



2019

2019

Fordham Sponsorship
Annual Report

THOMAS B.
FORDHAM
FOUNDATION
ADVANCING EDUCATIONAL EXCELLENCE

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I. Letter from the Vice President for Sponsorship

Friends,

At the outset this year, I would like to take a moment to remember those in our hometown of Dayton, Ohio, who have been affected by the Memorial Day weekend tornadoes and the tragic mass shooting that occurred here on August 4. Signs of both events remain. Recovery will be a long road, though the way the community here has come together to provide support has been remarkable and inspiring and truly something that we are grateful to be part of.

In terms of the 2018–19 school year, it was also a state budget year, and House Bill 166—the biennial budget bill—ushered in big changes for Ohio’s charter school sector. There was good news on the funding front, with thirty million dollars allocated to charters designated “community schools of quality.” Qualifying charter schools will meet criteria based on, among other things, the school’s report card and sponsor’s rating. In a state where public charter schools have long received about a third less funding than districts, the \$1,750 for students identified as economically disadvantaged and \$1,000 for noneconomically disadvantaged students will have a significant impact. Additional funding for all Ohio schools, focused on student wellness and success, will provide \$675 million through 2021 (charters are projected to receive \$20 million in 2020 and \$29 million in 2021). As a means of incentivizing more students to consider obtaining an industry credential, \$25 million is available to expand credentialing reimbursement and create new programs to support technical training.

The focus wasn’t just on funding, with changes made to end-of-course examinations and graduation requirements. Our colleagues in Fordham’s Columbus office and its partners fought hard against the effort to water down graduation requirements and in the end prevailed. This, of course, is a positive outcome for young people, who need to be well prepared for life after high school, whether that’s college, a career, or military service.

House Bill 166 also contained a large number of provisions that affect charter school sponsors and the schools themselves. Although there were several changes related to sponsors, the most welcome development was a provision allowing sponsors to undergo the state’s voluminous sponsor evaluation just once every three years if they achieve ratings of effective or exemplary for three years in a row. And in terms of schools, Ohio’s permanent-closure statute was tweaked such that closure criteria must now be met for three years in a row (as opposed to two of the most recent three years) for a charter school to close under state law. The budget also eliminated a provision that required charter school teachers in core subjects to be “properly certified or licensed,” a change which should allow charters to develop their own teacher training

Our colleagues in Fordham’s Columbus office and its partners fought hard against the effort to water down graduation requirements and in the end prevailed.

programs. All public schools are also now required to report behavior prevention programs and services to the Ohio Department of Education (ODE), which has discretion to distribute funding to support the programming.

Our portfolio of schools changed as well, as we parted ways with Village Preparatory School :: Woodland Hills Campus and Citizens Leadership Academy-East, both located in Cleveland. We're excited to sponsor a new start-up school called ReGeneration Bond Hill, which is located in Cincinnati. The school opened in August serving grades K-1 and will add one grade per year until the school serves grades K-5.

We project additional growth in our portfolio in coming years, with existing schools continuing to expand and new schools continuing to apply. To support that growth, we've added two part-time staff to the team and divided their responsibilities into two regions, Dayton/Cincinnati and Columbus/Portsmouth. We also said goodbye to board member Steve Dackin, who has been a wonderful supporter and thoughtful and insightful partner for the sponsorship team. We greatly appreciated his leadership and service on our board and look forward to his public service on the Ohio state board of education.

In closing, we'd like to thank the boards, leadership, and staff at each of our sponsored schools. We acknowledge their hard work each day on behalf of students and their families and are glad that we have the opportunity to support them.



Kathryn Mullen Upton
Vice President for Sponsorship and Dayton Initiatives

II. Who we are

OUR MISSION

The Thomas B. Fordham Institute and its affiliated Foundation promote educational excellence for every child in America by focusing on three policy areas: High Expectations, Quality Choices, and Personalized Pathways. We believe that all schools that are supported with public funds should be held accountable for helping their students make academic progress from year to year; that all parents deserve to have a range of high-quality options, as well as reliable information with which to make the best choice for their children; and that students have a variety of needs, interests, and ambitions, so our K-12 education system ought to reflect this. We promote these ideals via quality research, analysis, and commentary, as well as offices in Ohio that advocate for better education for Buckeye State children and authorize a portfolio of charter schools.



HISTORY OF THE THOMAS B. FORDHAM FOUNDATION AND INSTITUTE

Fordham's roots go back six decades, when Thelma Fordham Pruett founded the Thomas B. Fordham Foundation in memory of her late husband, Dayton industrialist Thomas B. Fordham. But its current form didn't come about until 1997, when the foundation was relaunched as a rebirth of the Educational Excellence Network.

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

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

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

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

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

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

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

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

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

2014 Mike Petrilli becomes Fordham's second president.

2019 The Fordham Foundation celebrates its fourteenth year as a charter school sponsor, at which point in time we provided monitoring and technical assistance to twelve schools in five Ohio cities, serving approximately 5,500 students.

LEADERSHIP

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

David P. Driscoll

Former Commissioner of Education,
Commonwealth of Massachusetts

Chester E. Finn, Jr.

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

Thomas A. Holton, Esq.

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

Michael W. Kelly

President and CEO, Central Park Credit Bank

Rod Paige

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

Michael J. Petrilli

President, Thomas B. Fordham Foundation
and Institute

Stefanie Sanford

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

Caprice Young

National Superintendent, Learn4Life Schools

SENIOR STAFF

Michael J. Petrilli

President

Amber Northern

Senior Vice President for Research

Gary LaBelle

Vice President for Finance and Operations

Chad Aldis

Vice President for Ohio Policy and Advocacy

Kathryn Mullen Upton

Vice President for Sponsorship and
Dayton Initiatives

Victoria McDougald

Chief of Staff

SPONSORSHIP STAFF

Kathryn Mullen Upton

Vice President for Sponsorship and
Dayton Initiatives

Theda Sampson

CNP, Director for Applications and Contracts

Miles Caunin, JD

Controller

Gwen Muhammad

Data Analyst

DeAnna Sullivan

School Quality Analyst

Lisa Halpin

School Quality Analyst

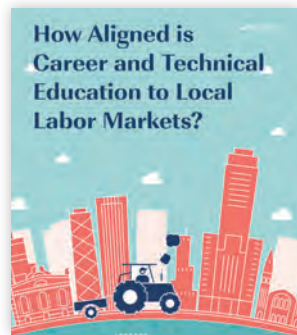
III. What we do

RESEARCH AND COMMENTARY

Our colleagues at the Thomas B. Fordham Institute's offices in Washington, D.C., and Columbus, Ohio, produce quality research, analysis, and commentary on national and Ohio education reform. In 2018-19, they published several excellent reports; a sample of their most notable work follows.

How Aligned is Career and Technical Education to Local Labor Markets? | April 2019

How Aligned is Career and Technical Education to Local Labor Markets?, coauthored by Pepperdine University associate professor Cameron Sublett and Fordham Institute senior research and policy associate David Griffith, examines whether



students in high school CTE programs are more likely to take courses in high-demand and/or high-wage industries, both nationally and locally. By linking CTE course-taking data from the High School Longitudinal Survey to employment data from the Bureau of Labor Statistics, it seeks to answer three central research questions:

- To what extent do national CTE course-taking patterns at the high school level reflect the current distribution of jobs across fields and industries?
- To what extent is CTE course taking in high school linked to local employment and industry wages?
- How do patterns of CTE course taking differ by student race and gender?

Overall, the study finds that many fields that support a significant number of U.S. jobs see little CTE course taking in high school, suggesting the potential for greater alignment in these areas.

Students are also more likely to take courses in fields that support more local jobs but less likely to do so when those jobs are high paying, suggesting that today's CTE is connecting kids with jobs that are plentiful but low paying, by industry standards.

Because numerous studies suggest that Americans have become less mobile in recent decades, it's more imperative than ever that the local business, postsecondary, and K-12 education sectors join hands to strengthen the connection between high school CTE programs and the local job market. Only then will labor-market "alignment" become more than a buzzword.

Student-Teacher Race Match in Charter and Traditional Public Schools | June 2019

There's mounting evidence that, for children of color especially, having one or more teachers of the same race over the course of students' educational careers seems to make a positive difference. But to what extent, if any, do the benefits of having a same-race teacher vary by type of school?

Existing race-match studies fail to distinguish among the traditional district and charter school sectors. Knowing whether differences exist across school types could improve how we recruit and develop educators, as well as shed light on whether the success of urban charter schools is due in part to their greater success in recruiting a diverse teaching staff—an explanation that's received short shrift in research and policy circles.



Student-Teacher Race Match in Charter and Traditional Public Schools, authored by Dr. Seth Gershenson of American University, uses student-level data for all public school students in North Carolina from grades 3-5 between 2006 and 2013. The analysis yielded five findings:

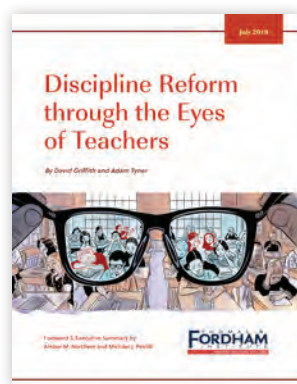
1. Traditional public schools and charter schools serve the same proportion of black students, but charter schools have about **35 percent** more black teachers.
2. Black students in charter schools are about **50 percent** more likely to have a black teacher than their traditional public school counterparts, but white students are equally as likely to have a white teacher across the two sectors.
3. Race-match effects are nearly **twice as large** in the charter school sector as in traditional public schools, though these differences are statistically insignificant, likely due to small sample sizes.
4. In charter schools, race-match effects are **twice as large** for nonwhite students as for white students, while no such difference exists in traditional public schools.
5. Race-match effects are relatively constant across school locales, enrollments, and compositions.

Because the effects of having a same-race teacher appear stronger in charter schools than in the district sector—and stronger still for nonwhite students—it’s encouraging that the charter sector has more of these matches between black students and teachers, due largely to having more black teachers in the first place. This is clearly an overlooked dimension of charter effectiveness.

Discipline Reform through the Eyes of Teachers

July 2019

The debate over school-discipline reform is one of the most polarized in all of education. Advocates for reform believe that suspensions are racially biased and put students in a “school-to-prison pipeline.” Opponents worry that softer discipline approaches will make classrooms unruly, impeding efforts to help all students learn and narrow achievement gaps.



To determine how practitioners see this complex issue, we partnered with the RAND Corporation to survey a nationally representative sample of more than 1,200 teachers in grades 3-12. And because racial and socioeconomic equity is a key consideration in the discipline debate, we oversampled African American teachers and teachers in high-poverty schools to ensure that their views were represented—something not attempted in any prior discipline survey.

Discipline Reform through the Eyes of Teachers, coauthored by Fordham Institute researchers David Griffith and Adam Tyner, yielded five findings:

1. Teachers in high-poverty schools report higher rates of verbal disrespect, physical fighting, and assault—and most say a disorderly or unsafe environment makes learning difficult.
2. Most teachers say discipline is inconsistent or inadequate and that the recent decline in suspensions is at least partly explained by a higher tolerance for misbehavior or increased underreporting.
3. Although many teachers see value in newer disciplinary approaches—such as positive behavioral interventions and supports (PBIS) and restorative justice—most also say that suspensions can be useful and appropriate in some circumstances.
4. Most teachers say the majority of students suffer because of a few chronically disruptive peers—some of whom should not be in a general education setting.
5. Despite the likely costs for students who misbehave—and their belief that discipline is racially biased—many African American teachers say suspensions, expulsions, and other forms of “exclusionary discipline” should be used more often.

These findings are the basis for 4 recommendations:

1. Federal and state policy should “do no harm” when it comes to school discipline.
2. Local school districts should give teachers and principals greater discretion when it comes to suspensions.

III. What we do, continued

3. Advocates for potentially disruptive students should focus on improving the environments to which they are likely to be removed, including in-school suspension and alternative learning centers.
4. Additional resources should be used to hire more mental-health professionals and teaching assistants in high-poverty schools—not to train teachers in unproven “alternatives to suspension” that may do more harm than good.

In short, we need to address the disciplinary challenges schools are facing—and accept that they may take more time and money to overcome—instead of saddling them with yet another unfunded mandate.

Charter School Performance in Ohio—2019

February 2019

Today, approximately 340 public charter schools educate 105,000 Ohio students. Authored by the Center for Research on Education Outcomes (CREDO) at Stanford University, this report contains a rigorous analysis of the state’s charter schools using data from 2013-14 through 2016-17. The analysis compares charter students’ academic progress in math and reading to very similar students attending district schools to evaluate charter impacts.

Among other findings, the study reveals that pupils attending brick-and-mortar charters make significant progress in reading, and African American charter students enjoy significant gains in both reading and math. Based on a 180-day school year, the average gain for black charter students is equivalent to fifty-nine additional days of learning in reading and twenty-four extra days in math.



Shortchanging Ohio's Charter School Students: An Analysis of Charter Funding in Fiscal Years 2015-17 | January 2019

All students deserve equal access to an excellent K-12 education. The quality of their educational opportunities shouldn't hinge on zip codes, family backgrounds, or the type of school they attend. Sadly, due in part to polarizing politics, Ohio has long underresourced its public charter schools, shortchanging tens of thousands of needy students in the process.



This study, using Ohio funding data from fiscal years 2015-17, reveals that charter schools face massive inequities in funding compared to district schools, the most troubling of which are found in the Big Eight cities.

For example, charters located in the Big Eight received, on average, \$10,556 per pupil in total revenue, versus \$14,648 for the Big Eight districts. This represents a shortfall of \$4,092 per pupil, equivalent to 28 percent less revenue.

Revenue disparities occur in all four of the Big Eight cities in which a closer analysis is conducted. In Cincinnati, charters receive, on average, 32 percent less per pupil than Cincinnati City Schools; Columbus charters receive 23 percent less; Cleveland charters 36 percent less; and Dayton charters 27 percent less.

When all Ohio charters are included in the analysis—both brick-and-mortar (in and outside of the Big Eight) and online schools—charters experience revenue shortfalls of \$1,867 per pupil, or 16 percent less funding relative to the statewide district average. Charters in Ohio receive less funding despite educating more disadvantaged students than the average district.

Though some charters have produced exceptional results on shoestring budgets, such glaring inequities have consequences. We urge you to read the report to learn more about the funding disparities and ways to address the problem.

The Mountain Ahead: A Report on the College and Career Readiness of Ohio's Students

September 2019

Across the nation, headlines have trumpeted soaring high school graduation rates. Ohio is no exception. Lofty rates leave the impression that the vast majority of students are ready to take their next steps in life. But the truth is that too many students exit high school not fully prepared for college and career.



Our new study goes beyond traditional graduation rates (and state test scores) by making use of publicly

available state education data that can be used to gauge the readiness of Ohio students. Analyses indicate that fewer than half of students exit high school well equipped to take their next steps into college or the workforce.

Key findings for the graduating class of 2017 include the following:

- 26 percent meet college remediation-free benchmarks on the ACT or SAT
- 5 percent earn industry-recognized credentials while in high school
- 13 percent achieve passing scores on at least one AP exam
- 21 percent earn college credits via dual enrollment

In a first-of-its-kind analysis, the report also conducts a deeper dive at the regional and county levels. Based on these data, counties are assigned rankings that allow communities to see how readiness in their county compares to other parts of the state.

“The Fordham Foundation has been a strong sponsor for Dayton Leadership Academies over the past two decades as we have stabilized enrollment, increased our student achievement, and improved our operations. The Fordham Foundation keeps school leaders informed of policy changes, provides technical support when needed, and connects us to valuable resources. We are grateful for their constant support as we work to achieve our shared vision of excellence for students in Ohio.”

– Tess Asinjo, Principal
Dayton Leadership Academies

III. What we do, continued

Commitment and capacity

- In 2018-19, we employed five full-time staff members dedicated to sponsorship. In 2019-20, we'll have four full-time sponsorship staff members and two part-time staff members.
- We have staff expertise in law, finance, facilities, education, nonprofit management, business management, data management, and compliance.
- We capitalize on expertise from within our larger organization (for example, data analysis, policy analysis, and research).
- Our sponsorship operation has a dedicated budget, which in 2018-19 was approximately \$680,076 in actual revenues and \$697,864 in actual expenses.
- The fee that we charge for sponsorship is based on a sliding scale, ranging from 1.5 to 2.0 percent of per-pupil funds, based on school enrollment. Essentially, the bigger the enrollment beyond 300 students, the larger the savings in sponsorship fees for the school.

Application process and decision making

- Our application for new schools is available online and is modeled on applications used by the National Association of Charter School Authorizers.
- All applications are reviewed by teams of internal and external evaluators, each of whom brings different expertise to the group.

Performance contracting

- All of our contracts with schools are available on our [website](#).
- Each school contract contains an accountability plan that addresses academic, financial, operations, and governance outcomes. Our standard accountability plan is included in the appendix of this report.

Ongoing oversight and evaluation

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

Revocation and renewal decision making

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



Stern, yet compassionate! Fordham unwaveringly holds us accountable for providing an effective education to the children we serve. Fordham's system of accountability is quite stringent, but fair, and it makes us want to work harder, do more and be better! They encourage us to be self-reflective and to seek creative solutions for those new and challenging issues that continuously pop up in today's schools. Fordham's excellent technical support is always a phone call or visit (from Dayton to Cincinnati) away. Through the years, they have been steadfast in their willingness to spend time with us sharing their knowledge and expertise around community school and general education reform issues. We are proud to have Fordham as our sponsor and partner in education. With their continued guidance and support, Phoenix will not only continue to improve, it will soar!"

– Dr. Glenda Myree-Brown, Superintendent
Phoenix Community Learning Center

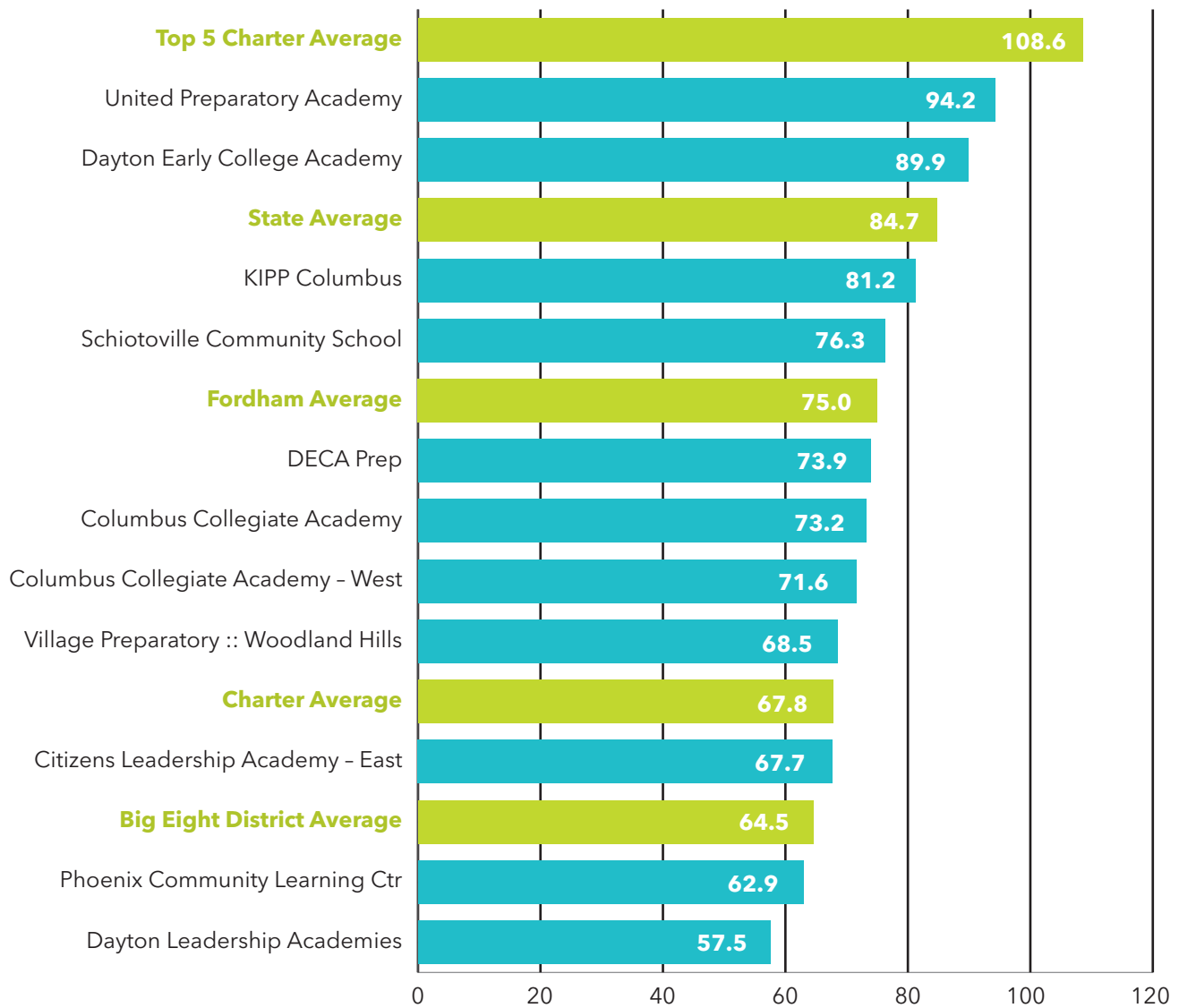
IV. Portfolio performance

SCHOOL PERFORMANCE ON STATE TESTS

The charts below show the Fordham-sponsored schools ranked by Ohio's performance-index (PI) component, a measure of proficiency (chart 1)¹, and value-added (VA; growth) measures (chart 2)². At the outset, we acknowledge that chart 2 (growth) looks markedly better than chart 1 (proficiency), as the PI measure tends to be highly correlated with students' socioeconomic status.

Chart 1: Fordham's charter schools ranked by performance-index scores, 2018-19³

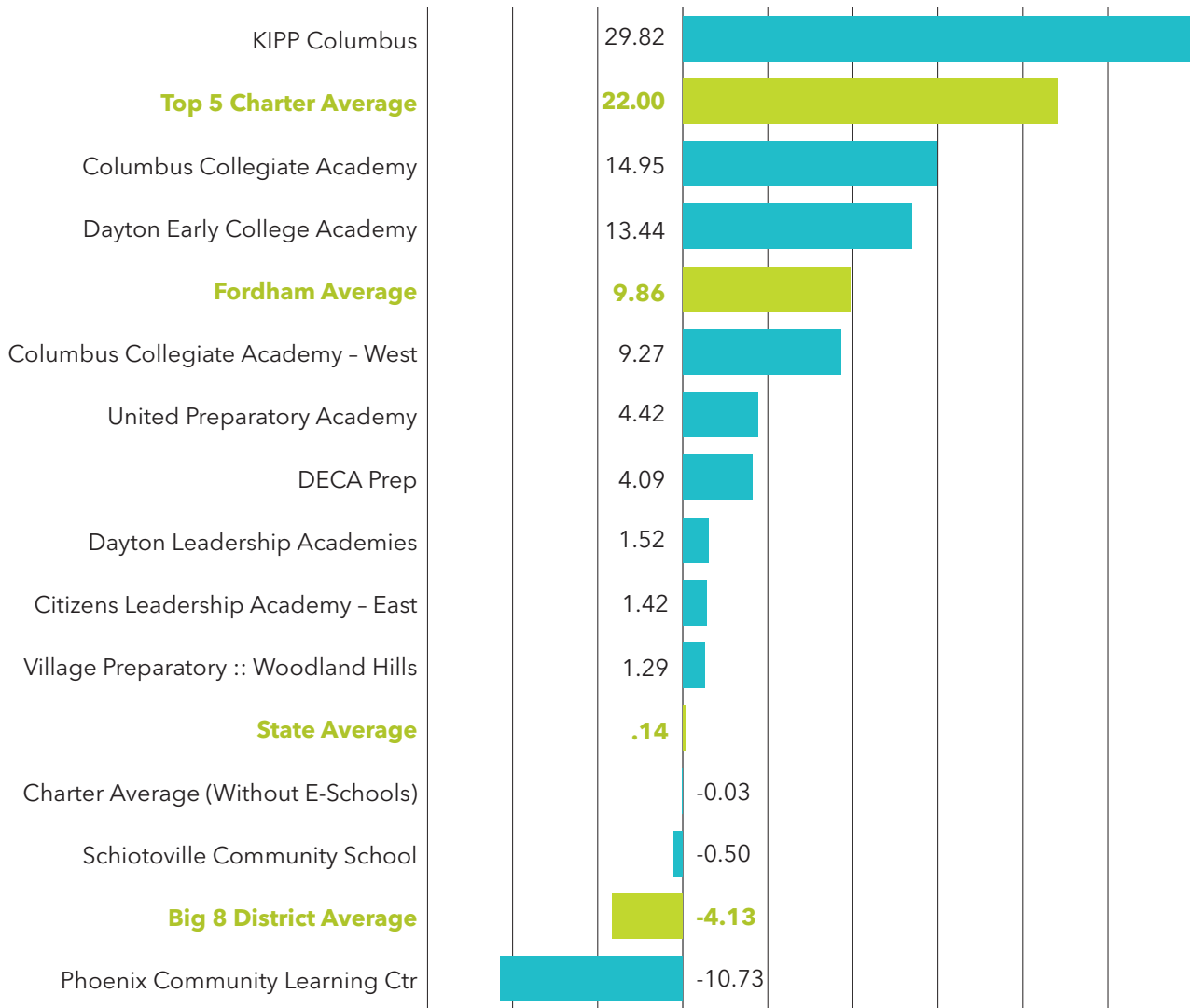
PI Scores



At the outset, we acknowledge that the progress line looks markedly better than the achievement line. On the PI (chart 1, above), a measure of student academic proficiency that tends to be highly correlated with students' socioeconomic status, United Preparatory Academy and DECA Prep again led the schools in our portfolio.

Chart 2: Fordham’s charter schools ranked by value-added index scores, 2018-19

VA Scores



However, as was the case last year, several of our schools did significantly better on Ohio’s progress measure, a.k.a. VA. KIPP Columbus was one of the highest VA schools in the state; Columbus Collegiate and DECA Prep did quite well on this measure, too.

IV. Portfolio performance, continued

SCHOOL PERFORMANCE ON THE ELEMENTS OF FORDHAM'S CONTRACTUAL ACCOUNTABILITY PLAN

We recently revised our Academic and Organizational Accountability Plan, which contains the contractual outcomes that our sponsored schools are expected to meet. The measures include academic, financial, governance, and operations indicators. There are four categories of school performance on these indicators:

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

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

Table I: School performance on contractual measures, 2018-19⁴

	<i>Citizens Leadership Academy-East rating</i>	<i>Columbus Collegiate Academy-Main rating</i>	<i>Columbus Collegiate Academy-West rating</i>	<i>DLA-Dayton View Campus rating</i>	<i>DECA rating</i>	<i>DECA Prep rating</i>	<i>KIPP Columbus rating</i>	<i>Phoenix Community Learning Center rating</i>	<i>Sciotoville Community School rating</i>	<i>United Preparatory Academy rating</i>	<i>United Preparatory Academy-East rating</i>	<i>Village Preparatory School :: Woodland Hills rating</i>
PRIMARY ACADEMIC INDICATORS												
Performance Index (PI)	M	M	M	DNM	M	M	M	M	M	M	NR	M
Value Added (VA)	M	E	E	M	E	E	E	FFB	M	E	NR	M
Graduation Rate (4 year)					E						NR	
Graduation Rate (5 year)					E						NR	
K-3 Literacy Improvement				FFB		M	M	M	DNM	E	NR	M
Performance v. Local Market (PI)	DNM	M	M	FFB	E	E	E	FFB	FFB	E	NR	M
Performance v. Local Market (VA)	M	E	E	E	E	E	E	FFB	DNM	E	NR	DNM
Performance v. Statewide Charters (PI)	DNM	M	DNM	FFB	E	M	E	FFB	E	E	NR	DNM
Performance v. Statewide Charters (VA)	M	E	E	M	E	E	E	FFB	DNM	E	NR	M

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

SECONDARY ACADEMIC INDICATORS

Value added: Overall	E	E	E	E	E	E	E	DNM	M	E	NR	E
Performance index: Overall	DNM	M	M	DNM	M	M	M	M	M	M	NR	DNM
Value Added: Gifted											NR	
Value Added: Disabilities	E	E	E	M		M	E	DNM	DNM	E	NR	M
Value Added: Lowest 20%	E	E	E	M	E	E	E	DNM	E		NR	M
AMOs	DNM	E	E	E	E	DNM	E	E	M	E	NR	DNM
Dual Enrollment Credits					96.9%				1.4%			
Industry Credentials					0.0%				11.0%			
Honors Diplomas Awarded					5.2%				12.3%			
AP Score					1.0%				1.4%			
IB Score					0.0%				0.0%			
College Admission Test												
Regularly Administers Internal Growth Assessment	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Met Majority of Internal Goals	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes

IV. Portfolio performance, continued

	Citizens Leadership Academy-East rating	Columbus Collegiate Academy-Main rating	Columbus Collegiate Academy-West rating	DLA-Dayton View Campus rating	DECA rating	DECA Prep rating	KIPP Columbus rating	Phoenix Community Learning Center rating	Sciotoville Community School rating	United Preparatory Academy rating	United Preparatory Academy-East rating	Village Preparatory School :: Woodland Hills rating
FINANCIAL MEASURES OF SUCCESS (CURRENT YEAR)												
Ratio of Assets to Liabilities	E	E	E	E	E	E	E	E	E	E	E	E
Days Cash	M	E	E	E	M	E	E	M	M	E	DNM	E
Enrollment Variance	E	E	E	E	E	E	E	E	E	E	E	E
FINANCIAL MEASURES OF SUCCESS (PRIOR YEARS)												
Multi-year Ratio of Assets to Liabilities	NA	E	E	E	E	E	E	E	E	E	NA	E
Cash Flow	NA	M	M	DNM	M	E	E	M	M	E	NA	E
OPERATIONS/GOVERNANCE PRIMARY INDICATORS												
Records Compliance	E	E	E	E	E	E	E	E	E	E	E	E
On-Time Records Submission Rate	FFB	E	E	E	E	E	E	E	E	E	E	E
Financial Records Submitted Monthly	E	E	E	E	E	E	E	E	E	E	E	E
Annual Audit	M	E	E	E	M	E	E	E	M	E	M	DNM
LEA Special Education Performance Determination (most recent annual)	M	DNM	DNM	M	E	M	M	DNM	M	E	NA	M

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

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

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

OPERATIONS/GOVERNANCE SECONDARY INDICATORS												
Five-Year Forecasts Submitted by Deadline	M	M	M	M	M	M	M	M	M	M	M	M
Pre-opening Assurances Documentation	M	M	M	M	M	M	M	M	M	M	M	M
Annual report	M	M	M	M	M	M	M	M	M	M	M	M
Safety Plan and Blueprint Submitted to OAG (last three years)	M	M	M	M	M	M	M	M	M	M	M	M
Family Survey Results	M	E	E	E	E	E	E	E	E	E	E	E

Table 1 above provides the detail, but here’s a summary:

- Four schools—Columbus Collegiate, KIPP Columbus, United Preparatory Academy, and United Preparatory Academy—met all academic measures in our contracts.
- Columbus Collegiate Academy-West and DECA Prep missed only one.
- The Dayton Early College Academy missed two.
- Citizens Leadership Academy missed three.
- Village Preparatory School :: Woodland Hills Campus missed four.
- Dayton Leadership Academies and Sciotoville missed five.
- Phoenix missed six.

All Fordham-sponsored schools met a majority of financial and operations/governance indicators.

IV. Portfolio performance, continued

SCHOOL PERFORMANCE ON OHIO DEPARTMENT OF EDUCATION'S SPONSOR-REPORTING REQUIREMENTS

The ODE requires that all sponsors monitor and publicly report on the academic performance, fiscal performance, organization and operation, and legal compliance components of each school.⁵ Schools must be rated meets, exceeds, or did not meet in each category, except legal compliance, which must be rated meets or did not meet.

Table 2 details school performance on the ODE's sponsor-reporting measures.



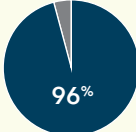
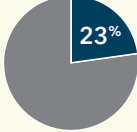
Table 2: Ohio Department of Education school-monitoring summary



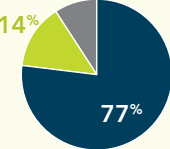
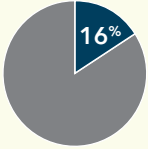
	Academic performance ⁶	Fiscal performance ⁷	Legal compliance ⁸	Organization and operation ⁹
PRIMARY ACADEMIC INDICATORS				
Citizens Leadership Academy-East	M	E	E	M
Columbus Collegiate Academy-Main	E	E	E	M
Columbus Collegiate Academy-West	E	E	E	M
Dayton Leadership Academies- Dayton View Campus	M	M	E	E
DECA	M	E	E	E
DECA PREP	M	E	E	E
KIPP: Columbus	E	E	E	E
Phoenix Community Learning Center	M	E	E	M
Sciotoville Community School	M	E	E	E
United Preparatory Academy	E	E	E	E
United Preparatory Academy - East	E	M	E	M
Village Preparatory School :: Woodland Hills Campus	M	E	E	M



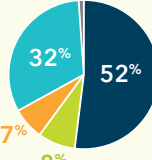
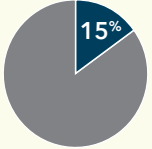
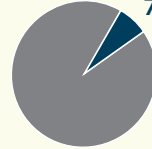
■ (1) exceeds the standard,
■ (3) does not meet the standard, and



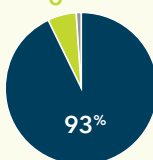
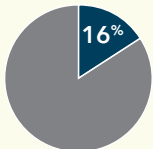
■ (2) meets the standard,
■ (4) falls far below the standard.

V. Directory of schools > *This section contains a list of the Fordham-sponsored schools.*

 <p>CITIZENS LEADERSHIP ACADEMY-EAST</p> <p><small>NO LONGER SPONSORED AS OF JUNE 2019</small></p> <p>12523 Woodside Avenue Cleveland, OH 44108 http://cla-east.org</p>	IRN: 016843	Year opened: 2017	Status: Open
	Mission: To prepare their middle school scholars to lead in academics and in service and civic engagement in high school, college, and beyond.		
	Grades served: 6-7	Enrollment: 149	
	Demographics:		
	 <p>100%</p> <p>■ Economically disadvantaged (ED)</p>	 <p>96%</p> <p>■ Black/non-Hispanic</p>	 <p>23%</p> <p>■ Students with disabilities</p>
Management organization: Breakthrough Schools (nonprofit)			

 <p>UNITED SCHOOLS NETWORK</p> <p>COLUMBUS COLLEGIATE ACADEMY-MAIN</p> <p>1469 E. Main Street Columbus, OH 43205 https://www.unitedschools-network.org/cca-main</p>	IRN: 009122	Year opened: 2008	Status: Open
	Mission: Transforming lives and our communities through the power of education.		
	Grades served: 6-8	Enrollment: 237	
	Demographics:		
	 <p>100%</p> <p>■ Economically disadvantaged (ED)</p>	 <p>77%</p> <p>■ Black/non-Hispanic ■ Hispanic</p>	 <p>16%</p> <p>■ Students with disabilities</p>
Management organization: United Schools Network (nonprofit)			

 <p>UNITED SCHOOLS NETWORK</p> <p>COLUMBUS COLLEGIATE ACADEMY-WEST</p> <p>300 S. Dana Avenue Columbus, OH 43233</p> <p>https://www.unitedschoolsnetwork.org/cca-dana</p>	IRN: 012951	Year opened: 2012	Status: Open
	Mission: Transforming lives and our communities through the power of education.		
	Grades served: 6-8	Enrollment: 240	
	Demographics:		
	 <p>100%</p> <p>■ Economically disadvantaged (ED)</p>	 <p>52% Black/non-Hispanic 8% Hispanic 7% Multiracial 32% White/non-Hispanic</p>	
	 <p>15%</p> <p>■ Students with disabilities</p>	 <p>7%</p> <p>■ Limited English proficiency</p>	
Management organization: United Schools Network (nonprofit)			

 <p>DAYTON LEADERSHIP ACADEMIES-DAYTON VIEW CAMPUS</p> <p>1416 W. Riverview Avenue Dayton, OH 45407</p> <p>http://www.daytonleadershipacademies.com</p>	IRN: 133454	Year opened: 2000	Status: Open
	Mission: To challenge and nurture each child to perform at his or her highest ability in a school culture of pride and excellence.		
	Grades served: K-8	Enrollment: 435	
	Demographics:		
	 <p>100%</p> <p>■ Economically disadvantaged (ED)</p>	 <p>93% Black/non-Hispanic 6% Multiracial</p>	 <p>16%</p> <p>■ Students with disabilities</p>
	Management organization: None		



DAYTON EARLY COLLEGE ACADEMY (DECA)

1529 Brown Street
Dayton, OH 45409

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

IRN: **009283**

Year opened: **2007**

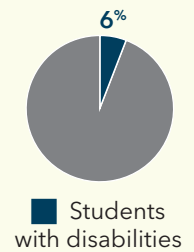
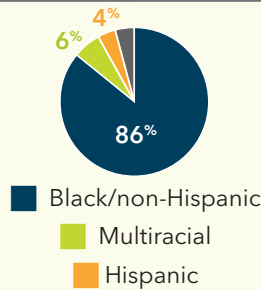
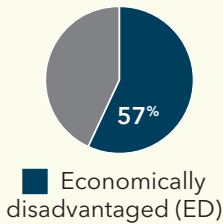
Status: **Open**

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

Grades served: **9-12**

Enrollment: **342**

Demographics:



Management organization: **None**



DECA PREP

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

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

<https://www.daytonearlycollege.org/apps/pages/DECAMiddle> and

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

IRN: **012924**

Year opened: **2012**

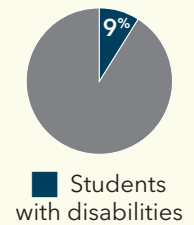
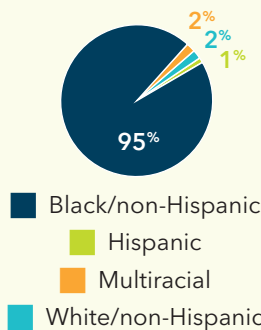
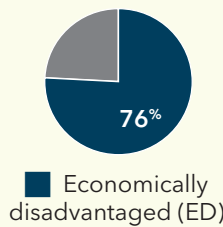
Status: **Open**

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

Grades served: **K-8**

Enrollment: **905**

Demographics:



Management organization: **None**

KIPP COLUMBUS

KIPP COLUMBUS

2800 Inspire Drive
Columbus, OH 43224
(primary and early learning center);

2900 Inspire Drive
(elementary and middle schools);

2980 Inspire Drive
(high school);

2950 Inspire Drive
(environmental center)

<http://kippcolumbus.org>

IRN: **009997**

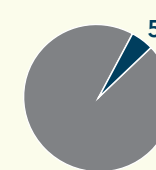
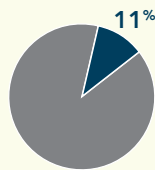
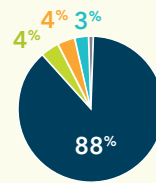
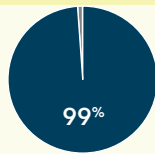
Year opened: **2008**

Status: **Open**

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

Grades served: **K-11** Enrollment: **1,373**

Demographics:



Management organization: **None**





PHOENIX COMMUNITY LEARNING CENTER

3595 Washington Avenue
Cincinnati, OH 45229

<http://www.phoenixclc.org>

IRN: **133504**

Year opened: **2001**

Status: **Open**

Mission: To be an inclusive school dedicated to increased learning and achievement of all students, with a focus on developing higher-order thinking skills.

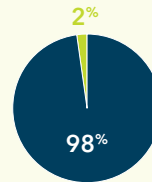
Grades served: **K-11**

Enrollment: **473**

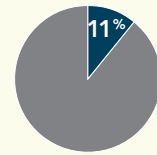
Demographics:



■ Economically disadvantaged (ED)



■ Black/non-Hispanic
■ Multiracial



■ Students with disabilities

Management organization: **None**

ReGeneration Schools™

REGENERATION BOND HILL

5158 Fishwick Drive
Cincinnati, Ohio 45216

<https://regenerationschools.org>

IRN: **017490**

Year opened: **2019**

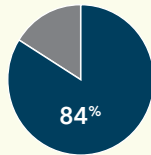
Status: **Open**

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

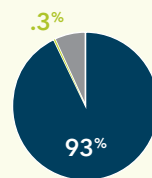
Grades served: **K-1**

Enrollment: **146**

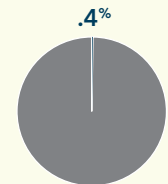
Demographics:



■ Economically disadvantaged (ED)



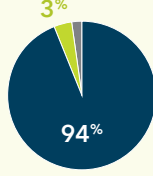




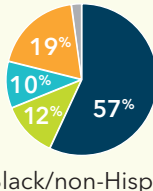
■ White/non-Hispanic
■ Multiracial



■ Students with disabilities

Management organization: **ReGeneration Schools**

 <p>SCIOTOVILLE COMMUNITY SCHOOL</p> <p>SCIOTOVILLE COMMUNITY SCHOOL</p> <p>224 Marshall Avenue Portsmouth, OH 45662 (grades 6-12); 5540 Third Street Portsmouth, OH 45662 (grades K-5) http://www.east.k12.oh.us (grades 6-12) http://www.sea.k12.oh.us/ (grades K-5)</p>	IRN: 143644	Year opened: 2001	Status: Open
	<p>Mission: Together, we will learn as much as we can each day to be responsible, respectful, and successful in our personal, social, and academic skills.</p>		
	Grades served: K-12	Enrollment: 388	
	Demographics:	 <p>100%</p> <p>■ Economically disadvantaged (ED)</p>	 <p>94%</p> <p>■ White/non-Hispanic ■ Multiracial</p>
Management organization: None			

 <p>UNITED SCHOOLS NETWORK</p> <p>UNITED PREPARATORY ACADEMY</p> <p>300 S. Dana Avenue Columbus, OH 43233 https://www.unitedschoolsnetwork.org/uprep-state</p>	IRN: 014467	Year opened: 2014	Status: Open
	<p>Mission: Transforming lives and our communities through the power of education.</p>		
	Grades served: K-5	Enrollment: 297	
	Demographics:	 <p>100%</p> <p>■ Economically disadvantaged (ED)</p>	 <p>57%</p> <p>■ Black/non-Hispanic ■ Hispanic ■ Multiracial ■ White/non-Hispanic</p>
Management organization: United Schools Network (nonprofit)			



UNITED
SCHOOLS NETWORK

**UNITED PREPARATORY
ACADEMY-EAST**

1469 E. Main Street
Columbus, OH 43205

<https://www.unitedschoolsnetwork.org/uprep-east>

IRN: **016858**

Year opened: **2017**

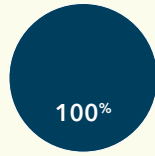
Status: **Open**

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

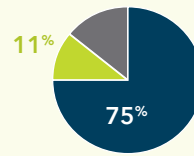
Grades served: **K-1**

Enrollment: **97**

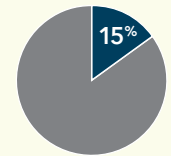
Demographics:



■ Economically disadvantaged (ED)



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



■ Students with disabilities

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



Village Prep
WOODLAND HILLS

**VILLAGE PREPARATORY
SCHOOL :: WOODLAND
HILLS CAMPUS**

NO LONGER SPONSORED AS OF JUNE 2019

9201 Crane Avenue
Cleveland, OH 44105

<https://epvwoodlandhills.org/>

IRN: **013034**

Year opened: **2012**

Status: **Open**

Mission: To provide a premier educational experience and emphasize individual educational growth resulting in above-proficient test scores, graduation, and acceptance to a high-performing, college-prep middle school. This will take place in a technologically advanced, safe, and disciplined environment.

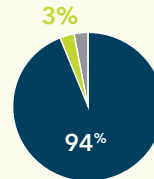
Grades served: **K-4**

Enrollment: **493**

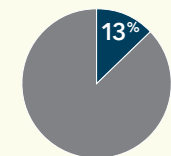
Demographics:



■ Economically disadvantaged (ED)



■ Black/non-Hispanic
■ Hispanic



■ Students with disabilities

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

VI. Appendix: Academic and organizational accountability plans

In February 2019, we revised our contractual academic and organizational accountability plan to better align with the state of Ohio’s accountability system. The plan was effective for the 2018-19 school year and is set forth below.

ACADEMIC AND ORGANIZATIONAL ACCOUNTABILITY PLAN (K-12)

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

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

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

Primary academic indicators	Exceeds the standard	Meets the standard	Does not meet the standard	Falls far below the standard
PI ¹⁰	80% or higher	50%-79%	30%-49%	29% and below
VA ¹¹	Greater or equal to +2	Greater or equal to -2 but less than +1	Greater or equal to -2 but less than -3	Greater or equal to to -3
Graduation rate (four years)	89% - 100%	79% - 88.9%	69% - 78.9%	Below 69%
Graduation rate (five years)	90%-100%	80%-89.9%	60%-79%	Below 69%
Improving at-risk K-3 readers	56.6% - 78.2%	13.2% - 56.5%	5% - 13.1%	Below 5%
Performance versus local market: ¹² PI	Ranked in top 20th percentile in PI score	Ranked in 70th-79th percentile in PI score	Ranked in 50th-69th percentile in PI score	Ranked in bottom 49th percentile in PI score
Performance versus local market: VA	Ranked in top 20th percentile in VA score	Ranked in 70th-79th percentile in VA score	Ranked in 50th-69th percentile in VA score	Ranked in bottom 49th percentile in VA score
Performance versus statewide charters: PI	Ranked in top 20th percentile in PI score	Ranked in 70th-79th percentile in PI score	Ranked in 50th-69th percentile in PI score	Ranked in bottom 49th percentile in PI score
Performance versus statewide charters: VA	Ranked in top 20th percentile in VA score	Ranked in 70th-79th percentile in VA score	Ranked in 50th-69th percentile in VA score	Ranked in bottom 49th percentile in VA score

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

VI. Appendix, continued

Financial measures of success (current year)	Exceeds the standard	Meets the standard	Does not meet the standard	Falls far below the standard
Current ratio of assets to liabilities	Ratio is greater than or equal to 1.1	Ratio is between 1.0 and 1.1; AND one-year trend is positive (current year's ratio is higher than last year's)	Ratio is between 0.9 and 1.0 or equals 1.0; OR ratio is between 1.0 and 1.1 AND one-year trend is negative	Ratio is less than or equal to 0.9
Days' cash	60 or more days' cash	Between 30 and 60 days' cash	Between 15 and 30 days; OR between 30 and 60 days' cash AND one-year trend is negative	Fewer than 15 days' cash
Current-year enrollment variance ¹³	Actual enrollment equals or is within 95% of budgeted enrollment in the most recent year	Actual enrollment is 90%-95% of budgeted enrollment in the most recent year	Actual enrollment is 80%-90% of budgeted enrollment in the most recent year	Actual enrollment is less than 80% of budgeted enrollment in the most recent year

Financial measures of success (prior years)	Exceeds the standard	Meets the standard	Does not meet the standard	Falls far below the standard
Multiyear ratio of assets to liabilities ¹⁴	Ratio is greater than or equal to 1.1 for at least the 2 most recent years	Ratio is between 1.0 and 1.1 for at least the most recent year	Ratio is below 1.0 for the most recent year; OR below 1.0 in the 2 most previous years out of 3 years	Ratio is 0.9 or less for the most recent year; OR is 0.9 or less in 2 of the 3 most recent years
Cash flow	Cash flow is positive for at least the 2 most recent years	Cash flow is positive for at least 1 of the 2 most recent years	Cash flow is not positive for at least 1 of the 2 most recent years	Cash flow is negative for any 2 consecutive years

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

Operations/ governance secondary indicators	Exceeds the standard	Meets the standard	Does not meet the standard	Falls far below the standard
Five-year forecasts submitted to the ODE by statutory deadlines		Yes	No	
Preopening assurances documentation		Completed and available 10 days before the first day of school	Not completed and not available 10 days before the first day of school	
Annual report		Submitted to parents and the sponsor by the last day of October	Not submitted to parents and the sponsor by the last day of October	
Safety plan and blueprint submitted within the last three years to the Ohio Attorney General		Yes	No	
Family-survey results	80% or greater overall satisfaction with the school	60%-79% overall satisfaction with the school	40%-59% overall satisfaction with the school	39% or less overall satisfaction with the school

VII. Sources

Charts 1 and 2 display the performance of Fordham-sponsored schools alongside the state's two key dimensions of school quality: the PI and the VA measures. The two indicators provide different perspectives of school quality. The PI gauges a school's overall student achievement,¹⁷ whereas the VA measure estimates a school's contribution to student achievement, using learning gains tracked over time.¹⁸

Charts 1 and 2 display the PI and VA scores of Fordham's schools relative to five benchmarks: (1) the average score of the top-five-ranked charter schools in Ohio; (2) the statewide average score for all public schools, both district and charter; (3) the average score of Fordham's schools; (4) the statewide average score of all charters in Ohio;¹⁹ and (5) the average score of the Big Eight urban school districts.²⁰ All of the averages are weighted to account for a school's student enrollment.

The academic data in tables 1-2 are from ODE, and the financial, governance, and compliance data are from monitoring data maintained in the Epicenter system. Audit information is the most recently available from the Ohio Auditor of State website.

In the directory of schools, the Internal Retrieval Number (IRN) and year open are from the Ohio Educational Directory System. The demographics and enrollment information are from each school's 2018-19 state report card, as published by ODE. Demographic information for ReGeneration Bond Hill is from the Education Management Information System (EMIS), as reported on October 18, 2019. The mission information is from school sponsorship contracts.

“The Fordham Foundation has been a trusted partner and sponsor for our schools from the beginning, now more than a decade. They match autonomy with rigorous accountability – a winning combination and a must for charter schools to live up to their promise to kids and families. Kathryn and her team have been a critical part of our successes over the years as we have grown from one school to four.

– Andrew E. Boy, Founder and Chief Executive Officer,
United Schools Network

VIII. End notes

1. Source: ODE. Notes: PI measures overall student achievement in a school on a scale of 0-120. The PI calculation places more weight on higher test scores. All averages are weighted by total student enrollment of the schools.
2. Source: ODE. Notes: the VA index score estimates the impact of a school on student growth (measured in learning gains divided by the standard error). At the school level, these scores ranged from -47.9 to 35.0 for 2018-19. All averages are weighted by total student enrollment of the schools.
3. The abbreviated school names are as follows: Citizens Leadership Academy-East (CLAE), Columbus Collegiate Academy (CCA), Columbus Collegiate Academy-West (CCAW), Dayton Early College Academy (DECA), Dayton Leadership Academies (DLA), DECA Prep (DP), KIPP Columbus (KC), Phoenix Community Learning Center (PCLC), Sciotoville Community School (SCS), United Preparatory Academy (UPA), and Village Preparatory School :: Woodland Hills Campus (VP).
4. Rating key: exceeds the standard = E, meets the standard = M, did not meet the standard = DNM, and falls far below the standard = FFB.

Data key: not applicable (NA) indicates that these data are not applicable due to the grade level in the school's contract or number of years of operation and not rated (NR) indicates that these data are not displayed because there are not enough students to evaluate.
5. 2018-19 ODE Sponsor Annual School Performance Report Guidance (October 2019).
6. ODE requires that sponsors report whether a school meets, exceeds, or did not meet the standards for academic performance. Meets (M): the school met half or more of contractual academic indicators. Exceeds (E): the school met all contractual academic indicators. Did not meet (DNM): the school met fewer than half of contractual academic indicators.
7. ODE requires that sponsors report whether a school meets, exceeds, or did not meet the standards for fiscal performance. Meets (M): the school met half or more of contractual fiscal indicators. Exceeds (E): the school met all contractual fiscal indicators. Did not meet (DNM): the school met fewer than half of contractual fiscal indicators.
8. ODE requires that sponsors report whether a school meets or did not meet the standard for legal compliance. Meets (M): the school met half or more of contractual legal compliance indicators. Did not meet (DNM): the school met fewer than half of contractual legal compliance indicators. Legal compliance comprises the operations/governance secondary indicators portion of contractual indicators.
9. ODE requires that sponsors report whether a school meets, exceeds, or did not meet the standards for organizational and operational performance. Meets (M): the school met half or more of contractual organizational and operational indicators. Exceeds (E): the school met all contractual organizational and operational indicators. Did not meet (DNM): the school met fewer than half of contractual organizational and operational indicators. Operation and organization comprise the operations/governance primary indicators portion of the contractual indicators.
10. The PI percentage is calculated as follows: school's PI score divided by 120 (the highest possible PI score).
11. The VA score is a statistical estimate intended to convey how much a school has contributed to student learning. A higher VA score conveys greater confidence that, on average, the school has contributed more than one standard year of academic growth; a lower VA score conveys greater confidence that the school has, on average, not contributed more than one standard year of academic growth.
12. "Local market" includes other charter schools (excluding virtual and dropout-recovery charter schools, as designated by ODE) in the county in which a school is located, as well as comparable district schools in the charter school's serving district, as designated by ODE.

13. The enrollment variance depicts actual enrollment divided by enrollment projection in the charter school's board-approved budget.
14. This ratio depicts the relationship between a school's annual assets and liabilities, covering the last three years, based on the most recently audited financial statements.
15. Represents the percentage of records reviewed that were accurate and complete during the school year.
16. The Individuals with Disabilities Education Improvement Act (IDEIA) requires that state education agencies make annual determinations regarding the performance of special-education programs operated by local education agencies (LEAs) that receive federal IDEA Part-B funding. In Ohio, individual charter schools are considered LEAs.
17. The state classifies test scores into six categories. From lowest to highest achievement, they are as follows: limited, basic, proficient, accelerated, advanced, and advanced plus. The PI calculation places greater weight on scores in higher achievement categories. A school's PI score is reported on a scale from 0 to 120. For more information on the PI measure, see ODE, "[Achievement Component](#)." We downloaded the data that we used for this chart from ODE's website, "[Ohio School Report Cards](#)."
18. The state uses a statistical analysis, based on the test scores of students in grades 4-8 and the high school math and ELA end-of-course exams, to estimate a school's contribution to student achievement. With continuity in state tests, Ohio has transitioned back to a multiyear average starting in 2016-17. For more information on the VA measure, see ODE, "[Progress Component](#)." We downloaded the data that we used for this chart from ODE's website, "[Ohio School Report Cards](#)."
19. The chart displaying VA excludes statewide e-schools (their scores are among the lowest in the state).
20. The Big Eight urban districts are Akron, Canton, Cincinnati, Cleveland, Columbus, Dayton, Toledo, and Youngstown.





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