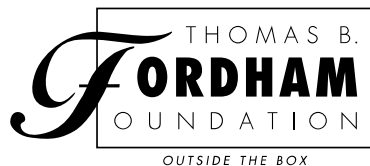


**THOMAS B. FORDHAM FOUNDATION**  
**Sponsorship Accountability Report**  
**2005 - 2006**

Thomas B. Fordham Foundation  
400 East Fifth Street, Suite 250  
Dayton, OH 45402  
937.227.3368





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# Acknowledgments

The Thomas B. Fordham Foundation would like to express its gratitude to a number of organizations and individuals. First and foremost, we are thankful to the first charter schools we have sponsored, to their leaders, faculty, parents and students that support the schools each day. We also would like to extend our thanks to The Bill and Melinda Gates Foundation for supporting the Fordham Foundation in its role as a charter school sponsor.

We also wish to thank Joey Gustafson and Gayle Parson of JM Consulting, Inc., who conducted evaluations of several of our schools. We appreciate the efforts of several individuals who assisted us with our board training program: Chas Kidwell of Porter, Wright, Morris & Arthur; Doug Mangen and Bob Pohl of Keys to Improving Dayton Schools, Inc. (k.i.d.s.); Dick Penry of Alliance Community Schools in Dayton; Ann Guinan of the Ohio Department of Education; and Michelle Partlow of Miami University. Thank you to Debbie Lee and Lilian Hawken of the Center for Performance Assessment, who provided Fordham-sponsored schools with three days of professional development focused on data-driven decision-making. Additionally, we would like to recognize Meghann Murphy and the staff at Corporate Computer, Inc., for their hard work and assistance with Fordham's online compliance information system, AOIS.

In addition to the tireless efforts of the Thomas B. Fordham Foundation staff, we appreciate the considerable contributions that Michelle Godard Terrell, Bryan Hassel and Sarah Crittenden of Public Impact made to the development of this report. A special thank you to Amy Germuth of Compass Consulting Group, Peter Svahn of Charter FS Corporation, and Todd Hanes of the Office of Community Schools at the Ohio Department of Education who, with support from his staff, provided much guidance and assistance during our first year of sponsorship.

# Mission Statement of the Thomas B. Fordham Foundation

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

Our work is grounded in these convictions:

- All parents should have the opportunity to select among a variety of high-quality schools for their children;
- The path to increased student learning is to set ambitious standards, employ rigorous assessments, and hold students, teachers and schools accountable for performance;
- Every school should deliver a content-rich curriculum taught by knowledgeable teachers; and
- Schools exist to meet the educational needs of children, not the interests of institutions or adults.

We advance the reform of American education by:

- Engaging in solid research and provocative analysis;
- Disseminating information and ideas that shape the debate;
- Supporting quality schools and organizations in Dayton, in Ohio, and across the nation;
- Sponsoring charter schools in Ohio and supporting their academic excellence; and
- Informing policy makers at every level about promising solutions to pressing education problems.



# Executive Summary

## The Fordham Sponsorship Program

The Thomas B. Fordham Foundation has long advocated that public schools be as free as possible from bureaucratic red-tape, micro-management and indiscriminate demands, so they can focus on educating children and young adults and managing their organizations. In return for that freedom, they must be rigorously held to account for their results.

In addition to extensive national research activities bearing on charter schools, the foundation has been involved since the outset of Ohio's charter school initiative in 1998 in helping charter schools open, appraise and improve their performance, and develop a statewide charter movement. (We also support other school-choice options as well as school district reform efforts, and engage in research and analysis to gauge and report on the progress and results of school-reform efforts across the state.)

When Governor Taft signed House Bill 364 into law on January 7, 2003, it opened the possibility for qualified 501(c)3 nonprofit organizations (and other entities) to sponsor charter schools. Minnesota is the only other state that allows nonprofits to sponsor charter schools. Throughout 2003 and 2004, the Thomas B. Fordham Institute, the Fordham Foundation's sister organization, worked in partnership with the Ohio Foundation for School Choice to set up the Ohio Charter School Sponsor Institute. The Sponsor Institute sought two primary outcomes:

- The development of quality charter school sponsors ready to operate during the 2004-05 school year and beyond; and
- The creation of an organization that could work with, and for, sponsors on an ongoing basis to help them improve their sponsorship programs.

The Sponsor Institute was funded jointly by the Ohio Department of Education, the Walton Family

Foundation, and The Bill and Melinda Gates Foundation. (Fordham also provided a small start-up grant.)

In late 2003, few nonprofit organizations with the capacity to do sponsorship well were stepping forward as prospective sponsors across the state. In Dayton, meanwhile, community leaders who served on boards of existing charter schools – and others worried about the “orphaning” of schools when the State Department of Education ceased to sponsor them in 2005 – approached Fordham to urge the foundation itself to consider sponsorship.

This launched a six-month review to determine whether Fordham should apply to the state of Ohio for authority to function as a charter school sponsor. Foundation staff, supported by outside experts, explored the legal liabilities facing sponsors and ways to mitigate these; examined the daunting economics of sponsorship (Could Fordham afford to be a sponsor? Were there enough schools that wanted Fordham to serve as their sponsor? etc.); started the search for talent to lead and staff the sponsorship operation; met with high quality sponsors in other states to learn about their sponsorship operations; explored what sponsorship would mean for Fordham's own board; and looked into how this unprecedented form of “direct” involvement would impact Fordham's overall mission. In June 2004, the foundation board – after much discussion informed by the six months of research – voted to authorize staff to negotiate a contract with the Ohio Department of Education to become a charter school sponsor.

In September 2004, the Fordham Foundation became the first nonprofit organization in Ohio to be approved by the state as a charter sponsor. At that time, the foundation signed an agreement with the Ohio Department of Education to serve as a sponsor of no more than 30 schools statewide.

Fordham became a charter sponsor primarily because it believes that sponsors play a critical role in strengthening the quality and performance of the charter movement itself, facilitating the closure of nonperforming schools, strengthening and replicating good ones, and enabling outstanding new charter schools to open. The foundation holds that charter schools are one of the most important education reform strategies currently available to states and communities and wants to help assure an increasing supply of quality charters operating in the Buckeye State.

The foundation approached its first year of sponsorship with care, developing a high-quality application process, contract and academic accountability plan. The majority of Fordham's sponsored schools sought it out for sponsoring. (Two others issued an RFP for sponsorship and selected Fordham as their sponsor.) At the end of 2005-06, Fordham had sponsorship responsibility for nine charter schools in three communities:

### **Cincinnati**

Cincinnati Speech and Reading Center  
Phoenix Community Learning Center  
Veritas/Cesar Chavez Academy  
W.E.B. DuBois Academy

### **Dayton**

Dayton Academy  
Dayton View Academy  
East End Community School  
Omega School of Excellence

### **Springfield**

Springfield Academy of Excellence

Because of the foundation's accountability demands, a tenth school, the Moraine Community School near Dayton, decided to terminate Fordham sponsorship in spring 2006 and contract with a different sponsor. The performance of that school is not discussed in this report.

The heart of the Fordham sponsorship operation is an "Accountability Plan" agreed to by all sponsored schools. The plan contains a set of measurable goals, most of which relate to the school's success in fostering academic achievement by its students as meas-

ured by performance on state assessments and other tests. The foundation executes its oversight responsibilities through a combination of school site visits and Fordham's online document housing database, Authorizer Oversight Information System (AOIS). The foundation also provides an array of technical assistance strategies, ranging from school-specific evaluations and training to direct grants. Sponsorship decisions are made by the board of the foundation. Additionally, the board created a special committee on sponsorship that meets monthly, visits schools, gets weekly reports on sponsorship, interacts with Fordham staff and school staff, and advises the full board on matters related to sponsorship. Staff play an important role in informing sponsorship activities and decision-making, as do various outside experts.

## **School Demographics**

In 2005-06, 2,759 students were enrolled and 182 teachers were working in the nine Fordham-sponsored schools. While the schools serve mostly students in grades K-8, three schools (Cincinnati Speech and Reading Center, Veritas/Cesar Chavez Academy, and W.E.B. Dubois) serve a very small number of students in grades 9-12.

Fordham-sponsored schools are located in three cities: Cincinnati, Dayton, and Springfield. These schools serve a student population that is significantly more African American than the districts in which they are located (91 percent vs. 63 percent). Students in other public schools in Ohio are much more likely to be White (73 percent of total public school population).

Students in Fordham-sponsored schools are more likely than their district peers to participate in the federal Free and Reduced Lunch program (which is based on a family's income). Nearly 85 percent of students in Fordham-sponsored schools participate in this federal program versus 62 percent of students in the three urban districts where Fordham-sponsored charter schools are located. Statewide, just over a third (35 percent) of all public school students in Ohio received Free and Reduced Lunch in 2005-06.

Table I: Enrollment in Fordham-sponsored Schools, 2005-06

Enrollment	
<b>K</b>	286
<b>1</b>	349
<b>2</b>	366
<b>3</b>	316
<b>4</b>	313
<b>5</b>	288
<b>6</b>	269
<b>7</b>	289
<b>8</b>	260
<b>9</b>	10
<b>10</b>	11
<b>11</b>	2
<b>12</b>	0
<b>Total</b>	2,759

Source: Ohio Department of Education's Community School Average Daily Membership database, as entered by schools, search run from June 1 to June 30, 2006 (includes all students enrolled for any portion of that time).

## School Academic Performance

All Fordham-sponsored schools are held to the same academic achievement requirements as district schools under state law and the federal No Child Left Behind Act (NCLB). Adequate Yearly Progress (AYP) status is part of NCLB. For a school to make AYP, it must meet goals for the percentage of students overall and in student subgroups meeting or exceeding state academic standards in reading and math – plus test participation and graduation rates.

Proficiency/achievement results for the 2004-05 school year, the last year these schools were sponsored by the Ohio Department of Education, were released in August 2005. Seven of the nine schools (omitting Moraine Community School) taken on by Fordham sponsorship on July 1, 2005 participated in the 2004-05 testing. Of those seven, one was rated Excellent, one was rated in Continuous Improvement, and five were rated in Academic Emergency. Table II provides the academic ratings

for the schools and details their success or lack thereof in making Adequate Yearly Progress under the federal No Child Left Behind Act in 2004-05.

Table II: Schools' 2004-05 State and Federal Accountability Ratings Prior to Fordham Sponsorship

School Name	Rating 04-05	04-05 AYP
Dayton Academy	Continuous Improvement	Met
Dayton View Academy	Academic Emergency	Not met
East End Community School	Academic Emergency	Not met
Omega School of Excellence	Academic Emergency	Not met
Phoenix	Academic Emergency	Not met
Springfield Academy	Academic Emergency	Not met
WEB DuBois	Excellent	Met

In 2005-06, the first year of Fordham sponsorship, two schools, Phoenix Community Learning Center and W.E.B. DuBois, made AYP in 2005-06. Five did not. Two schools, Veritas/Cesar Chavez Academy and Cincinnati Speech and Reading Center, did not receive ratings because 2005-06 was their first year of operation. For the four schools (Dayton View Academy, East End Community School, Springfield Academy of Excellence, and the Omega School of Excellence) that did not make AYP two years in a row, Fordham is required by federal law to send a letter to the parents of children enrolled in these schools, making them aware of the situation and informing them that under NCLB they may choose to enroll their child in another district or charter school that made AYP. These four schools will be required to submit plans to the foundation, explaining what specific steps will be taken to improve student learning. Fordham will work with these schools to help them identify and implement strategies for meeting their academic goals in the future.

Table III: 2004-05 and 2005-06 State and Federal Accountability Ratings of Fordham-sponsored Schools

SCHOOL NAME	Rating (05-06)	Rating (04-05)	AYP 05-06	AYP 04-05
<b>Cincinnati Speech &amp; Reading Center</b>	Unrated	NA	Unrated	NA
<b>Dayton Academy</b>	Continuous Improvement	Continuous Improvement	Not met	Met
<b>Dayton View Academy</b>	Academic Watch	Academic Emergency	Not met	Not met
<b>East End Community School</b>	Continuous Improvement	Academic Emergency	Not met	Not met
<b>Omega School of Excellence</b>	Academic Emergency	Academic Emergency	Not met	Not met
<b>Phoenix</b>	Effective	Academic Emergency	Met	Not met
<b>Springfield Academy</b>	Academic Emergency	Academic Emergency	Not met	Not met
<b>Veritas/Cesar Chavez</b>	Unrated	NA	Unrated	NA
<b>WEB DuBois</b>	Effective	Excellent	Met	Met

Each year, the state's accountability system assigns schools and school districts one of five academic ratings: Excellent, Effective, Continuous Improvement, Academic Watch, or Academic Emergency. During 2005-06, two schools were rated Effective, two were designated in Continuous Improvement, one was in Academic Watch, and two remained in Academic Emergency. These ratings were improved relative to 2004-05, when five of the seven schools were rated in Academic Emergency. Two schools, Veritas/Cesar Chavez Academy and Cincinnati Speech and Reading Center, did not receive ratings because 2005-06 was their first year of operation.

### Reading

In 2005-06, 64.6 percent of 3rd-8th grade students in Fordham-sponsored charter schools achieved or exceeded reading proficiency. As a group, students

in Fordham-sponsored schools did better than students in their home districts and other charter schools in the state in all levels of reading.

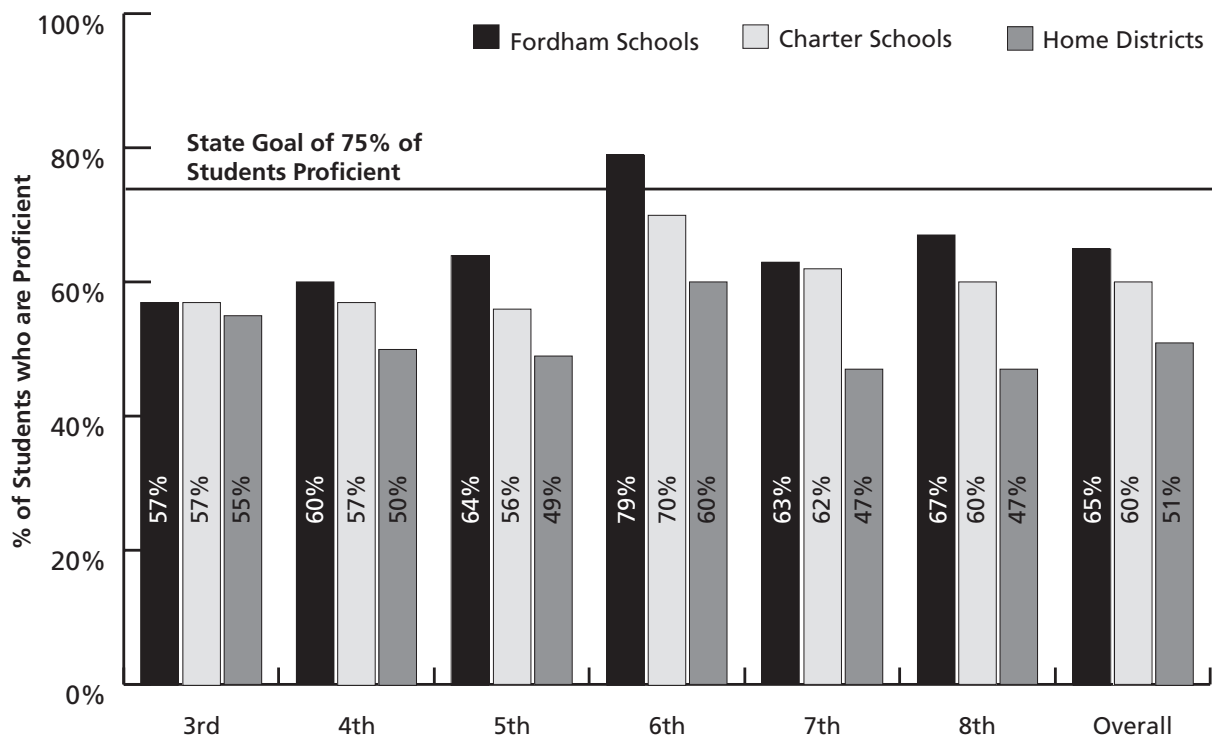
### Math

In 2005-06, 56.3 percent of 3rd-8th grade students in Fordham-sponsored charter schools achieved or exceeded math proficiency. As a group, students in Fordham-sponsored schools did better than students in their home districts and in other charter schools in the state in all levels of math except for 3rd grade

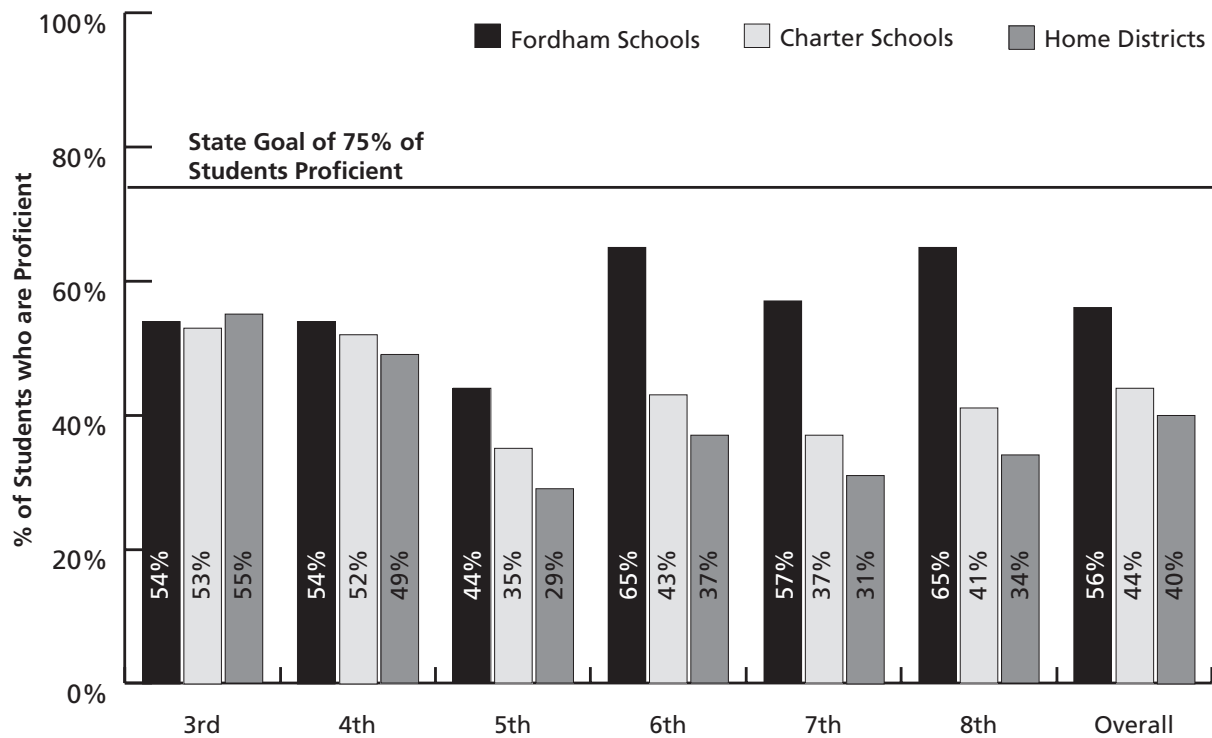
### Writing

In 2005-06, 76.3 percent of 4th grade students in Fordham-sponsored charter schools achieved or exceeded writing proficiency. As a group, students in Fordham-sponsored schools did better than students in their home districts and other charter schools in the state in writing.

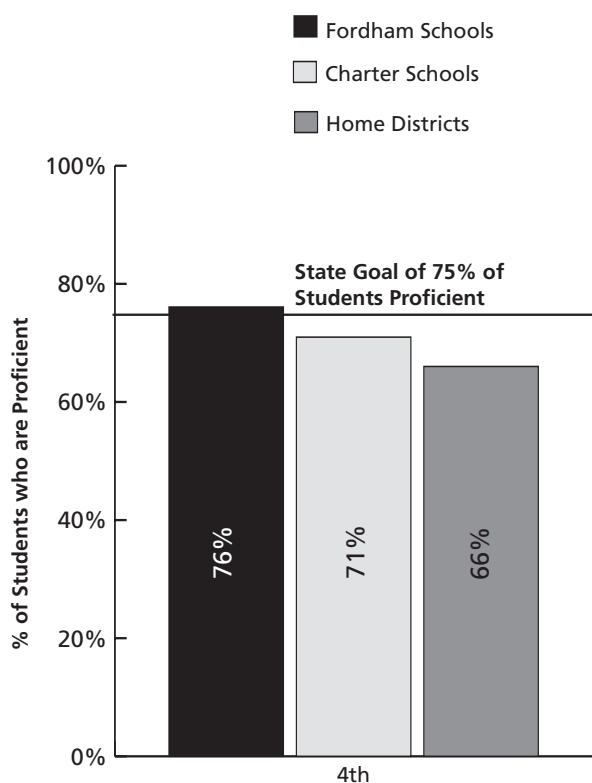
Graph I: Percent of Students in Fordham-sponsored Schools, State Charter Schools and Home Districts of Fordham Students who are Proficient in Reading, 2005-06



Graph II: Percent of Students in Fordham-sponsored Schools, State Charter Schools and Home Districts of Fordham Students who are Proficient in Reading, 2005-06



Graph III: Percent of Students in Fordham-sponsored Schools, State Charter Schools and Home Districts of Fordham Students who are Proficient in Writing, 2005-06



## School Governance and Non-Academic Performance

Each Fordham-sponsored school is governed by a charter school board composed of five to ten members with experience in business, nonprofits, or education. Some of the Fordham-sponsored schools share boards. There was significant turnover of school leaders at Fordham-sponsored schools in 2005-06 – five Fordham-sponsored schools lost a school leader during the year.

Families from five of the Fordham-sponsored charter schools participated in a satisfaction survey distributed by the organization in March 2006. A total of 748 parents responded, giving their opinions in several areas, including accountability, classroom instruction, facilities, and leadership. Most parents

(73 percent) at Fordham-sponsored charter schools were satisfied with their child’s charter school.

## Growth of Fordham’s Sponsorship Program

Under the terms of its sponsorship agreement with the Ohio Department of Education, the Thomas B. Fordham Foundation can sponsor up to 30 charter schools. The growth of the Fordham sponsorship program has, however, been severely hampered by Ohio’s caps on charter schools. These caps were enacted by House Bill 66 (June 2005), which effectively limited the expansion of Ohio’s charter school program until July 1, 2007.

The foundation is committed to recruiting high-quality developers/operators to open schools in Ohio – particularly high schools – and sponsoring these schools. Toward that end, Fordham is having conversations with representatives from school operators in Ohio and beyond in the hope of helping quality operators open new schools in Ohio. The Fordham Foundation has received support from The Bill and Melinda Gates Foundation to expand the geographic reach of its sponsorship within Ohio, to develop the infrastructure and systems needed to support a quality statewide sponsorship operation, and to strengthen the quality of Fordham’s sponsorship in the hope that it can serve as a helpful model for others in Ohio and beyond.

## Contents of This Report

The Fordham Sponsorship Accountability Report chronicles the first year of Fordham sponsorship of charter schools in Ohio and tracks the performance of those schools. This document offers a history of Fordham’s sponsorship efforts and a summary of its support strategies. It also provides an overview of the sponsored schools, including details on demographics, academic performance, governance and non-academic performance. A separate section offers in-depth information about individual schools.

# The Fordham Sponsorship Program

## History of Fordham Sponsorship

### *Deep Roots in Dayton*

Thomas B. Fordham was a successful and prominent community leader in Dayton, Ohio until his death in 1944. His widow, Thelma Fordham Pruett, established the Thomas B. Fordham Foundation in his memory in 1959. Upon her death, the foundation determined that it would focus entirely on reforming elementary and secondary education in Dayton, in Ohio and nationally. The foundation's headquarters were established in Washington, DC, and it undertook research and publications of national significance in education reform. Yet the foundation also paid continuous attention to education reform in Dayton and vicinity, including increasing the availability and accessibility of high-quality options for low-income children.

The foundation's trustees and staff have long advocated that public schools be as free as possible from bureaucratic red-tape, micro-management, and indiscriminate demands, so they can focus on educating children and young adults and managing their organizations. When Ohio law (House Bill 364) allowed nonprofit organizations to take over sponsorship responsibilities from the Ohio Department of Education in July 2005, the Fordham Foundation signed an agreement with the Ohio State Board of Education in August 2004 to serve as a sponsor of no more than 30 schools statewide. To be approved as a sponsor by the State Board of Education, the Fordham Foundation had to prove its capacity to provide effective oversight of and required technical assistance to all the schools it sponsors. Of the nine schools that Fordham sponsored as of June 30, 2006, seven had previously been sponsored by the Ohio Department of Education, and two were new start-up schools that

## A Sample of Initiatives Supported by the Thomas B. Fordham Foundation in Ohio

Over the years, the foundation's Ohio presence has grown to providing support to charter schools, expanding school choice for low-income families, supporting district school reform efforts, and conducting research to measure the progress and results of school reform efforts.

In addition to providing financial support for numerous charter schools and, more recently, sponsoring charter schools, the foundation has:

- Organized the November 2005 conference "Excellence in Ohio Charter Schools" that was hosted by Ohio's Governor, Speaker of the House, Senate President and State Superintendent of Instruction.
- Partnered with the Ohio Foundation for School Choice, the Ohio Department of Education, The Bill and Melinda Gates Foundation and the Walton Family Foundation to start the Ohio Charter School Sponsor Institute.
- Funded the PACE Scholarship Program in Dayton.
- Supported numerous and varied civil society projects in Dayton.
- Supported the Ohio Charter School Association, the Ohio Alliance for Public Charter Schools, and School Choice Ohio.
- Birthed the school support group Keys to Improving Dayton Schools, Inc. (k.i.d.s.).
- Taken Dayton's and Ohio's "temperature" on education reform through several surveys.
- Issued numerous reports on school performance and finance in Ohio.
- Organized and funded Greatschools.net's "Dayton School Chooser."

were associated with the W.E.B. DuBois Academy in Cincinnati.

## *Fordham's Oversight Responsibilities*

In addition to its deep roots in Dayton, the staff and leadership of the foundation possess extensive knowledge of charter schools, how they work, and how their sponsors can help strengthen them. The foundation firmly believes that a successful charter school is academically effective, fiscally sound and organizationally viable, and that such schools should be allowed to operate freely and without interference.

### **What are the Fordham Foundation's Responsibilities as a Charter School Sponsor in Ohio?**

- Monitoring and evaluating the compliance of Fordham-sponsored schools with all laws and rules applicable to the school;
- Monitoring and evaluating the academic and fiscal performance and the organizational soundness and effective operation of the school;
- Monitoring and evaluating the contractual commitments that the schools have made with the Fordham Foundation; and
- Providing technical assistance to Fordham-sponsored schools in complying with all laws and rules applicable to community schools.

The majority of Fordham-sponsored schools sought out the organization for sponsoring. Two other schools issued an RFP for sponsorship and selected Fordham as their sponsor.

At the end of 2005-06, Fordham had sponsorship responsibility for nine charter schools in three communities:

### **Cincinnati**

Cincinnati Speech and Reading Center  
Phoenix Community Learning Center  
Veritas/Cesar Chavez Academy  
W.E.B. DuBois Academy

### **Dayton**

Dayton Academy  
Dayton View Academy  
East End Community School  
Omega School of Excellence

### **Springfield**

Springfield Academy of Excellence

Each of these schools joined Fordham with varying levels of academic and fiscal health, as well as varying levels of compliance.

Because of the Fordham Foundation's accountability demands, a tenth school, the Moraine Community School in Dayton, decided to terminate Fordham sponsorship in spring 2006 and contract with a different sponsor.<sup>1</sup>

The foundation approached the first year of sponsorship in a well-designed manner, developing a high-quality application process, contract, and academic accountability plan. (See the Appendices for more information about these items.)

### ***The Application***

In 2005, the Fordham Foundation contracted with Public Impact, a national education policy and management consulting organization, to develop a high-quality application process. Designed to scrutinize proposed charter schools closely, the application seeks to select schools that operate with high expectations for all students, accountability for academic results, transparency and openness, and organizational integrity and mutual respect. The application is available online at: [http://www.edexcelence.net/doc/Fordham\\_sponsorship\\_app\\_2006.pdf](http://www.edexcelence.net/doc/Fordham_sponsorship_app_2006.pdf)

### ***The Contract***

The Fordham Foundation uses a tailored performance contract with each of its sponsored schools to



## How Fordham Defines Academic Effectiveness

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In 2005, Fordham staff developed a detailed accountability plan which lists several requirements and goals as a part of its contract with sponsored schools.

### Requirements

The Community School will make

- Adequate Yearly Progress (AYP)
- AYP in both Reading Participation and Reading Achievement
- AYP in both Mathematics Participation and Mathematics Achievement

### Goals

The Community School will

- be rated at least Continuous Improvement and making visible progress towards Effective and ultimately Excellent as defined by the Ohio Department of Education.
- average at least five percent growth on all reading portions of the state's proficiency/achievement tests each year, until at least 75 percent of all students are at proficient or above.
- average at least five percent growth on all mathematics portions of the state's proficiency/achievement tests each year, until at least 75 percent of all students are at proficient or above.
- average at least three percent growth on all science portions of the state's proficiency/achievement tests each year, until at least 75 percent of all students are at proficient or above.
- average at least three percent growth on all writing portions of the state's proficiency/achievement tests each year, until at least 75 percent of all students are at proficient or above.
- average at least three percent growth on all citizenship portions of the state's proficiency/achievement tests each year, until at least 75 percent of all students are at proficient or above.
- outperform the home district average – the district in which it is located – on all reading, mathematics, science, writing and citizenship portions of the state's proficiency/achievement tests each year.
- outperform the state community school average on all reading, mathematics, science, writing and citizenship portions of the state's proficiency/achievement tests each year.
- participate in good faith with the sponsor to develop and implement a value-added assessment in reading and mathematics by the conclusion of the 2006-07 school year.
- use the developed value-added assessment in reading and mathematics in each of the 2007-08, 2008-09 and 2009-10 school years.

detail what the school will accomplish, how student performance will be measured, and what level of achievement it will attain. The contract sets forth the educational, accountability, governing, and business plan of the school. The school's mission and its performance indicators are clearly specified. These must include academic goals, but may also include safety, parent/teacher satisfaction, and other goals. While the contracts of Fordham-sponsored schools may share common elements and requirements, each school has a unique contract.

### ***Accountability Plan***

The academic accountability plan is included in each school's contract with the foundation to establish the academic, financial, and organizational performance standards that its sponsor uses to evaluate the school. Accountability plans allow all school stakeholders to understand the minimum required performance measures of the school. Each Fordham-sponsored school's performance under the accountability plan is set forth in the "Profiles" section of this report. A copy of Fordham's accountability plan is available online at: <http://www.edexcellence.net/doc/Academic%20Accountability%20Plan.pdf>

## **Fordham's Sponsorship Support Strategies**

As with its reduced fee structures for high-performing schools, Fordham rewards success with non-interference. Fordham encourages schools to solve problems themselves via regular communications with Fordham staff; warnings; if necessary, limited interventions (such as putting a school on probation); and referral to competent sources of technical assistance. At the same time, staff at Fordham will provide technical assistance to help schools meet their academic, organizational and/or financial challenges.

The Fordham Foundation, however, has intentionally set itself up to be a charter school sponsor rather than a "mini-school district" that seeks to sell supplemental services to sponsored schools. Fordham believes it is undesirable – indeed unethi-

cal – for a sponsor to sell academic, financial, and organizational services to schools, and then hold them accountable for their performance, which has presumably been driven in part by those services. Such practices pose an inherent conflict of interest for a sponsor. Furthermore, a school might find itself unable to complain about the quality of those services for fear that such complaints might jeopardize the school's standing with the sponsor. Thus, Fordham does not require any schools it sponsors to utilize any specific supplemental services from any specific vendors or school operators.

### **Why Charter Schools in Ohio?**

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Charter schools were opened to accomplish two important public purposes: 1) to provide education relief to children in persistently failing schools; and 2) to spur districts themselves to effective and sustained academic reform, via both example and competitive pressure.

### **Why Does the Fordham Foundation Sponsor Charter Schools?**

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The Fordham Foundation became a charter school sponsor because it believes sponsors play a critical role in facilitating the closure of nonperforming schools, strengthening decent schools, and making it possible for strong new charter schools to open in the future. Charter schools are one of the most important education reform strategies currently available to states and local communities, and Fordham wants to help ensure that there is an increasing supply of quality charters operating in the Buckeye State.

The Fordham Foundation maintains a small core of staff and reaches out for certain specialized support, such as school finance expertise, curriculum expert-

ise, and assessment expertise, on an as-needed basis.

What follows is a summary of the Fordham Foundation's accountability and technical assistance efforts in 2005-06.

### *Accountability Strategies*

In July 2005, the Thomas B. Fordham Foundation commenced sponsorship duties for eight pre-existing schools authorized by the Ohio Department of

Education.<sup>2</sup> The Foundation also took on two new schools, whose first year of operation was the 2005-06 school year.<sup>3</sup> At the time Fordham's relationship as sponsor with these schools began, one was rated Excellent, one was rated in Continuous Improvement, five were rated in Academic Emergency, and two were unrated.<sup>4</sup> Additionally, all pre-existing schools except one – the W.E.B. DuBois Academy – had been issued a yearly audit by the Auditor of State.<sup>5</sup> Thus, each of these schools

Table IV: Accountability Measures of Fordham-sponsored Schools, 2004-05 and 2005-06

SCHOOL	Before Being Sponsored by Fordham	After First Year with Fordham
<b>Cincinnati Speech and Reading Center</b>	began its first year as a Fordham-sponsored school	first year schools are not given AYP or state ratings
<b>Dayton Academy</b>	Met AYP Continuous Improvement Received Audit	Did Not Meet AYP Continuous Improvement Received Audit
<b>Dayton View Academy</b>	Did Not Meet AYP Academic Emergency Received Audit	Did Not Meet AYP Academic Watch Received Audit
<b>East End Community School</b>	Did Not Meet AYP Academic Emergency Received Audit	Did Not Meet AYP Continuous Improvement Received Audit
<b>Omega School of Excellence</b>	Did Not Meet AYP Academic Emergency Received Audit	Did Not Meet AYP Academic Emergency Did Not Receive Audit
<b>Phoenix Community Learning Center</b>	Did Not Meet AYP Academic Emergency Received Audit	Met AYP Effective Received Audit
<b>Springfield Academy of Excellence</b>	Did Not Meet AYP Academic Emergency Received Audit	Did Not Meet AYP Academic Emergency Received Audit
<b>Veritas/Cesar Chavez Academy</b>	began its first year as a Fordham-sponsored school	first year schools are not given AYP or state ratings
<b>W.E.B. Dubois Academy</b>	Did Not Meet AYP Excellent Did Not Receive Audit	Met AYP Effective Did Not Receive Audit

joined Fordham with varying levels of academic and fiscal health, as well as varying levels of compliance. See Table IV for more information.

The Fordham Foundation executes its compliance oversight responsibilities through a combination of regular site visits. Site visits focused on special education compliance; contractual commitments via the contracts for sponsorship between Fordham and each school; and each school's compliance with Fordham's online document housing database, Authorizer Oversight Information System (AOIS). The Fordham Foundation's compliance monitoring is also informed by the Ohio Department of Education, which conducts monthly reviews of academic and financial data reported to the state through regional data sites. Findings from these data reviews are shared with all sponsors, and those schools out of compliance with data reporting are alerted to this fact and asked by school sponsors to remedy the problem or problems.

### **Regular Site Visits**

Each Fordham-sponsored school has a compliance site visit conducted twice per academic year. The first visit takes place in the fall and the second one in the spring. During each site visit, compliance with state and federal law is evaluated. The school is normally given no more than thirty days to correct any areas in which they are found to be out of compliance. Where multiple problems are evident, additional visits may be scheduled and/or corrective action plans developed and implemented.

### **Special Needs Site Visits**

The special education site visit, like the compliance site visit, is conducted twice per year. The purpose of the special education site visit is to make sure the school is following Individuals with Disabilities Education Act (IDEA) guidelines as they pertain to students requiring special services. Processes and procedures are evaluated thoroughly as well as the schools' adopted operating standards for serving children with disabilities. This is done by reviewing special education files and talking with each school's Special Education Coordinator or

Intervention Specialist. Corrections are required to be made within ten days of the review. Where multiple problems are evident, additional visits may be scheduled and/or corrective action plans developed and implemented.

### **Authorizer Oversight Information System (AOIS)**

In partnership with Corporate Computer, Inc., and Central Michigan University, the Fordham Foundation has helped to create and implement an Authorizer Oversight Information System (AOIS) designed for Ohio-specific compliance monitoring. Fordham-sponsored schools use this web-based document management and tracking system to submit and store compliance documents on a regular basis. AOIS tracks the compliance status of each school and makes key documents associated with the school readily available. In addition to allowing frequent monitoring of compliance documents, AOIS helps schools prepare for site visits. Schools submit documentation year-round, allowing Fordham staff to review the submissions and identify any deficiencies in the documentation. As a result, school site visits can proceed at a faster pace as the bulk of the documentation has been reviewed before the visit. Fordham analyzes and summarizes financial reports from schools, as noted by statute, "at least once every two months" in a way that allows the monitoring and tracking of school spending.

### **The Thomas B. Fordham Foundation Accountability Requirements**

As noted above, each school's contract with Fordham contains a Charter School Academic Accountability Plan. A copy of the plan (Fordham Contract Exhibit IV) is contained in this report in the Appendices and is available online.<sup>6</sup>

### **Compliance Assessment Profiles**

The school profiles section of this report shows how each school fared in terms of compliance with state law and the contract for sponsorship with the Fordham Foundation. Compliance assessments

are based on each school's contract for sponsorship, documentation stored in AOIS, and information gleaned during all site visits conducted at each school.

## *Technical Assistance Strategies*

### **School-Specific Evaluations**

For the Fordham schools rated in Academic Emergency during the 2004-05 school year, Fordham hired nationally recognized consultant Joey Gustafson, of J.M. Consulting, Inc., to conduct a comprehensive assessment of each school's strengths and weaknesses. The schools volunteered for these reviews and collaborated with Gustafson and Fordham staff in this review process. Ms. Gustafson and her colleague, educator Gayle Parson, reviewed all relevant achievement documentation, board minutes, corrective action plans, and other documents shared by the schools. They then followed up with two day school visits to observe classes, assess student work, and meet with school leaders, board members, teachers, parents and students. The school reports, written for the schools' board members and school leadership, highlighted current successes and provided insight and suggestions for areas in need of improvement. The reports also provided ideas, options and methods for initiating school improvement efforts.

### **Data Training for School Leaders**

The Fordham Foundation provided two extensive training sessions conducted by the Colorado-based Center for Performance Assessment (CPA) on effectively using student achievement data to drive instruction. Using their own student data from state and nationally-normed assessments, participating schools were provided in November 2005 the tools to analyze student test data in order to efficiently target areas of specific student need. In February 2006, CPA trainers conducted individualized sessions at each participating school for the purpose of assessing staff needs and providing more refined, focused professional development on school- and student-specific data.

### **Governance Training on Characteristics of Highly Effective Governing Boards**

In April 2006, the Fordham Foundation provided governance training to 25 individuals who either serve as board members or school leaders in Fordham-sponsored schools. This training covered five critical areas: 1) characteristics of highly effective governing boards; 2) legal issues that commonly confront community schools; 3) characteristics of financially healthy schools; 4) special education issues; and 5) charter school accountability requirements under state law and the federal No Child Left Behind Act.

### **Direct Grants**

The Fordham Foundation also provided direct grant assistance to some of our schools during the 2005-06 school year. It must be noted that, as a grant making organization, the Thomas B. Fordham Foundation also provided grants to charter schools it does not sponsor, as well as to a number of other worthy nonprofit organization in Dayton and Ohio that work to improve education for needy children. Each school wishing to obtain a technical assistance grant from Fordham must write and submit a proposal to the Fordham Foundation. Grant requests are assessed by Fordham staff on the following criteria:

- Will the grant help the school improve its academic, financial and/or operational performance?
- Does the grant request target the most critical areas of need facing the school?
- Can the Fordham Foundation afford the requested amount?

In 2005-06, the Foundation provided grants for tutoring programs and assistance with management and operations to several of its schools.

Table V shows a summary of the Fordham Foundation's decision-making and investment strategies for its sponsored schools

Table V: Fordham Foundation Sponsorship Budget, FY05-06

	<b>Core Sponsorship</b>	<b>Recruitment and Start-up Costs</b>	<b>Technical Assistance Costs</b>	<b>Research &amp; Development</b>	<b>Total</b>
<b>Revenues</b>					
School Fees	\$244,840	\$0	\$0	\$0	\$244,840
Foundation Subsidy	95,276	111,632	215,757	48,007	470,672
<b>Total Revenues</b>	<b>\$340,116</b>	<b>\$111,632</b>	<b>\$215,757</b>	<b>\$48,007</b>	<b>\$715,512</b>
<b>Expenses</b>					
Staff	\$130,427	\$32,607	\$0	\$2,257	\$165,291
Consultants	\$33,699	\$23,670	\$135,000	\$45,750	\$238,119
Professional fees	\$91,125	\$22,781	\$74,073	\$0	\$187,979
Technology	\$19,783	\$27,589	\$0	\$0	\$47,372
Office & Administrative	\$34,867	\$4,985	\$6,684	\$0	\$46,536
Publishing	\$0	\$0	\$0	\$0	\$0
Insurance	\$30,215	\$0	\$0	\$0	\$30,215
<b>Total Expenses</b>	<b>\$340,116</b>	<b>\$111,632</b>	<b>\$215,757</b>	<b>\$48,007</b>	<b>\$715,512</b>

**Core sponsorship costs** are the basic, and recurrent, costs associated with running the current Fordham sponsorship operation.

**Recruitment and start-up costs** include developing sponsorship processes and procedures, recruiting schools, developing a charter school board training program, developing a template for the annual sponsorship report and developing processes and procedures for value-added assessment.

**Technical assistance costs** are associated with providing extensive technical assistance to help turn around schools that face operational and/or academic problems.

**Research and development costs** are related to efforts to evaluate Fordham sponsorship and to recruit high-performing school models to Ohio.

## *Sponsorship Decision-making Strategies*

Sponsorship decisions are made by the board of the Thomas B. Fordham Foundation. To keep up with the complexities and ever-changing landscape of sponsorship, and to provide regular oversight of Fordham's sponsorship activities, the board has created a board committee on sponsorship that meets monthly – and more often if necessary – via conference call to discuss pressing sponsorship issues. To help inform and guide Fordham's sponsorship activities the foundation also utilizes ad hoc advisory councils and outside experts. Staff also plays an important role in informing sponsorship activities and decision-making.

## *Financial Investment Strategies*

Since the Fordham Foundation is a nonprofit organization, it makes no profit from school sponsorship and expects to continue subsidizing its sponsorship activities for the foreseeable future. Going forward, it intends to charge charter schools only for the actual costs of providing quality sponsorship.

As Table II shows, the core costs of sponsorship made up 48 percent of the sponsorship budget in 2005-06. The rest of the budget went to meeting sponsorship start-up costs, supporting turnaround efforts in struggling schools, and supporting

research and development. All of these were vital expenditures in 2005-06, though some may not recur once the sponsorship operation reaches a steady state.

Fees paid by schools covered 72 percent of core sponsorship costs in 2005-06, but only 34 percent of the overall budget. The remaining 66 percent came from foundation subsidies (Fordham & Gates).

Fordham's sponsorship program is staffed by a full-time director of sponsorship, an assistant director of sponsorship, a part-time curriculum and testing expert, and a part-time office assistant. Fordham's Vice President for Ohio Programs and Policy, Terry Ryan, oversees the entire operation.

Table V is the foundation's sponsorship budget for FY05-06.

The next section offers a look at the demographics of the students and faculty at the nine Fordham-sponsored schools in 2005-06. It also examines how well students at the schools performed on state assessments and compares those results to student performance in home districts and to other charter schools. That section also measures how well the schools performed in non-academic areas, such as compliance. Responses from parents and faculty on a satisfaction survey are available and detail opinions about a range of issues ranging from classroom instruction to school facilities.

# Overview of Schools Sponsored by Fordham

## Demographics

This section contains information about the 2,759 students enrolled and the 182 teachers working in the nine Fordham-sponsored schools in 2005-06.

cantly more African American than the districts where they are located (91 percent vs. 63 percent). Students in other public schools in Ohio are much more likely to be White (73 percent of total public school population).

## Student Characteristics

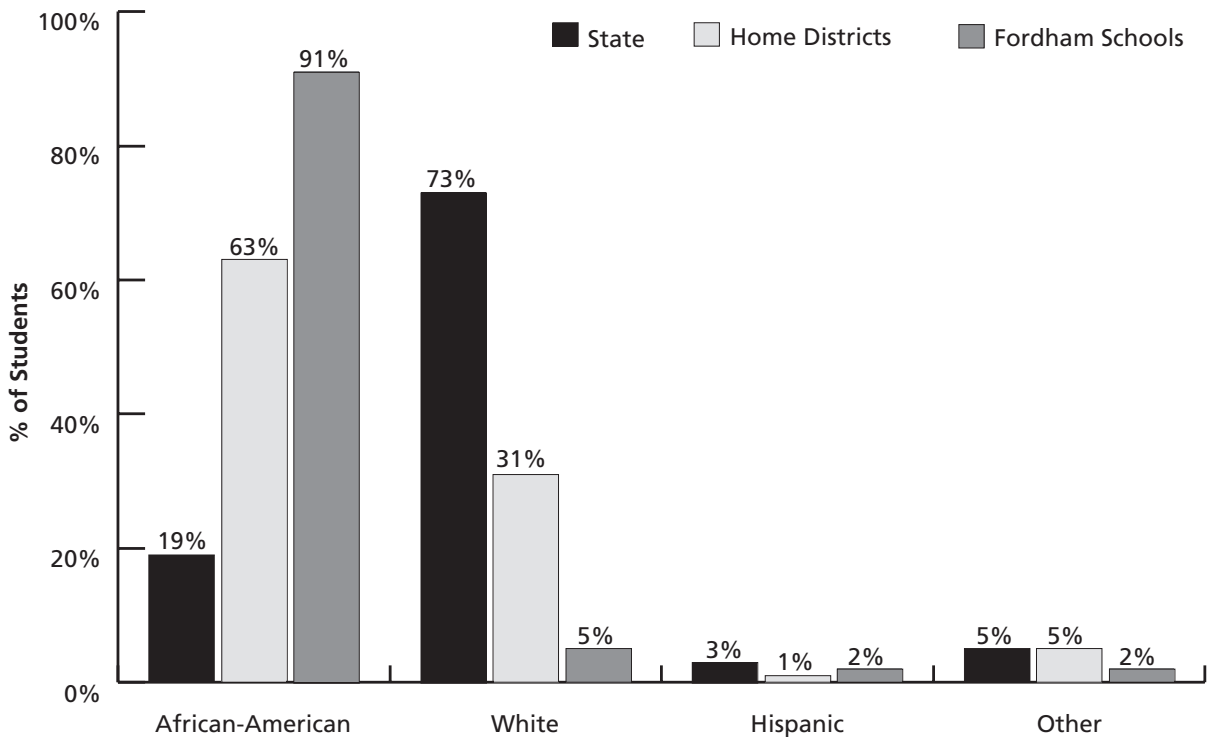
### Race/Ethnicity of Students

Fordham-sponsored schools are located in three cities: Cincinnati, Dayton, and Springfield. These schools serve a student population that is signifi-

### Economically-Disadvantaged Students

Students in Fordham-sponsored schools participate in greater numbers in the federal Free and Reduced Lunch program (which is based on a family's

Graph IV: Race/Ethnicity of Fordham-sponsored Schools, Home District, and Statewide, 2005-06



Note: Home districts scores are calculated based on a weighted average of the 3 districts where Fordham schools are located. For more details, see Appendix F.

Source: Ohio Department of Education's Community School Average Daily Membership database, as entered by schools, search run from June 1 to June 30, 2006 (includes all students enrolled for any portion of that time).

Source: Ohio Department of Education Website, 2005-06 school year data reported August 15th, 2006.

<http://www.ode.state.oh.us/>



income). Nearly 85 percent (84.5 percent) of students in Fordham-sponsored schools participate in this federal program versus 62.1 percent of students in the three urban districts where Fordham-sponsored charter schools are located. Statewide, just over a third (35.1 percent) of all public school students in Ohio received Free and Reduced Lunch in 2005-06.

**Students with Disabilities**

A higher percentage of public school students in districts where Fordham-sponsored schools are located are identified as disabled (18.6 percent) compared to students in all of the Fordham-sponsored schools (9.8 percent). The percentage of stu-

dents with disabilities ranges from 5.7 percent at Dayton View Academy to 15.5 percent at Phoenix Community Learning Center. Statewide, 14.3 percent of students are identified as disabled.

**Enrollment**

Fordham-sponsored charter schools serve mostly students in grades K-8. Three schools (Cincinnati Speech and Reading Center, Veritas/Cesar Chavez Academy, and W.E.B. Dubois Academy) serve a very small number of students in grades 9-12.

Table VII: Student Enrollment in Fordham-sponsored Schools, 2005-06

Table VI: Students Receiving Special Education Services in Fordham-Sponsored Schools

SCHOOL NAME	Number of Students Receiving Special Ed. Services	% of Students Receiving Special Ed. Services
Dayton Academy	92	11.6
Dayton View Academy	40	5.7
East End Community School	15	9.7
Omega School of Excellence	12	8.8
Phoenix	60	15.5
Springfield Academy of Excellence	35	12.7
WEB DuBois, CSRC, Veritas	42	10.2

Source: Special Education Report 2005/2006 School Year, submitted by: Althea Barnett, Deputy Director of Community School Sponsorship for the Thomas B. Fordham Foundation.

Enrollment	
K	286
1	349
2	366
3	316
4	313
5	288
6	269
7	289
8	260
9	10
10	11
11	2
12	0
Total	2,759

Source: Ohio Department of Education's Community School Average Daily Membership database, as entered by schools, search run from June 1 to June 30, 2006 (includes all students enrolled for any portion of that time).

*Faculty Characteristics*

In 2005-06, 182 teachers taught in Fordham-sponsored schools. Teachers are mostly female (79 percent) and slightly more likely to be white (52 percent).

Table VIII: Characteristics of Faculty in Fordham-sponsored Schools, 2005-06

Number of Teachers	182
Female	79%
Male	21%
White	52%
African American	47%

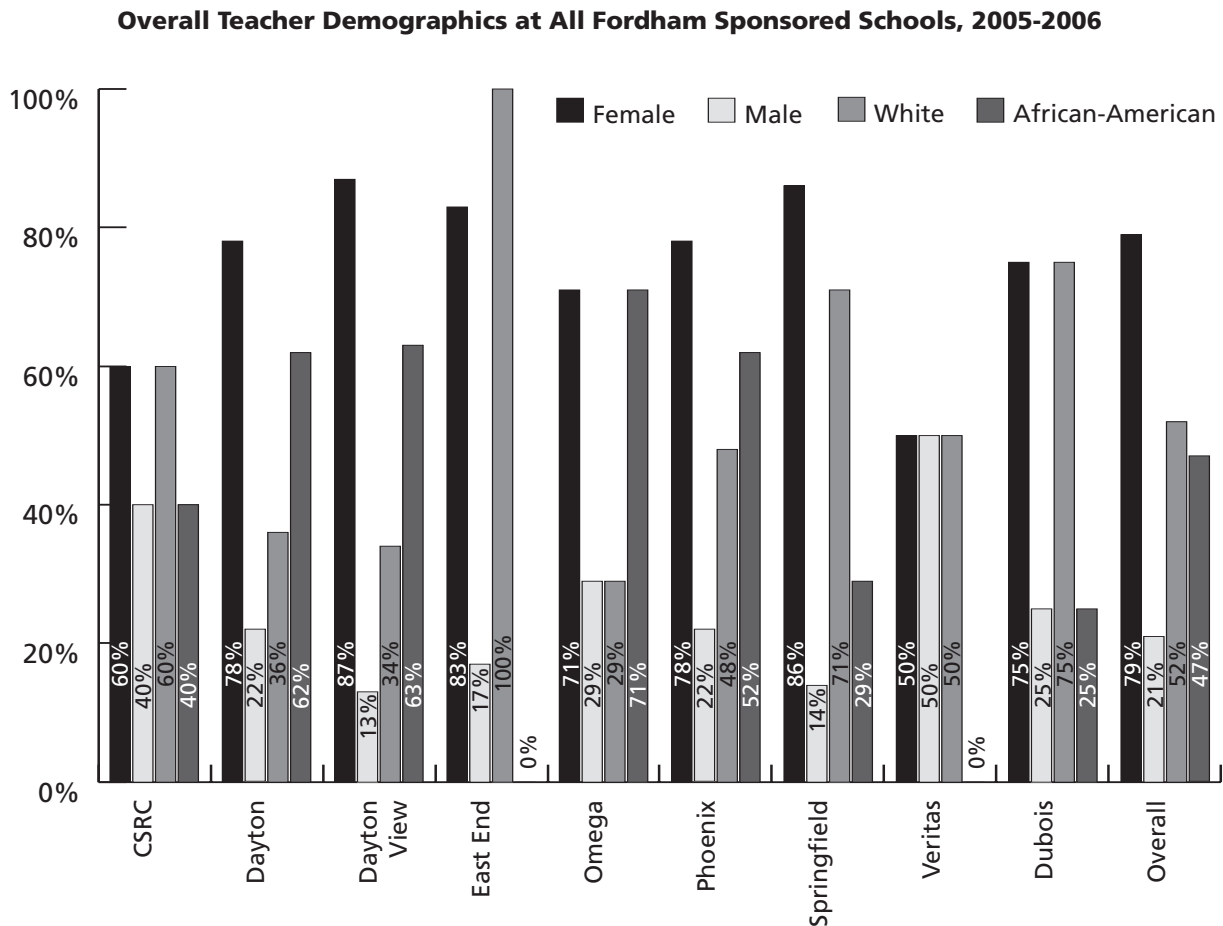
Source: Fordham Staff, electronic submission, from school self report.

Under federal law, all teachers must meet No Child Left Behind's "highly qualified teacher" provision by the end of the 2006-07 school year. In Ohio, a high-

ly qualified teacher in a community school is defined as one who has obtained full state teacher certification/licensure (this includes temporary, conditional or substitute certificate/licensure), holds a minimum of a bachelor's degree, and has passed the state licensing exam or demonstrated subject area competence in each of the academic subjects in which the teacher teaches.<sup>8</sup> It is permissible for uncertified teachers to teach up to teach 12 hours a week, but all other teachers must be certified.

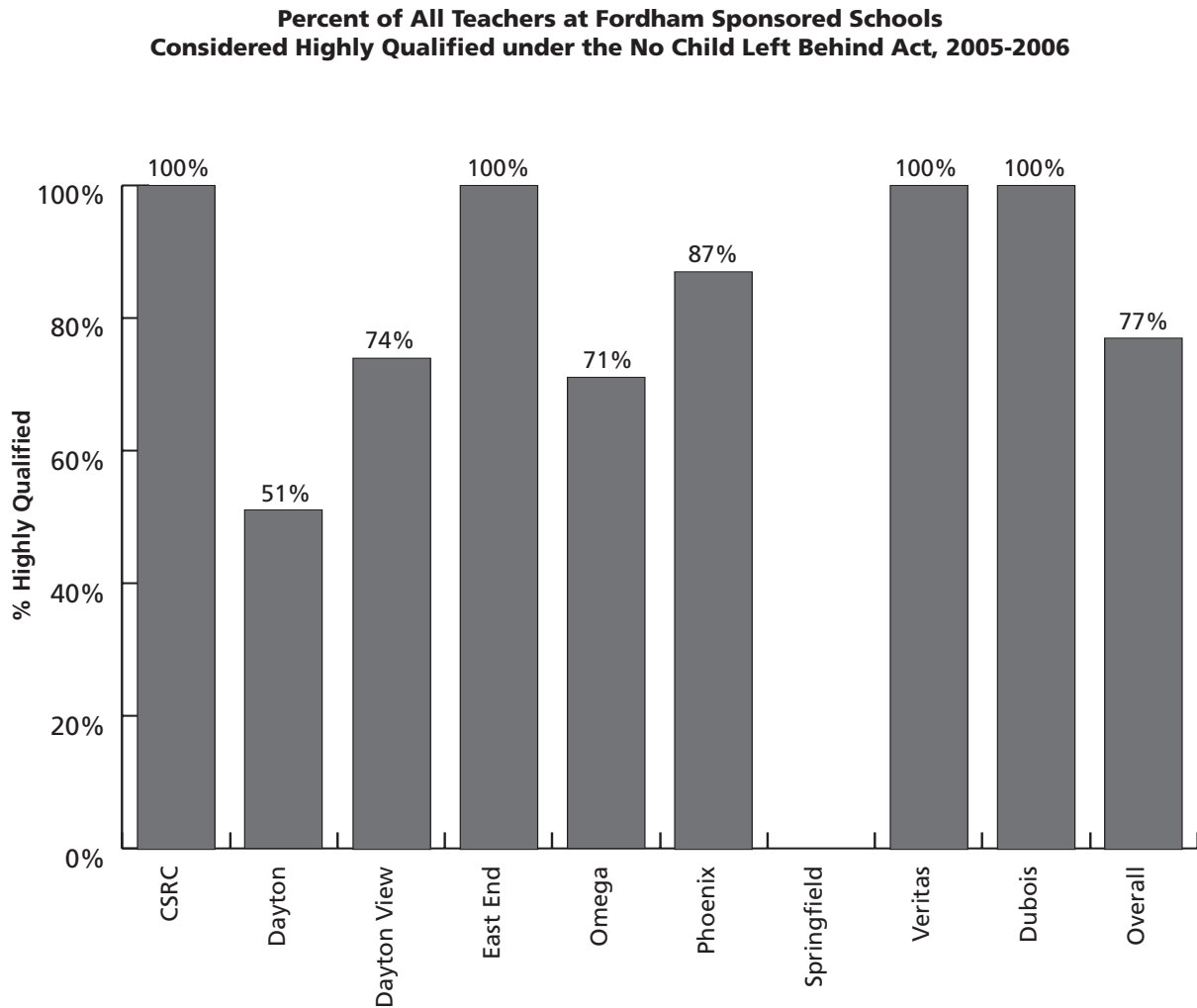
Four of Fordham's sponsored schools had 100 percent of their teachers meeting this provision. The other schools had between 51 percent to 87 percent of their teachers defined as "highly qualified" as applied in Ohio. See individual profiles for more information about each school.

Graph V: Teacher Race/Ethnicity by School, 2005-06



Source: School Self Reports.<sup>7</sup>

Graph VI : Highly-Qualified Teachers by School, 2005-06



Source: School Self Reports.<sup>9</sup>

## Academic Performance

### *Information about Assessments Used*

All Fordham-sponsored schools are held to the same academic achievement requirements as traditional district schools under state law and the federal No Child Left Behind Act. Each year, the state's accountability system assigns schools and school districts one of five academic ratings: Excellent, Effective, Continuous Improvement, Academic Watch, or Academic Emergency. These ratings are based on indicators including results of statewide achievement

tests in core subjects given to grades 3-8 in the autumn and spring, the Ohio Graduation Tests given in the spring, and graduation and attendance ratings. The state goal is that 75 percent of all students be proficient in each state assessment.

Using results from these indicators, the Fordham Foundation analyzed each school's performance in 2005-06. The aim of this was to answer a series of questions about how well each school performed according to the requirements and goals of the Fordham Academic Accountability Plan, which is central to every charter school contract the Fordham Foundation has with its sponsored schools. See Table IX.

Table IX: School Performance on Requirements and Goals of the Fordham Academic Accountability Plan

<b>Did School...</b>	<b>Cincinnati Speech and Reading Center**</b>	<b>Dayton Academy</b>	<b>Dayton View Academy</b>	<b>East End Community School</b>	<b>Omega School of Excellence</b>	<b>Phoenix Community Learning Center</b>	<b>Springfield Academy of Excellence</b>	<b>Veritas/Cesar Chavez Academy**</b>	<b>W.E.B. Dubois Academy</b>
<b>Requirement 1: Make Adequate Yearly Progress (AYP)?<sup>10</sup></b>		X	X	X	X	Δ	X		Δ
<b>Requirement 2: Make AYP in Reading Participation and Achievement?</b>		X	X	X	X	Δ	X		Δ
<b>Requirement 3: Make AYP in Mathematics Participation and Achievement?</b>		Δ	Δ	Δ	X	Δ	X		Δ
<b>Goal 1: Receive rating of at least Continuous Improvement?</b>		Δ	X	Δ	X	Δ	X		Δ
<b>Goal 2: Average at least 5% growth on READING portions of state tests?</b>		X	X	X	X	Δ	X		Δ
<b>Goal 3: Average at least 5% growth on MATH portions of state tests?</b>		X	Δ	Δ	X	Δ	X		X
<b>Goal 4: Average at least 3% growth on SCIENCE portions of state tests?</b>									
<b>Goal 5: Average at least 3% growth on WRITING portions of state tests?</b>		Δ	Δ	Δ		Δ	X		Δ
<b>Goal 6: Average at least 3% growth on all CITIZENSHIP portions of state tests?</b>									
<b>Goal 7: Outperform home district average on all five portions of state tests?</b>		Δ	Δ	Δ	X	Δ	X		Δ
<b>Goal 8: Outperform state community school average on all five portions of state tests?</b>		Δ	X	Δ	X	Δ	X		Δ

Δ indicates that the school met the requirement or goal.

X indicates that the school failed to meet the requirement or goal.

A gray cell indicates that the requirement or goal was not applicable to that school in 2005-06.

*\*\*In Ohio, a charter school has two years before it is required to be issued an annual report card by the state<sup>11</sup>. The 2005-06 school year was the first year of operation for both Cincinnati Speech and Reading Center and Veritas/Cesar Chavez Academy; consequently, these two schools will not receive a state report card until the 2007-2008 school year.*

Other notes: Goals 4 and 6 were not tracked this year because the state did not report test results in the appropriate subjects. Goals shaded in gray are not applicable to the particular school. For more details on the performance of a particular school, see the individual school report.

Table X: School Performance on Fordham Accountability Plan, 2005-06

INDICATORS	School Performance
<b>Requirement 1:</b> Adequate Yearly Progress (AYP)*?	29% (2/7)
<b>Requirement 2:</b> AYP in Reading Participation and Achievement?	29% (2/7)
<b>Requirement 3:</b> AYP in Mathematics Participation and Achievement?	71% (5/7)
<b>Goal 1:</b> Receive rating of at least Continuous Improvement?	57% (4/7)
<b>Goal 2:</b> Average at least 5% growth on READING portions of state tests?	29% (2/7)
<b>Goal 3:</b> Average at least 5% growth on MATH portions of state tests?	43% (3/7)
<b>Goal 4:</b> Average at least 3% growth on SCIENCE portions of state tests?	N/A*
<b>Goal 5:</b> Average at least 3% growth on WRITING portions of state tests?	83% (5/6)
<b>Goal 6:</b> Average at least 3% growth on all CITIZENSHIP portions of state tests?	N/A*
<b>Goal 7:</b> Outperform home district average on all five portions of state tests?	71% (5/7)
<b>Goal 8:</b> Outperform state community school average on all five portions of state tests?	57% (4/7)

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

The analysis that follows details how well Fordham-sponsored schools fared on state assessments in reading, math, and writing, as well as their AYP status.

### *Adequate Yearly Progress Status*

Adequate Yearly Progress (AYP) is part of the federal No Child Left Behind Act (NCLB). AYP status is determined by the number of students meet-

Table XI: Fordhams-sponsored Schools by AYP Rating

SCHOOL	AYP Rating 04-05		AYP Rating 05-06
Cincinnati Speech & Reading Center	N/A	→	N/A
Dayton Academy	Met	↓	Did Not Meet
Dayton View Academy	Did Not Meet	→	Did Not Meet
East End Community School	Did Not Meet	→	Did Not Meet
Omega School of Excellence	Did Not Meet	→	Did Not Meet
Phoenix	Did Not Meet	↑	Met
Springfield Academy of Excellence	Did Not Meet	→	Did Not Meet
Veritas/Cesar Chavez	N/A	→	N/A
W.E.B. DuBois	Met	→	Met

ing or exceeding state academic standards in reading and math – plus test participation and graduation rates. AYP allows school employees, policy-makers, and parents to know how certain groups of students (such as students from economically disadvantaged families or those with limited English proficiency) are doing in reading and math.

In 2005-06, 28.6 percent of Fordham-sponsored schools made AYP. In individual subject areas, the same percentage made AYP in reading and 71.4 percent made AYP in math.

Two schools, Phoenix Academy and W.E.B. DuBois made AYP in 2005-06. Five did not.

For the four schools (Dayton View Academy, East End Community School, Springfield Academy of Excellence, and the Omega School of Excellence) that did not make AYP two years in a row, Fordham is required by federal law to send a letter to the parents of children enrolled in these schools, making them aware of the situation and informing them that under NCLB they may

choose to enroll their child in another district or charter school that made AYP. These four schools will be required to submit plans to the foundation, explaining what specific steps will be taken to improve student learning. Fordham will work with these schools to help them identify and implement strategies for meeting their academic goals in the future.

### *Performance on Statewide Assessments*

During the 2005-06 school year, two out of five Fordham-sponsored schools climbed out of the Academic Emergency rating they had received in 2004-05. Two schools were rated Effective; two were designated in Continuous Improvement; one was in Academic Watch; and two remained in Academic Emergency. Two schools, Veritas/Cesar Chavez Academy and Cincinnati Speech and Reading Center, did not receive ratings because 2005-06 was their first year of operation.<sup>12</sup>

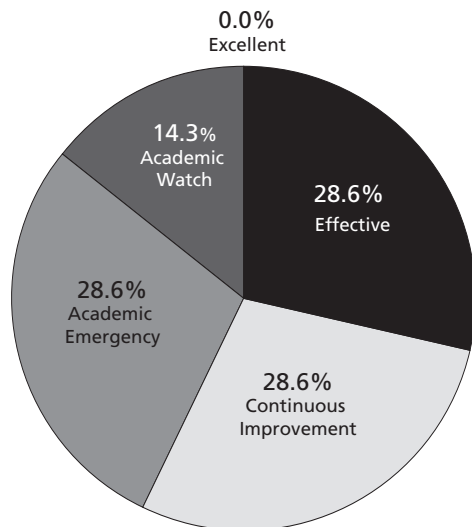
Table XII: Fordham-sponsored Schools by Academic Ratings<sup>13</sup>

School	Academic Rating 04-05		Academic Rating 05-06
Cincinnati Speech & Reading Center	N/A	→	N/A
Dayton Academy	Continuous Improvement	→	Continuous Improvement
Dayton View Academy	Academic Emergency	↑	Academic Watch
East End	Academic Emergency	↑	Continuous Improvement
Omega	Academic Emergency	→	Academic Emergency
Phoenix	Academic Emergency	↑	Effective
Springfield	Academic Emergency	→	Academic Emergency
Veritas/Cesar Chavez	N/A	→	N/A
W.E.B. DuBois	Excellent	↓	Effective

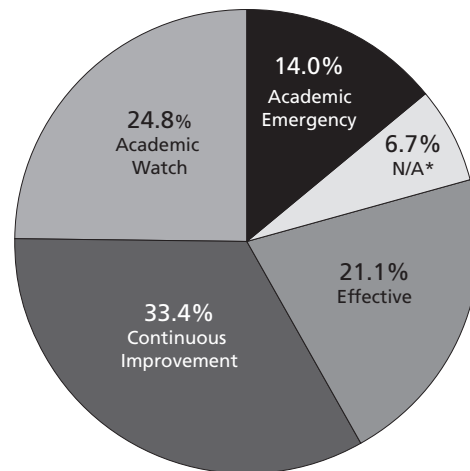
\*Ohio rates schools according to five categories. Ratings, from highest to lowest, are as follows: Excellent, Effective, Continuous Improvement, Academic Watch and Academic Emergency.

Graph VII: Performance of Fordham-sponsored Schools, 2005-06

**Percent of Fordham-sponsored Schools with Each Performance Designation**



**Percent of Fordham Students Attending Schools with Each Performance Designation**



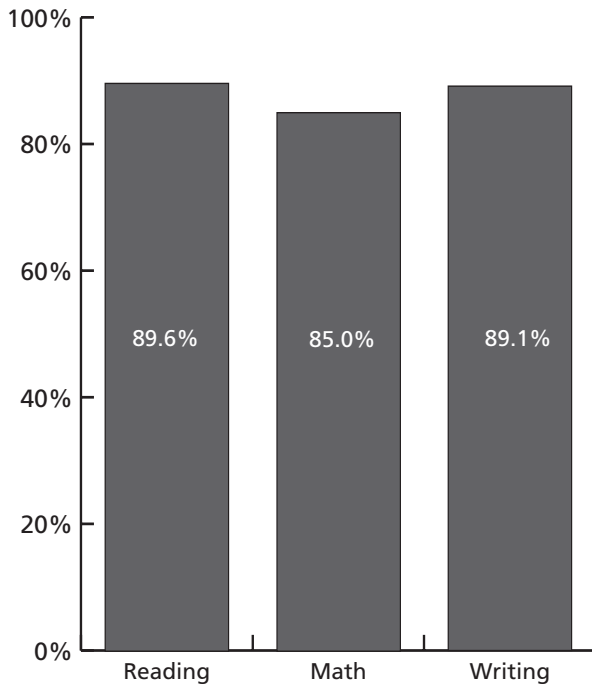
\*The section labeled N/A indicates the percent of Fordham students who were in the two Fordham schools that opened in 2005-06 and therefore did not have a performance rating.

Source: 2005-06 School Year Report Cards. Ohio Department of Education, published August 15th, 2006. <http://www.ode.state.oh.us/reportcard>.

## Performance by Subject

More than 85 percent of Fordham students attended charter schools that outperformed the district where the school is located in the percentage of students passing state tests in reading, math and writing. All district comparisons compare each individual school to the district where it is located and compare the overall performance of all the Fordham schools to a weighted average of the three districts where the schools are located (see Appendix F for a more detailed explanation of methodology).

Graph VIII: Percentage of Fordham Students in Schools Outperforming the Home District, 2005-06

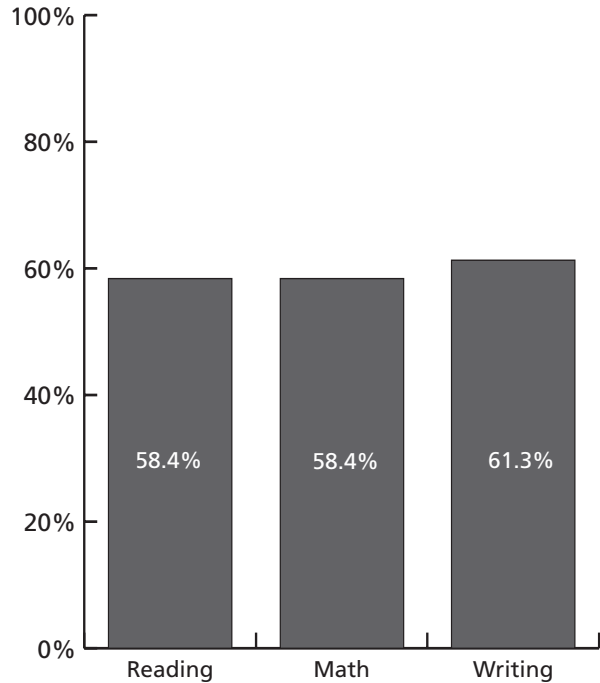


More than half of Fordham students attended schools that also outperform the average performance of charter schools in Ohio in the percentage of students passing state tests in reading, math and writing.

### Reading

In 2005-06, 64.6 percent of 3rd-8th grade students in Fordham-sponsored charter schools achieved or exceeded reading proficiency. As a group, students

Graph IX: Percentage of Fordham Students in Schools Outperforming the State Charter School Average, 2005-06



in Fordham-sponsored schools did better than students in their home districts and other charter schools in the state in all levels of reading.

Students at six out of seven Fordham-sponsored schools performed better in reading than students in their home districts. See Graph XI for a comparison of each Fordham-sponsored school to its home district.

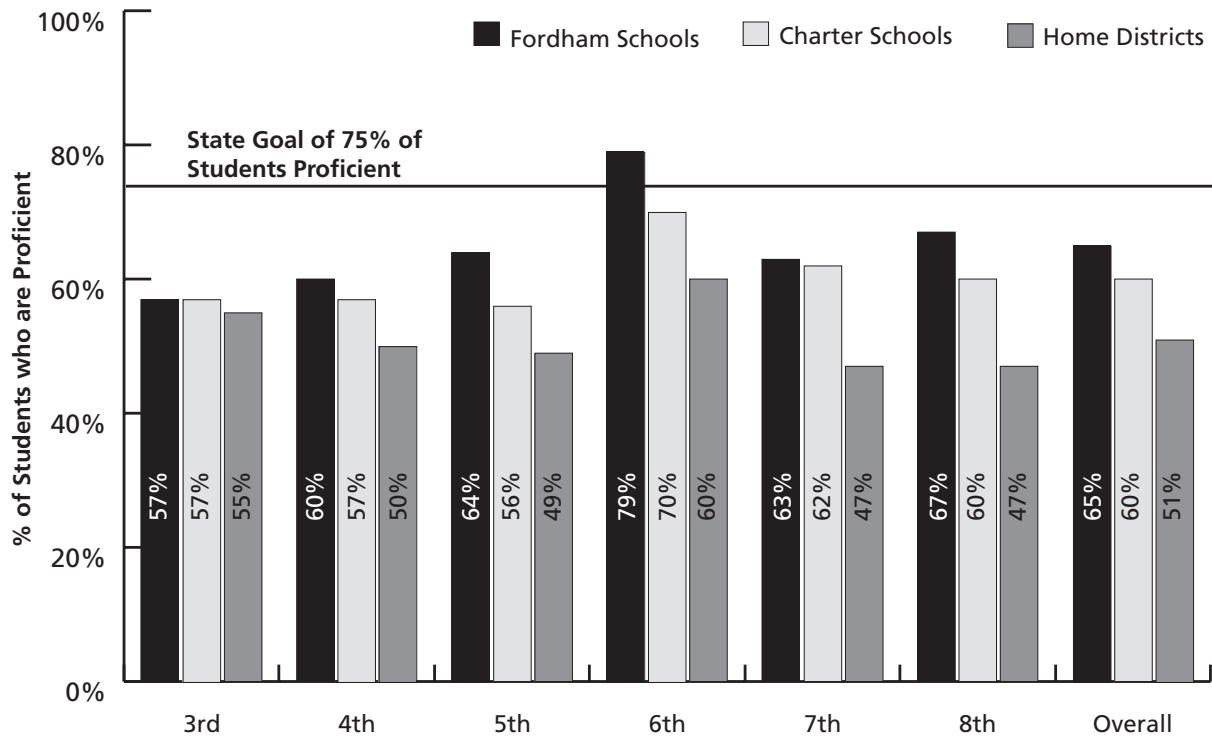
Students at four out of seven Fordham-sponsored schools performed better in reading than students in other charter schools in the state. See Graph XII for a comparison of each Fordham-sponsored school to other charter schools in the state.

### Math

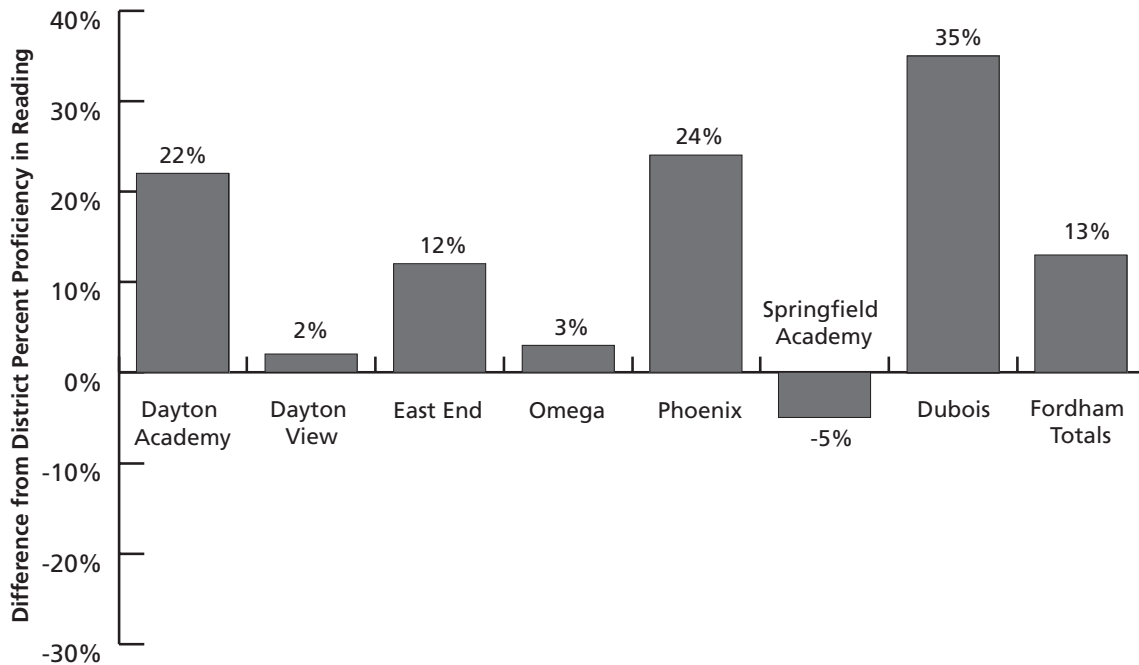
In 2005-06, 56.3 percent of 3rd-8th grade students in Fordham-sponsored charter schools achieved or exceeded math proficiency. As a group, students in Fordham-sponsored schools did better than students in their home districts and in other charter schools in the state in all levels of math except for 3rd grade.



Graph X: Percent of Students in Fordham-sponsored Schools, State Charter Schools and Home Districts of Fordham Students who are Proficient in Reading, 2005-06 \*

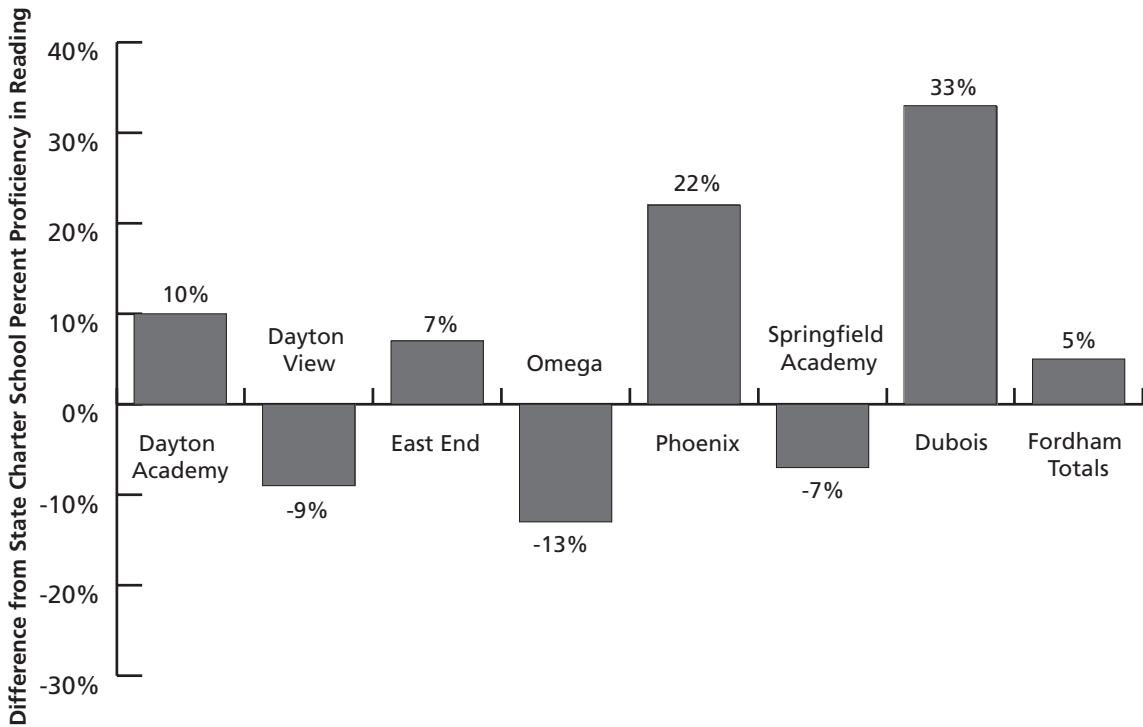


Graph XI: Comparison of Fordham-sponsored Schools Performance in Reading to Home District Average, 2005-06 \*

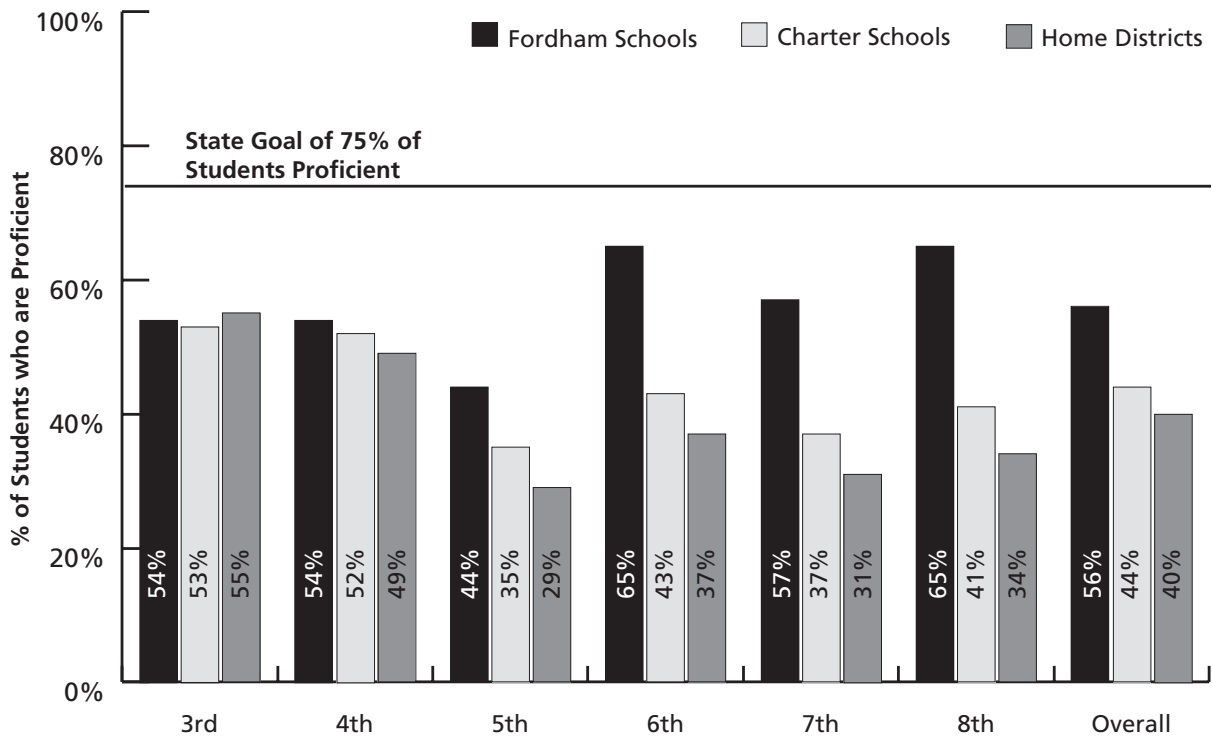


\*Source: 2005-06 School Year Report Cards. Ohio Department of Education, published August 15th, 2006. <http://www.ode.state.oh.us/reportcard>

Graph XII: Comparison of Fordham-sponsored Schools Performance in Reading to State Charter School Average, 2005-06\*

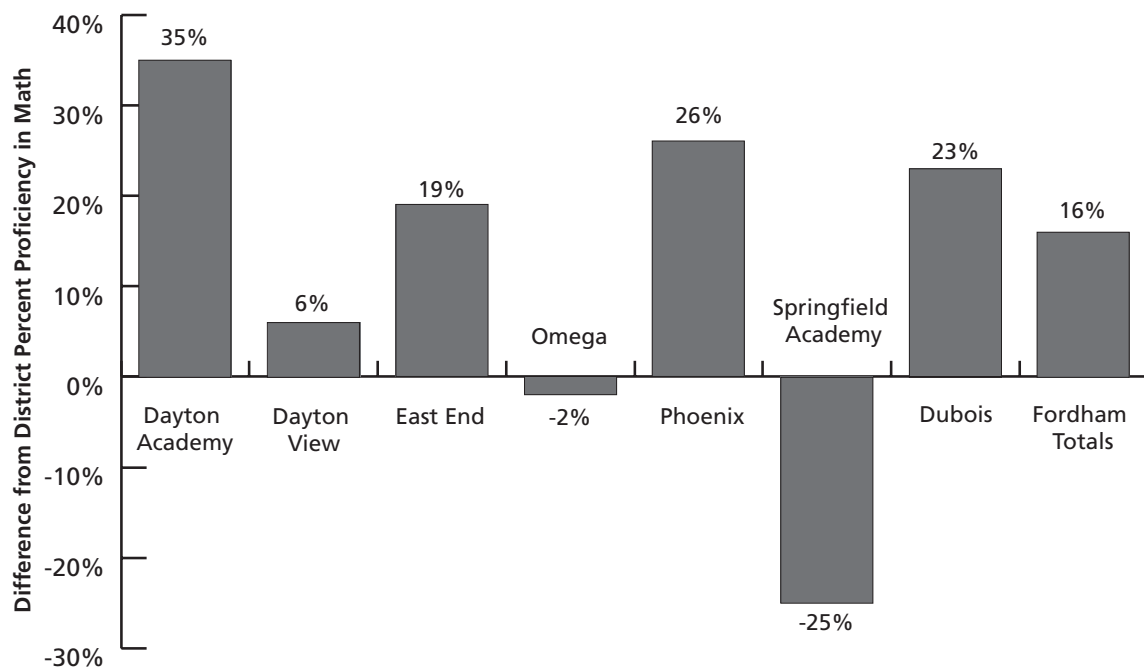


Graph XIII: : Percent of Students in Fordham-sponsored Schools, State Charter Schools and Home Districts of Fordham Students who are Proficient in Math, 2005-06\*

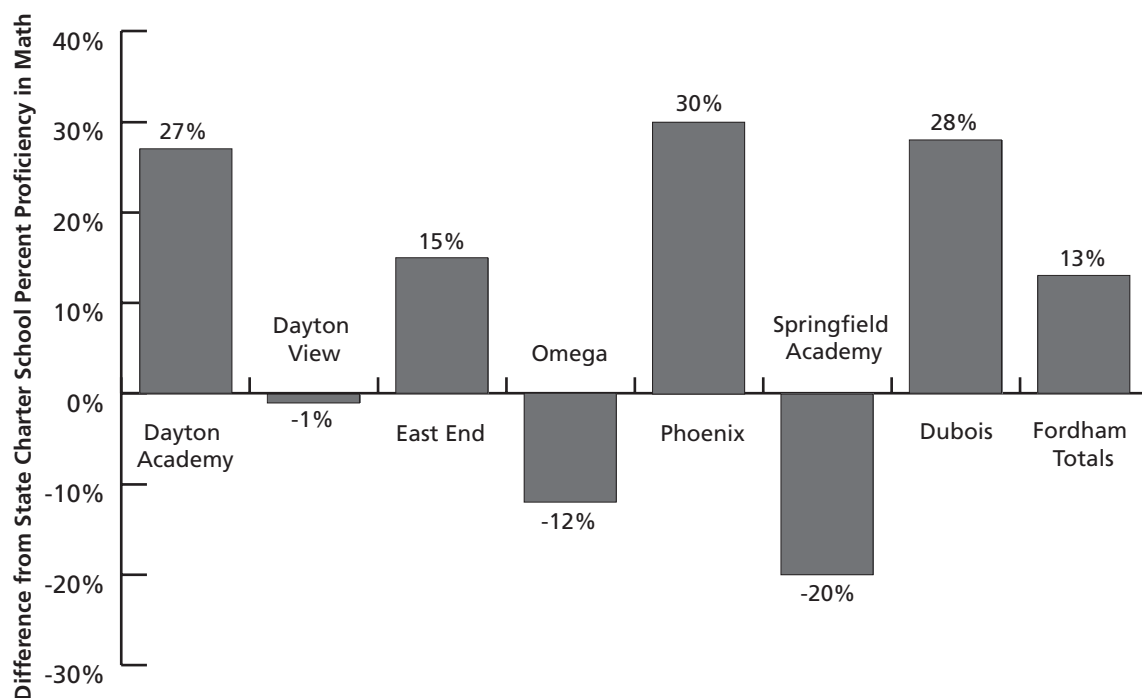


\*Source: 2005-06 School Year Report Cards. Ohio Department of Education, published August 15th, 2006. <http://www.ode.state.oh.us/reportcard>

Graph XIV: Comparison of Fordham-sponsored Schools Performance in Math to Home District Average, 2005-06\*\*



Graph XV: Comparison of Fordham-sponsored Schools Performance in Math to State Charter School Average, 2005-06\*\*\*



\*\*Source: 2005-06 School Year Report Cards. Ohio Department of Education, published August 15th, 2006.  
<http://www.ode.state.oh.us/reportcard>

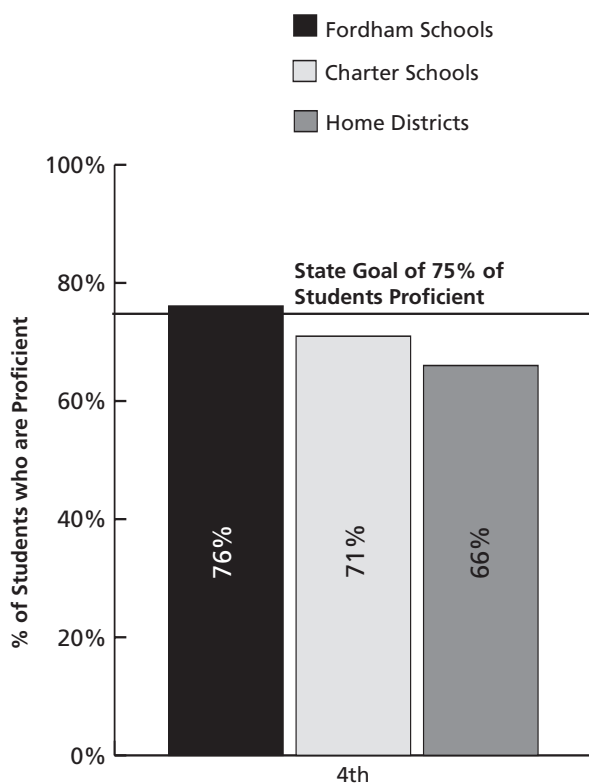
Students at five out of seven Fordham-sponsored schools performed better in math than students in their home districts. See Graph XIV (previous page) for a comparison of each Fordham-sponsored school to its home district.

Students at four out of seven Fordham-sponsored schools performed better in math than students in other charter schools in the state. See Graph XV (previous page) for a comparison of each Fordham-sponsored school to other charter schools in the state.

## Writing

In 2005-06, 76.3 percent of 4th grade students in Fordham-sponsored charter schools achieved or exceeded writing proficiency, meeting the state's goal. As a group, students in Fordham-sponsored schools did better than students in their home districts and other charter schools in the state.

Graph XVI: Percent of Students in Fordham-sponsored Schools, State Charter Schools and Home Districts of Fordham Students who are Proficient in Writing, 2005-06\*



Students at five out of six Fordham-sponsored schools performed better in writing than students in their home districts. See Graph XVII for a comparison of each Fordham-sponsored school to its home district.

Students at four out of six Fordham-sponsored schools performed better in writing than students in other charter schools in the state. See Graph XVIII for a comparison of each Fordham-sponsored school to other charter schools in the state.

## Norm-Referenced Tests

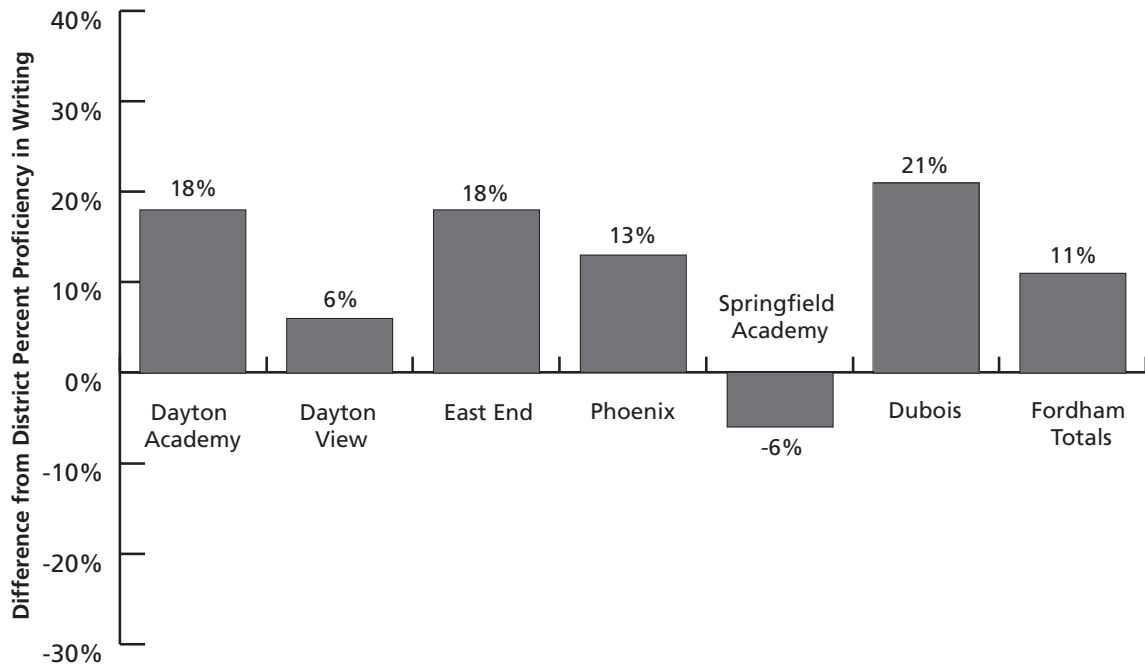
Several of the Fordham-sponsored schools utilized nationally norm-referenced tests<sup>14</sup> in 2005-06 (such as Terra Nova, Stanford-10, and NWEA). These tests can help the schools and Fordham gauge how much student learning has occurred over the course of the academic year. The data provide information on whether students gained ground, lost ground, or stayed even with their peers nationally. Fordham is working with all its sponsored schools to ensure that they participate in national norm-reference assessments and report the results in 2006-07. A real challenge for schools has been meeting the costs of these tests.

## Governance and Non-Academic Performance

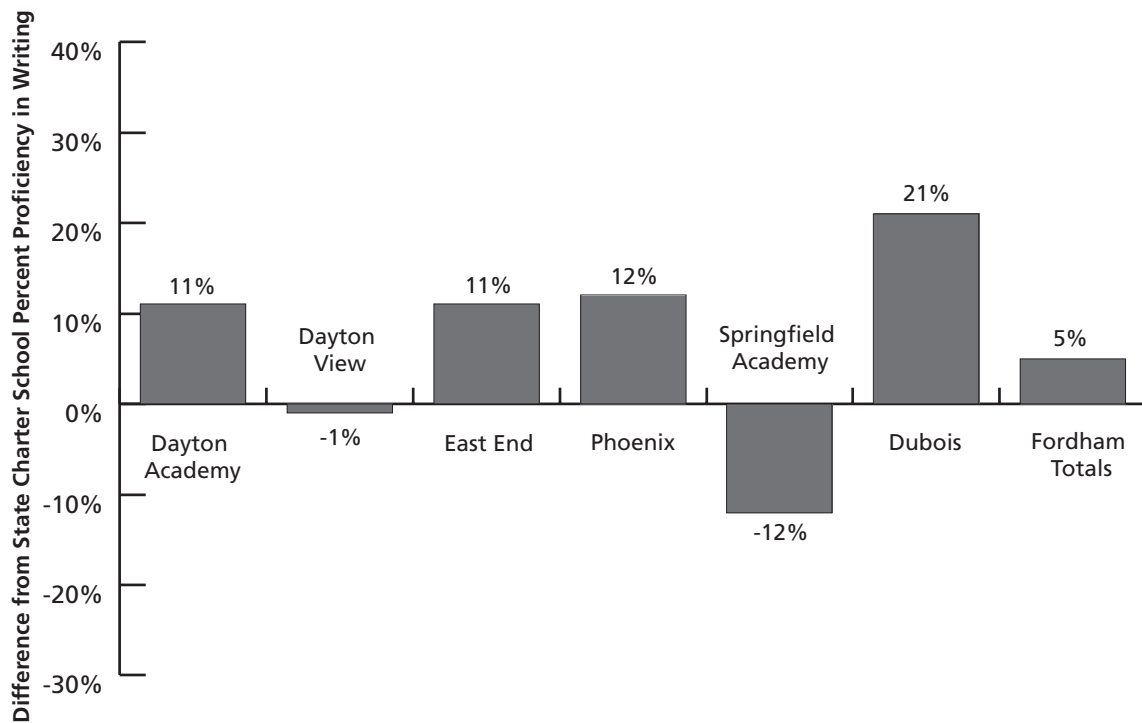
### Leadership

Each Fordham-sponsored school is governed by a charter school board composed of five to ten members with experience in business, nonprofits, or education. Some of the Fordham-sponsored schools share boards. For efficiency and continuity, the two Edison schools, Dayton View Academy and Dayton Academy share a seven-member board. W.E.B. Dubois Academy operates under a five-member board that it shares with Cincinnati Speech and Reading Center and Veritas/Cesar Chavez Academy.

Graph XVII: Comparison of Fordham-sponsored Schools Performance in Writing to Home District Average, 2005-06\*



Graph XVIII: Comparison of Fordham-sponsored Schools Performance in Writing to State Charter School Average, 2005-06\*



\*Source: 2005-06 School Year Report Cards. Ohio Department of Education, published August 15th, 2006. <http://www.ode.state.oh.us/reportcard>

There was significant turnover of school leaders at Fordham-sponsored schools in 2005-06. Five Fordham-sponsored schools lost a school leader during the 2005-06 school year. Each affected school has since hired a new school leader. With effective and stable leadership a key to school success, the Fordham Foundation hopes to see strong and stable leadership in place in 2005-06.

### *Audit Information*

All charter schools must meet financial accountability standards in their contracts and financial reporting. Each year, the office of the Ohio Auditor of State or their representative audits each charter school's financial statements. The audit examines

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

SCHOOL	Most Recent Audit
Cincinnati Speech and Reading Center	None Available
Dayton Academy	2004-05
Dayton View Academy	2004-05
East End Community School	2004-05
Omega School of Excellence	2003-04
Phoenix Community Learning Center	2004-05
Springfield Academy of Excellence	2004-05
Veritas/Cesar Chavez Academy	None Available
W.E.B. Dubois Academy	2002-03

the evidence supporting the amounts and disclosures in the financial statements and assesses the accounting principles used. The most recent audits available for Fordham-sponsored schools range from FY03<sup>15</sup> to FY05.<sup>16</sup>

### *Parent Satisfaction Results*

Families from five of the Fordham-sponsored charter schools participated in a satisfaction survey distributed by the organization in March 2006. A total of 748 parents responded, giving their opinions in several areas, including accountability, classroom instruction, facilities, and leadership.<sup>17</sup>

Most parents (73 percent) at Fordham-sponsored charter schools were satisfied with their child's charter school. Thirteen percent expressed some level of dissatisfaction.

The individual school profiles include each school's satisfaction results. A copy of the survey and detailed results are available in Appendix B.

Graph XIX: Overall Parent Satisfaction

**Total - 6 schools**

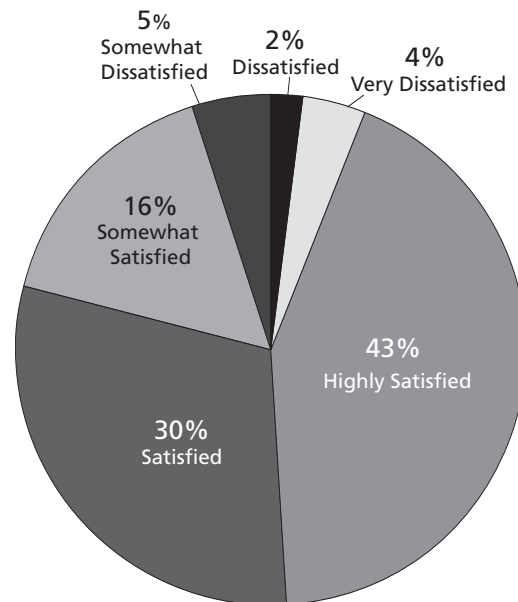


Table XIV: Summary of Parent Satisfaction Results

Indicator	% Parents Agreeing* with this Statement
School has high academic expectations	87%
Operates with openness	83%
High quality academic program	74%
Excellent education for all	76%
Provides excellent reading	77%
Provides excellent math	70%
Meets needs of all students	54%
Works at continuously improving	74%
Leaders are available and open	72%
School principal is effective	71%
School board is effective	60%
Schools holds teachers accountable	62%
School has high expectations of teachers	68%
First-rate teaching	66%
Teachers hold students to high expectations	75%
School communicates consistently	79%
Provides good student/teacher ratio	52%
Staff cares about students	55%
School is financially stable	30%
School has resources needed	39%

*Note:* Six schools participated in the parent survey and a total of 748 parents responded.

\* Other response options were “neither agree nor disagree,” “disagree strongly,” “disagree,” and “no opinion/don’t know.”

Table XV: Summary of Staff Satisfaction Results

Indicator	% Staff Agreeing* with this Statement
School has high academic expectations	90%
Operates with openness	71%
High quality academic program	83%
Excellent education for all	86%
Provides excellent reading	94%
Provides excellent math	83%
Meets needs of all students	59%
Works at continuously improving	85%
School principal is effective	73%
School board is effective	58%
Schools holds teachers accountable	94%
School has high expectations of teachers	90%
First-rate teaching	89%
Teachers hold students to high expectations	91%
School communicates consistently	81%
Provides good student/teacher ratio	69%
Staff cares about students	90%
School is financially stable	34%
School has resources needed	35%

*Note:* Five schools participated in the faculty survey and a total of 104 faculty responded.

\* Other response options were “neither agree nor disagree,” “disagree strongly,” “disagree,” and “no opinion/don’t know.”

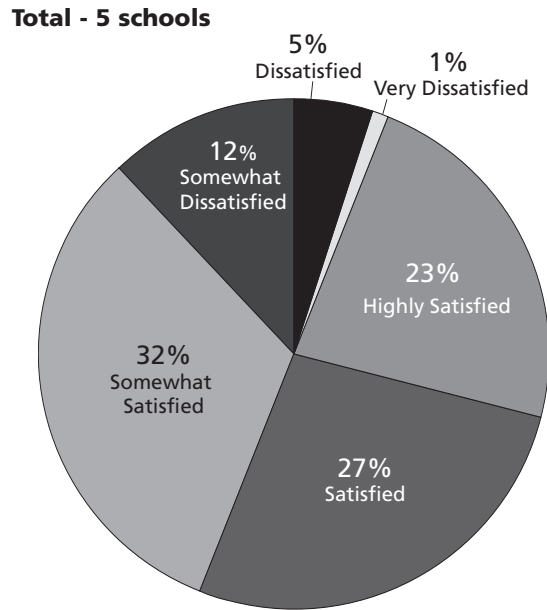
## Staff Satisfaction Results

Teachers, school leaders, and other staff from five of the Fordham-sponsored charter schools participated in a satisfaction survey distributed by the organization in March 2006. A total of 104 staff members responded, giving their opinions in several areas, including accountability, classroom instruction, facilities, and leadership.<sup>18</sup>

About half of staff members working at Fordham-sponsored charter schools were highly satisfied or satisfied overall with their charter school. Eighteen percent expressed some level of dissatisfaction.

The individual school profiles include each school's satisfaction results. A copy of the survey and detailed results are available in Appendix B.

Graph XX: Overall Staff Satisfaction





# Growth of the Fordham Sponsorship Program

Under the terms of its sponsorship agreement with the Ohio Department of Education, the Thomas B. Fordham Foundation can sponsor up to 30 charter schools located in the state of Ohio. The growth of the Fordham sponsorship program, however, has been severely hampered by Ohio's caps on charter schools. These caps were enacted by House Bill 66 (June 2005), which effectively limited the expansion of Ohio's charter school program until July 1, 2007.

The Thomas B. Fordham Foundation is committed to recruiting high-quality developers/operators to open schools in Ohio, particularly high schools,

and sponsor these schools. Toward that end, Fordham is having ongoing conversations with representatives from school operators in Ohio and beyond in the hope of helping quality organizations open new schools in Ohio in 2007 or 2008. The Fordham Foundation has received support from The Bill and Melinda Gates Foundation to expand the geographic reach of its sponsorship within Ohio, to develop the infrastructure and systems needed to support a quality statewide sponsorship operation, and to put the Fordham Foundation on the "cutting edge" of sponsorship best practices nationally.



**THOMAS B. FORDHAM FOUNDATION**  
**Sponsorship Accountability Report**  
2005 - 2006

**SCHOOL PROFILES**





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# Introduction

The profiles that follow in this section provide an overview of each Fordham-sponsored school and, per the Ohio Department of Education, an evaluation of each school in five categories: personnel (school leader, faculty and governing authority), academics, financial health, and governance. The Department requires that sponsors assign each category a rating of “compliant,” “partially compliant” or “non-compliant.”<sup>1</sup> “Compliant” means that the school met all requirements in the category. “Partially compliant” means the school met half or more of the requirements in the category. “Non-compliant” means the school met half or fewer of the requirements in the category. A compliance chart with these ratings is included in each school’s profile.

The Thomas B. Fordham Foundation also conducted a survey of the parents and staff at each Fordham-sponsored school in March 2006. Survey results for participating schools are included in each school’s profile.

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<sup>1</sup> Advisory Letter from Ohio Department of Education to Community Schools, 2005-2006 Annual Report Guidance, August 29, 2006, available at: <http://www.ode.state.oh.us/GD/Templates/Pages/ODE/ODEDetail.aspx?page=3&TopicRelationID=737&Content=15825>. 2





# CINCINNATI SPEECH AND READING CENTER (CSRC)

**Contact Name**

2005-2006 – Wilson H. Willard, III  
2006-2007 - Dianne Ebbs

**Address**

1812 Central Pkwy.  
Cincinnati, OH 45214

**Telephone**

513-651-9624

**Contact Email**

Debbs@cinci.rr.com

**Website**

<http://www.duboisacademy.org>

**Began Operating**

2005

**Governing Authority**

Board of Trustees, Cincinnati Speech and Reading Center, 2005-2006

- Edward Burdell, Vice Chair
- Kendal Coes
- Dianne Ebbs, Chair
- Winifred Johnson
- Betty Lee
- David McKenney

**MISSION**

The mission of Cincinnati Speech and Reading Center is to provide an education that surpasses state minimum standards and establishes a new paradigm for the education of special needs students. (The target population of Cincinnati Speech and Reading Center is children with speech and reading disabilities.)

**EDUCATIONAL PHILOSOPHY**

Cincinnati Speech and Reading Center seeks to create a national reputation for excellence in special education programming.

**EDUCATIONAL PROGRAM SUMMARY**

The curriculum of Cincinnati Speech and Reading Center matches the Ohio Department of Education curriculum standards with specific adjustments made to tailor the curriculum to the needs of the students enrolled. The curriculum is also based on specific goals and outcomes developed and used successfully at W.E.B. DuBois Academy in Cincinnati.

The school's educational program takes full advantage of extra instructional time and allows students to complete remedial and advanced coursework. The school offers intensive small-group instruction, and students receive daily speech services from a certified specialist.

**SCHOOL CALENDAR**

Students at Cincinnati Speech and Reading Center follow schedules designed to keep pace with their academic needs and behavioral issues. All students begin with a Monday through Friday schedule, starting school at 7 a.m. and leaving at 5 p.m. At this

pace, a child could complete the minimum requirement of 920 hours of instruction within five months.

If intervention is necessary for additional academics or behavioral issues, a student can attend school through 7 p.m. on weekdays and from 10 a.m. to 4 p.m. on weekends. The school offers a variety of scheduling options, depending on students' needs.

## DEMOGRAPHICS

### *Student Composition 2005-06*

<b>Grades Served</b>	<b>K-12</b>
<b>Enrollment</b>	<b>143</b>
<b>Student Demographics</b>	<b>% of Students</b>
African American	95
White	2
Hispanic	2
Other	2
Free and Reduced Lunch	40
Students with Disabilities	17
Special Education	10

## GOVERNANCE

### **Previous Sponsor**

None; school opened in the fall of 2005.

### **School Leader**

During the 2005-06 school year, Wilson H. Willard, III, served as the school leader. In 2006-

### *Compliance Reporting*

<b>Education and Academic Rating: N/A*</b>	
<b>Academic Performance Requirements<sup>2</sup></b>	<b>N/A</b>
<b>Goals for Academic Performance Using Common Indicators</b>	<b>N/A</b>

07, Diane Ebbs will become the new superintendent. Previously, Mrs. Ebbs has served as a principal and teacher at several other schools in the Cincinnati area. She has a bachelor's degree in elementary education and a master's degree in curriculum and instruction, as well as several certificates in specialized areas of teaching and administration.

## FACULTY

### **Number of Teachers**

During the 2005-2006 school year, Cincinnati Speech and Reading Center employed 10 licensed teachers, all of whom possess at least a bachelor's degree. The school is designed to operate with a ratio of no more than 25 students to one certificated teacher.

### **Highly-qualified Teachers**

In 2005-06, 100 percent of teachers were considered "highly qualified" as defined under the federal No Child Left Behind Act.

<b>Teacher Demographics</b>	<b>% of teachers</b>
Male	40
Female	60
African-American	40
White	60

### **Professional Development**

Cincinnati Speech and Reading Center was unable to provide information about professional development.

## COMPLIANCE REPORT

<b>Goals for Academic Performance Relative to Comparable Schools</b>	<b>N/A</b>
<b>Goals for Academic Performance of Students Enrolled Over Time</b>	<b>1/1</b>
School will participate in good faith with the SPONSOR to develop and implement a value-added assessment in reading and mathematics by the conclusion of the 2006-07 school year. <sup>3</sup>	Ongoing <sup>4</sup>
School will use the developed value-added assessment in reading and mathematics in each of the 2007-08, 2008-09 and 2009-10 school years.	N/A
<b>The Community School is Attaining Its Own Distinctive Education Goals</b>	<b>0/1</b>
Cincinnati Speech and Reading Intervention Center has not shared its own distinctive education goals.	No
<b>Financial Rating: Partially Compliant</b>	
Audit	N/A
<b>Fiscal Reports Required (2005-2006)</b>	<b>2/3</b>
IRS Form 990 (submitted annually)	No
Bi-monthly Financial Reports	Yes
Five Year Budget Forecast (submitted annually)	Yes
<b>Governance: Non-Compliant</b>	
<b>Annual Report (2005-2006)</b>	<b>0/3</b>
Mission Statement of the Community School	No
General school information and statistics, including grade levels served, student demographics and the name of teachers and subject areas taught	No
Educational performance results obtained pursuant to Sections 4(a) and 4(b) of Exhibit IV of the contract for sponsorship	N/A
Financial information, including: cashflow statements, income statements and balance sheet information	No
Independent state fiscal audit results	N/A

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

## **SUMMARY OF FORDHAM COMPLIANCE ASSESSMENT**

### **Education and Academic Rating**

Under Ohio law, new community schools do not receive the state-issued “Local Report Card” for the first two years of their operation.<sup>5</sup> The Local Report Card is issued to the public by the Ohio Department

of Education and illustrates how each school performed on state-required tests. The report card breaks down results and shows the percentage of students who passed the state tests at each grade level. The first year of operation for Cincinnati Speech and Reading Center was the 2005-2006 school year; therefore, the school will not receive an Education/Academic rating until the 2007-2008 school year.

## Financial Rating

Cincinnati Speech and Reading Center is rated partially compliant in the financial category. The school did not submit a 2005-2006 IRS Form 990 to the sponsor. The 2005-2006 audit is rated N/A as the audit is scheduled to take place during the 2006-2007 school year.

## Governance Rating

Cincinnati Speech and Reading Center is rated non-compliant in this category.

## SCHOOL PERFORMANCE RESULTS

### Assessments

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

### Results

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

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

INDICATORS <sup>6</sup>	School Performance	
	Participation	Achievement
<b>Requirement 1:</b> Made Adequate Yearly Progress (AYP)?	N/A	
<b>Requirement 2:</b> Made AYP in Reading?	N/A	N/A
<b>Requirement 3:</b> Made AYP in Mathematics?	N/A	N/A

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

*Note: Goals 2 through 5 are not applicable to this school because they measure growth from year to year, and 2005-06 was the first year that the school was in operation.*

These are based on achievement data reported publicly by the state on the school's state report card.

Under Ohio law, a community school must be open for two years before it receives a school report card.<sup>7</sup>

Because 2005-06 was the first school year that Cincinnati Speech and Reading Center was in operation, the Department of Education did not provide a school report card for it. Therefore, no official performance data was available.

## OTHER PERFORMANCE INDICATORS

### Attendance Rate

98 Percent

### The Performance Index Score

Because this year was Cincinnati Speech and Reading Center's first year of operation, it was not given an official Performance Index score.

## SATISFACTION SURVEY RESULTS

Cincinnati Speech and Reading Center parents and faculty did not participate in the Fordham Satisfaction Survey, which was distributed to all Fordham-sponsored schools in March 2005.

## SOURCES

### Mission, Educational Philosophy, Program, and Academic Calendar

*Cincinnati Speech and Reading Center's Application for Fordham Sponsorship*; print copy

### Student Enrollment and Demographic Information

Ohio Department of Education's Community School Average Daily Membership database, as entered by schools, search run from June 1 to June 30, 2006 (includes all students enrolled for any portion of that time).

*Special Education Report 2005/2006 School Year*, submitted by: Althea Barnett, Deputy Director of

Community School Sponsorship for the Thomas B. Fordham Foundation.

### Governance

Fordham Staff, electronic submission, from school self report.

### Teacher Information

Fordham Staff, electronic submission, from school self report.

### Compliance

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

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

### Performance Data

Ohio Department of Education website, 2005-06 school year data reported August 15, 2006. <http://www.ode.state.oh.us/>

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<sup>2</sup> All academic analysis is based on state issued "Local Report Card" data, available in this report and online at: <http://webapp2.ode.state.oh.us/reportcard/archives/Default.asp>.

<sup>3</sup> A "value-added assessment" is a test that schools can use at least twice each year to measure each student's growth. For example, a student is tested in the fall, and again in the spring. The results of the test show how much growth the student has made in a certain subject.

<sup>4</sup> Cincinnati Speech and Reading Center is examining the possibility of using NWEA testing as its value-added assessment.

<sup>5</sup> O.R.C. § 3314.012(E).

<sup>6</sup> Federal AYP requirements identify a series of standards that each school and district must reach. The school must meet all of these standards in order to make AYP (Requirement 1.) Two of the standards are targets for the percentage of students who must participate in (95%) and score proficient or above in reading (Requirement 2). Another two standards are targets for the percent of students who must participate in (95%) and score proficient or above in mathematics (Requirement 3).

<sup>7</sup> O.R.C. § 3314.012(E).

# DAYTON ACADEMY

**Contact Name**

Emory Wyckoff

**Address**

4401 Dayton Liberty Road  
Dayton, OH 45418-1903

**Telephone**

937-262-4080

**Contact Email**

emwyckoff@daytonedisonschools.com

**Website**

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

**Began Operating**

1999

**Governing Authority**

Board of Trustees, Dayton Academy

- Eric Cluxton
- Don Graber
- David Greer
- Allen Hill
- Mary Karr, Chair
- Valerie Lemmie
- Richard Penry, President
- Estus Smith

**Operator**

Edison Schools

**MISSION**

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

**EDUCATIONAL PHILOSOPHY**

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

**EDUCATIONAL PROGRAM SUMMARY**

The school is operated by Edison Schools, an education management organization, which employs a unique curricular and instructional design. Dayton Academy's curricular offerings include instruction in Spanish, art, and music for all students including the primary grades. Students in all grades use technology as an integrated part of their daily instruction.

Like all Edison Schools, Dayton Academy consists of academies – “schools-within-a-school.” The academies are organized into multi-grade houses of 100-180 students each. Students in each house are taught by a team of four to six teachers who stay with the same house of students for the duration of their academy experience. This structure is designed to ensure that adults know students well and guide them closely.

Edison Schools focuses on ten fundamentals. These fundamentals include an extended school calendar and an assortment of assessments to provide accountability (including benchmark assessments, a structured portfolio and a quarterly learning contract).

Student academic standards guide each field of Edison's curriculum by specifying what students must know and be able to do in order to satisfy the expectations of each academy. Success is measured by how well students perform in the aggregate on state and national tests. The school also measures success by how much of a gap exists between the sub-populations of the school.

## SCHOOL CALENDAR

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

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

## DEMOGRAPHICS

### *Student Composition 2005-06*

<b>Grades Served</b>	<b>K-8</b>
<b>Enrollment</b>	<b>782</b>
<b>Student Demographics</b>	<b>% of Students</b>
African American	100
White	<1
Hispanic	<1
Free and Reduced Lunch	94
Students with Disabilities	12
Special Education	1

## GOVERNANCE

### Previous Sponsor

Ohio Department of Education

### School Leader

During the 2005-06 school year, Emory Wyckoff served as the school principal for Dayton Academy. He previously held several other administrative positions including Achievement Coordinator and Student Support Manager. He has a bachelor's degree in secondary education and two master's degrees in teaching and education administration. He will continue to serve as principal during the 2006-07 school year.

## FACULTY

### Number of Teachers

The school employs 45 licensed teachers, all of whom possess at least a bachelor's degree. The school is designed to operate with a ratio of no more than 20 students to one certificated teacher.

Teacher Demographics	% of teachers
Male	22
Female	78
African-American	62
White	36

### Highly-qualified Teachers

In 2005-06, 51 percent of teachers were considered "highly qualified" according to the federal No Child Left Behind Act.

### Professional Development

Teachers receive professional development every day throughout the year. The entire instructional staff is trained in all core programs. The school uses formal staff supervision and evaluation processes to support implementation of the instructional program, and curriculum coordinators and lead teach-

ers conduct classroom observations each quarter. Special education teachers also participate in local staff development from the Special Education Regional Resource Center.

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

## COMPLIANCE REPORT

### SUMMARY OF COMPLIANCE ASSESSMENT

#### Education and Academic Rating

Dayton Academy is rated partially compliant in this category. Dayton Academy made Adequate Yearly Progress (AYP) in math achievement but failed to make AYP in reading achievement.

#### Financial Rating

Dayton Academy is rated compliant in this category. The Dayton Academy's most recently

#### *Compliance Reporting*

<b>Education and Academic Rating: Partially Compliant*</b>	
<b>Academic Performance Requirements</b>	<b>3/5</b>
<b>Goals for Academic Performance Using Common Indicators</b>	<b>4/4</b>
<b>Goals for Academic Performance Relative to Comparable Schools</b>	<b>2/2</b>
<b>Goals for Academic Performance of Students Enrolled Over Time</b>	<b>1/1</b>
School will participate in good faith with the SPONSOR to develop and implement a value-added assessment in reading and mathematics by the conclusion of the 2006-07 school year. <sup>8</sup>	Yes <sup>9</sup>
School will use the developed value-added assessment in reading and mathematics in each of the 2007-08, 2008-09 and 2009-10 school years.	N/A
<b>The Community School is Attaining Its Own Distinctive Education Goals</b>	<b>0/1</b>
Dayton Academy has not shared its own distinctive education goals.	No
<b>Financial Rating: Compliant</b>	
Audit	In Progress
<b>Fiscal Reports Required (2005-2006)</b>	<b>3/3</b>
IRS Form 990 (submitted annually)	Yes
Bi-monthly Financial Reports	Yes
Five Year Budget Forecast (submitted annually)	Yes
<b>Governance Rating: Compliant</b>	
<b>Annual Report (2005-2006)</b>	<b>4/4</b>



Mission Statement of the Community School	Yes
General school information and statistics, including grade levels served, student demographics and the name of teachers and subject areas taught	Yes
Educational performance results obtained pursuant to Sections 4(a) and 4(b) of Exhibit IV of the contract for sponsorship	Yes
Financial information, including: cashflow statements, income statements and balance sheet information	Yes
Independent state fiscal audit results	In Progress

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

released audit is 2004-2005. The 2005-2006 audit is in progress.

### Governance Rating

Dayton Academy is rated compliant in this category. The school met the state-required obligations.

## SCHOOL PERFORMANCE RESULTS

### Assessments

Dayton Academy participates in all state-required tests. For internal diagnostic assessments, the school employs a number of tests including the Woodcock-Johnson and the Scholastic Reading Inventory (SRI). The school also uses Edison's proprietary online benchmark testing system, which is administered monthly in reading, math, and language arts to all students in grades 2-8, and quarterly in science and social studies to all students in grades 5-8.

### Results

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

Dayton Academy did not make AYP because the school as a whole and all subgroups that were measured (African American, Economically Disadvantaged, and Students with Disabilities) missed the target for reading proficiency.

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

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

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

**Goal 1:** Received rating of at least Continuous Improvement?

Yes. Dayton Academy received a rating of Continuous Improvement in 2004-05 and Continuous Improvement in 2005-06.

Ohio has five school performance designations for public schools. The school designation is based on several measures (state indicators, the Performance Index, AYP, and growth calculation) and is indicated on the chart in black

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

*Note: Goals 4 and 6 were not included in this year's performance data because the state of Ohio did not test students in Science or Citizenship in 2005-06.*

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

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

No. The percentage of Dayton Academy students meeting reading standards rose by 8 percent between 2004-05 and 2005-06, but a lower percentage of 3rd grade students met reading standards than in the previous year.

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

No. The percentage of Dayton Academy students meeting math standards rose by 24 percent between

### *School Performance on Reading, Math and Writing*

	% of Students Meeting READING Standards			% of Students Meeting MATH Standards			% of Students Meeting WRITING Standards		
	04-05	05-06	Percent Change	04-05	05-06	Percent Change	04-05	05-06	Percent Change
<b>3rd Grade</b>	68	55	-19	63	64	3	N/A	N/A	N/A
<b>4th Grade</b>	59	65	10	55	62	14	4	82	1617
<b>5th Grade</b>	75	77	3	N/A	70	N/A	N/A	N/A	N/A
<b>6th Grade</b>	58	84	46	55	83	51	N/A	N/A	N/A
<b>7th Grade</b>	N/A	73	N/A	61	60	-2	N/A	N/A	N/A
<b>8th Grade</b>	69	71	3	52	85	63	N/A	N/A	N/A
<b>Overall</b>	<b>66</b>	<b>71</b>	<b>8</b>	<b>57</b>	<b>71</b>	<b>24</b>	<b>4</b>	<b>82</b>	<b>1617</b>

*Percent Meeting State Standards Compared to Home District and State Community School Average, 2005-06*

	Dayton Academy	Dayton District	Difference	State Community School Average	Difference
<b>Reading</b>	71	49	22	60	10
<b>Math</b>	71	36	35	43	27
<b>Writing</b>	82	65	18	71	11

2004-05 and 2005-06, but a lower percentage of 7th grade students met math standards than the previous year and 3rd grade had less than 5 percent growth.

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

Yes. In 2005-06, Dayton Academy averaged more than 1000 percent growth on the writing portions of the state tests.

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

Yes. In 2005-06, across three subject areas, Dayton Academy's percentage proficient was an average of 25 points higher than Dayton Public Schools' percentage proficient.

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

Yes. In 2005-06, across three subject areas, Dayton Academy's percentage proficient was an average of 16 points higher than the statewide charter schools' average percentage proficient.

In future years, Dayton Academy and other Fordham-sponsored schools will also be assessed based on how much progress individual students make in reading and mathematics. These results will be an important part of the annual accountability report and will demonstrate whether the schools are making substantial and adequate gains over time.

Beginning in 2006-07, Fordham will also begin to assess the extent to which its sponsored schools are attaining their own distinctive education goals.

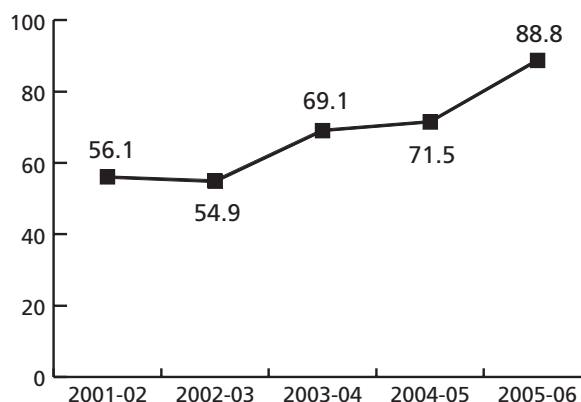
**OTHER PERFORMANCE INDICATORS**

**Attendance Rate**

93 Percent

**The Performance Index Score**

The Performance Index (PI) score at Dayton Academy was 88.8, an increase of 17.3 from the pre-



vious year. The PI provides an overall indication of how well students perform on all tested subjects in grades 3, 4, 5, 7 and 8 each year. The PI score is calculated by multiplying the percentage of students that are untested, below basic/limited, basic, proficient, accelerated or advanced by weights ranging from 0 for untested to 1.2 for advanced students. The totals are then summed to obtain the school or district's PI score. PI scores range from 0 to 120, with 100 being the statewide goal for all students.

## SATISFACTION SURVEY RESULTS

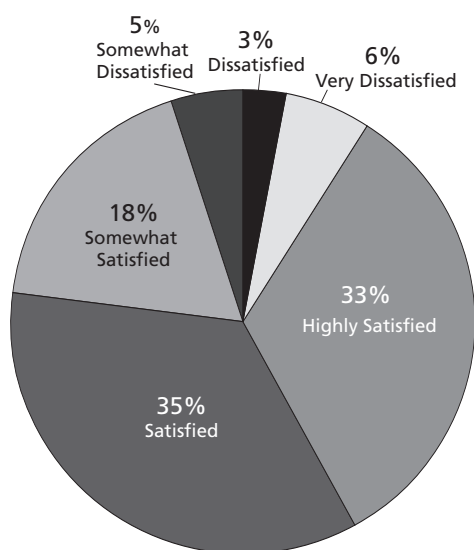
In March 2005, Dayton Academy parents and faculty participated in the Fordham Satisfaction Survey. The survey asked participants questions about satisfaction related to several areas, including mission, goals, educational program, leadership, teachers, parent engagement, school culture, finances, and school facilities.

Forty-two teachers, six school leaders, and nineteen other faculty members completed the survey, as did 454 parents.

Responses to questions regarding overall satisfaction and qualities that are most important to parents are included in the section below. For other survey responses refer to the Parent and Faculty Survey Appendix.

### Overall Satisfaction

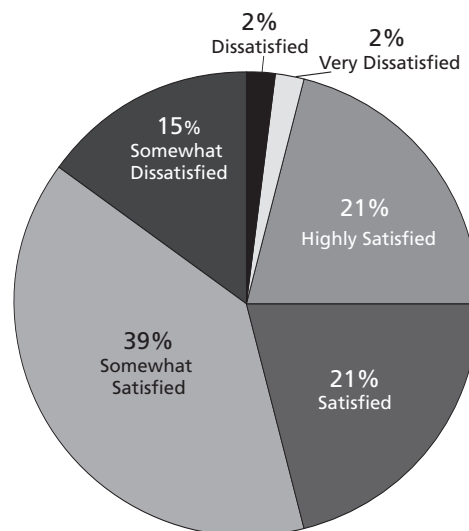
#### Parents



### Top Five Qualities that Responding Parents at Dayton Academy say are Important to Them

1. Our school provides excellent reading instruction.
2. Our school operates with openness and always welcomes my questions.

#### Faculty



3. Our school provides an excellent education to all students.
4. Our school provides excellent writing instruction.
5. Teachers hold students to high expectations.

## SOURCES

### Mission, Educational Philosophy, Program, and Academic Calendar

Dayton Academy's Application for Fordham Sponsorship; print copy

Ohio State Department of Education Annual Report 2005; available online: <http://www.edexcellence.net/sponsorship/schooldocs/EdisonDay05.pdf>

### Student Enrollment and Demographic Information

*The Dayton Academy: 2005-2006 School Year Report Card.* Ohio Department of Education, published August 15, 2006. <http://www.ode.state.oh.us/reportcardfiles/2005-2006/BUILD/133959.pdf>

Ohio Department of Education's Community School Average Daily Membership database, as entered by schools, search run from June 1 to June 30, 2006 (includes all students enrolled for any portion of that time).

*Special Education Report 2005/2006 School Year*, submitted by: Althea Barnett, Deputy Director of Community School Sponsorship for the Thomas B. Fordham Foundation.

## **Governance**

Fordham Staff, electronic submission, from school self report.

## **Teacher Information**

Fordham Staff, electronic submission, from school self report.

## **Compliance**

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

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

## **Performance Data**

*The Dayton Academy: 2005-2006 School Year Report Card*. Ohio Department of Education, published August 15, 2006. <http://www.ode.state.oh.us/reportcardfiles/2005-2006/BUILD/133959.pdf>

*The Dayton Academy: 2004-2005 School Year Report Card*. Ohio Department of Education. <http://www.ode.state.oh.us/reportcardfiles/2004-2005/BUILD/133959.PDF>

## **Parent and Faculty Evaluation**

Thomas B. Fordham Foundation Parent and Faculty Satisfaction Survey, administered March 2006.

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<sup>8</sup> A “value-added assessment” is a test that schools can use at least twice each year to measure each student’s growth. For example, a student is tested in the fall and again in the spring. The results of the test show how much growth the student has made in a certain subject.

<sup>9</sup> Dayton Academy uses Terra Nova testing as its value-added assessment.

<sup>10</sup> Federal AYP requirements identify a series of standards that each school and district must reach. The school must meet all of these standards in order to make AYP (Requirement 1.) Two of the standards are targets for the percentage of students who must participate in (95%) and score proficient or above in (70.5%) reading (Requirement 2). Another two standards are targets for the percent of students who must participate in (95%) and score proficient or above in (51.7%) mathematics (Requirement 3).

# DAYTON VIEW ACADEMY

**Contact Name**

Amy Doerman

**Address**

1416 W Riverview Ave  
Dayton, OH 45407-2217

**Telephone**

937-567-9426

**Contact Email**

adoerman@daytonview.edisonschools.com

**Website**

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

**Began Operating**

2000

**Governing Authority**

Board of Trustees, Dayton View Academy

- Eric Cluxton
- Don Graber
- David Geer
- Allen Hill
- Mary Karr, Chair
- Valerie Lemmie
- Richard Penry, President
- Estus Smith

**Operator**

Edison Schools

**MISSION**

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

**EDUCATIONAL PHILOSOPHY**

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

**EDUCATIONAL PROGRAM SUMMARY**

The school is operated by Edison Schools, an education management organization, which employs a unique curricular and instructional design. Dayton View Academy's curricular offering includes instruction in Spanish, art, and music for all students including the primary grades. Students in all grades use technology as an integrated part of their daily instruction.

Like all Edison Schools, Dayton View Academy consists of academies – "schools-within-a-school." The academies are organized into multi-grade houses of 100-180 students each. Students in each house are taught by a team of four to six teachers who stay with the same house of students for the duration of their academy experience. This structure is designed to ensure that adults know students well and guide them closely.

Edison Schools focuses on ten fundamentals. These fundamentals include an extended school calendar and an assortment of assessments to provide accountability (including benchmark assessments, a structured portfolio and a quarterly learning contract).

Student academic standards guide each field of Edison's curriculum by specifying what students must know and be able to do in order to satisfy the expectations of each academy. Success is measured by how well students perform in the aggregate on state and national tests. The school also measures success by how much of a gap exists between the sub-populations of the school.

## SCHOOL CALENDAR

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

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

## DEMOGRAPHICS

### *Student Composition 2005-06*

<b>Grades Served</b>	<b>K-8</b>
<b>Enrollment</b>	<b>678</b>
<b>Student Demographics</b>	<b>% of Students</b>
African American	100
Other	<1
Free and Reduced Lunch	93
Students with Disabilities	9
Special Education	6

## GOVERNANCE

### Previous Sponsor

Ohio Department of Education

### School Leader

Amy Doerman served as the principal for Dayton View Academy during the 2005-06 school year. She holds a bachelor's degree in elementary education and a master's degree in educational leadership. She has taught for many years including five years at Dayton View Academy before becoming principal. She will continue to serve as principal during the 2006-07 school year while also beginning an education doctoral program.

## FACULTY

### Number of Teachers

The school employs 38 licensed teachers, all of whom possess at least a bachelor's degree. The school is designed to operate with a ratio of no more than 20 students to one certificated teacher.

Teacher Demographics	% of teachers
Male	13
Female	87
African-American	63
White	34

### Highly-qualified Teachers

In 2005-06, 74 percent of teachers were considered "highly qualified" according to the federal No Child Left Behind Act.

### Professional Development

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

Special education teachers also participate in local staff development from the Special Education Regional Resource Center.

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

## SUMMARY OF COMPLIANCE ASSESSMENT

### Education and Academic Rating

Dayton View Academy is rated partially compliant in this category. Dayton View Academy made Adequate Yearly Progress (AYP) in math achievement but failed to make AYP in reading achievement.

## COMPLIANCE REPORT

### *Compliance Reporting*

<b>Education and Academic Rating: Partially Compliant*</b>	
<b>Academic Performance Requirements</b>	<b>3/5</b>
<b>Goals for Academic Performance Using Common Indicators</b>	<b>2/4</b>
<b>Goals for Academic Performance Relative to Comparable Schools</b>	<b>1/2</b>
<b>Goals for Academic Performance of Students Enrolled Over Time</b>	<b>1/1</b>
School will participate in good faith with the SPONSOR to develop and implement a value-added assessment in reading and mathematics by the conclusion of the 2006-07 school year. <sup>11</sup>	Yes <sup>12</sup>
School will use the developed value-added assessment in reading and mathematics in each of the 2007-08, 2008-09 and 2009-10 school years.	N/A
<b>The Community School is Attaining Its Own Distinctive Education Goals</b>	<b>0/1</b>
Dayton View Academy has not shared its own distinctive education goals.	No
<b>Financial Rating: Compliant</b>	
Audit	In Progress
<b>Fiscal Reports Required (2005-2006)</b>	<b>3/3</b>
IRS Form 990 (submitted annually)	Yes
Bi-monthly Financial Reports	Yes
Five Year Budget Forecast (submitted annually)	Yes
<b>Governance Rating: Compliant</b>	
<b>Annual Report (2005-2006)</b>	<b>4/4</b>
Mission Statement of the Community School	Yes



General school information and statistics, including grade levels served, student demographics and the name of teachers and subject areas taught	Yes
Educational performance results obtained pursuant to Sections 4(a) and 4(b) of Exhibit IV of the contract for sponsorship	Yes
Financial information, including: cashflow statements, income statements and balance sheet information	Yes
Independent state fiscal audit results	In Progress

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

## Financial Rating

Dayton View Academy is rated compliant in this category. The Dayton View Academy's most recently released audit is 2004-2005. The 2005-2006 audit is in progress.

## Governance Rating

Dayton View Academy is rated compliant in this category. The school met the state-required obligations.

## SCHOOL PERFORMANCE RESULTS

### Assessments

Dayton View Academy participates in all state-required tests. For internal diagnostic assessments, the school employs a number of tests including the Woodcock-Johnson and the Scholastic Reading Inventory (SRI). The school also uses Edison's proprietary online benchmark testing system, which is administered monthly in reading, math, and language arts to all students in grades 2-8, and quarterly in science and social studies to all students in grades 5-8. Teachers receive feedback on their students in a number of categories.

### Results

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

Dayton View Academy didn't make AYP because the school as a whole and all subgroups that were

INDICATORS <sup>13</sup>	School Performance	
	Participation	Achievement
<b>Requirement 1:</b> Made Adequate Yearly Progress (AYP)?	No	
<b>Requirement 2:</b> Made AYP in Reading?	Yes	No
<b>Requirement 3:</b> Made AYP in Mathematics?	Yes	Yes

measured (African American and Economically Disadvantaged) missed the target for reading.

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

These are based on achievement data reported publicly by the state on the school's state report card. Additional details regarding Dayton View Academy's performance on each goal can be found on the following pages.

**Goal 1:** Received rating of at least Continuous Improvement?

No. Dayton View Academy received a rating of Academic Emergency in 2004-05 and Academic Watch in 2005-06.

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

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

*Note: Goals 4 and 6 were not included in this year's performance data because the state of Ohio did not test students in Science or Citizenship in 2005-06.*

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

Index, AYP, and growth calculation) and is indicated on the chart to the right in black.

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

No. The percentage of Dayton View Academy students meeting reading standards rose by 7 percent between 2004-05 and 2005-06, but a lower percentage of 3rd, 5th, and 8th graders met reading standards than in the previous year.

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

#### *School Performance on Reading, Math and Writing*

	% of Students Meeting READING Standards			% of Students Meeting MATH Standards			% of Students Meeting WRITING Standards		
	04-05	05-06	Percent Change	04-05	05-06	Percent Change	04-05	05-06	Percent Change
<b>3rd Grade</b>	48	47	-2	37	46	26	N/A	N/A	N/A
<b>4th Grade</b>	40	54	33	23	44	87	0	71	--
<b>5th Grade</b>	42	40	-6	N/A	19	N/A	N/A	N/A	N/A
<b>6th Grade</b>	48	55	15	30	48	60	N/A	N/A	N/A
<b>7th Grade</b>	N/A	54	N/A	43	51	19	N/A	N/A	N/A
<b>8th Grade</b>	55	54	-2	37	49	34	N/A	N/A	N/A
<b>Overall</b>	<b>47</b>	<b>51</b>	<b>7</b>	<b>34</b>	<b>43</b>	<b>26</b>	<b>0</b>	<b>71</b>	<b>--</b>

*Percent Meeting State Standards Compared to Home District and State Community School Average, 2005-06*

	Dayton View Academy	Dayton District	Difference	State Community School Average	Difference
Reading	51	49	2	60	-9
Math	43	37	6	44	-1
Writing	71	65	6	71	-1

Yes. The percentage of Dayton View Academy students meeting math standards rose by 26 percent between 2004-05 and 2005-06 and all grades showed at least 5 percent growth.

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

Yes. In 2005-06, Dayton View Academy showed outstanding growth on the writing portions of the state tests going from 0 percent of students meeting writing standards to 77 percent meeting writing standards in one year.

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

Yes. In 2005-06, across three subject areas, Dayton View Academy's percentage proficient was an average of 5 points higher than Dayton Public Schools' percentage proficient.

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

No. In 2005-06, across three subject areas, Dayton View Academy's percentage proficient was an average

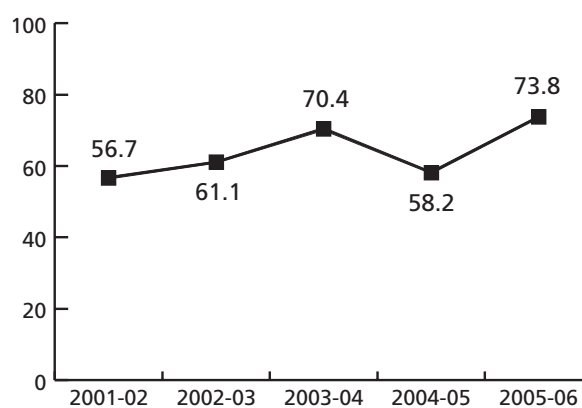
In future years, Dayton View Academy and other Fordham-sponsored schools will also be assessed based on how much progress individual students make in reading and mathematics. These results will be an important part of the annual accountability report and will demonstrate whether the schools are making substantial and adequate gains over time.

Beginning in 2006-07, Fordham will also begin to assess the extent to which its sponsored schools are attaining their own distinctive education goals.

## OTHER PERFORMANCE INDICATORS

### Attendance Rate

94 Percent



### The Performance Index Score

The Performance Index (PI) score at Dayton View Academy was 73.8, an increase of 15.6 from the previous year. The PI provides an overall indication of how well students perform on all tested subjects in grades 3, 4, 5, 7 and 8 each year. The PI score is calculated by multiplying the percentage of students that are untested, below basic/limited, basic, proficient, accelerated or advanced by weights ranging from 0 for untested to 1.2 for advanced students. The totals are then summed to obtain the school or district's PI score. PI scores range from 0 to 120, with 100 being the statewide goal for all students.

## SATISFACTION SURVEY RESULTS

Surveys were made available to Dayton View Academy in March 2006, but an insufficient number of surveys were returned to produce reliable information. Consequently, survey results for Dayton View Academy will not be included in this report.

## SOURCES

### Mission, Educational Philosophy, Program, and Academic Calendar

Dayton View Academy's Application for Fordham Sponsorship; print copy

Ohio State Department of Education Annual Report 2005; available online: <http://www.edexcellence.net/sponsorship/schooldocs/EdisonDay05.pdf>

### Student Enrollment and Demographic Information

*Dayton View Academy: 2005-2006 School Year Report Card.* Ohio Department of Education, published August 15, 2006. <http://www.ode.state.oh.us/reportcardfiles/2005-2006/BUILD/133454.pdf>

Ohio Department of Education's Community School Average Daily Membership database, as entered by schools, search run from June 1 to June 30, 2006 (includes all students enrolled for any portion of that time).

*Special Education Report 2005/2006 School Year,* submitted by: Althea Barnett, Deputy Director of

Community School Sponsorship for the Thomas B. Fordham Foundation.

### Governance

Fordham Staff, electronic submission, from school self report.

### Teacher Information

Fordham Staff, electronic submission, from school self report.

### Compliance

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

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

### Performance Data

Dayton View Academy: 2005-2006 School Year Report Card. Ohio Department of Education, published August 15, 2006. <http://www.ode.state.oh.us/reportcardfiles/2005-2006/BUILD/133454.pdf>

Dayton View Academy: 2004-2005 School Year Report Card. Ohio Department of Education. <http://www.ode.state.oh.us/reportcardfiles/2004-2005/BUILD/133454.PDF>

### Parent and Faculty Evaluation

Thomas B. Fordham Foundation Parent and Faculty Satisfaction Survey, administered March 2006.

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<sup>11</sup> A "value-added assessment" is a test that schools can use at least twice each year to measure each student's growth. For example, a student is tested in the fall, and again in the spring. The results of the test show how much growth the student has made in a certain subject.

<sup>12</sup> Dayton View Academy uses Terra Nova as its value-added assessment.

<sup>13</sup> Federal AYP requirements identify a series of standards that each school and district must reach. The school must meet all of these standards in order to make AYP (Requirement 1.) Two of the standards are targets for the percentage of students who must participate in (95%) and score proficient or above in (70.2%) reading (Requirement 2). Another two standards are targets for the percent of students who must participate in (95%) and score proficient or above in (52.1%) mathematics (Requirement 3).

# EAST END COMMUNITY SCHOOL

## Contact Name

2005-2006 – Lourdes Lambert  
2006-2007 – Scott Ervin

## Address

111 Xenia Avenue  
Dayton, OH 45410

## Telephone

937-222-7355

## Contact Email

servin@eastendacc.org

## Website

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

## Began Operating

2002

## Governing Authority

Board of Directors, East End  
Accelerated Community School

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

## MISSION

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

## EDUCATIONAL PHILOSOPHY

East End Community School springs from an existing Dayton community center in the city's East End. The organization created the school in response to neighborhood parents' concerns that they did not have quality educational choices.

The Accelerated School model was chosen in order to create a new culture of learning that begins with early success for the children and continues for a lifetime. The model focuses on speeding up, rather than slowing down, the learning process for at-risk children. The school offers enrichment strategies, rather than remedial ones.

The school seeks to be a "general population" school. While the school does not target at-risk students, Dayton has one of the ten highest child poverty rates in the nation, and most of the children attending the school are from disadvantaged families.

## EDUCATIONAL PROGRAM SUMMARY

East End Community School's educational program focuses on accelerated instruction, project-based learning, and professional staff development and training that is directed at child-centered learning. It organizes its curriculum into theme-based authentic learning that is grounded in and aligned with state standards. The foundation for all units of thematic study is the work of Sandra Kaplin and James Curry, and each grading period focuses on a different theme.

Principles for the curriculum include: emphasis on higher level thinking skills, interpersonal skills, multicultural concepts, and performance-based assessments; integration of technology; heterogeneous grouping; and family education opportunities. To make a significant impact on student learning, class sizes are capped at 15 students per classroom.

## SCHOOL CALENDAR

Students at East End Community School attend from 8 a.m. to 3:05 p.m., from August to early June each academic year.

## DEMOGRAPHICS

### *Student Composition 2005-06*

<b>Grades Served</b>	<b>K-5</b>
<b>Enrollment</b>	<b>154</b>
<b>Student Demographics</b>	<b>% of Students</b>
African American	16
White	63
Hispanic	16
Other	6
Free and Reduced Lunch	90
Students with Disabilities	12
Special Education	10

## GOVERNANCE

### **Previous Sponsor**

Ohio State Board of Education

### *Compliance Reporting*

<b>Education and Academic Rating: Partially Compliant*</b>	
<b>Academic Performance Requirements<sup>14</sup></b>	<b>3/5</b>
<b>Goals for Academic Performance Using Common Indicators</b>	<b>3/4</b>

## School Leader

During the 2005-2006 school year, Lourdes Lambert served as the school leader. Scott Ervin will lead the school in 2006-2007.

## FACULTY

### **Number of Teachers**

<b>Teacher Demographics</b>	<b>% of teachers</b>
Male	17
Female	83
African-American	0
White	100

East End Community School employs 12 licensed teachers, all of whom possess at least a bachelor's degree. The school is designed to operate with a ratio of no more than 15 students to one certificated teacher.

### **Highly-qualified Teachers**

In 2005-06, 100 percent of teachers were considered "highly qualified" according to the federal No Child Left Behind Act.

### **Professional Development**

Teachers receive professional development through the Satellite Center for Accelerated Schools at the University of Dayton. Each teacher completes at least 40 hours of professional development each academic year.

## COMPLIANCE REPORT

<b>Goals for Academic Performance Relative to Comparable Schools</b>	<b>2/2</b>
<b>Goals for Academic Performance of Students Enrolled Over Time</b>	<b>1/1</b>
School will participate in good faith with the SPONSOR to develop and implement a value-added assessment in reading and mathematics by the conclusion of the 2006-07 school year. <sup>15</sup>	Ongoing <sup>16</sup>
School will use the developed value-added assessment in reading and mathematics in each of the 2007-08, 2008-09 and 2009-10 school years.	N/A
<b>The Community School is Attaining Its Own Distinctive Education Goals</b>	<b>0/1</b>
East End Community School has not shared its own distinctive education goals.	No
<b>Financial Rating: Compliant</b>	
Audit	In Progress
<b>Fiscal Reports Required (2005-2006)</b>	<b>3/3</b>
IRS Form 990 (submitted annually)	Yes
Bi-monthly Financial Reports	Yes
Five Year Budget Forecast (submitted annually)	Yes
<b>Governance Rating: Compliant</b>	
<b>Annual Report (2005-2006)</b>	<b>4/4</b>
Mission Statement of the Community School	Yes
General school information and statistics, including grade levels served, student demographics and the name of teachers and subject areas taught	Yes
Educational performance results obtained pursuant to Sections 4(a) and 4(b) of Exhibit IV of the contract for sponsorship	Yes
Financial information, including: cashflow statements, income statements and balance sheet information	Yes
Independent state fiscal audit results	In Progress

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

## **SUMMARY OF FORDHAM COMPLIANCE ASSESSMENT**

### **Education and Academic Rating**

East End Community School is rated partially compliant in this category. East End Community School made Adequate Yearly Progress (AYP) in

math achievement but failed to make AYP in reading achievement.

### **Financial Rating**

East End Community School is rated compliant in this category. The East End Community School's most recently released audit is 2004-2005. The 2005-2006 audit is in progress.

## Governance Rating

East End Community School is rated compliant in this category. The school met the state-required obligations.

## SCHOOL PERFORMANCE RESULTS

### Assessments

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

### Results

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

East End Community School did not make AYP because the school as a whole and all subgroups that were measured (White and Economically Disadvantaged) missed the target for reading.

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

These are based on achievement data reported publicly by the state on the school's state report card.

INDICATORS <sup>17</sup>	School Performance	
	Participation	Achievement
<b>Requirement 1:</b> Made Adequate Yearly Progress (AYP)?	<b>No</b>	
<b>Requirement 2:</b> Made AYP in Reading?	<b>Yes</b>	<b>No</b>
<b>Requirement 3:</b> Made AYP in Mathematics?	<b>Yes</b>	<b>Yes</b>

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

*Note: Goals 4 and 6 were not included in this year's performance data because the state of Ohio did not test students in Science or Citizenship in 2005-06.*

Additional details regarding the East End Community School's performance on each goal can be found on the following pages.

**Goal 1:** Received rating of at least Continuous Improvement?

Yes. East End Community School received a rating of Academic Emergency in 2004-05 and Continuous Improvement in 2005-06.

<b>Excellent</b>
<b>Effective</b>
<b>Continuous Improvement</b> (Fordham Goal)
<b>Academic Watch</b>
<b>Academic Emergency</b>



*School Performance on Reading, Math and Writing*

	% of Students Meeting READING Standards		Percent Change	% of Students Meeting MATH Standards		Percent Change	% of Students Meeting WRITING Standards		Percent Change
	04-05	05-06		04-05	05-06		04-05	05-06	
<b>3rd Grade</b>	36	78	118	21	63	194	N/A	N/A	N/A
<b>4th Grade</b>	46	39.1	-14	50	65	30	59	83	40
<b>5th Grade</b>	N/A	72.2	N/A	N/A	61	N/A	N/A	N/A	N/A
<b>Overall</b>	<b>40</b>	<b>63</b>	<b>58</b>	<b>34</b>	<b>63</b>	<b>86</b>	<b>59</b>	<b>83</b>	<b>40</b>

Ohio has five school performance designations for public schools. The school designation is based on several measures (state indicators, the Performance Index, AYP, and growth calculation) and is indicated on the chart above in black.

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

No. The percentage of East End Community School students meeting reading standards rose by 58 percent between 2004-05 and 2005-06, but a lower percentage of 4th graders met reading standards than in the previous year.

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

Yes. The percentage of East End Community School students meeting math standards rose by 86 percent between 2004-05 and 2005-06.

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

Yes. The percentage of East End Community School students meeting writing standards rose by 40 percent between 2004-05 and 2005-06.

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

Yes. In 2005-06, across three subject areas, East End Community School's percentage proficient was an average of 16 points higher than Dayton Public Schools' percentage proficient.

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

Yes. In 2005-06, across three subject areas, East End Community School's percentage proficient was an

*Percent Meeting State Standards Compared to Home District and State Community School Average, 2005-06*

	East End Community School	Dayton District	Difference	State Community School Average	Difference
<b>Reading</b>	<b>63</b>	51	12	57	7
<b>Math</b>	<b>63</b>	44	19	48	15
<b>Writing</b>	<b>83</b>	65	18	71	11

average of 11 points higher than the statewide charter schools' average percentage proficient.

In future years, East End Community School and other Fordham-sponsored schools will also be assessed based on how much progress individual students make in reading and mathematics. These results will be an important part of the annual accountability report and will demonstrate whether the schools are making substantial and adequate gains over time.

Beginning in 2006-07, Fordham will also begin to assess the extent to which its sponsored schools are attaining their own distinctive education goals.

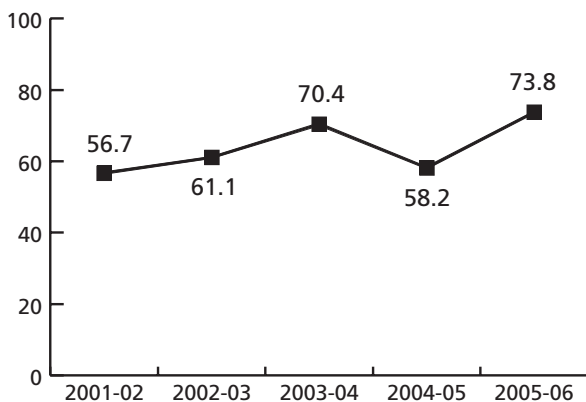
## OTHER PERFORMANCE INDICATORS

### Attendance Rate

93 Percent

### The Performance Index Score

The 2005-06 Performance Index (PI) score at East End Community School was 82.5, an increase of 14.5 from the previous year. The PI provides an overall indication of how well students perform on all tested subjects in grades 3, 4, 5, 7 and 8 each year. The PI score is calculated by multiplying the percentage of students that are untested, below basic/limited, basic, proficient, accelerated or advanced by weights ranging from 0 for untested to 1.2 for advanced students. The totals are then summed to obtain the school or district's PI score. PI scores range from 0 to 120, with 100 being the statewide goal for all students.



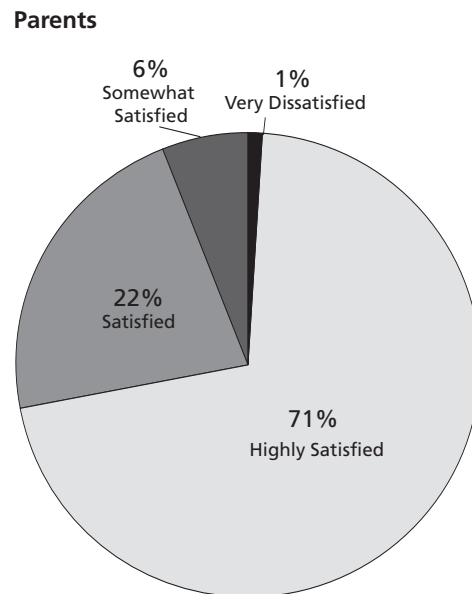
## SATISFACTION SURVEY RESULTS

In March 2005, East End Community School parents and faculty participated in the Fordham Satisfaction Survey. The survey asked participants questions about satisfaction related to several areas, including mission, goals, educational program, leadership, teachers, parent engagement, school culture, finances, and school facilities.

Twelve faculty members completed the survey, as did 86 parents.

Responses to questions regarding overall satisfaction and qualities that are most important to parents are included in the section below. For other survey responses refer to the Parent and Faculty Survey Appendix.

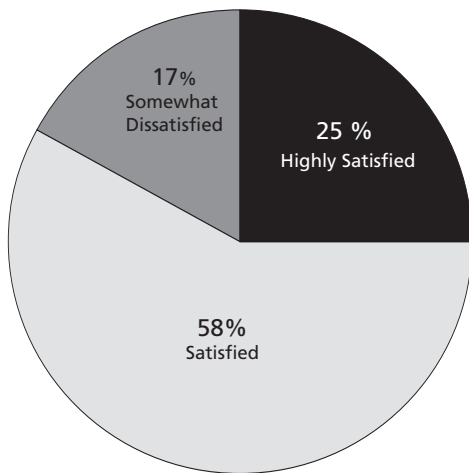
### Overall Satisfaction



### Top Five Qualities that Responding Parents at East End Community School say are Important to Them

1. Our school delivers academic results.
2. Our school has high academic expectations.
3. Our school provides an excellent education for all.
4. Our school is safe for students.
5. Our school provides excellent reading instruction.

## Faculty



## SOURCES

### Mission, Educational Philosophy, Program, and Academic Calendar

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

### Student Enrollment and Demographic Information

East End Community School: 2005-2006 School Year Report Card. Ohio Department of Education, published August 15, 2006. <http://www.ode.state.oh.us/reportcardfiles/2005-2006/BUILD/143388.pdf>

Ohio Department of Education's Community School Average Daily Membership database, as entered by schools, search run from June 1 to June 30, 2006 (includes all students enrolled for any portion of that time).

*Special Education Report 2005/2006 School Year*, submitted by: Althea Barnett, Deputy Director of Community School Sponsorship for the Thomas B. Fordham Foundation.

## Governance

Fordham Staff, electronic submission, from school self report.

## Teacher Information

Fordham Staff, electronic submission, from school self report.

## Compliance

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

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

## Performance Data

*East End Community School: 2005-2006 School Year Report Card*. Ohio Department of Education, published August 15, 2006. <http://www.ode.state.oh.us/reportcardfiles/2005-2006/BUILD/143388.pdf>

East End Community School: 2004-2005 School Year Report Card. Ohio Department of Education. <http://www.ode.state.oh.us/reportcardfiles/2005-2006/BUILD/143388.pdf>

## Parent and Faculty Evaluation

Thomas B. Fordham Foundation Parent and Faculty Satisfaction Survey, administered March 2006.

<sup>14</sup> All academic analysis is based on state issued "Local Report Card" data, available in this report, and online at: <http://webapp2.ode.state.oh.us/reportcard/archives/Default.asp>.

<sup>15</sup> A "value-added assessment" is a test that schools can use at least twice each year to measure each student's growth. For example, a student is tested in the fall, and again in the spring. The results of the test show how much growth the student has made in a certain subject.

<sup>16</sup> East End has not implemented a value-added system yet, but is considering use of NWEA testing for this purpose.

<sup>17</sup> Federal AYP requirements identify a series of standards that each school and district must reach. The school must meet all of these standards in order to make AYP (Requirement 1.) Two of the standards are targets for the percentage of students who must participate in (95%) and score proficient or above in (69.5%) reading (Requirement 2). Another two standards are targets for the percent of students who must participate in (95%) and score proficient or above in (60.6%) mathematics (Requirement 3).

# OMEGA SCHOOL OF EXCELLENCE

## Contact Name

2005-2006 – Dr. Michelle Frazier-Trotman

2005-2006 – Patricia Love

2006-2007 – Dr. Robert Pohl

## Address

1821 Emerson Ave.  
Dayton, OH 45406

## Telephone

937-278-2372

## Contact Email

bobpohl@aol.com

## Website

<http://www.omega.cs.k12.oh.us/>

## Began Operating

1999

## Governing Authority

Board of Directors, Omega School of Excellence

- Kaner Butler
- Matthew Diggs, Chair
- Bonnie Langdon
- Patricia Love
- Belinda Matthews-Stenson
- Brenda Myers
- Richard Penry
- Daryl Ward
- Vanessa Ward

## MISSION

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

## EDUCATIONAL PHILOSOPHY

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

## EDUCATIONAL PROGRAM SUMMARY

Omega School of Excellence delivers its program through whole-class instruction with an emphasis on differentiated instruction. Students who are not reaching mastery are provided with remediation.

Prior to the first day of school, all students are required to take the Northwest Evaluation Association's Measures of Academic Progress (MAP) assessment. Results from the test are used to provide teachers with the information needed to determine strengths and weaknesses.

Every quarter, the school offers Saturday classes for enrichment. Classes are offered in technology, arts, languages, and leadership.

Additional leadership development is taught one hour per week. The leadership curriculum focuses on building leadership skills and attitudes. Service learning is often incorporated into the leadership program.

Many eighth-grade students participate in the Better Chance application process. A Better Chance, a national nonprofit talent search organization, seeks to identify and refer highly motivated students of color who are at or above grade level with demonstrated leadership potential to some of the nation's top private and public high schools. Students at the school have been awarded over \$1.5 million in scholarships through the program.

## SCHOOL CALENDAR

Students at Omega School of Excellence are in school Monday through Friday from 7:30 a.m. until 4:00 p.m., from July through June. Every quarter, they attend one Saturday morning session. The total number of school days is 194.

## DEMOGRAPHICS

### *Student Composition 2005-06*

<b>Grades Served</b>	<b>5-8</b>
<b>Enrollment</b>	<b>119</b>
<b>Student Demographics</b>	<b>% of Students</b>
African American	100
Other	0
Free and Reduced Lunch	81
Students with Disabilities	7
Special Education	9

## GOVERNANCE

### Previous Sponsor

Ohio State Board of Education

### *Compliance Reporting*

<b>Education and Academic Rating: Non-Compliant*</b>	
<b>Academic Performance Requirements</b>	<b>2/5</b>
<b>Goals for Academic Performance Using Common Indicators</b>	<b>1/3</b>

## School Leader

At the beginning of the 2005-06 school year, Dr. Michelle Frazier Trotman was the school leader. During the spring of 2006, Pat Love took over as school leader. In 2006-2007, Dr. Robert Pohl of Keys to Improving Dayton Schools, Inc., (k.i.d.s.) will lead the school.

## FACULTY

### Number of Teachers

Omega School of Excellence employs seven licensed teachers, all of whom possess at least a bachelor's degree. The school is designed to operate with a ratio of 20 students to one teacher.<sup>18</sup>

Teacher Demographics	% of teachers
Male	29
Female	71
African-American	71
White	29

### Highly-qualified Teachers

In 2005-06, approximately 71 percent of teachers (five out of seven) were considered "highly qualified" according to the federal No Child Left Behind Act.

### Professional Development

Teachers receive professional development through a minimum of four staff development days throughout the academic year.

## COMPLIANCE REPORT

<b>Goals for Academic Performance Relative to Comparable Schools</b>	<b>0/2</b>
<b>Goals for Academic Performance of Students Enrolled Over Time</b>	<b>1/1</b>
School will participate in good faith with the SPONSOR to develop and implement a value-added assessment in reading and mathematics by the conclusion of the 2006-07 school year. <sup>19</sup>	Yes <sup>20</sup>
School will use the developed value-added assessment in reading and mathematics in each of the 2007-08, 2008-09 and 2009-10 school years.	N/A
<b>The Community School is Attaining Its Own Distinctive Education Goals</b>	<b>0/1</b>
Omega School of Excellence has not shared its own distinctive education goals.	No
<b>Financial Rating: Compliant</b>	
Audit	In Progress
<b>Fiscal Reports Required (2005-2006)</b>	<b>3/3</b>
IRS Form 990 (submitted annually)	Yes
Bi-monthly Financial Reports	Yes
Five Year Budget Forecast (submitted annually)	Yes
<b>Governance Rating: Compliant</b>	
<b>Annual Report (2005-2006)</b>	<b>4/4</b>
Mission Statement of the Community School	Yes
General school information and statistics, including grade levels served, student demographics and the name of teachers and subject areas taught	Yes
Educational performance results obtained pursuant to Sections 4(a) and 4(b) of Exhibit IV of the contract for sponsorship	Yes
Financial information, including: cashflow statements, income statements and balance sheet information	Yes
Independent state fiscal audit results	In Progress

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

## **SUMMARY OF FORDHAM COMPLIANCE ASSESSMENT**

### **Education and Academic Rating**

Omega School of Excellence is rated non-compliant in this category. Omega School of Excellence did not make Adequate Yearly Progress in reading or math achievement.

### **Financial Rating**

Omega School of Excellence is rated compliant in this category. The most recently released audit for the Omega School of Excellence is 2003-2004. The 2004-2005 audit is in progress as is the 2005-2006 audit.

### **Governance Rating**

Omega School of Excellence is rated compliant in this category. The school met the state-required obligations.

# SCHOOL PERFORMANCE RESULTS

## Assessments

Omega School of Excellence participates in all state-required tests. For internal diagnostic assessments, the school employs a number of tests, including the Northwest Evaluation Association's MAP assessment. The test is administered three times each year to monitor academic progress in math, reading, and language. Weekly progress reports are provided to parents.

## Results

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

Omega School of Excellence did not make AYP because the school as a whole and all subgroups that were measured (African American and Economically Disadvantaged) missed the targets for both reading and math.

INDICATORS <sup>21</sup>	School Performance	
	Participation	Achievement
<b>Requirement 1:</b> Made Adequate Yearly Progress (AYP)?	<b>No</b>	
<b>Requirement 2:</b> Made AYP in Reading?	<b>Yes</b>	<b>No</b>
<b>Requirement 3:</b> Made AYP in Mathematics?	<b>Yes</b>	<b>No</b>

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

These are based on achievement data reported publicly by the state on the school's state report card.

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

*Note: Goals 4 and 6 were not included in this year's performance data because the state of Ohio did not test students in Science or Citizenship in 2005-06.*

*\*Goal 5 if not applicable to this school because it does not offer the grade that tests in this subject.*

Additional details regarding the Omega School of Excellence's performance on each goal can be found on the following pages.

**Goal 1:** Received rating of at least Continuous Improvement?

No. Omega School of Excellence received a rating of Academic Emergency in 2004-05 and Academic Emergency in 2005-06.

<b>Excellent</b>
<b>Effective</b>
<b>Continuous Improvement</b> (Fordham Goal)
<b>Academic Watch</b>
<b>Academic Emergency</b>

*School Performance on Reading, Math and Writing*

	% of Students Meeting READING Standards		Percent Change	% of Students Meeting MATH Standards		Percent Change
	04-05	05-06		04-05	05-06	
<b>5th Grade</b>	38	36	-5	N/A	7	N/A
<b>6th Grade</b>	36	67	85	19	33	72
<b>7th Grade</b>	N/A	32	N/A	29	22	-25
<b>8th Grade</b>	65	61	-5	39	34	-12
<b>Overall</b>	<b>52</b>	<b>49</b>	<b>-6</b>	<b>31</b>	<b>27</b>	<b>-13</b>

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

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

No. The percentage of Omega School of Excellence students meeting reading standards fell by 5 percent between 2004-05 and 2005-06, only 6th grade showed growth.

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

No. The percentage of Omega School of Excellence students meeting math standards fell by 13 percent

between 2004-05 and 2005-06, and only 6th grade showed growth.

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

Omega School of Excellence does not have a 4th grade, the only grade that was tested in writing in 2005-06.

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

No. In 2005-06, across two subject areas, Omega School of Excellence's percentage proficient was equal to Dayton Public Schools' percentage proficient.

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

No. In 2005-06, across two subject areas, Omega School of Excellence's percentage proficient was an

*Percent Meeting State Standards Compared to Home District and State Community School Average, 2005-06*

	The Omega School of Excellence	Dayton District	Difference	State Community School Average	Difference
<b>Reading</b>	49	46	3	62	-13
<b>Math</b>	27	29	-2	39	-12



average of 13 points lower than the statewide charter schools' average percentage proficient.

In future years, Omega School of Excellence and other Fordham-sponsored schools will also be assessed based on how much progress individual students make in reading and mathematics. These results will be an important part of the annual accountability report and will demonstrate whether the schools are making substantial and adequate gains over time.

Beginning in 2006-07, Fordham will also begin to assess the extent to which its sponsored schools are attaining their own distinctive education goals.

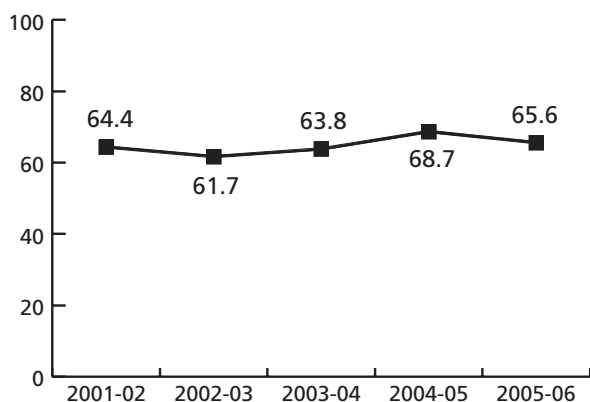
## OTHER PERFORMANCE INDICATORS

### Attendance Rate

94 Percent

### The Performance Index Score

The 2005-06 Performance Index (PI) score at Omega School of Excellence was 65.6, a decrease of 3.1. The PI provides an overall indication of how well students perform on all tested subjects in grades 3, 4, 5, 7 and 8 each year. The PI score is calculated by multiplying the percentage of students that are untested, below basic/limited, basic, proficient, accelerated or advanced by weights ranging from 0 for untested to 1.2 for advanced students. The totals are then summed to obtain the school or district's PI score. PI scores range from 0 to 120, with 100 being the statewide goal for all students.



## SATISFACTION SURVEY

Surveys were made available to Omega School of Excellence in March 2006, but an insufficient number of surveys were returned to produce reliable information. Consequently, survey results for Omega School of Excellence will not be included in this report.

## SOURCES

### Mission, Educational Philosophy, Program, and Academic Calendar

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

Ohio State Department of Education Annual Report 2006; available online.

### Student Enrollment and Demographic Information

*Omega School of Excellence: 2005-2006 School Year Report Card.* Ohio Department of Education, published August 15, 2006. <http://www.ode.state.oh.us/reportcardfiles/2005-2006/BUILD/133371.pdf>

Ohio Department of Education's Community School Average Daily Membership database, as entered by schools, search run from June 1 to June 30, 2006 (includes all students enrolled for any portion of that time).

*Special Education Report 2005/2006 School Year,* submitted by: Althea Barnett, Deputy Director of Community School Sponsorship for the Thomas B. Fordham Foundation.

### Governance

Fordham Staff, electronic submission, from school self report.

### Teacher Information

Fordham Staff, electronic submission, from school self report.

### Compliance

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

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

### **Performance Data**

*Omega School of Excellence: 2005-2006 School Year Report Card.* Ohio Department of Education, published August 15, 2006. <http://www.ode.state.oh.us/reportcardfiles/2005-2006/BUILD/133371.pdf>

*Omega School of Excellence: 2004-2005 School Year Report Card.* Ohio Department of Education. <http://www.ode.state.oh.us/reportcardfiles/2004-2005/BUILD/133371.PDF>

### **Parent and Faculty Evaluation**

Thomas B. Fordham Foundation Parent and Faculty Satisfaction Survey, administered March 2006.

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<sup>18</sup> Contract for Community School Sponsorship, Exhibit I (Educational Plan).

<sup>19</sup> A “value-added assessment” is a test that schools can use at least twice each year to measure each student’s growth. For example, a student is tested in the fall, and again in the spring. The results of the test show how much growth the student has made in a certain subject.

<sup>20</sup> Omega School of Excellence uses NWEA testing as its value-added assessment.

<sup>21</sup> Federal AYP requirements identify a series of standards that each school and district must reach. The school must meet all of these standards in order to make AYP (Requirement 1.) Two of the standards are targets for the percentage of students who must participate in (95%) and score proficient or above in (72.6%) reading (Requirement 2). Another two standards are targets for the percent of students who must participate in (95%) and score proficient or above in (47.4%) mathematics (Requirement 3).

# PHOENIX COMMUNITY LEARNING CENTER

**Contact Name**

Dr. Glenda Brown

**Address**

7030 Reading Rd.  
Suite 350  
Cincinnati, OH 45237

**Telephone**

513-351-5801

**Contact Email**

geedm@aol.com

**Website**

N/A

**Began Operating**

2001

**Governing Authority**

Board of Trustees, Phoenix Community Learning Center

- Luther Brown, Chair
- Caleb Brown
- Benjamin Nwankwo, Vice Chair
- Anthony Robinson
- Scott Wallace

**MISSION**

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

**EDUCATIONAL PHILOSOPHY**

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

**EDUCATIONAL PROGRAM SUMMARY**

Phoenix Community Learning Center focuses on character education, kinship, and community involvement to support and enable students in becoming responsible citizens who make positive contributions to the community.

The school uses the Ohio Curriculum Model and delivers it through a “workshop approach” and inquiry-based projects. Instruction is often broken into three distinct sessions: a mini-lesson, an activity period, and a sharing period.

The school employs cooperative learning and Howard Gardner’s concept of “multiple intelligences.” Students are required to complete at least one service project each year that contributes to the well-being of the community. This service-learning activity involves the cooperation of various community organizations and activities.

Ten percent of the school's students have been identified as having special needs. The school uses a differentiated referral system which seeks to avoid unnecessary labeling. An intervention assistance team, which fully involves parents, addresses students' behavioral issues as well as academic needs.

## SCHOOL CALENDAR

Students at Phoenix Community Learning Center are in school from August until June.

## DEMOGRAPHICS

### GOVERNANCE

*Student Composition 2005-06*

<b>Grades Served</b>	<b>K-8</b>
<b>Enrollment</b>	<b>376</b>
<b>Student Demographics</b>	<b>% of Students</b>
African American	97
Other	3
Free and Reduced Lunch	74
Students with Disabilities	9
Special Education	16

### Previous Sponsor

The Ohio Department of Education

### School Leader

During the 2005-06 school year, Dr. Glenda Brown served as the school leader for Phoenix Community Learning Center. She is the founder and superintendent. With over thirty years in education, Dr. Brown has worked as a teacher in the Cincinnati Public School District and the Houston Independent School District. She holds a master's degree in educational leadership and a master's

degree in special education. Her doctoral study focused on special education and educational leadership. She is an adjunct professor at the University of Cincinnati where she works with aspiring principals and superintendents in the Department of Educational Leadership. She will continue to serve as the leader of Phoenix Community Learning Center in 2006-07.

## FACULTY

### Number of Teachers

Phoenix Community Learning Center employs 23 licensed teachers, with all teachers holding at least a bachelor's degree. The school is designed to have no more than 23 students to one certificated teacher.

Teacher Demographics	% of teachers
Male	22
Female	78
African-American	52
White	48

### Highly-qualified Teachers

In 2005-06, 87 percent of teachers were considered "highly qualified" according to the No Child Left Behind Act.

### Professional Development

Teachers at Phoenix Community Learning Center receive professional development through a variety of workshops and conferences. All faculty are required to attend two weeks of in-service training and professional development before the start of each new school year. On one Saturday each month, teachers are required to attend in-service training on standards, benchmarks, indicators, and assessment strategies. In addition, math and science faculty attend bi-quarterly in-service training at the University of Cincinnati.

# COMPLIANCE REPORT

## *Compliance Reporting*

<b>Education and Academic Rating: Compliant*</b>	
<b>Academic Performance Requirements</b>	<b>5/5</b>
<b>Goals for Academic Performance Using Common Indicators</b>	<b>4/4</b>
<b>Goals for Academic Performance Relative to Comparable Schools</b>	<b>2/2</b>
<b>Goals for Academic Performance of Students Enrolled Over Time</b>	<b>1/1</b>
School will participate in good faith with the SPONSOR to develop and implement a value-added assessment in reading and mathematics by the conclusion of the 2006-07 school year. <sup>22</sup>	Yes <sup>23</sup>
School will use the developed value-added assessment in reading and mathematics in each of the 2007-08, 2008-09 and 2009-10 school years.	N/A
<b>The Community School is Attaining Its Own Distinctive Education Goals</b>	<b>0/1</b>
Phoenix Community Learning Center has not shared its own distinctive education goals.	No
<b>Financial Rating: Compliant</b>	
Audit	Yes
<b>Fiscal Reports Required (2005-2006)</b>	<b>3/3</b>
IRS Form 990 (submitted annually)	Yes
Bi-monthly Financial Reports	Yes
Five Year Budget Forecast (submitted annually)	Yes
<b>Governance Rating: Compliant</b>	
<b>Annual Report (2005-2006)</b>	<b>5/5</b>
Mission Statement of the Community School	Yes
General school information and statistics, including grade levels served, student demographics and the name of teachers and subject areas taught	Yes
Educational performance results obtained pursuant to Sections 4(a) and 4(b) of Exhibit IV of the contract for sponsorship	Yes
Financial information, including: cashflow statements, income statements and balance sheet information	Yes
Independent state fiscal audit results	Yes

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

## SUMMARY OF FORDHAM COMPLIANCE ASSESSMENT

### Education and Academic Rating

Phoenix Community Learning Center is rated compliant in this category. Phoenix Community Learning Center made Adequate Yearly Progress (AYP) requirements in reading and math achievement.

### Financial Rating

Phoenix Community Learning Center is rated compliant in this category. The Phoenix Community Learning Center's most recently released audit is 2005-06.

### Governance Rating

Phoenix Community Learning Center is rated compliant in this category. The school met the state-required obligations.

## SCHOOL PERFORMANCE RESULTS

### Assessments

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

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

### Results

Phoenix Community Learning Center, like all Fordham-sponsored schools, must meet five requirements under state and federal law. These requirements are considered annually by Fordham when

INDICATORS <sup>24</sup>	School Performance	
	Participation	Achievement
<b>Requirement 1:</b> Made Adequate Yearly Progress (AYP)?	Yes	
<b>Requirement 2:</b> Made AYP in Reading?	Yes	Yes
<b>Requirement 3:</b> Made AYP in Mathematics?	Yes	Yes

evaluating the performance of the school and when making renewal and non-renewal decisions regarding the contract.

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

INDICATORS	School Performance
<b>Goal 1:</b> Received rating of at least Continuous Improvement?	Yes
<b>Goal 2:</b> Averaged at least 5% growth on READING portions of state tests?	Yes
<b>Goal 3:</b> Averaged at least 5% growth on MATH portions of state tests?	Yes
<b>Goal 5:</b> Averaged at least 3% growth on WRITING portions of state tests?	Yes
<b>Goal 7:</b> Outperformed home district average on all portions of state tests?	Yes
<b>Goal 8:</b> Outperformed state community school average on all portions of state tests?	Yes

*Note: Goals 4 and 6 were not included in this year's performance data because the state of Ohio did not test students in Science or Citizenship in 2005-06.*

<b>Excellent</b>
<b>Effective</b>
<b>Continuous Improvement</b> (Fordham Goal)
<b>Academic Watch</b>
<b>Academic Emergency</b>

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

**Goal 1:** Received rating of at least Continuous Improvement?

Yes. Phoenix Community Learning Center received a rating of Academic Emergency in 2004-05 and Effective in 2005-06.

Ohio has five school performance designations for public schools. The school designation is based on

several measures (state indicators, the Performance Index, AYP, and growth calculation) and is indicated on the chart to the right in black.

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

Yes. The percentage of Phoenix Community Learning Center students meeting reading standards rose by 21 percent between 2004-05 and 2005-06.

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

Yes. The percentage of Phoenix Community Learning Center students meeting math standards rose by 379 percent between 2004-05 and 2005-06.

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

Yes. The percentage of Phoenix Community Learning Center students meeting writing standards rose by over 1000 percent between 2004-05 and 2005-06

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

*School Performance on Reading, Math and Writing*

	% of Students Meeting READING Standards		Percent Change	% of Students Meeting MATH Standards		Percent Change	% of Students Meeting WRITING Standards		Percent Change
	04-05	05-06		04-05	05-06		04-05	05-06	
<b>3rd Grade</b>	72	82	15	33	67	100	N/A	N/A	N/A
<b>4th Grade</b>	74	78	5	6	68	1086	3	84	2790
<b>5th Grade</b>	64	82	27	N/A	61	N/A	N/A	N/A	N/A
<b>6th Grade</b>	65	98	51	11	81	654	N/A	N/A	N/A
<b>7th Grade</b>	N/A	78	N/A	10	95	818	N/A	N/A	N/A
<b>8th Grade</b>	66	76	15	16	73	362	N/A	N/A	N/A
<b>Overall</b>	<b>68</b>	<b>83</b>	<b>21</b>	<b>15</b>	<b>74</b>	<b>379</b>	<b>3</b>	<b>84</b>	<b>2790</b>

*Percent Meeting State Standards Compared to Home District and State Community School Average, 2005-06*

	Phoenix Community Learning Center	Dayton District	Difference	State Community School Average	Difference
<b>Reading</b>	<b>83</b>	59	24	60	22
<b>Math</b>	<b>74</b>	48	26	44	30
<b>Writing</b>	<b>84</b>	71	13	71	12

Yes. In 2005-06, across three subject areas, Phoenix Community Learning Center's percentage proficient was an average of 21 points higher than Cincinnati Public Schools' percentage proficient.

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

Yes. In 2005-06, across three subject areas, Phoenix Community Learning Center's percentage proficient was an average of 22 points higher than the statewide charter schools' average percentage proficient.

In future years, Phoenix Community Learning Center and other Fordham-sponsored schools will also be assessed based on how much progress individual students make in reading and mathematics. These results will be an important part of the annual accountability report and will demonstrate whether the schools are making substantial and adequate gains over time.

Beginning in 2006-07, Fordham will also begin to assess the extent to which its sponsored schools are attaining their own distinctive education goals.

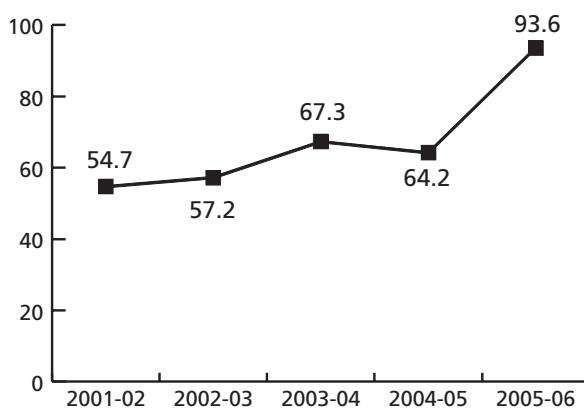
**OTHER PERFORMANCE INDICATORS**

**Attendance Rate**

96 Percent

**The Performance Index Score**

The 2005-06 Performance Index (PI) score at Phoenix Community Learning Center was 93.6, an increase of 29.4 from the previous year. The PI provides an overall indication of how well students perform on all tested subjects in grades 3, 4, 5, 7 and 8 each year. The PI score is calculated by multiplying



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

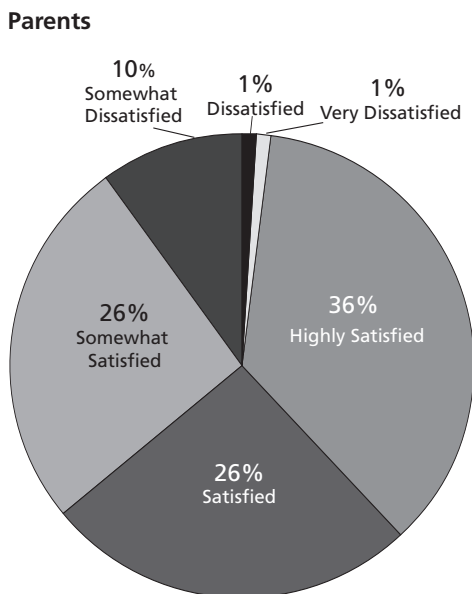
**SATISFACTION SURVEY RESULTS**

In March 2005, 75 Phoenix Community Learning Center parents and 11 faculty members participated in the Fordham Satisfaction Survey. The survey asked participants questions about satisfaction related to several areas, including mission, goals, educational program, leadership, teachers, parent engagement, school culture, finances, and school facilities.

Responses to questions regarding overall satisfaction and qualities that are most important to parents are included in the section below. For other survey responses refer to the Parent and Faculty Survey Appendix.



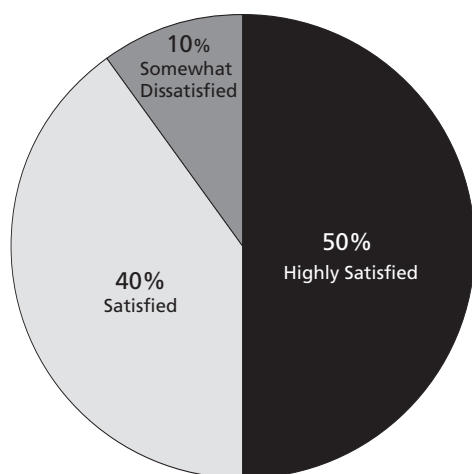
## Overall Satisfaction



## Top Five Qualities that Responding Parents at Phoenix Community Learning Center say are Important to Them

1. Our school board is effective.
2. Our school holds teachers accountable.
3. Our school has high expectations of teachers.
4. Our school facility is safe and a good place to learn.
5. Our school leaders are available and open to all members of the school community.

### Faculty



## SOURCES

### Mission, Educational Philosophy, Program, and Academic Calendar

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

Ohio State Department of Education Annual Report 2006; available online.

### Student Enrollment and Demographic Information

*Phoenix Community Learning Center: 2005-2006 School Year Report Card.* Ohio Department of Education, published August 15, 2006. <http://www.ode.state.oh.us/reportcardfiles/2005-2006/BUILD/133504.pdf>

Ohio Department of Education's Community School Average Daily Membership database, as entered by schools, search run from June 1 to June 30, 2006 (includes all students enrolled for any portion of that time).

*Special Education Report 2005/2006 School Year,* submitted by: Althea Barnett, Deputy Director of Community School Sponsorship for the Thomas B. Fordham Foundation.

### Governance

Fordham Staff, electronic submission, from school self report.

### Teacher Information

Fordham Staff, electronic submission, from school self report.

### Compliance

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

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

### Performance Data

*Phoenix Community Learning Center: 2005-2006 School Year Report Card.* Ohio Department of Education, published August 15, 2006. <http://www.ode.state.oh.us/reportcardfiles/2005-2006/BUILD/133504.pdf>

*Phoenix Community Learning Center: 2004-2005 School Year Report Card.* Ohio Department of Education. <http://www.ode.state.oh.us/reportcardfiles/2004-2005/BUILD/133504.PDF>

## **Parent and Faculty Evaluation**

Thomas B. Fordham Foundation Parent and Faculty Satisfaction Survey, administered March 2006.

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<sup>22</sup> A “value-added assessment” is a test that schools can use at least twice each year to measure each student’s growth. For example, a student is tested in the fall, and again in the spring. The results of the test show how much growth the student has made in a certain subject.

<sup>23</sup> Phoenix Community Learning Center uses NWEA as its value-added assessment.

<sup>24</sup> Federal AYP requirements identify a series of standards that each school and district must reach. The school must meet all of these standards in order to make AYP (Requirement 1.) Two of the standards are targets for the percentage of students who must participate in (95%) and score proficient or above in (70.4%) reading (Requirement 2). Another two standards are targets for the percent of students who must participate in (95%) and score proficient or above in (52.4%) mathematics (Requirement 3).

# SPRINGFIELD ACADEMY OF EXCELLENCE

**Contact Name**

Edna Chapman

**Address**

623 S. Center St.  
Springfield, OH 45506-2209

**Telephone**

937-325-0933

**Contact Email**

Emc777@earthlink.net

**Website**

N/A

**Began Operating**

2001

**Governing Authority**

Governing Board of Springfield  
Academy of Excellence

- Jay Chapman
- William Coffman
- Kent Jackson
- Cheryl Keen
- Hazel Latson
- Darryl Mabra
- Thomas Millender
- Cecil Pratt
- Roseann Pratt
- Sheila Rice, Chair

**MISSION**

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

**EDUCATIONAL PHILOSOPHY**

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

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

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

**EDUCATIONAL  
PROGRAM SUMMARY**

Springfield Academy of Excellence places emphasis on reading, writing, and mathematics. The school

uses several programs, including Open Court Reading, Math Explorations and Applications, Shurley English, and Harcourt Science and Social Studies curricula. Faculty members deliver instruction in several ways, including small group learning, hands-on learning, and inquiry-based lessons. Kindergarten through third-grade have self-contained classrooms that may switch classes for reading. Fourth- through sixth-grades are departmentalized.

The school has designed its course of study, instructional content and methods, and assessment tools to be aligned with Ohio's Academic Content Standards. While the school focuses largely on core areas, it offers academic and enrichment camps (alternative instruction during breaks which occur every 45 days). These camps are designed to challenge and inspire students. Titles of camps include Delicious Math, Fun Physics, Cool Chemistry, Activities for Life, Traveling the Bicycle Trails, and Lights-Camera-Action.

Students at the school participate in a program called MicroSociety in partnership with a local bank. It is designed to prepare students for the future, using a curriculum in which math, social studies, technology, public speaking and economics are integrated into a student-operated business. The school runs a miniature "mall" that gives students the opportunity to practice skills in banking, running a store, advertising and investing in imaginary stock. Students can buy school supplies and small items such as key chains and stickers.

In 2005, the school began a pilot program, providing a separate school-within-a-school for boys only (called Springfield Boys Academy of Excellence). The curriculum at the boys' school is similar to the co-ed program, with discipline and leadership development being the main point of focus.

## SCHOOL CALENDAR

Students at Springfield Academy of Excellence attend school year-round in cycles of 45 days in school, followed by 15 days off. The 15 days off are referred to by students as "Academic Camp."

The calendar structure has a direct impact on student academic progress because of reduced summer learning loss (continuous instruction without long sum-

mer time lapses in learning) and because it provides the time needed (during the intersession) for student to master concepts or for students to participate in enrichment activities. All students are required to attend 178 school days, and some have the opportunity to attend as many as 210 days.

## DEMOGRAPHICS

### *Student Composition 2005-06*

<b>Grades Served</b>	<b>K-6</b>
<b>Enrollment</b>	<b>265</b>
<b>Student Demographics</b>	<b>% of Students</b>
African American	76
White	6
Hispanic	4
Other	14
Free and Reduced Lunch	89
Students with Disabilities	11
Special Education	13

## GOVERNANCE

### Previous Sponsor

Ohio State Board of Education

### School Leader

During the 2005-06 school year, Edna Chapman served as the principal of Springfield Academy of Excellence. Previously, she was a teacher and principal intern in Springfield City Schools and was awarded Teacher of the Year for Springfield City Schools in 2000. She has a bachelor's degree in elementary education and a master's degree in educational leadership. She will continue to serve as principal during the 2006-07 school year.

## FACULTY

### Number of Teachers

Springfield Academy of Excellence employs 21 licensed teachers, with all teachers holding at least a bachelor's degree. The school is designed to operate with a ratio of no more than 20 students to one certificated teacher.

Teacher Demographics	% of teachers
Male	14
Female	86
African-American	29
White	71

### Highly-qualified Teachers

Springfield Academy of Excellence was unable to provide this information.

### Professional Development

Springfield Academy of Excellence was unable to provide information about professional development.

## COMPLIANCE REPORT

### SUMMARY OF FORDHAM COMPLIANCE ASSESSMENT

#### *Compliance Reporting*

Education and Academic Rating: Non-Compliant*	
Academic Performance Requirements	2/5
Goals for Academic Performance Using Common Indicators	1/4
Goals for Academic Performance Relative to Comparable Schools	0/2
Goals for Academic Performance of Students Enrolled Over Time	1/1
School will participate in good faith with the SPONSOR to develop and implement a value-added assessment in reading and mathematics by the conclusion of the 2006-07 school year. <sup>15</sup>	Yes <sup>26</sup>

## Education and Academic Rating

Springfield Academy of Excellence is rated non-compliant in this category. Springfield did not make Adequate Yearly Progress in reading or math achievement.

## Financial Rating

Springfield Academy of Excellence is rated compliant in this category. The most recently released audit for the Springfield Academy of Excellence is 2004-2005. The 2005-2006 audit is in progress.

## Governance Rating

Springfield Academy of Excellence is rated compliant in this category. Springfield's Annual Report did not contain information on their most recently released audit.

## SCHOOL PERFORMANCE RESULTS

### Assessments

Springfield Academy of Excellence participates in all state-required tests. The school uses student performance on state tests to reexamine and modify its curriculum each year. For example, last year, the school determined there were "holes" in the Open Court reading program where the state standards were not fully incorporated, and as a result student performance on state assessments suffered. Professional development was used to help fortify the weaknesses. As a result, reading proficiency increased at every test level.

School will use the developed value-added assessment in reading and mathematics in each of the 2007-08, 2008-09 and 2009-10 school years.	N/A
<b>The Community School is Attaining Its Own Distinctive Education Goals</b>	<b>0/1</b>
Springfield Academy of Excellence has not shared its own distinctive education goals.	No
<b>Financial Rating: Compliant</b>	
Audit	In Progress
<b>Fiscal Reports Required (2005-2006)</b>	<b>3/3</b>
IRS Form 990 (submitted annually)	Yes
Bi-monthly Financial Reports	Yes
Five Year Budget Forecast (submitted annually)	Yes
<b>Governance Rating: Compliant</b>	
<b>Annual Report (2005-2006)</b>	<b>4/4</b>
Mission Statement of the Community School	Yes
General school information and statistics, including grade levels served, student demographics and the name of teachers and subject areas taught	Yes
Educational performance results obtained pursuant to Sections 4(a) and 4(b) of Exhibit IV of the contract for sponsorship	Yes
Financial information, including: cashflow statements, income statements and balance sheet information	Yes
Independent state fiscal audit results	In Progress

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

## Results

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

Springfield Academy of Excellence did not make AYP because the school as a whole and all sub-groups that were measured (African American and Economically Disadvantaged) missed the targets for both math and reading.

INDICATORS <sup>27</sup>	School Performance	
	Participation	Achievement
<b>Requirement 1:</b> Made Adequate Yearly Progress (AYP)?	<b>No</b>	
<b>Requirement 2:</b> Made AYP in Reading?	<b>Yes</b>	<b>No</b>
<b>Requirement 3:</b> Made AYP in Mathematics?	<b>Yes</b>	<b>No</b>

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

*Note: Goals 4 and 6 were not included in this year's performance data because the state of Ohio did not test students in Science or Citizenship in 2005-06.*

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

These are based on achievement data reported publicly by the state on the school's state report card. Additional details regarding Springfield Academy of Excellence's performance on each goal can be found on the following pages.

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

No. Springfield Academy of Excellence received a rating of Academic Emergency in 2004-05 and Academic Emergency in 2005-06.

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

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

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

No. The percentage of Springfield Academy of Excellence students meeting reading standards rose by 28 percent between 2004-05 and 2005-06, but a lower percentage of 3rd graders met reading standards than in the previous year.

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

No. The percentage of Springfield Academy of Excellence students meeting math standards rose by 12 percent between 2004-05 and 2005-06, but a lower percentage of 3rd graders met math standards than in the previous year.

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

No. The percentage of Springfield Academy of Excellence students meeting writing standards fell by 5 percent between 2004-05 and 2005-06.

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

No. In 2005-06, across three subject areas, Springfield Academy of Excellence's percentage proficient was an average of 12 points lower than Springfield City Schools' percentage proficient.

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

No. In 2005-06, across three subject areas, Springfield Academy of Excellence's percentage proficient was an

*School Performance on Reading, Math and Writing*

	% of Students Meeting READING Standards		Percent Change	% of Students Meeting MATH Standards		Percent Change	% of Students Meeting WRITING Standards		Percent Change
	04-05	05-06		04-05	05-06		04-05	05-06	
<b>3rd Grade</b>	54	30	-45	37	24	-34	N/A	N/A	N/A
<b>4th Grade</b>	48	51	6	21	33	61	62	59	-5
<b>5th Grade</b>	16	58	269	N/A	22	N/A	N/A	N/A	N/A
<b>6th Grade</b>	32	79	148	9	21	132	N/A	N/A	N/A
<b>Overall</b>	<b>40</b>	<b>51</b>	<b>28</b>	<b>23</b>	<b>26</b>	<b>12</b>	<b>62</b>	<b>59</b>	<b>-5</b>

average of 13 points lower than the statewide charter schools' average percentage proficient.

In future years, Springfield Academy of Excellence and other Fordham-sponsored schools will also be assessed based on how much progress individual students make in reading and mathematics. These results will be an important part of the annual accountability report and will demonstrate whether the schools are making substantial and adequate gains over time.

Beginning in 2006-07, Fordham will also begin to assess the extent to which its sponsored schools are attaining their own distinctive education goals.

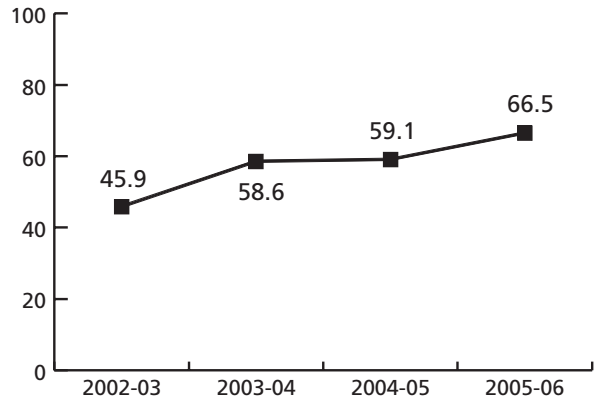
**OTHER PERFORMANCE INDICATORS**

**Attendance Rate**

95 Percent

**The Performance Index Score**

The 2005-06 Performance Index (PI) score at Springfield Academy of Excellence was 66.5, an increase of 7.4 from the previous year. The PI provides an overall indication of how well students per-



*Percent Meeting State Standards Compared to Home District and State Community School Average, 2005-06*

	Springfield Academy of Excellence	Dayton District	Difference	State Community School Average	Difference
<b>Reading</b>	51	56	-5	58	-7
<b>Math</b>	26	51	-25	46	-20
<b>Writing</b>	59	65	-6	71	-12



form on all tested subjects in grades 3, 4, 5, 7 and 8 each year. The PI score is calculated by multiplying the percentage of students that are untested, below basic/limited, basic, proficient, accelerated or advanced by weights ranging from 0 for untested to 1.2 for advanced students. The totals are then summed to obtain the school or district's PI score. PI scores range from 0 to 120, with 100 being the statewide goal for all students.

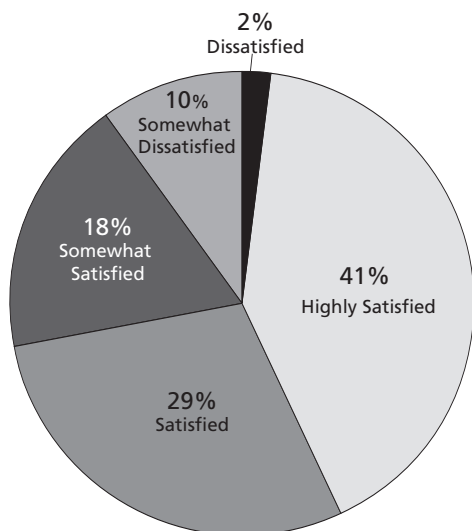
## SATISFACTION SURVEY RESULTS

In March 2005, 51 Springfield Academy of Excellence parents and seven faculty members participated in the Fordham Satisfaction Survey. The survey asked participants questions about satisfaction related to several areas, including mission, goals, educational program, leadership, teachers, parent engagement, school culture, finances, and school facilities.

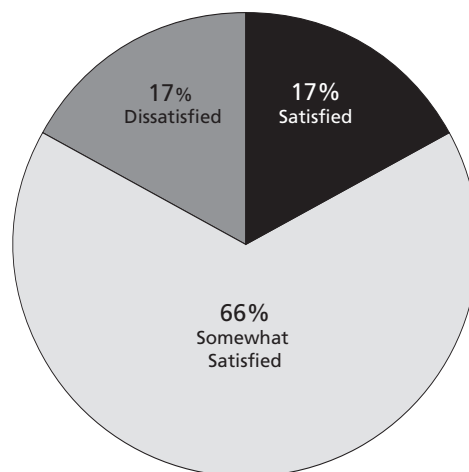
Responses to questions regarding overall satisfaction and qualities that are most important to parents are included in the section below. For other survey responses refer to the Parent and Faculty Survey Appendix.

### Overall Satisfaction

Parents



Faculty



### Top Five Qualities that Responding Parents at Springfield Academy of Excellence say are Important to Them

1. Our school has high academic expectations for all students.
2. Our school delivers academic results.
3. Our school provides an excellent education to all students.
4. Our school provides individualized student instruction.
5. Our school consistently communicates student performance to families.

## SOURCES

### Mission, Educational Philosophy, Program, and Academic Calendar

Springfield Academy of Excellence's Application for Fordham Sponsorship; print copy

Ohio State Department of Education Annual Report 2005; available online.

### Student Enrollment and Demographic Information

*Springfield Academy of Excellence: 2005-2006 School Year Report Card.* Ohio Department of Education,

published August 15, 2006. <http://www.ode.state.oh.us/reportcardfiles/2005-2006/BUILD/132787.pdf>

Ohio Department of Education's Community School Average Daily Membership database, as entered by schools, search run from June 1 to June 30, 2006 (includes all students enrolled for any portion of that time).

*Special Education Report 2005/2006 School Year*, submitted by: Althea Barnett, Deputy Director of Community School Sponsorship for the Thomas B. Fordham Foundation.

## **Governance**

Fordham Staff, electronic submission, from school self report.

## **Teacher Information**

Fordham Staff, electronic submission, from school self report.

## **Compliance**

Annual Audits for Springfield Academy of Excellence, from Office of Auditor of State, available at:

<http://www.auditor.state.oh.us/AuditSearch/Search.aspx>.

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

## **Performance Data**

*Springfield Academy of Excellence: 2005-2006 School Year Report Card*. Ohio Department of Education, published August 15, 2006. <http://www.ode.state.oh.us/reportcardfiles/2005-2006/BUILD/132787.pdf>

*Springfield Academy of Excellence: 2004-2005 School Year Report Card*. Ohio Department of Education. <http://www.ode.state.oh.us/reportcardfiles/2004-2005/BUILD/132787.PDF>

## **Parent and Faculty Evaluation**

Thomas B. Fordham Foundation Parent and Faculty Satisfaction Survey, administered March 2006.

Cetnar, Gail. (2005). "No Girls Allowed." Springfield, Ohio: Springfield News-Sun. August 4, 2005. Available online: [http://www.springfieldnews-sun.com/news/content/news/stories/2005/08/04/sns0804\\_boysacademy.html](http://www.springfieldnews-sun.com/news/content/news/stories/2005/08/04/sns0804_boysacademy.html)

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<sup>25</sup> A "value-added assessment" is a test that schools can use at least twice each year to measure each student's growth. For example, a student is tested in the fall, and again in the spring. The results of the test show how much growth the student has made in a certain subject.

<sup>26</sup> Springfield Academy of Excellence uses NWEA testing as its value-added assessment.

<sup>27</sup> Federal AYP requirements identify a series of standards that each school and district must reach. The school must meet all of these standards in order to make AYP (Requirement 1.) Two of the standards are targets for the percent of students who must participate in (95%) and score proficient or above in (69.3%) reading (Requirement 2). Another two standards are targets for the percent of students who must participate in (95%) and score proficient or above in (60.6%) mathematics (Requirement 3).

# VERITAS/CESAR CHAVEZ ACADEMY

## Contact Names

2005-2006 - Wilson H. Willard, III  
2006-2007 - Dianne Ebbs

## Address

1769 Carl St.  
Cincinnati, OH 45225

## Telephone

513-651-9624

## Contact Email

Debbs@cinci.rr.com

## Website

N/A

## Began Operating

2005

## Governing Authority

Board of Trustees, Veritas/Cesar Chavez Academy

- Edward Burdell, Chair
- Kendal Coes
- Dianne Ebbs
- Winnie Johnson
- Betty Lee
- David McKenney

## MISSION

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

## EDUCATIONAL PHILOSOPHY

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

## EDUCATIONAL PROGRAM SUMMARY

Veritas/Cesar Chavez Academy has a longer school day with individual schedules tailored to meet the needs of each student. The school incorporates practices from Detroit's successful Cesar Chavez Academy and uses the Diagnostic Testing/Prescriptive Instruction program that is in use at W.E.B. Dubois Academy.

The school uses the Core Knowledge curriculum to meet the Ohio performance standards. In addition to math, reading, science, and social studies, all students are required to take Greek or Latin. The school will also offer fencing and chess.

Instruction at Veritas/Cesar Chavez Academy is held in Spanish for half of the school day and English for half of the day. Science and social studies classes are conducted in Spanish, and reading and math classes are conducted in English.

## SCHOOL CALENDAR

Veritas/Cesar Chavez Academy offers instruction twelve hours each day. All students begin with a

base schedule of 7 a.m. to 5 p.m. Monday through Friday, a pace at which they can complete the minimum requirement of 920 hours in five months. Student schedules are then altered to create an individual schedule to meet the needs of each student.

## DEMOGRAPHICS

### *Student Composition 2005-06*

<b>Grades Served</b>	<b>K-12</b>
<b>Enrollment</b>	<b>41</b>
<b>Student Demographics</b>	<b>% of Students</b>
African American	84
White	3
Hispanic	5
Other	8
Free and Reduced Lunch	29
Students with Disabilities	0
Special Education	10

## GOVERNANCE

### **Previous Sponsor**

None; school opened in the fall of 2005.

### **School Leader**

During the 2005-06 school year, Wilson H. Willard, III, served as the school leader. In 2006-

### *Compliance Reporting*

<b>Education and Academic Rating: Partially Compliant*</b>	
<b>Academic Performance Requirements</b>	<b>N/A</b>
<b>Goals for Academic Performance Using Common Indicators</b>	<b>N/A</b>

07, Diane Ebbs will become the new superintendent. Previously Mrs. Ebbs has served as a principal and teacher at several other schools in the Cincinnati area. She has a bachelor's degree in elementary education and a master's degree in curriculum and instruction, as well as several certificates in specialized areas of teaching and administration.

## FACULTY

### **Number of Teachers**

Veritas/Cesar Chavez Academy employs two licensed teachers, both of whom possess at least a bachelor's degree. The school is designed to operate with a ratio of no more than 21 students to one certificated teacher.

<b>Teacher Demographics</b>	<b>% of teachers</b>
Male	50
Female	50
African-American	50
White	50

### **Highly-qualified Teachers**

In 2005-06, 100 percent of teachers were considered "highly qualified" according to the federal No Child Left Behind Act.

### **Professional Development**

Veritas/Cesar Chavez Academy was unable to provide information about professional development.

## COMPLIANCE REPORT

<b>Goals for Academic Performance Relative to Comparable Schools</b>	<b>N/A</b>
<b>Goals for Academic Performance of Students Enrolled Over Time</b>	<b>1/1</b>
School will participate in good faith with the SPONSOR to develop and implement a value-added assessment in reading and mathematics by the conclusion of the 2006-07 school year.	Ongoing <sup>28</sup>
School will use the developed value-added assessment in reading and mathematics in each of the 2007-08, 2008-09 and 2009-10 school years.	N/A
<b>The Community School is Attaining Its Own Distinctive Education Goals</b>	<b>0/1</b>
Veritas/Cesar Chavez Academy has not shared its own distinctive education goals.	No
<b>Financial Rating: Partially Compliant</b>	
Audit	N/A
<b>Fiscal Reports Required (2005-2006)</b>	<b>2/3</b>
IRS Form 990 (submitted annually)	No
Bi-monthly Financial Reports	Yes
Five Year Budget Forecast (submitted annually)	Yes
<b>Governance: Non-Compliant</b>	
<b>Annual Report (2005-2006)</b>	<b>0/3</b>
Mission Statement of the Community School	No
General school information and statistics, including grade levels served, student demographics and the name of teachers and subject areas taught	No
Educational performance results obtained pursuant to Sections 4(a) and 4(b) of Exhibit IV of the contract for sponsorship	N/A
Financial information, including: cashflow statements, income statements and balance sheet information	No
Independent state fiscal audit results	N/A

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

## **SUMMARY OF FORDHAM COMPLIANCE ASSESSMENT**

### **Education and Academic Rating**

Under Ohio law, new community schools do not receive the state-issued “Local Report Card” for the first two years of their operation. The Local Report Card is issued to the public by the Ohio

Department of Education and shows how each school did on state required tests. The report card breaks down results and shows the percentage of students who passed the state tests at each grade level. The first year of operation for Veritas/Cesar Chavez Academy was the 2005-2006 school year; therefore, the school will not receive an Education/Academic rating until the 2007-2008 school year.

## Financial Rating

Veritas/Cesar Chavez Academy is rated partially compliant in the financial category. The school did not submit a 2005-2006 IRS Form 990 to the sponsor. The 2005-2006 audit is rated N/A as the audit is scheduled to take place during the 2006-2007 school year.

## Governance Rating

The Veritas/Cesar Chavez Academy is non-compliant in this category.

## SCHOOL PERFORMANCE RESULTS

### Assessments

Veritas/Cesar Chavez Academy participates in all state required tests.

### Results

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

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

INDICATORS <sup>30</sup>	School Performance	
	Participation	Achievement
<b>Requirement 1:</b> Made Adequate Yearly Progress (AYP)?	N/A	
<b>Requirement 2:</b> Made AYP in Reading?	N/A	N/A
<b>Requirement 3:</b> Made AYP in Mathematics?	N/A	N/A

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

*Note: Goals 4 and 6 were not included in this year's performance data because the state of Ohio did not test students in Science or Citizenship in 2005-06.*

These are based on achievement data reported publicly by the state on the school's state report card.

Under Ohio law, a community school must be open for two years before it receives a school report card.<sup>31</sup>

Because 2005-06 was the first school year that Veritas/Cesar Chavez Academy was in operation, the Department of Education did not provide a school report card for it. Therefore, no official performance data was available.

## OTHER PERFORMANCE INDICATORS

### Attendance Rate

100 Percent

### The Performance Index Score

Because this year was Veritas/Cesar Chavez Academy's first year of operation, there was not an official Performance Index score.

## SATISFACTION SURVEY

Veritas/Cesar Chavez Academy parents and faculty did not participate in the Fordham Satisfaction Survey, which was distributed to all Fordham-sponsored schools in March 2005.

## SOURCES

### Mission, Educational Philosophy, Program, and Academic Calendar

*Veritas/Cesar Chavez Academy's Application for Fordham Sponsorship*; print copy

Student Enrollment and Demographic Information

Ohio Department of Education's Community School Average Daily Membership database, as entered by schools, search run from June 1 to June 30, 2006 (includes all students enrolled for any portion of that time).

*Special Education Report 2005/2006 School Year*, submitted by: Althea Barnett, Deputy Director of

Community School Sponsorship for the Thomas B. Fordham Foundation.

### Governance

Fordham Staff, electronic submission, from school self report.

### Teacher Information

Fordham Staff, electronic submission, from school self report.

### Compliance

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

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

### Performance Data

Ohio Department of Education website, 2005-06 school year data reported August 15, 2006. <http://www.ode.state.oh.us/>

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<sup>28</sup> Veritas/Cesar Chavez Academy is examining the possibility of using NWEA testing as its value-added assessment.

<sup>29</sup> O.R.C. § 3314.012(E).

<sup>30</sup> Federal AYP requirements identify a series of standards that each school and district must reach. The school must meet all of these standards in order to make AYP (Requirement 1.) Two of the standards are targets for the percentage of students who must participate in (95%) and score proficient or above in reading (Requirement 2). Another two standards are targets for the percent of students who must participate in (95%) and score proficient or above in mathematics (Requirement 3).

<sup>31</sup> O.R.C. § 3314.012(E).

# W.E.B. DUBOIS ACADEMY

**Contact Name**

2005-2006 – Wilson H. Willard, III  
2006-2007 – Dianne Ebbs

**Address**

1812 Central Pkwy.  
Cincinnati, OH 45214-2304

**Telephone**

513-651-9624

**Contact Email**

Debbs@cinci.rr.com

**Website**

<http://www.duboisacademy.org>

**Began Operating**

2000

**Governing Authority**

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

- Edward Burdell, Chair
- Kendal Coes
- Dianne Ebbs
- Winnie Johnson
- Betty Lee
- David McKenney

**MISSION**

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

**EDUCATIONAL PHILOSOPHY**

W.E.B. DuBois Academy believes in measurable academic results and seeks to break molds to achieve them, instituting increased instructional time, recruiting and rewarding outstanding teachers and providing a style of explicit instruction that the students benefit from and enjoy. The school markets itself as “a private school education at a public school price.”

**EDUCATIONAL PROGRAM SUMMARY**

To achieve its mission, W.E.B. DuBois Academy has a longer school year and school day than most traditional public schools. Its Core Knowledge curriculum is designed to take advantage of the extra instructional time and allow students to receive review and advanced lessons, as well as remedial work, in order to establish the strong academic foundation required for them to succeed and compete on the same level with students in suburban schools.

The school’s program also has unique extracurricular components. All students must enroll in martial arts physical education classes to help them acquire the traditional martial arts values of self-control and discipline. The academy also offers a “step program” that incorporates traditional African ritual dancing with other gymnastic elements to increase students’ balance, awareness, and attention while encouraging teamwork.



## SCHOOL CALENDAR

Students at W.E.B. DuBois Academy attend school for 253 days per year, from 7 a.m. to 5 p.m. Monday through Friday.

## DEMOGRAPHICS

### *Student Composition 2005-06*

Grades Served	K-12
Enrollment	201
Student Demographics	% of Students
African American	98
White	2
Free and Reduced Lunch	63
Students with Disabilities	1
Special Education	10

## GOVERNANCE

### Previous Sponsor

Ohio State Board of Education

### School Leader

During the 2005-06 school year, Wilson H. Willard, III, served as the school leader. In 2006-07, Diane Ebbs will become the new superintendent. Previously she has served as a principal and teacher at several other schools in the Cincinnati

### *Compliance Reporting*

Education and Academic Rating: Compliant*	
Academic Performance Requirements	5/5
Goals for Academic Performance Using Common Indicators	2/4
Goals for Academic Performance Relative to Comparable Schools	2/2

area. She has a bachelor's degree in elementary education and a master's degree in curriculum and instruction, as well as several certificates in specialized areas of teaching and administration.

## FACULTY

### Number of Teachers

W.E.B. DuBois Academy employs 24 licensed teachers, all of whom possess at least a bachelor's degree. The school is designed to operate with a ratio of no more than 25 students to one certificated teacher.

Teacher Demographics	% of teachers
Male	25
Female	75
African-American	25
White	75

### Highly-qualified Teachers

In 2005-06, 100 percent of teachers were considered "highly qualified" according to the federal No Child Left Behind Act.

### Professional Development

W.E.B. Dubois Academy was unable to provide information about professional development.

## COMPLIANCE REPORT

<b>Goals for Academic Performance of Students Enrolled Over Time</b>	<b>1/1</b>
School will participate in good faith with the SPONSOR to develop and implement a value-added assessment in reading and mathematics by the conclusion of the 2006-07 school year. <sup>32</sup>	Ongoing <sup>33</sup>
School will use the developed value-added assessment in reading and mathematics in each of the 2007-08, 2008-09 and 2009-10 school years.	N/A
<b>The Community School is Attaining Its Own Distinctive Education Goals</b>	<b>0/1</b>
W.E.B. DuBois Academy has not shared its own distinctive education goals.	No
<b>Financial Rating: Non-Compliant</b>	
Audit	No <sup>34</sup>
<b>Fiscal Reports Required (2005-2006)</b>	<b>1/3</b>
IRS Form 990 (submitted annually)	No
Bi-monthly Financial Reports	Yes
Five Year Budget Forecast (submitted annually)	Yes
<b>Governance Rating: Non-Compliant</b>	
<b>Annual Report (2005-2006)</b>	<b>2/5</b>
Mission Statement of the Community School	Yes
General school information and statistics, including grade levels served, student demographics and the name of teachers and subject areas taught	No
Educational performance results obtained pursuant to Sections 4(a) and 4(b) of Exhibit IV of the contract for sponsorship	Yes
Financial information, including: cashflow statements, income statements and balance sheet information	No
Independent state fiscal audit results	No

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

## **SUMMARY OF FORDHAM COMPLIANCE ASSESSMENT**

### **Education and Academic Rating**

W.E.B. DuBois Academy is rated compliant in this category. W.E.B. DuBois made Adequate Yearly Progress requirements in math and reading achievement.

### **Financial Rating**

W.E.B. DuBois Academy is rated non-compliant in this category. The audit for the 2002-03 school year is the most recently released audit for the school. A special audit and investigation of the school are currently underway.

### **Governance Rating**

W.E.B. DuBois Academy is rated non-compliant in this category.

# SCHOOL PERFORMANCE RESULTS

## Assessments

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

## Results

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

INDICATORS <sup>35</sup>	School Performance	
	Participation	Achievement
<b>Requirement 1:</b> Made Adequate Yearly Progress (AYP)?	<b>Yes</b>	
<b>Requirement 2:</b> Made AYP in Reading?	<b>Yes</b>	<b>Yes</b>
<b>Requirement 3:</b> Made AYP in Mathematics?	<b>Yes</b>	<b>Yes</b>

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

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

**Goal 1:** Received rating of at least Continuous Improvement?

Yes. In 2004-05, W.E.B. DuBois Academy received a rating of Excellent. In 2005-06, the school received a rating of Effective.

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

*Note: Goals 4 and 6 were not included in this year's performance data because the state of Ohio did not test students in Science or Citizenship in 2005-06.*

Ohio has five school performance designations for public schools. The school designation is based on several measures (state indicators, performance index, AYP, and growth calculation) and is indicated on the chart above in black.

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

Yes. The percentage of W.E.B. DuBois Academy students meeting reading standards rose by 14 per-

<b>Excellent</b>
<b>Effective</b>
<b>Continuous Improvement</b> (Fordham Goal)
<b>Academic Watch</b>
<b>Academic Emergency</b>

*School Performance on Reading, Math and Writing*

	% of Students Meeting READING Standards		Percent Change	% of Students Meeting MATH Standards		Percent Change	% of Students Meeting WRITING Standards		Percent Change
	04-05	05-06		04-05	05-06		04-05	05-06	
<b>3rd Grade</b>	76	75	-1	56	50	-11	N/A	N/A	N/A
<b>4th Grade</b>	88	92	5	82	77	-7	94	92	-2
<b>5th Grade</b>	88	100	14	N/A	57	N/A	N/A	N/A	N/A
<b>6th Grade</b>	75	100	33	92	71	-22	N/A	N/A	N/A
<b>7th Grade</b>	N/A	92	N/A	93	75	-19	N/A	N/A	N/A
<b>8th Grade</b>	88	100.0	13	88	93	6	N/A	N/A	N/A
<b>Overall</b>	<b>82</b>	<b>94</b>	<b>14</b>	<b>80</b>	<b>71</b>	<b>-12</b>	<b>94</b>	<b>92</b>	<b>-2</b>

cent between 2004-05 and 2005-06, and all grades were above the goal of 75 percent of students meeting reading standards.

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

No. The percentage of W.E.B. Dubois Academy students meeting math standards fell by 12 percent between 2004-05 and 2005-06, and only 8th grade showed growth, although 4th and 7th grade were both above the 75 percent proficiency goal.

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

Yes. The percentage of W.E.B. Dubois Academy students meeting writing standards fell by 2 percent between 2004-05 and 2005-06, but was well above the goal of 75 percent of students meeting writing standards.

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

Yes. In 2005-06, across three subject areas, W.E.B. Dubois Academy's percentage proficient was an average of 27 points higher than Cincinnati Public Schools' percentage proficient.

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

*Percent Meeting State Standards Compared to Home District and State Community School Average, 2005-06*

	Dayton Academy	Dayton District	Difference	State Community School Average	Difference
<b>Reading</b>	<b>94</b>	<b>58</b>	<b>35</b>	<b>60</b>	<b>33</b>
<b>Math</b>	<b>71</b>	<b>48</b>	<b>23</b>	<b>43</b>	<b>28</b>
<b>Writing</b>	<b>92</b>	<b>71</b>	<b>21</b>	<b>71</b>	<b>21</b>

Yes. In 2005-06, across three subject areas, W.E.B. DuBois Academy's percentage proficient was an average of 27 points higher than the statewide charter schools' average percentage proficient.

In future years, W.E.B. DuBois Academy and other Fordham-sponsored schools will also be assessed based on how much progress individual students make in reading and mathematics. These results will be an important part of the annual accountability report and will demonstrate whether the schools are making substantial and adequate gains over time.

Beginning in 2006-07, Fordham will also begin to assess the extent to which its sponsored schools are attaining their own distinctive education goals.

## OTHER PERFORMANCE INDICATORS

### Attendance Rate

99 Percent

### The Performance Index Score

The 2005-06 Performance Index (PI) score at W.E.B. DuBois Academy was 99.2, an increase of 2.7 from the previous year. The PI provides an overall indication of how well students perform on all tested subjects in grades 3, 4, 5, 7 and 8 each year. The PI score is calculated by multiplying the percentage of students that are untested, below basic/limited, basic, proficient, accelerated or advanced by weights ranging from 0 for untested to 1.2 for advanced students. The totals are then summed to obtain the school or district's PI score. PI scores range from 0 to 120, with 100 being the statewide goal for all students.

### ACCREDITATION

In 2005, W.E.B. DuBois Academy was the first charter school in Ohio to gain national accreditation from the American Academy of Liberal Education (AALE).

## SATISFACTION SURVEY RESULTS

In March 2005, W.E.B. DuBois Academy parents and faculty participated in the Fordham

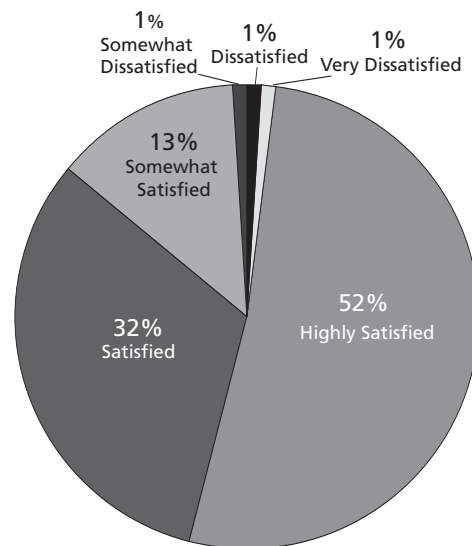
Satisfaction Survey. The survey asked participants questions about satisfaction related to several areas, including mission, goals, educational program, leadership, teachers, parent engagement, school culture, finances, and school facilities.

Seven faculty members completed the survey, as did 74 parents.

Responses to questions regarding overall satisfaction and qualities that are most important to parents are included in the section below. For other survey responses refer to the Parent and Faculty Survey Appendix.

### Overall Satisfaction

Parents



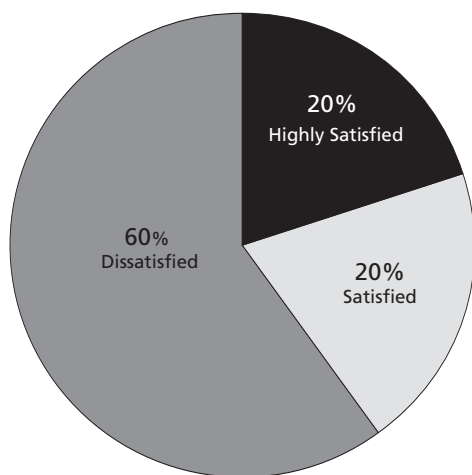
### Top Five Qualities that Responding Parents at W.E.B. DuBois Academy say are Important to Them

#### Parent/Faculty Evaluation

Satisfaction Responses to Select Features (for additional questions, see sections above)

1. Our school has high academic expectations for all students.
2. Our school has a high quality academic program.
3. Our school provides excellent reading instruction.

## Faculty



4. Our school has an effective principal.
5. Our school is safe for students.

## SOURCES

### Mission, Educational Philosophy, Program, and Academic Calendar

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

Ohio State Department of Education Annual Report 2005; available online.

### Student Enrollment and Demographic Information

*W.E.B. Dubois Academy: 2005-2006 School Year Report Card.* Ohio Department of Education, published August 15, 2006. <http://www.ode.state.oh.us/reportcardfiles/2005-2006/BUILD/133405.pdf>

Ohio Department of Education's Community School Average Daily Membership database, as entered by schools, search run from June 1 to June 30, 2006 (includes all students enrolled for any portion of that time).

*Special Education Report 2005/2006 School Year,* submitted by: Althea Barnett, Deputy Director of Community School Sponsorship for the Thomas B. Fordham Foundation.

### Governance

Fordham Staff, electronic submission, from school self report.

### Teacher Information

Fordham Staff, electronic submission, from school self report.

### Compliance

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

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

### Performance Data

*W.E.B. Dubois Academy: 2005-2006 School Year Report Card.* Ohio Department of Education, published August 15, 2006. <http://www.ode.state.oh.us/reportcardfiles/2005-2006/BUILD/133405.pdf>

*W.E.B. Dubois Academy: 2004-2005 School Year Report Card.* Ohio Department of Education. <http://www.ode.state.oh.us/reportcardfiles/2004-2005/BUILD/133405.PDF>

*W.E.B. DuBois Academy. (2005). Press Release: W.E.B. DuBois Academy Achieves "Excellent" Rating.* Available online: <http://www.aale.org/charters/pdf/DuBois%20Excellent%20rating.pdf>

### Parent and Faculty Evaluation

Thomas B. Fordham Foundation Parent and Faculty Satisfaction Survey, administered March 2006.

<sup>32</sup> A "value-added assessment" is a test that schools can use at least twice each year to measure each student's growth. For example, a student is tested in the fall, and again in the spring. The results of the test show how much growth the student has made in a certain subject.

<sup>33</sup> W.E.B. DuBois Academy is examining the possibility of using NWEA testing as its value-added assessment.

<sup>34</sup> W.E.B. DuBois Academy has not had an audit released since the 2002-2003 school year.

<sup>35</sup> Federal AYP requirements identify a series of standards that each school and district must reach. The school must meet all of these standards in order to make AYP (Requirement 1.) Two of the standards are targets for the percentage of students who must participate in (95%) and score proficient or above in (70.6%) reading (Requirement 2). Another two standards are targets for the percent of students who must participate in (95%) and score proficient or above in (53.3%) mathematics (Requirement 3).





**THOMAS B. FORDHAM FOUNDATION**  
**Sponsorship Accountability Report**  
2005 - 2006

**APPENDICES**





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# Appendix A: Frequently Asked Questions

## Basic Issues

### *What are charter schools?*

Charter schools are non-sectarian, publicly funded schools designed to provide educational alternatives for students. They are secular, tuition-free public schools that are exempt from many of the regulations governing traditional schools. A charter school is a part of the state's program of education. They control their own curriculum, staffing, organization and budget. In exchange for this freedom, they must maximize student potential and meet high academic standards.

In Ohio, they are specifically defined as “public schools of choice operating under a specific performance contract with an approved sponsor in specified marketing areas (3314.03 Ohio Revised code).”

In Ohio, all schools must have a charter to operate. Therefore, Ohio's charter schools originally were termed “community schools” to avoid confusion.

### *How many charter schools are there in the United States?*

According to the National Alliance for Public Charter Schools over 1,000,000 students are enrolled in close to 3,600 charter schools nationwide in 2005-06. Forty states, the District of Columbia and Puerto Rico have all passed charter school legislation.

### *How many community (charter) schools are there in Ohio?*

Approximately, 72,000 students are enrolled in approximately 305 charter schools in Ohio.

### *How do charter schools differ from district schools?*

Charter schools differ from district schools in Ohio in that they are established by teachers, principals,

education experts and/or parents. Charter schools are exempt from some state and school district regulations, making them essentially autonomous in their operation.

Charter schools are not part of the school district in which they are located, but rather are part of the state's education system.

Students who attend charter schools do so by choice; likewise, educators who teach at charter schools do so by choice. Charter schools can be closed for producing unsatisfactory results.

Finally, charter schools enter into a contract with a sponsor who helps them ensure compliance with regulations, to operate in a sound manner, and to fulfill all academic expectations.

## Charter Legislation

### *When did charter schools begin in Ohio?*

The first charter legislation in Ohio passed in 1997. House Bill 215 created a pilot program. One year later, charter legislation was extended to all of the “Big 8,” Ohio's largest urban districts.

### *How has charter school legislation changed over time?*

Ohio's charter law has been changed nearly every year since the first schools opened in 1998. In 1999, additional law expanded the potential for charter schools to include 21 urban districts and, from 2000, districts designated as in academic emergency.

In 2000 and 2001, the State Board of Education adopted policy statements to further define support and direction for charter schools in areas of start-up challenges, governance, capacity building, and school accountability.

In 2003, House Bill 364 enabled charter schools to be opened in any school district rated in Academic Watch. It also made significant changes to the types of organizations that could legally sponsor charter schools. The law terminated the State Board of Education's charter sponsorship role, permitted qualified 501(C)(3) organizations (and other entities) to become charter school sponsors, and created a two-year period for that transition. House Bill 364 also capped new start-up charter schools at 225.

House Bill 66 was enacted (effective July 2005), altering the sponsor and community school landscape in Ohio. This bill enacted statewide caps (until June 2007) on the number of new schools sponsored by districts and non-districts (with some exceptions, no more than 30 total new schools for each type of sponsor beyond the number operating as of May 2005).

House Bill 66 required a random lottery to determine which of the over 60 community schools with "signed contracts" (but not yet open as of May 2005) would be eligible to take the 30 remaining slots under the new state cap. This drawing occurred during July 2005, identifying both the 30 new schools allowed under the cap, as well as a rank order of other schools in the event any of the 30 did not actually open or existing schools closed.

### *Why were charter schools introduced in Ohio?*

Legislation was introduced in the state of Ohio, largely, because families, particularly poor ones in urban areas, were disappointed with the existing public education system and put pressure on policymakers to increase parental choice and control over their children's education. For more information about how Ohio families, particularly those in Dayton, feel about education, see Fordham's Views of Dayton-Area Parents on Education, at: <http://www.edexcellence.net/doc/DayTalk.pdf>

Ohio's community schools, like charter schools in other states, were not created to destroy or dismantle public education. Rather, they were created to both complement districts by providing additional educational options and to push districts (through

competition) to make effective and sustained academic reform.

## **Sponsorship and Accountability**

### *What is a sponsor?*

In Ohio, sponsors sign contracts with charter school developers and are responsible for helping open a school, overseeing finances, evaluating academic performance and deciding whether to renew or revoke a charter school's contract. (In most states, this entity is termed a "charter authorizer.")

Under the passage of House Bill 364 (see previous section), school districts, county education service centers, public universities, and qualified nonprofit organizations were permitted to sponsor charter schools. The Thomas Fordham Foundation became a sponsor in Dayton when this legislation passed.

### *What is a contract?*

The contract is a performance contract that a charter school developer enters into with a sponsor. It explains what the school will accomplish, how student performance will be measured, and what level of achievement it will attain. The contract sets forth the educational, accountability, governing, and business plan of the school. The school's mission and its performance indicators are clearly specified. These must include academic goals, but may also include safety, parent / teacher satisfaction, and other goals. Sponsors must include all the items required by law in the contract.

### *What is the process for termination or nonrenewal of a contract?*

Sponsors are required by law to notify a school of the proposed action in writing. The notice would include the reasons for the proposed action in detail, the effective date of the termination or nonrenewal, and a statement that the school may, within 14 days of receiving the notice, request an informal hearing before the sponsor. An informal hearing would be

held within 70 days of the receipt of a request for the hearing. That is followed by a written decision from the sponsor either affirming or rescinding the decision to terminate or not to renew the contract.

***Does a school threatened with termination or nonrenewal have an appeal option?***

A decision to terminate a contract may be appealed to the state board of education. The decision by the state board is final.

***Can a school switch to a different sponsor prior to the expiration of its contract?***

Yes. The governing authority of a charter school can change to another sponsor prior to the contract's conclusion subject to providing notice.

***How are charter schools held accountable?***

Each charter school uses an accountability plan, as part of its contract with the sponsor, to establish the

academic, financial, and organizational performance standards that the sponsor will use to evaluate the school. Accountability plans allow all school stakeholders to understand the minimum required performance measures of the school.

The Fordham Foundation has created a guide that details what charter schools need to know to effectively administer tests and how they should collect and report testing data. Access “The State Testing Program for Ohio and How It Works: A Primer for Charter Schools” at <http://www.edexcellence.net/doc/OPT.pdf>.

In addition to establishing and meeting academic standards, all charter schools must meet financial accountability standards in their contracts and financial reporting.

***How does the state give performance ratings?***

In 2005-06, these ratings were based on 25 indicators including test results and graduation and attendance rates.

***Performance Ratings***

<b>RATINGS</b>	<b>State Indicators Met</b>		<b>Performance Index Score*</b>		<b>AYP Requirements</b>
<b>Excellent</b>	17 -18 or 94% - 100 %	<i>or</i>	100 to 120	<i>and</i>	Met or Missed AYP
<b>Effective</b>	14-16 or 75% - 93.9%	<i>or</i>	90 to 99	<i>and</i>	Met or Missed AYP
<b>Continuous Improvement</b>	0-13 or 0% - 74.9%	<i>and</i>	0 to 89	<i>and</i>	Met AYP
	9-13 or 50% - 74.9%	<i>or</i>	80 to 89	<i>and</i>	Missed AYP
<b>Academic Watch</b>	6-8 or 31% - 49.9%	<i>or</i>	70 to 79	<i>and</i>	Missed AYP
<b>Academic Emergency</b>	0-5 or 0% - 30.9%	<i>and</i>	0 to 69	<i>and</i>	Missed AYP

\* The Performance Index Score is a weighted average of all tested subjects in grades 3, 4, and 6. The most weight is given to the advanced students (1.2), and the weights decrease for each performance level. This creates a scale of 0 to 120 points, with 100 being the state's goal. The Performance Index Score over time shows trends in school achievement.

### *Does the state require charter schools to provide information annually?*

Yes. Charter schools are required to report to the Ohio Department of Education annually. Information includes:

- The school's mission statement;
- General school information and statistics including but not limited to: grade levels served; number of days/ hours of instruction; school type (new start-up/ conversion and virtual/ non-virtual); student population (general/ at-risk); student demographics including number of students; and number of teachers and staff members by job function;
- Educational performance indicators including but not limited to: all Ohio proficiency tests, graduation tests, and achievement tests and any norm-referenced tests that are administered. Examples of norm-referenced tests include Stanford 9, California Achievement Test 5, and the Iowa Test of Basic Skills.
- Attendance rate
- Graduation rate or completion rate (as calculated by the school) for schools without grades 9 through 12.
- Detailed financial information
- Independent fiscal audit results.

## **Governance**

### *May a charter school be religious in nature?*

No. As with other public schools in Ohio, charter schools must be non-religious in their programs, admissions policies, governance, employment practices and all other operations. Like other public schools, however, charter schools may enter into partnerships with any community group for secular purposes.

### *Must charter schools comply with federal laws and regulations?*

Charter schools are subject to all of the same federal constitutional, statutory and regulatory requirements applicable to other public schools, including laws governing special education, the provision of instruction to students who have limited English proficiency, and federal desegregation orders. Charter schools must comply with the Age Discrimination Act of 1975, Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990, and Part B of the Individuals with Disabilities Education Act.

## **Funding**

### *How are charter schools in Ohio funded?*

Ohio's system of funding public schools relies heavily on local property taxes, resulting in significant differences in funding levels across the state. Federal and state funding methods for charter schools are nearly the same as funding for other public schools in Ohio. Charter schools, however, do not receive state or local facilities funding support, nor do they have access to local tax resources.

Charter schools in Ohio receive federal funding for programs in the same fashion as other public schools. The federal Public Charter School Program fund is a critical source of funding for start-up and implementation of new charter schools in Ohio. Start-up grants totaling \$150,000 per year per school during a three-year period are provided (up to a total of \$450,000). The state also provides start-up and planning grants of up to \$50,000 per school.

State and local funding for charters, however, work much differently. As with districts, the state calculates a base amount (with supplements) for each charter school. Charter schools receive from the state base-cost funding, special education and voca-



tional education weights, handicapped preschool and gifted units, parity aid, and poverty-based assistance. These payments are deducted from the state aid accounts of the school districts in which the charter school's students are entitled to attend school and paid directly to the school by the Ohio Department of Education.

Since charter schools have no tax base, they have no "local share" to contribute to this amount. The Ohio Revised Code specifies that funding for charter schools should come from the state and not include local tax dollars.

Charter schools do not have access to two other sources that school districts use to supplement state base funding. First, districts levy additional taxes to provide funds that go above and beyond the foundation level. These funds may pay for additional operating costs, as well as for facilities. These funds do not "follow the child" to charter schools; they remain with the district even though the student is no longer enrolled there. Second, charter schools do not have access to the state facilities funding that districts enjoy.

### *How do charter schools pay for facilities?*

Unlike Ohio public school districts, charter schools are not eligible to receive state and local tax revenue to upgrade their facilities. The state, however, has made some effort to provide support through a guarantee program. The Ohio School Facilities Commission (OSFC) administers the Community School Classroom Loan Guarantee Program. This program does not provide facility funds directly to charter schools. Instead, the program offers state credit enhancement for facility improvement loans, which improves a school's creditworthiness.

Charter schools typically pay for facilities out of their operating funds. According to a report from the Ohio Legislative Office for Education Oversight, charter schools typically spend 6.4 percent of their annual operating budget on lease or mortgage costs.

Charter schools typically seek private contributions and grants to bolster their total revenues, and many rely on gifts and donations to help fund their operations and facilities. Charter schools may use a school district facility offered to it by contracting with the district. If a board of education decides to dispose of property suitable for classroom space, it must first offer the property for sale to start-up charter schools.

### *If a charter school enrolls students with disabilities, is additional funding support provided?*

Yes. In Ohio, students having disabilities are evaluated and placed in one of six categories for funding purposes. Charter schools will receive the applicable weight of the base cost for the category of the student's disability. This weighted amount is in addition to the formula amount received for all students.

### *Can charter schools charge tuition?*

No.

### *Are there restrictions on the type of facility a charter school can use?*

A charter school may be located in part or all of an existing public school, in a public building, or any other suitable location, as long as it meets all health and safety standards established by law for school buildings. If a charter school is proposed to be located in a facility owned by a school district or an educational service center, board resolutions per each party must be passed and a formal agreement must be executed to utilize the facility.

## **Charter School Faculty**

### *Must Ohio's charter school teachers be certified?*

It is permissible for uncertified teachers to teach up to teach 12 hours a week, but all other teachers must be certified. In addition, all teachers must

meet the federal No Child Left Behind Act's "highly qualified teachers" provision. (A highly qualified teacher is defined as one who has obtained full state teacher certification or has passed the state teacher licensing examination and holds a license to teach in the state; holds a minimum of a bachelor's degree; and has demonstrated subject area competence in each of the academic subjects in which the teacher teaches.)

### *Do Ohio's charter school teachers have equal access to the public school teachers' retirement system?*

Yes.

### *Is a charter school bound by school district collective bargaining agreements?*

For start-ups, teachers may work independently or choose to form a collective bargaining unit. Conversions are subject to a school district's collective bargaining agreement, unless a majority of the charter school's teachers petition to work independently or form their own unit.

## **Charter School Students**

### *Do charter schools have to serve special population students?*

Like all public schools, charter schools are required to provide access and services to all students, including students with disabilities and those who are limited English proficient.

### *Are charter schools diverse?*

Yes. Nationwide, students in charter schools have similar demographic characteristics to students in all public schools. However, charter schools in some states, like Ohio, serve significantly higher percentages of minority or economically disadvantaged students.

### *Can admission be limited?*

In general, no. But there are some exceptions. Ohio legislation states that there is to be no discrimination in the admission of students to the school on the basis of race, creed, color, handicapping condition, or sex.

Single-gender schools, however, may be established provided comparable facilities and learning opportunities are offered for both boys and girls. The purpose of single-gender schools must be to take advantage of the academic benefits some students realize from single-gender instruction and facilities, and to offer students and parents residing in the district the option of a single-gender education.

A charter school may not limit admission to students on the basis of intellectual ability, measures of achievement or aptitude, or athletic ability. However, a school may limit its enrollment to the following:

1. students who have attained a specific grade level;
2. students who are within a specific age group;
3. students that meet a definition of "at-risk," as defined in the contract ("at-risk" students may include those students identified as gifted students);
4. or to residents of a specific geographic area within the district, as defined in the contract.

### *What are a charter school's obligations when enrolling a child with a disability?*

Upon admission of any student with a disability, a charter school must comply with all federal and state laws regarding the education of such students. All federal and state special education dollars targeted to handicapped children will flow directly to your school. State funds are allocated based upon a cost funding basis plus a weighted formula in which allocations increase according to how students are identified with a disability on a six-scale category.

*Is there a minimum number of students required for a charter school?*

Currently, charter schools are required to enroll at least 25 students to receive state funding.

*Who must provide transportation for charter school students?*

Under Ohio state law, districts are required to transport all district, public, and private school students.

In recent years, some districts have backed out of this obligation, finding that bus transport for charter schools to be impractical and expensive. The district is not required to provide transportation to resident students attending a charter school outside the school district.

Any special transportation, as required in the IEP for students with disabilities, must be provided and paid for by the charter school.

# Appendix B: Satisfaction Survey

**PLEASE RETURN BY MARCH 10**



**Any questions?  
Please call 937-227-3368.**

The Thomas B. Fordham Foundation is a private organization that sponsors ten community (or "charter") schools in Ohio. Our schools are located in Cincinnati, Dayton and Springfield. The Fordham Foundation has a contract with the Ohio Board of Education that gives it the legal authority to sponsor charter schools. For more information on the Fordham Foundation, visit <http://www.edexcellence.net/sponsorship/global/index.cfm>.

### Background Information

<b>Your Role at School</b>	<input type="checkbox"/> Parent/Family Member <input type="checkbox"/> School Leader <input type="checkbox"/> Teacher	<input type="checkbox"/> Other Staff Member (specify) _____
<b>Name of School</b>	<input type="checkbox"/> Cincinnati Speech and Reading Intervention Center <input type="checkbox"/> Dayton View Academy <input type="checkbox"/> East End Accelerated Community School <input type="checkbox"/> Moraine Community School <input type="checkbox"/> Omega Academy of Excellence	<input type="checkbox"/> Phoenix Community Learning Center <input type="checkbox"/> Springfield Academy of Excellence <input type="checkbox"/> The Dayton Academy <input type="checkbox"/> Veritas/Cesar Chavez Community School <input type="checkbox"/> W.E.B. DuBois Academy
<b>Grade level:</b> Family members -check all that apply Students - check your own grade level	<input type="checkbox"/> K <input type="checkbox"/> 1st <input type="checkbox"/> 2nd <input type="checkbox"/> 3rd <input type="checkbox"/> 4th	<input type="checkbox"/> 5th <input type="checkbox"/> 6th <input type="checkbox"/> 7th <input type="checkbox"/> 8th <input type="checkbox"/> 9th
<b>Special needs:</b> Family members and students - check all that apply	<input type="checkbox"/> Academically gifted <input type="checkbox"/> English as a Second Language <input type="checkbox"/> Learning disabled <input type="checkbox"/> Physical disabilities <input type="checkbox"/> Other (specify) _____	
<b>Ethnicity/ race of child(ren)</b>	<input type="checkbox"/> American Indian/Alaskan <input type="checkbox"/> Asian <input type="checkbox"/> Black/African American <input type="checkbox"/> White	<input type="checkbox"/> Hispanic/Latino <input type="checkbox"/> Native Hawaiian/Pacific Islander <input type="checkbox"/> Multi-race <input type="checkbox"/> Other _____

## Your Evaluation of School: Mission and Goals

<p>Please read each of the statements below and indicate how much you agree or disagree with each statement as it relates to your school. Also indicate if this is of value to you.</p>	Strongly Agree	Agree	Neither Agree Nor Disagree	Disagree	Strongly Disagree	No Opinion/ Don't Know	This quality is important to me
Our school has high academic expectations for all students	←	↑	→	↓	○	±	☐
Our school delivers academic results	←	↑	→	↓	○	±	☐
Our school operates with openness and always welcomes my questions	←	↑	→	↓	○	±	☐
Our school leaders are respected and trusted	←	↑	→	↓	○	±	☐
I know the mission of our school	←	↑	→	↓	○	±	☐
Our school is superior to my child's previous school	←	↑	→	↓	○	±	☐

## Your Evaluation of School: Educational Program

<i>Please read each of the statements below and indicate how much you agree with each statement as it relates to your school. Also indicate if this is of value to you.</i>	<b>Strongly Agree</b>	<b>Agree</b>	<b>Neither Agree Nor Disagree</b>	<b>Disagree</b>	<b>Strongly Disagree</b>	<b>No Opinion/ Don't Know</b>	<b>This quality is important to me</b>
Our school has a high quality academic program	←	↑	→	↓	○	±	<input type="checkbox"/>
Our school provides an excellent education to all students	←	↑	→	↓	○	±	<input type="checkbox"/>
Our school provides excellent reading instruction	←	↑	→	↓	○	±	<input type="checkbox"/>
Our school provides excellent writing instruction	←	↑	→	↓	○	±	<input type="checkbox"/>
Our school provides excellent math instruction	←	↑	→	↓	○	±	<input type="checkbox"/>
Our school spends more time than other schools on academics	←	↑	→	↓	○	±	<input type="checkbox"/>
Our school meets the needs of all students, including special needs students (e.g. English as a second language, disabilities, academically challenged, etc.)	←	↑	→	↓	○	±	<input type="checkbox"/>
Our school provides individualized student attention	←	↑	→	↓	○	±	<input type="checkbox"/>
Our school works at continuously improving	←	↑	→	↓	○	±	<input type="checkbox"/>
Our school is making significant gains on state-mandated tests	←	↑	→	↓	○	±	<input type="checkbox"/>
Our school is out-performing other local schools	←	↑	→	↓	○	±	<input type="checkbox"/>
Our school attains its own distinctive educational goals	←	↑	→	↓	○	±	<input type="checkbox"/>
Our school provides an overall satisfactory academic program	←	↑	→	↓	○	±	<input type="checkbox"/>

### Your Evaluation of School: Leadership

<i>Please read each of the statements below and indicate how much you agree or disagree with each statement as it relates to your school. Also indicate if this if of value to you.</i>	<b>Strongly Agree</b>	<b>Agree</b>	<b>Neither Agree Nor Disagree</b>	<b>Disagree</b>	<b>Strongly Disagree</b>	<b>No Opinion/ Don't Know</b>	<b><i>This quality is important to me</i></b>
Our school leaders are available and open to all members of the school community	←	↑	→	↓	○	±	☐
Our school has an effective principal	←	↑	→	↓	○	±	☐
Our school board is effective	←	↑	→	↓	○	±	☐

### Your Evaluation of School: Teachers

<i>Please read each of the statements below and indicate how much you agree or disagree with each statement as it relates to your school. Also indicate if this if of value to you.</i>	<b>Strongly Agree</b>	<b>Agree</b>	<b>Neither Agree Nor Disagree</b>	<b>Disagree</b>	<b>Strongly Disagree</b>	<b>No Opinion/ Don't Know</b>	<b><i>This quality is important to me</i></b>
Our school holds teachers accountable for student performance	←	↑	→	↓	○	±	☐
Our school has high expectations for its teachers	←	↑	→	↓	○	±	☐
The quality of teaching/ instruction is first-rate	←	↑	→	↓	○	±	☐
Teachers hold students to high expectations	←	↑	→	↓	○	±	☐

## Your Evaluation of School: Parent Engagement

<i>Please read each of the statements below and indicate how much you agree with each statement as it relates to your school. Also indicate if this is of value to you.</i>	<b>Strongly Agree</b>	<b>Agree</b>	<b>Neither Agree Nor Disagree</b>	<b>Disagree</b>	<b>Strongly Disagree</b>	<b>No Opinion/ Don't Know</b>	<b><i>This quality is important to me</i></b>
Our school consistently communicates student performance to families	←	↑	→	↓	○	±	☐
Staff members work hard to reach out to and maintain good relations with all families	←	↑	→	↓	○	±	☐
There are many opportunities for families to be involved	←	↑	→	↓	○	±	☐
Students are sent to school by their parents on time, ready to learn, and every day	←	↑	→	↓	○	±	☐
Most families participate in the school on a regular basis	←	↑	→	↓	○	±	☐
The school listens and responds to families' concerns	←	↑	→	↓	○	±	☐



## Your Evaluation of School: School Culture

<i>Please read each of the statements below and indicate how much you agree with each statement as it relates to your school. Also indicate if this is of value to you.</i>	<b>Strongly Agree</b>	<b>Agree</b>	<b>Neither Agree Nor Disagree</b>	<b>Disagree</b>	<b>Strongly Disagree</b>	<b>No Opinion/ Don't Know</b>	<b><i>This quality is important to me</i></b>
All members of the school community are committed to the mission of the school	←	↑	→	↓	○	±	<input type="checkbox"/>
Our school has the right level of discipline	←	↑	→	↓	○	±	<input type="checkbox"/>
Our school is safe for students	←	↑	→	↓	○	±	<input type="checkbox"/>
Our school provides a good student/teacher ratio	←	↑	→	↓	○	±	<input type="checkbox"/>
Staff members care about students' well-being and academic success	←	↑	→	↓	○	±	<input type="checkbox"/>

## Your Evaluation of School: Finances and Facilities

<i>Please read each of the statements below and indicate how much you agree or disagree with each statement as it relates to your school. Also indicate if this is of value to you.</i>	<b>Strongly Agree</b>	<b>Agree</b>	<b>Neither Agree Nor Disagree</b>	<b>Disagree</b>	<b>Strongly Disagree</b>	<b>No Opinion/ Don't Know</b>	<b><i>This quality is important to me</i></b>
Our school is financially stable	←	↑	→	↓	○	±	<input type="checkbox"/>
Our school has the resources to achieve its mission	←	↑	→	↓	○	±	<input type="checkbox"/>
Our facility is safe and provides a good place for children to learn	←	↑	→	↓	○	±	<input type="checkbox"/>

### Your Evaluation of School: Future Plans

<i>Please read each of the statements below and indicate how much you agree or disagree with each statement as it relates to your school. Also indicate if this is of value to you.</i>	<b>Strongly Agree</b>	<b>Agree</b>	<b>Neither Agree Nor Disagree</b>	<b>Disagree</b>	<b>Strongly Disagree</b>	<b>No Opinion/ Don't Know</b>	<b><i>This quality is important to me</i></b>
I will recommend this school to others	←	↑	→	↓	○	±	<input type="checkbox"/>
I plan to return next year (do not answer if you or your child is graduating)	←	↑	→	↓	○	±	<input type="checkbox"/>

### Your Overall Evaluation of School

<i>Please indicate your overall satisfaction with the school</i>	<b>Highly Satisfied</b>	<b>Satisfied</b>	<b>Somewhat Satisfied</b>	<b>Somewhat Dissatisfied</b>	<b>Dissatisfied</b>	<b>Strongly Dissatisfied</b>	<b>No Opinion/ Don't Know</b>
	←	↑	→	↓	○	±	<input type="checkbox"/>

## Survey Results

### Cincinnati Speech and Reading Center

Cincinnati Speech and Reading Center parents and faculty did not participate in the Fordham Satisfaction Survey, which was distributed to all Fordham-sponsored schools in March 2005.

### Dayton Academy

In March 2005, Dayton Academy parents and faculty participated in the Fordham Satisfaction Survey. Forty-two teachers, six school leaders, and 19 other faculty members completed the survey, as did 454 parents.

Parents, students, and staff at Dayton Academy also participated in a survey distributed by Edison Schools. Results for this survey are available from the school.

#### *Percent of All Respondents Who Indicated They Agree With Statement*

<b>SELECT FEATURES</b>	<b>Parents</b>	<b>Faculty</b>
School has a high quality academic program	73	90
School provides an excellent education for all	72	88
School provides excellent reading instruction	75	96
School provides excellent math instruction	63	78
School works at continuously improving	70	91
School has an effective principal	65	84
School board is effective	55	58
School holds teachers accountable for student performance	56	99
School has high expectations for teachers	62	93
School provides a good student/teacher ratio	32	66
School is financially stable	20	33
School has high academic expectations for all students	86	94
School operates with openness and always welcomes my questions	81	75
School meets the needs of all students, including special needs students	47	60
School leaders are available and open to all members of the school community	67	70
The quality of teaching/instruction is first-rate	60	90
Teachers hold students to high expectations	73	96
School consistently communicates student performance to families	77	84
Staff members care about students' well-being and academic success	36	96
School has resources to achieve mission	26	25
I will recommend school to others	35	37

*Note: Percentage includes those who indicated "strongly agree" or "agree" to statements. Calculations do not include missing and "don't know" responses. Other possible responses were "neither agree nor disagree," "disagree," or "strongly disagree."*

### Dayton View Academy

Surveys were made available to Dayton View in March, 2006, but an insufficient number of surveys was returned to produce reliable information. Consequently, survey results for Dayton View will not be included in this report.

Parents, students, and staff at Dayton View Academy participated in a survey distributed by

Edison Schools. Results for this survey are available from the school.

### East End Community School

In March 2005, East End Community School parents and faculty participated in the Fordham Satisfaction Survey. Twelve faculty members completed the survey, as did 86 parents.

#### *Percent of All Respondents Who Indicated They Agree With Statement*

<b>SELECT FEATURES</b>	<b>Parents</b>	<b>Faculty</b>
School has a high quality academic program	76	67
School provides an excellent education for all	90	83
School provides excellent reading instruction	95	100
School provides excellent math instruction	94	100
School works at continuously improving	90	92
School has an effective principal	95	75
School board is effective	79	42
School holds teachers accountable for student performance	88	68
School has high expectations for teachers	88	83
School provides a good student/teacher ratio	85	100
School is financially stable	52	33
School has high academic expectations for all students	88	75
School operates with openness and always welcomes my questions	99	83
School meets the needs of all students, including special needs students	81	58
School leaders are available and open to all members of the school community	94	92
The quality of teaching/instruction is first-rate	91	75
Teachers hold students to high expectations	88	83
School consistently communicates student performance to families	95	83
Staff members care about students' well-being and academic success	95	100
School has resources to achieve mission	64	42
I will recommend school to others	99	100

*Note: Percentage includes those who indicated "strongly agree" or "agree" to statements. Calculations do not include missing and "don't know" responses. Other possible responses were "neither agree nor disagree," "disagree," or "strongly disagree."*

## Omega School of Excellence

Surveys were made available to Omega School of Excellence in March, 2006, but an insufficient number of surveys was returned to produce reliable information. Consequently, survey results for Omega will not be included in this report.

## Phoenix Community Learning Center

In March 2005, 75 Phoenix Community Learning Center parents and 11 faculty members participated in the Fordham Satisfaction Survey.

### *Percent of All Respondents Who Indicated They Agree With Statement*

<b>SELECT FEATURES</b>	<b>Parents</b>	<b>Faculty</b>
School has a high quality academic program	75	91
School provides an excellent education for all	72	91
School provides excellent reading instruction	63	100
School provides excellent math instruction	68	100
School works at continuously improving	72	55
School has an effective principal	63	64
School board is effective	48	73
School holds teachers accountable for student performance	60	100
School has high expectations for teachers	68	100
School provides a good student/teacher ratio	72	46
School is financially stable	40	46
School has high academic expectations for all students	93	100
School operates with openness and always welcomes my questions	80	89
School meets the needs of all students, including special needs students	52	82
School leaders are available and open to all members of the school community	64	91
The quality of teaching/instruction is first-rate	64	100
Teachers hold students to high expectations	64	100
School consistently communicates student performance to families	79	100
Staff members care about students' well-being and academic success	77	82
School has resources to achieve mission	44	82
I will recommend school to others	67	91

*Note: Percentage includes those who indicated "strongly agree" or "agree" to statements. Calculations do not include missing and "don't know" responses. Other possible responses were "neither agree nor disagree," "disagree," or "strongly disagree."*

## Springfield Academy of Excellence

In March 2005, 51 Springfield Academy of Excellence parents and seven faculty members participated in the Fordham Satisfaction Survey.

### *Percent of All Respondents Who Indicated They Agree With Statement*

<b>SELECT FEATURES</b>	<b>Parents</b>	<b>Faculty</b>
School has a high quality academic program	59	57
School provides an excellent education for all	67	71
School provides excellent reading instruction	75	86
School provides excellent math instruction	65	86
School works at continuously improving	80	86
School has an effective principal	77	14
School board is effective	73	29
School holds teachers accountable for student performance	55	100
School has high expectations for teachers	71	100
School provides a good student/teacher ratio	80	57
School is financially stable	37	43
School has high academic expectations for all students	80	86
School operates with openness and always welcomes my questions	80	29
School meets the needs of all students, including special needs students	49	43
School leaders are available and open to all members of the school community	77	57
The quality of teaching/instruction is first-rate	63	86
Teachers hold students to high expectations	73	86
School consistently communicates student performance to families	77	43
Staff members care about students' well-being and academic success	80	100
School has resources to achieve mission	51	29
I will recommend school to others	77	29

*Note: Percentage includes those who indicated "strongly agree" or "agree" to statements. Calculations do not include missing and "don't know" responses. Other possible responses were "neither agree nor disagree," "disagree," or "strongly disagree."*

**Veritas/Cesar Chavez Academy**

Veritas/Cesar Chavez Academy parents and faculty did not participate in the Fordham Satisfaction Survey, which was distributed to all Fordham-sponsored schools in March 2005.

**W.E.B. Dubois Academy**

In March 2005, 74 W.E.B. DuBois Academy parents and seven faculty members participated in the Fordham Satisfaction Survey.

*Percent of All Respondents Who Indicated They Agree With Statement*

<b>SELECT FEATURES</b>	<b>Parents</b>	<b>Faculty</b>
School has a high quality academic program	93	57
School provides an excellent education for all	93	71
School provides excellent reading instruction	95	71
School provides excellent math instruction	91	71
School works at continuously improving	84	57
School has an effective principal	81	43
School board is effective	73	86
School holds teachers accountable for student performance	76	86
School has high expectations for teachers	84	57
School provides a good student/teacher ratio	76	86
School is financially stable	54	14
School has high academic expectations for all students	95	71
School operates with openness and always welcomes my questions	82	43
School meets the needs of all students, including special needs students	76	43
School leaders are available and open to all members of the school community	80	43
The quality of teaching/instruction is first-rate	85	86
Teachers hold students to high expectations	89	57
School consistently communicates student performance to families	85	57
Staff members care about students' well-being and academic success	88	29
School has resources to achieve mission	80	43
I will recommend school to others	89	29

*Note: Percentage includes those who indicated "strongly agree" or "agree" to statements. Calculations do not include missing and "don't know" responses. Other possible responses were "neither agree nor disagree," "disagree," or "strongly disagree."*

## Appendix C: A School's Story

### *Springfield Charter Goes from Cradle to Middle School*

Roseann Pratt, superintendent of Springfield Academy of Excellence, likes to say her goal is to take her students “from hugs to Harvard.” That is a bit of an exaggeration; the school only goes to the sixth grade. But the hugs do start early. Pointing to a line of well-dressed sixth-grade boys, Pratt says many of them have been with her since they were babies.

The school, the first charter school in Clark County, grew out of the Precious Gifts Day Care and Learning Center, a Head Start and latch-key program Pratt started 13 years ago. Located in a run-down neighborhood in Springfield, the day care center is open from 6 a.m. until midnight and serves five hot meals a day. That is important for the both the pre-schoolers and students, many of whom come from single-parent households. Many parents work second shift.

“We fill a need in this community,” Pratt said.

It was the parents who urged Pratt to open a charter school, so that their day care experience could continue into the early learning years. Springfield Academy of Excellence opened in 2001. In 2005, Pratt opened Springfield Boys Academy of Excellence. Student demographics at the school are 93 percent minority and 90 percent receive Free and Reduced Lunch. The school also has a high population of incarcerated parents.

However, like many charter schools around the state, Springfield Academy of Excellence is in desperate need of a permanent facility. The school is presently housed in a series of temporary, modular units on the grounds of the Church of Jesus Family Worship Center, where Pratt and her husband, Bishop Cecil Pratt, are co-pastors.

The students must go outside to change classes as they walk from one modular unit to another. In the winter, opening the door sends a cold wind directly into the classroom. The computer lab has to share space with the school library. “We don’t even have a gym,” Pratt said. Surprisingly, none of this seems to matter too much to the 275 students who attend the school.

Pratt thought she had a chance to buy a school building, when in September Springfield City Schools decided to sell a building a block away from the academy. But the asking price, \$600,000, was too high for a building that was in need of extensive repairs. School districts are required by law to offer charter schools first bid at facilities they are selling. However, as in recent cases in Cincinnati and Cleveland, the price is often set prohibitively high.

In a bitter irony, the district building recently sold at auction for \$325,000. The Springfield Academy of Excellence may someday find the facilities it needs and the means for paying for them. Pratt points to a building a block away that she said may soon go on the market. Until then they survive using their aging modulars. The classrooms may be temporary, but the staff is highly motivated, according to Pratt. “People who are drawn to charter schools have a passion,” she said.



The school has been slow in meeting the state's proficiency standards for all its students, but Pratt says she is seeing some progress, especially from the students who have been at the school from the start. Still, the school is rated in Academic Emergency, the lowest of the state's standards, for low performance on the Ohio proficiency and achievement tests. Many of the school's students come in need of remedial help in both reading and math. Math teacher Tonjarene Bronston says problems often start at home, where parents may say they "just don't like math."

The school has had some successes. Principal Edna Chapman slides a disk into a player on a TV in her office. A presentation on Africa, part of Black History month, flickers on to the screen. Students are reciting poems and giving speeches.

"Those are works that people said these children could not even read," Pratt said.

*By Dale Patrick Dempsey*

## Appendix D: Links and Resources

### **Fordham Foundation's Application for Charter School Sponsorship**

[http://www.edexcellence.net/doc/Fordham\\_sponsorship\\_app\\_2006.pdf](http://www.edexcellence.net/doc/Fordham_sponsorship_app_2006.pdf)

### **Fordham Foundation's Charter School Accountability Plan**

<http://www.edexcellence.net/doc/Academic%20Accountability%20Plan.pdf>

### **Fordham Foundation's Charter School Budget Template**

<http://www.edexcellence.net/doc/Fordham%20Sponsorship%20Budget%20Template%202005.xls>

### **Fordham Foundation's Sample Letter to Parents of Students not making AYP for two consecutive years.**

<http://www.edexcellence.net/sponsorship/schooldocs/NCLB2YRParentLetterExample.pdf>

For more information about Fordham-specific materials, please contact Kathryn Mullen Upton, Director of Sponsorship at 937-227-3368 or [Kmulleupton@edexcellence.net](mailto:Kmulleupton@edexcellence.net).

# Appendix E:

## Special Education Report, 2005-06 School Year



Submitted By: Althea Barnett,  
Deputy Director of Community School Sponsorship

SCHOOL NAME	School Administrator	Intervention Specialist	Date of visit	Number of Students Enrolled	Number of Students Receiving Special Ed. Services	% of Students Receiving Special Ed. Services
<b>Dayton Academy</b>	Emory Wyckoff	Laurette Triick	5-17-06	792	92	11.6
<b>Dayton View Academy</b>	Amy Doerman	Michelle Whitley	5-1-06	704	40	5.7
<b>East End Community School</b>	Scott Ervin	Marty Sacher*	5-22-06	154	15	9.7
<b>Omega School of Excellence</b>	Pat Love	Thomas Barrett*	4-20-06	135	12	8.8
<b>Phoenix Learning Community</b>	Glenda Brown	Christine Irby	4-12-06	385	60	15.5
<b>Springfield Academy of Excellence</b>	Edna Chapman	Kevin Hall*	4-25-06	275	35	12.7
<b>WEB DuBois, CSRC, Veritas</b>	Diane Ebbs	Kelly Hiltibrand*	5-23-06	411	42	10.2

*\* Indicates Intervention Specialist at the school during the 05/06 school year.  
No longer employed there for the 06/07 school year.*

# Summary of Special Education Services Offered

*2005/06 School Year*

## Dayton Academy

Dayton Academy has 94 students receiving special education services out of a total of 792 students. Of the 94, two are on a 504 plan. The school has what is known as the Family and Student Support Team (FASST). This team consists of the school's student support manager, the intervention specialist, and the child's teacher.

Special education services offered by the school:

- student support manager
- special education coordinator
- psychological services – during the initial evaluation and 1 time per week
- occupational therapy – one time per week
- speech therapy – twice per week
- physical therapy – one time per week
- behavior specialist – always on site
- inclusion instruction
- 3 self-contained special education classes
- 7 teachers with special education certification
- 2 instruction assistants

## Dayton View Academy

Dayton View Academy has 40 students receiving special education services out of a total of 704 students. The school has what is known as the Family and Student Support Team (FASST). This team consists of the school's student support manager, the intervention specialist, and the child's teacher.

Special education services offered by the school:

- student support manager
- special education coordinator

- psychological services – during the initial evaluation and 1 time per week
- occupational therapy – one time per week
- speech therapy – twice per week
- physical therapy – one time per week
- behavior specialist – always on site
- inclusion instruction
- 3 self-contained special education classes
- 7 teachers with special education certification
- 2 instruction assistants

The special education coordinator also uses monthly benchmarks to monitor student's academic progress throughout the school year. Terra Nova is also given during the academic year.

## East End Community School

East End Community School currently has 15 students receiving special education services. The majority of the students are receiving speech intervention. English is the second language for several East End Community School special needs students.

Special education services offered by the school:

- Spanish-speaking interpreter for non-English-speaking parents – as needed
- licensed speech therapist – 3-4 times per week
- psychologist – when needed
- kindergarten screening/testing for special needs-annually
- inclusion instruction
- conference with parents when needed
- progress reports sent home bi-weekly

## **Omega School of Excellence**

Omega School of Excellence has 12 children on an Individualized Education Plans (IEPs) at Omega School of Excellence.

Special education services offered by the school:

- school psychologist — as needed
- speech therapy – 2 times a week
- contracted special education coordinator – as needed
- interim intervention specialist
- inclusive instruction

## **Phoenix Community Learning Center**

Phoenix Community Learning Center currently has 60 students receiving special education services out of a total student population of 385.

Special education services offered by the school:

- special education coordinator
- school psychologist
- speech and hearing therapist
- behavior specialist

Additional assistance available to special education students:

- Cincinnati Children's Home – a liaison between home and school when the parent won't work with the school.
- Hamilton County Children's Services (Juvenile Court) – parole officers and case managers for students on parole
- St. Aloysius/St. Joseph Orphanage – case management between home and school when parent is a problem
- Children's Hospital – for a student with Sickle Cell Anemia

- foster care system/caseworkers – 6 students in foster care all on an IEP
- collaboration with South High School (a Springfield city school) for library services with children utilizing special education services.

## **W.E.B. DuBois Academy, Cincinnati Speech & Reading Center, and Veritas/Cesar Chavez Academy**

W.E.B. DuBois, Cincinnati Speech and Reading Center, and Veritas/Cesar Chavez Academy have 40 children receiving special education services from a total combined student population of 411. The special education staff service students at all three schools.

Special education services offered by the school:

- 2 self-contained special education classrooms
- inclusion instruction
- school psychologist – full time
- weekly progress report

## **Springfield Academy of Excellence**

Springfield Academy of Excellence has 31 students receiving special services out of a total student population of 275.

Services education services offered by the school:

- special education supervisor – full time
- intervention specialist
- intervention specialist assistant
- school psychologist – part time
- speech therapist – available 3 times per week
- occupational therapist – available once per week
- inclusion instruction

# Appendix D: Study Methodology

## Survey

In mid-March, a satisfaction survey for parents and faculty was distributed to all nine schools. Six schools participated in the parent satisfaction survey, and a total of 748 parents responded. Five schools participated in the faculty survey, and a total of 104 faculty (teachers, school leaders, and other staff) responded. Because the schools did not keep track of how many surveys were distributed, we cannot calculate a precise response rate.

## Overall Proficiency Rates for Fordham-sponsored Schools

The percentage of students attending Fordham-sponsored schools who were proficient in each grade and subject was calculated using a weighted average of the percentage of students at each school who were proficient in that grade and subject, weighted by the number of students at the school tested in that grade and subject.

## District and State Charter School Average Proficiency Weights

All district and state charter school proficiency levels were weighted according to the percentage of Fordham charter school students in each grade level. Using this method, the proficiency levels are a more accurate comparison because, if for example, 3rd graders made up 25 percent of the students tested in the Fordham schools, 3rd grade scores would also make up 25 percent of the proficiency level that is being used as a comparison.

The overall district average to which the overall Fordham schools' proficiency rates were compared in the front section of the report was an average of the district proficiency rates in each subject and grade for Cincinnati, Dayton and Springfield district schools, weighted by both the number of Fordham students in each grade and the percentage of Fordham students who attended the Fordham schools located in each of the three districts. For example, since Dayton Public Schools had the highest percentage of Fordham students, the Dayton district was weighted most heavily.

## Goals 2 through 6: Percent Change

To determine whether a school met Goals 2 through 6, the percent change in the percentage of proficient students from 2004-05 to 2005-06 was calculated as follows. The gain in percent proficient from 2004-05 to 2005-06 was calculated (e.g., 4th graders at Dayton View Academy went from 40.7 percent proficient in reading to 54.1 percent proficient in reading, a gain of 13.4 percentage points). This number was then used to calculate what percent of the previous year's score the year to year gain represented (in this case, 13.4 percentage points was 32.9 percent of Dayton View's 2004-05 percentage proficient in 4th grade reading – 40.7 percent.) The result of this calculation was the percent growth (in this case, the percentage of Dayton View's 4th graders who were proficient in reading grew by 32.9 percent). One hundred percent growth would mean that the percent of students who were proficient had doubled; 50 percent growth would mean this year's proficiency rate was one and one half times last year's score. The percent growth was then compared to the growth goal to determine if the school met the goal for each grade in each subject measured.

## **Goals 7 and 8: Comparison to District and Charter School Performance**

The overall percent proficient for each subject at each school was calculated using a weighted average of the proficiency scores for each grade tested in the subject, weighted by the number of students tested in each grade. These overall proficiency rates were then compared to overall proficiency rates for the district in which the school was located and for the state's charter schools. The district and state charter school proficiency levels were weighted according to the percentage of the school's students in each grade level. Using this method, the proficiency levels are a more accurate comparison because, if for example, 3rd graders made up 25 percent of the students tested in the Fordham schools, 3rd grade scores would also make up 25 percent of the comparison proficiency level.

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# Endnotes

<sup>1</sup> The practice of moving to a different sponsor is fairly common in Ohio – statewide about 15 percent of charter schools changed sponsors after just one year of a new sponsoring law. In Dayton, nearly a quarter of all charters changed sponsors. It is anticipated that in the next legislative session, policymakers will discuss banning poor performing schools from switching sponsors.

<sup>2</sup> Fordham schools sponsored by the Ohio Department of Education prior to July 1, 2005, were: Dayton Academy, Dayton View Academy, East End Community School, Moraine Community School, Omega School of Excellence, Phoenix Community Learning Center, Springfield Academy of Excellence and W.E.B. DuBois Academy. Moraine Community School did not maintain a relationship with Fordham for the full 2005-06 school year and its performance is not discussed in this report.

<sup>3</sup> The first year of operation for both Cincinnati Speech and Reading Center and Veritas/Cesar Chavez Academy was the 2005-06 school year.

<sup>4</sup> See O.R.C. § 3314.012(E) (“[n]o report card shall be issued for any community school under this section until the school has been open for instruction for two full school years.”)

<sup>5</sup> The most recently released audit for W.E.B. DuBois Academy was for FY03. Search of Auditor of State Database, available at: <http://www.auditor.state.oh.us/AuditSearch/Search.aspx>.

<sup>6</sup> <http://www.edexcellence.net/sponsorship/global/page.cfm?id=327>

<sup>7</sup> Schools self-reported this data at the request of the Fordham Foundation, June – August, 2006.

<sup>8</sup> Ohio Department of Education, Center for the Teaching Profession, 2005-06 Highly Qualified Teacher Reporting Materials; Ohio Department of Education, Center for the Teaching Profession, Advisory Letter from Marilyn Troyer, Associate Superintendent to Charter School Educators (detailing certification/licensure requirements for community school teachers).

<sup>9</sup> Schools self-reported this data at the request of the Fordham Foundation, June – August, 2006.

<sup>10</sup> This measure rewards the achievement of all demographic groups in the school. Federal AYP requirements identify a series of standards that each school and district must reach. Two of the standards are targets for the percent of students who must score proficient or above in reading and mathematics. Another two standards are the requirement of at least 95 percent participation of enrolled students in both reading and mathematics testing.

<sup>11</sup> O.R.C § 3314.012(E) (“No report card shall be issued for any community school under this section until the school has been open for instruction for two full school years.”)

<sup>12</sup> O.R.C § 3314.012(E) (“No report card shall be issued for any community school under this section until the school has been open for instruction for two full school years.”)

<sup>13</sup> See Appendix A for an explanation of the state performance labels.

<sup>14</sup> Nationally-normed referenced tests allow comparison with a nationally-normed group that reflects the student population of the nation.

<sup>15</sup> W.E.B. DuBois Academy, available via search at: <http://www.auditor.state.oh.us/AuditSearch/Search.aspx>

<sup>16</sup> Dayton Academy, Dayton View Academy, Phoenix Community Learning Center, available via search at: <http://www.auditor.state.oh.us/AuditSearch/Search.aspx>. The most recently released audits for East End Community School, Omega School of Excellence and Springfield Academy of Excellence covered FY04, and are available via search at: <http://www.auditor.state.oh.us/AuditSearch/Search.aspx>. Neither Cincinnati Speech and Reading Center nor Veritas/Cesar Chavez Academy have had an audit released as yet.

<sup>17</sup> Parents at Veritas/Cesar Chavez Academy, Omega School of Excellence and Cincinnati Speech and Reading Center did not participate in the satisfaction survey.

<sup>18</sup> Staff at Veritas/Cesar Chavez Academy, Omega School of Excellence and Cincinnati Speech and Reading Center did not participate in the satisfaction survey. Dayton View Academy faculty did not participate. This Edison school participates in an annual satisfaction survey distributed by Edison’s national office.