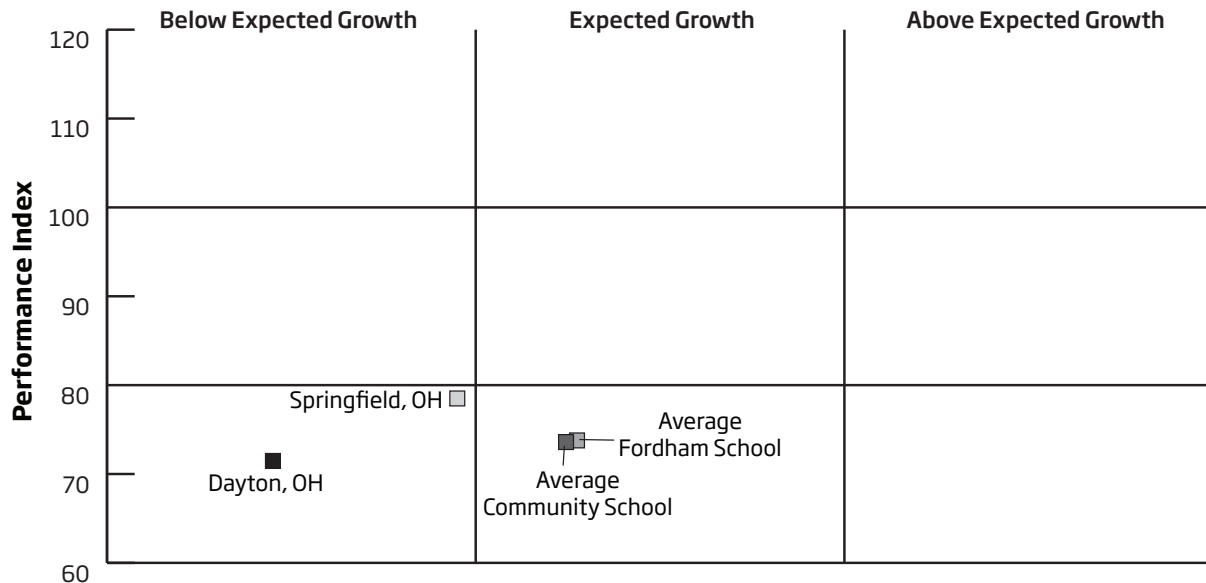
In 2007-08 Ohio added a new component to its assessment system, “value-added”: a measure of how much progress students made in reading and math over the course of one year compared to how much the state would expect them to gain. Springfield Academy of Excellence received a value-added rating of Below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

In 2007-08, Fordham offered schools the option to report their progress on their own distinctive education goals. The Springfield Academy of Excellence did not advantage of this opportunity.

Percent Meeting State Standards Compared to Home District and State Community School Average, 2007-08

	Springfield Academy of Excellence	Springfield City School District	Difference	State Community School Average	Difference
Reading	46	57	-11	57	-11
Math	47	56	-9	46	1
Writing	68	67	1	63	5
Science	19	42	-23	35	-16
Social Studies	13	41	-28	29	-17

Performance Index and Value-Added Rating Compared to Home District, State Community Schools, and Average Fordham School, 2007-08



OTHER PERFORMANCE INDICATORS

Attendance Rate

95.2 percent

The Performance Index Score

The 2007-08 Performance Index (PI) score at Springfield Academy of Excellence was 71.6, a decrease of 4.1 from the previous year. The PI provides an overall indication of how well students perform on all tested subjects in grades three, four, five, seven, and eight each year. The PI score is calculated by multiplying the percentage of students that are untested, below basic/limited, basic, proficient, ac-

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

SOURCES

Mission, Educational Philosophy, Program, and Academic Calendar

Springfield Academy of Excellence's Application for Fordham Sponsorship; print copy and AOIS submissions.

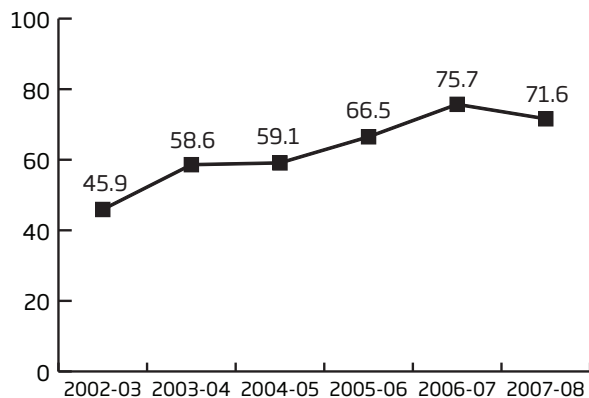
Ohio Department of Education Annual Report 2006; available online.

Student Enrollment and Demographic Information

"Local School Report Cards 2007-08" Ohio Department of Education <http://webapp2.ode.state.oh.us/reportcard/archives/Default.asp>

Governance

Fordham Staff, electronic submission, and school self report.



Teacher Information

Ohio Department of Education website, 2007-08 school year data. <http://www.ode.state.oh.us/>

Compliance

Annual Audits for Springfield Academy of Excellence, from Office of Auditor of State, available at: <http://www.auditor.state.oh.us/AuditSearch/Search.aspx>.

IRS form 990, as submitted to the Thomas B. Fordham Foundation.

Fall 2007 and Spring 2008 site visit reports.

AOIS review.

Performance Data

Springfield Academy of Excellence: 2007-2008 School

Year Report Card. Ohio Department of Education, published August 26, 2008. <http://www.ode.state.oh.us/reportcardfiles/2007-2008/BUILD/132787.pdf>.

Springfield Academy of Excellence: 2006-2007 School Year Report Card. Ohio Department of Education. <http://www.ode.state.oh.us/reportcardfiles/2006-2007/BUILD/132787.PDF>.

Value-Added Data

Ohio Department of Education website, 2007-08 school year data. http://ilrc.ode.state.oh.us/Power_Users.asp

Ohio Value-Added Primer, August 25, 2008 http://edexcellence.net/detail/news.cfm?news_id=735&id=130.

¹⁰ Federal AYP requirements identify a series of standards that each school and district must reach. These include specific performance and participation requirements for students tested in reading and math, as well as attendance and graduation benchmarks school and districts must reach. For specific information on this year's benchmarks see: <http://education.ohio.gov/GD/DocumentManagement/DocumentDownload.aspx?DocumentID=31931>

VERITAS/CESAR CHAVEZ ACADEMY

The Veritas/ Cesar Chavez Academy did not operate in 2007-08, and the Thomas B. Fordham Foundation ceased sponsorship of the school in January 2008.

Contact Name

Dianne Ebbs, Superintendent

Address

1769 Carl Street
Cincinnati, Ohio 45225

Telephone

513-651-9624

Contact Email

debbs@cinci.rr.com

Website

None

Began Operating

2005

Governing Authority

Board of Trustees, Veritas/Cesar Chavez Academy

- Reba Dysart
- Kathy Ellfrits
- Jason Hecker
- Jason Riviero
- Brandon Wiers

MISSION

The mission of Veritas/Cesar Chavez Academy is to provide gifted students with a superior education that meets their individual needs and helps them thrive as productive learners and citizens of integrity.

EDUCATIONAL PHILOSOPHY

Veritas/Cesar Chavez Academy seeks to create a program designed to meet the needs of gifted students and English language learners to help them become leaders in the Hispanic and general communities.

SCHOOL CALENDAR

Veritas/Cesar Chavez Academy suspended operations and did not operate during the 2007-08 academic year.

GOVERNANCE

Previous Sponsor

None; school opened in the fall of 2005.

School Leader

None; school did not operate in 2007-08.

School Status

The Thomas B. Fordham Foundation ceased sponsorship of Veritas/Cesar Chavez Academy in January 2008.

DEMOGRAPHICS

Veritas/Cesar Chavez Academy did not operate in 2007-08.

Compliance Reporting

Education Rating:* N/A	
Did the school deliver the education plan as contained in its contract for sponsorship with the Thomas B. Fordham Foundation?	No
Academic Rating:* N/A	
Academic Performance Requirements	N/A
Goals for Academic Performance Using Common Indicators	N/A
Goals for Academic Performance Relative to Comparable Schools	N/A
The Community School is Attaining Its Own Distinctive Education Goals	N/A
Veritas/Cesar Chavez Academy has not shared its own distinctive education goals.	N/A
Financial Rating: N/A	
Fiscal Reports Required	N/A
Audit (most recent): FY06 Status: in progress	In Progress
IRS Form 990 (submitted annually)	N/A
Bi-monthly Financial Reports	N/A
Five-Year Budget Forecast	N/A
Governance: N/A	
Annual Report (2007-2008)	N/A
Mission Statement of the Community School	N/A
General school information and statistics, including grade levels served, and student demographics	N/A
Educational performance results obtained pursuant to Sections 4(a) and 4(b) of Exhibit IV of the contract for sponsorship	N/A
Financial information, including: cashflow statements, income statements and balance sheet information	N/A
Independent state fiscal audit results	N/A
Records Compliance**	N/A
Safety Requirements and facilities permits, licensing, and operations required by municipal and state code for community schools	N/A
Governing Authority policies in place and complete, along with Governing Authority minutes and reporting	N/A
Fiscal and other Ohio revised and administrative code requirements	N/A
Federal Rules and Regulations	N/A
Student, staff, and training records on file and complete	N/A

*For detailed information regarding Education and Academic requirements, see the performance section below.

**For a list of all individual Governance Records Compliance documents, please see Appendix D.

Student Composition 2007-08

Grades Served	K-12
Enrollment	N/A
Student Demographics	% of Students
N/A	N/A
N/A	N/A
N/A	N/A
N/A	N/A
N/A	N/A
N/A	N/A

FACULTY

Number of Teachers

Veritas/Cesar Chavez Academy did not operate in 2007-08.

Teacher Demographics	% of teachers
Male	N/A
Female	N/A
African-American	N/A

Highly-qualified Teachers

N/A

Professional Development

N/A

COMPLIANCE REPORT

SUMMARY OF FORDHAM COMPLIANCE ASSESSMENT

Education Rating: N/A

The Veritas/Cesar Chavez Academy did not operate in 2007-08.

Academic Rating: N/A

The Veritas/Cesar Chavez Academy did not operate in 2007-08.

Financial Rating: N/A

The Veritas/Cesar Chavez Academy did not operate in 2007-08.

Governance Rating: N/A

The Veritas/Cesar Chavez Academy did not operate in 2007-08.

SCHOOL PERFORMANCE RESULTS

Assessments

The Veritas/Cesar Chavez Academy did not operate in 2007-08.

Results

The Veritas/Cesar Chavez Academy did not operate in 2007-08.

The Accountability Plan of the Fordham Sponsorship Program reaches beyond these minimum requirements and considers a school's attainment of several additional goals. These goals are based on achievement data reported publicly by the state on the school's "local report card."

In 2007-08, there were no students enrolled at Veritas/Cesar Chavez so no scores were publicly reported on state tests in any grade or subject.

Academic Performance Requirements

INDICATORS ¹¹	School Performance	
	Participation	Achievement
Requirement 1: Made Adequate Yearly Progress (AYP)?	N/A	
Requirement 2: Made AYP in Reading?	N/A	N/A
Requirement 3: Made AYP in Mathematics?	N/A	N/A

*Goals for Academic
Performance Using Common Indicators*

INDICATORS	School Performance
Goal 1: Received rating of at least Continuous Improvement?	N/A
Goal 2: Averaged at least 5% growth on READING portions of state tests?	N/A
Goal 3: Averaged at least 5% growth on MATH portions of state tests?	N/A
Goal 4: Averaged at least 3% growth on SCIENCE portions of state tests?	N/A
Goal 5: Averaged at least 3% growth on WRITING portions of state tests?	N/A
Goal 6: Averaged at least 3% growth on SOCIAL STUDIES portions of state tests?	N/A
Goal 7: Outperformed home district average on all portions of state tests?	N/A
Goal 8: Outperformed state community school average on all portions of state tests?	N/A

OTHER PERFORMANCE INDICATORS

N/A

Attendance Rate

N/A

The Performance Index Score

The Veritas/Cesar Chavez Academy did not operate in 2007-08 and therefore did not receive a Performance Index (PI) score in 2007-08.

SOURCES

Mission, Educational Philosophy, Program, and Academic Calendar

Veritas/Cesar Chavez Academy's Application for Fordham Sponsorship; print copy, and AOIS submissions.

Student Enrollment and Demographic Information

N/A

Governance

Fordham Staff, electronic submission, and school self report.

Teacher Information

N/A

Compliance

IRS form 990, as submitted to the Thomas B. Fordham Foundation.

AOIS review.

Performance Data

N/A

¹¹ The Veritas/Cesar Chavez Academy did not operate in 2007-08.

W.E.B. DUBOIS ACADEMY

The Thomas B. Fordham Foundation ceased sponsorship of W.E.B. DuBois Academy in January 2008.

Contact Name

Dianne Ebbs, Superintendent

Address

1812 Central Parkway
Cincinnati, Ohio 45214-2304

Telephone

513-651-9624

Contact Email

debbs@cinci.rr.com

Website

www.duboisacademy.org

Began Operating

2000

Governing Authority

Board of Trustees, W.E.B. DuBois Academy

- Edward Burdell
- Joseph Bacon
- Winifred Johnson
- R Gipson
- Seena Skelton

MISSION

The mission of W.E.B DuBois Academy is to provide students with a superior education that meets their individual needs and helps them thrive as productive learners and citizens of integrity.

EDUCATIONAL PHILOSOPHY

W.E.B. DuBois Academy is working to redesign its education plan.

SCHOOL CALENDAR

Students at W.E.B. DuBois Academy attend school for 253 days per year, from 7 a.m. to 5 p.m., Monday through Friday. The school year began August 20, 2007, and the last day for students was June 4, 2008.

DEMOGRAPHICS

In 2007-08, W.E.B. DuBois Academy will begin serving only fourth through eighth grades.

Student Composition 2007-08

Grades Served	4-8
Enrollment	153
Student Demographics	% of Students
African American	98
White	<1
Other	<1
Free and Reduced Lunch	75
Special Education	9

GOVERNANCE

Previous Sponsor

Ohio Department of Education

School Leader

In 2007-08, Carlos Blair served as principal.

School Status

The Thomas B. Fordham Foundation ceased sponsorship of W.E.B. DuBois Academy in January 2008.

FACULTY

Number of Teachers

W.E.B. DuBois Academy employs 4 teachers.

Teacher Demographics	% of teachers
Male	50
Female	50
White	25
Other	75

Highly-qualified Teachers

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

Professional Development

W.E.B. DuBois Academy must fulfill all professional development requirements mandated by the state of Ohio.

COMPLIANCE REPORT

SUMMARY OF COMPLIANCE ASSESSMENT

Education Rating: Non-compliant

The fall site visit to the W.E.B. DuBois Academy during the 2007-08 school year indicated that the school was not following the Education Plan as set forth in its contract for sponsorship with the Ford-

ham Foundation. The school is rated non-compliant in this category.

Academic Rating: Non-compliant

The W.E.B. DuBois Academy met fewer than half its academic performance requirements in 2007-08. Consequently, the school is rated non-compliant in this category.

Financial Rating: Non-compliant

The W.E.B. DuBois Academy has been designated “unauditable” by the Ohio Auditor of State for the years FY04 and FY05. “Unauditable” status automatically merits a financial rating of non-compliant for purposes of this report.

Governance Rating: Non-compliant

The W.E.B. DuBois Academy has been designated “unauditable” by the Ohio Auditor of State for the years FY04 and FY05. “Unauditable” status automatically merits a governance rating of non-compliant for purposes of this report.

SCHOOL PERFORMANCE RESULTS

Assessments

W.E.B. DuBois Academy participates in all state-required tests.

Results

W.E.B. DuBois Academy, like all Fordham-sponsored schools, must meet five requirements under state and federal law. These requirements are considered annually by Fordham when evaluating the performance of the school and when making renewal and non-renewal decisions regarding the contract.

The Accountability Plan of the Fordham Sponsorship Program reaches beyond these minimum requirements and considers a school’s attainment of several additional goals.

These are based on achievement data reported publicly by the state on the school’s “local report card.” Additional details regarding W.E.B. DuBois Academy’s performance on each goal can be found on the following pages.

Compliance Reporting

Education Rating:* Non-compliant	
Did the school deliver the education plan as contained in its contract for sponsorship with the Thomas B. Fordham Foundation?	No
Academic Rating:* Non-compliant	
Academic Performance Requirements	2/5
Goals for Academic Performance Using Common Indicators	0/3
Goals for Academic Performance Relative to Comparable Schools	0/2
The Community School is Attaining Its Own Distinctive Education Goals	0/1
W.E.B. DuBois Academy has not shared its own distinctive education goals.	No
Financial Rating: Non-compliant	
Fiscal Reports Required	3/4
Audit (most recent): FY03 (please see below for additional information) The W.E.B. DuBois Academy has been declared "unauditable" for the years FY04 and FY05 by the Ohio Auditor of State. "Unauditable" status automatically merits a financial rating of non-compliant in this report.	No
IRS Form 990 (submitted annually)	Yes
Bi-monthly Financial Reports	Yes
Five-Year Budget Forecast	Yes
Governance: Non-compliant	
Annual Report (2007-2008)	5/5
Mission Statement of the Community School	Yes
General school information and statistics, including grade levels served, and student demographics	Yes
Educational performance results obtained pursuant to Sections 4(a) and 4(b) of Exhibit IV of the contract for sponsorship	Yes
Financial information, including: cashflow statements, income statements and balance sheet information	Yes
Independent state fiscal audit results The W.E.B. DuBois Academy has been declared "unauditable" for the years FY04 and FY05 by the Ohio Auditor of State. "Unauditable" status automatically merits a governance rating of non-compliant in this report.	No
Records Compliance**	3/5
Safety Requirements and facilities permits, licensing, and operations required by municipal and state code for community schools	Yes
Governing Authority policies in place and complete, along with Governing Authority minutes and reporting	No
Fiscal and other Ohio revised and administrative code requirements	Yes
Federal Rules and Regulations	Yes
Student, staff, and training records on file and complete	No

*For detailed information regarding Education and Academic requirements, see the performance section below.

**For a list of all individual Governance Records Compliance documents, please see Appendix D.

Academic Performance Requirements

INDICATORS ¹²	School Performance	
	Participation	Achievement
Requirement 1: Made Adequate Yearly Progress (AYP)?	No	
Requirement 2: Made AYP in Reading?	Yes	No
Requirement 3: Made AYP in Mathematics?	Yes	No

The Accountability Plan of the Fordham Sponsorship Program reaches beyond these minimum requirements and considers a school's attainment of several additional goals.

These are based on achievement data reported publicly by the state on the school's "local report card." Additional details regarding W.E.B. DuBois Academy's performance on each goal can be found on the following pages.

Goal 1: Received rating of at least Continuous Improvement?

No. W.E.B. DuBois Academy received a rating of Academic Emergency in 2007-08.

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

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

No. The percentage of W.E.B. Dubois Academy students meeting reading standards fell by 24 percent between 2006-07 and 2007-08.

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

No. The percentage of W.E.B. Dubois Academy students meeting math standards fell by 53 percent between 2006-07 and 2007-08.

Goals for Academic Performance Using Common Indicators

INDICATORS	School Performance
Goal 1: Received rating of at least Continuous Improvement?	No
Goal 2: Averaged at least 5% growth on READING portions of state tests?	No
Goal 3: Averaged at least 5% growth on MATH portions of state tests?	No
Goal 4: Averaged at least 3% growth on SCIENCE portions of state tests?	N/A
Goal 5: Averaged at least 3% growth on WRITING portions of state tests?	N/A
Goal 6: Averaged at least 3% growth on SOCIAL STUDIES portions of state tests?	N/A
Goal 7: Outperformed home district average on all portions of state tests?	No
Goal 8: Outperformed state community school average on all portions of state tests?	No

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

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

N/A. In 2007-08 W.E.B. Dubois Academy did not have enough students tested in science for scores to be reported.

School Performance on Reading, Math

	% of Students Meeting READING Standards		Percent Change	% of Students Meeting MATH Standards		Percent Change
	06-07	07-08		06-07	07-08	
3rd Grade	39	0	N/A	33	0	N/A
4th Grade	N/A	33	N/A	N/A	24	N/A
5th Grade	N/A	32	N/A	N/A	21	N/A
6th Grade	90	43	-52	70	29	-59
7th Grade	N/A	56	N/A	N/A	11	N/A
8th Grade	N/A	67	N/A	N/A	30	N/A
OVERALL	61	46	-24	50	24	-53

School Performance on Writing, Science, and Social Studies

	% of Students Meeting WRITING Standards		Percent Change	% of Students Meeting SCIENCE Standards		Percent Change	% of Students Meeting SOCIAL STUDIES Standards		Percent Change
	06-07	07-08		06-07	07-08		06-07	07-08	
4th Grade	N/A	50	N/A	N/A	0	N/A	N/A	0	N/A
5th Grade	N/A	0	N/A	N/A	21	N/A	N/A	18	N/A
7th Grade	N/A	59	N/A	N/A	0	N/A	N/A	0	N/A
8th Grade	N/A	0	N/A	N/A	11	N/A	N/A	15	N/A
OVERALL	N/A	55	N/A	N/A	16	N/A	N/A	16	N/A

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

N/A. In 2007-08, W.E. B. Dubois Academy did not have enough students tested in writing for scores to be reported.

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

N/A. In 2007-08, W.E. B. Dubois Academy did not have enough students tested in social studies for scores to be reported.

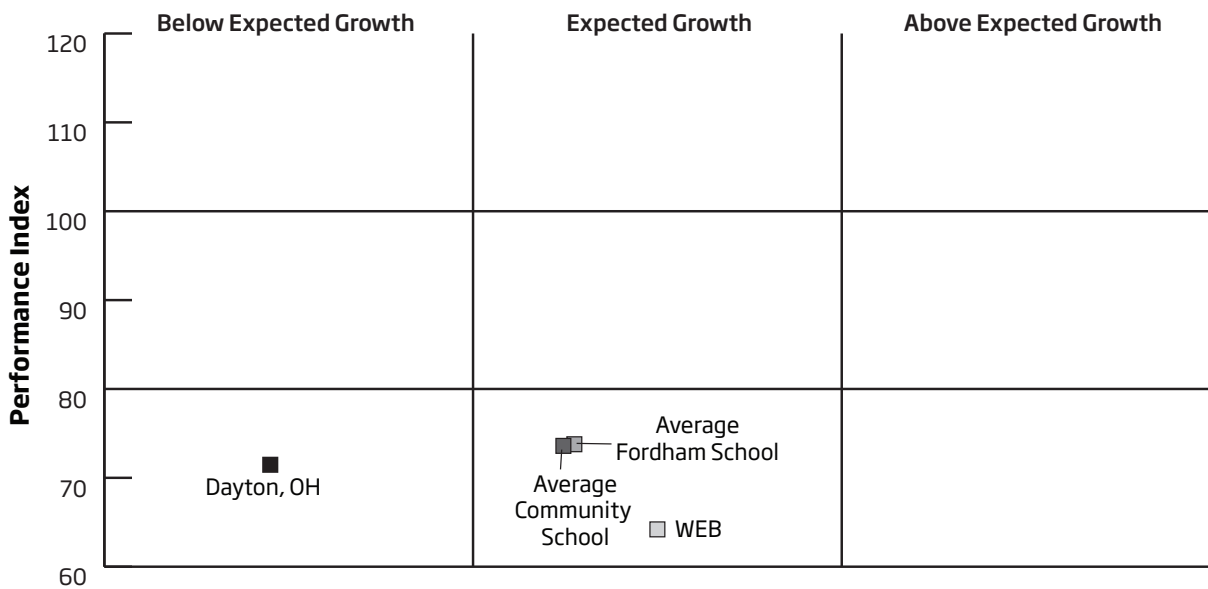
Goal 7: Did school outperform the home district average on all three portions of the state tests?

No. In 2007-08, W.E.B. Dubois Academy's percentage proficient was an average of 21 points lower than Cincinnati Public Schools' percentage proficient.

Percent Meeting State Standards Compared to Home District and State Community School Average, 2007-08

	W.E.B. DuBois Academy	Cincinnati Public School District	Difference	State Community School Average	Difference
Reading	46	59	-13	59	-13
Math	24	52	-28	42	-19
Writing	55	72	-17	68	-13
Science	16	40	-24	35	-19
Social Studies	16	38	-21	27	-11

Performance Index and Value-Added Rating Compared to Home District, State Community Schools, and Average Fordham School, 2007-08



Goal 8: Did school outperform the state community school average on all three portions of state tests?

No. In 2007-08, W.E.B. Dubois Academy’s percentage proficient was an average of 15 points lower than the statewide community schools’ average percentage proficient.

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

much progress students made in reading and math over the course of one year compared to how much the state would expect them to gain. W.E.B. Dubois received a value-added rating of Met Expected Growth in 2007-08.

In 2007-08, Fordham offered schools the option to report their progress on their own distinctive education goals. The W.E.B. DuBois Academy did not take advantage of this opportunity.

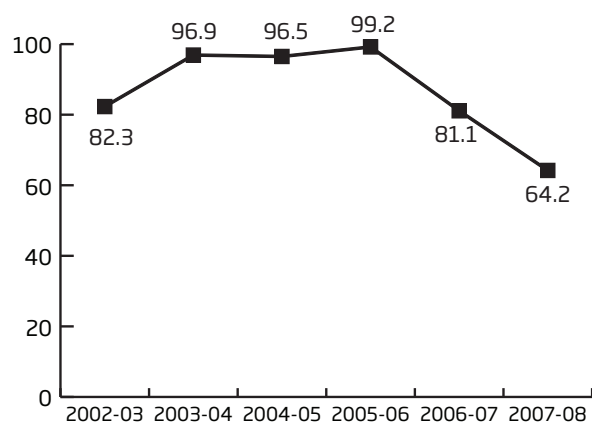
OTHER PERFORMANCE INDICATORS

Attendance Rate

99.3 percent

The Performance Index Score

The 2007-08 the Performance Index (PI) score at W.E.B. DuBois Academy was 64.2, a decrease of 16.9 from the previous year. The PI provides an overall indication of how well students perform on all tested subjects in grades three, four, five, seven, and eight each year. The PI score is calculated by multiplying the percentage of students that are untested, below basic/limited, basic, proficient, accelerated, or advanced by weights ranging from 0 for untested to 1.2 for advanced students. The totals are then summed to obtain the school or district's PI score. PI scores range from 0 to 120, with 100 being the statewide goal for all students.



SOURCES

Mission, Educational Philosophy, Program, and Academic Calendar

W.E.B. DuBois Academy's Application for Fordham Sponsorship; print copy and AOIS submissions.

Student Enrollment and Demographic Information

"Local School Report Cards 2007-08" Ohio Depart-

ment of Education <http://webapp2.ode.state.oh.us/reportcard/archives/Default.asp>

Governance

Fordham Staff, electronic submission, and school self report.

Teacher Information

Ohio Department of Education website, 2007-08 school year data. <http://www.ode.state.oh.us/>

Compliance

Annual Audits for W.E.B. Dubois Academy, from Office of Auditor of State, available at: <http://www.auditor.state.oh.us/AuditSearch/Search.aspx>.

IRS form 990, as submitted to the Thomas B. Fordham Foundation.

Fall 2007 and Spring 2008 site visit reports.

AOIS review.

Performance Data

W.E.B. Dubois Academy: 2007-2008 School Year Report Card. Ohio Department of Education, published August 26, 2008. <http://www.ode.state.oh.us/reportcardfiles/2007-2008/BUILD/133405.pdf>.

W.E.B. Dubois Academy: 2006-2007 School Year Report Card. Ohio Department of Education. <http://www.ode.state.oh.us/reportcardfiles/2006-2007/BUILD/133405.PDF>

Value-Added Data

Ohio Department of Education website, 2007-08 school year data. <http://ilrc.ode.state.oh.us/PowerUsers.asp>

Ohio Value-Added Primer, August 25, 2008 http://edexcellence.net/detail/news.cfm?news_id=735&id=130.

¹² Federal AYP requirements identify a series of standards that each school and district must reach. These include specific performance and participation requirements for students tested in reading and math, as well as attendance and graduation benchmarks school and districts must reach. For specific information on this year's benchmarks see: <http://education.ohio.gov/GD/DocumentManagement/DocumentDownload.aspx?DocumentID=31931>

Appendix A

EXHIBIT 4 Accountability Plan For Primary and Middle Schools

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

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

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

- 1) Is the Community School making "adequate yearly progress" under the federal No Child Left Behind act, as implemented in Ohio? **See Section 4(a) of this Exhibit, Requirements 1-3.**
- 2) Is the Community School making significant gains on Ohio's state-mandated tests and in the Ohio Department of Education's system of accountability? **See Section 4(b) of this Exhibit, Goals 1-6.**
- 3) Is the Community School outperforming comparable schools (e.g. local district schools, and community schools statewide)? **See Section 4(c) of this Exhibit, Goals 7 and 8.**
- 4) Are the students enrolled in the Community School making substantial and adequate academic gains over time, as measured using value-added analysis? **See Section 4(d) of this Exhibit, Goals 9 and 10.**
- 5) Is the Community School attaining its own distinctive education goals? **See Section 4(e)**

of this Exhibit, School-Specific Indicators of Performance.

COMMON INDICATORS OF ACADEMIC PERFORMANCE

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

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

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

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

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

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

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

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

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

Section 4(b) of EXHIBIT 4

GOALS FOR ACADEMIC PERFORMANCE OF THE COMMUNITY SCHOOL USING COMMON INDICATORS

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

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

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

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

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

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

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

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

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

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

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

Section 4(c) of EXHIBIT 4

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

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

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

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

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

Section 4(d) of EXHIBIT 4

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

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

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

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

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

Section 4(e) of EXHIBIT 4

SCHOOL-SPECIFIC INDICATORS OF PERFORMANCE

IS THE COMMUNITY SCHOOL ATTAINING ITS OWN DISTINCTIVE EDUCATION GOALS?

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

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

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

Defining School-Specific goals – an example

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

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

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

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

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

Section 4(f) of EXHIBIT 4

INDICATORS OF SCHOOL PERFORMANCE IN NON-ACADEMIC AREAS

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

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

- The Community School will undergo an annual audit performed by the Office of the Auditor of the Ohio and provide the findings of this audit to the SPONSOR and the Legislative Office of Education Oversight or any other state agency or office.
- The Community School will submit an annual IRS form 990, and provide a copy to the SPONSOR.
- The Community School will submit to the SPONSOR bimonthly fiscal reports, including cashflow and income statements and balance sheet information.
- The Community School will submit to the SPONSOR, on an annual basis, a Five Year Budget Forecast.

ANNUAL REPORT REQUIRED BY STATE LAW

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

- The mission statement of the Community School;
- General school information and statistics, including grade levels served, student demographics (e.g., disaggregated for sub-groups including number of students on free or reduced lunch recipient, etc.), school mission (whether college preparatory or drop out recovery) and the name of teachers and subject areas taught;
- Educational performance results obtained pursuant to Sections 4(a) and 4(b) of this Exhibit, Requirements 1-3 and Goals 1-6.
- Financial information, including: cashflow statements, income statements and balance sheet information; and
- Independent and state fiscal audit results

Appendix B

NO-FEE CONSULTATION AGREEMENT

This Consultation Agreement (the “Agreement”) is made effective as of the ____ day of September, 2007, between THE THOMAS B. FORDHAM FOUNDATION, INC. an Ohio not for profit corporation, located at 500 East Fifth Street, Suite 250, Dayton, Ohio 45402 (hereinafter referred to as “Fordham”) and The Board of Education of Dayton Public Schools, located at 115 South Ludlow Street, Dayton, Ohio 45402 (hereinafter referred to as “DPS”).

RECITALS

WHEREAS, DPS recently began sponsoring two community schools: The Dayton Early College Academy (“DECA”) and the Dayton Technology Design High School (“DTDHS”), in addition to its traditional role of operating other public schools (DECA and DTDHS collectively referred to herein as “Sponsored Schools”); and

WHEREAS, Fordham, among other initiatives furthering education reform, sponsors numerous community schools and has developed certain processes, methods, and technical expertise in this area; and

WHEREAS, as part of its community outreach mission, Fordham, from time to time, provides uncompensated technical assistance to public school districts, in an advisory/consultative role, as described herein, to foster their success in sponsoring high-quality community schools (“Consultation”); and

WHEREAS, DPS desires such Consultation from Fordham and Fordham desires to provide Consultation to DPS.

NOW THEREFORE, the parties hereby agree as follows:

AGREEMENT

1. **Relationship/Fee.** Fordham hereby agrees that it will provide Consultation to DPS, as a volunteer and solely in an advisory/consultative role, within the limits provided in Paragraphs 3 and 4 of this Agreement. Fordham will provide the Consultation described herein at no charge to DPS, within the reasonable limits of requests by DPS and its own financial and staff capacity.
2. **Term/Termination.** The term of this agreement shall begin on _____, 2007 and end on June 30, 2008, thereby spanning the 2007-2008 school year, unless otherwise terminated, as defined herein. This agreement is gratuitous in nature and, therefore, may be terminated by either party at any time, for any reason or for no reason. Upon termination, neither party shall have any further obligations to the other party.
3. **Responsibilities of Fordham.** Fordham will provide Consultation to those designated DPS officials, staff members and/or consultants, who are responsible to perform the school monitoring and oversight duties of a community school Sponsor (the “Sponsor Representatives”), as more fully defined in the Ohio Revised Code. Specifically, Fordham will provide the following Consultation:

- a. Provide DPS and the Sponsored Schools with a calendar of expected reports required by the State of Ohio;
 - b. Assist DPS in monitoring and evaluating the Sponsored Schools' compliance with all rules and laws applicable to community schools. In furtherance of this service, Fordham will make its Authorizer Oversight Information System ("AOIS") available at no cost to DPS during the period of this contract and will provide training to the appropriate Sponsor Representatives on its use;
 - c. Assist DPS in organizing and implementing all required site visits to the Sponsored Schools;
 - d. Assist DPS in monitoring, evaluating and reporting the academic and fiscal performance of the Sponsored Schools;
 - e. Provide alerts to DPS regarding changes to: Ohio Department of Education ("ODE") guidance and rules where such changes may impact the Sponsored Schools;
 - f. Assist DPS in identifying technical assistance needs of Sponsored Schools that DPS may be obligated, or wish, to address.
4. **Limitations of Fordham's Responsibilities.** In performing Consultation to DPS, as defined herein, Fordham shall expressly not be responsible to provide the following services or perform the following duties of a Sponsor or of a Sponsored School, as the case may be:
- a. Making legally binding decisions about the Sponsored Schools (e.g. judging their performance; taking corrective or remedial actions following the placing of a Sponsored School on probation, suspension or termination status)
 - b. Implementing Sponsored School improvements or corrective actions, as such needs arise;
 - c. Providing direct technical assistance to the Sponsored School (e.g. professional development; special education support);
 - d. Writing and disseminating required annual reports to the state on the academic, fiscal and compliance performance of the Sponsored Schools;
 - e. Writing and disseminating any required letters to the ODE, Sponsored School parents, or to the DPS;
 - f. Making formal presentations to the DPS board (At the request of DPS, however, Fordham will provide assistance and guidance to Sponsor Representatives regarding such presentations.).
 - g. Submitting any documentation or information to the AOIS system or the Ohio Department of Education or any other state or federal agency or office;
 - h. Executing sponsorship operations in any capacity for DPS - Fordham's role shall be strictly advisory in nature.
5. **Responsibilities of DPS.** DPS shall be solely and exclusively responsible for the performance of all duties of a Sponsor under the Ohio Revised Code. Further, DPS, as the Sponsor, along with the Governing Authorities of the Sponsored Schools, in their respective roles, shall be the sole legal authorities responsible for the academic, fiscal, governance and operational performance and the legal and regulatory compliance of the Sponsored Schools.

6. **Indemnification of Fordham by DPS.** DPS hereby agrees to indemnify and hold Fordham harmless from any loss, claims, demands, expenses and costs (including all legal expenses and attorney fees) which Fordham may hereafter incur, suffer or be required to pay, as a result of any claims, litigation or judgments made against DPS or Fordham arising out of Fordham's performing Consultation as contemplated by this Agreement.
7. **Continuation of Consultation.** This Agreement may be extended beyond the 2007-2008 school year, and possibly modified, only upon a writing executed by both parties memorializing their mutual agreement to continue Consultation, under the terms and conditions contained therein.
8. **Not Assignable.** This Agreement is exclusively limited to DPS and Fordham, and may not be assigned by either party to any successors or assigns, without the prior written consent of the other party.
9. **Entire Agreement.** This Agreement constitutes the entire agreement between the parties with respect to the subject matter hereof, superseding all previous agreements and understandings and this agreement shall not be amended, modified or terminated except in a writing signed by both parties.

IN WITNESS WHEREOF, the parties hereto have duly executed this Agreement on the date first above written.

DAYTON PUBLIC SCHOOLS

THE THOMAS B. FORDHAM
FOUNDATION, INC.

By: _____

By: _____

Its: _____

Its: _____

Appendix C

Methodology

Graph V – IX:

Graphs V – IX compare the average performance of students in Fordham-sponsored charter schools with the average performance of students in their home districts and charter schools statewide by grade. Home district comparisons rely on weighted averages so that if half of the Fordham-sponsored charter students in third grade were located in Dayton, then Dayton third graders would count twice as much as those located in Springfield or Cincinnati.

To calculate the overall averages for home district schools and charter schools statewide a similar method was used. For instance, if fifth grade students accounted for 30% of the total population of Fordham students, then the performance of fifth grade students would be weighted so as to account for 30%

of the performance of district schools and charter schools statewide. For the grade by grade comparisons of charter schools statewide, no weighting was used.

Graph X:

Graph X compares the value-added performance of Fordham-sponsored charter schools, home district schools, and charter schools statewide. For each set of schools the value listed under each rating indicates the percentage of students who were in schools that received that rating. For instance, in Fordham-sponsored charter schools, 14.2% of students were in schools that made Above Expected Growth in 2007-08. Overall school-wide ratings are reported by the state. These designations are based on the value-added performance students in grades 4-8 in both reading and math.

Appendix D

Records Compliance Documents

Records Compliance Documents

Facilities and Safety

Safety Requirements and facilities permits, licensing, and operations required by municipal and state code for community and state code for community schools.

- Annual Fire Inspection
- Annual Health and Safety Inspection
- Certificate of Occupancy
- Fire Drill Log
- Lease Agreement or Property Deed
- School Safety Lockdown Drill Certification Letter
- School Safety Plan
- Tornado Log

Federal Rules and Regulations

Federal Rules and Regulations, including IDEA.

- Lead Poisoning Prevention Notification
- Child Find Documentation
- Federal Tax Form 990
- Special Education Services
- Wellness Policy

Fiscal, Ohio Revised, or Administrative Code

Fiscal and other Ohio revised and administrative code requirements.

- 5-year Forecast
- Affidavit for Criminal Background Checks

Annual Accounting by Management Company

- Annual Report
- Attendance Rate Record
- Distributing Statement
- Audit
- Distributing Statement
- Food Service Inspection
- Food Service License
- Monthly Financial Report
- Veterans Day Observance - Lesson Plan for Day

Governance and Contract Compliance

Governing Authority policies in place and complete, along with Governing Authority minutes and reporting.

- Anti-Harassment and Bullying Policy
- Certificate of Authority of Non-Profit Status
- Final Approved Board Minutes
- Fixed Assets Policy
- Governing Authority - Meeting Calendar
- Liability Insurance
- Missing Children Policy
- Policy on Parental Involvement
- Privacy Law Policy
- Promotion and Retention Policy
- Purchasing Policy
- Roster of Governing Authority
- School Treasurer Bond
- Test Materials Security Policy
- Truancy Policy
- Attendance Policy

Student, Staff and Training

Student, staff, and training records..

Academic Calendar

Blood-born Pathogens Training

Child Abuse Recognition, Violence and Substance Abuse Training

Child Abuse Referral Information

Entry Year Teacher Meeting Minutes

Heimlich Training

Highly Qualified Teacher Status and Recording Sheets

LPDC Approved Signature Form

LPDC Meeting Minutes

LPDC Roster

Roster of Staff, Faculty, and Administrators

School Safety Training

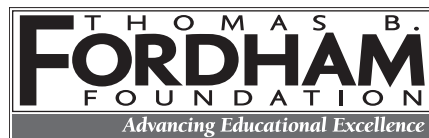
School Treasurer Licensure

Staff Information - Highly Qualified Teacher Documentation

Staff Information - Teaching Certificate, License or Permit

Truancy Documentation

Vision and Hearing Screening



The Thomas B. Fordham Foundation

400 East Fifth Street, Suite C
Dayton, Ohio 45402

Telephone: 937-227-3368
Fax: 937-443-0098

www.edexcellence.net

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