



Renewal and Optimism:

Five Years as an
Ohio Charter Authorizer

2009-10

Fordham Sponsorship Accountability Report

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Acknowledgments

The Thomas B. Fordham Foundation (Fordham) would like to recognize several organizations and individuals with whom we worked in 2009-10. First and foremost, we would like to acknowledge the staff, leadership, and governing authorities at each of our sponsored schools for their efforts and hard work. Additionally, we greatly appreciate the generosity of the Bill and Melinda Gates Foundation, which has been essential in supporting and building the sponsorship program at Fordham.

We are also grateful to Chas Kidwell and his colleagues at Porter, Wright, Morris & Arthur for their advice and counsel; our colleagues at the National Association of Charter School Authorizers (NACSA) and the Office of Community Schools at the Ohio Department of Education.



Mission Statement of the Thomas B. Fordham Foundation

The Thomas B. Fordham Foundation and its sister organization, the Thomas B. Fordham Institute believe that all children deserve a high-quality K-12 education at the school of their choice. The Institute is the nation's leader in advancing educational excellence for every child through quality research, analysis, and commentary, as well as on-the-ground action and advocacy in Ohio.

Nationally and in our home state of Ohio, we advance:

- High standards for schools, students and educators;
- Quality education options for families;
- A more productive, equitable, and efficient education system; and
- A culture of innovation, entrepreneurship, and excellence.

We promote education reform by:

- Authorizing (aka, sponsoring) charter schools across Ohio;
- Producing rigorous policy research and incisive analysis;
- Building coalitions with policy makers, donors, organizations, and others who share our vision;
and
- Advocating bold solutions and comprehensive responses to education challenges, even when opposed by powerful interests and timid establishments.



Year in Review: 2009-10

As we chronicled in last year's Fordham Sponsorship Accountability Report, *Seeking Quality in the Face of Adversity*, the 2008-09 school year was a brutal one during which our schools, and their peers, faced many existential threats. As one example, early versions of the state's biennial budget bill would have decimated the charter sector and no doubt forced many schools, even top performers, to close up shop.

Ohio charters continue to receive disparate funding compared to district schools, and many face obstacles when it comes to busing or securing facilities. But overall, the 2009-10 school year was a much quieter one for the charter sector and for state education policy in general. If anything, federal policy supporting the expansion of charter schools and education documentaries featuring some of the nation's top-flight charters were a boon for the charter movement.

As we head into the next biennium with a new governor and a General Assembly more supportive of school choice than in the past, we remain hopeful that charter schools won't have to face the sort of undermining threats they faced just two years ago. We'll report on the actions of the new governor and the legislature as well as other charter sector developments in next year's report. In the mean time, what follows is our honest and wide-ranging account of the past year of charter school sponsorship for the Thomas B. Fordham Foundation.

Charter Contract Renewals

The 2009-10 school year was Fordham's fifth year as a charter school authorizer (aka, sponsor) in the state of Ohio. As such it marked a milestone in

our sponsorship efforts because it was the first time we had to make contract renewal decisions for our sponsored schools. In June 2005 we issued five-year sponsorship agreements to the following schools:

- The Dayton Academy (now called Dayton Leadership Academies: Dayton Liberty Campus);
- The Dayton View Academy (now called Dayton Leadership Academies: Dayton View Campus);
- Phoenix Community Learning Center; and
- Springfield Academy of Excellence.

In each contract we shared expected achievement targets for each school over the term of their five-year agreements; all of which expired on June 30, 2010. The key academic requirements for contract renewal included that a school must:

1. Have a state academic rating of Continuous Improvement or higher;
2. Make AYP in reading and mathematics and overall; and
3. Meet or exceed at least one year of expected gains on the state's value added metrics in reading and mathematics.

We look at other academic growth factors in making our renewal decisions (see overview of Fordham-sponsored schools in 2009-10), and take into consideration school performance in comparison to the schools children would attend if they were not in a Fordham-sponsored charter school (these data are reflected in the individual school profiles in the second portion of this report).

Table I: Fordham-sponsored School Results over Time by State Rating

	2005-6	2006-7	2007-8	2008-9	2009-10
Dayton Liberty Campus	Continuous Improvement	Academic Watch	Academic Watch	Academic Watch	Academic Emergency
Dayton View Campus	Academic Watch	Academic Watch	Academic Watch	Continuous Improvement	Continuous Improvement
Phoenix Community Learning Center	Effective	Continuous Improvement	Continuous Improvement	Academic Watch	Continuous Improvement
Springfield Academy of Excellence	Academic Emergency	Continuous Improvement	Academic Watch	Academic Watch	Continuous Improvement

Table II: Fordham-sponsored Schools' AYP and Value-Added Results over Time

	2005-6	2006-7	2007-8	2008-9	2009-10
Dayton Liberty Campus					
Made AYP?	No	No	No	No	No
Made AYP in Reading?	No	No	No	No	No
Made AYP in Mathematics?	Yes	No	No	No	No
Value Added of at least one year?	NA	NA	No	Yes	No
Dayton View Campus					
Made AYP?	No	No	No	Yes	No
Made AYP in Reading?	No	No	No	Yes	Yes
Made AYP in Mathematics?	Yes	No	No	Yes	Yes
Value Added of at least one year?	NA	NA	Yes	Yes	No
Phoenix Community Learning Center					
Made AYP?	Yes	Yes	Yes	No	Yes
Made AYP in Reading?	Yes	Yes	Yes	Yes	Yes
Made AYP in Mathematics?	Yes	Yes	Yes	No	Yes
Value Added of at least one year?	NA	NA	Yes	Yes	Yes
Springfield Academy of Excellence					
Made AYP?	No	No	No	No	Yes
Made AYP in Reading?	No	No	No	No	Yes
Made AYP in Mathematics?	No	No	No	No	Yes
Value Added of at least one year?	NA	NA	No	Yes	Yes

Table I shows state academic ratings for the schools during the period 2005-06 to 2009-10. The state provides six ratings for schools: Excellent with Distinction, Excellent, Effective, Continuous Improvement, Academic Watch, and Academic Emergency.

Table II shows how the four sponsored schools did in terms of meeting AYP goals and value-added targets over the five-year term of their contracts.

The achievement data show that all four original Fordham-sponsored schools struggled to comply fully with the basic achievement goals set for them in their contracts. As such, in the autumn of 2009 members of the Ohio Policy and Sponsorship Committee of Fordham's board of trustees met individually with the board leadership of each school to discuss their weak academic performance and to learn how each school planned to improve their performance in the coming school year.

After these conversations the committee members agreed to one-year renewals for each of the four schools. It was clear to committee members that each school was operating in a hostile and uncertain political and fiscal environment. Despite these challenges and academic shortcomings, their results were equal to or even better than the local district schools with which they competed. And, all four schools had actually showed more than a year's worth of academic growth on the state's value-added indicators in reading and math for 2009. Even so, issuing one-year contract renewals presented us with a dilemma that was summed up in a note to the full Fordham board by one of the Ohio Policy and Sponsorship Committee members:

While there are reasons to be very dissatisfied with many of the schools we sponsor, there are so many challenges they have faced that have not been of their making. Down deep we know we should not be accepting poor or even mediocre performance but we should also not worship at the altar of rubrics that do

not tell the whole story. I am comfortable renewing all of our current schools for one year this February with the idea that next February we will have done all we can to help them and we can pull the plug on the ones that just do not step up. Hopefully, we will see enough improvement by February 2011 to again renew all if not most BUT at that point we must establish definitive benchmarks and stick to them. The largest reason for being flexible this year is that I am convinced the students will be harmed by any of our schools closing.

After much internal debate and deliberation the Fordham board issued all four schools one-year renewal agreements for the 2010-11 school year with the understanding that if they didn't meet the basic academic goals of being rated at least Continuous Improvement, making AYP, and showing gains on the state's value-added metric the schools would likely face non-renewal in 2011.

We are happy to report that three of the schools – Dayton View Academy, the Phoenix Community Learning Center, and the Springfield Academy of Excellence – showed positive gains in 2009-10. Further, these schools seem well-positioned to make further gains and improvements in 2010-11 and beyond. We expect to issue these three schools two-year contracts in early 2011 that will extend our relationship with each through the 2012-13 school year.

One school, the Dayton Liberty Campus, failed to make any academic gains in 2009-10, and in fact has struggled to deliver academically for four consecutive years. Our challenge for the 2010-11 school year is dealing fairly and effectively with this school's future. Moreover, the school was recently placed on the state's potential academic "death penalty" list, and could well face automatic closure under state law at the end of the 2010-11 school year if it is again rated Academic Emergency and fails to make growth on the state's value-added metrics in reading and math. Next year's Fordham sponsorship report is sure to have a lot to say about the lessons learned from dealing with this school and its challenges.

Columbus Collegiate Academy and KIPP: Journey Academy

The 2009-10 school year represented the second year of operation for both the Columbus Collegiate Academy and the KIPP: Journey Academy in Columbus. The first couple of years are always tough for start-up charter schools and this has been the case for these two schools as well. As we observed in last year's annual charter report, "A charter start-up, like any new business venture, is fragile. Such a school depends totally on student numbers for its operating revenue yet it has no track record to use for recruitment purposes. It can offer little more to prospective students and their parents than a promise to deliver."

No doubt these two schools still struggled with new school issues in year two of their operations. Specifically, to varying degrees they struggled with enrollment issues and tight funding. Moreover, they had to navigate politically fraught relationships with the Columbus City School district around things like busing, and had to build and sustain talented teams of teachers and administrators. Despite these challenges, however, the academic results were solid for KIPP, and downright remarkable for the Columbus Collegiate Academy (CCA).

After just two years, the Columbus Collegiate Academy is the top-performing middle school in Columbus and the second-highest performing urban charter middle school in Ohio's "Big 8" cities. In its second year the school received a state academic rating of Effective (a B). Further, among schools that serve a high number of disadvantaged students (75 percent or more eligible for free or reduced-price lunch), CCA ranks in the top 10 performing of all such schools statewide and is the top performing high-poverty middle school in Ohio. Last school year, 73 percent of CCA's sixth graders and 93 percent of its seventh graders were proficient in reading; in math, 80 percent of sixth graders and a full 100 percent of seventh graders attained proficiency.

This outstanding performance was recognized by New Leaders for New Schools via the 2010 silver

EPIC award (Effective Practice Incentive Community). This award identifies principals, assistant principals, and instructional staff who drive significant student achievement gains, and also grants financial bonuses and enables other EPIC-participating schools to learn from winning schools' successes through a robust professional development community. CCA was one of only 22 charter schools in the nation, and the only one in Ohio, to win this prestigious award. Further, the school's director, Andrew Boy, received the *Columbus Business First's* prestigious "40 under 40" award. The award recognizes outstanding Columbus-area leaders under the age of 40 who have demonstrated strong leadership and professional success and are making a positive contribution to the community.

KIPP: Journey Academy made significant academic gains from 2008-09 to 2009-10, and received a state academic rating of Continuous Improvement (a C). While 79 percent of the school's students were economically disadvantaged it met AYP in both reading and math, and exceeded value-added expectations in both reading and math. More importantly, the school is solidifying the academic team it needs to continue its improvement in 2010-11 and beyond.

New School for 2010-11

In September 2010, Fordham added a new school to its sponsorship portfolio -- Learning Without Limits Academy (LWL). LWL is a pilot effort with the Tri-Rivers Educational Computer Association (TRECA), an association of more than 40 school districts and charter schools. Fordham issued a one-year contract for the school, which is a blended-learning model that will comprise a combination of online learning, dual credit for college, reciprocity with existing district schools, and a new Ohio initiative, credit flexibility. The school expects to serve up to 50 14-22 year-olds, and we are working with the school's leadership to determine how to quantify student learning in such an innovative environment. Done well, this school could become the first of its kind in Ohio and serve as a model

for the state as districts work to blend traditional classroom-based instruction with online distance-learning opportunities.

Second Generation Authorizing in Ohio

The Thomas B. Fordham Foundation and the Educational Service Center of Central Ohio (ESCCO) are engaged in an effort to establish a new high-performing large scale charter school authorizer in Ohio. Both Fordham and ESCCO support the voluntary consolidation of their sponsoring activities with those of others that will subscribe fully to the National Association of Charter Schools Authorizers' (NACSA) *Principles and Standards for Quality Charter School Authorizing*. In May 2010, NACSA provided a \$50,000 planning grant to support this effort.

Ohio has about 80 charter school sponsors and many of them lack the resources and expertise to do their jobs well. Others lack the motivation because they must make ends meet by selling services such as financial management and special education services to their schools. In those situations, authorizers may put more value on continuing to sell those services than on making certain children in the schools are actually learning.

Charter school supporters and experts have argued for multiple charter school authorizers since the first charters opened in the early 1990s. The Center for Education Reform, for example, writes that "charter schools grow and flourish in environments that provide multiple ways for groups to obtain charters to open."¹ There is, however, such a thing as too much of a good thing. When it comes to authorizing in Ohio there are simply more sponsors than the state needs or can effectively support, especially if school quality is the primary goal.

Quality sponsorship costs money to deliver. For example, authorizers need the resources to pay the legal bills associated with closing a school, which

can become costly fast. Under Ohio law, charter sponsors can charge schools sponsorship fees of up to three percent of their per-pupil funding. It is not a stretch to say that for most authorizers in Ohio (52 of the state's authorizers sponsor two or fewer schools), quality sponsorship costs more than the school fees they generate.

To improve quality across the state's sponsorship landscape through economy of scale and shared expertise, ESCCO and Fordham are working together to launch a new statewide charter school authorizer that:

- Becomes the premier authorizer in Ohio;
- Helps current quality school models expand their efforts;
- Recruits proven high-quality school developers to Ohio's neediest communities;
- Works with partner districts to help turn around persistently troubled schools;
- Contributes to the development of best practices in charter authorizing;
- Becomes a model of quality authorizing for others;
- Helps other authorizers in Ohio improve; and
- Serves as the sponsor of last resort for quality schools orphaned by sponsors leaving the sponsorship arena.

At the start of the 2010-11 school year Fordham and ESCCO collectively sponsored 15 schools serving about 3,400 students. As of October 2010, five school districts and two additional county educational service centers were seriously interested in committing to a next-generation authorizer model. Taken together these nine authorizers represent 7.5 percent of Ohio's authorizers and slightly more than 5 percent of all students in Ohio charters.

Despite the obvious need and the goodwill of our various partners, there is considerable work to be done before Fordham would commit itself and its schools to a new authorizing entity. But, if all

the pieces can be brought together for a successful effort—and we are doing all we can to help—we’d begin work to integrate our current authorizing operation into a new unified authorizer during the 2011-12 school year.

Ohio’s Education Reform Challenges: Lessons from the Front Lines

This past July, Palgrave Macmillan released *Ohio’s Education Reform Challenges: Lessons from the Front Lines*, written by Fordham’s Chester E. Finn, Jr., Terry Ryan, and Michael B. Lafferty. The book –

part of what we promised the Bill & Melinda Gates Foundation we’d produce when they issued us a grant for our sponsorship efforts in 2005 – chronicles our experiences in Ohio over the last decade, and lays out what we’ve learned on the ground as an authorizer working directly with schools. The book outlines 18 lessons learned, the first being that hanging a “charter” sign over the schoolhouse door doesn’t guarantee anything except the opportunity to be different. What the school actually does with that opportunity is what matters. For more on the book see the reprinted *Education Next* article, “Authorizing Charters,” in the middle of this report.

SECTION I



The Fordham Sponsorship Program

Accountability – A Solemn Responsibility

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

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

Fordham's Oversight Responsibilities

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

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

and

- providing technical assistance to Fordham-sponsored schools in complying with all laws and rules applicable to community schools.

In 2009-10, Fordham had sponsorship responsibility for six charter schools in four communities:

Table III: Fordham's Portfolio of Sponsored Schools, 2009-10

School	Charter Term	Location
Dayton Liberty Campus	2005-2010	Dayton
Dayton View Campus	2005-2010	Dayton
Phoenix Community Learning Center	2005-2010	Cincinnati
Springfield Academy of Excellence	2005-2010	Springfield
Columbus Collegiate Academy	2008-2013	Columbus
KIPP: Journey Academy	2008-2013	Columbus

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

How Fordham’s Charter Contract Defines Academic Effectiveness

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

Academic achievement indicators

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

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

The second most important indicator is that the school will:

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

Additional contractual goals call upon the school to:

- meet or exceed “expected gains” in reading on the Ohio value-added metric.
- meet or exceed “expected gains” in math on the Ohio value-added metric.

Additional contractual goals include outperforming similar neighborhood schools and charter averages. These goals are spelled out further in Section II of this report.

Accountability Plan

The accountability plan is the crux of each school’s contract and establishes the academic, financial, and organizational performance standards that Fordham uses to evaluate the schools. Transparent accountability plans allow all school stakeholders to understand the minimum required performance measures of the school. The “Profiles” section of this report shows the performance to date of each Fordham-sponsored school.

Annual Review Process

Pursuant to Fordham’s contracts with the Ohio Department of Education and its sponsored schools, Fordham conducts an annual review of each school’s performance.

The academic performance of all Fordham-sponsored schools is published in this annual sponsorship report and also summarized for the governing authority of each school in the twice yearly site visit reports that are issued to all board members of each Fordham-sponsored school. If a school is in danger of non-renewal or Fordham has other serious concerns, we document those issues in letters to the school’s board, and meet with board members in person so that any problems and potential consequences are transparent.

Such letters are intended in part to inform the school’s governing authority and staff of issues associated with school performance and, in part, to serve as formal reminder that the school must meet the academic performance terms of its contract. If, over two or more years, the school fails to meet the

basic contractual requirements of making Adequate Yearly Progress (AYP) and earning a state rating of (at least) Continuous Improvement, the school will face consequences.

Technical Assistance Efforts

Sponsors in Ohio are required by law to provide their sponsored schools with “technical assistance.” Section 3301-102-02 (AA) of the Ohio Administrative Code defines “technical assistance” as “providing relevant knowledge and/or expertise and/or assuring the provision of resources to assist the community school or sponsor in fulfilling its obligation under applicable rules and laws, including, but not limited to, guidance, information, written materials and manuals.”

Technical assistance from Fordham includes providing schools with information on issues that affect them as a group (e.g., charter school funding, pending legislative action, changes to laws and rules). Fordham also undertakes a substantial amount of customized technical assistance each year. Customized technical assistance occurs when Fordham staff work on a project, conduct research, or navigate a particular issue for a single school.

Depending on available resources, technical assistance may also include making grants to Fordham-sponsored schools for a specific purpose. Our goal in providing technical assistance is to provide each school with information and tools so that if the issue arises in the future the school has the knowledge to handle it in-house. Fordham staff tries to turn most research requests around within 48 hours; however, that timeframe varies depending on the complexity of the issue and questions asked.

As noted in previous annual sponsorship reports, Fordham, first and foremost, is a charter-school sponsor and not a vendor of services to the schools it sponsors. Further, Fordham does not require any schools it sponsors to purchase or utilize any specific services from any specific vendors or school operators.

Fordham receives no funding or payments from schools or the state beyond the sponsorship fees paid by the schools (which under state law cannot exceed three percent of a school’s per-pupil funding). We believe that an inherent and improper conflict of interest arises whenever a sponsor is also a paid vendor of services to the schools that it sponsors. The sponsor’s appropriate role is to point schools seeking specific services to competent providers of such services but to play no role in a school’s decisions about which services (if any) to procure from which providers.

Summary of Technical Assistance Provided during 2009-10

In 2009-10, major technical assistance provided to Fordham-sponsored schools included free AOIS (Authorizer Oversight Information System), research assistance to schools and direct grants.

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

Sponsorship Governance Decision-making Strategies

All formal sponsorship decisions are made by the trustees of the Thomas B. Fordham Foundation. To keep up with the complexities and ever-changing landscape of sponsorship, to provide regular oversight of Fordham’s sponsorship activities, and to advise Fordham’s full board, a board-level committee on sponsorship meets quarterly—more often if necessary—to discuss pressing sponsorship issues. This committee—formally known at the Ohio Policy and Sponsorship Committee—is also interested in policy issues affecting education in the Buckeye State. As needed, Fordham also utilizes ad hoc advisory councils and outside experts. Staff plays an important role in informing sponsorship activities and decision-making.

Table IV: Selected Technical Assistance Provided by Fordham to Sponsored Schools in 2009-10

2009-10 Major Technical Assistance	
Grants and Financial Assistance	Cost
Grant to Alliance Community Schools for Academic and Operational Evaluation	\$25,000
School Fees Subsidy to Columbus Collegiate Academy and KIPP: Journey Academy	\$24,500
Grant to ESCCO for New Sponsorship Organization Planning	\$10,000
Grant 1 for Second Year Operations to Columbus Collegiate Academy	\$25,000
Grant 2 for Second Year Operations to Columbus Collegiate Academy	\$25,000
Experts, Consultants and Training Opportunities	Cost
Fordham provided its web-based compliance management system, AOIS, free of charge, to all its sponsored schools	\$18,000
Experienced legal counsel for transportation, organizational and audit/financial	\$54,500
Review of Loan Guaranty for facilities	\$500
Webinar training for AOIS compliance and requirements at no cost to schools	\$2,000
Total	\$184,500

Fordham’s Ohio Policy and Sponsorship Committee consist of the following individuals:

- David P. Driscoll, Chair – Former Commissioner of Education, Commonwealth of Massachusetts
- Chester E. Finn, Jr. – President, Thomas B. Fordham Foundation and Thomas B. Fordham Institute
- Thomas A. Holton, Esq. – Partner, Porter, Wright, Morris & Arthur
- Bruno V. Manno (emeritus non-voting member) – Senior Education Advisor to the Walton Family Foundation
- David H. Ponitz – President Emeritus of Sinclair Community College

The Fordham Foundation’s sponsorship program is staffed by Kathryn Mullen Upton (director of sponsorship), Theda Sampson (assistant director of sponsorship), and Whitney Gilbert (staff assistant). Fordham’s vice president for Ohio programs and policy (Terry Ryan) oversees the sponsorship operation. The sponsorship program also receives

part-time support from the Thomas B. Fordham Institute’s Emmy Partin (director of Ohio policy and research), Jamie Davies O’Leary (policy and research analyst), and Michael Petrilli (executive vice-president).

For more details on individual committee members or Fordham staff, please visit our website at <http://www.edexcellence.net/index.cfm/about-us>.

Sponsorship Financial Overview

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

As Table V shows, the fees Fordham receives from schools for sponsorship covered only 25 percent of its sponsorship costs. The remaining 75 percent came from Fordham’s own resources and from support from the Bill and Melinda Gates Foundation.

At five years old, Fordham’s sponsorship operation has been able to cut costs and operate more efficiently

Table V: Fordham Foundation Sponsorship Financials (July 1, 2009, to June 30, 2010)

Revenues	Amount	Percent
School Fees	\$110,412	25%
Foundation Subsidies	\$334,505	75%
Total Revenues	\$449,917	100%
Expenses	Amount	Percent
Staff	\$218,821	49%
Consultants/Grants	\$88,759	20%
Professional/Legal Fees	\$52,362	12%
Office/Technology/Other	\$84,975	19%
Total Expenses	\$449,917	100%

Table VI: Fordham Sponsorship Expenses over Time

	2005-06	2006-07	2007-08	2008-09	2009-10
Expenses	\$715,512	\$788,520	\$628,678	\$409,961	\$449,917

than it did in 2005. As Table VI illustrates, the costs of Fordham's sponsorship operation were \$265,595 less in 2010 than in 2005, and \$338,603 less than in 2006-07, where costs peaked at \$788,520.

Growth of Fordham Sponsorship in 2011 and Beyond

As noted above, we added a new school in 2010-11, Learning Without Limits Academy. We are also excited to be in serious discussions with two schools in Sciotoville, Ohio – Sciotoville Elementary Academy and East High School – about joining Fordham's current roster of seven schools. Discussions with other promising candidates are in the works, and we're hopeful that in the 2010-11 report we can

share that several new schools have joined Fordham's sponsorship operation.

We are also actively seeking applicants for new schools, replications, or assignments of contract. Under the terms of its sponsorship agreement with the Ohio Department of Education, the Thomas B. Fordham Foundation can sponsor up to 30 Ohio charter schools. Fordham has developed an application packet for prospective schools. This document spells out in detail how Fordham operates as a sponsor, how the Ohio charter law works, Fordham's expectations of its sponsored schools, how to apply for Fordham sponsorship, and how applications will be evaluated. This document is available at: <http://edexcellence.net/template/page.cfm?id=359>.

Highlights of Fordham Non-sponsorship Initiatives in Ohio, 2009-10

Sponsorship isn't all that Fordham does in Ohio. Our mission, nationally and in Ohio, has four elements:

- High standards for schools, students, and educators;
- Quality education options for families;
- A more productive, equitable, and efficient education system; and
- A culture of innovation, entrepreneurship, and excellence.

Selected Fordham (Ohio) reports & events in 2009-10:

- *World-Class Academic Standards for Ohio* (event)
- *Needles in a Haystack: Lessons from Ohio's high-performing, high-need urban schools* (report and companion video series)
- *Ohio's Education Reform Challenges: Lessons from the Front Lines* (book, published by Palgrave Macmillan)
- *Ohio Urban School Performance Report & Annual Analysis of Local School Report Cards* (report)
- *Tracking Student Mobility and Gauging its Impact in Dayton* (report and event)

Selected Ohio and national organizations that partnered with Fordham sponsorship in 2009-10:

- KidsOhio;
- Ohio Grantmakers Forum;
- Ohio Alliance for Public Charter Schools;
- School Choice Ohio;
- National Association of Charter School Authorizers (NACSA);
- National Alliance for Public Charter Schools;
- Policy Innovators in Education Network (PIE Network);
- CEE-Trust;
- University of Dayton; and
- Ohio Business Alliance for Higher Education and the Economy.

Authorizing

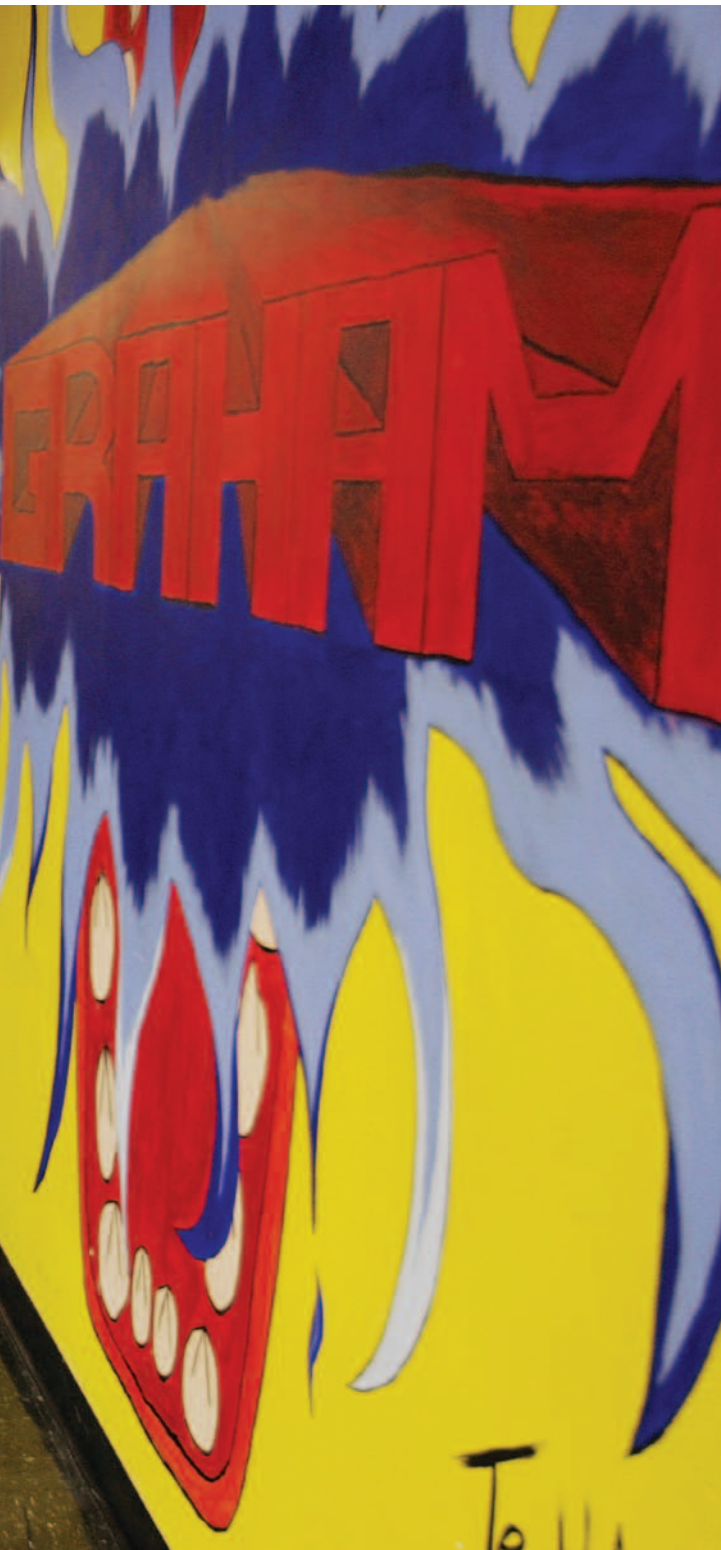
Helping mom-and-pops in Ohio



PHOTOGRAPHY / ASSOCIATED PRESS

Charters

By CHESTER E. FINN JR.,
TERRY RYAN, and
MICHAEL B. LAFFERTY



The Thomas B. Fordham Foundation’s long and deep immersion in Ohio education policy, particularly in the charter-school realm, includes a half decade of direct experience as “authorizer” of several charters. To recount and draw lessons from that experience, Fordham president (and *Education Next* senior editor) Chester Finn, Fordham vice president for Ohio policy and programs Terry Ryan, and veteran journalist Michael Lafferty authored the new book from which this article is adapted.

Initially, the Ohio Department of Education (ODE) was chief authorizer of charter schools in the Buckeye State. After the state auditor released a scathing review of ODE’s handling of its role, the legislature “fired” the agency and in early 2003 invited a host of other entities to undertake the challenges of school sponsorship. Along with state universities, and district and county school systems, the list of potential authorizers included nonprofit organizations that met certain criteria. If too few new authorizers were willing to step up to the plate, however, the legislature’s move would orphan more than 100 extant charter schools, forcing them to close.

The Thomas B. Fordham Foundation had long been active on the Ohio charter scene as critic, policy analyst, facilitator of new schools, and source of assistance (both financial and technical) to promising charter operators. But we had never really rolled up our sleeves and plunged into the fray. After fruitlessly seeking new sponsors to take on the potential “orphans”—eligible organizations feared the political, financial, and legal-liability risks—and after much internal soul-searching and debate, Fordham decided in 2004 to apply to become a school authorizer and by June 2005 we found ourselves occupying that hot seat.

Our 10 schools were a varied bunch. Eight had previously been sponsored by the Ohio Department of Education. The other two were allowed to open by virtue of winning the state’s 2005 lottery for new charters; both were sister schools of Cincinnati’s acclaimed W. E. B. Du Bois Academy, a now-defunct charter school that

*Adapted from Chester E. Finn Jr., Terry Ryan,
and Michael B. Lafferty,*

*Ohio’s Education Reform Challenges:
Lessons from the Front Lines,
Palgrave MacMillan Publishers (June 2010).*

was much acclaimed at the time. All 10 schools faced challenges that generally paralleled those of other charter schools across Ohio. Among the eight schools with track records, one was rated Excellent by the state in 2005 (Du Bois), and one was rated Continuous Improvement (Dayton Academy, an Edison-operated school), but the remaining six were in Academic Emergency. (At the time, 60 percent of Ohio's charter schools were rated in Academic Emergency, 11 percent in Academic Watch, 18 percent in Continuous Improvement, and just 11 percent Effective or Excellent.)

Troubled Schools

The Moraine Community School had struggled since opening in 2002, but surely it was worth trying to rehabilitate. The charter represented this Dayton suburb's only public school. Moraine was a General Motors industrial town, and many of its families were connected to the GM plant that had once made Frigidaires and later built SUVs. (The last vehicle rolled off its assembly line on December 23, 2008. The sprawling factory is now dark.)

Before the charter opened, all Moraine students were bused to schools in the nearby suburbs of Kettering and West Carrollton. Many felt like strangers there, and they and their parents longed for a neighborhood school of their own. For that reason, the Moraine charter originally enjoyed the support of community leaders and served about 200 children in grades K–12. Almost from the start, however, the school encountered serious governance, leadership, financial, and academic difficulties. Moraine Community School was in Academic Emergency for two years prior to Fordham sponsorship, and its board and principal had gone through a nasty split just before we took over. A serious leadership vacuum remained. Our sponsorship agreement made clear that we expected it to improve markedly—and fast. Its board assented. According to our contract, the school would show

- adequate academic gains from autumn 2005 to spring 2006, as measured on a national norm-referenced test
- market demand by enrolling at least 225 students by April 2006
- compliance with all special-education requirements by October 2005
- implementation of a viable curriculum by February 2006.

As the February deadline approached, we received a letter from the school's board president stating, "Our one-year sponsorship agreement had renewal

terms that we likely won't meet. There was an opportunity to secure 2006/2007 sponsorship through the Cincinnati-based ERCO (Education Resource Consultants of Ohio)."

With those words, Fordham learned, the Moraine school was fleeing our tough-love embrace. We had thought its leaders were game to make the hard decisions needed to render their school effective. We were wrong, and they spurned us for a less-demanding sponsor. What's more, under Ohio law the school was within its legal rights to "sponsor hop" when its leaders realized we were serious about holding them to account for improving their school. Two years later, the Moraine school and three others (with no Fordham sponsorship connections) would be sued by then Ohio Attorney General Marc Dann, citing a failure to educate children.

In hindsight, we were naïve about the Moraine school and our ability to turn it around through tough love. No matter how much we wanted the school to succeed academically, those in charge—the school leadership and teachers—did not have the capacity to make it perform at a high level. Even more important, we gradually realized that the school's leadership did not see their primary mission as delivering academic success to children.

For them, the goal was to provide a place that cared for the community's children with love, respect, and understanding. If learning also occurred, well and good, but the school's very existence was a sufficient end in itself for both the board and many parents. It was, quite simply, "their" school. Our efforts to inject a sense of urgency and focus on academic results just did not fly. That we didn't share the same values should have been obvious from the start. But we failed to see it.

Technical Assistance

Moraine was not the only school in our new "portfolio" that opened our eyes to some realities of the charter world that we had not fully appreciated in our earlier think-tank role. As we were learning, threats and deadlines alone did not bring about better performance. Thus, within the bounds of state law and our budget, we also provided technical assistance to "our" sponsored schools to improve their performance. For example, we offered all

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those in Academic Emergency expert counsel on how to use achievement data to improve instruction, develop a strategy for maximizing performance on state assessments, and help students gain test-taking prowess.

Toward that end, we engaged Douglas Reeves and his team at the Denver-based Center for Performance Assessment (CPA). In November 2005, participating schools were provided with the tools to analyze their own test data to ascertain where their students needed the most help. In February 2006, CPA trainers conducted sessions at each participating school to assess staff needs and provide more-focused professional development based on school and student-specific data. This assistance cost Fordham about \$70,000, but held out hope of helping the schools to boost student achievement relatively quickly.

We also offered the schools outside evaluations by a Massachusetts-based team of charter experts that provided school leaders and Fordham with thorough analyses of the strengths and weaknesses of individual schools and assisted in developing plans for bettering their performance. We asked team leader Joey Gustafson for a written report on each school akin to those produced by the acclaimed British school inspectorate. Four schools agreed to such evaluations—at Fordham’s expense.

After visiting the schools, Gustafson reported that all four—each an independent “mom-and-pop” operation with no links to national groups—faced a host of challenges, including strained budgets, low enrollments, curriculum problems, inexperienced staff, weak professional development for teachers, and board members ignorant of testing and other academic essentials. She also found a widespread belief that their academic setbacks were not the schools’ responsibility but, rather, the result of too many students from poor families with “home life” issues.

According to Gustafson, “These kids cannot” was the start of far too many conversations. She urged Fordham to take school leaders to visit high-performing charters in other states so they could see how such institutions worked. The result was a trip to Washington, D.C., where the heads of Fordham-sponsored schools spent time in a high-performing Knowledge Is Power Program (KIPP) school and the excellent charter boarding school called SEED Academy.

These repair efforts bore some fruit. The Phoenix Community Learning Center in Cincinnati, for example, made

solid academic gains during 2004–5, when it was in Academic Emergency, to 2005–6, when it was rated Effective by the state. (The school sustained those gains in both 2006–7 and 2007–8, then faltered in 2008–9.) This school, led by a savvy, veteran educator, was committed to constant academic improvement and willing to change course in order to strengthen student results. It also built a strong instructional team and in time turned into a reasonably solid

performer, a lamentably rare success within Ohio’s bumper crop of “mom-and-pop” schools.

It was evident, however, that some schools still needed far more help than we felt appropriate delivering as their sponsor, and more than we could afford financially. There was a real risk of veering from our role authorizing schools into school operations as we delved deeper into their problems and possible solutions. In 2004, before we even became a sponsor, one of the nation’s leading experts on charter schools and authorizing (and a Fordham board member), Bruno Manno, urged us to stop issuing grants to schools we would sponsor and to refrain from doing anything that could be seen as entangling us in their operations. Indeed, we agonized throughout the first year of sponsorship as to how much direct support to give schools for which we

also served as monitor, evaluator, and judge. In the end, we offered financial help via modest grants and reduced sponsorship fees, plus substantial technical assistance in the form of advice from outside experts.

This support was manifest in our budgets. In 2005–6, Fordham collected \$244,840 in school fees while our sponsorship expenses for the year totaled \$715,512, of which more than one-third went toward outside consultants, school-specific grants, and foregone sponsorship fees. The following year, we collected \$197,674 in school fees while our operating budget was \$788,520, nearly half of it for consultants, grants to schools, and reduced fees. In fact, during the first four years of our sponsorship operation, we spent more on consultants and grants (targeted toward helping individual schools to tackle specific problems or needs) than we actually received in school fees. Under state law, we could charge schools sponsorship fees of up to 3 percent of their per-pupil funding, but our schools were paying closer to 1 percent, and several received free sponsorship. As a result, school fees covered just 30 percent of our costs from 2005 through 2009.



In 2008, Ohio Attorney General Marc Dann sued four Ohio charters citing a failure to educate children.

PHOTOGRAPHY / ASSOCIATED PRESS



PHOTOGRAPHY / COLUMBUS COLLEGIATE ACADEMY

In March of 2010, Columbus Collegiate Academy was named one of only nine charter elementary schools nationwide to receive the silver EPIC award from New Leaders for New Schools for dramatic gains in student achievement.

We continued to remind ourselves, the schools, and the state that we would not cross the line into providing direct services nor would we charge schools anything beyond their sponsorship fees. In June 2006, we shared a formal policy along those lines with every Fordham-sponsored school, building on what we had told the Ohio Department of Education in our sponsorship application two years earlier. In short, our provision of technical assistance was a good-faith effort to help schools improve but, at the end of the day, they were responsible for their results and we were responsible for holding them to account for those results.

Our refusal to sell services to sponsored schools proved prescient in the long run, as became obvious when another sponsor's school, Harte Crossroads School in Columbus, blew up in 2007, revealing deep financial maladies. Its collapse resulted in much finger-pointing between sponsor and school as to who was responsible—and liable—for what. Even today, the state is still trying to sort out these tangles. In any case, this cautionary tale strengthened our conviction that sponsors ought not sell supplemental services to their schools. Unfortunately, many sponsors in Ohio made—and today still make—their own ends meet by doing precisely that. Legislation introduced in 2006 and 2007 to prohibit sponsors from selling supplemental services to their schools failed to become law. It would have unbalanced the books of too many sponsors. But neither did lawmakers solve the underlying problems of

sponsor funding in Ohio: the chronic need to raise operating funds from the schools themselves, whether by charging fees or selling services, combined with the perverse incentives and inherent role conflicts that arise when saying no to a school is tantamount to reducing one's own revenue.

Dollars and Cents

Sponsors weren't the only ones on the Ohio charter scene that faced financial challenges. We also came to realize that independent charter schools faced almost insurmountable hurdles in delivering high-quality academic instruction while running these small businesses on tight margins. Consider the Omega School of Excellence, one of the ODE "orphans" that Fordham came to sponsor in Dayton and a school that in 2005 enrolled just 184 students. It received about \$1.4 million a year from state and federal sources, which worked out to about \$7,610 per pupil. In contrast, the Dayton Public Schools

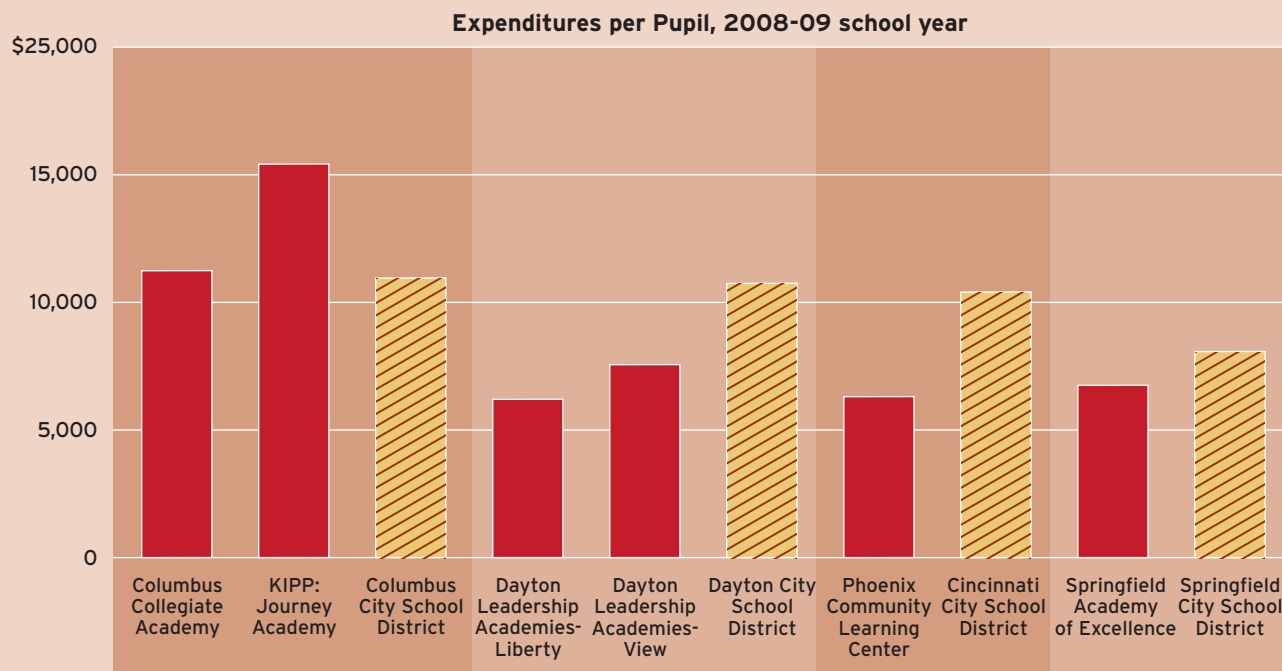
Independent charter schools faced insurmountable

were at the time operating at about \$13,000 a child. That difference was the result of some \$5,500 per student in local tax dollars going to district schools that charters such as Omega did not receive—all this in addition to money for facilities and other outlays that were also denied to Ohio charters.

From its meager per-pupil allocation, Omega had to pay for all staffing, food services, special education, facilities,

On a Shoestring (Figure 1)

Fordham's Ohio charter schools must operate with far less funding than their district counterparts—unless, like KIPP-Journey and Columbus Collegiate, they can attract philanthropic support.



SOURCE: Ohio Department of Education

instructional materials (books, computers, etc.), and other expenses associated with running a school. Omega spent about \$120,000 annually on facilities and utilities alone, and another \$75,000 on food services, leaving about \$1.2 million for instruction and operations. It was required to contribute to the state retirement system some 14 percent of salaries for every employee. Omega also offered basic health insurance and met the cost of federal Medicare payments. That meant the school paid about \$645,000 in salaries and \$175,000 in

a harsh tax. It certainly created animosity between new sponsors and schools. More than once we heard complaints that “under ODE we received free sponsorship, and now we’re paying you for sponsorship and you actually scrutinize our efforts far more than the state ever did.” This was another reason for us to keep our sponsorship fees as low as possible, but it made for an unsustainable situation over the long run.

Quality sponsorship costs money that somebody has to pay. Other states have realized this and fund their authorizers

hurdles in delivering academic instruction on tight margins.

benefits. The result was that the average Omega administrator earned about \$36,500 in 2005 while the average teacher made about \$38,350. By contrast, Dayton’s district-school administrators earned about \$68,500 and teachers about \$50,550.

Starting in July 2005, charter schools also had to pay fees to their sponsors, which cut further into their operating margins and was seen by many in the charter community as

in more rational (and less tight-fisted) ways. For example, Florida provides sponsoring agencies 5 percent of revenue, as do Colorado and Oklahoma. These dollars come directly from the state to the sponsors, not out of the schools’ operating funds. In fact, the average payment structure for U.S. sponsors falls in the range of 3 percent to 5 percent of a school’s per-pupil allotment.



PHOTOGRAPHY / DAYTON LEADERSHIP ACADEMIES

Dayton Leadership Academies, under the management of Edison Learning, have remained among the state's higher-rated charters.

Besides keeping charter schools on short fiscal rations and “taxing” them for sponsorship, Ohio imposed onerous and disruptive reporting requirements. For example, charters had to report their student counts to the state every month while districts did so only twice a year. A charter school’s monthly revenue could suddenly drop by several thousand dollars if, for example, a mother lost her job

Ohio imposed onerous and disruptive reporting requirements on charters.

and moved her five children to another school. Districts also feel the pain of losing students but they adjust their spending annually, not monthly. This becomes significant as teachers and other staff sign yearlong employment contracts, meaning that the charter school is on the hook for these costs whether pupils stay or leave.

Districts, of course, can also seek operating levies from local taxpayers to boost revenues beyond what the state affords them, while charters depend entirely on state and federal per-pupil allocations and whatever they can raise from philanthropy (see Figure 1 for current spending estimates). Some states—but not Ohio—provide charter schools with extra dollars in an effort to partially compensate for the absence of local dollars. Many now assist their charters with facility costs, too.

Strengthening the Support Network

The economic challenges facing charter schools, especially the mom-and-pop variety, were not just problems for Fordham-sponsored schools. In 2009, Ohio had 309 charters, of which almost 100 were independent operators. All but a handful served fewer than 300 students and many enrolled fewer than 200. In fact, fully 75 percent of the charter schools operating in Ohio in 2009 served fewer than 300 children apiece. Many ran on razor-thin margins.

In hindsight, many were financially doomed from the outset. In examining the causes of charter school closures in the United States, former National Charter Schools Institute CEO Brian Carpenter reported in 2008 that low enrollment was pivotal in the demise of almost three-fourths of the 100 cases he studied. He advised school boards and authorizers to “strive for 300 students as the minimum desired enrollment for each school.” Yet most Ohio charters were and are below that threshold.

In studying charter schools nationally, Paul Hill of the University of Washington observed in 2008 that, while money doesn’t assure educational success, it’s needed to innovate successfully. “Due to the way money flows,” Hill wrote, “new [charter] schools face major competitive disadvantages. Only entities that believe they can run effective schools with less money than district-run schools, or are able to gain some forms of subsidy, either philanthropic contributions or donated labor, can hope to compete.” The exception seemed to be schools associated with large, deep-pocketed national school-management organizations such as Edison and National Heritage Academies.

Worried about the appearance, the legitimacy, and the politics of a charter sector dominated by big out-of-state firms, many of them for-profit, we thought it was especially important for Ohio to develop and sustain a healthy crop of mom-and-pop schools with bona fide community roots. In 2001, we



Brian Carpenter reported that low enrollment was pivotal in the demise of almost three-fourths of charters.

We thought it was important for Ohio to develop and sustain a healthy crop of mom-and-pop schools with bona fide community roots.

launched the Education Resource Center (ERC), originally housed at the Dayton Area Chamber of Commerce and later within a private-scholarship organization named PACE.

The concept was straightforward. We would help independent charter schools acquire benefits of scale by concentrating some of their needs and corresponding services in a single place, particularly their business management and other “back office” functions. This should, we thought, lead to lower-cost services for individual schools while improving the quality of those services for all. This, we expected, would reinforce their capacity to compete, stay viable economically and, ultimately, deliver stronger academic achievement.

In 2003, ERC became a standalone nonprofit organization named Keys to Improving Dayton Schools, Inc. (k.i.d.s.). At the outset, Fordham’s Terry Ryan (as volunteer executive director) and Dayton businessman Doug Mangen ran the day-to-day operations of k.i.d.s., with help from Dayton-area philanthropists and business leaders, including the former CEO of Copeland Industries, Matt Diggs, who also worked to raise money for the new venture.

About 20 charters were then operating in Dayton. Mangen surveyed their needs and found that their most pressing challenges were improving financial management while boosting academic performance. It wasn’t just record keeping and poor test scores. Several schools admitted that they were on the verge of financial collapse. The situation was captured in a memo from Ryan to the k.i.d.s. board in late 2003. “Early hopes for their transformative potential,” he wrote, “are yielding to the realities of meager academic results, financial woes, leadership and governance difficulties, and political challenges. Local charter schools are largely consumed by issues of survival. As a result, they’re not pointing the way toward educational excellence.”

The Omega School of Excellence was first to sign on with k.i.d.s. Organized to serve 5th through 8th graders, Omega was modeled after the acclaimed Knowledge Is Power Program (KIPP) schools. Its graduates won scholarships to top local private high schools and to several of the country’s elite prep schools. But, like other

one-off charters, Omega faced severe challenges on the business side. Co-founder Vanessa Ward (with her husband) admitted that she lacked those skills. “This is a business. It’s a start-up business. I think most persons who are in education don’t necessarily come with those gifts managing budgets and forecasting, insuring that you’re making the best decisions fiscally to allow a start-up business to survive.” The Wards and their colleagues on the Omega board craved quality financial-management support, and k.i.d.s. was set up to help provide it to worthy but needy schools like this one.

By mid-2005, k.i.d.s. employed six staffers and three consultants who not only had the school-finance knowledge and appropriate state certifications, but also possessed real expertise in navigating Ohio’s byzantine data-reporting systems. At the start of the 2005–06 school year, k.i.d.s. was serving 11 schools in four cities with a combined enrollment of about 1,860 students. The services generated about \$400,000 in fees for “back office” services. Fordham also subsidized k.i.d.s. to the tune of about \$150,000 a year.

The board of k.i.d.s., which included Fordham’s Finn as well as Ryan, widened its mandate, adding academic and operating activities (e.g., food service support) and new schools in other cities. Too many Ohio charter schools were struggling academically as well as financially. K.i.d.s. wanted to see if it could build a full-fledged, high-quality, local charter-management effort, something almost absent from Ohio at that time. This service might even include running whole-school operations.

By this point, the Omega school was facing serious academic as well as financial challenges. Its initial success had been driven largely by Vanessa Ward’s vision, energy, and commitment. In 2005, however, she had to shoulder more church responsibilities when her husband became seriously ill. School heads came and went. Enrollment dropped and the school faltered. Such challenges, we were coming to discover, plagued many one-off charter schools that depended too much on the vision and leadership of a single dynamic individual.

Gradually, Omega’s future prospects became more and more entwined with those of k.i.d.s., both because the school came to consume more of the nascent CMO’s (charter management organization) time and attention and because k.i.d.s.’ other revenues were drying up. A support

grant from the Bill & Melinda Gates Foundation was spent. In 2006, Mangen spun off the one successful part of k.i.d.s.’ work—the financial services program—into his own new private business. Though Fordham and one or two other private donors did their best, the money just wasn’t there to keep k.i.d.s. afloat so long as its main client was the faltering, shrinking Omega School of Excellence.

When the Omega board authorized a formal resolution ceasing the school’s operations in June 2008, its demise dealt a mortal blow to k.i.d.s. and to our dream of creating a non-profit school-management organization that could run successful schools across Dayton and southwestern Ohio.

Both organizations were also wounded by the national economic downturn that reduced Fordham’s endowment—and those of many others—by more than one-third. This fiscal misery made it far harder to raise money for a struggling school and a fledgling CMO that faced uncertain futures, even in flush times.

Human capital proved problematic, too. Finding and keeping great talent to work in Dayton’s charter sector was a nut that k.i.d.s. never cracked. And when it engaged the services of really capable individuals, they swiftly proved to be in great demand elsewhere.

Under these circumstances, we had to shelve our hopes for a Dayton-based CMO. There are, to be sure, several national charter outfits—e.g., Edison Learning, National Heritage Academies, Building Excellent Schools, KIPP—operating in Ohio and some of them do good work. But what this approach neglects, and what Ohio (and many other places) still needs, are mechanisms for strengthening the “mom-and-pop” schools like Omega that have deep roots in their communities yet lack the educational and management capacity necessary to sustain success.

Sobered and a bit battered, Fordham continues as an authorizer of Ohio charter schools—six of them today, with a seventh in the offing—and a vigorous participant in the state’s larger education-policy debates. We’re constantly exploring new options including, at this writing, possible merger with several other authorizers into a larger and, we hope, more stable and effective state-wide sponsorship venture. Meanwhile, we’ve learned a lot about how much harder it is to walk the walk of education reform than simply to talk the talk, and about how the most robust of theories are apt to soften and melt in the furnace of actual experience. ♦

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SECTION II



Overview of Fordham-sponsored Schools in 2009-10

This section examines how well students in the Fordham-sponsored schools performed on state assessments in 2009-10, and compares those results to student performance in home districts and to other charter schools.

Academic Performance Information about Assessments Used

Ohio's accountability system assigns schools and school districts with one of six academic ratings: Excellent

with Distinction, Excellent, Effective, Continuous Improvement, Academic Watch, or Academic Emergency. These ratings are based on multiple indicators, including results on the statewide Ohio Achievement Assessments in core subjects in grades three through eight, the Ohio Graduation Test, and graduation and attendance rates. The state goal is that 75 percent of all students be proficient on each assessment.

Using results from these indicators, Fordham analyzed each of its schools' performance in 2009-10. See Table VII below.

Table VII: School Performance on Requirements and Goals of the Fordham Academic Accountability Plan, 2008-09 and 2009-10

Did School...	Columbus Collegiate Academy	DLA: Dayton Liberty Campus	DLA: Dayton View Campus	KIPP Journey Academy	Phoenix Community Learning Center	Springfield Academy of Excellence
Requirement 1: Make Adequate Yearly Progress (AYP) in 2009-10?				X	X	X
In 2008-09?			X			
Requirement 2: Make AYP in Reading in 2009-10?			X	X	X	X
In 2008-09?			X		X	
Requirement 3: Make AYP in Math in 2009-10?	X		X	X	X	X
In 2008-09?	X		X	X		
Goal 1: Receive rating of at least Continuous Improvement in 2009-10	X		X	X	X	X
In 2008-09?			X			
Goal 2: Average at least 5% growth on READING portions of state tests in 2009-10?				X		X
In 2008-09?			X			X

Goal 3: Average at least 5% growth on MATH portions of state tests in 2009-10?				X	X	X
In 2008-09?		X	X			
Goal 4: Average at least 3% growth on SCIENCE portions of state tests in 2009-10?		X	X	X	X	
In 2008-09?		X			X	X
Goal 5: Average at least 3% growth on WRITING portions of state tests in 2009-10?						
In 2008-09?			X			
Goal 6: Average at least 3% growth on SOCIAL STUDIES portions of state tests in 2009-10?						
In 2008-09?			X			X
Goal 7: Outperform home district average on all five portions of state tests in 2009-10?	X				X	
In 2008-09?	X					
Goal 8: Outperform state community school average on all five portions of state tests in 2009-10?	X				X	
In 2008-09?	X					
Goal 9: Met or exceeded the "Expected Gain" in Reading on the Ohio "Value-Added Metric" in 2009-10?	X			X	X	X
In 2008-09?			X		X	X
Goal 10: Met or exceeded the "Expected Gain" in Math on the Ohio "Value-Added Metric" in 2009-10?	X			X	X	X
In 2008-09?		X	X		X	X

X indicates the school met the requirement or goal.

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

A gray cell indicates that the requirement or goal was not applicable to the school.

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

Adequate Yearly Progress Status

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

State Ratings

During the 2009-10 school year, two Fordham-sponsored schools improved upon the rating they received in 2008-09. One school was rated Effective, four were rated Continuous Improvement, and one was rated Academic Emergency. Two schools, Columbus Collegiate Academy and KIPP: Journey Academy, were unrated in 2008-09 because they were first-year schools, and in 2008-09 the Ohio Department of Education did not issue ratings to first-year schools.

Performance by Subject²

The school ratings for four out of six Fordham-sponsored schools in 2009-10 actually improved over 2008-09; however, as a group overall student performance in Fordham sponsored schools was

Table VIII: AYP Status of Fordham-sponsored Schools, 2008-09 and 2009-10

School	08-09 AYP Status	Change	09-10 AYP Status
Columbus Collegiate Academy	Did Not meet	→	Did Not meet
Dayton Liberty Campus	Did Not Meet	→	Did Not Meet
Dayton View Campus	Met	↓	Did Not Meet
KIPP: Journey Academy	Did Not meet	↑	Met
Phoenix Community Learning Center	Did Not meet	↑	Met
Springfield Academy of Excellence	Did Not Meet	↑	Met

Table IX: Academic Ratings of Fordham-sponsored Schools, 2008-09 and 2009-10

School	08-09 Academic Rating	Change	09-10 Academic Rating
Columbus Collegiate Academy	N/A*	N/A	Effective
Dayton Liberty Campus	Academic Watch	↓	Academic Emergency
Dayton View Campus	Continuous Improvement	→	Continuous Improvement
KIPP: Journey Academy	N/A*	N/A	Continuous Improvement
Phoenix Community Learning Center	Academic Watch	↑	Continuous Improvement
Springfield Academy of Excellence	Academic Watch	↑	Continuous Improvement

*First year schools were not issued ratings by the Ohio Department of Education in 2008-09.

Source: Ohio Department of Education interactive Local Report Card.

down from last year. Overall student performance was dragged down by the woeful performance of the Dayton Liberty Campus which served 613 students in 2009-10 (about 31 percent of all students in Fordham-sponsored schools).

The following graphs compare each individual school to the district where it is located and compare the overall performance of all the Fordham-sponsored schools to a weighted average of the four districts where the schools are located (for a more detailed explanation, see the methodology at note 2). Comparisons are available for reading, math, science, and value-added growth. Ohio House Bill 1 suspended writing and social studies tests in 2009-10.

Reading

Graph I shows how students in Fordham-sponsored schools in 2009-10 performed in reading in comparison to charter students and home district students. Pupils in Fordham-sponsored schools outperformed their peers in reading only in the fourth and seventh grades while they performed equal to the state charter

average in sixth grade reading. Overall, Fordham students outperformed their district peers but performed slightly below the charter average in reading.

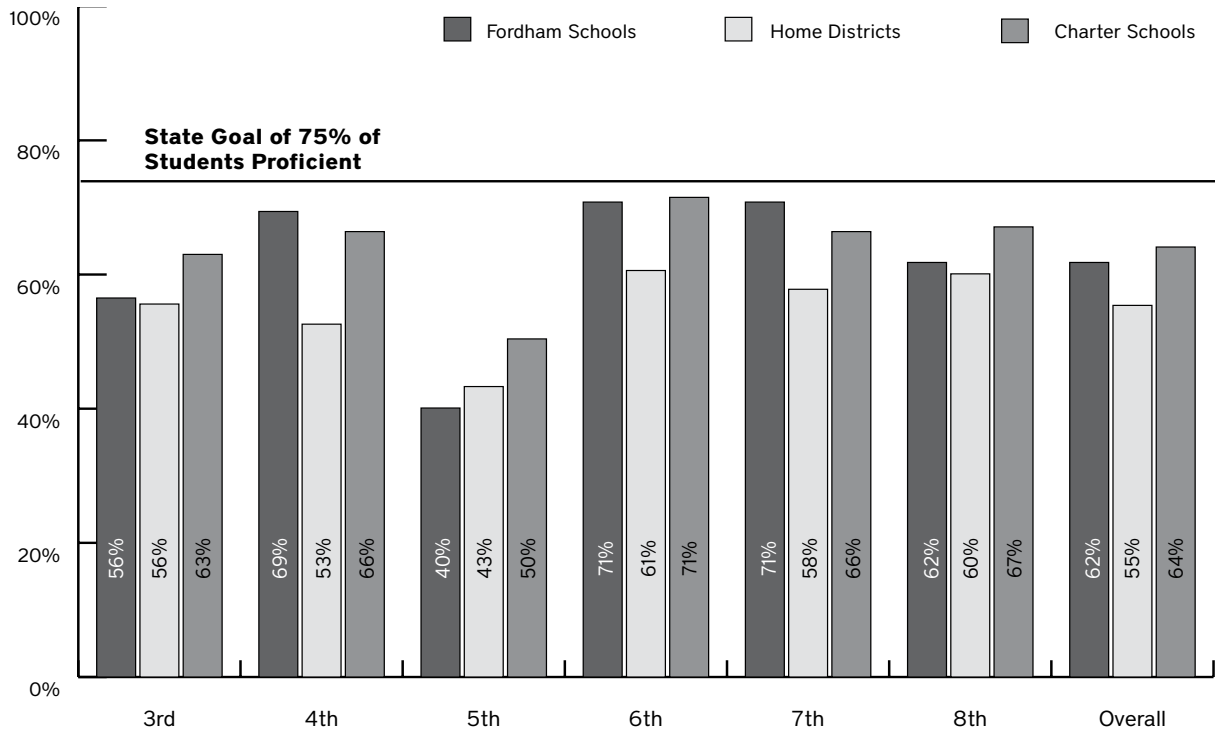
Math

Graph II shows math performance. In 2009-10, 52 percent of students—the same as in 2008-09—in grades three through eight attending Fordham-sponsored charter schools achieved or exceeded math proficiency. As a group, students in Fordham-sponsored schools performed better than students in their home districts and in other charter schools in the state in math in all grades except fifth and eighth.

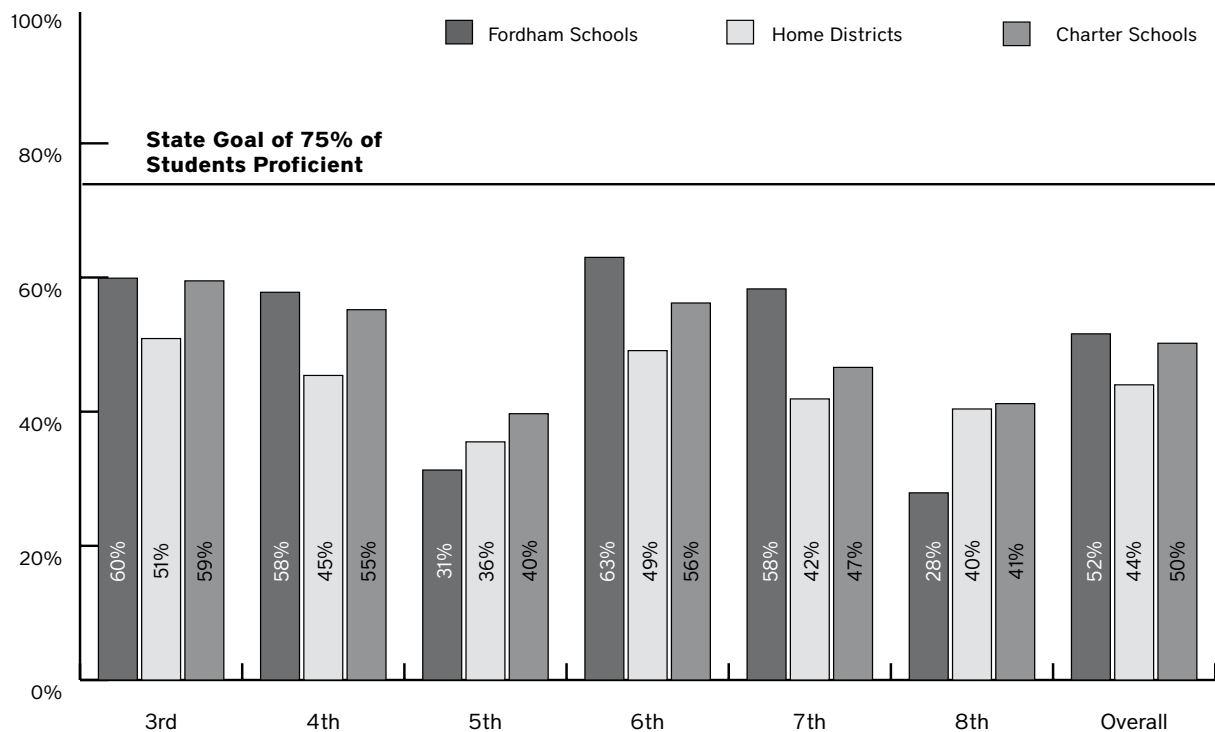
Science

Graph III shows science performance. In 2009-10, 32 percent of students attending Fordham-sponsored charter schools achieved or exceeded science proficiency (up from 21 percent in 2008-09). As a group, students in Fordham-sponsored schools marginally outperformed students in their home districts, but did not perform as well as students in other charter schools in the state in science.

Graph I: Percent of Students in Fordham-sponsored Schools, Statewide Charter Schools, and Home Districts Proficient in Reading, 2009-10, by Grade

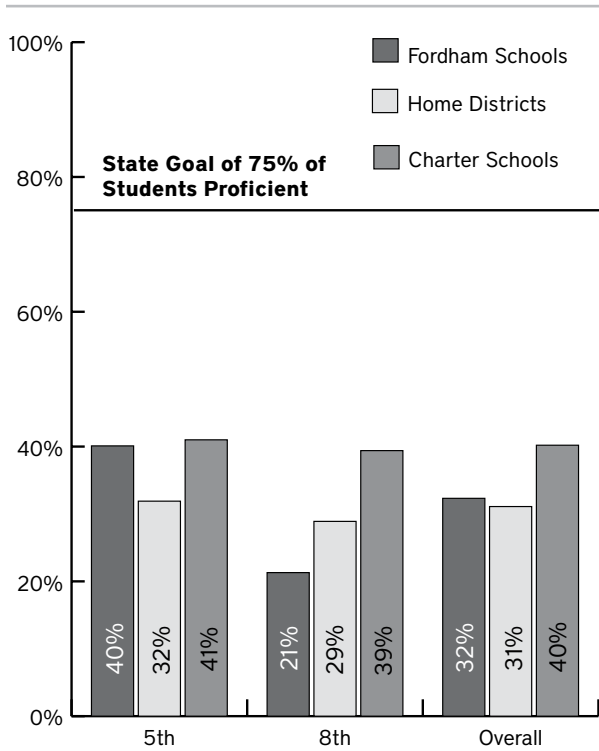


Graph II: Percent of Students in Fordham-sponsored Schools, State Charter Schools, and Home Districts Proficient in Math, 2009-10, by Grade



Source: Ohio Department of Education interactive Local Report Card.

Graph III: Percent of Students in Fordham-sponsored Schools, State Charter Schools, and Home Districts Proficient in Science, 2009-10, by Grade



Source: Ohio Department of Education interactive Local Report Card.

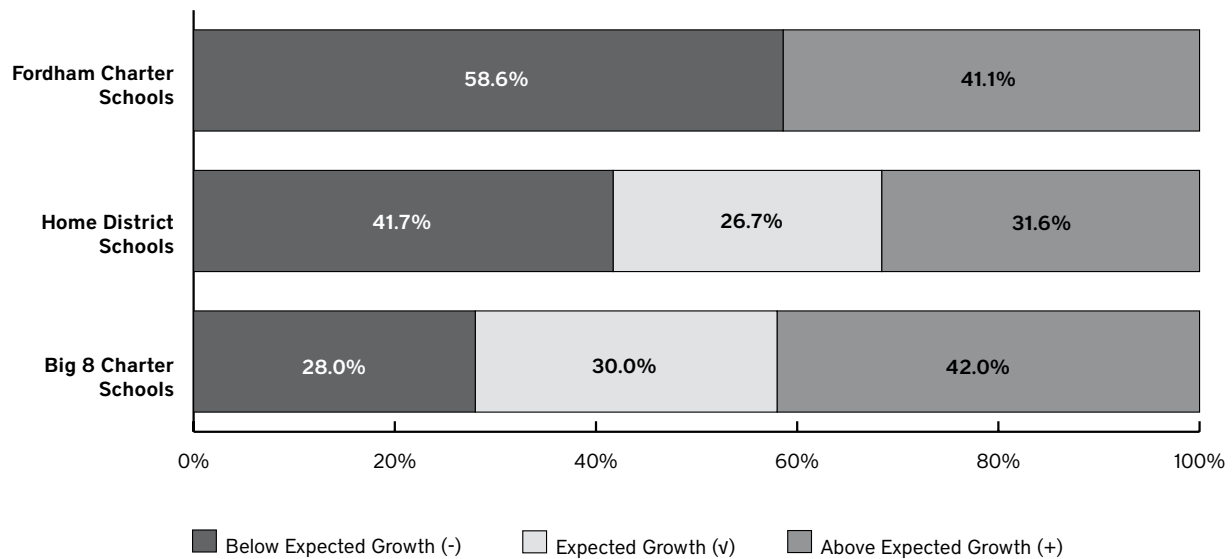
Value-Added Student Performance

Ohio's school report cards include value added—a measure of how much progress a school's students made in reading and math over the course of one year compared to how much the state expected them to improve. Value-added data are available in Ohio for grades four through eight. Forty-one percent of students (a decrease from 68 percent in 2008-09) attending Fordham-sponsored schools achieved above-expected growth.

When it comes to value-added growth, for schools that have such data, 42 percent of students in Ohio's urban "Big 8" charter schools attend a school that exceeded expected growth. Another 30 percent of these students attend a school that met growth expectations.

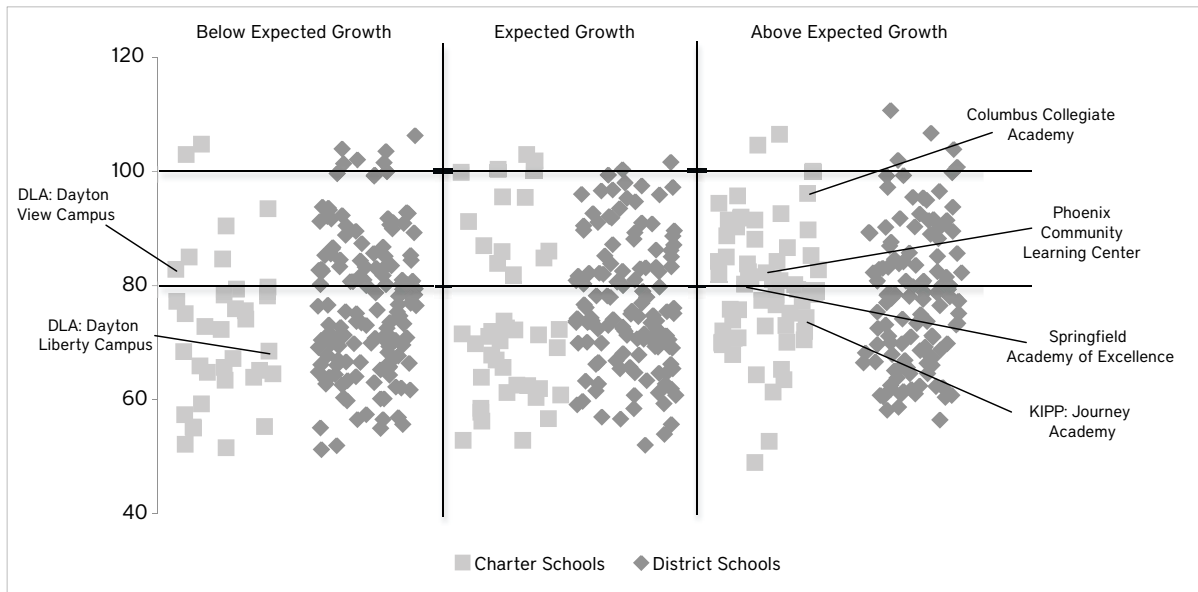
Among students in the four districts where Fordham-sponsored schools are located, 32 percent attend schools that exceeded their expected growth in 2009-10. Another 27 percent attend a school that met expected growth.

Graph IV: Percent of Students in Fordham-sponsored Schools, Home Districts, and State Charter Schools by Value-Added Rating, 2009-10



Source: Ohio Department of Education interactive Local Report Card.

Graph V: Academic Performance of Ohio 8 District and Charter Schools (Fordham-Sponsored Schools as Pull-outs), 2009-10³



This means that, among the district and charter schools most comparable to those Fordham authorizes, 28 percent of students in charter schools and 42 percent of students in district schools were enrolled in a building that failed to deliver at least a year’s worth of academic progress last year.

Statewide, approximately one in three Ohio schools were able to deliver to their students above-expected value-added gains, though this certainly does not necessarily translate into a solid “Performance Index” (PI) score, an indicator that takes into account whether students actually reach proficiency, not just whether they’re making gains. More specifically, PI scores reflect averages of a school’s student achievement in all tested subjects in grades three through eight, with the most weight given to students who exceed state standards. The PI runs on a scale from 0 to 120, with a state goal of 100 for all schools. Graph V tells the PI story at a glance. It shows that fully two-thirds of schools, charter and district alike, met or exceeded academic growth, but only five percent (26 out of 518) earned a PI score of 100 or higher.

Ohio schools have done a decent job meeting or

exceeding value-added growth for one year; however, few of them receive a PI score above 100, because many students in the state are still not reaching proficiency.

Governance and Non-academic Performance Leadership

Each Fordham-sponsored school is governed by a board of at least five members. Board member backgrounds are varied and include experience in education, nonprofit organizations, law, and business. Two Fordham-sponsored schools—Dayton Liberty Campus and Dayton View Campus—share a single board (in Ohio, an individual may serve on a maximum of two charter school boards).

In terms of school leaders, one Fordham-sponsored school experienced a change in school leadership in 2009-10.

Audit Information

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

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

Table X: *Availability and Most Recent Date of School Individual School Audits*

School	Most Recent Audit
Columbus Collegiate Academy	2008-09
Dayton Liberty Campus	2008-09
Dayton View Campus	2008-09
KIPP: Journey Academy	2008-09
Phoenix Community Learning Center	2008-09
Springfield Academy of Excellence	2008-09

Source: Ohio Auditor of State

Renewal and Optimism:

Five Years as an Ohio Charter Authorizer

2009-10

Fordham Sponsorship Accountability Report

SCHOOL PROFILES



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



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Springfield Academy of Excellence	68

Introduction

The Ohio Department of Education requires that all sponsors monitor and evaluate the education, finance, governance, and academic components of a community school and assign each component a rating of “overall compliant (1),” “partially compliant (2),” or “non-compliant (3).”⁴

Although sponsors must report on the components of a charter school’s operations as noted above, each sponsor is free to define what comprises the education, finance, governance, and academic components of their sponsored school’s programs. Additionally, sponsors are also free to define what “overall compliant,” “partially compliant” and “non-compliant” mean.

The Thomas B. Fordham Foundation defines the four components required by the Ohio Department of Education as:

- Education: whether the school delivered the education plan as contained in its contract for sponsorship with the Thomas B. Fordham Foundation;
- Academic: how the school performed in the context of its Accountability Plan (Fordham Contract Exhibit IV);

- Financial: whether the school was financially healthy and auditable; and
- Governance: whether the school complied with laws, regulations, record keeping compliance,⁵ and guidance from the Ohio Department of Education.

The Thomas B. Fordham Foundation defines the three ratings required by the Ohio Department of Education as:

- Overall compliant (OC): the school met all of the requirements in a particular category;
 - Partially compliant (PC): the school met half or more of the requirements in a particular category;
- and
- Non-compliant (NC): the school met fewer than half of the requirements in a particular category.
- Note: a designation of “unauditable” from the Ohio Auditor of State automatically results in financial and governance ratings of “non-compliant.”

Table XI: Ohio Department of Education School Monitoring Summary

	Education	Academic	Financial	Governance
Columbus Collegiate Academy	OC(1)	PC(2)	OC(1)	OC(1)
Dayton Liberty Campus	NC(3)	NC(3)	OC(1)	OC(1)
Dayton View Campus	OC(1)	PC(2)	OC(1)	OC(1)
KIPP: Journey Academy	OC(1)	PC(2)	OC(1)	OC(1)
Phoenix Community Learning Center	OC(1)	PC(2)	OC(1)	OC(1)
Springfield Academy of Excellence	OC(1)	PC(2)	OC(1)	OC(1)

OC(1)= Overall compliant PC(2) = Partially compliant NC(3) = Non-compliant

The results in the school profiles that follow are based on each school's contract for sponsorship; reporting requirements; documentation stored in the Fordham Foundation's online compliance database, AOIS; school-specific information available from the Ohio Department of Education (ODE); and information obtained during the site visits conducted at each school.⁶



Columbus Collegiate Academy

Contact Name

Andrew Boy, Founder and Co-Director
John Dues, Co-Director (2009-10)

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andrewboy@columbuscollegiate.org

Website

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

Video Profile

<http://www.edexcellence.net/index.cfm/videos>

Began Operating

2008

Governing Authority

Chad Aldis, Treasurer (1/2009 – present)
Andrew Boy, Ex Officio (7/2008 – present)
John Dues (7/2009 – 7/2010)
Michael Hassell, Secretary (7/2008 – 7/2010)
Stephanie Klupinski (6/2008 – 8/2009)
Jackie Messinger, Chairperson
(7/2008 – present)
Stephanie Vecchiarelli (4/2009 – present)
Jack Windser (4/2010 - present)

Management Company

Building Excellent Schools (2008-09)

mission

The mission of Columbus Collegiate Academy is to prepare middle-school students to achieve academic excellence and become citizens of integrity. High expectations for scholarship and behavior and an achievement-oriented school culture ensure all students are equipped to enter, succeed in, and graduate from the most demanding high schools and colleges.

educational philosophy

The central focus of Columbus Collegiate's educational program is college preparation. All children should be expected to achieve success in school and be prepared to achieve success in college.

Columbus Collegiate's educational philosophy and program is built on four core values: (1) all students have the ability to achieve academic excellence; (2) all students thrive in a highly disciplined environment; (3) all students must be prepared to excel in demanding high schools on their way to selective colleges; (4) all students deserve outstanding teachers that produce outstanding results.

SCHOOL CALENDAR

In 2009-2010, students at Columbus Collegiate Academy attended school for 1,200 instructional hours, from August 17 through May 28.

DEMOGRAPHICS

*Student Composition 2009-10**

Grades Served	6-7
Enrollment	83
Student Demographics	% of Students
African American	81
White	0
Hispanic	0
Multi-Racial	0
Economically Disadvantaged	0
Students with Disabilities	0

*CCA's Local Report Card did not contain data on other subgroups of students. The school is currently investigating the issue.

GOVERNANCE

School Leader

Andrew E. Boy is the founder and one of two co-directors at Columbus Collegiate Academy, overseeing the finance and operations of the organization. Prior to joining Columbus Collegiate, Andrew completed the Building Excellent Schools (BES) Fellowship. During the BES Fellowship, Andrew studied the highest performing urban charter schools across the country, completed a school and leadership residency at a high-performing urban middle school, and received extensive training in governance, finance, operations, school organization, curriculum development, and school culture. Andrew holds bachelor's degrees in education and communication from the University of Cincinnati and a master's in education administration from Xavier University.

In 2009-10, John A. Dues was co-director at Columbus Collegiate Academy, overseeing the curriculum,

instruction, and assessment of CCA's students. Prior to joining Columbus Collegiate, John served as the director of curriculum and instruction at West Denver Preparatory Charter School. Mr. Dues graduated with Honors from Miami (OH) University and holds a master's in education degree from the University of Cincinnati. He is also an alumnus of Teach For America, a highly selective national service corps of recent college graduates of all academic majors who commit two years to teach in under-resourced public schools.

FACULTY

Number of Teachers

The school employed six teachers in 2009-10.

Teacher Demographics	% of teachers
Male	0
Female	100
White	50
Not specified	50

Highly qualified Teachers

Columbus Collegiate Academy employed 100 percent highly qualified teachers in 2009-2010.

COMPLIANCE REPORT

SUMMARY OF COMPLIANCE ASSESSMENT

Education Rating: Overall compliant

Site visits to Columbus Collegiate Academy during the 2009-10 school year confirmed that the Education Plan as set forth in the contract for sponsorship between Fordham and the governing authority of Columbus Collegiate Academy was being implemented.

Academic Rating: Partially compliant

Columbus Collegiate Academy met a majority, but not all, of its academic performance requirements in 2009-10.

Compliance Reporting

Education Rating: Overall compliant	
Did the school deliver the education plan as contained in its contract for sponsorship with the Thomas B. Fordham Foundation?	1/1
Academic Rating: Partially Compliant	
Academic Performance Requirements	9/13
Adequate Yearly Progress Requirements	3/5
Goals for Academic Performance Using Common Indicators	1/3
Goals for Academic Performance Relative to Comparable Schools	2/2
Goals for Value-Added Performance	2/2
The Community School is Attaining Its Own Distinctive Education Goals	1/1
Columbus Collegiate Academy has developed its own distinctive education goals.	Yes
Financial Rating: Overall compliant	
Fiscal Reports Required	4/4
Audit (most recent): FY09 (no findings for recovery) Status: FY10 started	Yes
IRS Form 990 (submitted annually)	Yes
Bi-monthly Financial Reports	Yes
Five-Year Budget Forecast	Yes
Governance Rating: Overall compliant	
Governance Requirements	11/11
Annual Report (2009-2010)	
Ohio Department of Education Requirements	4/4
Thomas B. Fordham Foundation community school annual report requirements	5/5
Records Compliance	2/2
Critical	Yes (98%)
Non-critical	Yes (100%)

Financial Rating: Overall compliant

Columbus Collegiate Academy is rated overall compliant in the financial category. The school's most recent audit, FY09, was released without findings for recovery. A copy of the audit is available at <http://www.auditor.state.oh.us/auditsearch/detail.aspx?ReportID=79926>.

Governance Rating: Overall compliant

Columbus Collegiate Academy is rated overall com-

pliant in the governance category. The school met all annual report requirements and a majority of compliance requirements in 2009-10.

SCHOOL PERFORMANCE RESULTS

All Fordham-sponsored schools must meet academic accountability requirements under state and federal law and pursuant to the sponsorship contract with the Fordham Foundation. Federal requirements

Academic Performance Requirements

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

Goals for Academic Performance Using Common Indicators

Indicators	School Performance
Goal 1: Received rating of at least Continuous Improvement?	Yes
Goal 2: Averaged at least 5% growth on READING portions of state tests?	No
Goal 3: Averaged at least 5% growth on MATH portions of state tests?	No
Goal 4: Averaged at least 3% growth on SCIENCE portions of state tests?	N/A
Goal 5: Averaged at least 3% growth on WRITING portions of state tests?	N/A
Goal 6: Averaged at least 3% growth on SOCIAL STUDIES portions of state tests?	N/A
Goal 7: Outperformed home district average on all portions of state tests?	Yes
Goal 8: Outperformed state community school average on all portions of state tests?	Yes
Goal 9: Met or exceeded the "Expected Gain" in Reading on the Ohio "Value-Added Metric."	Yes
Goal 10: Met or exceeded the "Expected Gain" in Math on the Ohio "Value-Added Metric."	Yes

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

include meeting Adequate Yearly Progress (AYP) minimum performance standards. State requirements include ensuring 75 percent or more of students in grades kindergarten through eight are proficient in tested subjects. Detailed information on Ohio's accountability system is available at <http://www.ode.state.oh.us/GD/Templates/Pages/ODE/ODEDetail.aspx?page=3&TopicRelationID=115&ContentID=16209&Content=72712>.

The sponsorship contract between each school's governing authority and the Fordham Foundation incorporates the minimum federal and state standards and further requires a state rating of Continuous Improvement or higher and annual growth in each grade and subject. 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 tables below detail how Columbus Collegiate Academy performed against federal, state, and contract minimum requirements in 2009-10.

Goal 1: Received rating of at least Continuous Improvement?

Columbus Collegiate Academy received a rating of Effective for the 2009-10 academic school year.

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

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

	% of Students Meeting READING Standards		Percent Change	% of Students Meeting MATH Standards		Percent Change
	08-09	09-10		08-09	09-10	
6th Grade	74	73	-1	82	80	-2
7th Grade	N/A	93	N/A	N/A	100	N/A
Overall	74	77	4	82	84	2

	% of Students Meeting WRITING Standards*		Percent Change	% of Students Meeting SCIENCE Standards*		Percent Change	% of Students Meeting SOCIAL STUDIES Standards*		Percent Change
	08-09	09-10		08-09	09-10		08-09	09-10	
6th Grade	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
7th Grade	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Overall	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

*Note: sixth graders were not tested in writing, science or social studies in 2009-10.

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

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

No. Columbus Collegiate Academy's averaged a 4 percent increase in reading.

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

No. Columbus Collegiate Academy averaged a 2 percent increase in math.

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

N/A. Columbus Collegiate Academy was not required to administer the science test in 2009-10.

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

N/A. The writing portion of the Ohio Achievement Assessment was suspended in 2009-10 as per House Bill 1.

Goal 6: Average at least 3 percent growth on social studies portions of state tests?

N/A. The social studies portion of the Ohio Achievement Assessment was suspended in 2009-10 as per House Bill 1.

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

Yes. Columbus Collegiate Academy outperformed the Columbus City Schools by 17 percentage points in reading, and by 34 percentage points in math.

Percent Meeting State Standards Compared to Home District and State Community School Average, 2009-10

	Columbus Collegiate Academy	Columbus City School District	Difference	State Community School Average	Difference
Reading	77	60	17	64	13
Math	84	50	34	50	34

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

Yes. Columbus Collegiate Academy outperformed the state community school average by 13 percentage points in reading, and 34 percentage points in math.

Goal 9 & 10: Met or exceeded the “Expected Gain” in reading and math?

Yes. Columbus Collegiate Academy students in 2009-10 received a value added rating of Above Expected Growth.

In 2009-10, Fordham offered schools the option to report their progress on their own distinctive education goals. Columbus Collegiate Academy’s distinctive education goals follow.

Academic Goal Statement: Students at Columbus Collegiate will become readers of the English language.

- Each cohort of students will meet or exceed the expected growth norms on NWEA’s Reading MAP assessment, as defined by NWEA’s most recent normative data. **Met**
- Each subgroup of students will make AYP in reading as defined by No Child Left Behind legislation. **Not Met**

Academic Goal Statement: Students at Columbus Collegiate will become competent in the understanding and application of mathematical computation and problem solving.

- Each cohort of students will meet or exceed the expected growth norms on NWEA’s Math MAP assessment, as defined by NWEA’s most recent normative data. **Met**
- Each subgroup of students will make AYP in math as defined by No Child Left Behind legislation. **Met**

Organizational Viability Goal Statement: Columbus Collegiate will be fully enrolled and demonstrate high

levels of daily attendance and student retention.

- Columbus Collegiate’s student enrollment will be at 100 percent of projected enrollment. **Not Met**
- Columbus Collegiate’s waiting list will be equal to 50 percent of the 6th grade enrollment during each year. **Not Met**
- 90 percent of students who begin the school year at Columbus Collegiate will remain in school throughout the academic year. **Not Met**
- 90 percent of students who complete the school year at Columbus Collegiate will re-enroll for the following school year. **Met**
- Average daily student attendance at Columbus Collegiate will be at or above 95 percent over the course of each school year. **Not Met**

Organizational Viability Goal Statement: Columbus Collegiate will ensure parent approval and support that demonstrates the school’s long-term viability and effectiveness.

- Average parent satisfaction with the academic program, as measured by an annual survey at the conclusion of the school year, will exceed 85 percent of respondents. **Met**
- Average parent satisfaction with the clear and open communication by the faculty and staff, as measured by an annual survey at the conclusion of the school year, will exceed 85 percent. **Met**

Organizational Viability Goal Statement: Columbus Collegiate will demonstrate fiscal viability that focuses on student achievement and responsible use of public monies.

- Approved school budgets for each school year will demonstrate sound allocation of resources in support of the school’s mission. **Met**
- Each year, the school will provide annual balanced budgets with consistent cash reserves. **Met**

OTHER PERFORMANCE INDICATORS

Attendance Rate

92.2 percent.

The Performance Index Score

The Performance Index (PI) score at Columbus Collegiate Academy was 96.1. The PI provides an overall indication of how well students perform on all tested subjects in grades three, four, five, six, seven, and eight each year. The PI score is calculated by multiplying the percentage of students that are untested, below basic/limited, basic, proficient, accelerated, or advanced by weights ranging from 0 for untested to 1.2 for advanced students. The totals are then



summed to obtain the school or district's PI score. PI scores range from 0 to 120, with 100 being the statewide goal for all students.



Dayton Liberty Campus

Contact Name

Dr. T.J. Wallace, Principal (2010-11)
Cathy Csanyi, Principal (2009-10)

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Dayton, OH 45418

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(937) 262-4080

Contact Email

tj.wallace@dla.edisonlearning.com

Website

<http://www.edisonlearning.com/custom/schools/dayton/>

Video Profile

<http://www.edexcellence.net/index.cfm/videos>

Began Operating

1999

Governing Authority

Dixie J. Allen (1/2007 – present)
David Greer (1/2010 – present)
Allen Hill (1/2007-12/2009)
Ellen Ireland (4/2008 – present),
Chairperson (10/2010 – present)
Mary Karr, Chairperson (1/2008 – 9/2010)
Doug Mangen (9/2009 – present)
Vanessa Ward (7/2009 – present)

Management Company

EdisonLearning, Inc.

mission

The mission of Dayton Liberty Campus 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 the Dayton City School District.

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.

SCHOOL CALENDAR

In 2009-10, students at the Dayton Liberty Campus attended school for 188 days, from August 10 through June 8.

DEMOGRAPHICS

Student Composition 2009-10

Grades Served	K-8
Enrollment	613
Student Demographics	% of Students
African American	96
White	0
Hispanic	0
Multi-Racial	3.8
Economically Disadvantaged	100
Students with Disabilities	16.1

GOVERNANCE

School Leader

During the 2009-10 school year Ms. Cathy Csanyi served as the principal for Dayton Liberty Campus.

FACULTY

Number of Teachers

The school employs 30 teachers.

Teacher Demographics	% of teachers
Male	14
Female	86
African-American	20
Hispanic	3
White	77

Highly qualified Teachers

In 2009-10, 82 percent of core academic subjects were taught by teachers considered “highly qualified” as defined under the federal *No Child Left Behind Act*.

COMPLIANCE REPORT

SUMMARY OF COMPLIANCE ASSESSMENT

Education Rating: Non-compliant

Site visits to the Dayton Liberty Campus during the 2009-10 school year evidenced that the Education Plan as set forth in the contract for sponsorship between Fordham and the governing authority of the Dayton Liberty Campus was not being successfully implemented.

Academic Rating: Non-compliant

The Dayton Liberty Campus met fewer than half of its academic performance requirements in 2009-10; consequently, the school is rated non-compliant in this category.

Financial Rating: Overall compliant

The Dayton Liberty Campus is rated compliant in the financial category. The school’s most recent audit, FY09, was released without findings for recovery. A copy of the audit is available at <http://www.auditor.state.oh.us/auditsearch/detail.aspx?ReportID=81148>.

Governance Rating: Overall compliant

The Dayton Liberty Campus is rated overall compliant in the governance category. The school met all annual report requirements and a majority of compliance requirements in 2009-10.

SCHOOL PERFORMANCE RESULTS

All Fordham-sponsored schools must meet academic accountability requirements under state and federal law and pursuant to the sponsorship contract with the Fordham Foundation. Federal requirements include meeting Adequate Yearly Progress (AYP) minimum performance standards. State requirements include ensuring 75 percent or more of students in grades kindergarten through eight are proficient in tested subjects. Detailed information on Ohio’s accountability system is available at <http://www.ode.state.oh.us/GD/Templates/Pages/ODE/ODEPrimary.aspx?page=2&TopicRelationID=115>.

Compliance Reporting

Education Rating: Non-compliant	
Did the school deliver the education plan as contained in its contract for sponsorship with the Thomas B. Fordham Foundation?	0/1
Academic Rating: Non-compliant	
Academic Performance Requirements	3/16
Adequate Yearly Progress Requirements	2/5
Goals for Academic Performance Using Common Indicators	1/6
Goals for Academic Performance Relative to Comparable Schools	0/2
Goals for Value-Added Performance	0/2
The Community School is Attaining Its Own Distinctive Education Goals	0/1
Dayton Liberty Campus has not developed its own distinctive education goals.	No
Financial Rating: Overall compliant	
Fiscal Reports Required	4/4
Audit (most recent): FY09 (no findings for recovery) Status: FY10 in progress	Yes
IRS Form 990 (submitted annually)	Yes
Bi-monthly Financial Reports	Yes
Five-Year Budget Forecast	Yes
Governance Rating: Overall compliant	
Governance Requirements	12/12
Annual Report (2009-2010)	
Ohio Department of Education Requirements	4/4
Thomas B. Fordham Foundation community school annual report requirements	6/6
Records Compliance	2/2
Critical	Yes (91%)
Non-critical	Yes (93%)

The sponsorship contract between each school’s governing authority and the Fordham Foundation incorporates the minimum federal and state standards and further requires a state rating of Continuous Improvement or higher and annual growth in each grade and subject. 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 tables below detail how Dayton Liberty Campus performed against federal, state, and contract minimum requirements in 2009-10.

Dayton Liberty Campus did not meet Adequate Yearly Progress (AYP) minimum requirements in reading and math proficiency for all students.

Goal 1: Received rating of at least Continuous Improvement?

Academic Performance Requirements

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

Goals for Academic Performance Using Common Indicators

Indicators	School Performance
Goal 1: Received rating of at least Continuous Improvement?	No
Goal 2: Averaged at least 5% growth on READING portions of state tests?	No
Goal 3: Averaged at least 5% growth on MATH portions of state tests?	No
Goal 4: Averaged at least 3% growth on SCIENCE portions of state tests?	Yes
Goal 5: Averaged at least 3% growth on WRITING portions of state tests?	N/A
Goal 6: Averaged at least 3% growth on SOCIAL STUDIES portions of state tests?	N/A
Goal 7: Outperformed home district average on all portions of state tests?	No
Goal 8: Outperformed state community school average on all portions of state tests?	No
Goal 9: Met or exceeded the "Expected Gain" in Reading on the Ohio "Value-Added Metric."	No
Goal 10: Met or exceeded the "Expected Gain" in Math on the Ohio "Value-Added Metric."	No

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

No. Dayton Liberty Campus received a rating of Academic Emergency in 2009-10.

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

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

No. The percentage of Dayton Liberty Campus students meeting reading standards fell by 2 percent in 2009-10.

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

No. The percentage of Dayton Liberty Campus students meeting math standards fell by 29 percent in 2009-10.

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

Yes. The percentage of Dayton Liberty Campus students meeting science standards rose by 25 percent in 2009-10.

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

No. The writing portion of the Ohio Achievement Assessment was suspended in 2009-10 as per House Bill 1.

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

	% of Students Meeting READING Standards		Percent Change	% of Students Meeting MATH Standards		Percent Change
	08-09	09-10		08-09	09-10	
3rd Grade	41	40	-2	48	44	-8
4th Grade	71	44	-38	65	29	-55
5th Grade	44	40	-9	31	17	-45
6th Grade	49	72	47	51	52	2
7th Grade	49	56	14	45	44	-2
8th Grade	58	51	-12	62	18	-71
Overall	51	50	-2	49	35	-29

	% of Students Meeting WRITING Standards		Percent Change	% of Students Meeting SCIENCE Standards		Percent Change	% of Students Meeting SOCIAL STUDIES Standards		Percent Change
	08-09	09-10		08-09	09-10		08-09	09-10	
4th Grade	74			N/A	N/A	N/A	N/A	N/A	N/A
5th Grade	N/A	N/A	N/A	17	38.3	124	8		
7th Grade	45			N/A	N/A	N/A	N/A	N/A	N/A
8th Grade	N/A	N/A	N/A	25	7	-72	6		
Overall	61			20	25		9		

Goal 6: Average at least 3 percent growth on social studies portions of state tests?

No. The social studies portion of the Ohio Achievement Assessment was suspended in 2009-10 as per House Bill 1.

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

No. In 2009-10, the Dayton Liberty Campus did not outperform the home district average on all portions of the tests.

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

No. In 2009-10, the Dayton Liberty Campus did not outperform the state community school on all portions of the state tests.

Goal 9 & 10: Met or exceeded the “Expected Gain” in reading and math?

No. Dayton Liberty Campus received a value-added rating of Below Expected Growth in 2009-10.

Percent Meeting State Standards Compared to Home District and State Community School Average, 2009-10

	Dayton Liberty Campus	Dayton Public School District	Difference	State Community School Average	Difference
Reading	50	51	-1	64	-14
Math	35	38	-3	50	-15
Science	25	23	-2	40	-15

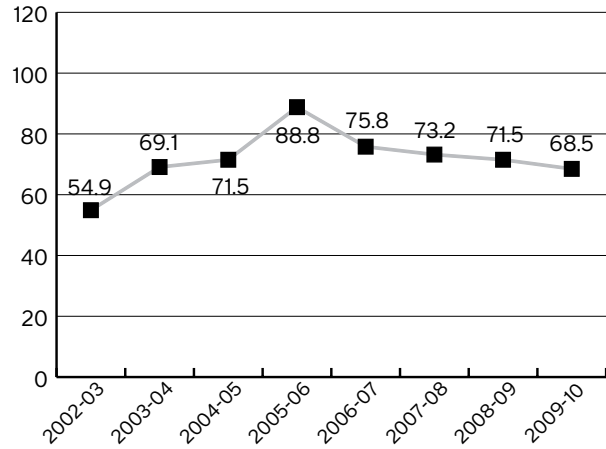
OTHER PERFORMANCE INDICATORS

Attendance Rate

90 percent.

The Performance Index Score

The Performance Index (PI) score at Dayton Liberty Campus was 68.5. The PI provides an overall indication of how well students perform on all tested subjects in grades three, four, five, six, seven, and eight each year. The PI score is calculated by multiplying the percentage of students that are untested, below basic/limited, basic, proficient, accelerated, or advanced by weights ranging from 0 for untested to 1.2 for advanced students. The totals are then summed to obtain the school or district's PI score.



PI scores range from 0 to 120, with 100 being the statewide goal for all students.



Dayton View Campus

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Video Profile

<http://www.edexcellence.net/index.cfm/videos>

Began Operating

2000

Governing Authority

Dixie J. Allen (1/2007 – present)

David Greer (1/2010 – present)

Allen Hill (1/2007-12/2009)

Ellen Ireland (4/2008 – present),

Chairperson (10/2010 – present)

Mary Karr, Chairperson (1/2008 – 9/2010)

Doug Mangen (9/2009 – present)

Vanessa Ward (7/2009 – present)

Management Company

EdisonLearning, Inc.

mission

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

educational philosophy

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

SCHOOL CALENDAR

In 2009-10, students at Dayton View Campus attended school for 188 days, from August 10 through June 8.

DEMOGRAPHICS

Student Composition 2009-10

Grades Served	K-8
Enrollment	559
Student Demographics	% of Students
African American	96.4
White	0
Other	4
Economically Disadvantaged	100
Students with Disabilities	10

GOVERNANCE

School Leader

Amy Doerman served as the principal for Dayton View Campus during the 2009-10 school year. She holds a bachelor's degree in elementary education and a master's degree in educational leadership. She has been the principal at Dayton View Campus since 2005 and prior to becoming principal taught for many years including five years at Dayton View Campus.

FACULTY

Number of Teachers

The school employs 32 teachers.

Teacher Demographics	% of teachers
Male	3
Female	97
African-American	16
White	81
Not specified	3

Highly qualified Teachers

In 2009-10, 91.5 percent of core academic subjects were taught by teachers considered "highly qualified" as defined under the federal *No Child Left Behind* Act.

COMPLIANCE REPORT

SUMMARY OF COMPLIANCE ASSESSMENT

Education Rating: Overall compliant

Site visits conducted at the Dayton View Campus during the 2009-10 school year indicated the Dayton View Campus was following the Education Plan as set forth in its contract for sponsorship with the Fordham Foundation.

Academic Rating: Partially compliant

The Dayton View Campus is rated partially-compliant in this category because it met half or more of its academic performance requirements.

Financial Rating: Overall compliant

The Dayton View Campus is rated overall compliant in this category. The school's most recent audit, FY09, was released without findings for recovery. A copy of the audit is available at <http://www.auditor.state.oh.us/auditsearch/detail.aspx?ReportID=81146>.

Governance Rating: Overall compliant

The Dayton View Campus is rated overall compliant in the governance category. The school met all annual report requirements and a majority of compliance requirements in 2009-10.

SCHOOL PERFORMANCE RESULTS

All Fordham-sponsored schools must meet academic accountability requirements under state and federal law and pursuant to the sponsorship contract with the Fordham Foundation. Federal requirements include meeting Adequate Yearly Progress (AYP) minimum performance standards. State requirements include ensuring 75 percent or more of students in grades kindergarten through eight are proficient in tested subjects. Detailed information on Ohio's account-

Compliance Reporting

Education Rating: Overall compliant	
Did the school deliver the education plan as contained in its contract for sponsorship with the Thomas B. Fordham Foundation?	1/1
Academic Rating: Partially compliant	
Academic Performance Requirements	9/16
Adequate Yearly Progress Requirements	4/5
Goals for Academic Performance Using Common Indicators	5/6
Goals for Academic Performance Relative to Comparable Schools	0/2
Goals for Value-Added Performance	0/2
The Community School is Attaining Its Own Distinctive Education Goals	0/1
Dayton View Campus has not developed its own distinctive education goals.	No
Financial Rating: Overall compliant	
Fiscal Reports Required	4/4
Audit (most recent): FY09 (no findings for recovery) Status: FY10 in progress	Yes
IRS Form 990 (submitted annually)	Yes
Bi-monthly Financial Reports	Yes
Five-Year Budget Forecast	Yes
Governance Rating: Overall compliant	
Governance Requirements	12/12
Annual Report (2009-2010)	
Ohio Department of Education Requirements	4/4
Thomas B. Fordham Foundation community school annual report requirements	6/6
Records Compliance	2/2
Critical	Yes (94%)
Non-critical	Yes (98%)

ability system is available at <http://www.ode.state.oh.us/GD/Templates/Pages/ODE/ODEPrimary.aspx?page=2&TopicRelationID=115>.

The sponsorship contract between each school's governing authority and the Fordham Foundation incorporates the minimum federal and state standards and further requires a state rating of Continuous Improvement or higher and annual growth in each grade and subject. 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 tables below detail how Dayton View Campus performed against federal, state, and contract minimum requirements in 2009-10.

In 2009-10, the Dayton View Campus met Adequate Yearly Progress (AYP) requirements for all student

Academic Performance Requirements

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

Goals for Academic Performance Using Common Indicators

Indicators	School Performance
Goal 1: Received rating of at least Continuous Improvement?	Yes
Goal 2: Averaged at least 5% growth on READING portions of state tests?	Yes
Goal 3: Averaged at least 5% growth on MATH portions of state tests?	No
Goal 4: Averaged at least 3% growth on SCIENCE portions of state tests?	Yes
Goal 5: Averaged at least 3% growth on WRITING portions of state tests?	N/A
Goal 6: Averaged at least 3% growth on SOCIAL STUDIES portions of state tests?	N/A
Goal 7: Outperformed home district average on all portions of state tests?	No
Goal 8: Outperformed state community school average on all portions of state tests?	No
Goal 9: Met or exceeded the "Expected Gain" in Reading on the Ohio "Value-Added Metric."	No
Goal 10: Met or exceeded the "Expected Gain" in Math on the Ohio "Value-Added Metric."	No

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

sub-groups in reading and math participation and achievement; however, the school did not meet its AYP goal for attendance.

Goal 1: Received rating of at least Continuous Improvement?

Yes. Dayton View Campus received a rating of Continuous Improvement for the 2009-10 school year.

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

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

Yes. The percentage of Dayton View Campus students meeting reading standards rose 15 percent between 2008-09 and 2009-10.

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

No. The percentage of Dayton View Campus students meeting math standards rose 4 percent between 2008-09 and 2009-10.

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

No. The percentage of Dayton View Campus students meeting science standards showed increased 91 percent between 2008-09 and 2009-10.

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

	% of Students Meeting READING Standards		Percent Change	% of Students Meeting MATH Standards		Percent Change
	08-09	09-10		08-09	09-10	
3rd Grade	63	75	19	82	83	1
4th Grade	81	91	12	53	70	32
5th Grade	49	35	-29	46	33	-28
6th Grade	64	74	16	60	58	-3
7th Grade	55	67	22	39	55	41
8th Grade	52	67	29	56	29	-48
Overall	61	70	15	56	58	4

	% of Students Meeting WRITING Standards		Percent Change	% of Students Meeting SCIENCE Standards		Percent Change	% of Students Meeting SOCIAL STUDIES Standards		Percent Change
	08-09	09-10		08-09	09-10		08-09	09-10	
4th Grade	83	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
5th Grade	N/A	N/A	N/A	13	19	46	19	N/A	N/A
7th Grade	73	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
8th Grade	N/A	N/A	N/A	10	23	130	14	N/A	N/A
Overall	78	N/A	N/A	11	21	91	17	N/A	N/A

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

Yes. The percentage of N/A. The writing portion of the Ohio Achievement Assessment was suspended in 2009-10 as per House Bill 1.

Goal 6: Average at least 3 percent growth on social studies portions of state tests?

Yes. The percentage of N/A. The social studies portion of the Ohio Achievement Assessment was suspended in 2009-10 as per House Bill 1.

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

No. In 2009-10, the Dayton View Campus outperformed the Dayton Public Schools in reading and math, but not science.

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

No. In 2009-10, the Dayton View Campus outperformed the state community school average in reading and math, but not science.

Percent Meeting State Standards Compared to Home District and State Community School Average, 2009-10

	Dayton View Campus	Dayton Public School District	Difference	State Community School Average	Difference
Reading	70	51	19	64	6
Math	58	38	20	50	8
Writing	N/A	N/A	N/A	N/A	N/A
Science	21	23	-2	40	-19
Social Studies	N/A	N/A	N/A	N/A	N/A

Goal 9 & 10: Met or exceeded the “Expected Gain” in reading and math?

No. Dayton View Campus received a value-added rating of Below Expected Growth in 2009-10.

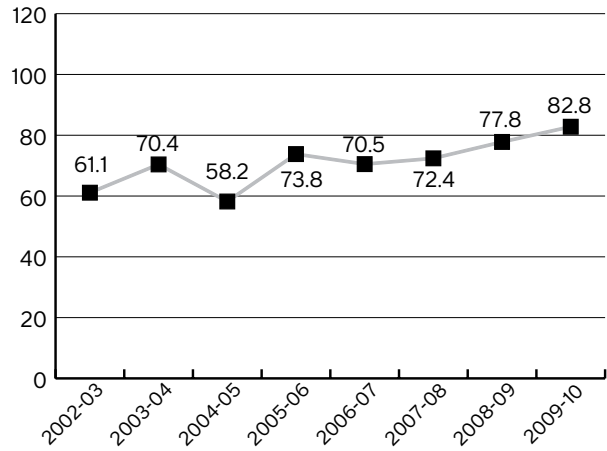
OTHER PERFORMANCE INDICATORS

Attendance Rate

89.5 percent.

The Performance Index Score

The 2009-10 Performance Index (PI) score at Dayton View Campus was 82.8, an increase of five points from the previous year. The PI provides an overall indication of how well students perform on all tested subjects in grades three, four, five, six, seven, and eight each year. The PI score is calculated by multiplying the percentage of students that are untested, below basic/limited, basic, proficient, accelerated,



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



KIPP: Journey Academy

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<http://www.kippjourneyacademy.org>

Video Profile

<http://www.edexcellence.net/index.cfm/videos>

Began Operating

2008

Governing Authority

Michelle Applebaum (2009 – present)

Steve Bishop (2010)

Stuart Burgdoerfer (2008 – 2010)

Joe Chlapaty (2009 – present)

Jim Gilmour (2008 – present)

Eddie Harrell, Jr. (2008 – present)

Stephanie Hightower (2008 – present
(Honorary Director, Non Voting))

Ralph A. Johnson (2008 – present)

Hon. Algenon Marbley,

Chairperson (2008 – present)

Kevin Reeves (2009 – present)

Barbara Trueman (2008 – present)

Abigail Wexner (2008 – present)

Management Company

Knowledge is Power Program (KIPP)

mission

The mission of the KIPP: Journey Academy is to provide traditionally underserved students with the knowledge, character, and leadership skills necessary to succeed in college, strengthen the community, and help change the world. The key components of the school's program can be summed up in the school's motto, "There are no shortcuts," words that apply alike to administration, faculty, students, and parents. KIPP: Journey will achieve its success through a culture of high expectations, excellent teaching, and more time on task.

educational philosophy

KIPP: Journey Academy adheres to the five pillars of the Knowledge is Power Program: (1) high expectations, (2) choice and commitment, (3) more instructional time, (4) empowerment of school leaders to make decisions and execute them efficiently, and (5) a focus on—and expectation of—high academic performance for students.

SCHOOL CALENDAR

In 2009-10, students at KIPP: Journey Academy attended school for 168 days, from August 26, 2010 through June 3, 2010.

DEMOGRAPHICS

Student Composition 2009-10

Grades Served	5-6
Enrollment	138
Student Demographics**	% of Students
African American	89
Economically Disadvantaged	79
Students with Disabilities	12

*KIPP: Journey Academy opened serving fifth graders in 2008-09. The school will add one grade per year until it serves students in grades five through eight.

**Data for additional subcategories of students was not included on the school's Report Card.

GOVERNANCE

School Leader

Ms. Hannah D. Powell served as KIPP: Journey Academy's school leader in 2009-10. She holds a bachelor's in communications from Wittenberg University, master's in early childhood and elementary education from St. Joseph's University, and is a former Teach For America corps member.

FACULTY

Number of Teachers

The school employed 9 teachers in 2009-10.

Teacher Demographics	% of teachers
Male	44
Female	56
African-American	33
White	44
Asian/Pacific Islander	11
Hispanic	11

Highly qualified Teachers

In 2009-10, 71.4 percent of courses at KIPP: Journey Academy was taught by highly qualified teachers.

COMPLIANCE REPORT

SUMMARY OF COMPLIANCE ASSESSMENT

Education Rating: Overall compliant

Site visits to KIPP: Journey Academy during the 2009-10 school year confirmed that the Education Plan as set forth in the contract for sponsorship between Fordham and the governing authority of the KIPP: Journey Academy was being implemented.

Academic Rating: Partially compliant

KIPP: Journey Academy met more than half of its academic performance requirements in 2009-10 and is rated partially compliant in this category.

Financial Rating: Overall compliant

KIPP: Journey Academy is rated overall compliant in the financial category. The school's most recent audit, FY09, was released without findings for recovery. A copy of the audit is available at <http://www.auditor.state.oh.us/auditsearch/detail.aspx?ReportID=82981>.

Governance Rating: Overall compliant

KIPP: Journey Academy is rated overall compliant in the governance category. The school met all annual report requirements and a majority of compliance requirements in 2009-10.

SCHOOL PERFORMANCE RESULTS

All Fordham-sponsored schools must meet academic accountability requirements under state and federal law and pursuant to the sponsorship contract with the Fordham Foundation. Federal requirements include meeting Adequate Yearly Progress (AYP) minimum performance standards. State requirements include ensuring 75 percent or more of students in grades kindergarten through eight are proficient in tested subjects. Detailed information on Ohio's account-

Compliance Reporting

Education Rating: Overall compliant	
Did the school deliver the education plan as contained in its contract for sponsorship with the Thomas B. Fordham Foundation?	1/1
Academic Rating: Partially compliant	
Academic Performance Requirements	11/13
Adequate Yearly Progress Requirements	5/5
Goals for Academic Performance Using Common Indicators	4/4
Goals for Academic Performance Relative to Comparable Schools	0/2
Goals for Value-Added Performance	1/1
The Community School is Attaining Its Own Distinctive Education Goals	1/1
KIPP: Journey Academy has developed its own distinctive education goals.	Yes
Financial Rating: Overall compliant	
Fiscal Reports Required	4/4
Audit (most recent): FY09 (no findings for recovery) Status: FY10 not started	Yes
IRS Form 990 (submitted annually)	Yes
Bi-monthly Financial Reports	Yes
Five-Year Budget Forecast	Yes
Governance Rating: Overall compliant	
Governance Requirements	11/11
Annual Report (2009-2010)	
Ohio Department of Education Requirements	4/4
Thomas B. Fordham Foundation community school annual report requirements	4/5
Records Compliance	2/2
Critical	Yes (85%)
Non-critical	Yes (93%)

ability system is available at <http://www.ode.state.oh.us/GD/Templates/Pages/ODE/ODEPrimary.aspx?page=2&TopicRelationID=115>.

The sponsorship contract between each school's governing authority and the Fordham Foundation incorporates the minimum federal and state standards and further requires a state rating of Continuous Improvement or higher and annual growth in each grade and subject. 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 tables below detail how KIPP: Journey Academy performed against federal, state, and contract minimum requirements in 2009-10.

Goal 1: Received rating of at least Continuous Improvement?

Academic Performance Requirements

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

Goals for Academic Performance Using Common Indicators

Indicators	School Performance
Goal 1: Received rating of at least Continuous Improvement?	Yes
Goal 2: Averaged at least 5% growth on READING portions of state tests?	Yes
Goal 3: Averaged at least 5% growth on MATH portions of state tests?	Yes
Goal 4: Averaged at least 3% growth on SCIENCE portions of state tests?	Yes
Goal 5: Averaged at least 3% growth on WRITING portions of state tests?	N/A
Goal 6: Averaged at least 3% growth on SOCIAL STUDIES portions of state tests?	N/A
Goal 7: Outperformed home district average on all portions of state tests?	No
Goal 8: Outperformed state community school average on all portions of state tests?	No
Goal 9: Met or exceeded the "Expected Gain" in Reading on the Ohio "Value-Added Metric."	Yes
Goal 10: Met or exceeded the "Expected Gain" in Math on the Ohio "Value-Added Metric."	Yes

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

Yes. In 2009-10 KIPP: Journey Academy received a rating of Continuous Improvement.

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

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

Yes. In 2009-10 KIPP: Journey Academy averaged 52 percent growth on reading portions of the states tests.

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

Yes. In 2009-10, KIPP: Journey Academy averaged 83 percent growth on math portions of the state tests.

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

Yes. KIPP: Journey Academy averaged 64 percent growth on the science portions of the state tests.

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

N/A. The writing portion of the Ohio Achievement Assessment was suspended in 2009-10 as per House Bill 1.

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

	% of Students Meeting READING Standards		Percent Change	% of Students Meeting MATH Standards		Percent Change
	08-09	09-10		08-09	09-10	
5th Grade	33	27	18	29	35	21
6th Grade	N/A	62	N/A	N/A	62	N/A
Overall	33	50	52	29	53	83

	% of Students Meeting WRITING Standards*		Percent Change	% of Students Meeting SCIENCE Standards*		Percent Change	% of Students Meeting SOCIAL STUDIES Standards*		Percent Change
	08-09	09-10		08-09	09-10		08-09	09-10	
5th Grade	N/A	N/A	N/A	28	46	64	33	N/A	N/A
6th Grade	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Overall	N/A	N/A	N/A	28	46	64	33	N/A	N/A

Goal 6: Average at least 3 percent growth on social studies portions of state tests?

N/A. The social studies portion of the Ohio Achievement Assessment was suspended in 2009-10 as per House Bill 1.

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

No. In 2009-10, KIPP: Journey Academy outperformed the Columbus City Schools in math, but not in reading or science.

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

No. In 2009-10, KIPP: Journey Academy outperformed the state community school average in math and science, but not in reading.

Goal 9 & 10: Met or exceeded the “Expected Gain” in reading and math?

Yes. KIPP: Journey Academy students in 2009-10 received a value added rating of Above Expected Growth.

In 2009-10, Fordham offered schools the option to report their progress on their own distinctive education goals. KIPP: Journey Academy’s distinctive education goals follow.

GOAL 1: To provide rigorous academic opportunities that prepare students to become effective citizens in a changing world.

SUB-GOAL: Obtain a ranking of “Continuous Improvement” on the State Report Card. **Met**

Percent Meeting State Standards Compared to Home District and State Community School Average, 2009-10

	KIPP: Journey Academy	Columbus City School District	Difference	State Community School Average	Difference
Reading	50	58	-8	64	-14
Math	53	51	2	50	3
Science	46	48	-2	40	6
Social Studies	N/A	N/A	N/A	N/A	N/A

Objective - 39.97% of students achieve proficiency in 5th grade reading.

Result – 27% **Not Met**

Objective - 36.46% of students achieve proficiency 5th grade math

Result – 35% **Not Met**

Objective – 93% daily attendance average

Result – 94.1% **Met**

Objective – 95% participation on state tests

Result – 98+% **Met**

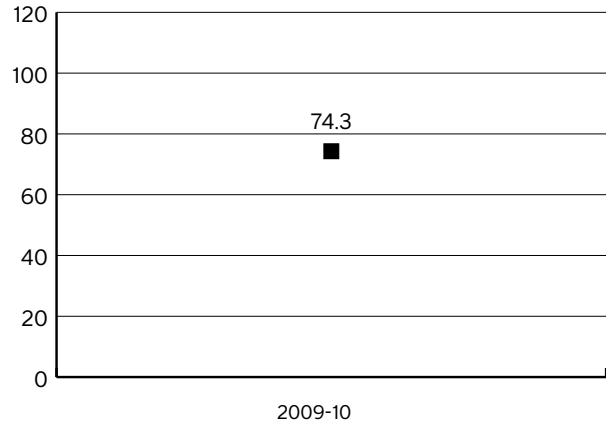
Objective – obtain a performance index score of at least 80

Result – 74.3 **Not met**

OTHER PERFORMANCE INDICATORS

Attendance Rate

94.1 percent.



The Performance Index Score

The 2009-10 Performance Index (PI) score at KIPP Journey Academy was 74.3, an increase of 12.7 from the previous year. The PI provides an overall indication of how well students perform on all tested subjects in grades three, four, five, six, seven, and eight each year. The PI score is calculated by multiplying the percentage of students that are untested, below basic/limited, basic, proficient, accelerated, or advanced by weights ranging from 0 for untested to 1.2 for advanced students. The totals are then summed to obtain the school or district's PI score. PI scores range from 0 to 120, with 100 being the statewide goal for all students.



Phoenix Community Learning Center

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Website

<http://thephoenixcommunitylearningcenter.org>

Video Profile

<http://www.edexcellence.net/index.cfm/videos>

Began Operating

2001

Governing Authority

Luther Brown (2001 – present)
Caleb Brown (2001 – present)
Benjamin Nwankwo (2001 – present)
Anthony Robinson (2001 – present)
Scott Wallace (2004 – present)

Management Company

None

mission

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

educational philosophy

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

SCHOOL CALENDAR

In 2009-10, students at the Phoenix Community Learning Center attended school for 174 days, from September 8 through June 9.

DEMOGRAPHICS

Student Composition 2009-10

Grades Served	K-8
Enrollment	385
Student Demographics	% of Students
African American	99
Economically Disadvantaged	85
Students with Disabilities	5

GOVERNANCE

School Leader

During the 2009-10 school year, Dr. Glenda Brown served as the school leader for Phoenix Community Learning Center. Dr. Brown is the founder of the Phoenix Community Learning Center, and 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.

FACULTY

Number of Teachers

Teacher Demographics	% of teachers
Male	11
Female	89
African-American	33
Asian or Pacific Islander	6
White	28
Not specified	33

Highly qualified Teachers

In 2009-10, 85 percent of core academic subjects were taught by teachers considered "highly quali-

fied" as defined under the federal *No Child Left Behind* Act.

COMPLIANCE REPORT

SUMMARY OF COMPLIANCE ASSESSMENT

Education Rating: Overall compliant

Site visits at the Phoenix Community Learning Center conducted in 2009-10 indicated that the Education Plan as set forth in the contract between Phoenix and the Fordham Foundation was being implemented.

Academic Rating: Partially compliant

The Phoenix Community Learning Center met the majority of its academic performance requirements in 2009-10 and is therefore rated partially compliant in this category.

Financial Rating: Overall compliant

The Phoenix Community Learning Center is rated overall compliant in the financial category. The school's most recent audit, FY09, was released without findings for recovery. A copy of the audit is available at <http://www.auditor.state.oh.us/auditsearch/detail.aspx?ReportID=80392>.

Governance Rating: Overall compliant

The Phoenix Community Learning Center is rated overall compliant in the governance category. The school met all annual report requirements and a majority of compliance requirements in 2009-10.

SCHOOL PERFORMANCE RESULTS

All Fordham-sponsored schools must meet academic accountability requirements under state and federal law and pursuant to the sponsorship contract with the Fordham Foundation. Federal requirements include meeting Adequate Yearly Progress (AYP) minimum performance standards. State requirements include ensuring 75 percent or more of students in grades kindergarten through eight are proficient in tested subjects. Detailed information on Ohio's account-

Compliance Reporting

Education Rating: Overall compliant	
Did the school deliver the education plan as contained in its contract for sponsorship with the Thomas B. Fordham Foundation?	1/1
Academic Rating: Partially compliant	
Academic Performance Requirements	12/14
Adequate Yearly Progress Requirements	5/5
Goals for Academic Performance Using Common Indicators	3/4
Goals for Academic Performance Relative to Comparable Schools	2/2
Goals for Value-Added Performance	2/2
The Community School is Attaining Its Own Distinctive Education Goals	0/1
Phoenix Community Learning Center has not developed its own distinctive education goals.	No
Financial Rating: Overall compliant	
Fiscal Reports Required	4/4
Audit (most recent): FY09 (no findings for recovery) Status: FY10 started	Yes
IRS Form 990 (submitted annually)	Yes
Bi-monthly Financial Reports	Yes
Five-Year Budget Forecast	Yes
Governance Rating: Overall compliant	
Governance Requirements	12/12
Annual Report (2009-2010)	
Ohio Department of Education Requirements	4/4
Thomas B. Fordham Foundation community school annual report requirements	6/6
Records Compliance	2/2
Critical	Yes (96%)
Non-critical	Yes (93%)

ability system is available at <http://www.ode.state.oh.us/GD/Templates/Pages/ODE/ODEPrimary.aspx?page=2&TopicRelationID=115>.

The sponsorship contract between each school’s governing authority and the Fordham Foundation incorporates the minimum federal and state standards and further requires a state rating of Continuous Improvement or higher and annual growth in each grade and subject. 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 tables below detail how the Phoenix Community Learning Center performed against federal, state, and contract minimum requirements in 2009-10.

The Phoenix Community Learning Center met AYP requirements in reading and math participation, and

Academic Performance Requirements

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

Goals for Academic Performance Using Common Indicators

Indicators	School Performance
Goal 1: Received rating of at least Continuous Improvement?	Yes
Goal 2: Averaged at least 5% growth on READING portions of state tests?	No
Goal 3: Averaged at least 5% growth on MATH portions of state tests?	Yes
Goal 4: Averaged at least 3% growth on SCIENCE portions of state tests?	Yes
Goal 5: Averaged at least 3% growth on WRITING portions of state tests?	N/A
Goal 6: Averaged at least 3% growth on SOCIAL STUDIES portions of state tests?	N/A
Goal 7: Outperformed home district average on all portions of state tests?	Yes
Goal 8: Outperformed state community school average on all portions of state tests?	Yes
Goal 9: Met or exceeded the "Expected Gain" in Reading on the Ohio "Value-Added Metric."	Yes
Goal 10: Met or exceeded the "Expected Gain" in Math on the Ohio "Value-Added Metric."	Yes

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

in reading achievement. The school did not meet AYP in mathematics for Students with Disabilities.

Goal 1: Received rating of at least Continuous Improvement?

Yes. Phoenix Community Learning Center received a rating of Continuous Improvement in 2009-10

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

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

No. The percentage of Phoenix Community Learning Center students meeting reading standards rose by 3 percent from 2008-09 to 2009-10.

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 10 percent between 2008-09 and 2009-10.

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

Yes. The percentage of Phoenix Community Learning Center students meeting science standards rose 96 percent between 2008-09 and 2009-10.

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

	% of Students Meeting READING Standards		Percent Change	% of Students Meeting MATH Standards		Percent Change
	08-09	09-10		08-09	09-10	
3rd Grade	64	53	-17	49	44	-10
4th Grade	63	76	21	50	73	46
5th Grade	68	61	-10	30	39	30
6th Grade	80	78	-3	71	65	-8
7th Grade	75	89	19	44	69	57
8th Grade	59	67	14	57	38	-33
Overall	68	70	3	50	55	10

	% of Students Meeting WRITING Standards		Percent Change	% of Students Meeting SCIENCE Standards		Percent Change	% of Students Meeting SOCIAL STUDIES Standards		Percent Change
	08-09	09-10		08-09	09-10		08-09	09-10	
4th Grade	43	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
5th Grade	N/A	N/A	N/A	45	71	58	35	N/A	N/A
7th Grade	77	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
8th Grade	N/A	N/A	N/A	9	36	300	9	N/A	N/A
Overall	61	N/A	N/A	26	51	96	21	N/A	N/A

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

N/A. The writing portion of the Ohio Achievement Assessment was suspended in 2009-10 as per House Bill 1.

Goal 6: Averaged at least 3 percent growth on social studies portions of state tests?

N/A. The social studies portion of the Ohio Achieve-

ment Assessment was suspended in 2009-10 as per House Bill 1.

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

Yes. In 2009-10, Phoenix Community Learning Center Outperformed the Cincinnati Public Schools in reading, math, and science.

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

Percent Meeting State Standards Compared to Home District and State Community School Average, 2009-10

	Phoenix Community Learning Center	Cincinnati Public School District	Difference	State Community School Average	Difference
Reading	70	64	14	64	6
Math	55	54	1	50	5
Writing	N/A	N/A	N/A	N/A	N/A
Science	51	42	9	40	11
Social Studies	N/A	N/A	N/A	N/A	N/A

Yes. In 2009-10, Phoenix Community Learning Center outperformed the statewide community school average in reading, math, and science.

Goal 9 & 10: Met or exceeded the “Expected Gain” in reading and math?

Yes. Phoenix Community Learning Center received a rating of Above Expected Growth in 2009-10.

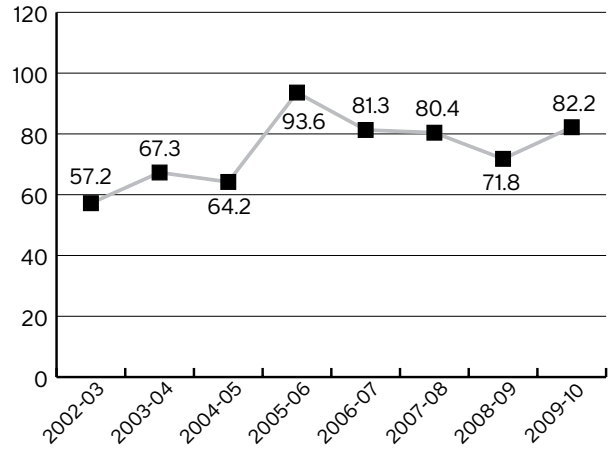
OTHER PERFORMANCE INDICATORS

Attendance Rate

95 percent.

The Performance Index Score

The 2009-10 Performance Index (PI) score at Phoenix Community Learning Center was 82.2, an increase of 10.4 from the previous year. The PI provides an overall indication of how well students perform on all tested subjects in grades three, four, five, six, seven, and eight each year. The PI score is calculated



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



Springfield Academy of Excellence

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Video Profile

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Began Operating

2001

Governing Authority

Jay Chapman (2002 – present)
Glenda Greenwood (2002 – present)
Kent Jackson (2002 – present)
Cheryl Keen (2002 – present)
Hazel Latson (2002 – present)
Darryl Mabra (2002 – present)
Cecil Pratt (2002 – present)
RoseAnn Pratt (2002 – present)
Sheila Rice, Chairperson (2002 – present)

Management Company

None

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, 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.

SCHOOL CALENDAR

In 2009-10, students at the Springfield Academy of Excellence attended school for 173 days, from August 7 through June 4.

DEMOGRAPHICS

Student Composition 2009-10

Grades Served	K-6
Enrollment	213
Student Demographics	% of Students
African American	65
White	16
Hispanic	9
Multi-Racial	10
Economically Disadvantaged	86
Students with Disabilities	14

GOVERNANCE

School Leader

During the 2009-10 school year, Mrs. Edna Chapman served as the principal of Springfield Academy of Excellence. Previously, she was a teacher and principal intern in Springfield City Schools. Mrs. Chapman was awarded Teacher of the Year for Springfield City Schools in 2000. She has a bachelor's degree in elementary education and a master's degree in educational leadership.

FACULTY

Number of Teachers

The school employs 21 teachers.

Teacher Demographics	% of teachers
Male	5
Female	95
African American	14
White	71
Not specified	14

Highly qualified Teachers

In 2009-10, 100 percent of core academic subjects were taught by teachers considered "highly qualified" as defined under the federal *No Child Left Behind* Act.

COMPLIANCE REPORT

SUMMARY OF COMPLIANCE ASSESSMENT

Education Rating: Overall compliant

Site visits conducted at the Springfield Academy of Excellence during the 2009-10 school year indicated that the school was following the Education Plan as set forth in its contract for sponsorship with the Fordham Foundation.

Academic Rating: Partially compliant

The Springfield Academy of Excellence met a majority of its academic performance requirements and is therefore partially compliant in this category.

Financial Rating: Overall compliant

The Springfield Academy of Excellence is rated overall compliant in this category. The school's most recent audit, FY09, was released without findings for recovery. A copy of the audit is available at <http://www.auditor.state.oh.us/auditsearch/detail.aspx?ReportID=79876>.

Governance Rating: Overall compliant

The Springfield Academy of Excellence is rated overall compliant in the governance category. The school met all annual report requirement and a majority of compliance requirements in 2009-10.

SCHOOL PERFORMANCE RESULTS

All Fordham-sponsored schools must meet academic accountability requirements under state and federal law and pursuant to the sponsorship contract with the Fordham Foundation. Federal requirements include meeting Adequate Yearly Progress (AYP) minimum performance standards. State requirements include ensuring 75 percent or more of students in grades

Compliance Reporting

Education Rating: Overall compliant	
Did the school deliver the education plan as contained in its contract for sponsorship with the Thomas B. Fordham Foundation?	1/1
Academic Rating: Partially compliant	
Academic Performance Requirements	10/14
Adequate Yearly Progress Requirements	5/5
Goals for Academic Performance Using Common Indicators	3/4
Goals for Academic Performance Relative to Comparable Schools	0/2
Goals for Value-Added Performance	2/2
The Community School is Attaining Its Own Distinctive Education Goals	0/1
Springfield Academy of Excellence has not developed its own distinctive education goals.	No
Financial Rating: Overall compliant	
Fiscal Reports Required	4/4
Audit (most recent): FY09 (no findings for recovery) Status: FY10 in progress	Yes
IRS Form 990 (submitted annually)	Yes
Bi-monthly Financial Reports	Yes
Five-Year Budget Forecast	Yes
Governance Rating: Overall compliant	
Governance Requirements	12/12
Annual Report (2009-2010)	
Ohio Department of Education Requirements	4/4
Thomas B. Fordham Foundation community school annual report requirements	6/6
Records Compliance	2/2
Critical	Yes (99%)
Non-critical	Yes (100%)

kindergarten through eight are proficient in tested subjects. Detailed information on Ohio's accountability system is available at <http://www.ode.state.oh.us/GD/Templates/Pages/ODE/ODEPrimary.aspx?page=2&TopicRelationID=115>.

The sponsorship contract between each school's governing authority and the Fordham Foundation incorporates the minimum federal and state standards and further requires a state rating of Con-

tinuous Improvement or higher and annual growth in each grade and subject. 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 tables below detail how the Springfield Academy of Excellence performed against federal, state, and contract minimum requirements in 2009-10.

Academic Performance Requirements

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

Goals for Academic Performance Using Common Indicators

Indicators	School Performance
Goal 1: Received rating of at least Continuous Improvement?	Yes
Goal 2: Averaged at least 5% growth on READING portions of state tests?	Yes
Goal 3: Averaged at least 5% growth on MATH portions of state tests?	Yes
Goal 4: Averaged at least 3% growth on SCIENCE portions of state tests?	No
Goal 5: Averaged at least 3% growth on WRITING portions of state tests?	N/A
Goal 6: Averaged at least 3% growth on SOCIAL STUDIES portions of state tests?	N/A
Goal 7: Outperformed home district average on all portions of state tests?	No
Goal 8: Outperformed state community school average on all portions of state tests?	No
Goal 9: Met or exceeded the "Expected Gain" in Reading on the Ohio "Value-Added Metric."	Yes
Goal 10: Met or exceeded the "Expected Gain" in Math on the Ohio "Value-Added Metric."	Yes

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

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

Yes. Springfield Academy of Excellence received a rating Continuous Improvement in 2009-10.

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

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

Yes. The percentage of Springfield Academy of Excellence students meeting reading standards grew by 26 percent between 2008-09 and 2009-10.

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

Yes. The percentage of Springfield Academy of Excellence students meeting math standards grew by 31 percent between 2008-09 and 2009-10.

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

No. The percentage of Springfield Academy of Excellence students meeting science standards declined by 8 percent between 2008-09 and 2009-10.

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

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

	% of Students Meeting READING Standards		Percent Change	% of Students Meeting MATH Standards		Percent Change
	08-09	09-10		08-09	09-10	
3rd Grade	46	64	39	77	68	-13
4th Grade	39	62	59	36	71	97
5th Grade	44	43	-2	32	52	62
6th Grade	65	67	3	47	61	32
Overall	47	59	26	48	63	31

	% of Students Meeting WRITING Standards		Percent Change	% of Students Meeting SCIENCE Standards		Percent Change	% of Students Meeting SOCIAL STUDIES Standards		Percent Change
	08-09	09-10		08-09	09-10		08-09	09-10	
4th Grade	68	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
8th Grade	N/A	N/A	N/A	36	33	-8	24	N/A	N/A
Overall	68	N/A	N/A	36	33	-8	24	N/A	N/A

N/A. The writing portion of the Ohio Achievement Assessment was suspended in 2009-10 as per House Bill 1.

Goal 6: Averaged at least 3 percent growth on social studies portions of state tests?

N/A. The social studies portion of the Ohio Achievement Assessment was suspended in 2009-10 as per House Bill 1.

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

No. In 2009-10, Springfield Academy of Excellence

outperformed the Springfield City Schools in reading and math, but not in science.

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

No. In 2009-10, Springfield Academy of Excellence outperformed the state community school average in math, but not in reading or science.

Goal 9 & 10: Met or exceeded the “Expected Gain” in reading and math?

Yes. Springfield Academy of Excellence received a value-added rating of Above Expected Growth in 2009-10.

Percent Meeting State Standards Compared to Home District and State Community School Average, 2009-10

	Springfield Academy of Excellence	Springfield City School District	Difference	State Community School Average	Difference
Reading	59	59	0	64	-5
Math	63	50	13	50	13
Writing	N/A	N/A	N/A	N/A	N/A
Science	33	39	-6	40	-7
Social Studies	N/A	N/A	N/A	N/A	N/A

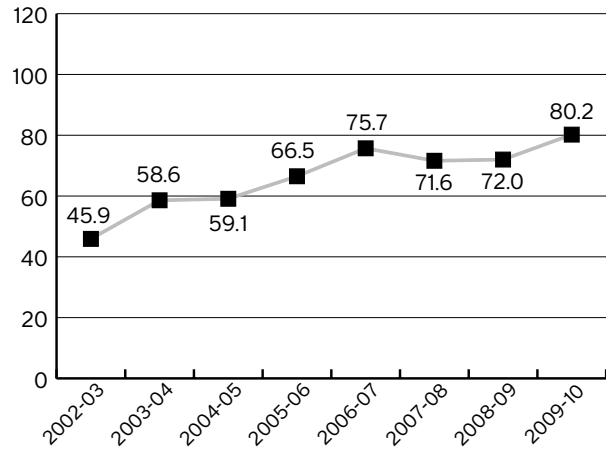
OTHER PERFORMANCE INDICATORS

Attendance Rate

95 percent.

The Performance Index Score

The 2009-10 Performance Index (PI) score at Springfield Academy of Excellence was 80.2, an increase of 8.2 from the previous year. The PI provides an overall indication of how well students perform on all tested subjects in grades three, four, five, six, seven, and eight each year. The PI score is calculated by multiplying the percentage of students that are untested, below basic/limited, basic, proficient, accelerated, or advanced by weights ranging from 0 for untested to 1.2 for advanced students. The totals



are then summed to obtain the school or district's PI score. PI scores range from 0 to 120, with 100 being the statewide goal for all students.

Appendix A

Exhibit 4: Academic Performance Plan for Primary and Middle Schools (One-year term)

EXHIBIT 4: ACADEMIC PERFORMANCE PLAN⁷

Pursuant to Article IV of this Contract, the Academic Performance Plan constitutes the agreed-upon assessments, performance indicators and academic expectations that the SPONSOR will use to evaluate the academic performance of the Community School during the one-year term of this contract. Each of these factors may be considered by the SPONSOR to gauge academic success throughout the term of this contract. Each of these factors may also be considered in connection with a decision regarding probation, suspension, termination and renewal or non-renewal of this Contract.

Key Questions used by the SPONSOR in gauging the Community School’s Academic Success include:

- 1. **Is the Community School making “adequate yearly progress” under the federal No Child Left Behind (NCLB) act, as implemented in Ohio?** See Section 1 of this Exhibit, Requirements 1-3. In the event there are amendments to, or a reauthorization of, No Child Left Behind, the school will demonstrate results showing better than average performance on any applicable successor standards-and-accountability requirements put in place by Ohio and/or the federal government.
- 2. **Is the Community School rated, at a minimum, “Continuous Improvement” and on a clear trajectory toward “Effective”, “Excellent,” and “Excellent with Distinction” on the state’s academic**

rating system? See Section 2 of this Exhibit, Requirement 4.

- 3. **Is the Community School outperforming comparable schools (e.g. local district schools, and similar community schools statewide)?** See Section 3 of this Exhibit, Requirements 5 and 6.
- 4. **Are the students enrolled in the Community School making substantial and adequate academic gains over time, as measured using the state’s value-added analysis?** See Section 4 of this Exhibit, Requirement 7.

Indicators Of Academic Success

All grades 3-8 public school students must participate in the Ohio Achievement Assessments. Each school must administer all required state achievement assessments in reading, mathematics, and science. These state assessments will serve as the primary indicators of performance for the Community School.

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

SECTION 1. ADEQUATE YEARLY PROGRESS REQUIREMENTS FOR THE COMMUNITY SCHOOL Is The Community School Making

“Adequate Yearly Progress” Under The Federal No Child Left Behind Act, As Implemented In Ohio?

Meeting these requirements is required annually under state and federal law, and will be considered by the SPONSOR in evaluating the performance of the Community School and may also be considered in connection with a decision regarding probation, suspension, termination and renewal or non-renewal of the Contract.

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

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

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

SECTION 2. STATE RATING REQUIREMENTS FOR THE COMMUNITY SCHOOL

Is The Community School Rated At Least “Continuous Improvement” On The State’s Academic Rating System?

Meeting these requirements is obligatory under the terms of this Contract, and will be considered by the SPONSOR in evaluating the performance of the Community School and may also be considered in connection with a decision regarding probation, suspension, termination and renewal or non-renewal of the Contract.

Requirement 4: The Community School will be rated at least Continuous Improvement and will show marked progress towards a state rating of Effective, Excellent and ultimately Excellent with Distinction as defined by the Ohio Department of Education.

SECTION 3. ACADEMIC PERFORMANCE OF THE COMMUNITY SCHOOL RELATIVE TO COMPARABLE SCHOOLS

Is The Community School Outperforming Comparable Schools (I.E., Local District Schools, And Similar Community Schools Statewide)?

Meeting these requirements will be considered by the SPONSOR in evaluating the performance of the Community School and may also be considered in connection with a decision regarding probation, suspension, termination and renewal or non-renewal of the Contract.

Requirement 5: The Community School will outperform the home district average – the district in which it is located – on all reading, mathematics, and science portions of the state’s proficiency/achievement assessments.

Requirement 6: The Community School will outperform the state community school average on all reading, mathematics, and science portions of the state’s proficiency/achievement assessments.

SECTION 4. ACADEMIC PERFORMANCE OF STUDENTS ENROLLED IN THE COMMUNITY SCHOOL OVER TIME

Are The Students Enrolled In The Community School Making Substantial And Adequate Gains Over Time, As Measured Using Value-Added Analysis?

Meeting this requirement will be considered by the SPONSOR in evaluating the performance of the Community School and may also be considered in connection with a decision regarding probation, suspension, termination and renewal or non-renewal of the Contract.

Requirement 7: The Community School will receive an overall composite score on the state’s value-added measure that indicates that more than one year of progress has been achieved each year in both reading and mathematics. In the event there are amendments

to, or a successor version of, Ohio’s growth measure (a.k.a. “Value Added”), the school will demonstrate results showing better than average performance on the amended or successor growth measure.

- ¹ “Multiple Authorizers in Charter School Laws,” The Center for Education Reform.
- ² Graphs I – IV: Ohio Department of Education (ODE) Interactive Local Report Card. Graphs I – IV compare the average performance of students in Fordham-sponsored schools with the average performance of students in their home districts and charter schools statewide. Home district comparisons rely on weighted averages so that if half of the Fordham-sponsored charter students in third grade were located in Dayton, then Dayton third graders would count twice as much as those located in Springfield and Cincinnati. To calculate the overall averages for home district schools and charter schools statewide a similar method was used. For the grade by grade comparisons of charter schools statewide, no weighting was used. The statewide charter schools averages include all charter schools in Ohio, not just those in cities where Fordham-sponsored schools are located.
- ³ Graph V: Ohio Department of Education Interactive Local Report Card database. Random variance was used to plot schools horizontally within each value-added rating. This graph includes charter and district schools in the Big 8 cities for which a 2009-10 Performance Index score and value-added rating are available (charter N=136; district N=382). Springfield Academy of Excellence does not operate in a Big 8 city but is included in this chart as a Fordham-sponsored school.
- ⁴ 2009-10 Sponsor Annual Report Letter, Ohio Department of Education, Office of Community Schools (September 23, 2010).
- ⁵ The rating for records compliance indicates the percentage of reporting requirements a school fulfills in a given year. Reporting requirements are separated into two groups: critical reporting requirements and non-critical reporting requirements. If a school is “Overall Compliant” (OC), it has fulfilled all of the reporting requirements in both the critical and non-critical categories. If a school is “Partially Compliant” (PC), it has met all of the reporting requirements in the critical categories and at least 80 percent of requirements in non-critical categories. If a school is “Non-Compliant” (NC), the school did not meet all critical reporting requirements and met less than 80 percent of reporting requirements in non-critical categories. The list of critical and non-critical documents is available upon request.
- ⁶ Specific sources are as follows: student composition and attendance rate (ODE individual school local report cards); individual school academic achievement data, teacher demographics, and highly qualified information (ODE Interactive Local Report Card database); school calendar/days in session (individual school profiles filed with ODE); records compliance (Authorizer Oversight Information System and individual school site visit reports).
- ⁷ Effective July1, 2010.



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