



2018

2018

Fordham Sponsorship
Annual Report

“*The Thomas B. Fordham Foundation has engaged a team that understands the complex nature of school reform. Specifically, their knowledgeable charter school consultants set the bar high for school performance and financial accountability. Each month, we know our financial statements will be culled for off-budget trends. Fordham reps are engaged at each Trustee meeting, providing insight into policy issues. Whether our questions relate to the law, policy, enrollment, facility, etc., we know the Fordham staff will respond with timely guidance. Our K-12 school system is stronger because the Fordham Foundation knows how to support innovation, affording DECA more impact in the Dayton community.*”

– Judy Hennessey, Superintendent/CEO
& David Taylor, Deputy Superintendent, DECA

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I. Letter from the Vice President for Sponsorship

Friends,

As we reflect on our charter school sponsorship work, we at the Thomas B. Fordham Foundation welcome this opportunity to share with you the accomplishments and challenges that shaped the 2017-18 school year and our plans looking forward. We'll start with the accomplishments. We're honored to have been one of five sponsors to be recognized by the National Association for Charter School Authorizers (NACSA) as part of NACSA's Quality Practice Project (QPP). NACSA examined the portfolio outcomes of the QPP sponsors and embarked on a three-year study of the group to identify what this group of sponsors does differently to achieve strong school outcomes. We were recognized for our organizational and board leadership, institutional commitment to quality sponsorship, and use of professional judgment.

None of that would be possible without the active partnership of the schools that we sponsored in 2017-18. We are grateful to the staff, leaders, and board members at every Fordham-sponsored school, and we are humbled by the work that they do every day to support student success both in and out of the classroom. Last year, Fordham sponsored thirteen schools in five Ohio cities, schools that served some 4,800 students. Here, we highlight some of their great work.

STRONG STUDENT OUTCOMES

Nine of the schools in our portfolio earned "honors" grades on Ohio's value-added (VA; student-growth) indicator. We salute Citizens Leadership Academy-East, Columbus Collegiate Academy, Columbus Collegiate Academy-West, the Dayton Early College Academy (DECA), DECA Prep, KIPP Columbus, Sciotoville Community School, United Preparatory Academy, and Village Prep :: Woodland Hills Campus. KIPP Columbus led the way with 25.6, easily beating the state average of 19.5. Three schools—DECA, Dayton Leadership Academies—Early Learning Academy, and United Preparatory Academy—were rated C or higher on Ohio's performance index (PI), a measure of proficiency. Eight of the thirteen Fordham-sponsored schools earned a B or C overall rating.

SCHOOL-BASED INITIATIVES

In 2018, KIPP Columbus celebrated its ten-year anniversary, and to commemorate that milestone every student and staff member completed ten hours of community service. KIPP Columbus also broke ground for its school's new sports stadium.

Also in Columbus, the United Schools Network (USN) obtained grant funding to complete and equip each USN school with a Family Resources Center. The centers will provide families with nonperishable foods, new school uniforms, washers and dryers, resources for job applications, and more. USN also launched its School Performance Institute (SPI), which seeks to share the network's best practices with schools in Ohio and nationally. The SPI regularly offers professional development to charter and district school personnel.

We're honored to have been one of five sponsors to be recognized by the National Association for Charter School Authorizers (NACSA) as part of NACSA's Quality Practice Project.

Dayton's DECA PREP opened the new Dr. Judy Hennessey Parent Center, which is used for student reading groups, tutoring, and parent engagement. DECA Middle completed a renovation of its new annex, which will house student support services, career services, peer mentoring, and student resource supplies. DECA PREP has the third highest performance index (PI) in the city and is the highest-performing elementary school in Dayton. DECA high school was the highest-performing public school in the city last year, performing on par with many of the region's suburban school districts.

In southeastern Ohio, Sciotoville Community School merged its K-4 and 5-12 schools into a single K-12 operation.

And we wrap up in Cleveland, where Village Preparatory School :: Woodland Hills Campus announced a two-year internal residency program for teachers, which will train teachers to become school leaders.

CHALLENGES

Although many good things are happening across our portfolio, we still have some very challenged schools. Dayton Leadership Academies-Dayton View Campus and Cincinnati's Phoenix Community Learning Center were both rated F overall and received F grades for VA as well as on the PI. Both schools were the bottom performers in our portfolio (details are in the portfolio performance section of this report).

LOOKING FORWARD

We're excited to be working with Chicago's ReGeneration Schools on their expansion plans and look forward to sponsoring the first of several ReGeneration schools in Cincinnati in 2019. We're also in conversations with other schools and networks about founding or expanding high performing public charter schools in Ohio in future years.

Thanks for your support in 2017-18. We are eager to continue to strengthen our existing schools and work with new ones to benefit more students, families, and communities.



Kathryn Mullen Upton
Vice President for Sponsorship and Dayton Initiatives

II. Who we are

OUR MISSION

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

We advance

- **High standards, strong assessments of student learning, and common-sense accountability** for schools and children across the achievement spectrum;
- **Quality education options** and high-quality school-performance information for every family; and
- **A student-centered system** that provides clear pathways to upward mobility, good citizenship, and successful participation in adult society.

We promote educational improvement by

- **Producing** relevant, rigorous policy research and analysis;
- **Providing** “thought leadership” to policy makers, philanthropists, advocacy groups, and others through timely and persuasive commentary;
- **Advocating** sound education policies in Ohio related to standards, assessments, school choice, and other promising reforms;
- **Serving** as a model charter school authorizer and sharing our lessons throughout and beyond Ohio; and
- **Incubating** new ideas, innovations, organizations, school models, and visionary leaders to advance education excellence.



HISTORY OF THE THOMAS B. FORDHAM FOUNDATION AND INSTITUTE

1959 The Thomas B. Fordham Foundation is founded by Thelma Fordham Pruett, in memory of her late husband and Dayton industrialist Thomas B. Fordham.

1997 Following Mrs. Pruett’s death, the Foundation is relaunched with a focus on primary and secondary education nationally and in the Fordham’s home state of Ohio. The Foundation hires Chester E. Finn, Jr. as its president, and the board of directors expands.

1997 The Fordham Foundation releases its first publication, a review of state academic standards in English language arts.

2001 Work begins in Dayton, Ohio, where the Foundation helps seed some of the first charter schools in the city.

2003 Fordham’s Dayton office opens and serves as the base of the Foundation’s Ohio operations.

2004 The Foundation is among the first nonprofits approved by the ODE to sponsor charter schools in Ohio.

2005 The Foundation begins its charter school sponsorship work, based in Dayton, with thirteen schools in four Ohio cities.

2007 The Foundation’s sister organization, a public charity called the Thomas B. Fordham Institute, is founded. Today, the Institute is the face of almost all of our work.

2008 The Fordham Institute publishes its one hundredth report, *Sweating the Small Stuff*.

2014 Mike Petrilli becomes Fordham’s second president.

2018 Our thirteenth year as a charter school sponsor, during which we provide monitoring and technical assistance to thirteen schools in five Ohio cities, serving approximately 4,800 students.

LEADERSHIP

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

Stephen D. Dackin

Superintendent of School and Community Partnerships, Columbus State Community College

David P. Driscoll

Former Commissioner of Education, Commonwealth of Massachusetts

Chester E. Finn, Jr.

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

Thomas A. Holton, Esq.

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

Michael W. Kelly

President and CEO, Central Park Credit Bank

Rod Paige

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

Michael J. Petrilli

President, Thomas B. Fordham Foundation and Institute

Stefanie Sanford

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

Caprice Young

President, Education Growth Group

SENIOR STAFF

Michael J. Petrilli

President

Amber Northern

Senior Vice President for Research

Gary LaBelle

Vice President for Finance and Operations

Chad Aldis

Vice President for Ohio Policy and Advocacy

Kathryn Mullen Upton

Vice President for Sponsorship and Dayton Initiatives

Victoria McDougald

Chief of Staff

SPONSORSHIP STAFF

Kathryn Mullen Upton

Vice President for Sponsorship and Dayton Initiatives

Theda Sampson, CNP

Director for Applications and Contracts

Miles Caunin, JD

Sponsorship Finance Manager

Gwen Muhammad

Data Analyst

Marwa Berri, MPA

Sponsorship Associate

III. What we do

RESEARCH AND COMMENTARY

Quality research, analysis, and commentary on national and Ohio education reform are hallmarks of the work of our Columbus and Washington, D.C., colleagues. Highlights of our work in 2017–18 include the following.

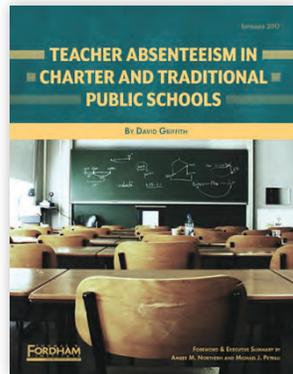
Teacher Absenteeism in Charter and Traditional Public Schools | September 2017

Research confirms what common sense dictates: students learn less when their teachers aren't there. According to multiple studies, a ten-day increase in teacher absence results in at least ten fewer days of learning for students.

Clearly, some absences are unavoidable—teachers are only human. But compared to their counterparts in other industries and other countries, U.S. teachers seem to have poor attendance. On average, they miss about eight school days a year due to sick and personal leave (in addition to the breaks they get for school vacations and national holidays); meanwhile, the average U.S. worker takes about three and a half sick days a year. Yet the first of these averages obscures the degree to which absenteeism is concentrated among a subset of teachers.

In *Teacher Absenteeism in Charter and Traditional Public Schools*, Fordham senior research and policy associate David Griffith takes an unprecedented look at chronic-absenteeism rates among teachers in charter and traditional public schools—that is, the percentage of teachers who miss at least eleven days of school, excluding professional development days and field trips. His major findings include the following:

- Nationally, teachers in traditional public schools are almost three times as likely to be chronically absent as teachers in charter schools: 28.3 percent versus 10.3 percent.



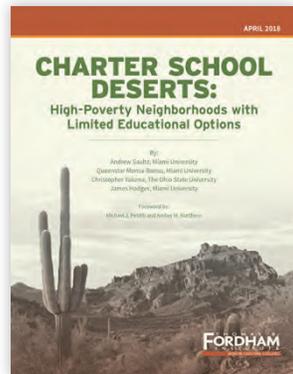
- In eight states plus the District of Columbia, traditional public school teachers are at least four times as likely to be chronically absent as their charter school peers.
- In thirty-four of the thirty-five states with sizable charter sectors—and in each of the ten largest cities in the country—teachers in traditional public schools are more likely to be chronically absent than teachers in charters.
- The chronic-absenteeism gap between charter and traditional public school teachers is largest in states where districts—but not charters—are required to bargain collectively.
- Teachers in unionized charters are twice as likely to be chronically absent as teachers in nonunionized charters.

Overall, these results suggest that the high chronic-absenteeism rates we observe for teachers in traditional public schools are at least partly attributable to the generous leave policies enshrined in state laws and local collective-bargaining agreements—and that the chronic-absenteeism rate in many places could be reduced without exploiting teachers. Consequently, as policymakers across the country move to tackle student chronic absenteeism through their ESSA accountability plans, we must ask: Why would we hold schools accountable for the attendance of their students but not of their own teachers? How can anyone expect students to learn when their teachers are absent?

Charter School Deserts: High-Poverty Neighborhoods with Limited Educational Options

April 2018

The academic year 2016–17 was one of the slowest-growth years for charter schools in recent memory. Nobody knows exactly why, but one hypothesis is saturation: with charters having achieved market share of over 20 percent in more than three dozen cities, perhaps school supply is starting to meet parental demand, making new charters less necessary and harder to launch. If so, perhaps it's time to look for new frontiers, especially if we want more children to enjoy the benefits of high-quality charters.



One option is to start more charter schools in affluent communities, which we surely support. But we couldn't help but wonder, are we overlooking neighborhoods in America that are already home to plenty of poor kids and contain the population density necessary to make school choice work but lack charter school options—especially communities in the inner-ring suburbs of flourishing cities, which increasingly are becoming magnets for poor and working-class families priced out of gentrifying areas?

That's the question that this report addresses. The study, led by Miami University (of Ohio) assistant professor Andrew Saultz, analyzes the distribution of charter elementary schools across the country to provide parents, policymakers, and educators with information about which high- and medium-poverty communities do not have access to charter schools today.

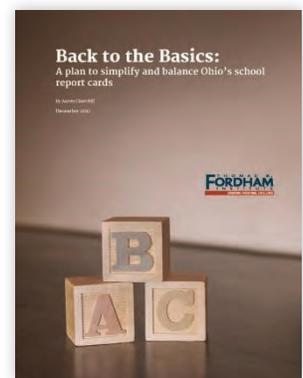
Saultz and his team defined “charter school deserts” as areas of three or more contiguous census tracts with moderate or high poverty and no charter elementary schools. They find that thirty-nine of forty-

two charter states have at least one desert each—and the average number of deserts per state is a worrying 10.8. Make no mistake: that's a lot of deserts—and it's particularly surprising in states that are home to lots of charter schools.

Back to the Basics: A plan to simplify and balance Ohio's school report cards

December 2017

For more than a decade, Ohio's annual school report cards have offered the public information on school quality. The current iteration of report cards has notable strengths: school ratings are grounded in hard data, they use an intuitive A–F rating system, and several of the metrics encourage schools to pay attention to the achievement of all students.



Yet as the state has phased in new components over recent years, report cards have become increasingly complex and many of the metrics are strongly correlated with students' background characteristics. Fordham's latest report, *Back to the Basics*, suggests significant changes that would reduce the complexity of the report cards—aiding comprehension—and would produce ratings that are fairer to schools of all poverty levels.

To improve report cards, the paper offers three key recommendations:

- **Reduce the number of A–F grades.** Ohio report cards now include fifteen letter grades, and an overall rating starting in 2018. Legislators should reduce the number of ratings to six: an overall grade plus five component ratings—achievement, progress, graduation, prepared for success, and equity.

III. What we do, continued

- **Overhaul the gap-closing component and rename it equity.** Gap closing gauges the performance of subgroups, including students with disabilities, race/ethnic groups, etc. However, the current design of this component is unnecessarily complex and produces counterintuitive results. Ohio lawmakers should overhaul this component so that the public can see clearly whether all groups of students are meeting achievement and growth goals.
- **Create an overall school-rating formula that better balances growth and achievement.** Almost all high-poverty schools receive low ratings on achievement-based measures that largely reflect proficiency gaps between low- and high-income pupils. As the state adds an overall rating next year, legislators need to enact a formula that is more evenhanded to all schools, regardless of the students they enroll, by placing greater weight on growth measures.

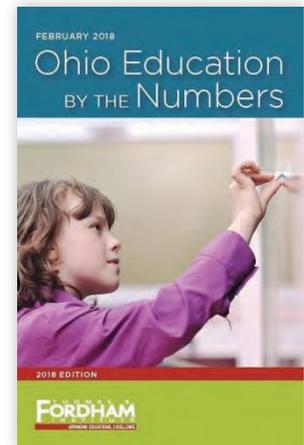
To make informed decisions, parents, educators, and the taxpaying public rely on transparent school report cards. We encourage you to read this report on how state policy makers can devise a simpler, fairer report-card system that works better for all Ohioans.

Ohio Education By the Numbers—2018 Edition

April 2018

Education will always be one of Ohio's highest priorities. It bonds communities together, provides the foundation for the state's long-term economic success, and—most importantly—helps students across the state realize their potential and pursue their dreams.

Data is imperative to understanding Ohio's education policies, practices, and outcomes—both at a state level and locally. This guidebook offers simple and easy-to-use vital statistics about Ohio's schools and the students they serve. The facts and figures contained within offer an overview of who Ohio's students are; where they go to school; how they perform on national and state exams; and how many pursue postsecondary education. In addition, we present a few key statistics on Ohio's educators and how much Ohio taxpayers contribute to K-12 education and how those dollars are spent.



“ *The Fordham Foundation has been a strong sponsor to KIPP Columbus over the past decade as we have expanded and enhanced our impact.*

They have high expectations for performance and couple those expectations with significant support. We are grateful for the numerous ways they have helped our team increase our technical skill, ensuring our growth and educational model reflects a level of excellence the children in our State deserve.”

– Hannah D. Powell, Executive Director, KIPP Columbus

CHARTER SCHOOL SPONSORSHIP

In 2017-18, we were responsible for the oversight of thirteen schools, serving approximately 4,800 Ohio students in five cities statewide.

Commitment and capacity

- We employ five full-time staff dedicated to sponsorship.
- Our staff experience includes law, finance, facilities, education, nonprofit management, business management, data management, and compliance.
- We capitalize on expertise from within our larger organization (for example, data analysis, policy analysis, and research).
- Our sponsorship operation has a dedicated budget, which in 2017-18 was approximately \$669,671 in actual revenues and \$642,231 in actual expenses.
- The fee that we charge for sponsorship is based on a sliding scale, ranging from no more than 2 percent and all the way down to 1.5 percent of state support and is tied to school enrollment. Essentially, the bigger the enrollment beyond 300 students, the larger the savings in sponsorship fees for the school.

Application process and decision making

- Our application for new schools is available online and is modeled on applications used by NACSA.
- We offer an expedited application process for experienced, high-quality schools that meet certain criteria.
- All applications are reviewed by teams of internal and external evaluators, each of whom brings different expertise to the group.

Performance contracting

- All of our contracts with schools are available online at <https://edexcellence.net/fordham-sponsored-schools>.
- Each school contract contains an accountability plan that addresses academic, financial, operations, and governance outcomes. Our standard accountability plan is included in the appendix of this report.

Ongoing oversight and evaluation

- We manage our monitoring via our online compliance system, Epicenter.
- We conduct at least three formal site visits at each school each year and attend most regular board meetings at every school.
- Finances are monitored monthly, and school treasurers and board representatives are issued reports from the monthly treasurer-sponsor meetings that cover enrollment, revenues, and expenses, including variances from the annual budget. Overall capital liquidity, cash flow, and cash reserves are also consistently reviewed at the school level.

Revocation and renewal decision making

- Contract-renewal decisions are based on a school's performance in the context of each school's accountability plan. The length of renewal terms may vary by school.
- Where schools close, we employ our school-closure protocol, with the goal of ensuring a smooth transition for students and families.

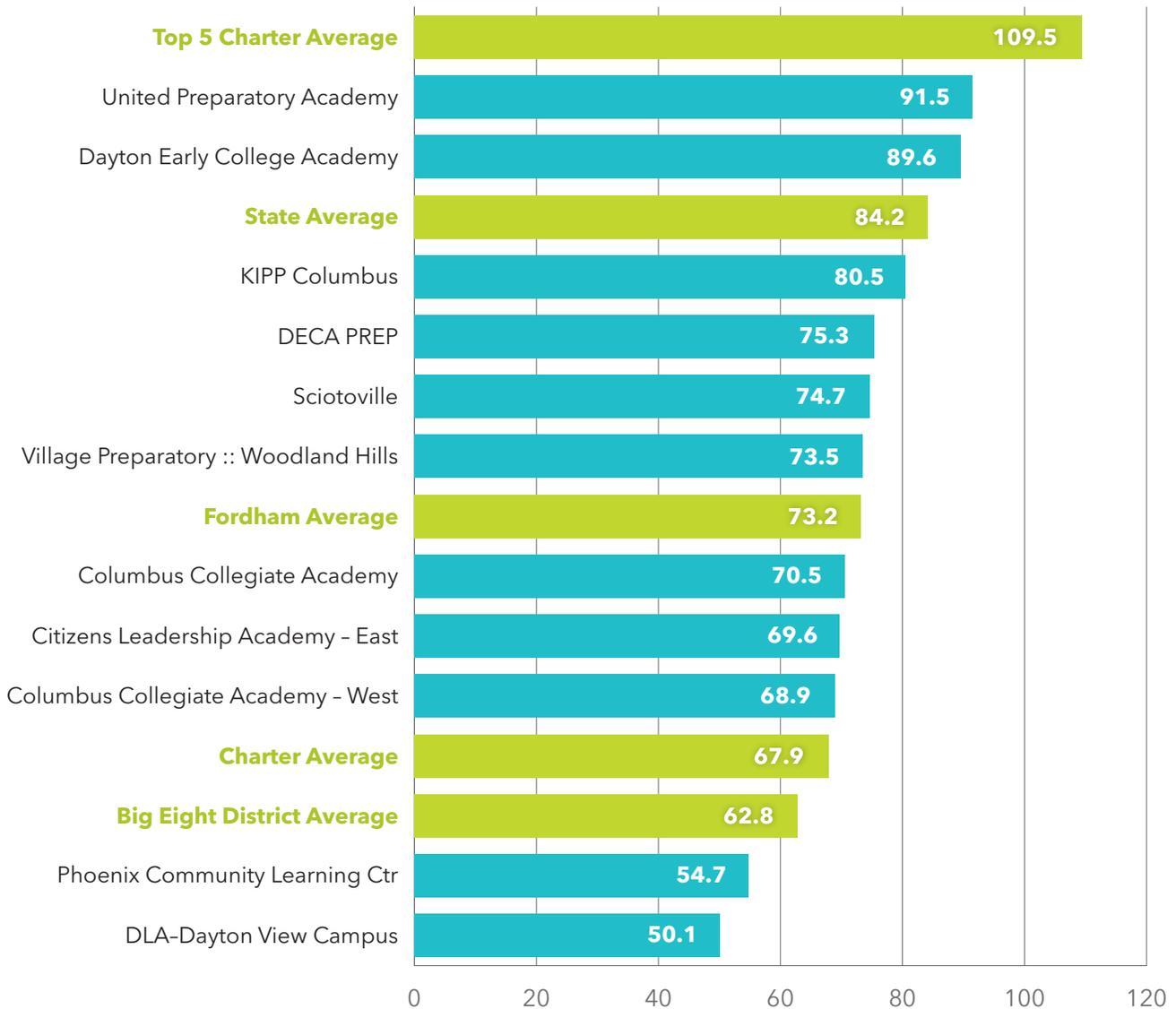
IV. Portfolio performance

SCHOOL PERFORMANCE ON STATE TESTS

Over the last several years, Ohio has been phasing in components of its state accountability system. The 2017-18 school year marks the first time the accountability system was fully phased in and an end to various safe-harbor provisions. Chart I represents the Fordham-sponsored schools ranked by Ohio's PI component, a measure of proficiency;¹ Chart II shows how our sponsored-schools performed on Ohio's VA (growth) measure.²

Chart I: Fordham's charter schools ranked by performance-index scores, 2017-18

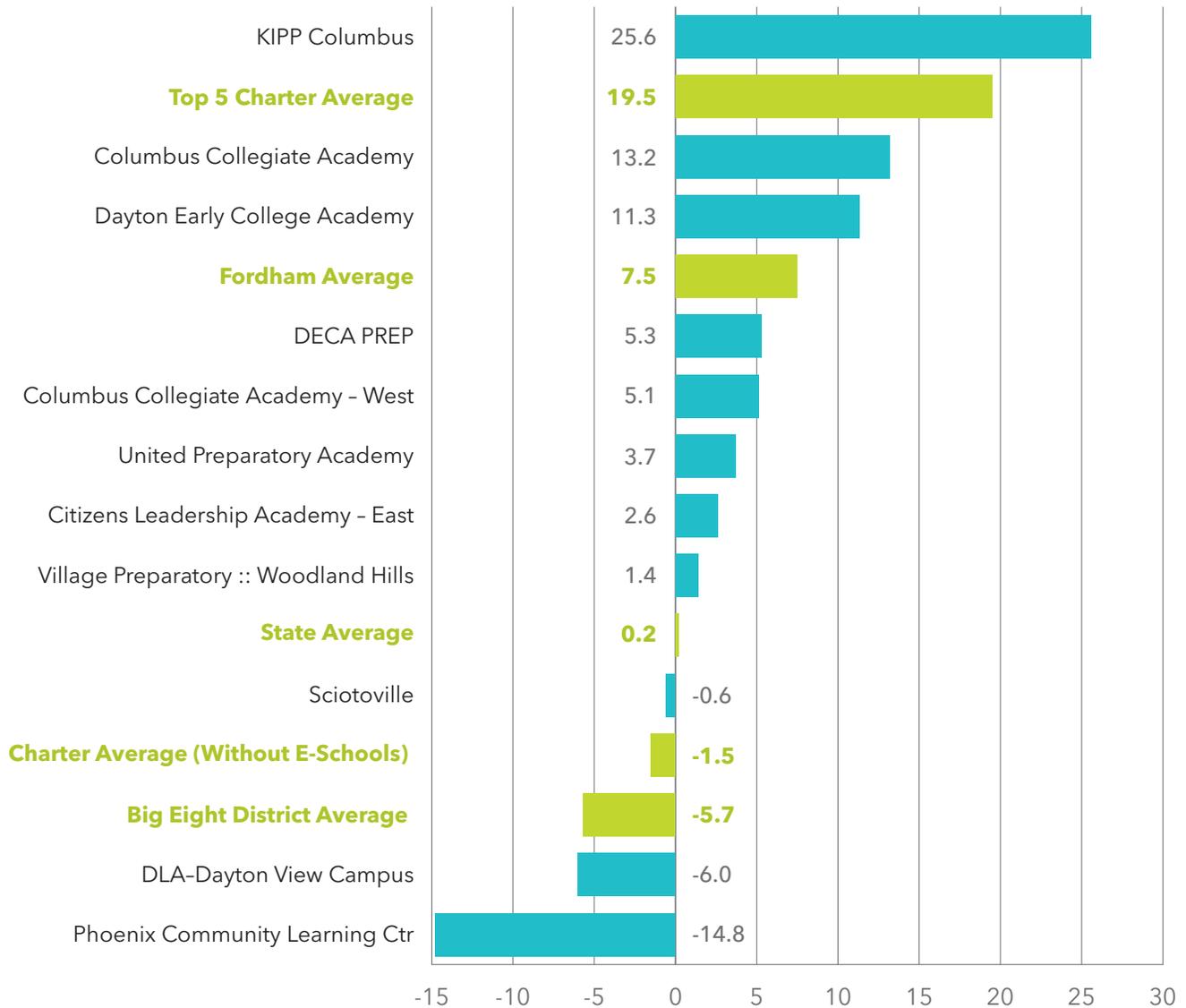
PI Scores



On Ohio's PI measure, nine of eleven Fordham-sponsored schools scored above the Big Eight district average and charter average. Six schools scored above the Fordham average, while five scored below the Fordham average.

Chart II: Fordham’s charter schools ranked by value-added index scores, 2017-18

VA Scores



As Chart II shows, KIPP Columbus had incredible performance on Ohio’s VA measure, while Columbus Collegiate Academy and the Dayton Early College Academy performed very strongly, posting double-digit growth outcomes as well.

DECA Prep, Columbus Collegiate Academy-West, United Preparatory Academy, and Village Preparatory School :: Woodland Hills Campus outperformed the state average, charter average, and Big Eight-district average. Sciotoville outperformed the charter average and Big Eight-district average but performed below the state average. The Phoenix Community Learning Center and Dayton Leadership Academies-Dayton View Campus performed below the Big Eight-district average on the state’s VA measure.

IV. Portfolio performance, continued

SCHOOL PERFORMANCE-SPONSORSHIP ACCOUNTABILITY PLAN WITH FORDHAM

School performance against the contractual outcomes contained in the school's academic and organizational accountability plan with the Thomas B. Fordham Foundation is set forth below in Table I. All Fordham-sponsored schools are accountable for academic, financial, governance, and operations indicators. There are four categories of school performance on these indicators:

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

We include our standard plan, with full detail, in the appendix for reference.

Table I: School performance on contractual measures, 2017-18³

	<i>Citizens Leadership Academy-East rating</i>	<i>Columbus Collegiate Academy-Main rating</i>	<i>Columbus Collegiate Academy-West rating</i>	<i>DLA-Dayton View Campus rating</i>	<i>DLA-ELA rating</i>	<i>DECA rating</i>	<i>DECA Prep rating</i>	<i>KIPP Columbus rating</i>	<i>Phoenix Community Learning Center rating</i>	<i>Sciotoville Community School rating</i>	<i>United Preparatory Academy rating</i>	<i>United Preparatory Academy-East rating</i>	<i>Village Preparatory School :: Woodland Hills rating</i>
PRIMARY ACADEMIC INDICATORS													
Performance index (PI)	FFB	FFB	FFB	FFB		FFB	FFB	FFB	FFB	FFB	DNM	NR	FFB
Value added (VA)	M	E	E	FFB		E	E	E	FFB	DNM	M	NR	M
Graduation rate (four year)						E				DNM			
Graduation rate (five year)						E				FFB			
K-3 literacy improvement				FFB	M		M	DNM	FFB		M	NR	DNM
Performance v. local market (PI)	M	M	DNM	FFB		E	E	E	FFB	DNM	E	NR	E
Performance v. local market (VA)	E	E	E	FFB		E	E	E	FFB	DNM	E	NR	E
Performance v. state-wide charters (PI)	DNM	DNM	DNM	FFB		E	M	E	FFB	M	E	NR	M
Performance v. state-wide charters (VA)	E	E	E	FFB		E	E	E	FFB	DNM	E	NR	M
Reading progress					FFB								
Math progress					FFB								

IV. Portfolio performance, continued

	Citizens Leadership Academy-East rating	Columbus Collegiate Academy-Main rating	Columbus Collegiate Academy-West rating	DLA-Dayton View Campus rating	DLA-ELA rating	DECA rating	DECA Prep rating	KIPP Columbus rating	Phoenix Community Learning Center rating	Sciotoville Community School rating	United Preparatory Academy rating	United Preparatory Academy-East rating	Village Preparatory School :: Woodland Hills rating
FINANCIAL MEASURES OF SUCCESS (CURRENT YEAR)													
Ratio of assets to liabilities	E	E	E	E	E	E	E	E	E	E	E	M	E
Days' cash	M	E	M	E	E	E	E	E	E	M	M	M	E
Enrollment variance	E	E	E	E	M	E	E	E	M	E	E	E	E
FINANCIAL MEASURES OF SUCCESS (PRIOR YEARS)													
Multiyear ration of assets to liabilities	NR	E	E	E	E	E	E	E	E	E	E	NR	E
Cash flow	NR	E	E	DNM	E	DNM	E	M	E	M	E	NR	M
Total margin and aggregated three-year total margin	NR	DNM	E	DNM	DNM	DNM	DNM	E	E	DNM	DNM	NR	DNM
OPERATIONS/GOVERNANCE PRIMARY INDICATORS													
Records compliance	E	E	E	E	E	E	E	E	E	E	E	E	E
On-time records submission rate	E	E	E	E	E	E	E	E	E	E	E	E	E
Financial records submitted monthly	E	E	E	E	E	E	E	E	E	E	E	E	E
Annual audit	NR	E	E	DNM	DNM	DNM	E	E	E	E	E	NR	DNM
LEA special-education performance determination (most recent annual)	NR	DNM	M	DNM	E	E	M	M	M	M	E	NR	DNM

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

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

Citizens Leadership Academy-East rating
 Columbus Collegiate Academy-Main rating
 Columbus Collegiate Academy-West rating
 DLA-Dayton View Campus rating
 DLA-ELA rating
 DECA rating
 DECA Prep rating
 KIPP Columbus rating
 Phoenix Community Learning Center rating
 Sciotoville Community School rating
 United Preparatory Academy rating
 United Preparatory Academy-East rating
 Village Preparatory School :: Woodland Hills rating

OPERATIONS/GOVERNANCE SECONDARY INDICATORS

Five-year forecasts submitted by deadline	M	M	M	M	M	M	M	M	M	M	M	M	M
Preopening assurances documentation	M	M	M	M	M	M	M	M	M	M	M	DNM	M
Annual report	NR	M	M	M	M	M	M	M	M	M	M	NR	M
Safety plan and blueprint submitted to OAG (last three years)	M	M	M	M	M	M	M	M	M	M	M	M	M
Family-survey results	M	E	E	M	M	NR	E	M	M	M	E	E	M

Although none of the thirteen schools that we sponsor met the standard for our primary PI indicator, eight schools met or exceeded the standard on the state’s VA measure. Seven schools outperformed their local markets on the PI, while eight schools outperformed their local markets on the VA measure. Six schools outperformed charters statewide on the PI, while eight schools outperformed charters statewide on the VA measure.

All schools met a majority of nonacademic (that is, financial and operations/governance) indicators.



IV. Portfolio performance, continued

SCHOOL PERFORMANCE—OHIO DEPARTMENT OF EDUCATION SPONSOR-REPORTING REQUIREMENTS

The ODE requires that all sponsors monitor and publicly report on the academic performance, fiscal performance, organization and operation, and legal compliance components of each school.⁴ Schools must be rated meets, exceeds, or did not meet in each category, except legal compliance, which must be rated meets or did not meet.

Table II details school performance on the ODE’s sponsor-reporting measures.

Table II: Ohio Department of Education school-monitoring summary

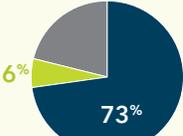
	Academic performance ⁵	Fiscal performance ⁶	Legal compliance ⁷	Organization and operation ⁸
PRIMARY ACADEMIC INDICATORS				
Citizens Leadership Academy-East	M	E	M	E
Columbus Collegiate Academy-Main	M	M	M	M
Columbus Collegiate Academy-West	M	E	M	M
Dayton Leadership Academies-Dayton View Campus	DNM	M	M	M
Dayton Leadership Academies-Early Learning Academy	DNM	M	M	M
DECA	M	M	M	M
DECA PREP	M	M	M	M
KIPP: Columbus	M	E	M	M
Phoenix Community Learning Center	DNM	E	M	M
Sciotoville Community School	DNM	M	M	M
United Preparatory Academy	M	M	M	E
United Preparatory Academy - East	NA	E	M	E
Village Preparatory School :: Woodland Hills Campus	M	M	M	M

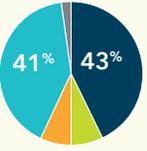
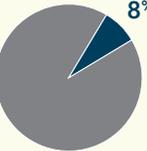
■ (1) exceeds the standard,
■ (3) does not meet the standard, and

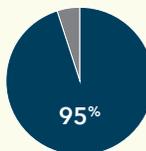
■ (2) meets the standard,
■ (4) falls far below the standard.

V. Directory of schools > *This section contains a list of all the Fordham-sponsored schools during the 2017-18 school year.*

 <p>Citizens Leadership ACADEMY EAST</p> <p>CITIZENS LEADERSHIP ACADEMY-EAST</p> <p>12523 Woodside Avenue Cleveland, OH 44108 http://cla-east.org</p>	IRN: 016843	Year opened: 2017	Status: Open
	Mission: To prepare their middle school scholars to lead in academics and in service and civic engagement in high school, college, and beyond.		
	Grades served: 6	Enrollment: 60	
	Demographics:		
	 <p>92%</p> <p>■ Economically disadvantaged (ED)</p>	 <p>95%</p> <p>■ Black/non-Hispanic</p>	 <p>19%</p> <p>■ Students with disabilities</p>
Management organization: Breakthrough Schools (nonprofit)			

 <p>UNITED SCHOOLS NETWORK</p> <p>COLUMBUS COLLEGIATE ACADEMY-MAIN</p> <p>1469 E. Main Street Columbus, OH 43205 https://www.unitedschoolsnetwork.org/cca-main</p>	IRN: 009122	Year opened: 2008	Status: Open
	Mission: Transforming lives and our communities through the power of education.		
	Grades served: 6-8	Enrollment: 224	
	Demographics:		
	 <p>100%</p> <p>■ Economically disadvantaged (ED)</p>	 <p>73%</p> <p>■ Black/non-Hispanic ■ Multiracial</p>	 <p>17%</p> <p>■ Students with disabilities</p>
Management organization: United Schools Network (nonprofit)			

 <p>UNITED SCHOOLS NETWORK</p> <p>COLUMBUS COLLEGIATE ACADEMY-WEST</p> <p>300 S. Dana Avenue Columbus, OH 43233</p> <p>https://www.unitedschoolsnetwork.org/cca-dana</p>	IRN: 012951	Year opened: 2012	Status: Open	
	Mission: Transforming lives and our communities through the power of education.			
	Grades served: 6-8	Enrollment: 230		
	Demographics:			
	 <p>100%</p> <p>Economically disadvantaged (ED)</p>	 <p>41% 43% 7% 7%</p> <ul style="list-style-type: none"> Black/non-Hispanic Hispanic Multiracial White/non-Hispanic 		
	 <p>17%</p> <p>Students with disabilities</p>	 <p>8%</p> <p>Limited English proficiency</p>		
Management organization: United Schools Network (nonprofit)				

 <p>DAYTON LEADERSHIP ACADEMIES-DAYTON VIEW CAMPUS</p> <p>1416 W. Riverview Avenue Dayton, OH 45407</p> <p>http://www.daytonleadershipacademies.com</p>	IRN: 133454	Year opened: 2000	Status: Open
	Mission: To challenge and nurture each child to perform at his or her highest ability in a school culture of pride and excellence.		
	Grades served: 3-8	Enrollment: 245	
	Demographics:		
	 <p>100%</p> <p>Economically disadvantaged (ED)</p>	 <p>95%</p> <p>Black/non-Hispanic</p>	 <p>21%</p> <p>Students with disabilities</p>
	Management organization: None		



**DAYTON LEADERSHIP
ACADEMIES-EARLY
LEARNING ACADEMY**

1416 W. Riverview Avenue
Dayton, OH 45407

<http://www.daytonleadershipacademies.com>

IRN: **133959**

Year opened: **1999**

Status: **Open**

Mission: To challenge and nurture each child to perform at his or her highest ability in a school culture of pride and excellence.

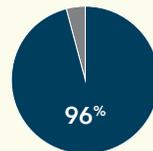
Grades served: **K-2**

Enrollment: **170**

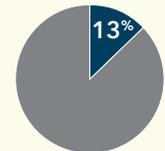
Demographics:



■ Economically disadvantaged (ED)



■ Black/non-Hispanic



■ Students with disabilities

Management organization: **None**



**DAYTON EARLY COLLEGE
ACADEMY (DECA)**

1529 Brown Street
Dayton, OH 45409

<https://www.daytonearlycollege.org/apps/pages/DECAHigh>

IRN: **009283**

Year opened: **2007**

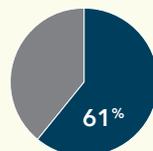
Status: **Open**

Mission: The Dayton Early College Academy (DECA) prepares future college students today to become the future leaders of our community tomorrow.

Grades served: **9-12**

Enrollment: **310**

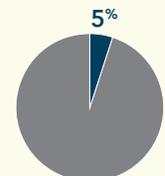
Demographics:



■ Economically disadvantaged (ED)



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



■ Students with disabilities

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/apps/pages/DECAMiddle> and

<https://www.daytonearlycollege.org/apps/pages/DECAPREP>

IRN: **012924**

Year opened: **2012**

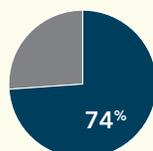
Status: **Open**

Mission: To immerse prospective first-generation college students in a personalized, rigorous elementary curriculum to assure they will succeed in high school and college.

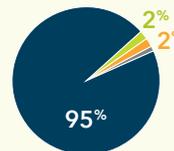
Grades served: **K-8**

Enrollment: **856**

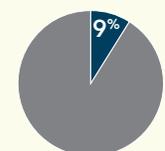
Demographics:



■ Economically disadvantaged (ED)

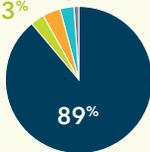
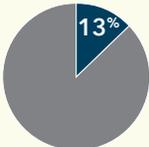


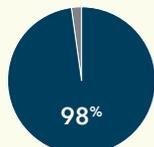
■ Black/non-Hispanic
■ Multiracial
■ White/non-Hispanic



■ Students with disabilities

Management organization: **None**

 <p>KIPP COLUMBUS</p> <p>2800 Inspire Drive Columbus, OH 43224 (primary and early learning center);</p> <p>2900 Inspire Drive (elementary and middle schools);</p> <p>2980 Inspire Drive (high school);</p> <p>2950 Inspire Drive (environmental center)</p> <p>http://kippcolumbus.org</p>	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-10 Enrollment: 1,192			
	Demographics:  Economically disadvantaged (ED)		 <ul style="list-style-type: none"> ■ Black/non-Hispanic ■ Hispanic ■ Multiracial ■ White/non-Hispanic 	
	 Students with disabilities		 Limited English proficiency	
Management organization: None				

 <p>PHOENIX COMMUNITY LEARNING CENTER</p> <p>3595 Washington Avenue Cincinnati, OH 45229</p> <p>http://www.phoenixclc.org</p>	IRN: 133504	Year opened: 2001	Status: Open	
	Mission: To be an inclusive school dedicated to increased learning and achievement of all students, with a focus on developing higher-order thinking skills.			
	Grades served: K-10 Enrollment: 469			
	Demographics:  Economically disadvantaged (ED)		 Black/non-Hispanic	
	 Students with disabilities			
Management organization: None				



SCIOTOVILLE COMMUNITY SCHOOL

SCIOTOVILLE COMMUNITY SCHOOL

224 Marshall Avenue
Portsmouth, OH 45662 (grades 6-12);
5540 Third Street
Portsmouth, OH 45662 (grades K-5)
<http://www.east.k12.oh.us>
(grades 6-12)
<http://www.sea.k12.oh.us/>
(grades K-5)

IRN: **143644**

Year opened: **2001**

Status: **Open**

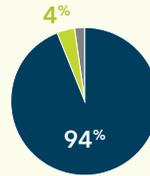
Mission: Together, we will learn as much as we can each day to be responsible, respectful, and successful in our personal, social, and academic skills.

Grades served: **K-12** Enrollment: **365**

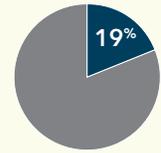
Demographics:



■ Economically disadvantaged (ED)



■ White/non-Hispanic
■ Multiracial



■ Students with disabilities

Management organization: **None**



UNITED SCHOOLS NETWORK

UNITED PREPARATORY ACADEMY

300 S. Dana Avenue
Columbus, OH 43233
<https://www.unitedschoolsnetwork.org/uprep-state>

IRN: **014467**

Year opened: **2014**

Status: **Open**

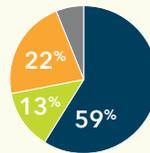
Mission: Transforming lives and our communities through the power of education.

Grades served: **K-5** Enrollment: **266**

Demographics:



■ Economically disadvantaged (ED)

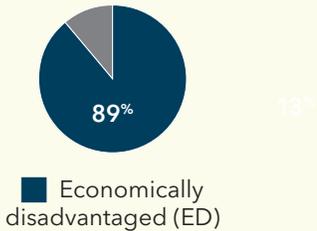
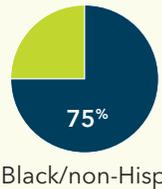


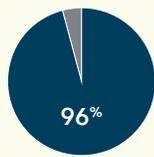
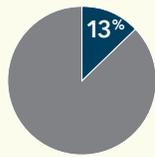
■ Black/non-Hispanic
■ Multiracial
■ White/non-Hispanic



■ Students with disabilities

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

 <p>UNITED SCHOOLS NETWORK</p> <p>UNITED PREPARATORY ACADEMY-EAST</p> <p>1469 E. Main Street Columbus, OH 43205 https://www.unitedschoolsnetwork.org/uprep-main</p>	IRN: 016858	Year opened: 2017	Status: Open	
	Mission: Transforming lives and our communities through the power of education.			
	Grades served: K	Enrollment: 43		
	Demographics:			
			<p>Management organization: United Schools Network (nonprofit)</p>	

 <p>Village Prep WOODLAND HILLS</p> <p>VILLAGE PREPARATORY SCHOOL :: WOODLAND HILLS CAMPUS</p> <p>9201 Crane Avenue Cleveland, OH 44105 https://epvpwoodlandhills.org/</p>	IRN: 013034	Year opened: 2012	Status: Open	
	Mission: To provide a premier educational experience and emphasize individual educational growth resulting in above-proficient test scores, graduation, and acceptance to a high-performing, college-prep middle school. This will take place in a technologically advanced, safe, and disciplined environment.			
	Grades served: K-4	Enrollment: 427		
	Demographics:			
				
<p>Management organization: Breakthrough Schools (nonprofit)</p>				

VI. Appendix: Academic and organizational accountability plans

We utilize two academic and organizational accountability plans, one for schools with grades K–4 or higher and one for the Dayton Leadership Academies–Early Learning Academy, which serves grades K–2 only.

EXHIBIT 4: ACADEMIC AND ORGANIZATIONAL ACCOUNTABILITY PLAN (K-12)

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

To be considered for contract renewal, the GOVERNING AUTHORITY is expected to have “achieved” the standard as specified herein, which is the SPONSOR’s minimum expectation for the School, in all primary academic indicators, all financial indicators, and all primary operations/governance indicators. Secondary indicators (for both academics and operations/governance) will be considered as well, but primary indicators will factor more heavily into decisions about renewal or nonrenewal, as well as about probation, suspension, and termination. An inability to achieve minor elements of the standards may not prevent consideration of contract renewal, based on the totality of the circumstances, which will be subject to SPONSOR’s sole and complete discretion.

Primary academic indicators	Exceeds the standard	Meets the standard	Does not meet the standard	Falls far below the standard
PI ⁹	90% or higher	80%-89%	70%-79%	69% and below
VA ¹⁰	+4.00 and above	0 to 3.9	-0.99 to -3.9	-4.0 and below
Graduation rate (four years)	93%-100%	84%-92%	79%-83%	Below 79%
Graduation rate (five years)	95%-100%	85%-94%	80%-84%	80% and below
K-3 literacy improvement	B or better	C	D	F
Performance versus local market: ¹¹ PI	Ranked in top 20th percentile in PI score	Ranked in 70th-79th percentile in PI score	Ranked in 50th-69th percentile in PI score	Ranked in bottom 49th percentile in PI score
Performance versus local market: VA	Ranked in top 20th percentile in VA score	Ranked in 70th-79th percentile in VA score	Ranked in 50th-69th percentile in VA score	Ranked in bottom 49th percentile in VA score
Performance versus statewide charters: PI	Ranked in top 20th percentile in PI score	Ranked in 70th-79th percentile in PI score	Ranked in 50th-69th percentile in PI score	Ranked in bottom 49th percentile in PI score
Performance versus statewide charters: VA	Ranked in top 20th percentile in VA score	Ranked in 70th-79th percentile in VA score	Ranked in 50th-69th percentile in VA score	Ranked in bottom 49th percentile in VA score

VI. Appendix, continued

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

Financial measures of success (current year)	Exceeds the standard	Meets the standard	Does not meet the standard	Falls far below the standard
Current ratio of assets to liabilities	Ratio is greater than or equal to 1.1	Ratio is between 1.0 and 1.1; AND one-year trend is positive (current year's ratio is higher than last year's)	Ratio is between 0.9 and 1.0 or equals 1.0; OR ratio is between 1.0 and 1.1 AND one-year trend is negative	Ratio is less than or equal to 0.9
Days' cash	60 or more days' cash	Between 30 and 60 days' cash	Between 15 and 30 days; OR between 30 and 60 days' cash AND one-year trend is negative	Fewer than 15 days' cash
Current-year enrollment variance ¹²	Actual enrollment equals or is within 95% of budgeted enrollment in most recent year	Actual enrollment is 90%-95% of budgeted enrollment in most recent year	Actual enrollment is 80%-90% of budgeted enrollment in most recent year	Actual enrollment is less than 80% of budgeted enrollment in most recent year

Financial measures of success (prior years)	Exceeds the standard	Meets the standard	Does not meet the standard	Falls far below the standard
Multiyear ratio of assets to liabilities ¹³	Ratio is greater than or equal to 1.1 for at least the 2 most recent years	Ratio is between 1.0 and 1.1 for at least the most recent year	Ratio is below 1.0 for the most recent year; OR below 1.0 in the 2 most previous years out of 3 years	Ratio is 0.9 or less for the most recent year; OR is 0.9 or less in the 2 most previous years out of 3 years
Cash flow	Cash flow is positive for at least the 2 most recent years	Cash flow is positive for at least 1 of the most recent 2 years	Cash flow is not positive for at least 1 of the most recent 2 years	Cash flow is negative for any 2 consecutive years
Total margin (TM) and aggregated three-year total margin ¹⁴ (ATTM)	ATTM is positive and the most recent year TM is also positive	ATTM is greater than -1.5%, the trend is positive for the last two years, AND the most recent year TM is positive	ATTM is greater than -1.5%, but trend does not "meet standard"	ATTM is less than or equal to -1.5%; OR the most recent year TM is less than -10%

VI. Appendix, continued

Operations/ governance primary indicators	Exceeds the standard	Meets the standard	Does not meet the standard	Falls far below the standard
Records compliance ¹⁵	90% or higher	79%-89%	60%-78%	59% or below
On-time records submission rate	90% or higher	79%-89%	60%-78%	59% or below
Financial records submitted monthly	90% or higher	79%-89%	60%-78%	59% or below
Annual audit	Two consecutive years of no findings, findings for recovery, non- compliance citations, questioned costs, or material weaknesses, as set forth in the audit	No findings, findings for recovery, non- compliance citations, questioned costs, or material weaknesses, as set forth in the audit	Audit contains fewer than three of the following: findings, noncompliance citations, questioned costs, or material weaknesses, or findings for recovery (less than \$5,000 combined), as set forth in the audit	Audit contains three or more of the following: findings, noncompliance citations, questioned costs, or material weaknesses, or findings for recovery (in excess of \$5,000 combined), as set forth in the audit
LEA special-education performance determination (most recent annual) ¹⁶	Meets requirements	Needs assistance	Needs intervention	Needs substantial intervention

Operations/ governance secondary indicators	Exceeds the standard	Meets the standard	Does not meet the standard	Falls far below the standard
Five-year forecasts submitted to the ODE by statutory deadlines		Yes	No	
Preopening assurances documentation		Completed and available 10 days before the first day of school	Not completed and not available 10 days before the first day of school	
Annual report		Submitted to parents and the sponsor by the last day of October	Not submitted to parents and the sponsor by the last day of October	
Safety plan and blueprint submitted within the last three years to the Ohio Attorney General		Yes	No	
Family-survey results	90% or greater overall satisfaction with school	80%-89% overall satisfaction with school	70%-79% overall satisfaction with school	69% or less overall satisfaction with school

EXHIBIT 4: ACADEMIC AND ORGANIZATIONAL ACCOUNTABILITY PLAN (K-2)

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

To be considered for contract renewal, the GOVERNING AUTHORITY is expected to have “achieved” the standard as specified herein, which is the SPONSOR’s minimum expectation for the School, in all primary academic indicators, all financial indicators, and all primary operations/governance indicators. Secondary indicators (for both academics and operations/governance) will be considered as well, but primary indicators will factor more heavily into decisions about renewal or nonrenewal, as well as about probation, suspension, and termination. An inability to achieve minor elements of the standards may not prevent consideration of contract renewal, based on the totality of the circumstances, which will be subject to the SPONSOR’s sole and complete discretion.

Primary academic indicators	Exceeds the standard	Meets the standard	Does not meet the standard	Falls far below the standard
Reading progress	96%-100% of Dayton Leadership Academies-Early Learning Academy students will annually demonstrate a minimum of one year of academic growth in reading on the NWEA MAP. Metric: NWEA	90%-95% of Dayton Leadership Academies-Early Learning Academy students will annually demonstrate a minimum of one year of academic growth in reading on the NWEA MAP. Metric: NWEA	80%-89% of Dayton Leadership Academies-Early Learning Academy students will annually demonstrate a minimum of one year of academic growth in reading on the NWEA MAP. Metric: NWEA	79% or fewer of Dayton Leadership Academies-Early Learning Academy students will annually demonstrate a minimum of one year of academic growth in reading on the NWEA MAP. Metric: NWEA
Math progress	96%-100% of Dayton Leadership Academies-Early Learning Academy students will annually demonstrate a minimum of one year of academic growth in math on the NWEA MAP. Metric: NWEA	90%-95% of Dayton Leadership Academies-Early Learning Academy students will annually demonstrate a minimum of one year of academic growth in math on the NWEA MAP. Metric: NWEA	80%-89% of Dayton Leadership Academies-Early Learning Academy students will annually demonstrate a minimum of one year of academic growth in math on the NWEA MAP. Metric: NWEA	79% or fewer of Dayton Leadership Academies-Early Learning Academy students will annually demonstrate a minimum of one year of academic growth in math on the NWEA MAP. Metric: NWEA

VI. Appendix, continued

Secondary academic indicators	Exceeds the standard	Meets the standard	Does not meet the standard	Falls far below the standard
School regularly administers internal growth assessment		Yes	No	
School met a majority of its internal goals (section A.7 of this contract)		Yes	No	

Financial measures of success (current year)	Exceeds the standard	Meets the standard	Does not meet the standard	Falls far below the standard
Current ratio of assets to liabilities	Ratio is greater than or equal to 1.1	Ratio is between 1.0 and 1.1; AND one-year trend is positive (current year's ratio is higher than last year's)	Ratio is between 0.9 and 1.0 or equals 1.0; OR ratio is between 1.0 and 1.1 AND one-year trend is negative	Ratio is less than or equal to 0.9
Days' cash	60 or more days' cash	Between 30 and 60 days' cash	Between 15 and 30 days cash; OR between 30 and 60 days' cash AND one-year trend is negative	Fewer than 15 days' cash
Current-year enrollment variance ¹⁷	Actual enrollment equals or is within 95% of budgeted enrollment in most recent year	Actual enrollment is 90%-95% of budgeted enrollment in most recent year	Actual enrollment is 80%-90% of budgeted enrollment in most recent year	Actual enrollment is less than 80% of budgeted enrollment in most recent year

“*Fordham has done an excellent job as our sponsor. Our staff has a great relationship with the Fordham staff, and we love that they share in our priority of putting kids first. We appreciate their attention to detail, their continued support, and their focus of continued educational/academic excellence for their schools.*”

– Foresta Shope, K-5 Principal
Sciotoville Community Schools

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 ¹⁸	Ratio is greater than or equal to 1.1 for at least the 2 most recent years	Ratio is between 1.0 and 1.1 for at least the most recent year	Ratio is below 1.0 for the most recent year; OR below 1.0 in the 2 most previous years out of 3 years	Ratio is 0.9 or less for the most recent year; OR is 0.9 or less in the 2 most previous years out of 3 years
Cash flow	Cash flow is positive for at least the 2 most recent years	Cash flow is positive for at least 1 of the most recent 2 years	Cash flow is not positive for at least 1 of the most recent 2 years	Cash flow is negative for any 2 consecutive years
Total margin (TM) and aggregated three-year total margin ¹⁹ (ATTM)	ATTM is positive and the most recent year TM is also positive	ATTM is greater than -1.5%, the trend is positive for the last two years, AND the most recent year TM is positive	ATTM is greater than -1.5%, but trend does not "meet standard"	ATTM is less than or equal to -1.5%; OR the most recent year TM is less than -10%

Operations/ governance primary indicators	Exceeds the standard	Meets the standard	Does not meet the standard	Falls far below the standard
Records compliance ²⁰	90% or higher	79%-89%	60%-78%	59% or below
On-time records submission rate	90% or higher	79%-89%	60%-78%	59% or below
Financial records submitted monthly	90% or higher	79%-89%	60%-78%	59% or below
Annual audit	Two consecutive years of no findings, findings for recovery, non-compliance citations, questioned costs, or material weaknesses, as set forth in the audit	No findings, findings for recovery, non-compliance citations, questioned costs, or material weaknesses, as set forth in the audit	Audit contains fewer than three of the following: findings, noncompliance citations, questioned costs, or material weaknesses, or findings for recovery (less than \$5,000 combined), as set forth in the audit	Audit contains three or more of the following: findings, noncompliance citations, questioned costs, or material weaknesses, or findings for recovery (in excess of \$5,000 combined), as set forth in the audit
LEA special-education performance determination (most recent annual) ²¹	Meets requirements	Needs assistance	Needs intervention	Needs substantial intervention

VI. Appendix, continued

Operations/ governance secondary indicators	Exceeds the standard	Meets the standard	Does not meet the standard	Falls far below the standard
Five-year forecasts submitted to the ODE by statutory deadlines		Yes	No	
Preopening assurances documentation		Completed and available 10 days before the first day of school	Not completed and not available 10 days before the first day of school	
Annual report		Submitted to parents and the sponsor by the last day of October	Not submitted to parents and the sponsor by the last day of October	
Safety plan and blueprint submitted within the last three years to the Ohio Attorney General		Yes	No	
Family-survey results	90% or greater overall satisfaction with school	80%-89% overall satisfaction with school	70%-79% overall satisfaction with school	69% or less overall satisfaction with school

“*In a time in which the level of scrutiny and accountability has increased for community schools, Fordham has served as a great partner to our schools in supporting our mission, vision, and overall commitment to provide educational opportunity to our community and scholars. The Fordham team has treated us as partners in the work, proactively communicated, problem solved alongside with our team, and ultimately, ensured that we had the tools we need for success. We greatly value our partnership with Fordham.*”

– John McBride, Model Education Leader,
Breakthrough Schools

VII. Sources

Charts I and II display the performance of Fordham-sponsored schools along the state's two key dimensions of school quality: the PI and the VA measures. The two indicators provide different perspectives of school quality. The PI gauges a school's overall student achievement,²² whereas the VA measure estimates a school's contribution to student achievement, using learning gains tracked over time.²³

Charts I and II display the PI and VA scores of Fordham's schools relative to five benchmarks: (1) the average score of the top-five-ranked charter schools in Ohio; (2) the statewide average score for all public schools, both district and charter; (3) the average score of Fordham's schools; (4) the statewide average score of all charters in Ohio;²⁴ and (5) the average score of the Big Eight urban school districts.²⁵ All of the averages are weighted to account for a school's student enrollment.

The academic data in tables I-II are from the ODE, and the financial, governance, and compliance data are from monitoring data maintained in the Epicenter system.

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 the ODE's state report card. The mission information is from school sponsorship contracts. Enrollment and demographic data is based on data available from the ODE as of October 2018.



VIII. End notes

1. Source: ODE. Notes: PI measures overall student achievement in a school on a scale of 0-120. The PI calculation places more weight on higher test scores. All averages are weighted by total student enrollment of the schools.
2. Source: ODE. Notes: the VA index score estimates the impact of a school on student growth (measured in learning gains divided by the standard error). At a school level, these scores ranged from -32.6 to 35.8 for 2017-18. All averages are weighted by total student enrollment of the schools.
3. Rating key: Exceeds the standard = E, met the standard = M, and did not meet = DNM.

Data key: Not applicable (NA); these data are not applicable due to the grade level in the school's contract. Not rated (NR); these data are not displayed because there are not enough students to evaluate.
4. 2017-18 ODE Sponsor Annual School Performance Report Guidance (October 2018).
5. The ODE requires that sponsors report whether a school "meets," "exceeds," or "did not meet" the standards for academic performance. Meets (M): the school met half or more of contractual academic indicators. Exceeds (E): the school met all contractual academic indicators. Did not meet (DNM): the school met fewer than half of contractual academic indicators.
6. The ODE requires that sponsors report whether a school "meets," "exceeds," or "did not meet" the standards for fiscal performance. Meets (M): the school met half or more of contractual fiscal indicators. Exceeds (E): the school met all contractual fiscal indicators. Did not meet (DNM): the school met fewer than half of contractual fiscal indicators.
7. The ODE requires that sponsors report whether a school "meets" or "did not meet" the standard for legal compliance. Meets (M): the school met half or more of contractual legal compliance indicators. Did not meet (DNM): the school met fewer than half of contractual legal compliance indicators. Legal compliance comprises the operations/governance secondary indicators portion of contractual indicators.
8. The ODE requires that sponsors report whether a school "meets," "exceeds," or "did not meet" the standards for organizational and operational performance. Meets (M): the school met half or more of contractual organizational and operational indicators. Exceeds (E): the school met all contractual organizational and operational indicators. Did not meet (DNM): the school met fewer than half of contractual organizational and operational indicators. Operation and organization comprises the operations/governance primary indicators portion of the contractual indicators.
9. The PI percentage is calculated as follows: school's PI score divided by 120 (the highest possible PI score).
10. 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.
11. "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.
12. The enrollment variance depicts actual enrollment divided by enrollment projection in the charter school's board-approved budget.
13. 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.

14. "Total margin" measures the deficit or surplus a school yields out of its total revenues; in other words, it measures whether the school is living within its available resources. The total margin is important to track, as schools cannot operate at deficits for a sustained period of time without risk of closure. The aggregate three-year total margin is helpful for measuring the long-term financial stability of the school by smoothing the impact of single-year fluctuations. The performance of the school in the most recent year, however, is indicative of the sustainability of the school; thus, the school must have a positive total margin in the most recent year to meet the standard. The total margin is the net income divided by the total revenue. The aggregate total margin is the total three-year net income divided by the total three-year revenues, based on the most recently audited financial statements.
15. Represents the percentage of records reviewed that were accurate and complete during the school year.
16. The Individuals with Disabilities Education Improvement Act (IDEIA) requires that state education agencies make annual determinations regarding the performance of special-education programs operated by local education agencies (LEAs) that receive federal IDEA Part-B funding. In Ohio, individual charter schools are considered LEAs.
17. The enrollment variance depicts actual enrollment divided by enrollment projection in the charter school's board-approved budget.
18. This ratio depicts the relationship between a school's annual assets and liabilities, covering the last three years, based on the most recent audited financial statements.
19. "Total margin" measures the deficit or surplus a school yields out of its total revenues; in other words, it measures whether the school is living within its available resources. The total margin is important to track, as schools cannot operate at deficits for a sustained period without risk of closure. The aggregate three-year total margin is helpful for measuring the long-term financial stability of the school by smoothing the impact of single-year fluctuations. The performance of the school in the most recent year, however, is indicative of the sustainability of the school; thus, the school must have a positive total margin in the most recent year to meet the standard. The total margin is the net income divided by the total revenue. The aggregate total margin is the total three-year net income divided by the total three-year revenues, based on the most recent audited financial statements.
20. Represents the percentage of records reviewed that were accurate and complete during the school year.
21. 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.
22. The state classifies test scores into six categories. From lowest to highest achievement, they are as follows: limited, basic, proficient, accelerated, advanced, and advanced plus. The PI calculation places greater weight on scores in higher achievement categories. A school's PI score is reported on a scale from 0 to 120. For more information on the PI measure, see ODE, "Understanding Ohio's School Report Card." We downloaded the data that we used for this chart from the ODE's website, "Ohio School Report Cards."
23. The state uses a statistical analysis, based on the test scores of students in grades 4-8 and the high school math and ELA end-of-course exams, to estimate a school's contribution to student achievement. With continuity in state tests, Ohio has transitioned back to a multiyear average starting in 2016-17. For more information on the VA measure, see ODE, "Understanding Ohio's School Report Card." We downloaded the data that we used for this chart from the ODE's website, "Ohio School Report Cards."
24. The chart displaying VA scores includes the statewide charter average, both with and without e-schools (their scores are among the very lowest in the state).
25. The Big Eight urban districts are Akron, Canton, Cincinnati, Cleveland, Columbus, Dayton, Toledo, and Youngstown.



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