



TWO STEPS
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2010-11

FORDHAM SPONSORSHIP ACCOUNTABILITY REPORT

TWO STEPS

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2010-11

Fordham Sponsorship Accountability Report



Thomas B. Fordham Foundation
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Table of Contents

Acknowledgments	5
Mission Statement of the Thomas B. Fordham Foundation	6
Year in Review: Debate Around Charter Quality in the Biennial Budget	7
Fordham’s Charter School Portfolio: Improving Schools	8
New Fordham-Sponsored Schools	13
The Fordham Sponsorship Program	14
Accountability – A Solemn Responsibility	14
Technical Assistance Efforts	16
Sponsorship Governance	16
Individual School Profiles	19
Appendix	56



Acknowledgments

The Thomas B. Fordham Foundation (Fordham) would like to recognize several organizations and individuals with whom we worked in 2010-11. 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.

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; our partners in the Ohio Authorizer Collaborative; and the team at Corporate Computer.



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: Debate Around Charter Quality in the Biennial Budget

Since their inception in 1997, charter schools have been at the center of some of the most politically contentious debates about education in Ohio. The past year offered yet another example of charter school controversy, but this time with a twist. The 2010 elections were very good for Republicans in Ohio, with John Kasich winning the governor's race (replacing Ted Strickland who had been a charter adversary throughout his four-year term), and Republicans taking control of the House while expanding their majority in the Senate.

Almost immediately Republican lawmakers set out to make the Buckeye State more inviting to charter schools by removing caps, moratoria, and other punitive restrictions on charters. In fact, Governor Kasich's budget proposals in House Bill (HB) 153 offered a solid plan for not only increasing the number of charters in Ohio but improving their quality. Crucial elements included encouraging successful operators to clone good schools; leaning hard on authorizers to fix or close failing schools and banning the replication of failure; placing schools' ostensibly independent governing boards in clear charge of any outside organizations that they engaged to run their education programs; creating professional and ethical norms for all parties; insisting on transparency around academics, governance, and finances; channeling fair funding into successful schools; and introducing best practices and expert advice into every step of the process. This was a vision that excited us and many others in Ohio and beyond because it sought to boost quality, not just quantity.

It seemed at the time that finally the Buckeye State was positioning itself to become a leader in both charter school quality and expansion. Then the House version of the budget came out, and with it an enormous risk that the charter school community in Ohio would shoot itself in the foot. The House's budget would have done away with any meaningful accountability for school operators just when it seemed like we were moving in the right direction. It would have, among many other items:

- Neutered both governing boards and authorizers of their oversight responsibilities and authority and given charter school operators carte blanche authority over virtually all school decisions; and
- Exempted charter schools from compliance with most of the state's education laws and rules, essentially transforming them into publicly funded private schools.

We were not the only ones upset by the House's charter school proposals. The National Alliance for Public Charter Schools and the National Association of Charter School Authorizers wrote in a joint letter to Senate leadership, "We are writing today to express our serious concerns with HB 153 as passed by the House. In the guise of helping charter schools, we believe that HB 153 will actually harm charter schools." The letter continued, "Many of the provisions in HB 153 contradict the charter school model, thwart efforts to strengthen charter school accountability and quality, and will ultimately undermine popular support for Ohio's community schools. As passed by the Ohio House, the charter

provisions of HB 153 represent a significant risk for Ohio’s community school sector.”

The president and CEO of the Ohio Alliance for Public Charter Schools warned that the House’s budget, “takes the public out of public education,” while the *Columbus Dispatch* editorialized that “School choice is meaningless without good charter schools from which to choose, and that requires accountability and effective oversight.” The Senate agreed with the critics and ultimately purged most of the troubling language from the bill, but yet again there had been much political drama and uncertainty around charters and their future in the Buckeye State. This time, however, the danger came not from charter foes but from friends of school choice who had sought to neutralize authorizers, including Fordham, and governing boards in the name of efficiency for well-heeled school operators.

But, fortunately, the larger charter school community rallied itself around the need for charter school quality and at the end of the day Ohio’s charter school law came out of the budget process stronger on some fronts while weaker on a few others. Improvements included requiring all charter schools and charter school authorizers to be rated by their performance index (PI) scores. Under the changes to law, the authorizers with the lowest 20 percent of students on the PI cannot open new schools until they improve

or close the ones they have. Further, the budget allows schools to open in districts rated in the bottom five percent of all school districts.

Unfortunately, the law also requires the Ohio Department of Education to yet again sponsor charter schools – it was fired from the role in 2003 by the General Assembly after a blistering report from the Attorney General at the time chronicling the many failings of the department as a sponsor. There is no evidence that the department or the state board wants the job of authorizing and they now find themselves dealing with some troubling conflicts of interest. The most bizarre is that the department is now responsible for not only overseeing and rating all sponsors across the state, but is also responsible for authorizing schools of its own. In practice, this means the department’s Office of Community Schools must now hold the department’s Office of School Sponsorship accountable and report on its performance and take corrective actions as needed. This will surely be a painful situation for the department and its leaders to navigate moving forward.

FORDHAM’S CHARTER SCHOOL PORTFOLIO: Improving Schools

Despite the uncertainty around the state budget and the future of charter schools authorizers in Ohio, Fordham’s sponsored schools made gains in 2010-11. As the following achievement tables show, with the

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

	2007	2008	2009	2010	2011
Dayton Liberty Campus	Academic Watch	Academic Watch	Academic Watch	Academic Emergency	Continuous Improvement
Dayton View Campus	Academic Watch	Academic Watch	Continuous Improvement	Continuous Improvement	Continuous Improvement
Phoenix Community Learning Center	Continuous Improvement	Continuous Improvement	Academic Watch	Continuous Improvement	Effective
Springfield Academy of Excellence	Continuous Improvement	Academic Watch	Academic Watch	Continuous Improvement	Academic Watch
Columbus Collegiate Academy				Effective	Effective
KIPP: Journey				Continuous Improvement	Effective

exception of one school, Fordham-sponsored schools made academic gains last year. Three schools were rated “Effective” (a “B”), two “Continuous Improvement” (a “C”), and one “Academic Watch” (a “D”).

The next three exhibits use data from the Ohio Department of Education provide detail on how the Fordham schools as a whole stack up against those of the other major authorizers in the Buckeye State.

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

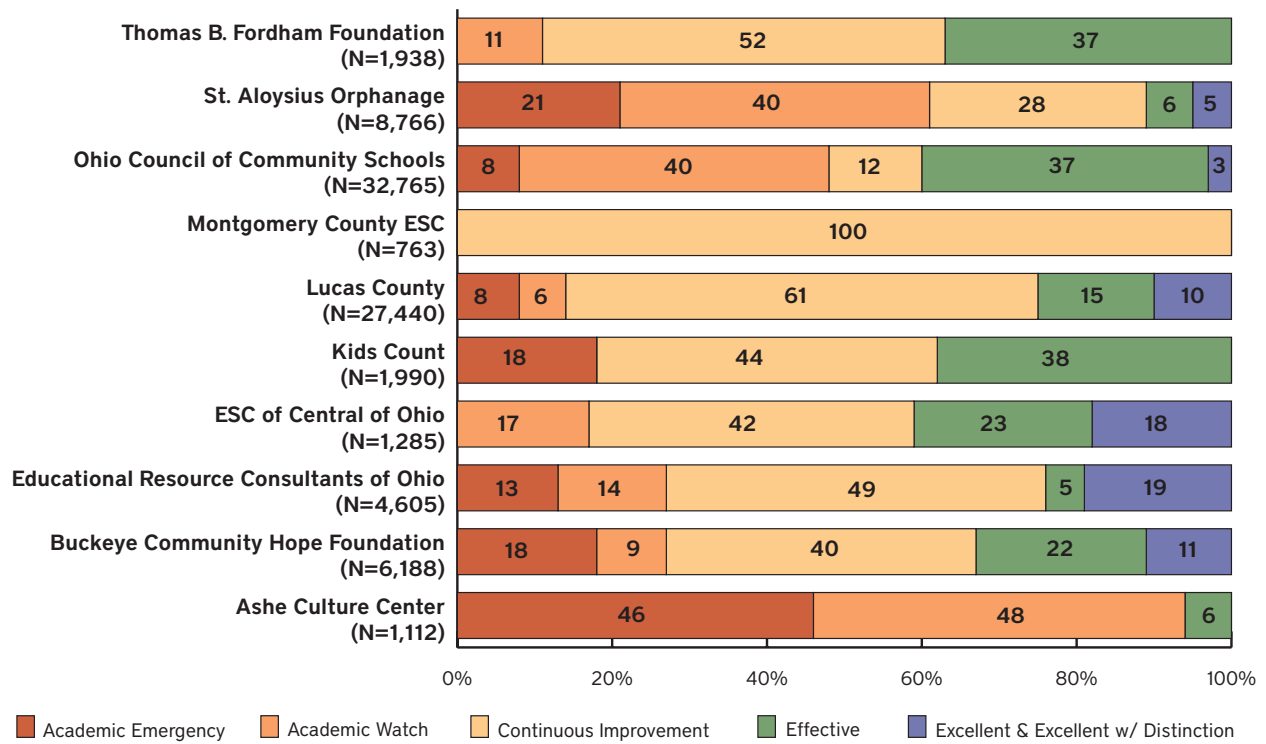
	2005-6	2006-7	2007-8	2008-9	2009-10	2010-11
Dayton Liberty Campus						
Made AYP?	No	No	No	No	No	No
Made AYP in Reading?	No	No	No	No	No	No
Made AYP in Mathematics?	Yes	No	No	No	No	No
Rated at least Continuous Improvement?	Yes	No	No	No	No	Yes
Value Added of at least one year?			No	Yes	No	Yes
Dayton View Campus						
Made AYP?	No	No	No	Yes	Yes	Yes
Made AYP in Reading?	No	No	No	Yes	Yes	Yes
Made AYP in Mathematics?	Yes	No	No	Yes	Yes	Yes
Rated at least Continuous Improvement?	No	No	No	Yes	Yes	Yes
Value Added of at least one year?			Yes	Yes	No	No
Phoenix Community Learning Center						
Made AYP?	Yes	Yes	Yes	No	Yes	Yes
Made AYP in Reading?	Yes	Yes	Yes	Yes	Yes	Yes
Made AYP in Mathematics?	Yes	Yes	Yes	No	Yes	Yes
Rated at least Continuous Improvement?	Yes	Yes	Yes	No	Yes	Yes
Value Added of at least one year?			Yes	Yes	Yes	Yes
Springfield Academy of Excellence						
Made AYP?	No	No	No	No	Yes	No
Made AYP in Reading?	No	No	No	No	Yes	No
Made AYP in Mathematics?	No	No	No	No	Yes	No
Rated at least Continuous Improvement?	No	Yes	No	No	Yes	No
Value Added of at least one year?			No	Yes	Yes	No

Table III: School Performance, Columbus Collegiate Academy and KIPP: Journey Academy

	2008-09	2009-10	2010-11
Columbus Collegiate Academy			
Made AYP?	No	No	Yes
Made AYP in Reading?	No	No	Yes
Made AYP in Mathematics?	Yes	Yes	Yes
Rated at least Continuous Improvement?	NA*	Yes	Yes
Value Added of at least one year?		Yes	Yes
KIPP: Journey Academy			
Made AYP?	No	Yes	Yes
Made AYP in Reading?	No	Yes	Yes
Made AYP in Mathematics?	Yes	Yes	Yes
Rated at least Continuous Improvement?	NA*	Yes	Yes
Value Added of at least one year?		Yes	Yes

*The Ohio Department of Education does not issue ratings for first year schools.

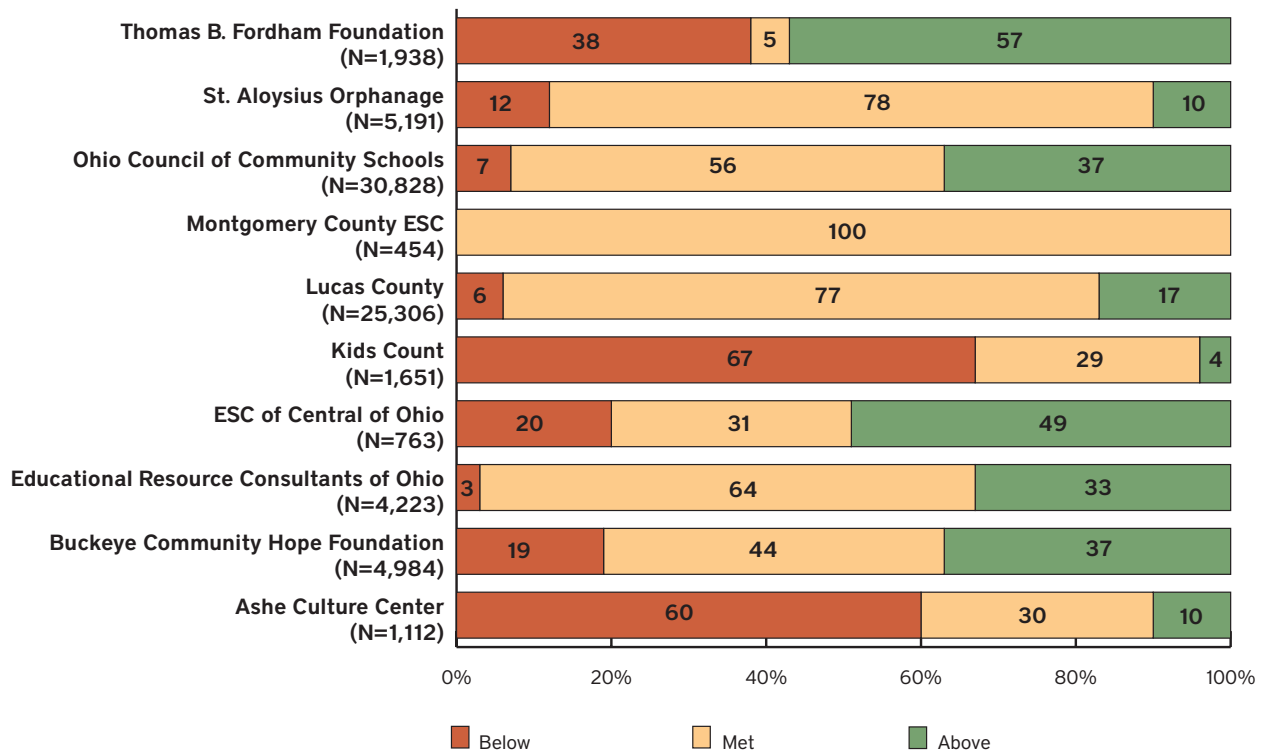
Graph I: Fordham-sponsored Schools v. Portfolios of Other Ohio Sponsors, by State Rating



Ohio Department of Education Interactive Local Report Card database.

Total enrollment numbers were first gathered for the top ten sponsors in the State of Ohio by the number of students served. The enrollment numbers were further broken down by the number of students served in each academic designation in order to calculate the percentage of students enrolled in school buildings by academic designation. Non-rated schools were not included in the enrollment totals.

Graph II: Fordham-sponsored Schools v. Other Ohio Sponsors, by Value Added Designation



Ohio Department of Education Interactive Local Report Card database. Total enrollment numbers were first gathered for the top ten sponsors in the State of Ohio by the number of students served. The enrollment numbers were further broken down by the number of students served in each value added ratings in order to calculate the percentage of students enrolled in school buildings by value added ratings. Non-rated schools were not included in the enrollment totals.

Graph I shows that, while we don't currently have any schools in Academic Emergency, 11 percent of the students in our portfolio were in a school rated Academic Watch (Springfield Academy of Excellence). Fifty-two percent attended schools rated Continuous Improvement, and 37 percent attended schools rated Effective. Note also the woeful performance of the Ashe Culture Center in all three graphs. To its credit, the Ohio State Board of Education voted unanimously in September 2011 to rescind Ashe's authority to sponsor charter schools at the end of 2011-12 school year.

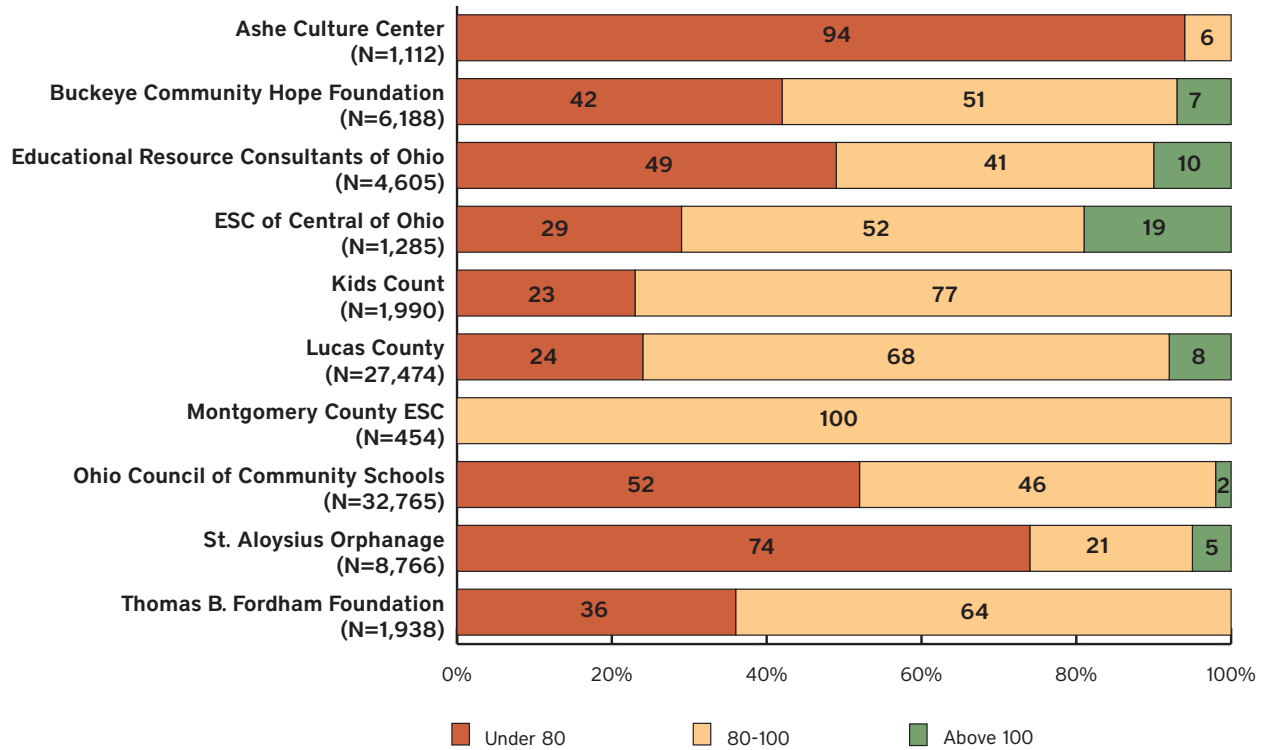
Graph II shows how Fordham's portfolio fared against other authorizers regarding "value added." Of the 10 largest Ohio authorizers studied (by number of students), fully 57 percent of students in Fordham schools made "above expected" growth in 2010-11. Note, when a school makes above expected gains it automatically gets an academic rating jump of

one level (from Academic Watch to Continuous Improvement for example). However, 38 percent of students in Fordham-sponsored schools did not meet expected growth in 2010-11.

Graph III examines the performance index scores¹ of students in Fordham-sponsored schools vs. students in other sponsors' portfolios. In 2010-11, 64 percent of students in the Fordham-sponsored schools attended a school with a performance index rating of 80 or higher; 36 percent of students attended a school that had a performance index below 80.

Since we first started as an authorizer in July 2005, our sponsorship portfolio has evolved considerably. We began in 2005 with a total of 10 schools (all in the Dayton-Cincinnati area) that collectively served about 2,700 students, and all but three of these schools we inherited from the Ohio Department of Education as they were forced out of sponsorship

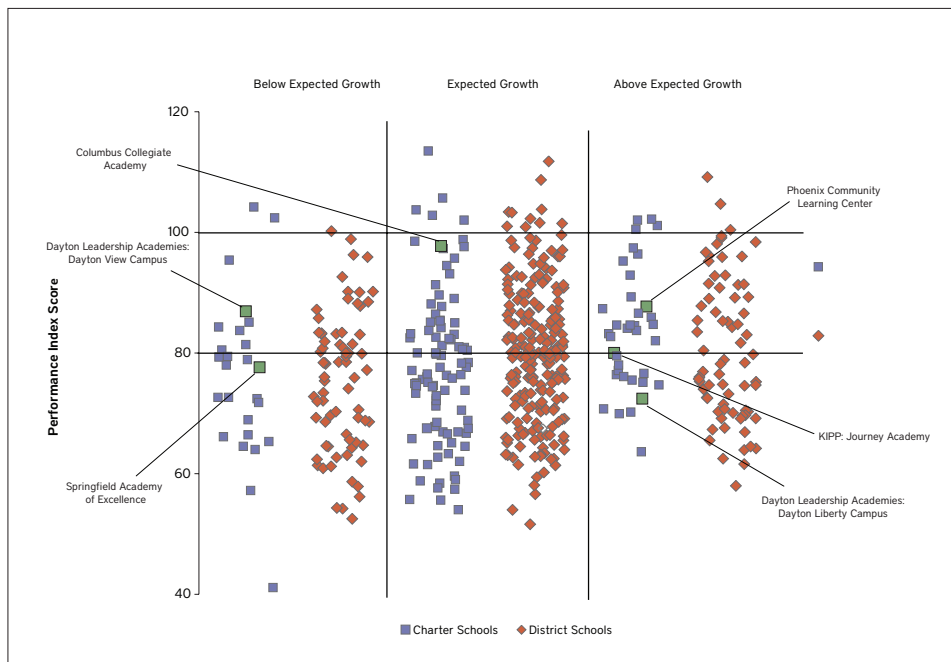
Graph III: Fordham-sponsored Schools v. Portfolio of Other Ohio Sponsors, by Performance Index Score



Ohio Department of Education Interactive Local Report Card database.

Total enrollment numbers were first gathered for the top ten sponsors in the State of Ohio by the number of students served. The enrollment numbers were further broken down by the number of students served by performance index rating (under 80, 80-100, and above 100) in order to calculate the percentage of students enrolled in school buildings by performance index score. Non-rated schools were not included in the enrollment totals.

Graph IV: Academic Performance of Ohio 8 District and Charter Schools (Fordham-Sponsored Schools as Pull-outs), 2010-11



by state law in 2003. For the most part, our initial crop of schools were troubled academically with five being rated Academic Emergency, one being rated Continuous Improvement, and one being rated Excellent (three new start-up schools were unrated). Over the last six years we've had six schools leave our portfolio either through closure or by jumping to other sponsors; we've opened one new school - Learning Without Limits, a pilot project to launch a hybrid model - only to see it close after a year; and we've birthed two new schools. We currently sponsor only four of the ten schools that originally signed with Fordham in 2005.

This year, Fordham-sponsored schools serve approximately 2,500 children and as the data above shows these schools have made progress. This is a reflection of the hard work and dedication of the educators, school board members, and students in each building. But, more work remains to be done. We know it and we won't hide from the challenge, but more importantly the teachers, school leaders, and board members working in the schools we sponsor are committed to making a difference in the lives of children who need it and they are making progress.

NEW FORDHAM-SPONSORED SCHOOLS

In 2011, Fordham signed sponsorship agreements with Sciotoville Elementary Academy and Sciotoville Community School (formerly East High School). Both schools are located in rural southern Ohio, and serve a student population of approximately 75 percent economically disadvantaged students. We look forward to working with the governing board of the

schools to help them improve the achievement in both schools while also assisting in the development of a long-term plan for firmly establishing the schools as high-quality options for students and families.

In addition to signing contracts with the two Sciotoville schools, we are excited to move forward with expansion of the highly successful Columbus Collegiate Academy, Dayton Early College Academy (DECA), KIPP Columbus, and Village Preparatory School. Columbus Collegiate Academy plans to open a second middle school in Columbus in 2012; DECA will launch DECA Prep, a school serving grades K-6 in Dayton in 2012; KIPP: Central Ohio is in the early stages of an expansion strategy; and we currently have a preliminary agreement to support Village Preparatory School II, a K-5 elementary that is part of Cleveland-based Breakthrough Schools.

Finally, last year we reported on a fledgling effort to found a new, statewide sponsor that would be a consolidation of current sponsors and ascribe to the gold-standards for charter school sponsorship, the Principles and Standards of the National Association of Charter School Authorizers (NACSA). A legislative change was needed for this entity to be able to sponsor schools itself, and, unfortunately, the language that would have established the entity became a casualty of the budget bill process. However, the past year has been successful in developing relationships and sharing resources among the membership; as such, the founding members moved forward with incorporation and have formed the Ohio Authorizer Collaborative.

¹ This measure rewards the achievement of every student, not just those who score proficient or higher. Districts, buildings and community schools earn points based on how well each student does on all tested subjects in grades 3-8 and the 10th-grade Ohio Graduation Tests. All tests have five performance levels – advanced, accelerated, proficient, basic, and limited. The percentage of students scoring at each performance level is calculated and then multiplied by the point value assigned to that performance level. The percentage of students performing at the advanced level is multiplied by 1.2 points. The percent at the accelerated level is multiplied by 1.1 points. The percent at the proficient level is multiplied by 1.0 point. The percent at the basic level is multiplied by 0.6 points. The percent at the limited level is multiplied by 0.3 points. Untested students are included in the calculation and are assigned a value of 0 points. Ohio Department of Education, Guide to Understanding Ohio's Accountability System 2010-2011, available at <http://www.ode.state.oh.us/GD/Templates/Pages/ODE/ODEDetail.aspx?Page=3&TopicRelationID=115&ContentID=13147&Content=110365>.



The Fordham Sponsorship Program

Accountability – A Solemn Responsibility

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

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

Fordham’s Oversight Responsibilities

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

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

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

In 2010-11, Fordham had sponsorship responsibility for seven charter schools in four communities:

Table IV: Fordham’s Portfolio of Sponsored Schools, 2010-11

School	Charter Term	Location	Status
Columbus Collegiate Academy	2008-2013	Columbus	Open
Dayton Liberty Campus	2010-2011	Dayton	Open
Dayton View Campus	2011-2013	Dayton	Open
KIPP: Journey Academy	2008-2013	Columbus	Open
Learning Without Limits	2010-2011	Columbus	Closed
Phoenix Community Learning Center	2011-2013	Cincinnati	Open
Springfield Academy of Excellence	2011-2013	Springfield	Open

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,

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.

governing, and business plans and spells out the school’s mission and performance indicators.

Fordham conducts an annual review of each school’s performance.

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.

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.

Annual Review Process

Pursuant to Fordham’s contracts with the Ohio Department of Education and its sponsored schools,

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. 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.

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.

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.

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) and Theda Sampson (assistant director of sponsorship). 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 (senior Ohio policy analyst and associate editor), 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/about-us/fordham-staff.html>.

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.

Table V: Fordham Foundation Sponsorship Financials (July 1, 2010, to June 30, 2011)

Revenues	Amount	Percent
School Fees	\$210,584	50%
Foundation Subsidies	\$206,392	50%
Total Revenues	\$416,976	100%
Expenses	Amount	Percent
Staff	\$208,094	50%
Consultants/Grants	\$87,042	21%
Professional/Legal Fees	\$36,588	8%
Office/Technology/Other	\$85,252	21%
Total Expenses	\$416,976	100%

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Fordham Sponsorship Accountability Report

SCHOOL PROFILES



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Table of Contents

Introduction	23
Columbus Collegiate Academy	25
Dayton Liberty Campus	31
Dayton View Campus	35
KIPP: Journey Academy	39
Learning Without Limits	44
Phoenix Community Learning Center	48
Springfield Academy of Excellence	52

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).”²

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, as evidenced by site visits;
- 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,³ 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 90 percent or more of the requirements in a particular category;
 - Partially compliant (PC): the school met 70 percent to 89 percent of the requirements in a particular category; and
 - Non-compliant (NC): the school met 69 percent or fewer of the requirements in a particular category.
- Note: a designation of “unauditable” from the Ohio Auditor of State automatically results in financial and governance ratings of “non-compliant.”

Table VI: Ohio Department of Education School Monitoring Summary

	Education	Academic	Financial	Governance
Columbus Collegiate Academy	OC(1)	PC(2)	PC(2)	OC(1)
Dayton Liberty Campus	OC(1)	NC(3)	PC(2)	OC(1)
Dayton View Campus	OC(1)	NC(3)	PC(2)	OC(1)
KIPP: Journey Academy	OC(1)	NC(3)	OC(1)	OC(1)
Learning Without Limits	NC(3)	NC(3)	OC(1)	OC(1)
Phoenix Community Learning Center	OC(1)	OC(1)	OC(1)	OC(1)
Springfield Academy of Excellence	OC(1)	NC(3)	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.⁴

² First Notice Regarding 2010-2011 Sponsor Annual Reports, Ohio Department of Education, Office of Community Schools (June 28, 2011).

³ The rating for record keeping compliance is based on whether documents were accurate/complete and timely submitted to the Fordham Foundation's Authorizer Oversight Information System (AOIS).

⁴ 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).



Columbus Collegiate Academy

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Website

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

Began Operating

2008

Governing Authority

Andrew Boy, Ex Officio (7/2008 – NA)

Jackie Messinger, Chairperson
(7/2008 – 7/2011)

Chad Aldis, Treasurer (1/2009 – 7/2011)

John Shockley, Member (6/2010 – 7/2013)

Chris Malinoski, Member (6/2010 – 7/2013)

Amber Merl, Member (9/2010 – 7/2013)

Jack Windser, Member (4/2010 – 4/2013)

Rick McQuown, Member (5/2011 – 5/2014)

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 2010-2011, students at Columbus Collegiate Academy attended school for 180 days, from August 16, 2010 through May 27, 2011.

DEMOGRAPHICS

Student Composition 2010-11

Grades Served	6-8
Enrollment	103
Student Demographics	% of Students
African American	85
White	NC
Hispanic	NC
Asian	NC
Economically Disadvantaged	93
Students with Disabilities	10

NC: not calculated when there are fewer than 10 in a group

GOVERNANCE

School Leaders

Andrew E. Boy is the founder and director 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.

FACULTY

Number of Teachers

The school employed six teachers in 2010-11.

Teacher Demographics	% of teachers
Male	0
Female	100
White	17
Not specified	83

Highly qualified Teachers

Columbus Collegiate Academy employed 100 percent highly qualified teachers in 2010-2011.

COMPLIANCE REPORT

SUMMARY OF COMPLIANCE ASSESSMENT

Education Rating: Overall compliant

Site visits to Columbus Collegiate Academy during the 2010-11 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 13 out of 16 academic performance requirements in 2010-11.

Financial Rating: Partially compliant

Columbus Collegiate Academy is rated partially compliant in the financial category. The school's most recent audit, FY10, was released without findings for recovery. A copy of the audit is available at <http://www.auditor.state.oh.us/auditsearch/detail.aspx?ReportID=86736>.

Governance Rating: Overall compliant

Columbus Collegiate Academy is rated overall compliant in the governance category. The school met all annual report requirements and a majority of compliance requirements in 2010-11.

SCHOOL PERFORMANCE RESULTS

All Fordham-sponsored schools must meet academic accountability requirements under state and federal

Compliance Reporting

Education Rating: Overall compliant (100%)	
Did the school deliver the education plan as contained in its contract for sponsorship with the Thomas B. Fordham Foundation?	2/2
Fall Site Visit	Yes
Spring Site Visit	Yes
Academic Rating: Partially Compliant (82%)	
Academic Performance Requirements	13/16
Adequate Yearly Progress Requirements	5/5
Goals for Academic Performance Using Common Indicators	4/7
Goals for Academic Performance Relative to Comparable Schools	2/2
Goals for Value-Added Performance	1/1
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: Partially compliant (75%)	
Fiscal Reports Required	3/4
Audit (most recent): FY10 (no findings for recovery) Status: FY11 started	1/1
IRS Form 990 (submitted annually)	0/1
Bi-monthly Financial Reports	1/1
Five-Year Budget Forecast	1/1
Governance Rating: Overall compliant (100%)	
Governance Requirements	6/6
Annual Report (2010-2011)	4/4
Performance standards	Yes
Method of measurement to determine progress	Yes
Activities/progress toward performance standards	Yes
School financial status	Yes
Records Compliance	2/2
Accurate and complete	Yes (98%)
Submitted on time	Yes (96%)

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. 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. Detailed information on Ohio's accountability system is available at <http://www.ode.state.oh.us/GD/Templates/Pages/ODE/>

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?	No
Goal 4: Averaged at least 3% growth on SCIENCE portions of state tests?	NA
Goal 5: Averaged at least 3% growth on WRITING portions of state tests?	NA
Goal 6: Averaged at least 3% growth on SOCIAL STUDIES portions of state tests?	NA
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."	No

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

ODEPrimary.aspx?page=2&TopicRelationID=115. The following tables provide a detailed breakdown of school performance in subjects tested in 2010-11.

Columbus Collegiate Academy has developed its own distinctive education goals, as follows.

Academic Goal Statement 3: Students at Columbus Collegiate will become competent in the understanding and application of scientific reasoning.

75% of students who have attended the school for two or more years will score proficient or better on the on the Science OAA in 8th grade. *Metric: Science OAA. Yes*

A greater percentage of students enrolled in the school for two or more years will score proficient or better in the 8th grade Science OAA than students from Columbus City Schools. *Metric: Science OAA. Yes*

8th grade students will design, conduct, and report on an independent science experiment. Students will present this experiment to a panel of at least three expert evaluators, 95% of students will demonstrate competence and of those, 50% will demonstrate advanced work as measured by a standards-driven, commonly applied rubric. *Metric: Standards-based Rubric. No*

Organizational Viability Goal Statement 4: Columbus Collegiate will be fully enrolled and demonstrate high levels of daily attendance and student retention.

School Performance on Reading, Math and Science Tests

	% of Students Meeting READING Standards		Percent Change	% of Students Meeting MATH Standards		Percent Change	% of Students Meeting SCIENCE Standards		Percent Change
	09-10	10-11		09-10	10-11		09-10	10-11	
6th Grade	73	85	16%	80	72	-10%	NA	NA	NA
7th Grade	93	83	-11%	100	89	-11%	NA	NA	NA
8th Grade	NA	NC	NA	NA	NC	NA	NA	NA	NA
Overall	77	84	9%	84	79	-6%	NA	NA	NA

*Note: sixth graders were not tested in writing, science or social studies in 2010-11.

Columbus Collegiate's student enrollment will be at 100% of projected enrollment described in the charter application at the beginning of each school year. *Metric: The community school will track enrollment numbers and provide detailed analysis in annual report.* **No**

The Columbus Collegiate waiting list will be equal to 50% of the 6th grade enrollment during each year. *Metric: The community school will track enrollment numbers and provide detailed analysis in annual report.* **No**

90% of students who begin the school year at Columbus Collegiate will remain in the school throughout the academic year. *Metric: The community school will track enrollment numbers and provide detailed analysis in annual report.* **No**

90% of students who complete the school year at Columbus Collegiate will re-enroll for the following school year. *Metric: The community school will track enrollment numbers and provide detailed analysis in annual report.* **No**

Average daily student attendance at Columbus Col-

legiate will be at or above 95% over the course of each school year. *Metric: The community school will track enrollment numbers and provide detailed analysis in annual report.* **Yes**

Organizational Viability Goal Statement 5: 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% of respondents. *Metric: The community school will administer parent surveys annually.* **Yes**

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%. *Metric: The community school will administer parent surveys annually.* **Yes**

Organizational Viability Goal Statement 6: Columbus Collegiate will demonstrate fiscal viability that focuses on student achievement and responsible use of public monies.

Percent Meeting State Standards Compared to Home District and State Community School Average, 2010-11

	Columbus Collegiate Academy	Columbus City School District	Difference	State Community School Average	Difference
Reading	84	63	21	68	16
Math	79	55	21	55	24
Science	NA	NA	NA	46	NA

Approved school budgets for each school year will demonstrate sound allocation of resources in support of the school's mission. *Metric: The Board of Trustees will create a Finance Committee that will monitor and approve all monthly and annual budgets.* **Yes**

Each year, the school will provide annual balanced budgets with consistent cash reserves. *Metric: The Board of Trustees will create a Finance Committee that will monitor and approve all monthly and annual budgets.* **Yes**

Yearly audits performed by the office of the Auditor of Ohio will show the school's sound fiscal management of public resources meet or exceed GAAP. The findings of these audits will be submitted in a timely manner to the sponsor and the Legislative Office of Education Oversight or any other requesting state agency or office. *Metric: The Board of Trustees will create a Finance Committee that will secure an audit performed by the office of the Auditor of Ohio.* **Yes**

Faithfulness to Terms of Charter Goal Statement

7: Students at Columbus Collegiate will be prepared for success in college preparatory high schools.

50% or more of students who attend Columbus Collegiate for three consecutive years will enroll in college preparatory high schools. The number of students attending college preparatory schools will increase, on average, five percent per year until 100% is achieved. *Metric: The Community School will track the high schools into which the graduating*

eighth graders enroll. High schools in which 75% of their graduates matriculate to college will be considered college preparatory. **Yes**

In a survey given to parents of 8th grade students who have attended Columbus Collegiate for three consecutive years, 80% will agree or strongly agree with the statement, Columbus Collegiate Academy prepared my child for success in high school. *Metric: The Community School will administer parent surveys annually.* **Yes**

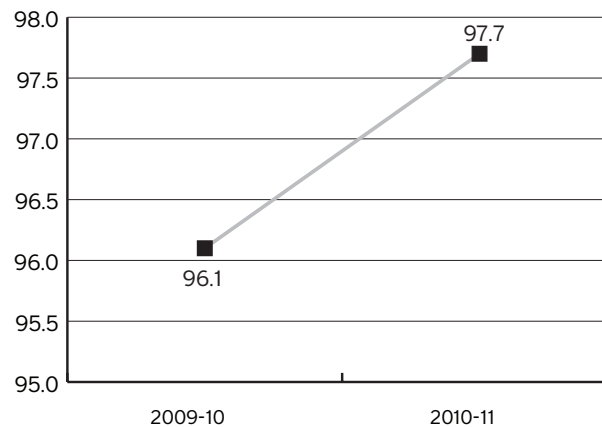
OTHER PERFORMANCE INDICATORS

Attendance Rate

96.5 percent.

The Performance Index Score

The Performance Index (PI) score at Columbus Collegiate Academy was 97.7.





Dayton Liberty Campus

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Website

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Began Operating

1999

Governing Authority

Mary Karr, Chairperson (1/2008 – 12/2011)
Ellen Ireland, Secretary (4/2008 – 3/2011)
David Greer, Treasurer (1/2009 – 12/2012)
Dixie J. Allen, Member (1/2007 – 12/2010)
Richard Penry, President
Vanessa Ward, Member (9/2009 – 8/2012)
Doug Mangen (7/2009 – 6/2012)

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 2010-11, students at the Dayton Liberty Campus attended school for 188 days, from August 9, 2010 through June 7, 2011.

DEMOGRAPHICS

Student Composition 2010-11

Grades Served	K-8
Enrollment	485
Student Demographics	% of Students
African American	95
White	NC
Hispanic	NC
Multi-Racial	NC
Economically Disadvantaged	100
Students with Disabilities	21

NC: not calculated when there are fewer than 10 in a group

GOVERNANCE

School Leader

During the 2010-11 school year, TJ Wallace served as the principal of Dayton Liberty Campus.

FACULTY

Number of Teachers

The school employs 40.2 teachers.

Teacher Demographics	% of teachers
Male	15
Female	85
African-American	14
Hispanic	5
White	75

Highly qualified Teachers

In 2010-11, 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 to the Dayton Liberty Campus during the 2010-11 school year evidenced that the school was implementing the education plan as set forth in the school’s contract for sponsorship.

Academic Rating: Non-compliant

The Dayton Liberty Campus met 2 of 7 academic performance requirements in 2010-11.

Financial Rating: Partially compliant

The Dayton Liberty Campus is rated partially compliant in the financial category. The school’s most recent audit, FY10, was released without findings for recovery. A copy of the audit is available at <http://www.auditor.state.oh.us/auditsearch/detail.aspx?ReportID=87981>.

Governance Rating: Overall compliant

The Dayton Liberty Campus is rated overall compliant in the governance category.

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

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

Compliance Reporting

Education Rating: Overall Compliant (100%)	
Did the school deliver the education plan as contained in its contract for sponsorship with the Thomas B. Fordham Foundation?	2/2
Fall Site Visit	Yes
Spring Site Visit	Yes
Academic Rating: Non-compliant (29%)	
Academic Performance Requirements	2/7
Requirement 1: Made Adequate Yearly Progress (AYP)?	No
Requirement 2: Made AYP in both reading participation and achievement?	No
Requirement 3: Made AYP in both math participation and achievement?	No
Requirement 4: Rated at least Continuous Improvement and making marked progress toward a state rating of Effective, Excellent and Excellent with Distinction?	Yes
Requirement 5: Outperform the home district average on all reading, math and science portions of the Ohio Achievement Assessments?	No
Requirement 6: Outperform the state community school average on all reading, math and science portions of the Ohio Achievement Assessments?	No
Requirement 7: Received an overall composite score on Ohio's value added measure that indicates more than one year of progress was achieved in both reading and math?	Yes
Financial Rating: Partially compliant (75%)	
Fiscal Reports Required	3/4
Audit (most recent): FY10 (no findings for recovery) Status: FY11 started	Yes
IRS Form 990 (submitted annually)	No
Bi-monthly Financial Reports	Yes
Five-Year Budget Forecast	Yes
Governance Rating: Overall compliant (100%)	
Governance Requirements	6/6
Annual Report (2010-2011)	4/4
Performance standards	Yes
Method of measurement to determine progress	Yes
Activities/progress toward performance standards	Yes
School financial status	Yes
Records Compliance	2/2
Accurate and complete	Yes (98%)
Submitted on time	Yes (98%)

School Performance on Reading, Math and Science Tests

	% of Students Meeting READING Standards		Percent Change	% of Students Meeting MATH Standards		Percent Change	% of Students Meeting SCIENCE Standards		Percent Change
	09-10	10-11		09-10	10-11		09-10	10-11	
3rd Grade	40	47	18%	44	50	14%	NA	NA	NA
4th Grade	44	51	16%	29	46	59%	NA	NA	NA
5th Grade	40	36	-10%	17	26	53%	38	17	-55%
6th Grade	72	64	-11%	52	57	10%	NA	NA	NA
7th Grade	56	55	-2%	44	70	59%	NA	NA	NA
8th Grade	51	72	41%	18	50	178%	7	20	186%
Overall	50	54	8%	35	49	40%	25	18	-28%

*Note: sixth graders were not tested in writing, science or social studies in 2010-11.

Percent Meeting State Standards Compared to Home District and State Community School Average, 2010-11

	Dayton Liberty Campus	Dayton Public School District	Difference	State Community School Average	Difference
Reading	54	55	-1	68	-14
Math	49	45	4	55	-6
Science	18	26	-8	46	-28

ensuring 75 percent or more of students in grades kindergarten through eight are proficient in tested subjects. 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. 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 following tables provide a detailed breakdown of school performance in subjects tested in 2010-11.

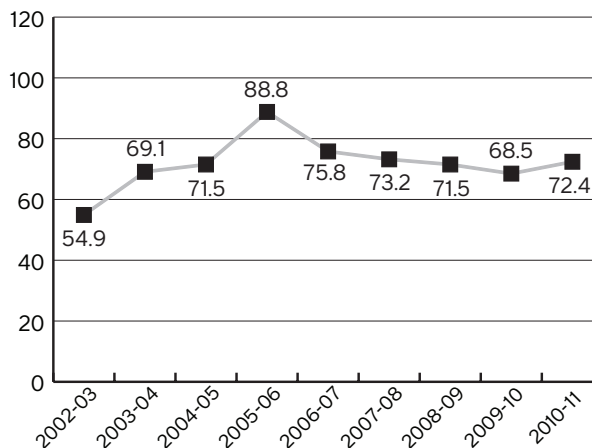
OTHER PERFORMANCE INDICATORS

Attendance Rate

92.9 percent.

The Performance Index Score

The Performance Index (PI) score at Dayton Liberty Campus was 72.4.





Dayton View Campus

Contact Name

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Website

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

Began Operating

2000

Governing Authority

Mary Karr, Chairperson (1/2008 – 12/2011)
Ellen Ireland, Secretary (4/2008 – 3/2011)
David Greer, Treasurer (1/2009 – 12/2012)
Dixie J. Allen, Member (1/2007 – 12/2010)
Richard Penry, President
Vanessa Ward, Member (9/2009 – 8/2012)
Doug Mangen (7/2009 – 6/2012)

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 2010-11, students at Dayton View Campus attended school for 188 days, from August 9, 2010 through June 7, 2011.

DEMOGRAPHICS

Student Composition 2010-11

Grades Served	K-8
Enrollment	517
Student Demographics	% of Students
African American	94
White	NC
Other	NC
Economically Disadvantaged	100
Students with Disabilities	12

NC: not calculated when there are fewer than 10 in a group

GOVERNANCE

School Leader

Amy Doerman served as the principal for Dayton View Campus during the 2010-11 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 employed 28 teachers in 2010-11.

Teacher Demographics	% of teachers
Male	0
Female	100
African-American	14
White	82
Not specified	4

COMPLIANCE REPORT

SUMMARY OF COMPLIANCE ASSESSMENT

Education Rating: Overall compliant

Site visits conducted at the Dayton View Campus during the 2010-11 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: Non-compliant

The Dayton View Campus is rated non-compliant in this category because it met 4 out of 7 of its academic performance requirements.

Financial Rating: Partially compliant

The Dayton View Campus is rated partially compliant in this category. The school's most recent audit, FY10, was released without findings for recovery. A copy of the audit is available at <http://www.auditor.state.oh.us/auditsearch/detail.aspx?ReportID=87959>.

Governance Rating: Overall compliant

The Dayton View Campus is rated overall compliant in the governance category. The school met all annual report requirements and 100% of compliance requirements in 2010-11.

SCHOOL PERFORMANCE RESULTS

All Fordham-sponsored schools must meet academic accountability requirements under state and federal

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

Compliance Reporting

Education Rating: Overall compliant (100%)	
Did the school deliver the education plan as contained in its contract for sponsorship with the Thomas B. Fordham Foundation?	2/2
Fall Site Visit	Yes
Spring Site Visit	Yes
Academic Rating: Non-compliant (58%)	
Academic Performance Requirements	4/7
Requirement 1: Made Adequate Yearly Progress (AYP)?	Yes
Requirement 2: Made AYP in both reading participation and achievement?	Yes
Requirement 3: Made AYP in both math participation and achievement?	Yes
Requirement 4: Rated at least Continuous Improvement and making marked progress toward a state rating of Effective, Excellent and Excellent with Distinction?	Yes
Requirement 5: Outperform the home district average on all reading, math and science portions of the Ohio Achievement Assessments?	No
Requirement 6: Outperform the state community school average on all reading, math and science portions of the Ohio Achievement Assessments?	No
Requirement 7: Received an overall composite score on Ohio's value added measure that indicates more than one year of progress was achieved in both reading and math?	No
Financial Rating: Partially compliant (75%)	
Fiscal Reports Required	3/4
Audit (most recent): FY10 (no findings for recovery) Status: FY11 in progress	Yes
IRS Form 990 (submitted annually)	No
Bi-monthly Financial Reports	Yes
Five-Year Budget Forecast	Yes
Governance Rating: Overall compliant (100%)	
Governance Requirements	6/6
Annual Report (2010-2011)	4/4
Performance standards	Yes
Method of measurement to determine progress	Yes
Activities/progress toward performance standards	Yes
School financial status	Yes
Records Compliance	2/2
Accurate and complete	Yes (98%)
Submitted on time	Yes (64%)

School Performance on Reading, Math, and Science Tests

	% of Students Meeting READING Standards		Percent Change	% of Students Meeting MATH Standards		Percent Change	% of Students Meeting SCIENCE Standards		Percent Change
	09-10	10-11		09-10	10-11		09-10	10-11	
3rd Grade	75	94	25%	83	94	13%	NA	NA	NA
4th Grade	91	85	-7%	70	81	16%	NA	NA	NA
5th Grade	35	43	23%	33	30	-9%	19	28	47%
6th Grade	74	89	20%	58	71	22%	NA	NA	NA
7th Grade	67	68	1%	55	71	29%	NA	NA	NA
8th Grade	67	81	21%	29	50	72%	23	25	9%
Overall	70	76	9%	58	67	16%	21	27	29%

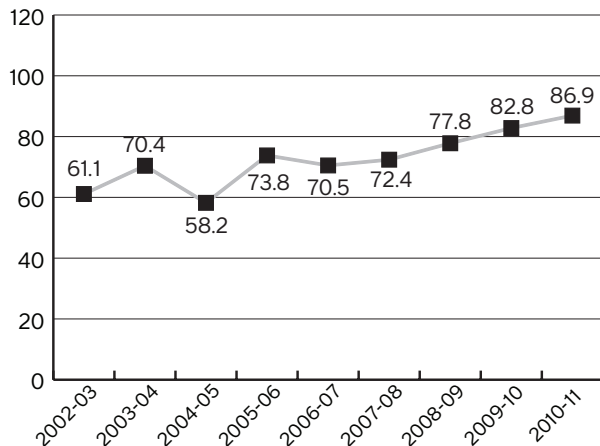
Percent Meeting State Standards Compared to Home District and State Community School Average, 2010-11

	Dayton View Campus	Dayton Public School District	Difference	State Community School Average	Difference
Reading	76	54	22	68	8
Math	67	44	23	55	12
Science	27	27	0	46	-19

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. 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. 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 following tables provide a detailed breakdown of school performance in subjects tested in 2010-11.

The Performance Index Score

The 2010-11 Performance Index (PI) score at Dayton View Campus was 86.9, an increase of just over four points from the previous year.



OTHER PERFORMANCE INDICATORS

Attendance Rate

93.9 percent.



KIPP: Journey Academy

Contact Name

Dustin Wood, School Leader (2010-11)
Hannah Powell, School Leader (2011-12)

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IRN

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Website

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Began Operating

2008

Governing Authority

Barbara Trueman, Member (2008 - 2011)
Stuart Burgdoerfer, Member (2008 - 2011)
Eddie Harrell, Secretary (2008 - 2011)
John Kobacker, Member (2010 - 2013)
Dr. Ralph Johnson, Member (2008 - 2011)
Abigail Wexner, Vice Chair (2008 - 2012)
James Gilmour, Treasurer (2008 - 2012)
Judge Algernon Marbley, Chair (2008 - 2011)
Kevin Reeves, Member (2009 - 2012)
Joe Chlapaty, Member (2009 - 2012)
Steve Bishop, Member (2010 - 2011)
Blake Thompson, Member (2011 - 2012)

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 2010-11, students at KIPP: Journey Academy attended school for 177 days, from August 10, 2010 through June 3, 2011.

DEMOGRAPHICS

Student Composition 2010-11

Grades Served	5-7
Enrollment	243
Student Demographics	% of Students
African American	91
White, Non-Hispanic	6
Economically Disadvantaged	92
Students with Disabilities	10

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 13 teachers in 2010-11.

Teacher Demographics	% of teachers
Male	44
Female	56
African-American	15
White	85
Asian/Pacific Islander	NC
Hispanic	NC

NC: not calculated when there are fewer than 10 in a group

Highly qualified Teachers

In 2010-11, 91.3 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 2010-11 school year confirmed that the Education Plan as set forth in the contract for sponsorship between Fordham and the governing authority of KIPP: Journey Academy was being implemented.

Academic Rating: Non-compliant

KIPP: Journey Academy met 58% percent of its academic performance requirements in 2010-11.

Financial Rating: Overall compliant

KIPP: Journey Academy is rated overall compliant in the financial category. The school's most recent audit, FY10, was released without findings for recovery. A copy of the audit is available at <http://www.auditor.state.oh.us/auditsearch/detail.aspx?ReportID=89055>.

Governance Rating: Overall compliant

KIPP: Journey Academy is rated overall compliant in the governance category.

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. 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. Detailed information on Ohio's accountability system is available at

Compliance Reporting

Education Rating: Overall compliant (100%)	
Did the school deliver the education plan as contained in its contract for sponsorship with the Thomas B. Fordham Foundation?	2/2
Fall Site Visit	Yes
Spring Site Visit	Yes
Academic Rating: Non-compliant (58%)	
Academic Performance Requirements	10/17
Adequate Yearly Progress Requirements	5/5
Goals for Academic Performance Using Common Indicators	3/8
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 (100%)	
Fiscal Reports Required	4/4
Audit (most recent): FY10 (no findings for recovery) Status: FY11 started	Yes
IRS Form 990 (submitted annually)	Yes
Bi-monthly Financial Reports	Yes
Five-Year Budget Forecast	Yes
Governance Rating: Overall compliant (100%)	
Governance Requirements	
Annual Report (2010-2011)	4/4
Performance standards	Yes
Method of measurement to determine progress	Yes
Activities/progress toward performance standards	Yes
School financial status	Yes
Records Compliance	2/2
Accurate and complete	Yes (97%)
Submitted on time	Yes (71%)

<http://www.ode.state.oh.us/GD/Templates/Pages/ODE/ODEPrimary.aspx?page=2&TopicRelationID=115>. The following tables provide a detailed breakdown of school performance in subjects tested in 2010-11.

KIPP: Journey Academy has developed its own distinctive education goals, as follows.

Obtain at least Effective rating on report card - **Yes**
35% Proficient in 5th Grade Reading - **No**

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

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

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?	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

31% Proficient in 5th Grade Math - **No**
 46% Proficient in 5th Grade Science - **No**
 72% Proficient in 6th Grade Reading - **No**
 75% Proficient in 6th Grade Math - **No**
 75% Proficient in 7th Grade Reading - **No**
 70% Proficient in 7th Grade Math - **No**
 75% Proficient in 8th Grade Math, Science, and Reading - **NA**
 93% Average Daily Attendance Rate - **Yes**
 100% Participation on OAA tests - **Yes**
 PI score of at least 80.0 - **Yes**

School Performance on Reading, Math and Science Tests

	% of Students Meeting READING Standards		Percent Change	% of Students Meeting MATH Standards		Percent Change	% of Students Meeting SCIENCE Standards		Percent Change
	09-10	10-11		09-10	10-11		09-10	10-11	
5th Grade	27	27	0%	35	22	-37%	46	40	-13%
6th Grade	62	67	8%	62	74	19%	NA	NA	NA
7th Grade	NA	73	NA	NA	66	NA	NA	NA	NA
Overall	50	60	20%	53	58	9%	46	40	-13%

Percent Meeting State Standards Compared to Home District and State Community School Average, 2010-11

	KIPP: Journey Academy	Columbus City School District	Difference	State Community School Average	Difference
Reading	60	59	1	68	-8
Math	58	52	6	55	3
Science	40	44	-4	46	-6

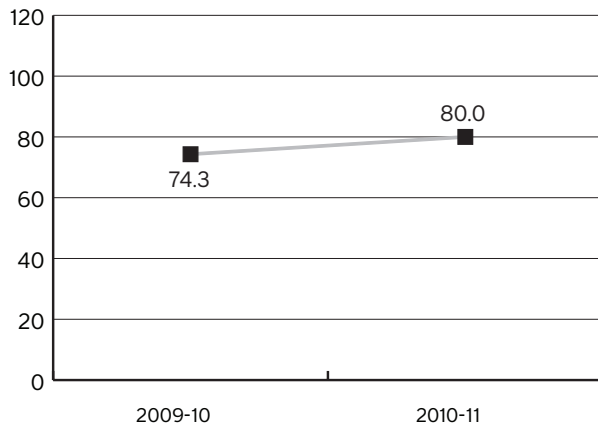
OTHER PERFORMANCE INDICATORS

Attendance Rate

94.1 percent.

The Performance Index Score

The 2010-11 Performance Index (PI) score at KIPP Journey Academy was 80.0, an increase of 5.7 from the previous year.





Learning Without Limits

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Jenny Hooie

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IRN

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Website

None

Began Operating

2010

Governing Authority

Dr. John Marchhausen, President
(8/2010 - Indefinite)

Mark Wilcheck, Member (8/2010 - Indefinite)

Pat Drouhard, Member (8/2010 - Indefinite)

Sam Martin, Member (8/2010 - Indefinite)

Doug Ute, Member (8/2010 - Indefinite)

Management Company

Tri-Rivers Education Computer Association
(TRECA)

mission

The mission of Learning Without Limits (LWL) - A TRECA Academy, is to provide excellent and flexible educational options to support students in the learning process.

educational philosophy

Learning Without Limits operates on the belief that the target student population can best be served through educational offerings that include traditional classroom-based instruction and non-traditional learning experiences that are selected on the basis of each particular student's educational needs and interests, and the student's past experiences and levels of academic achievement.

SCHOOL CALENDAR

In 2010-11, students at Learning Without Limits attended school from September 30, 2010 through June 29, 2011.

DEMOGRAPHICS

Student Composition 2010-11

Grades Served	Students age 14 to 22
Enrollment	50
Student Demographics	% of Students
African American	46
White	NC
Hispanic	46
Asian	NC
Economically Disadvantaged	NC
Students with Disabilities	NC

NC: not calculated when there are fewer than 10 in a group

FACULTY

Number of Teachers

The school employed 2.5 teachers in 2010-11.

Teacher Demographics	% of teachers
Male	40
Female	60
White	100
Not specified	0

Highly qualified Teachers

Learning Without Limits employed 100 percent highly qualified teachers in 2010-2011.

COMPLIANCE REPORT

SUMMARY OF COMPLIANCE ASSESSMENT

Education Rating: Non-compliant

Site visits to Learning Without Limits during the

2010-11 school year evidenced that the academic design of the school was not fully implemented.

Academic Rating: Non-compliant

Learning Without Limits met 10 percent of its academic performance requirements.

Financial Rating: Overall compliant

Learning Without Limits is rated overall compliant in the financial category. The school's audit for 2011 is currently in progress.

Governance Rating: Overall compliant

Learning Without Limits is rated overall compliant in the governance category. The school met all annual report requirements and a majority of compliance requirements in 2010-11.

SCHOOL PERFORMANCE RESULTS

Learning Without Limits was a pilot project between the Thomas B. Fordham Foundation and the Tri Rivers Education Computer Association. The purpose of the project was to launch a "hybrid" school (i.e., a model that blended online and off-site educational opportunities with traditional classroom instruction). Learning Without Limits was subject to all state required performance goals for school serving students ages 14-22, as well as contractual performance goals set forth in the compliance report (above). The following tables provide a detailed breakdown of school performance in subjects tested in 2010-11.

State Rating

Learning Without Limits was not issued a state rating for 2010-11.

OTHER PERFORMANCE INDICATORS

Attendance Rate

91.6 percent.

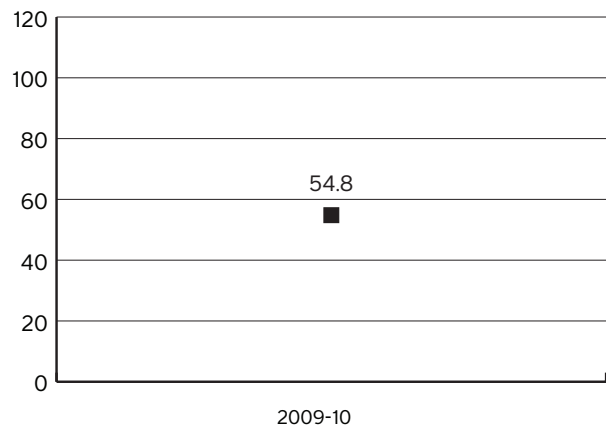
Compliance Reporting

Education Rating: Non-compliant (100%)	
Did the school deliver the education plan as contained in its contract for sponsorship with the Thomas B. Fordham Foundation?	0/2
Fall Site Visit	No
Spring Site Visit	No
Academic Rating: Non-compliant (10%)	
Contractual Academic Performance Requirements	1/10
Requirement 1: Are the students enrolled in the community school making substantial and adequate gains from autumn 2010 to spring 2011, as measured using a nationally norm-referenced test?	No
The school shall administer Autumn 2010 and Winter 2011 assessments, using a nationally recognized and norm-referenced test (e.g., NWEA or a similar computer-adaptive assessment) to track and report student gains during the first half of the 2010-11 school year. Classroom-level results will be shared with the Sponsor by January 31, 2011; and,	No
At least 75% of all students tested will show, from the Autumn to Winter administration, progress towards expected growth or better in both reading and mathematics on the norm-referenced test.	No
The school shall administer a Spring 2011 assessment, using a nationally recognized and norm-referenced test (e.g., NWEA or similar assessment) to track and report student gains for the Winter-Spring period and, overall 2010-11 school year. Classroom-level results will be shared with the Sponsor by May 15, 2011; and	No
At least 95% of students enrolled in the school will be tested during all three assessment periods.	No
Requirement 2: Has the school implemented sound learning opportunities and curricula for students?	No
The school will demonstrate that it has developed and implemented learning opportunities and curricula for students that either constitute, or translate without difficulty into, graduation credit, thereby enabling students who successfully complete coursework to obtain a diploma in a timely manner.	No
At least three times during the school year the Sponsor will conduct an on-site review to ensure that the school develops and implements such learning opportunities and curricula.	Yes
Requirement 3: Is the school attractive to its student market?	No
The school agrees to survey LWL students and families after January 1, 2011, to assess market demand, and report the results of the survey to the Sponsor by March 1, 2011.	No
Financial Rating: Overall compliant (100%)	
Fiscal Reports Required	2/2
Audit (most recent): NA Status: FY11 in progress	In progress
IRS Form 990 (submitted annually)	In progress
Bi-monthly Financial Reports	Yes
Five-Year Budget Forecast	Yes

Governance Rating: Overall compliant (100%)	
Governance Requirements	6/6
Annual Report (2010-2011)	4/4
Performance standards	Yes
Method of measurement to determine progress	Yes
Activities/progress toward performance standards	Yes
School financial status	Yes
Records Compliance	2/2
Accurate and complete	Yes (69%)
Submitted on time	Yes (69%)

The Performance Index Score

The Performance Index (PI) score at Learning Without Limits was 54.8.





Phoenix Community Learning Center

Contact Name

Dr. Glenda Brown, School Leader

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IRN

133504

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Contact Email

geedm@aol.com

Website

<http://thephoenixcommunitylearningcenter.org>

Video Profile

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

Began Operating

2001

Governing Authority

Luther Brown, Chair (2001 – NA, Second term)
Caleb Brown, Member (2001 – NA, Second term)
Benjamin Nwankwo, Vice Chair
(2001 – NA, Second term)
Anthony Robinson, Member
(2001 – NA, Second term)
Scott Wallace, Member
(2004 – NA, Second term)

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 2010-11, students at the Phoenix Community Learning Center attended school for 175 days, from September 7, 2010 through June 2, 2011.

DEMOGRAPHICS

Student Composition 2010-11

Grades Served	K-8
Enrollment	375
Student Demographics	% of Students
African American	100
Economically Disadvantaged	85
Students with Disabilities	9

GOVERNANCE

School Leader

During the 2010-11 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

The school employs 18 teachers.

Teacher Demographics	% of teachers
Male	22
Female	78
African-American	11
Asian or Pacific Islander	7
White	28
Not specified	0

Highly qualified Teachers

In 2010-11, 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 at the Phoenix Community Learning Center conducted in 2010-11 indicated that the Education Plan as set forth in the contract between Phoenix and the Fordham Foundation was being implemented.

Academic Rating: Overall compliant

The Phoenix Community Learning Center met all of its academic performance requirements in 2010-11 and is therefore rated overall 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, FY10, was released without findings for recovery. A copy of the audit is available at <http://www.auditor.state.oh.us/auditsearch/detail.aspx?ReportID=87118>.

Governance Rating: Overall compliant

The Phoenix Community Learning Center is rated overall compliant in the governance category.

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

Compliance Reporting

Education Rating: Overall Compliant (100%)	
Did the school deliver the education plan as contained in its contract for sponsorship with the Thomas B. Fordham Foundation?	2/2
Fall Site Visit	Yes
Spring Site Visit	Yes
Academic Rating: Overall compliant (100%)	
Academic Performance Requirements	7/7
Requirement 1: Made Adequate Yearly Progress (AYP)?	Yes
Requirement 2: Made AYP in both reading participation and achievement?	Yes
Requirement 3: Made AYP in both math participation and achievement?	Yes
Requirement 4: Rated at least Continuous Improvement and making marked progress toward a state rating of Effective, Excellent and Excellent with Distinction?	Yes
Requirement 5: Outperform the home district average on all reading, math and science portions of the Ohio Achievement Assessments?	Yes
Requirement 6: Outperform the state community school average on all reading, math and science portions of the Ohio Achievement Assessments?	Yes
Requirement 7: Received an overall composite score on Ohio's value added measure that indicates more than one year of progress was achieved in both reading and math?	Yes
Financial Rating: Overall compliant (100%)	
Fiscal Reports Required	4/4
Audit (most recent): FY10 (no findings for recovery) Status: FY11 in progress	Yes
IRS Form 990 (submitted annually)	Yes
Bi-monthly Financial Reports	Yes
Five-Year Budget Forecast	Yes
Governance Rating: Overall compliant (100%)	
Governance Requirements	6/6
Annual Report (2010-2011)	4/4
Performance standards	Yes
Method of measurement to determine progress	Yes
Activities/progress toward performance standards	Yes
School financial status	Yes
Records Compliance	2/2
Accurate and complete	Yes (97%)
Submitted on time	Yes (97%)

School Performance on Reading, Math and Science Tests

	% of Students Meeting READING Standards		Percent Change	% of Students Meeting MATH Standards		Percent Change	% of Students Meeting SCIENCE Standards		Percent Change
	09-10	10-11		09-10	10-11		09-10	10-11	
3rd Grade	53	90	70%	44	85	93%	NA	NA	NA
4th Grade	76	77	1%	73	71	-3%	NA	NA	NA
5th Grade	61	75	23%	39	61	56%	71	61	-14%
6th Grade	78	76	-3%	65	66	2%	NA	NA	NA
7th Grade	89	71	-20%	69	61	-12%	NA	NA	NA
8th Grade	67	92	37%	38	62	63%	36	59	64%
Overall	70	80	14%	55	68	24%	51	60	18%

Percent Meeting State Standards Compared to Home District and State Community School Average, 2010-11

	Phoenix Community Learning Center	Cincinnati Public School District	Difference	State Community School Average	Difference
Reading	80	69	11	68	12
Math	68	62	6	55	13
Science	60	47	13	46	14

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. 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. 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 following tables provide a detailed breakdown of school performance in 2010-11.

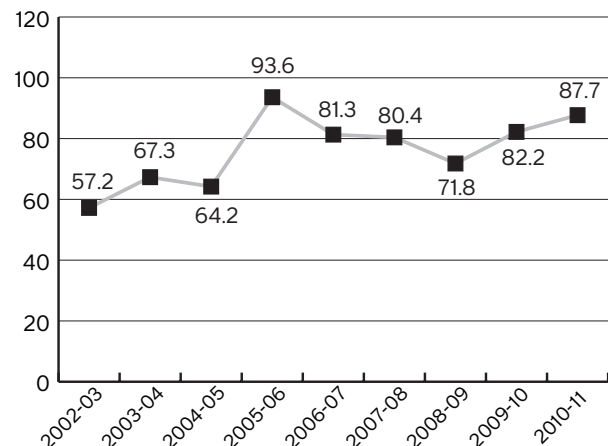
OTHER PERFORMANCE INDICATORS

Attendance Rate

94.3 percent.

The Performance Index Score

The 2010-11 Performance Index (PI) score at Phoenix Community Learning Center was 87.7.





Springfield Academy of Excellence

Contact Name

Edna Chapman, Principal

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IRN

132787

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Contact Email

emc777@att.net

Website

<http://www.springfieldacademy.us>

Began Operating

2001

Governing Authority

Jay Chapman, Member (2002 - No term limit)

Glenda Greenwood, Secretary

(2007 - No term limit)

Kent Jackson, Treasurer (2002 - No term limit)

Cheryl Keen, Member (2002 - No term limit)

Hazel Latson, Member (2002 - No term limit)

Darryl Mabra, Member (2002 - No term limit)

Cecil Pratt, Member (2002 - No term limit)

RoseAnn Pratt, Secretary, Non-Voting Member

(2002 - No term limit)

Moss, Valisha, Parent Representative

(2010 - No term limit)

Bishop Cecil Pratt, Member

(2002 - No term limit)

Keen, James, Member (2010 - No term limit)

Sheila Rice, Chairperson (2002 - No term limit)

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 2010-11, students at the Springfield Academy of Excellence attended school for 178 days, from August 11, 2010 through June 10, 2011.

DEMOGRAPHICS

Student Composition 2010-11

Grades Served	K-6
Enrollment	215
Student Demographics	% of Students
African American	60
White	19
Hispanic	11
Multi-Racial	9
Economically Disadvantaged	94
Students with Disabilities	10

GOVERNANCE

School Leader

During the 2010-11 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 employed 20 teachers in 2010-11.

Teacher Demographics	% of teachers
Male	5
Female	95
African American	5
White	80
Not specified	15

Highly qualified Teachers

In 2010-11, 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 2010-11 school year indicated that the school was following the Education Plan as set forth in its contract for sponsorship with the Fordham Foundation.

Academic Rating: Non-compliant

The Springfield Academy of Excellence did not meet any of its academic performance requirements and is therefore non-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, FY10, was released without findings for recovery. A copy of the audit is available at <http://www.auditor.state.oh.us/auditsearch/detail.aspx?ReportID=86676>.

Governance Rating: Overall compliant

The Springfield Academy of Excellence is rated overall compliant in the governance category.

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

Compliance Reporting

Education Rating: Overall Compliant (100%)	
Did the school deliver the education plan as contained in its contract for sponsorship with the Thomas B. Fordham Foundation?	2/2
Fall Site Visit	Yes
Spring Site Visit	Yes
Academic Rating: Non-compliant (0%)	
Academic Performance Requirements	0/7
Requirement 1: Made Adequate Yearly Progress (AYP)?	No
Requirement 2: Made AYP in both reading participation and achievement?	No
Requirement 3: Made AYP in both math participation and achievement?	No
Requirement 4: Rated at least Continuous Improvement and making marked progress toward a state rating of Effective, Excellent and Excellent with Distinction?	No
Requirement 5: Outperform the home district average on all reading, math and science portions of the Ohio Achievement Assessments?	No
Requirement 6: Outperform the state community school average on all reading, math and science portions of the Ohio Achievement Assessments?	No
Requirement 7: Received an overall composite score on Ohio's value added measure that indicates more than one year of progress was achieved in both reading and math?	No
Financial Rating: Overall compliant (100%)	
Fiscal Reports Required	4/4
Audit (most recent): FY10 (no findings for recovery) Status: FY11 in progress	Yes
IRS Form 990 (submitted annually)	Yes
Bi-monthly Financial Reports	Yes
Five-Year Budget Forecast	Yes
Governance Rating: Overall compliant (100%)	
Governance Requirements	6/6
Annual Report (2010-2011)	4/4
Performance standards	Yes
Method of measurement to determine progress	Yes
Activities/progress toward performance standards	Yes
School financial status	Yes
Records Compliance	2/2
Accurate and complete	Yes (99%)
Submitted on time	Yes (68%)

SCHOOL PERFORMANCE RESULTS

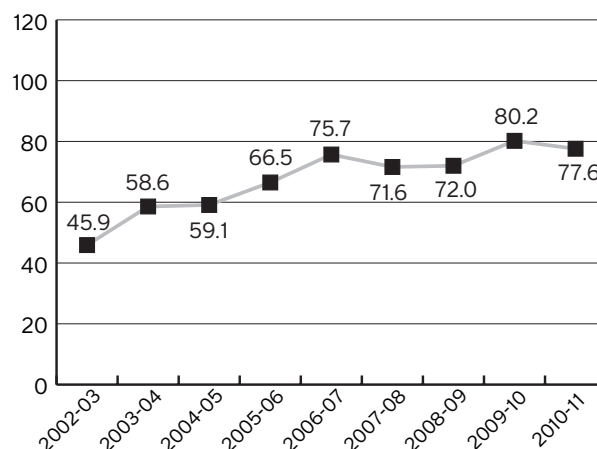
All Fordham-sponsored schools must meet academic accountability requirements under state and federal law and pursuant to the sponsorship contract with the Fordham Foundation. Federal requirements include meeting Adequate Yearly Progress (AYP) minimum performance standards. State requirements include ensuring 75 percent or more of students in grades kindergarten through eight are proficient in tested subjects. 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. 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 following tables provide a detailed breakdown of school performance in subjects tested in 2010-11.

OTHER PERFORMANCE INDICATORS

Attendance Rate

95.2 percent.

The Performance Index Score



The 2010-11 Performance Index (PI) score at Springfield Academy of Excellence was 77.6, a decrease of 2.6 from the previous year.

School Performance on Reading, Math and Science Tests

	% of Students Meeting READING Standards		Percent Change	% of Students Meeting MATH Standards		Percent Change	% of Students Meeting SCIENCE Standards		Percent Change
	09-10	10-11		09-10	10-11		09-10	10-11	
3rd Grade	64	57	-11%	68	82	21%	NA	NA	NA
4th Grade	62	54	-13%	71	71	0%	NA	NA	NA
5th Grade	43	46	7%	52	37	-29%	33	17	-48%
6th Grade	67	60	-10%	62	50	-19%	NA	NA	NA
Overall	59	54	-8%	63	62	-2%	33	17	-48%

Percent Meeting State Standards Compared to Home District and State Community School Average, 2010-11

	Springfield Academy of Excellence	Springfield City School District	Difference	State Community School Average	Difference
Reading	54	63	-9	68	-14
Math	62	54	8	55	7
Science	17	46	-29	46	-29

Appendix A

Exhibit 4: Academic Performance Plan for Primary and Middle Schools

EXHIBIT 4: ACADEMIC PERFORMANCE PLAN

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.



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