

Fordham Sponsorship



Friends,

I am pleased to share with you our sponsorship work during the 2023–24 school year. Here, I'll briefly cover school performance, high-quality schools funding, our projected growth in 2025 and beyond, and some projects and activities with which we've been involved.

First, school performance. The Ohio Department of Education and Workforce (DEW) released its report cards for all schools in September. Seven of ten schools we sponsor received an Overall rating of three stars or higher, and all but two outperformed their home districts on the same measure. Generally speaking, our schools performed stronger on Ohio's Progress (growth) measure, with seven of ten scoring three stars or better on the measure, meaning they met the state's standard for performance. Our schools had a much tougher time with the state's Achievement measure, where only one, the Dayton Early College Academy, achieved a three-star rating. In our eight schools that offer elementary grades, none achieved a rating of three stars on Ohio's Early Literacy measure.

We are glad to see the strong showing on Progress and will push hard to boost student outcomes for Achievement and Early Literacy. A detailed analysis of school performance is included in the pages that follow.

In Ohio, charter schools that meet certain performance criteria are designated

Community (aka Charter) Schools of Quality. These schools receive significant additional per-pupil funding. It is noteworthy that 4,920 students in Fordham-sponsored schools benefited from receipt of the additional high-quality school dollars in 2023–24. Although only five of ten Fordham-sponsored schools received quality awards, they serve 77 percent of all students in the Fordham portfolio. The total dollar amount of the awards to these five sponsored schools (DECA, DECA Prep, KIPP Columbus, United Preparatory Academy, and IDEA Greater Cincinnati) was \$14.7 million, or about 17 percent of the total statewide high-quality allocation of \$84.4 million. As our colleagues at the Thomas B. Fordham Institute in Columbus reported recently in a [landmark study](#), this funding has been critical to increasing teacher salaries, reducing staff turnover, and driving student learning gains.

In addition to our usual work of monitoring, site visits and providing ongoing support to our sponsored schools, our team has been involved in a number of other activities. We've spent the year hard at work on our school's alternative accountability frameworks so that as our schools grow to multiple locations we can see school performance at the building level (which is not always the case with the state report card). This has been a worthy project, and we've learned a lot. On the upside, we're better able to drill down to assess building-level student outcomes at schools with multiple sites. A persistent challenge,

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however, has been the lack of uniformity of performance measures across our portfolio. As we reflect on initial implementation with an eye to the future, we will aim to simplify and bring coherence to the alternative measures across our portfolio.

As you know, we take seriously our mission to promote educational excellence in our schools and serve as an exemplary charter school sponsor. While we work with schools on a daily basis to provide support, we also provide our schools with discretionary grants in furtherance of student success in years where our sponsorship revenue exceeds expenses. In 2023-24, we were fortunate to find ourselves in this situation, and we gave grants totaling \$100,000 across our portfolio for summer school, tutoring, library resources, after-school programming, student attendance, transportation, and charter board training.

In closing, I would like to thank each of our sponsored schools for their partnership, and the Trustees of the Fordham board and Fordham’s Ohio Policy and Sponsorship committee for their support of our work. We look forward to the year ahead.

Sincerely,



Kathryn Mullen

Vice President for Sponsorship
and Dayton Initiatives

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OUR MISSION

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

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

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

We promote educational improvement by:

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



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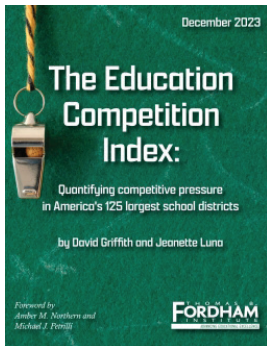
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Katrina Yungmann

School Intervention and Data Specialist

RESEARCH AND COMMENTARY

Our colleagues at the Thomas B. Fordham Institute, headquartered in Washington, D.C., and Columbus, Ohio, produce high-quality research, analysis, and commentary on national and Ohio education issues. Below, we include highlights of their excellent work during the past year.



The Education Competition Index: Quantifying competitive pressure in America's 125 largest school districts

David Griffith and Jeanette Luna
December 2023

Exposing traditional school districts to greater competition is a central goal of education

reform in the United States. Yet because of the complexity of reform efforts, quantifying “competition” is challenging.

In this report, Fordham analysts David Griffith and Jeanette Luna use data from multiple sources to estimate how much competition for students the 125 largest school districts in the United States face, how the answer to that question differs by student group, and how the competition facing each district has increased or decreased in the past decade.

Interactive figures embedded in the report allow readers to see how specific forms of competition have evolved in particular communities.



New Home, Same School: Charters and residentially mobile students

Douglas Lee Lauen, Ph.D.
January 2024

Because the housing and education markets are linked, evictions and other involuntary changes in residence often

force students to change schools at a time when they are already vulnerable.

But is disrupting at-risk students’ education in this manner really necessary?

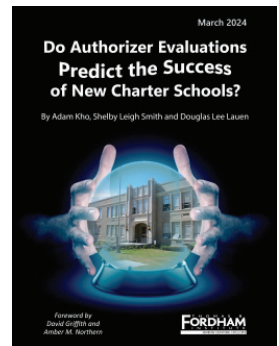
In this report, University of North Carolina professor Douglas Lee Lauen uses a unique dataset to examine whether charter school enrollment breaks the link between residential and school mobility, particularly for students from traditionally disadvantaged communities.

The results suggest that the right to school choice is also about the right to stay put.

[Download the full brief.](#)

Do Authorizer Evaluations Predict the Success of New Charter Schools?

Adam Kho, Ph.D.,
Shelby Lee Smith, and
Douglas Lee Lauen, Ph.D.
March 2024



As the sector’s gatekeepers, charter school authorizers are responsible for ensuring that schools in their purview set students up for success. But can authorizers predict which schools will meet that standard?

To find out, University of Southern California assistant professor Adam Kho and his coauthors, Shelby Leigh Smith (USC) and Douglas Lee Lauen (UNC), examine the extent to which authorizers’ evaluations of charter school applications predict the initial success of the schools that are given the green light.

Overall, the results suggest that authorizers can distinguish between stronger and weaker applicants – even if they don’t have a crystal ball.

[Download the full report.](#)



The Impact of Increasing Funding for High-Performing Ohio Charter Schools: The Quality Community School Support Fund, 2019-2023

Stefane Lavertu

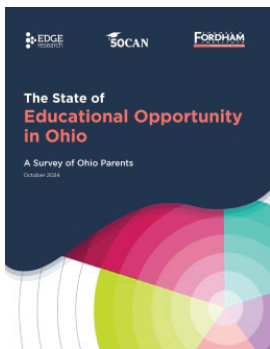
October 2024

For too long, Ohio underfunded its public [charter schools](#). That policy was unfair to charter

school students, many of whom are economically disadvantaged, whose educations received less taxpayer support simply by virtue of their choice of schools. It was also unfair to charter schools, which were required to serve children on fewer dollars than nearby districts.

Thanks to the leadership of Governor DeWine, Lieutenant Governor Husted, and the General Assembly, Ohio has recently made significant strides in narrowing the charter funding gap. One of the most critical initiatives is the Quality Community School Support Fund. Since FY 2020, this program has provided supplemental aid to quality charter schools – currently \$3,000 per economically disadvantaged pupil (\$2,250 per nondisadvantaged).

Our latest report is an evaluation of the high-quality charter funding program. It finds positive results: The additional dollars have allowed charters to boost their teachers’ salaries, reduced staffing turnover, and driven student learning gains.



The State of Educational Opportunity in Ohio: A Survey of Ohio Parents

The Thomas B. Fordham Institute, 50 CAN, EdResearch

October 2024

The Thomas B. Fordham Institute is dedicated to improving education for every Ohio student. To do this effectively,

it is critical that we listen to the views of parents across our state. With this information in hand, we can ensure that state policymakers are focused on the problems most important to parents and push toward solutions grounded in parents’ hopes and dreams for their children.

In this spirit, we are excited to share the results of a new survey on the state of education opportunity in Ohio. Produced in partnership with [50CAN](#) and [Edge Research](#), this survey provides not only a unique window into the opportunities available to families in our state right now but allows us to compare those answers to parents across our region and across the country.

Among the many important insights, the survey finds that Ohio’s investments in school choice have made an impact. More than two-thirds of parents statewide believe they have a choice in schools for their children, and this is especially true of low-income parents. Even better: Two-thirds of parents report satisfaction with the schools their children attend. However, despite these positives, too few Ohio students are ready for the workforce or college by the time they graduate high school.

We urge you to [dig into the report](#) to see and compare parent responses across a wide range of education issues.

Off and Running: Ohio’s early implementation of its Science of Reading reforms

Aaron Churchill

June 2023

In July 2023, Governor DeWine and the General Assembly enacted bold literacy reforms that require Ohio elementary schools to follow the Science of Reading. These practices, well supported by research, emphasize phonics, background knowledge, and vocabulary—elements that have been shown to be critical for students’ reading development. Lawmakers also allocated \$169 million over the current biennium to support scientifically based reading instruction.

Passing these provisions was a necessary first step in improving literacy achievement in the Buckeye state. Yet strong implementation at both the state and local level is also crucial to the success of the initiative.

This report examines one of the key implementation steps: The creation of a state-approved list of high-quality literacy curricula and instructional materials. Read the report below for the findings, or [download the full report](#) (which includes appendices).



CHARTER SCHOOL SPONSORSHIP

We provided monitoring, oversight, and technical assistance during the 2023-24 school year to ten schools serving approximately 6,375 students in Dayton, Cincinnati, Columbus, and Portsmouth, Ohio.

Commitment and capacity

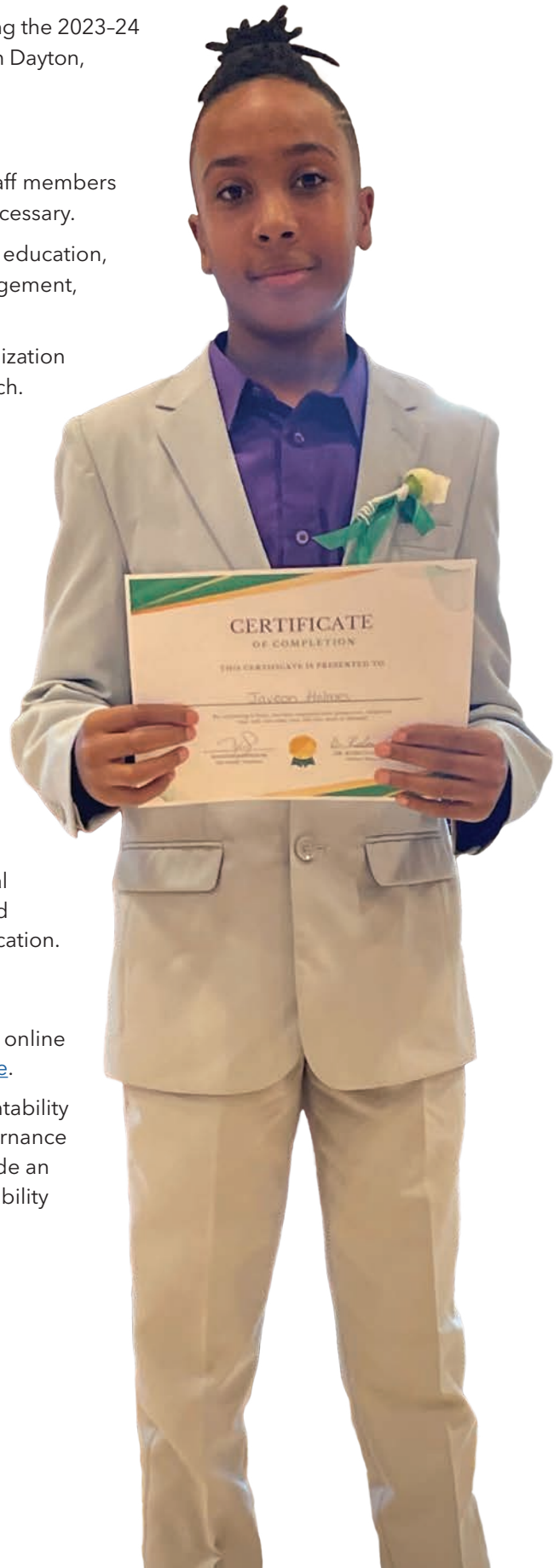
- In 2023-24, we employed five full-time and three part-time staff members dedicated to sponsorship, and engaged consultants when necessary.
- Our sponsorship team's expertise includes education, special education, law, finance, facilities, nonprofit management, business management, data management, and compliance.
- We are grateful that we can draw from within our larger organization for insight regarding data analysis, policy analysis, and research.
- Specific to our sponsorship operation, our 2024 budget had approximately \$1,100,000 in revenues and \$1,080,000 in expenses.
- Our sponsorship fee is structured to support our schools. Fordham-sponsored schools pay a fee based on a sliding scale, ranging from 1.5-2.0 percent of per-pupil funds, based on school enrollment. The greater the enrollment beyond 300 students, the larger the savings in sponsorship fees for the school.

Application process and decision-making

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

Performance contracting

- The sponsorship contracts with all of our schools are available online at the Ohio Department of Education and Workforce's [website](#).
- All contracts include an Academic and Organizational Accountability Plan that addresses academic, financial, operations, and governance outcomes. Some of our schools have contracts that also include an Alternative Accountability Framework. Our standard accountability plan is included in the Appendix of this report.



Ongoing oversight and evaluation

- Our school monitoring is done in-person and via our online system, Epicenter.
- At least two formal site visits (fall and spring) occur at each school annually while classes are in session. Sponsorship representatives also attend most regular board meetings at each school.
- We meet with school treasurers and board representatives monthly to monitor school finances, and we issue reports from these meetings that include information regarding student enrollment, cash management, working capital, federal restricted funds, and other financial compliance items.

Revocation and renewal decision-making

- A school's performance against its accountability plan drives contract renewal or nonrenewal decisions. The duration of contracts, the renewal terms, and the inclusion of any conditions may vary by school.
- We have a standard school-closure protocol. Our goal in closure situations is to ensure a smooth transition for students and families.



SCHOOL PERFORMANCE ON THE 2023-24 STATE REPORT CARDS

State report cards for the 2023-24 school year were issued in mid-September. Exhibit 2, organized by overall rating from highest to lowest, shows our portfolio’s performance for the ten schools that we sponsored last year. Home districts are also included in italics for reference.

Exhibit 1: School performance on the 2023-24 state report cards

	Overall	Achievement	Progress	Gap Closing	Early Literacy	Grad Rate
DECA	★★★★★	★★★★☆	★★★★★	★★★★☆	NR	★★★★☆
DECA Prep	★★★★☆	★★★☆☆	★★★★☆	★★★★☆	★★★☆☆	NR
United Preparatory Academy	★★★★☆	★★★☆☆	★★★★★	★★★★★	★★★☆☆	NR
IDEA	★★★★☆	★★★☆☆	★★★★★	★★★☆☆	★★★☆☆	NR
Dayton Leadership Academies	★★★★☆	★★★☆☆	★★★★☆	★★★★☆	★★★☆☆	NR
ReGeneration Middle School	★★★★☆	★★★☆☆	★★★★☆	★★★☆☆	NR	NR
KIPP Columbus	★★★★☆	★★★☆☆	★★★☆☆	★★★★★	★★★☆☆	★★★★★
ReGeneration Bond Hill	★★★★☆	★★★☆☆	★★★★☆	★★★☆☆	★★★☆☆	NR
<i>Cincinnati Public Schools</i>	★★★★☆	★★★☆☆	★★★☆☆	★★★★☆	★★★☆☆	★★★☆☆
<i>Portsmouth City Schools</i>	★★★★☆	★★★☆☆	★★★☆☆	★★★☆☆	★★★☆☆	★★★★☆
<i>Sciotoville Community School</i>	★★★☆☆	★★★☆☆	★★★☆☆	★★★☆☆	★★★☆☆	★★★★☆
<i>Dayton City Schools</i>	★★★☆☆	★★★☆☆	★★★☆☆	★★★☆☆	★★★☆☆	★★★☆☆
<i>Columbus City Schools</i>	★★★☆☆	★★★☆☆	★★★☆☆	★★★☆☆	★★★☆☆	★★★☆☆
ReGeneration Avondale Elementary	★★★☆☆	★★★☆☆	★★★☆☆	★★★☆☆	★★★☆☆	NR

With the exception of Sciotoville, ReGeneration Avondale Elementary (formerly Phoenix, in its first year of turnaround), and ReGeneration Bond Hill, our schools generally outperformed their home districts. While six of our ten schools earned four stars or higher on Ohio's Progress (growth measure), all but one (DECA) performed below our expectation of three stars on the Achievement measure. We're working to address this in the following ways:

- We review their curriculum and staff rosters to ensure that the schools are using high-quality curricula and providing feedback to teachers who demonstrate a weakness or opportunity to improve.
- We ensure that teachers and intervention specialists are properly licensed.
- In June, we focused our monthly webinar for schools on the science of reading, led by a state literacy coach.
- During site visits, we ensure that the lessons follow the school's curriculum and that teachers are delivering them in a rigorous and meaningful way. We also observe special education (SPED) lessons. While on site, we interview staff to determine the following:
 - Based on your internal assessment results, what are you doing to help students who are not progressing academically? Are you focusing on priority content, extended after-school programs, or other interventions for struggling students? Please describe your interventions.
 - How is high-dosage tutoring being implemented, particularly for students on Reading Improvement and Monitoring Plans (RIMPs)?
 - What do multitiered systems of support (MTSS), both academic and behavioral, look like in your school?
- In 2023-24, we reviewed each school's performance in its primary contractual indicators and followed up throughout the year regarding improvements in response to performance deficiencies. We will do this again in 2024-25, starting with sending letters to each school about how they performed against their performance contract and suggesting improvements they might make.
- We regularly provide information on resources, training, and publications in our monthly newsletter.
- Now that we have sponsorship staff with special-education expertise, we are taking a much closer look at those services across our schools.
- We have provided grants to fund academic improvement.

The Dayton Early College Academy (DECA) was again our highest performer overall. DECA's feeder school, DECA Prep, improved its Overall score from three stars in 2023 to 3.5 stars in 2024, and also improved its Progress rating (from three to four stars), though Early Literacy fell from two stars in 2023 to one in 2024.

Dayton Leadership Academies (DLA) has been making steady gains the last three years, and now finds itself rated three stars overall and will likely qualify to receive the high-quality schools funding. In addition to DLA, three other schools we sponsor – DECA, DECA Prep, and IDEA – all met the criteria for the high quality school funds and will continue to receive that money. Two current recipients, KIPP Columbus and United Preparatory Academy, did not meet the criteria to renew their high-quality funding based on 2023-24 report card results. However, they will continue to receive High Quality funding during the 2024-25 school year and may requalify for this funding in future years.

ACHIEVEMENT AND GROWTH VERSUS LOCAL AND STATEWIDE CHARTERS

Exhibit 2 shows portfolio performance in Achievement versus the top-five charter average, state charter average, Fordham portfolio average and Big Eight District average.

Once again, DECA High School is our highest performer on the performance (Achievement) index, besting the state average and the other schools in our portfolio. DECA's feeder school, DECA Prep, was our second-highest performer, followed by United Preparatory Academy and ReGeneration Bond Hill; these schools all performed above the statewide charter and Fordham portfolio averages on this measure. KIPP Columbus and Sciotoville performed below the Fordham average but above the Big Eight District average, and the remainder of our schools – IDEA Greater Cincinnati, Dayton Leadership Academies, ReGeneration Middle School, and ReGeneration Avondale Elementary – performed below the Big Eight District Average.

Exhibit 2: Fordham portfolio performance on Ohio's Performance Index (Achievement) measure

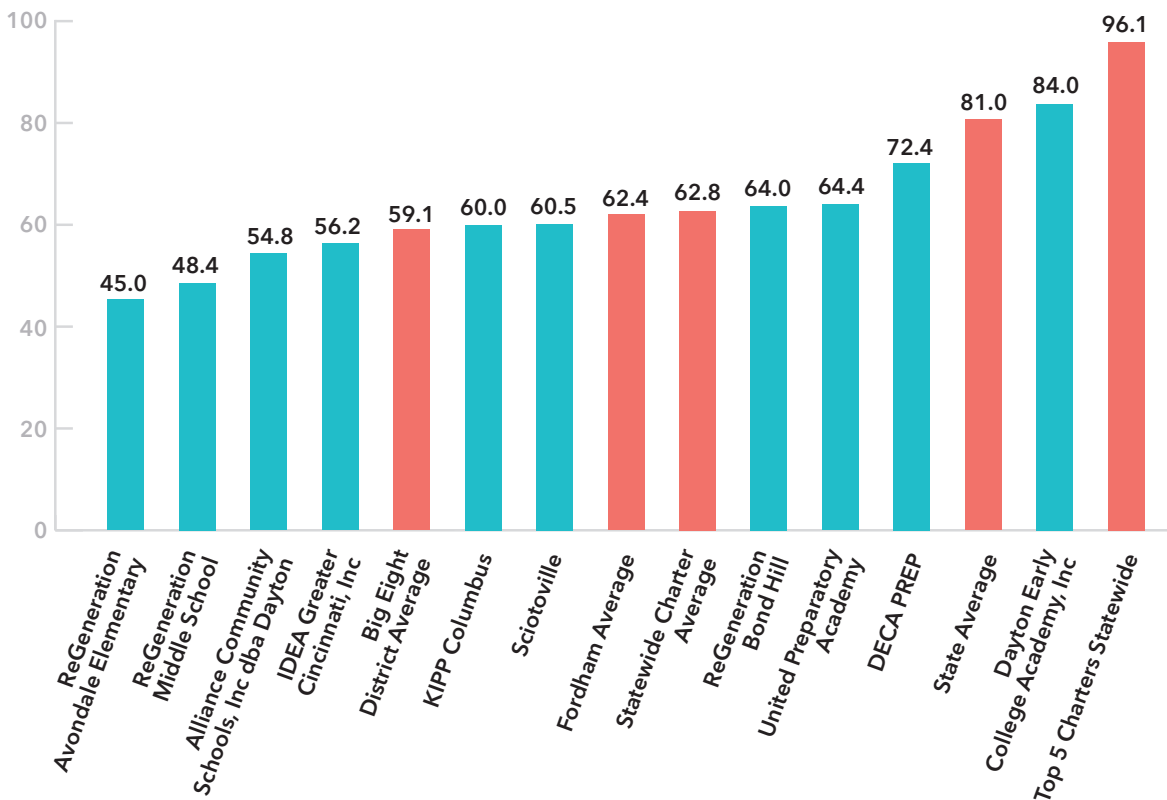
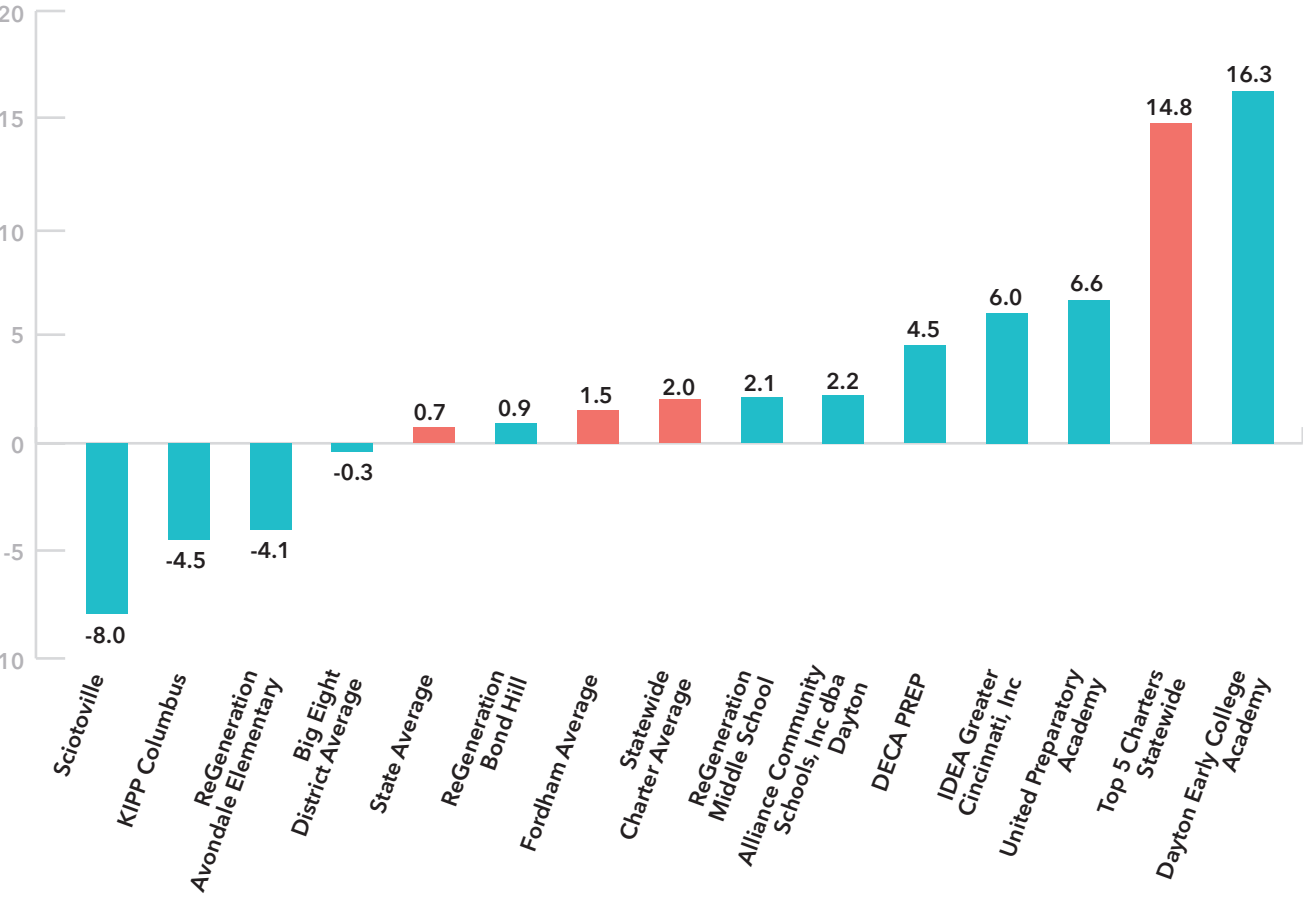


Exhibit 3 shows performance on Ohio’s Progress (growth) measure, value added, and a slightly different mix of performance. Here again, DECA high school outperformed the top-five charter average statewide and the rest of our portfolio. DECA was followed by United Preparatory Academy, IDEA Greater Cincinnati, DECA Prep, Dayton Leadership Academies, and ReGeneration Middle School, all of which performed above the statewide charter and Fordham portfolio averages. Rounding out the bottom—and performing below the Big Eight District average on growth—are ReGeneration Schools Avondale, KIPP Columbus, and Sciotoville Community School.

Exhibit 3: Fordham portfolio performance on Ohio’s Progress measure



CHRONIC ABSENTEEISM UPDATE

Chronic absenteeism rates remain alarmingly high; Exhibit 4 provides the details (home districts are included in italics for reference).

Exhibit 4.
Fordham portfolio chronic-absenteeism rate, 2022-23 and 2023-24

	Percentage of students chronically absent 22-23	Percentage of students chronically absent 23-24
ReGeneration Avondale	81.2%	83.2%
ReGeneration Middle	81.2%	84.5%
IDEA Greater Cincinnati	65.9%	68.7%
ReGeneration Bond Hill	51.9%	68.5%
Sciotoville Community School	44.6%	55.9%
Columbus City Schools	57.8%	54.2%
Dayton City Schools	46.9%	45.1%
Cincinnati Public Schools	46.0%	43.5%
United Preparatory Academy	42.9%	51.8%
KIPP Columbus	48.6%	44.9%
Dayton Leadership Academy	47.5%	40.3%
Portsmouth City Schools	38.8%	28.7%
DECA PREP	26.3%	27.7%
Dayton Early College Academy	19.1%	21.4%

Chronic absenteeism rates decreased at KIPP Columbus—we believe because they started busing their own students—and at Dayton Leadership Academy. United Preparatory Academy, in Columbus, did not run its own transportation last year, and we believe their chronic absenteeism rate is directly impacted by the district’s inability or unwillingness to transport charter students (related lawsuits are currently pending). All schools except DECA, DECA Prep, Dayton Leadership Academies and KIPP Columbus have chronic absenteeism rates higher than their home districts. Bringing down these rates is one of our top priorities, and toward that end we’ve done the following:

- Conducted a gap analysis at each school using Attendance Works materials and provided feedback to schools;
- Presented a webinar for schools featuring DECA leadership, who shared intervention and engagement strategies that have been successful for DECA;
- Track and report year-to-date chronic absenteeism rate in the enrollment and attendance table at site visits and share with school boards and leadership; obtain regular updates on school strategies to combat chronic absenteeism; and incorporate attendance questions in student, teacher, and staff stakeholder interviews;
- Shared information and resources on attendance, chronic absenteeism, and transportation in our monthly sponsorship newsletter to schools; and
- Provided grants to some schools to assist with attendance and/or transportation.

SCHOOL PERFORMANCE ON FORDHAM'S CONTRACTUAL ACCOUNTABILITY PLAN

Our Academic and Organizational Accountability Plan contains the contractual outcomes that our sponsored schools are expected to meet, including academic, financial, governance, and operations measures. There are four categories of school performance on these measures: (1) exceeds the standard; (2) meets the standard; (3) does not meet the standard; and (4) falls far below the standard.

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

NR = not rated

NA = not applicable

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

Exhibit 5.
School performance on contractual measures, 2022-23¹

	<i>DLA-Dayton View Campus rating</i>	<i>DECA rating</i>	<i>DECA Prep rating</i>	<i>IDEA Greater Cincinnati rating</i>	<i>KIPP Columbus rating</i>	<i>ReGeneration Avondale Elementary rating</i>	<i>ReGeneration Bond Hill rating</i>	<i>ReGeneration Middle School rating</i>	<i>Sciotoville Community School rating</i>	<i>United Preparatory Academy rating</i>
PRIMARY ACADEMIC INDICATORS										
Performance Index (PI)	FFB	M	DNM	DNM	DNM	FFB	DNM	FFB	DNM	DNM
Value Added (VA)	M	E	M	E	DNM	FFB	DNM	M	DNM	E
Gap Closing	E	E	E	DNM	E	FFB	DNM	DNM	FFB	E
Prepared for Success	NA	NA	NA	NR	NA	NA	NR	NA	NA	NR
Graduation Rate (4 years)	NA	M	NA	NR	E	NA	NR	NA	M	NR
Improving at-risk K-3 Readers	FFB	NA	FFB	FFB	DNM	FFB	FFB	NA	FFB	FFB
Performance v. Local Market (PI)	DNM	E	E	FFB	DNM	FFB	DNM	FFB	FFB	DNM
Performance v. Local Market (VA)	M	E	E	E	FFB	FFB	DNM	DNM	FFB	E
Performance v. Statewide Charters (PI)	FFB	E	E	FFB	DNM	FFB	DNM	FFB	DNM	DNM
Performance v. Statewide Charters (VA)	DNM	E	M	E	FFB	FFB	DNM	DNM	FFB	E

SCHOOL PERFORMANCE ON CONTRACTUAL MEASURES, 2023-24

Our schools performed stronger on Ohio’s progress measure, with six of ten meeting or exceeding their contractual goal for student performance. Dayton Leadership Academies, the Dayton Early College Academy (DECA), DECA Prep, IDEA, and United Preparatory Academy (UPA) all outperformed their home districts on the Progress measure; DECA, DECA Prep, IDEA and UPA outperformed the statewide charter average on the Progress measure.

Five of ten schools met or exceeded their contract goal on Ohio’s Gap Closing measure.

Meeting contractual performance minimums on Ohio’s achievement measure was a struggle for most of our schools; only DECA met its goal in this category. DECA and DECA Prep were the only schools to outperform home district and the statewide charter average on Achievement.

None of our eight schools that offer elementary grades met the state goal or the contract goal on Ohio’s Early Literacy measure.

Exhibit 6 details school performance on the Ohio Department of Education and Workforce Development’s sponsor-reporting measures

	DLA-Dayton View Campus rating	DECA rating	DECA Prep rating	IDEA Greater Cincinnati rating	KIPP Columbus rating	ReGeneration Avondale Elementary rating	ReGeneration Bond Hill rating	ReGeneration Middle School rating	Sciotoville Community School rating	United Preparatory Academy rating
FINANCIAL MEASURES OF SUCCESS (CURRENT YEAR)										
Ratio of Assets to Liabilities	E	E	E	E	E	E	FFB	FFB	E	E
Days Cash	E	E	E	M	E	M	DNM	DNM	E	E
Enrollment Variance	E	E	E	M	M	FFB	M	DNM	E	E
FINANCIAL MEASURES OF SUCCESS (PRIOR YEARS)										
Multi-year Ratio of Assets to Liabilities	E	E	E	NR	E	E	FFB	NR	E	E
Cash Flow	M	E	M	NR	M	M	E	NR	E	M
OPERATIONS/GOVERNANCE PRIMARY INDICATORS										
Records Compliance	E	E	E	E	E	E	E	E	E	E
Special Education Performance Determination (most recent annual)	E	E	E	E	E	E	E	NR	E	E

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



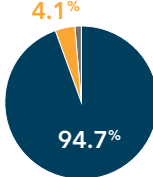
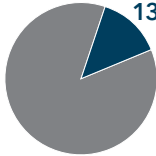
■ (2) meets the standard,
■ (4) falls far below the standard.
 NA = not applicable



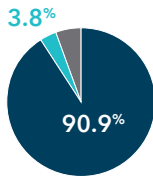
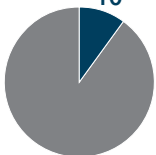
**SCHOOL PERFORMANCE ON
OHIO DEPARTMENT OF EDUCATION
AND WORKFORCE’S (DEW)
SPONSOR-REPORTING REQUIREMENTS**

DEW requires sponsors to provide an annual profile of each sponsored school in the following areas: academic performance, fiscal performance, organization and operation, and legal compliance.² Schools must be rated “meets,” “exceeds,” or “did not meet” in each category except legal compliance, which must be rated “meets” or “did not meet.”

Exhibit 7: DEW school-monitoring summary

	Academic performance ³	Fiscal performance ⁴	Legal compliance ⁵	Organization and operation ⁶
PRIMARY ACADEMIC INDICATORS				
Dayton Leadership Academies-Dayton View Campus	DNM	E	M	E
DECA	E	E	M	E
DECA Prep	M	E	M	E
IDEA Greater Cincinnati	DNM	E	M	E
KIPP Columbus	DNM	E	M	E
ReGeneration Avondale Elementary	DNM	M	M	E
Regeneration Bond Hill	DNM	DNM	M	E
ReGeneration Middle School	DNM	DNM	M	M
Sciotoville Community School	DNM	E	M	E
United Preparatory Academy	M	E	M	E

 <p>DAYTON LEADERSHIP ACADEMIES-DAYTON VIEW CAMPUS</p> <p>1416 W. Riverview Avenue Dayton, OH 45402</p> <p>http://www.daytonleadershipacademies.com</p>	IRN: 133454	Year opened: 2000	Status: Open
	<p>Mission: Dayton Leadership Academies challenges students to thrive and become leaders for today and tomorrow through a culture of joy and unwavering support based upon personalized goals, challenging academics, and partnerships with family and community.</p>		
	Grades served: K-8	Enrollment: 482	
	<p>Demographics:</p>  <p>99.9%</p> <p>■ Economically disadvantaged (ED)</p>	 <p>4.1%</p> <p>94.7%</p> <p>■ Black/non-Hispanic ■ Multiracial</p>	 <p>13.8%</p> <p>■ Students with disabilities</p>
	Management organization: None		

 <p>DAYTON EARLY COLLEGE ACADEMY (DECA)</p> <p>1529 Brown Street Dayton, OH 45469</p> <p>https://www.daytonearlycollege.org/campuses/deca-high</p>	IRN: 009283	Year opened: 2003	Status: Open
	<p>Mission: Dayton Early College Academy prepares future college students today to become the future leaders of our community tomorrow.</p>		
	Grades served: 9-12	Enrollment: 336	
	<p>Demographics:</p>  <p>100%</p> <p>■ Economically disadvantaged (ED)</p>	 <p>3.8%</p> <p>90.9%</p> <p>■ Black/non-Hispanic ■ White/non-Hispanic</p>	 <p>10%</p> <p>■ Students with disabilities</p>
	Management organization: None		



DECA PREP

200 Homewood Avenue,
Dayton, OH 45405 (grades K-4)

110 N. Patterson Boulevard,
Dayton, OH 45402 (grades 5-8)

<https://www.daytonearlycollege.org/campuses/deca-middle>

<https://www.daytonearlycollege.org/campuses/deca-prep>

IRN: **012924**

Year opened: **2012**

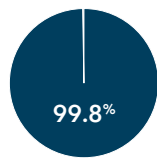
Status: **Open**

Mission: At DECA PREP, our mission is to prepare future college graduates today to become the leaders of our community tomorrow. We believe that all children deserve a world-class education regardless of their zip code, race, or ethnicity.

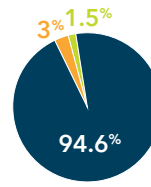
Grades served: **K-8**

Enrollment: **927**

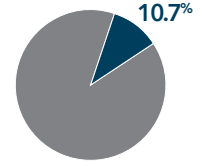
Demographics:



■ Economically disadvantaged (ED)



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



■ Students with disabilities

Management organization: **None**



IDEA PUBLIC SCHOOLS GREATER CINCINNATI

IDEA Price Hill
2700 Glenway Avenue,
Cincinnati, OH 45204
(grades K-9)

IDEA Valley View,
1011 Glendale Milford Road,
Cincinnati, OH 45215
(grades K-8)

<https://ideapublicschools.org/our-schools/idea-price-hill>

<https://ideapublicschools.org/our-schools/idea-valley-view>

IRN: **020007**

Year opened: **2022**

Status: **Open**

Mission: IDEA Greater Cincinnati is a tuition-free, open-enrollment K-12 public charter school district with the mission to prepare students from underserved communities for success in college and citizenship.

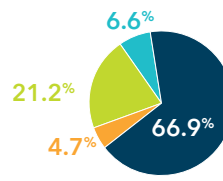
Grades served: **K-12**

Enrollment: **948**

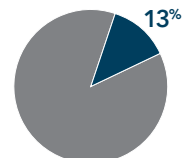
Demographics:



■ Economically disadvantaged (ED)



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



■ Students with disabilities

Management organization: **IDEA Public Schools (nonprofit)**



KIPP COLUMBUS

2800 Inspire Drive
Columbus, OH 43224
(primary school)

2081 Community Drive
(elementary school)

2900 Inspire Drive (middle schools)

2980 Inspire Drive (high school)

2950 Inspire Drive (environmental center)

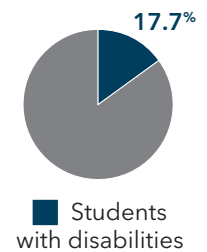
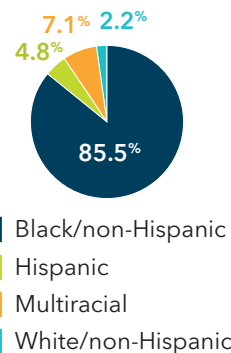
<http://kippcolumbus.org>

IRN: **009997** Year opened: **2008** Status: **Open**

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

Grades served: **K-12** Enrollment: **2,020**

Demographics:



Management organization: **None**



REGENERATION AVONDALE ELEMENTARY

3595 Washington Avenue Cincinnati, OH 45229

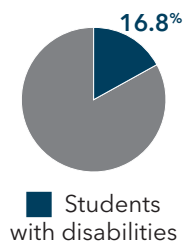
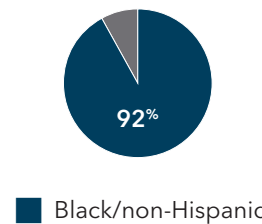
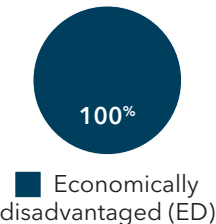
<https://regenerationschools.org/cincinnati-avondale>

IRN: **133504** Year opened: **2023** Status: **Open**

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

Grades served: **K-4** Enrollment: **123**

Demographics:



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

ReGeneration Schools

REGENERATION BOND HILL

5158 Fishwick Drive
Cincinnati, Ohio 45216

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

IRN: 017490

Year opened: 2019

Status: Open

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

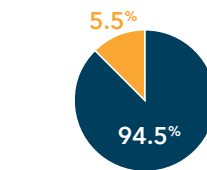
Grades served: K-4

Enrollment: 207

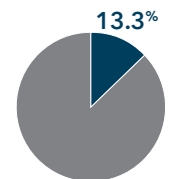
Demographics:



■ Economically disadvantaged (ED)



■ Black/non-Hispanic
■ Multiracial



■ Students with disabilities

Management organization: ReGeneration Schools (nonprofit)

ReGeneration Schools

REGENERATION MIDDLE SCHOOL

3595 Washington Avenue
Cincinnati, OH 45229

<https://regenerationschools.org/cincinnati-middle-school>

IRN: 020817

Year opened: 2023

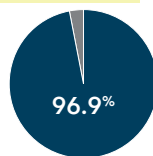
Status: Open

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

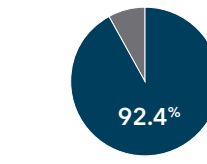
Grades served: 5-8

Enrollment: 110

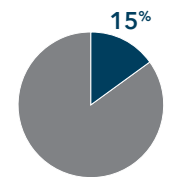
Demographics:



■ Economically disadvantaged (ED)



■ Black/non-Hispanic



■ Students with disabilities

Management organization: ReGeneration Schools (nonprofit)



SCIOTOVILLE COMMUNITY SCHOOL

IRN: **143644**

Year opened: **2001**

Status: **Open**

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

SCIOTOVILLE COMMUNITY SCHOOL

224 Marshall Avenue
Portsmouth, OH 45662 (grades 6-12)

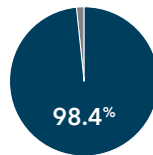
5810 Harding Avenue
Portsmouth, OH 45662 (grades K-5)

<https://easttartans.org>

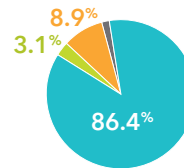
Grades served: **K-12**

Enrollment: **364**

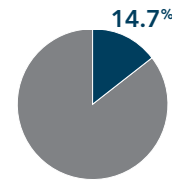
Demographics:



■ Economically disadvantaged (ED)



■ White/non-Hispanic
■ Hispanic
■ Multiracial



■ Students with disabilities

Management organization: **None**



UNITED SCHOOLS NETWORK

UNITED SCHOOLS COLUMBUS

300 S. Dana Avenue
Columbus, OH 43233
(west, middle school)

1469 East Main Street
Columbus, OH 43205
(main, middle school)

617 West State Street,
Columbus, OH 43215
(state, elementary school)

31 N 17th Street
Columbus, OH 43203

<https://www.unitedschoolsnetwork.org>

IRN: **014467**

Year opened: **2014**

Status: **Open**

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

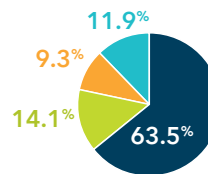
Grades served: **K-8**

Enrollment: **828**

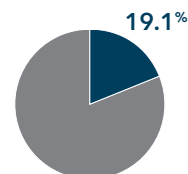
Demographics:



■ Economically disadvantaged (ED)



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



■ Students with disabilities

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



Future Leader



REGENERATION
SCHOOLS

ACADEMIC AND ORGANIZATIONAL ACCOUNTABILITY PLAN (K-12)

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

To be considered for contract renewal, the GOVERNING AUTHORITY is expected to “meet” the standard as specified herein, which is the SPONSOR’s minimum expectation for the school. An inability to achieve minor elements of the standards may not prevent consideration of contract renewal, based on the totality of the circumstances, which will be subject to SPONSOR’s sole and complete discretion. The SPONSOR will also consider the school’s Report Card, as issued by the Ohio Department of Education and incorporated by reference herein.

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

Primary academic indicators	Exceeds the standard	Meets the standard	Does not meet the standard	Falls far below the standard
PI ⁷	4 stars or higher	3 stars	2 stars	1 star
VA ⁸	5 stars	4 stars	2 - 3 stars	1 star
Gap Closing	4 stars or higher	3 stars	2 stars	1 star
Prepared for Success	4 stars or higher	3 stars	2 stars	1 star
Graduation rate (four years)	Greater than or equal to 96.5%	From 90% to less than 96.5%	From 84% to less than 90%	Less than 84%
Improving At-Risk K-3 Readers	Greater than or equal to 88%	From 68% to less than 88%	From 58% to less than 68%	From 0% to less than 58%
Performance versus local market: ⁹ PI	Ranked in the 80th percentile or higher in PI score	Ranked in 70th-79th percentile in PI score	Ranked in 50th-69th percentile in PI score	Ranked in bottom half in PI score
Performance versus local market: VA	Ranked in the 80th percentile or higher in VA score	Ranked in 70th-79th percentile in VA score	Ranked in 50th-69th percentile in VA score	Ranked in bottom half in VA score
Performance versus statewide charters: PI	Ranked in the 80th percentile or higher in PI score	Ranked in 70th-79th percentile in PI score	Ranked in 50th-69th percentile in PI score	Ranked in bottom half in PI score
Performance versus statewide charters: VA	Ranked in the 80th percentile or higher in VA score	Ranked in 70th-79th percentile in VA score	Ranked in 50th-69th percentile in VA score	Ranked in bottom half in VA score

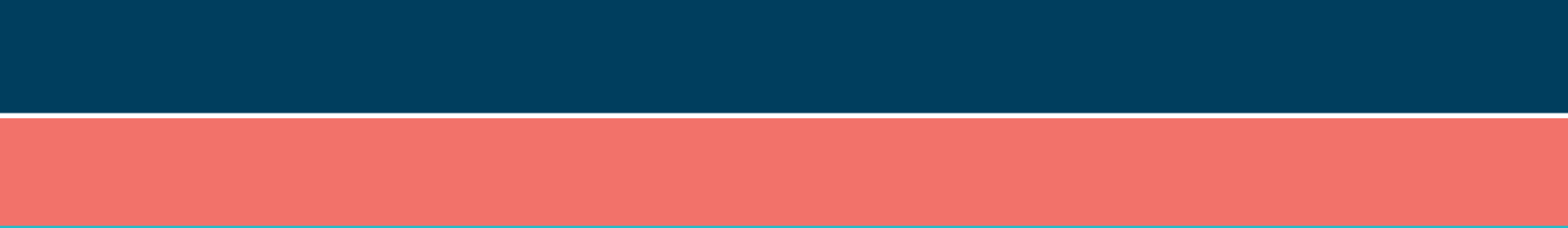
Supplemental information	Exceeds the standard	Meets the standard	Does not meet the standard	Falls far below the standard
Internal assessments	School regularly administers an internal growth assessment and uses the data collected to inform instructional practice and show continuous improvement	School regularly administers an internal growth assessment and uses the data collected to inform instructional practice	School regularly administers an internal growth assessment	School does not regularly administer an internal growth assessment
Mission-specific goals (section A.7 of this contract)	School has developed mission-specific goals, regularly analyzes progress in achieving mission-specific goals, and has met a majority of its mission-specific goals	School has developed mission-specific goals and regularly analyzes progress in achieving mission-specific goals	School has developed mission-specific goals	School has not developed mission-specific goals
Family and student survey	School administered the K-2, 3-5, and 6-12 surveys by November 1 and June 1, had a 70% or higher response rate, and shared the results with the school's board	School administered the K-2, 3-5, and 6-12 surveys by November 1 and June 1, had a 55-69.9% response rate, and shared the results with the school's board	School administered the K-2, 3-5, and 6-12 surveys by November 1 and June 1, had a 40-54.9% response rate, and shared the results with the school's board	School administered the K-2, 3-5, and 6-12 surveys by November 1 and June 1, had a response rate of lower than 39.9%, and shared the results with the school's board
Teacher retention	The percentage of teachers who continued employment from the prior school year is 90% or above	The percentage of teachers who continued employment from the prior school year is between 85% and 89.9%	The percentage of teachers who continued employment from the prior school year is between 70% and 84.9%	The percentage of teachers who continued employment from the prior school year is below 70%



Financial measures of success (current year)	Exceeds the standard	Meets the standard	Does not meet the standard	Falls far below the standard
Current ratio of assets to liabilities	Ratio is greater than or equal to 1.1	Ratio is between 1.0 and 1.1; AND one-year trend is positive (current year's ratio is higher than last year's)	Ratio is between 0.9 and 1.0 or equals 1.0; OR ratio is between 1.0 and 1.1 AND one-year trend is negative	Ratio is less than or equal to 0.9
Days' cash	60 or more days' cash	Between 30 and 60 days' cash	Between 15 and 30 days; OR between 30 and 60 days' cash AND one-year trend is negative	Fewer than 15 days' cash
Current-year enrollment variance ¹⁰	Actual enrollment equals or is within 95% of budgeted enrollment in the most recent year	Actual enrollment is 90%-95% of budgeted enrollment in the most recent year	Actual enrollment is 80%-90% of budgeted enrollment in the most recent year	Actual enrollment is less than 80% of budgeted enrollment in the most recent year

Financial measures of success (prior years)	Exceeds the standard	Meets the standard	Does not meet the standard	Falls far below the standard
Multiyear ratio of assets to liabilities ¹¹	Ratio is greater than or equal to 1.1 for at least the 2 most recent years	Ratio is between 1.0 and 1.1 for at least the most recent year	Ratio is below 1.0 for the most recent year; OR below 1.0 in the 2 most previous years out of 3 years	Ratio is 0.9 or less for the most recent year; OR is 0.9 or less in 2 most previous years out of 3 years
Cash flow	Cash flow is positive for at least the 2 most recent years	Cash flow is positive for the most recent year	Cash flow is negative for the most recent year	Cash flow is negative for the 2 most recent years

Operations/ governance indicators	Exceeds the standard	Meets the standard	Does not meet the standard	Falls far below the standard
Records compliance ¹²	95% or higher	90%-94.9%	75%-89.9%	74.9% or below
Special-education compliance performance indicator score (most recent annual) ¹³	3.75-4.0 points	Needs assistance 3.0-3.74 points	1.25-2.99 points	Less than 1.25 points



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

In the directory of schools, the Internal Retrieval Number (IRN) and year open are from the Ohio Educational Directory System. The demographics and enrollment information are from each school's 2022-23 state report card, as published by ODE. School mission information is from school sponsorship contracts or school website.



Notes

- ¹ Rating key: exceeds the standard = E, meets the standard = M, did not meet the standard = DNM, and falls far below the standard = FFB. Data key: not applicable (NA) indicates that these data are not applicable due to the grade level in the school's contract, and not rated (NR) indicates that these data are not available.
- ² Sponsor Annual Report Guidance (May 2024).
- ³ DEW requires that sponsors report whether a school meets, exceeds, or did not meet the standards for academic performance. Meets (M): the school met half or more of contractual academic indicators. Exceeds (E): the school met all contractual academic indicators. Did not meet (DNM): the school met fewer than half of contractual academic indicators. NA: unable to determine due to lack of state assessment date.
- ⁴ DEW requires that sponsors report whether a school meets, exceeds, or did not meet the standards for fiscal performance. Meets (M): The school met half or more of contractual fiscal indicators. Exceeds (E): The school met all contractual fiscal indicators. Did not meet (DNM): The school met fewer than half of contractual fiscal indicators.
- ⁵ DEW requires that sponsors report whether a school meets or did not meet the standard for legal compliance. Meets (M): The school met half or more of contractual legal compliance indicators. Did not meet (DNM): The school met fewer than half of contractual legal compliance indicators. Legal compliance comprises the records compliance indicator.
- ⁶ DEW requires that sponsors report whether a school meets, exceeds, or did not meet the standards for organizational and operational performance. Meets (M): The school met half or more of contractual organizational and operational indicators. Exceeds (E): The school met all contractual organizational and operational indicators. Did not meet (DNM): The school met fewer than half of contractual organizational and operational indicators. Operation and organization comprise the records compliance indicator and the special education performance determination indicators.
- ⁷ The PI percentage is calculated as follows: school's PI score divided by 120 (the highest possible PI score). For report card ratings, PI percentage is the school's PI score in relation to the average PI score of the top 2% of schools in the state.
- ⁸ A VA score is a statistical estimate intended to convey how much a school has contributed to student learning. A higher VA score conveys greater confidence that, on average, the school has contributed more than one standard year of academic growth; a lower VA score conveys greater confidence that the school has, on average, not contributed more than one standard year of academic growth. The report card incorporates an "effect size" measure that will also determine the rating alongside the traditional "index score."
- ⁹ "Local market" includes other charter schools (excluding virtual and dropout-recovery charter schools, as designated by the ODE) in the county in which a school is located as well as comparable district schools in the charter school's serving district, as designated by the ODE.
- ¹⁰ The enrollment variance depicts actual enrollment divided by enrollment projection in the charter school's board-approved budget.
- ¹¹ This ratio depicts the relationship between a school's annual assets and liabilities, covering the last three years, based on the most recently audited financial statements.
- ¹² Represents the percentage of records reviewed that were accurate and complete during the school year.
- ¹³ The Individuals with Disabilities Education Improvement Act (IDEIA) requires that state education agencies make annual determinations regarding the performance of special-education programs operated by local education agencies (LEAs) that receive federal IDEA Part-B funding. In Ohio, individual charter schools are considered LEAs.



Thomas B.
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