

Fordham Sponsorship

ANNUAL REPORT

THOMAS B.
FORDHAM
FOUNDATION
ADVANCING EDUCATIONAL ENGAGEMENT



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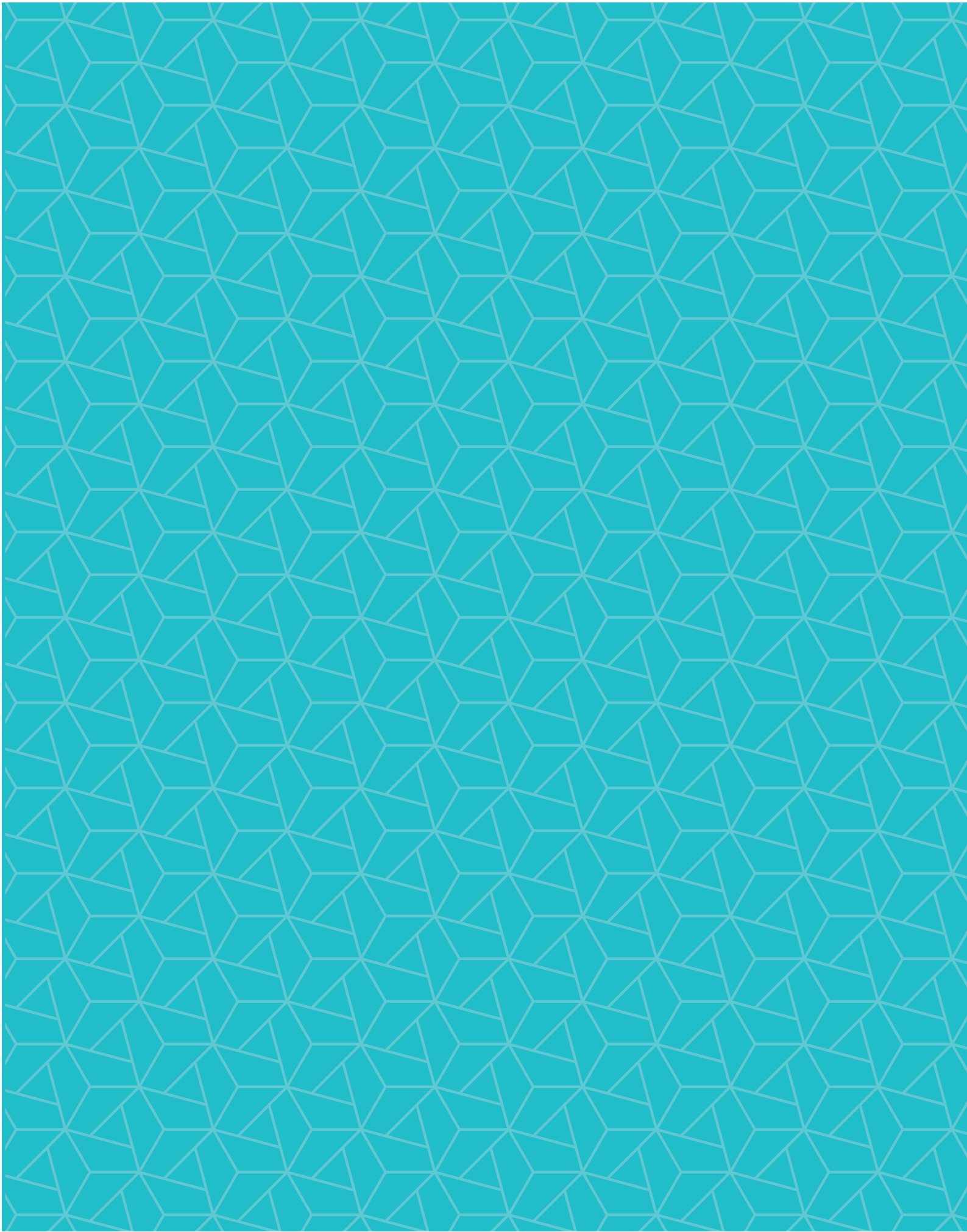


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I. Letter from the Vice President for Sponsorship

Friends,

In a normal year, here is where I customarily provide a year in review regarding Fordham's sponsorship operation and the schools that we oversee. But, of course, this was no normal year. A pandemic that continues to spread has upended many of our lives, from the sickness and death of friends and family to school closures, job losses, and permanently shuttered businesses. We also saw and continue to see protests for racial justice and advocacy for an end to the senseless and tragic deaths of Black Americans, and all of this in a bitter, partisan, and volatile political environment. The effects on the schools in Fordham's charter portfolio were also profound—as were some effects on the sponsorship enterprise itself.

In the pages that follow, we show school performance as best we can against Fordham's accountability plan for the schools that we sponsor. Of course, last spring's mandatory closures precluded the administration of Ohio's state tests, so we have scant academic outcome data of the kind upon which we (and the state) generally rely. But we have good data for schools' financial, operational, and governance measures, and we report on those here. The lack of academic outcome data has prompted us to develop a set of alternative measures by which to assess school performance, annually and at renewal. These measures will also help gauge a school's readiness to expand or replicate in future years. We are now embarking on the creation of those alternative measures and will do so with advice from leaders of our schools, our board, other authorizers, and expert consultants.

As I write this, school return plans are very much in flux. Sciotoville Community School launched the year with in-person instruction and a hybrid schedule for students. Dayton Leadership Academies and ReGeneration Bond Hill returned on October 19, also with hybrid schedules. DECA, the Phoenix Community Learning Center, and United Schools Network (Columbus Collegiate Academy, Columbus Collegiate Academy-West, United Preparatory Academy, and United Preparatory Academy-East) are planning to return by mid-November but are watching COVID-19 numbers closely. KIPP Columbus will remain remote through December. Each school

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.

has a rigorous safety protocol ready to go whenever in-person schooling becomes feasible, at which time they're likely to implement a hybrid and phased-in approach (for example, younger students returning first). All our sponsored schools are offering a remote option for families. Some have brought students to the buildings individually or in small groups for testing, although some have chosen to forgo fall state assessments (for the third-grade reading guarantee) because they cannot be administered safely. All are doing internal (that is, not state) testing to determine where students are and what they'll need to do in the weeks and months ahead.

It is with deep gratitude that we thank every board member, school leader, teacher, non-instructional staff member, aide, paraprofessional, and volunteer in our sponsored schools who have gone above and beyond to support families and each other in an effort to keep students engaged and everyone feeling connected to school. The much-appreciated steps they've taken include food distribution, virtual student celebrations, car parades, socially distanced graduations, staff morale boosters, and regular check-ins with students and their families, to name a few. We thank all of you for your awesome dedication to your students, your schools, and your colleagues.

Sincerely,



Kathryn Mullen Upton
Vice President for Sponsorship and Dayton Initiatives

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.

II. Who we are

OUR MISSION

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

In order to improve student outcomes, boost upward mobility, and dramatically increase the number of young Americans prepared for college, career, and citizenship, we advance

- Ambitious standards in all academic subjects, strong assessments of student learning, aligned and well-implemented curricula, and common-sense accountability for schools and children across the achievement spectrum and
- High-quality charter schools and other proven models of educational choice, particularly for the children and families that need them most.

We promote educational improvement by

- Producing relevant, rigorous research, analysis, and commentary for education practitioners and for policy makers at the national, state, and local levels;
- Incubating new ideas, innovations, organizations, and visionary leaders to advance educational excellence;
- Advancing sound policies in Ohio related to standards, assessments, results-driven accountability, equitable funding, school choice, and other important education reforms; and
- Serving as a model charter school authorizer and sharing our lessons throughout and beyond Ohio



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.

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

Ian Rowe

Resident Fellow, American Enterprise 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

CNP, Director for Applications and Contracts

Miles Caunin, JD

Controller

Gwen Muhammad

Data Analyst

DeAnna Sullivan

School Quality Analyst

Lisa Halpin

School Quality Analyst

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.

2020

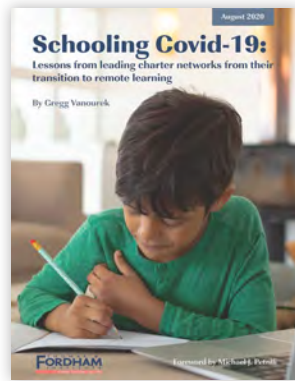
The Fordham Foundation begins its fifteenth year of sponsorship, with a portfolio of eleven schools in four Ohio cities serving 5,500 students.

RESEARCH AND COMMENTARY

In Washington, D.C., and Columbus, Ohio, our colleagues at the Thomas B. Fordham Institute produce quality research, analysis, and commentary on national and Ohio education issues. A summary of noteworthy recent work follows.

Schooling COVID-19: Lessons from leading charter networks from their transition to remote learning | August 2020

Last spring, the COVID-19 pandemic upended routines for over fifty-six million students and challenged more than 3.7 million teachers in over 130,000 schools nationwide to continue educating kids in an online format. This transition to “virtual learning” was understandably trying for all educators, schools, and districts, but some managed to do far better than others.



Authored by Gregg Vanourek, this [report](#) summarizes key actions taken by leading charter school networks that were able to transition quickly and effectively to remote learning:

1. Achievement First
2. Denver Schools of Science and Technology
3. IDEA Public Schools
4. KIPP DC
5. Noble Network of Charter Schools
6. Rocketship Public School
7. Success Academy
8. Uncommon Schools

How did they manage the transition from in-person instruction to remote learning? What enabled them to respond as they did? What worked well, and what didn't?

Drawing on interviews with school leaders, educators, and parents, this report distills major lessons learned and offers concrete recommendations for how to significantly improve the remote learning experience for all students, teachers, and families in the critical months and year ahead. Among these lessons

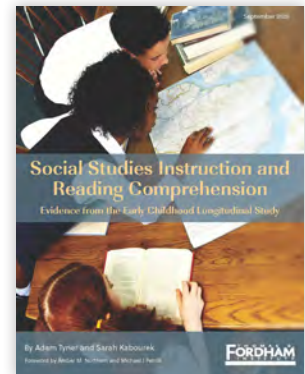
are the following:

- Create and enforce a typical school day for students, with a mix of live and recorded lessons and independent student work.
- Prioritize student health and well-being and reach out to individual students and families on a regular basis.
- Lean into a team approach to teaching and instruction, centered around a common curriculum.

As we enter a new school year, other charter, private, and traditional public school leaders and educators could and should follow the lead of these charter networks in the critical months ahead. We have no choice but to get better, faster, and fairer at remote learning for the sake of the “COVID Generation.”

Social Studies Instruction and Reading Comprehension: Evidence from the Early Childhood Longitudinal Study | September 2020

Even as phonics battles rage in the realm of primary reading and with two-thirds of American fourth and eighth graders failing to read proficiently, another tussle has been with us for ages regarding how best to develop the vital elements of reading ability that go beyond decoding skills and phonemic awareness.



The dominant view is that the way to improve America's abysmal elementary reading outcomes is for schools to spend more time on literacy instruction. Many schools provide a “literacy block” that can stretch to more than two hours per day, much of it allocated to efforts to develop reading skills such as “finding the main idea” and “determining the author's perspective.” But it doesn't seem to be working.

Yet a small army of cognitive psychologists, analysts, and educators has long cast doubt on the view that reading is a discrete skill that can be mastered independently from acquiring knowledge. To these contrarians, a focus on academic content—not generalized reading skills and strategies—will equip students with the background knowledge they need to comprehend all sorts of texts and make them truly literate.

Bringing forward new evidence to this debate, Fordham’s associate director of research Adam Tyner and early childhood researcher Sarah Kabourek explore whether classroom time in the nation’s elementary schools is being put to the best use. They tap the massive trove of data in the federal Early Childhood Longitudinal Study, Kindergarten Class of 2010–11 (ECLS-K: 2011), which follows thousands of students in their Kindergarten year through fifth grade. They examine how much classroom time is spent on different subjects, whether students who spend more time on certain subjects make greater progress in reading, and how these effects differ by student characteristics.

Their [analysis](#) reveals five key findings. Among them are the following:

- Elementary school students in the U.S. spend much more time on English language arts than on any other subject.
- Increased instructional time in social studies—but not in English language arts—is associated with improved reading ability.
- The students who benefit the most from additional social studies time are girls and those from lower-income and/or non-English-speaking homes.

Though surely well intended, at the margin, spending extra time on teaching English language arts may not yield much in the way of reading improvement. Instead, elementary schools should consider making more room for high-quality instruction in history, civics, geography, and the other knowledge-rich—and engaging—subjects that comprise social studies. Our youngest generation of readers will be all the stronger for it.

Great Expectations: The Impact of Rigorous Grading Practices on Student Achievement

February 2020

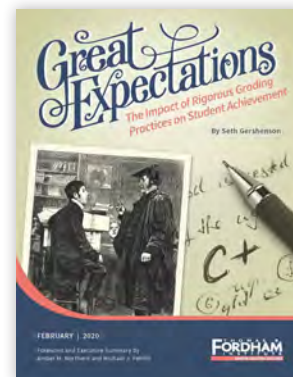
We know from previous survey research that teachers who hold high expectations for all of their students significantly increase the odds that those young people will go on to complete high school and college.

One indicator of teachers’ expectations is their approach

to grading—specifically, whether they subject students to more or less rigorous grading practices. Unfortunately, “grade inflation” is pervasive in U.S. high schools, as evidenced by rising GPAs even as SAT scores and other measures of academic performance have held stable or fallen. The result is that a “good” grade is no longer a clear marker of knowledge and skills.

Authored by American University’s Seth Gershenson, [Great Expectations: The Impact of Rigorous Grading Practices on Student Achievement](#) examines to what extent teachers’ grading standards affect student success. Specifically, this report investigates the following questions:

1. How do the grading standards of an Algebra I teacher affect content mastery, as measured by student performance on the end-of-course Algebra I exam?
2. Do the grading standards of an Algebra I teacher impact students’ longer-term performance in subsequent math courses like geometry and Algebra II and their likelihood of graduating from high school?
3. Does the impact of an Algebra I teacher’s grading standards vary by student, school, or teacher characteristics? Likewise, what school and teacher characteristics predict teachers’ grading standards?

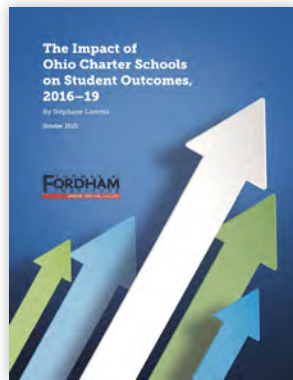


To address these questions, Gershenson analyzed administrative data for all eighth- and ninth-grade Algebra I students in North Carolina’s public schools from 2006 to 2016.

The analysis yielded six major findings. Among them, students of all racial/ethnic groups learn more from teachers with high grading standards, and these standards tend to be higher in schools serving more advantaged students. Moreover, the impact of rigorous grading practices can improve student performance in subsequent math classes up to two years later.

The Impact of Ohio Charter Schools on Student Outcomes | October 2020

Since the first Ohio charter schools opened in 1998, they’ve regularly been subject to intense scrutiny. Detractors have criticized their academic performance, while advocates have pointed to bright spots within the sector. The competing narratives often give policymakers and the public mixed signals about the performance of these independently run public schools that today educate just over 100,000 Ohio students.



Fordham’s latest report presents up-to-date evidence about the performance of the state’s charter schools. Dr. Stéphane Lavertu of the Ohio State University conducted a rigorous analysis of student-level data from 2015-16 through 2018-19. Among his important findings are the following:

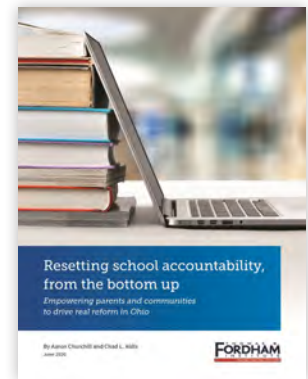
- In grades 4-8, students in brick-and-mortar charters make significant gains on state math and ELA exams when compared to district students of similar backgrounds. Consistent with prior research, Black students make particularly strong progress. Though their gains are more modest, students of other races/ethnicities also make more progress than in district schools, as do both high and low achievers.

- Charters that choose to hire a for-profit or nonprofit management company to run daily operations produce positive results when compared to districts, but those with nonprofit management companies tend to register stronger performance.
- Ohio’s general-education charter high schools also deliver notable academic benefits. Students’ scores on state English end-of-course exams improve when they attend a brick-and-mortar charter high school (gains in math are not statistically significant).
- Attendance rates increase and disciplinary incidents decrease when students attend brick-and-mortar charter schools.

We urge you to [download](#) the report to see for yourself the benefits that Ohio’s brick-and-mortar charter schools provide for students.

“Resetting school accountability, from the bottom up” | June 2020

After a one-year pause in Ohio’s school accountability system, the road back to normalcy is uncertain. Fordham’s new policy brief titled [“Resetting school accountability, from the bottom up”](#) offers a clear and concise plan to restart state assessments and school report cards. It also proposes solutions that would resolve several hot-button accountability debates, including the use of report-card ratings to drive formal policy decisions.



The report includes the following recommendations for 2020-21:

- Administer state exams and report all assessment data, but withhold all school ratings
- Repeal the state’s academic-distress commission law

- Eliminate automatic closure for charter schools
- Review and evaluate Ohio’s existing school-improvement efforts

Starting in 2021–22, the recommendations include the following:

- Implement a revamped report card and issue school ratings
- Pare back eligibility for performance-based EdChoice vouchers
- Expand eligibility for income-based EdChoice vouchers
- Require, subject to capacity, district participation in open enrollment

- Remove geographic restrictions on charter schools
- Expand the number of districts eligible for regulatory exemptions
- Provide bonus funding to both high-achieving and improving schools
- Expand the quality charter school incentive fund

Taken together, these recommendations would allow Ohio to restart—and reset—its education policies in a way that puts transparency about student outcomes and Ohio families and communities at the heart of school accountability.



Charter school sponsorship

During the 2019-20 school year, we monitored, oversaw and provided technical assistance to eleven schools, serving approximately 5,500 Ohio students in four Ohio cities.



Commitment and capacity

- In 2019-20, we employed four full-time and two part-time staff members dedicated to sponsorship. We also engaged consultants when necessary.
- Our staff expertise includes law, finance, facilities, education, nonprofit management, business management, data management, and compliance.
- We are fortunate to draw on expertise from within our larger organization (for example, data analysis, policy analysis, and research).
- Our sponsorship operation has a dedicated budget, which in 2019-20 was approximately \$680,000 in actual revenues and \$705,500 in actual expenses.
- The Our sponsorship fee is based on a sliding scale, ranging from 1.5 to 2.0 percent of per-pupil funds, based on school enrollment. 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—FTE and enrollment, cash management, working capital, CCIP restricted funds, and other financial-compliance items.



Revocation and renewal decision making

- Contract-renewal decisions are based on a school's performance against its accountability plan. The length of renewal terms may vary by school.
- When schools close, we implement our school-closure protocol, with the main goal of ensuring a smooth transition for students and families.



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

Our Academic and Organizational Accountability Plan contains the contractual outcomes that our sponsored schools are expected to meet, including academic, financial, governance, and operations measures. There are four categories of school performance on these measures:

- (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 1. School performance on contractual measures, 2019-20'

	<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>ReGeneration Hill - rating</i>	<i>Sciotoville Community School rating</i>	<i>United Preparatory Academy rating</i>	<i>United Preparatory Academy-East rating</i>
PRIMARY ACADEMIC INDICATORS											
Performance Index (PI)	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Value Added (VA)	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Graduation Rate (4 year)				E					M		
Graduation Rate (5 year)				E					DNM		
K-3 Literacy Improvement	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Performance v. Local Market (PI)	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Performance v. Local Market (VA)	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Performance v. Statewide Charters (PI)	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Performance v. Statewide Charters (VA)	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA

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
ReGeneration Bond Hill - rating
Sciotoville Community School rating
United Preparatory Academy rating
United Preparatory Academy-East rating

SECONDARY ACADEMIC INDICATORS

Value added: Overall	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Performance index: Overall	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Value Added: Gifted	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Value Added: Disabilities	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Value Added: Lowest 20%	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
AMOs	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Dual Enrollment Credits				NA					NA		
Industry Credentials				NA					NA		
Honors Diplomas Awarded				NA					NA		
AP Score				NA					NA		
IB Score				NA					NA		
College Admission Test				NA					NA		
Regularly Administers Internal Growth Assessment	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Met Majority of Internal Goals	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA

	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	ReGeneration Bond Hill - rating	Sciotoville Community School rating	United Preparatory Academy rating	United Preparatory Academy-East rating
FINANCIAL MEASURES OF SUCCESS (CURRENT YEAR)											
Ratio of Assets to Liabilities	E	E	E	E	E	E	DNM	FFB	E	E	E
Days Cash	E	E	E	E	E	E	E	FFB	E	E	E
Enrollment Variance	E	E	E	E	E	E	E	E	E	E	E
FINANCIAL MEASURES OF SUCCESS (PRIOR YEARS)											
Multi-year Ratio of Assets to Liabilities	E	E	E	E	E	E	E	NA	E	E	M
Cash Flow	M	M	M	E	E	M	DNM	NA	DNM	E	E
OPERATIONS/GOVERNANCE PRIMARY INDICATORS											
Records Compliance	E	E	E	E	M	E	E	E	E	E	E
On-Time Records Submission Rate	E	E	E	M	E	E	M	E	E	E	E
Financial Records Submitted Monthly	E	E	E	E	E	E	E	E	E	E	E
Annual Audit	E	E	E	DNM	DNM	E	E	NA	E	E	E
LEA Special Education Performance Determination (most recent annual)	DNM	DNM	E	M	M	M	DNM	NA	M	E	NA

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

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

	<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>ReGeneration Bond Hill - rating</i>	<i>Sciotoville Community School rating</i>	<i>United Preparatory Academy rating</i>	<i>United Preparatory Academy-East rating</i>
OPERATIONS/GOVERNANCE SECONDARY INDICATORS											
Five-Year Forecasts Submitted by Deadline	M	M	M	M	M	M	M	M	M	M	M
Pre-opening Assurances Documentation	M	M	M	M	M	M	M	DNM	M	M	M
Annual report	M	M	M	M	M	M	M	NA	M	M	M
Safety Plan and Blueprint Submitted to OAG (last three years)	M	M	M	M	M	M	M	M	M	M	M
Family Survey Results	E	E	E	E	E	E	E	M	E	E	E

As Table 1 shows, our academic performance framework is based almost exclusively on state test outcome data, most of which we do not have for 2019-20. We can see that the Dayton Early College Academy were rated “exceeds” for both its four-year and five-year graduation rates. Sciotoville Community School improved its four-year graduation rate over the prior year, earning a rating of “meets,” though the school earned a rating of “does not meet” on the five-year graduation rate.

Most schools met or exceeded their financial goals, with a handful of exceptions:

- ReGeneration Bond Hill: did not meet the goals for ratio of assets to liabilities or days of cash.
- Phoenix Community Learning Center: did not meet the goals for ratio of assets to liabilities or for cash flow.
- Sciotoville Community School: did not meet the goal for cash flow.

Table 1 demonstrates that most schools met most operations and governance indicators.

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

The Ohio Department of Education (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.² 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



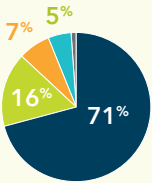
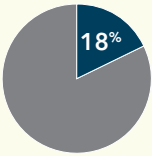
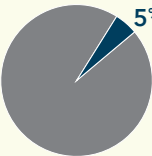
	Academic performance ³	Fiscal performance ⁴	Legal compliance ⁵	Organization and operation ⁶
PRIMARY ACADEMIC INDICATORS				
Columbus Collegiate Academy-Main	NA	E	M	E
Columbus Collegiate Academy-West	NA	E	M	E
Dayton Leadership Academies-Dayton View Campus	NA	E	E	E
DECA	E	E	M	E
DECA PREP	NA	E	M	E
KIPP: Columbus	NA	E	E	E
Phoenix Community Learning Center	NA	M	M	E
Regeneration Bond Hill	NA	DNM	E	M
Sciotoville Community School	M	M	E	E
United Preparatory Academy	NA	E	E	E
United Preparatory Academy - East	NA	E	E	E



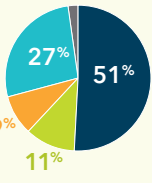
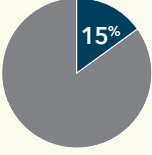
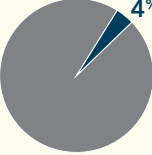
■ (1) exceeds the standard,
■ (3) does not meet the standard, and

■ (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>UNITED SCHOOLS NETWORK</p> <p>COLUMBUS COLLEGIATE ACADEMY-MAIN</p> <p>1469 E. Main Street Columbus, OH 43205 https://www.unitedschoolsnetwork.org/cca-main</p>	IRN: 009122	Year opened: 2008	Status: Open	
	Mission: Transforming lives and our communities through the power of education.			
	Grades served: 6-8	Enrollment: 228		
	Demographics:		 <p>100% Economically disadvantaged (ED)</p>	
	 <p>71% Black/non-Hispanic 16% Hispanic 7% Multiracial 5% White/non-Hispanic</p>			
	 <p>18% Students with disabilities</p>		 <p>5% Limited English proficiency</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 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: 238		
	Demographics:		 <p>100% Economically disadvantaged (ED)</p>	
	 <p>51% Black/non-Hispanic 11% Hispanic 9% Multiracial 27% White/non-Hispanic</p>			
	 <p>15% Students with disabilities</p>		 <p>4% Limited English proficiency</p>	
Management organization: United Schools Network (nonprofit)				



DAYTON LEADERSHIP ACADEMIES-DAYTON VIEW CAMPUS

1416 W. Riverview Avenue
Dayton, OH 45407

<http://www.daytonleadershipacademies.com>

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.

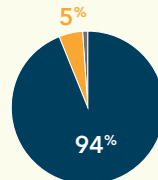
Grades served: **K-8**

Enrollment: **460**

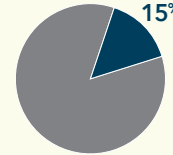
Demographics:



■ Economically disadvantaged (ED)



■ Black/non-Hispanic
■ Multiracial



■ Students with disabilities

Management organization: **None**





DAYTON EARLY COLLEGE ACADEMY (DECA)

1529 Brown Street
Dayton, OH 45409

<https://www.daytonearlycollege.org/campuses/deca-high>

IRN: **009283**

Year opened: **2007**

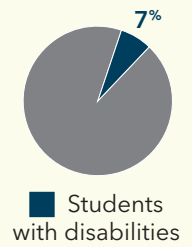
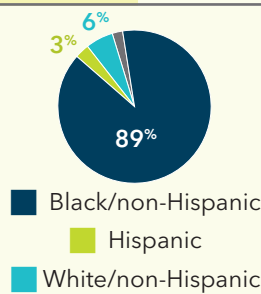
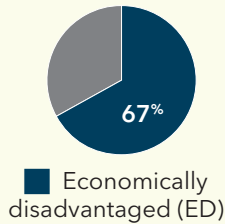
Status: **Open**

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: **351**

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/campuses/deca-middle>

<https://www.daytonearlycollege.org/campuses/deca-prep>

IRN: **012924**

Year opened: **2012**

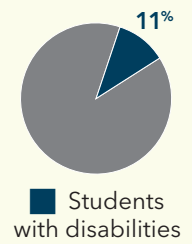
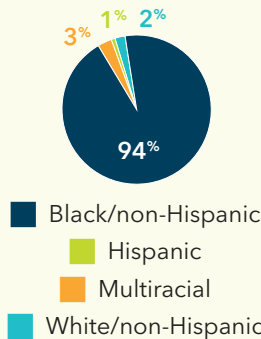
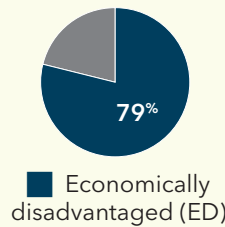
Status: **Open**

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: **910**

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**

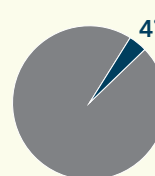
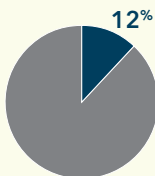
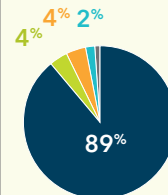
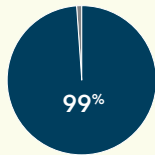
Year opened: **2008**

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-12** Enrollment: **1,775**

Demographics:



Management organization: **None**



PHOENIX COMMUNITY LEARNING CENTER

3595 Washington Avenue
Cincinnati, OH 45229
<http://www.phoenixclc.org>

IRN: **133504**

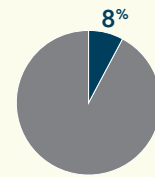
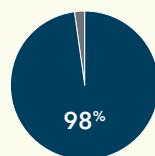
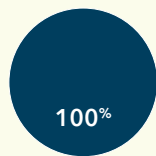
Year opened: **2001**

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-12** Enrollment: **429**

Demographics:



Management organization: **None**

ReGeneration Schools

REGENERATION BOND HILL

5158 Fishwick Drive
Cincinnati, Ohio 45216

<https://regenerationschools.org/cincinnati-bond-hill>

IRN: **017490**

Year opened: **2019**

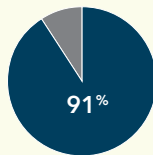
Status: **Open**

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

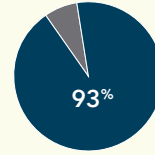
Grades served: **K-1**

Enrollment: **147**

Demographics:



Economically disadvantaged (ED)



Black/non-Hispanic

Management organization: **ReGeneration Schools**



SCIOTOVILLE COMMUNITY SCHOOL

SCIOTOVILLE COMMUNITY SCHOOL

224 Marshall Avenue
Portsmouth, OH 45662 (grades 6-12);
5540 Third Street
Portsmouth, OH 45662 (grades K-5)

<https://easttartans.org>

IRN: **143644**

Year opened: **2001**

Status: **Open**

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

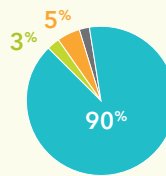
Grades served: **K-12**

Enrollment: **386**

Demographics:



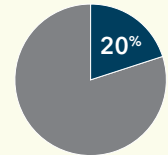
Economically disadvantaged (ED)



White/non-Hispanic

Hispanic



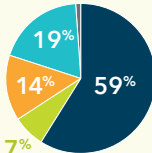
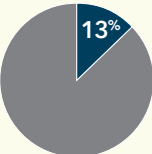
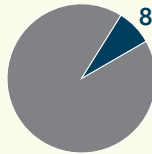
Multiracial



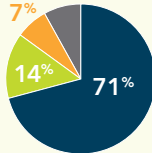
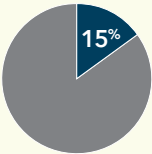
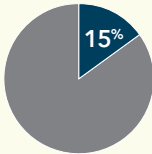


Students with disabilities

Management organization: **None**



 <p>UNITED SCHOOLS NETWORK</p> <p>UNITED PREPARATORY ACADEMY</p> <p>300 S. Dana Avenue Columbus, OH 43233</p> <p>https://www.unitedschoolsnetwork.org/uprep-state</p>	IRN: 014467	Year opened: 2014	Status: Open	
	Mission: Transforming lives and our communities through the power of education.			
	Grades served: K-5	Enrollment: 289		
	Demographics:		 <p>100% Economically disadvantaged (ED)</p>  <ul style="list-style-type: none"> Black/non-Hispanic Hispanic Multiracial White/non-Hispanic 	
	 <p>13% Students with disabilities</p>	 <p>8% Limited English proficiency</p>		
	Management organization: United Schools Network (nonprofit)			

 <p>UNITED SCHOOLS NETWORK</p> <p>UNITED PREPARATORY ACADEMY-EAST</p> <p>1469 E. Main Street Columbus, OH 43205</p> <p>https://www.unitedschoolsnetwork.org/uprep-east</p>	IRN: 016858	Year opened: 2017	Status: Open	
	Mission: Transforming lives and our communities through the power of education.			
	Grades served: K-3	Enrollment: 149		
	Demographics:		 <p>100% Economically disadvantaged (ED)</p>  <ul style="list-style-type: none"> Black/non-Hispanic Hispanic White/non-Hispanic 	
	 <p>15% Students with disabilities</p>	 <p>15% Limited English proficiency</p>		
	Management organization: United Schools Network (nonprofit)			



VI. Appendix: Academic and organizational accountability plan

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 ⁷	80% or higher	50%-79%	30%-49%	29% and below
VA ⁸	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: ⁹ 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

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 ¹⁰	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 ¹¹	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 ¹²	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) ¹³	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

Financial, governance, and compliance data are from monitoring data maintained in the Thomas B. Fordham Foundation’s 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 2019–20 state report card, as published by ODE. School mission information is from school sponsorship contracts.



1. Rating key: exceeds the standard = E, meets the standard = M, did not meet the standard = DNM, and falls far below the standard = FFB.
2. 2019-20 ODE Sponsor Annual School Performance Report Guidance (July 2020).
3. 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. NA: unable to determine due to lack of state assessment date.
4. 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.
5. 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 primary indicators portion of contractual indicators.
6. 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 secondary indicators portion of the contractual indicators.
7. The PI percentage is calculated as follows: school's PI score divided by 120 (the highest possible PI score).
8. 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.
9. "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.
10. The enrollment variance depicts actual enrollment divided by enrollment projection in the charter school's board-approved budget.
11. 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.
12. Represents the percentage of records reviewed that were accurate and complete during the school year.
13. 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.



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fordhaminstitute.org

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