

FORDHAM SPONSORSHIP ANNUAL REPORT

2015



THOMAS B.
FORDHAM
FOUNDATION
ADVANCING EDUCATIONAL EXCELLENCE

2015

FORDHAM SPONSORSHIP ANNUAL REPORT



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The Thomas B. Fordham Foundation would like to recognize several individuals and organizations with whom we partnered in 2014–15. First and foremost we would like to acknowledge the leadership, staff, and governing boards at each of our sponsored schools for their efforts. We appreciate the opportunity to work with and learn from each organization that we sponsor.

We also greatly appreciate the thoughtfulness, guidance, and advice of the Fordham Foundation’s Ohio Policy and Sponsorship Committee, consisting of David Driscoll, Chester E. Finn, Jr., Tom Holton, and Trustee Emeritus Bruno Manno. Our colleagues Chad Aldis, Aaron Churchill, Jeff Murray, Mike Petrilli, and Gary LaBelle have provided key support to our sponsorship operation throughout the year; we are grateful to each of them, as well as to Chas Kidwell at Porter, Wright, Morris & Arthur for his advice and counsel.

By **Kathryn Mullen Upton**, *Vice President for Sponsorship and Dayton Initiatives*,
and **Jamie Davies O’Leary**, *Senior Ohio Policy Analyst*

The passage of House Bill 2 (HB 2) made 2015 a landmark year for Ohio’s charter schools and a turning point for quality. The sector’s reputation had been badly bruised in the months and years prior to the law’s passage—by record numbers of school failures, weak achievement (albeit with sterling exceptions), attendance audits that exposed inflated enrollment at some charters, state actions to shut down both authorizers and schools, and—most recently—a scandal wherein authorizer evaluations were scrubbed of some of their worst performers’ scores. Ohio’s major news outlets covered these stories and others, such as the 2015 Supreme Court ruling that sided with controversial operator White Hat Management regarding who owns charter school property, all of which deepened the negative perception of this sector of Ohio public education.

But there is reason to believe that the Buckeye charter sector is poised for recovery, redemption, and long-term success. The most important and potentially impactful charter legislation since Ohio’s original 1997 charter law, HB 2 seeks to improve charter school quality by more tightly regulating sponsors and operators. Among its key reforms, the legislation closed loopholes allowing low-performing schools to escape accountability, curbed the conflicts of interest that had riddled the sector for far too long, installed greater transparency and accountability around academic and fiscal performance (for schools, sponsors, and operators alike), required all sponsors to have a contracts with the state, and prohibited sponsors from spending funds on nonsponsorship activities.

In theory, by targeting the organizations responsible for school oversight (sponsors) and management (operators), Ohio will realize improvements in school quality and performance, because as those entities close underperformers they will become more active in their oversight and more discerning about which schools open in the first place. If implemented with fidelity, HB 2 will weed out the weakest sponsors and schools and over time lead to a greatly improved sector, and, we hope, a more hospitable environment for quality new schools looking to open.

That last part is critical, because reinvigorating improving Ohio’s charter system requires not just closing down bad schools but also opening new good schools in their place. However, it’s been difficult to attract such schools to the Buckeye State or replicate the excellent ones already here.

Providers typically seek four things when deciding to open new charter schools: (1) a supportive policy environment, (2) access to robust talent pipelines, (3) funding that’s adequate to ensure sustainability without ongoing philanthropic commitments, and (4) access to facilities. Anecdotally, we’ve known via our work as a sponsor that schools seeking to locate or replicate in Ohio view this sector as a challenging one to enter, for several reasons: the policy environment was uncertain; attracting high-quality teachers and leaders is difficult (with many recruited away after only a few years by districts that can pay more); Ohio charters, except those in Cleveland, cannot tap local education dollars, meaning that per-pupil funding is lower than that of students in district schools; and facilities have not been easy to come by.

In January 2016, our sister organization, the Thomas B. Fordham Institute, released *Quality in Adversity: Lessons from Ohio’s Best Charter Schools*. This survey of high-performing charter leaders confirmed our own observations as an authorizer: Ohio needs more good schools in challenged areas, yet school leaders have

not seen the environment as hospitable for new schools. In some ways, the environment has been downright hostile. The principals we surveyed said that finding and keeping excellent educators is very tough and that the problem is exacerbated by funding inequities. Under state law, charters are supposed to have access to facilities, but in reality such facilities remain difficult to acquire, and charters' inability to access local tax dollars make everything harder, including staff retention, school growth, and replication.

The passage of HB 2 goes a long way toward addressing legislative uncertainty. Indeed, Ohio's rating on the National Association of Charter School Authorizer's (NACSA) 2015 review of state laws was an impressive third place. The budget bill passed in 2015 includes an unprecedented \$25 million in funding for high-performing charters, and facilities dollars have been increased to \$200 per pupil, as well. These changes are welcome and much needed. Looking forward, though, there are other facets of Ohio's charter sector that should be targeted for change to ensure that Ohio provides a good environment for high-quality and out-of-state providers seeking to open excellent schools in underserved areas.

Ohio charters receive roughly seventy-five cents on the dollar compared to district schools—which drops to sixty cents on the dollar in the state's urban areas. In order for charters to compete for top talent and suitable facilities and to expand and grow at scale, state policymakers need to narrow the charter funding gap. Further, policy makers should consider ways to focus resources during a school's start-up phase (which could help with talent recruitment, development, and retention).

Charter policy took a giant leap forward in Ohio in 2015, but the soil tilled by HB 2 needs to be sowed. If we want high-performing schools and networks to grow and replicate in the state, it is time to turn our attention to the human capital, facilities, and funding issues that have dogged the sector here for far too long. Now that we've addressed Ohio's issues with quality, there should be little else standing in our way.

Mission

The Thomas B. Fordham Institute is the nation's leader in advancing educational excellence for every child through quality research, analysis, and commentary, as well as on-the-ground action and advocacy in Ohio.

We advance

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

We promote education reform by

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

“*For almost a decade the Fordham Foundation has consistently guided, supported, and encouraged Phoenix Community Learning Center in striving to be the best we can be. There is no doubt that we stand as strong as we do today because of the high standards of accountability required by Fordham. While not intimately involved in the daily operation of Phoenix, Fordham's presence is definitely felt in the decisions we make and the actions we take as we work with students, parents, and the community. We consider ourselves fortunate to be sponsored by such a knowledgeable and respected organization.*”

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

History of the Thomas B. Fordham Foundation and Institute



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 the Fordham's home state of Ohio. The Foundation hires Chester E. Finn, Jr. as 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 the Ohio Department of Education 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 President.
- 2015 – This year marks our tenth sponsoring Ohio charter schools. In 2015, we worked with eleven charter schools serving 3,200 students in five Ohio cities. Additionally, 2015 saw the passage of House Bill 2, the most significant piece of charter school legislation to be enacted in Ohio since the charter law itself was passed in 1997.

Leadership

The Foundation and Institute, and all operations, are led by Michael J. Petrilli (President), and overseen by a thoughtful, committed, and candid board comprising eight trustees.

David P. Driscoll

Former Commissioner of Education, Commonwealth of Massachusetts

Rod Paige

Former U.S. Secretary of Education (2001—2005)

Thomas A. Holton, Esq.

Partner, Porter, Wright, Morris & Arthur

Chester E. Finn, Jr.

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

Michael W. Kelly

President and CEO, Central Park Credit Bank

Michael J. Petrilli

President, Thomas B. Fordham Foundation and Institute

Stefanie Sanford

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

Caprice Young

Chief Executive Officer, Magnolia Public 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

Sponsorship Staff

Theda Sampson, CNP, Director for Applications and Contracts

Miles Caunin, J.D., Sponsorship Finance Manager

Gwen Muhammad, Data Analyst

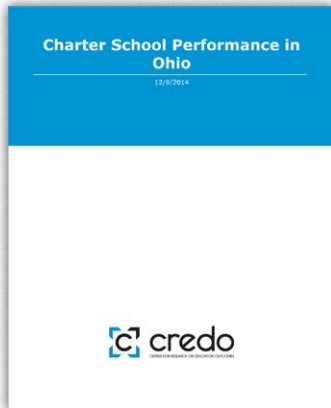
In 2015, the sponsorship staff was supported by several colleagues throughout the organization, including *Chad Aldis*, *Aaron Churchill* (Ohio Research Director), *Jessica Poiner* (Education Policy Analyst), *Jeff Murray* (Ohio Operations Manager), *John Horton* (Finance and Operations Associate), *Amber Northern*, and *Gary LaBelle*.

Policy and Research

We consistently produce quality research projects that are credible, rigorous, impactful, and accessible. A sample of our 2014–15 publications is included below.

Charter School Performance in Ohio

DECEMBER 2014



Charter schools are quickly becoming a defining feature of Ohio's public-education landscape, educating over 120,000 children statewide. The theory of action behind charters is fairly simple: empower parents with choice, give schools greater freedom, and hold schools accountable to a contract—and higher student achievement, more innovation, and stronger parental engagement will follow.

But how does theory stack up against reality? Are Ohio charters actually producing better results than their district counterparts? One way to answer this question is by analyzing student-achievement data, and since 1999, Stanford University's Center for Research on Education Outcomes (CREDO) has been the nation's foremost independent evaluator of charter school performance.

In the most comprehensive analysis of Ohio charter school performance to date, CREDO looks at student test-result data from 2007–08 to 2012–13 to evaluate the academic impact of Ohio charters.

The Road to Redemption: Ten Policy Recommendations for Ohio's Charter School Sector

DECEMBER 2014



There are over 120,000 charter students in Ohio, and all of them deserve the opportunity to receive an excellent education. But far too often, Ohio charters have produced mediocre results. In the most extensive evaluation of Ohio charters to date, Stanford University's Center for Research on Education Outcomes (CREDO) recently discovered Ohio charter school students, on average, make less academic progress than their district counterparts.

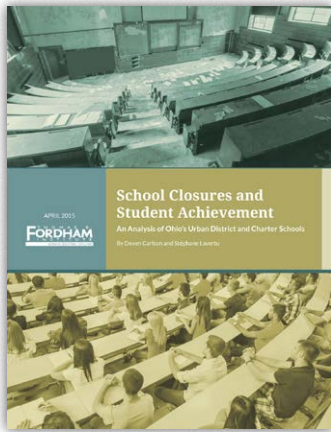
Part of the problem has been Ohio's incoherent charter school law, one that has often failed to put students' best interests first. Instead, it has in many ways protected powerful vested interests, smothered schools with red tape, starved even the best schools, and tolerated academic mediocrity.

Fixing Ohio's charter law is no easy task. The law itself is roughly 40,000 words and has been amended nineteen times since its enactment in 1997. It contains many peculiar exceptions, loopholes, and restrictions.

Policymakers must know exactly what needs to be repaired and how best to make the fix. Authored by Bellwether Education Partners, a national education consulting group, this report offers ten policy recommendations for stronger charter policy in Ohio.

School Closures and Student Achievement: An Analysis of Ohio's Urban District and Charter Schools

APRIL 2015



This report examines 198 school closures that occurred between 2006 and 2012 in the Ohio “Big Eight” urban areas (Akron, Canton, Cincinnati, Cleveland, Columbus, Dayton, Toledo, and Youngstown). The research included 120 closed district-run schools and seventy-eight closed charter schools. Taken together, these closures directly affected 22,722 students—disproportionately low-income, low-achieving, and minority students—who were in grades three through eight at the point of closure.

The study reveals that children displaced by closure make significant academic gains on state math and reading exams after their school closes.

Three years after closure, the research found that displaced students overall made the following cumulative gains:

- Students who had attended a closed district school gained forty-nine additional days of learning in reading and thirty-four additional days in math
- Students who had attended a closed charter school gained forty-six additional days in math

Further, the study reveals that students who attended a higher-quality school after closure made even greater progress. Three years after closure, displaced students who transferred to a higher-quality school made the following cumulative gains:

- Students who had attended a closed district school gained sixty-nine additional days of learning in reading and sixty-three additional days in math
- Students who had attended a closed charter school gained fifty-eight additional days of learning in reading and eighty-eight additional days in math

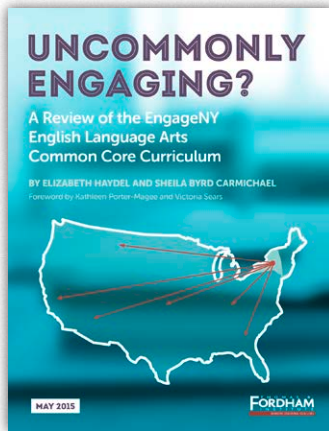
Estimated gains are based upon a 180-day school year and are benchmarked against the gains displaced students would have likely made had they attended their closed school.

Dr. Deven Carlson of the University of Oklahoma and Dr. Stéphane Lavertu of Ohio State University conducted the research and authored the report. They used data provided by the Ohio Department of Education and applied empirical methods to gauge the impact of closure on students’ academic achievement.

Uncommonly Engaging? A Review of the EngageNY English Language Arts Common Core Curriculum

MAY 2015

The need for standards-aligned curricula is the most cited Common Core challenge for states, districts, and schools. Yet five years into that implementation, teachers still report scrambling to find high-quality instructional materials. Despite publishers’ claims, there is a dearth of programs that are truly aligned to the demands of the



Common Core for content and rigor. Fixing America’s curriculum problem is no small challenge.

In this report, Fordham analyzes New York State’s Common Core–aligned ELA curriculum, built from scratch and made available online for all to use for free. How solid is this product? Is it well aligned to the Common Core? Is it teachable?

Here’s what we found:

- EngageNY’s alignment to the Common Core is generally strong.
- Selected texts are high quality and appropriately rigorous, and the program allows educators greater flexibility than other scripted programs.
- However, because New York engaged multiple curriculum developers to create separate resources for different grade bands, each set of materials reflects a distinctive underlying approach to curriculum and literacy, meaning that the progression across grade bands is bumpy.
- Although content and foundational skills in the early grades appear thoughtfully developed, the sheer quantity of content across all grade bands can be overwhelming.
- Additionally, EngageNY’s high school curriculum (not yet complete) lacks a critical emphasis on literary content, a problem that is amplified by the fact that students read mostly excerpts of great books rather than full novels, biographies, and so on.

Though imperfect, the materials offer educators—both inside and outside New York State—an important alternative to traditional textbooks of questionable quality and alignment.

Charter School Sponsorship

We are pleased to have achieved a score of twelve out of twelve on the National Association of Charter School Authorizers’s (NACSA) 2015 Index of Essential Practices. The index, released annually, represents NACSA’s analysis of whether authorizers are implementing twelve practices that are critical to any charter school authorizing operation.

In 2014–15, we were responsible for the oversight of eleven schools, serving approximately 3,200 Ohio students in five cities statewide.

Commitment and Capacity

- We employ four full-time staff dedicated to sponsorship.
- Our staff experience includes 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 2014–15 was approximately \$491,674 in actual revenues and \$496,002 in actual expenses.
- We charge a flat rate of 2 percent of the total amount of payments for operating expenses that each of our schools receives from the state. In Ohio, authorizers may charge up to 3 percent, and many do.

Application Process and Decision Making

- Our application for new schools is available online and is modeled on applications used by NACSA.
- We offer an expedited application process for experienced, high-quality schools that meet certain criteria.
- 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 online at www.edexcellence.net.
- 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 monthly reports that cover revenues, expenses, trends, check register, enrollment, federal funds, reporting requirements, upcoming major purchases, audits, and other relevant information.

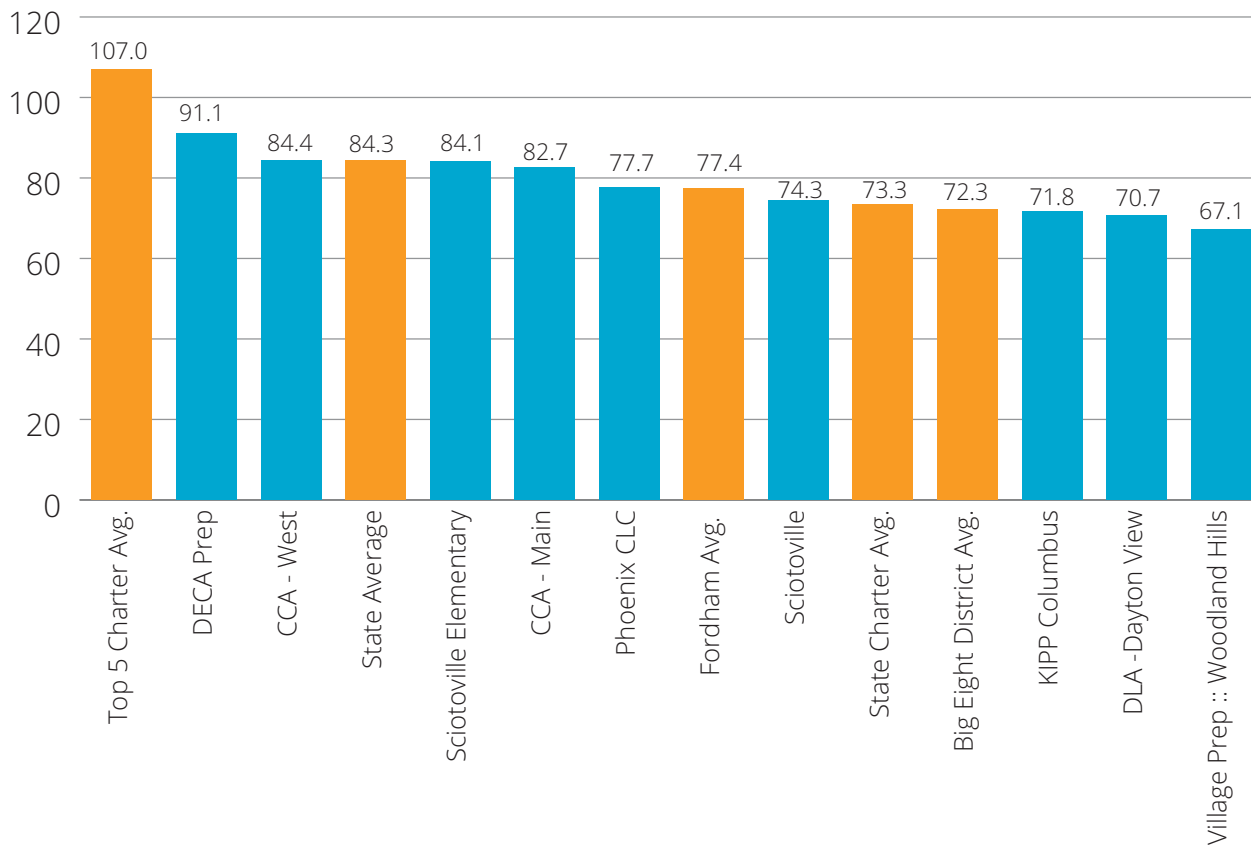
Revocation and Renewal Decision Making

- 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.

School Performance on State Tests

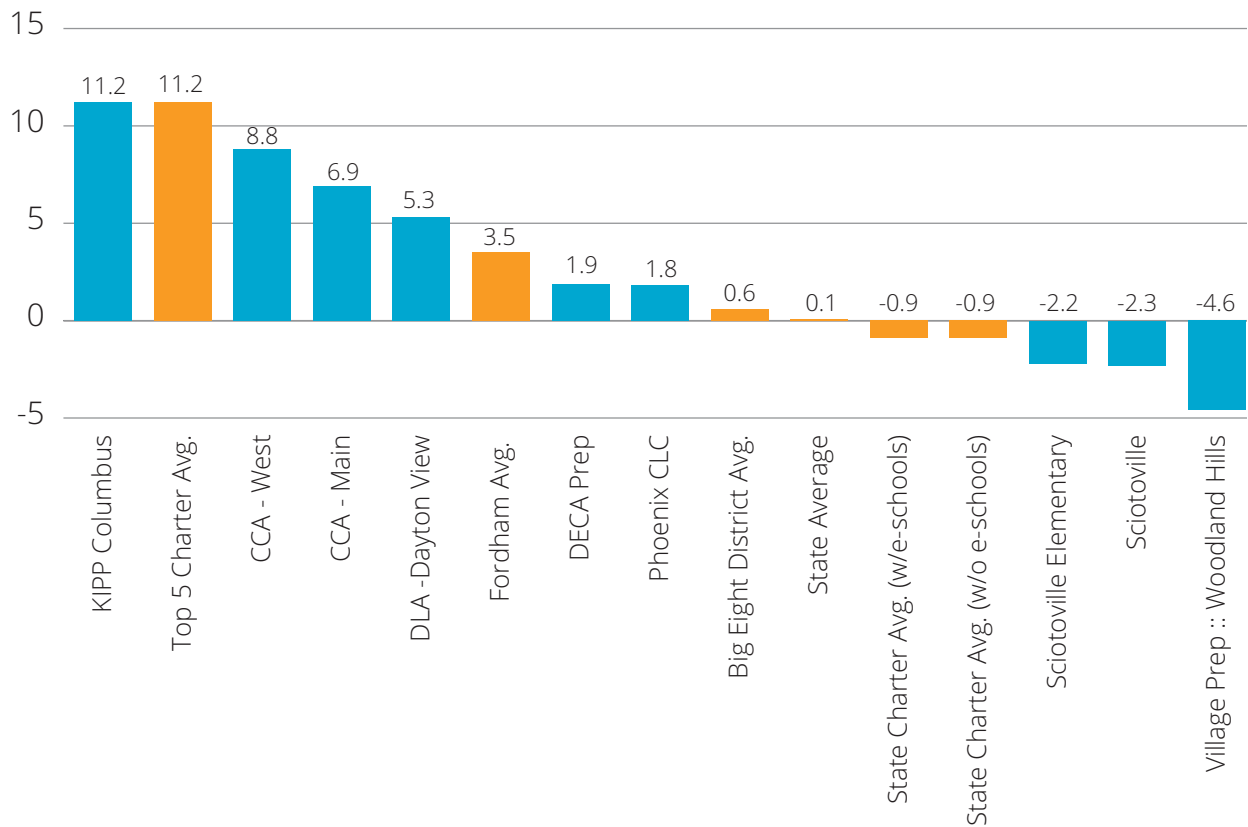
The 2014–15 school year represents the third year of implementation of Ohio’s significantly overhauled accountability system. It should be noted that 2014–15 is also the only year that student outcomes based on the Partnership for Readiness of College and Career (PARCC) test will be reported, as administration of PARCC in future years has been prohibited by legislation. Chart I represents the Fordham-sponsored schools ranked by performance index (PI), a measure of proficiency; Chart II shows value-added (growth) data.

Chart I: Fordham’s Charter Schools Ranked by Performance-Index Scores, 2014–15



As Chart I shows, five of our sponsored schools scored above the statewide charter average and Big Eight District average; however, all scored below the top-five charter average. KIPP: Columbus, Dayton Leadership Academies – Dayton View Campus, and Village Preparatory School :: Woodland Hills Campus were our lowest performers in terms of proficiency.

Chart II: Fordham’s Charter Schools Ranked by Value-Added Index Scores, 2014–15



Six Fordham-sponsored schools – KIPP: Columbus, Columbus Collegiate Academy – West, Columbus Collegiate Academy – Main, Dayton Leadership Academies – Dayton View Campus, DECA Prep, and the Phoenix Community Learning Center – all scored above the Big Eight District average, state average, and state charter average for student-growth. KIPP: Columbus posted a particularly impressive 11.2, matching the top-five charter average. Columbus Collegiate Academy – West, Columbus Collegiate Academy – Main, and Dayton Leadership Academies – Dayton View Campus also made an exceptionally strong showing. Our lowest performers for student-growth were Sciotoville Elementary Academy, Sciotoville Community School and Village Preparatory School :: Woodland Hills Campus.

School Performance – Sponsorship Accountability Plan with Fordham

Table I sets forth each school’s performance against the contractual outcomes contained in the school’s Academic and Organizational Accountability Plan with the Thomas B. Fordham Foundation. Schools are accountable for a set of academic, financial, governance, and operations indicators, and school performance falls into four categories: (1) exceeds the standard, (2) meets the standard, (3) does not meet the standard, and (4) falls far below the standard. We include our standard plan, with full detail, in the appendix for reference.

Table I: School Performance on Contractual Measures, 2014–15

	Columbus Collegiate Academy – Main	Columbus Collegiate Academy – West	DLA – Early Learning Academy	DLA – Dayton View Campus	DECA Prep	KIPP Columbus	Phoenix Comm. Learn. Ctr.	Sciotoville Community School	Sciotoville Elementary Academy	United Preparatory Academy	Village Preparatory School :: Woodland Hills
PRIMARY ACADEMIC INDICATORS											
Performance Index (PI)	Meets	Meets	NA	Does not meet	Exceeds	Does not meet	Meets	Does not meet	Meets	NA	Falls far below
Value Added (VA)	Exceeds	Exceeds	NA	Exceeds	Meets	Exceeds	Meets	Does not meet	Does not meet	NA	Falls far below
Graduation Rate (Four years)	NA	NA	NA	NA	NA	NA	NA	Does not meet	NA	NA	NA
Graduation Rate (Five years)	NA	NA	NA	NA	NA	NA	NA	Meets	NA	NA	NA
K–3 Literacy Improvement	NA	NA	NR	Falls far below	NR	NR	Does not meet	NA	Meets	NR	Does not meet
Performance v. Local Market (PI)	Exceeds	Exceeds	NA	Meets	Exceeds	Does not meet	Does not meet	Falls far below	Exceeds	NA	Does not meet
Performance v. Local Market (VA)	Exceeds	Exceeds	NA	Exceeds	Exceeds	Exceeds	Does not meet	Does not meet	Meets	NA	Falls far below
Reading Progress ¹	NA	NA	Falls far below	NA	NA	NA	NA	NA	NA	NA	NA
Math Progress ²	NA	NA	Falls far below	NA	NA	NA	NA	NA	NA	NA	NA
Performance v. Statewide Charters (PI)	Exceeds	Exceeds	NA	Does not meet	Exceeds	Does not meet	Meets	Does not meet	Exceeds	NA	Falls far below
Performance v. Statewide Charters (VA)	Exceeds	Exceeds	NA	Exceeds	Meets	Exceeds	Meets	Falls far below	Falls far below	NA	Falls far below

	Columbus Collegiate Academy – Main	Columbus Collegiate Academy – West	DLA – Early Learning Academy	DLA – Dayton View Campus	DECA Prep	KIPP Columbus	Phoenix Comm. Learn. Ctr.	Sciotoville Community School	Sciotoville Elementary Academy	United Preparatory Academy	Village Preparatory School :: Woodland Hills
SECONDARY ACADEMIC INDICATORS											
Value Added: Overall	Exceeds	Exceeds	NA	Exceeds	Meets	Exceeds	Meets	Does not meet	Does not meet	NA	Does not meet
Performance Index: Overall	Does not meet	Does not meet	NA	Does not meet	Does not meet	Does not meet	Does not meet	Does not meet	Does not meet	NA	Does not meet
Value Added: Gifted	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR
Value Added: Disabilities	Does not meet	Exceeds	NA	Exceeds	NR	Exceeds	NR	Does not meet	NR	NR	NR
Value Added: Lowest 20%	Meets	Exceeds	NA	Exceeds	Does not meet	Exceeds	Does not meet	Does not meet	Does not meet	NR	Does not meet
Value Added: High School	NA	NA	NA	NA	NA	NA	NA	NR	NA	NR	NA
AMOs	Does not meet	Does not meet	NR	NR	Does not met	Does not meet	Does not meet	Does not meet	Does not meet	NR	Does not meet
College Admission Participation Rate ³	NA	NA	NA	NA	NA	NA	NA	39%	NA	NA	NA
College Admission Non-remediation score	NA	NA	NA	NA	NA	NA	NA	7%	NA	NA	NA
Dual Enrollment Credits	NA	NA	NA	NA	NA	NA	NA	NR	NA	NA	NA
Industry Credentials	NA	NA	NA	NA	NA	NA	NA	NR	NA	NA	NA
Honors Diplomas Awarded	NA	NA	NA	NA	NA	NA	NA	9%	NA	NA	NA
AP Participation Rate	NA	NA	NA	NA	NA	NA	NA	NR	NA	NA	NA

	Columbus Collegiate Academy – Main	Columbus Collegiate Academy – West	DLA – Early Learning Academy	DLA – Dayton View Campus	DECA Prep	KIPP Columbus	Phoenix Comm. Learn. Ctr.	Sciotoville Community School	Sciotoville Elementary Academy	United Preparatory Academy	Village Preparatory School :: Woodland Hills
AP Score	NA	NA	NA	NA	NA	NA	NA	NR	NA	NA	NA
IB Participation Rate	NA	NA	NA	NA	NA	NA	NA	NR	NA	NA	NA
IB Score	NA	NA	NA	NA	NA	NA	NA	NR	NA	NA	NA
School Regularly Administers Internal Growth Assessment	Meets	Meets	Meets	Meets	Meets	Meets	Meets	Meets	Meets	Meets	Meets
Met Majority of Internal Goals	Data not available	Data not available	Does not meet	Data not available	Data not available	Data not available	Data not available	Data not available	Data not available	Data not available	Data not available
FINANCIAL MEASURES OF SUCCESS (CURRENT YEAR)											
Ratio of Assets to Liabilities	Exceeds	Exceeds	Exceeds	Exceeds	Exceeds	Exceeds	Exceeds	Exceeds	Exceeds	Exceeds	Exceeds
Days Cash	Exceeds	Exceeds	Exceeds	Exceeds	Exceeds	Exceeds	Exceeds	Does not meet	Exceeds	Meets	Meets
Enrollment Variance	Exceeds	Exceeds	Meets	Meets	Exceeds	Exceeds	Does not meet	Exceeds	Exceeds	Exceeds	Exceeds
FINANCIAL MEASURES OF SUCCESS (PRIOR YEARS)											
Multi-year Ratio of Assets to Liabilities	Exceeds	Exceeds	Exceeds	Exceeds	Exceeds	Exceeds	Exceeds	Exceeds	Meets	NA	Meets
Cash Flow	Exceeds	Meets	Meets	Exceeds	Exceeds	Exceeds	Exceeds	Meets	Exceeds	NA	Exceeds
Total Margin and Aggregated Three-Year Total Margin	Exceeds	NA	Does not meet	Does not meet	NA	Exceeds	Exceeds	Meets	Does not meet	NA	NA

	Columbus Collegiate Academy – Main	Columbus Collegiate Academy – West	DLA – Early Learning Academy	DLA – Dayton View Campus	DECA Prep	KIPP Columbus	Phoenix Comm. Learn. Ctr.	Sciotoville Community School	Sciotoville Elementary Academy	United Preparatory Academy	Village Preparatory School :: Woodland Hills
OPERATIONS/GOVERNANCE PRIMARY INDICATORS											
Records Compliance	Exceeds	Exceeds	Exceeds	Exceeds	Exceeds	Exceeds	Exceeds	Exceeds	Exceeds	Exceeds	Exceeds
On-Time Records Submission Rate	Exceeds	Exceeds	Exceeds	Exceeds	Exceeds	Exceeds	Meets	Exceeds	Exceeds	Exceeds	Exceeds
Financial Records Submitted Monthly	Exceeds	Exceeds	Exceeds	Exceeds	Exceeds	Exceeds	Exceeds	Exceeds	Exceeds	Exceeds	Exceeds
Annual Audit	Exceeds	Meets	Meets	Does not meet	Exceeds	Exceeds	Exceeds	Does not meet	Exceeds	NA	Meets
LEA Special-Education Performance Determination (most recent annual)	Exceeds	Exceeds	Exceeds	Exceeds	Exceeds	Does not meet	Exceeds	Exceeds	Meets	NA	Exceeds
OPERATIONS/GOVERNANCE SECONDARY INDICATORS											
Five-Year Forecasts Submitted by Deadline	Meets	Meets	Meets	Meets	Meets	Meets	Meets	Meets	Meets	Meets	Meets
Pre-opening Assurances Documentation	Meets	Meets	Meets	Meets	Meets	Meets	Meets	Meets	Meets	Does not meet	Meets
Annual Report	Meets	Meets	Meets	Meets	Meets	Meets	Meets	Meets	Meets	Meets	Meets
Safety Plan and Blueprint Submitted to OAG (last three years)	Meets	Meets	Meets	Meets	Meets	Meets	Meets	Meets	Meets	Meets	Meets
Family Survey Results	Exceeds	Exceeds	Meets	Meets	Exceeds	Meets	Meets	Falls far below	Meets	Does not meet	Exceeds

Exceeds the standard (blue), meets the standard (green), does not meet the standard (orange), falls far below the standard (red).

Not applicable (NA): not applicable.

Not rated (NR): not reported by the Ohio Department of Education.

Three schools – Columbus Collegiate Academy – Main, Columbus Collegiate Academy – West, and DECA Prep – met or exceeded the standard on all primary indicators. The Phoenix Community Learning Center was the only other school to meet the standard for the overall performance index outcome and the overall value added outcome. Sciotoville Community School and Village Preparatory School :: Woodland Hills Campus, were the two lowest performing schools on primary indicators.

School Performance – Ohio Department of Education 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. The ODE also requires that sponsors assign each component a rating of “compliant,” “partially compliant,” or “noncompliant.”⁴ Although sponsors must report on the components of charter schools’ operations, each sponsor is free to define what constitutes the academic performance, fiscal performance, organization and operation, and legal compliance components of their sponsored schools’ programs. Additionally, sponsors are also free to define what compliant, partially compliant, and noncompliant mean.

The Thomas B. Fordham Foundation defines the four components required by the ODE as the following:

- Academic performance: how the school performed on the academic components of the school’s accountability plan with the Thomas B. Fordham Foundation⁵
- Fiscal performance: how the school performed on the financial components of the school’s accountability plan with the Thomas B. Fordham Foundation⁶
- Legal compliance: how the school performed on the operations/governance primary indicators, as contained in the school’s accountability plan with the Thomas B. Fordham Foundation⁷
- Organization and operation: how the school performed on the operations/governance secondary indicators, as contained in the school’s accountability plan with the Thomas B. Fordham Foundation⁸

Table II details school performance on the ODE’s sponsor-reporting measures.

Table II: Ohio Department of Education School Monitoring Summary

	Academic Performance	Fiscal Performance	Legal Compliance	Organization and Operation
Columbus Collegiate Academy – Main	OC	OC	OC	OC
Columbus Collegiate Academy – West	OC	OC	OC	OC
Dayton Leadership Academies – Dayton View Campus	OC	OC	OC	OC
Dayton Leadership Academies – Early Learning Academy	NC	OC	OC	OC
DECA PREP	OC	OC	OC	OC
KIPP: Journey Academy	OC	OC	OC	OC
Phoenix Community Learning Center	PC	OC	OC	OC
Sciotoville Community School	NC	OC	OC	OC
Sciotoville Elementary Academy	PC	OC	OC	OC
United Preparatory Academy	OC	OC	OC	OC
Village Preparatory School :: Woodland Hills Campus	NC	OC	OC	OC

Fordham-sponsored schools:

6

Address:

1469 E. Main Street, Columbus, OH 43205

IRN: 009122

Year Opened: 2008

Status: Open

Mission: To prepare middle school students to achieve academic excellence and become citizens of integrity. High expectations for behavior and an achievement-oriented school culture ensure all students are equipped to enter, succeed in, and graduate from the most demanding high schools and colleges.

Grades served: 6 – 8

Enrollment: 232

Demographics: Ninety-nine percent economically disadvantaged (ED), 76 percent black/non-Hispanic, 14 percent Hispanic, 16 percent students with disabilities.

Website: <http://unitedschoolsnetwork.org/maincampus.php>

Management organization: United Schools Network (non-profit)



Address:

300 S. Dana Ave., Columbus, OH 43233

IRN: 012951

Year Opened: 2012

Status: Open

Mission: To prepare middle school students to achieve academic excellence and become citizens of integrity. High expectations for behavior and an achievement-oriented school culture ensure all students are equipped to enter, succeed in, and graduate from the most demanding high schools and colleges.

Grades served: 6–8

Enrollment: 220

Demographics: Eighty-three percent ED, 44 percent black/non-Hispanic, 12 percent Hispanic, 11 percent multiracial, 31 percent white/non-Hispanic, 16 percent students with disabilities.

Website: <http://unitedschoolsnetwork.org/danacampus.php>

Management organization: United Schools Network (non-profit)



Address:

1416 W. Riverview Ave., Dayton, OH 45407

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: 3–8

Enrollment: 234

Demographics: One hundred percent ED, 55 percent black/non-Hispanic, 44 percent multiracial, 20 percent students with disabilities.

Website: <http://www.daytonleadershipacademies.com/>

Management organization: None



Address:

1416 W. Riverview Ave., Dayton, OH 45407

IRN: 133454

Year opened: 1999

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–2

Enrollment: 128

Demographics: One hundred percent ED, 84 percent black/non-Hispanic, 15 percent multiracial, 6 percent students with disabilities.

Website: <http://www.daytonleadershipacademies.com/>

Management organization: None



Address: 200 Homewood Ave., Dayton, OH 45405

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-6

Enrollment: 448

Demographics: Eighty-three percent ED, 97 percent black/non-Hispanic, 5 percent students with disabilities.

Website: <http://www.decaprep.org/>

Management organization: None



Address: 2750 Agler Road, Columbus, OH 43224

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-2, 5-8

Enrollment: 628

Demographics: One hundred percent ED, 90 percent black/non-Hispanic, 3 percent Hispanic, 3 percent white, 4 percent multiracial, 13 percent students with disabilities.

Website: <http://kippcolumbus.org/>

Management organization: None



Address: 3595 Washington Ave., Cincinnati, OH 45229

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-8

Enrollment: 343

Demographics: Ninety-eight percent ED, 100 percent black/non-Hispanic, 13 percent students with disabilities.

Website: <http://www.phoenixclc.org>

Management organization: None



Address: 224 Marshall Ave., Portsmouth, OH 45662

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: 5-12

Enrollment: 311

Demographics: Seventy-four percent ED, 5 percent multiracial, 92 percent white/non-Hispanic, 22 percent students with disabilities.

Website: <http://www.east.k12.oh.us/>

Management organization: None



Address: 5540 Third St., Portsmouth, OH 45662

IRN: 009964

Year opened: 2008

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-4

Enrollment: 138

Demographics: Eighty percent ED, 90 percent white/non-Hispanic, 15 percent students with disabilities.

Website: <http://www.sea.k12.oh.us/>

Management organization: None



Address: 617 West State St., Columbus, OH 43215

IRN: 014467

Year opened: 2014

Status: Open

Mission: To prepare elementary school students to achieve academic excellence and become citizens of integrity. High expectations for behavior and an achievement-oriented school culture ensure all students are equipped to enter, succeed in, and graduate from the most demanding high schools and colleges.

Grades served: K-2

Enrollment: 106

Demographics: Ninety percent ED, 49 percent black/non-Hispanic, 18 percent multiracial, 23 percent white/non-Hispanic, 13 percent students with disabilities.

Website: <http://unitedschoolsnetwork.org/uprep.php>

Management organization: United Schools Network (non-profit)



Address: 9201 Crane Ave., Cleveland, OH 44105

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: 398

Demographics: Ninety-three percent ED, 98 percent black/non-Hispanic, 8 percent students with disabilities.

Website: <http://www.theprepschools.org/>

Management organization: Breakthrough Schools (non-profit).



Academic and Organizational Accountability Plan

EXHIBIT 4: ACADEMIC AND ORGANIZATIONAL ACCOUNTABILITY PLAN

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, in all primary academic indicators, all financial indicators, and all primary operations/governance indicators. Secondary indicators (for both academics and operations/governance) will be considered as well, but primary indicators will factor more heavily into decisions about renewal or nonrenewal, as well as about probation, suspension, and termination. 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.

Primary Academic Indicators	Exceeds the Standard	Meets the Standard	Does Not Meet the Standard	Falls Far Below the Standard
Performance Index ⁹ (PI)	90% or higher	80%–89%	70%–79%	69% and below
Value Added ¹⁰	+ 4.00 and above	0 to 3.9	–0.99 to –3.9	–4.0 and below
Graduation Rate (4 years)	93%–100%	84%–92%	79%–83%	Below 79%
Graduation Rate (5 years)	95%–100%	85%–94%	80%–84%	80% and below
K–3 Literacy Improvement	B or better	C	D	F
Performance versus Local Market: ¹¹ 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 VAM score	Ranked in 70th–79th percentile in VAM score	Ranked in 50th–69th percentile in VAM score	Ranked in bottom 49th percentile in VAM 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 VAM score	Ranked in 70th–79th percentile in VAM score	Ranked in 50th–69th percentile in VAM score	Ranked in bottom 49th percentile in VAM score

Secondary Academic Indicators	Exceeds the Standard	Meets the Standard	Does Not Meet the Standard	Falls Far Below the Standard
Value Added: Overall Grade	A	B or above	C or below	D or below in VA and PI = Probation
PI: Overall Grade	A	B or above	C or below	D or below in VA and PI = Probation
Value Added: Gifted	A	B or above	C or below	
Value Added: Disabilities	A	B or above	C or below	
Value Added: Lowest 20%	A	B or above	C or below	
Value Added: High School	A	B or above	C or below	
AMOs (Gap Closing)	A	B or above	C or below	
College Admission Test Participation Rate	A	B or above	C or below	
College Admission Test Non-remediation Score	A	B or above	C or below	
Dual Enrollment Credits	A	B or above	C or below	
Industry Credentials	A	B or above	C or below	
Honors Diplomas Awarded	A	B or above	C or below	
AP Participation Rate	A	B or above	C or below	
AP Score	A	B or above	C or below	
IB Participation Rate	A	B or above	C or below	
IB Score	A	B or above	C or below	
College/Career-Ready Assessment	A	B or above	C or below	
School Regularly Administers Internal Growth Assessment		Yes	No	
School Met a Majority of Its Internal Goals (Section A.7 of This Contract)		Yes	No	
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 ¹²	Actual enrollment equals or is within 95% of budgeted enrollment in most recent year	Actual enrollment is 90%–95% of budgeted enrollment in most recent year	Actual enrollment is 80%–90% of budgeted enrollment in most recent year	Actual enrollment is less than 80% of budgeted enrollment in 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
Multi-year Ratio of Assets to Liabilities ¹³	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 the 2 most previous years out of 3 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 most recent 2 years	Cash flow is not positive for at least 1 of the most recent 2 years	Cash flow is negative for any 2 consecutive years

Total Margin (TM) and Aggregated Three-Year Total Margin ¹⁴ (ATTM)	ATTM is positive and the most recent year TM is also positive	ATTM is greater than -1.5%, the trend is positive for the last two years, AND the most recent year TM is positive	ATTM is greater than -1.5%, but trend not "meet standard"	ATTM is less than or equal to -1.5%; OR the most recent year TM is less than -10%
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 three or more of the following: findings, noncompliance citations, questioned costs, or 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, or 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 ODE by Statutory Deadlines		Yes	No	
Pre-opening Assurances Documentation		Completed and available 10 days before the first day of school	Not completed and available 10 days before the first day of school	
Annual Report		Submitted to parents and 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 3 Years to the Ohio Attorney General		Yes	No	
Family Survey Results	90% or greater overall satisfaction with school	80%–89% overall satisfaction with school	70%–79% overall satisfaction with school	69% or less overall satisfaction with school

SOURCES

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

Charts I and II display the PI and value-added 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; and (5) the average score of the Big Eight urban school districts.¹⁹ All of the averages are weighted to account for a school's student enrollment.

The academic data in tables I–II are from the ODE, and the financial, governance, and compliance data are from monitoring data maintained in the Epicenter system.

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 ODE's state report card, unless otherwise indicated. The mission information is from school sponsorship contracts.

endnotes

¹ Indicator is applicable to Dayton Leadership Academies–Early Learning Academy because the school serves grades K–2. The indicator is defined as follows: Exceeds the standard (96 to 100 percent of students annually demonstrate a minimum of one year of academic growth in reading on the Northwest Evaluation Association [NWEA] Measures of Academic Progress [MAP] assessment); meets the standard (90 to 95 percent of students annually demonstrate a minimum of one year of academic growth in reading on the NWEA MAP assessment); does not meet the standard (80 to 89 percent of students annually demonstrate a minimum of one year of academic growth in reading on the NWEA MAP assessment); falls far below the standard (79 percent or fewer of students annually demonstrate a minimum of one year of academic growth in reading on the NWEA MAP assessment). In 2014–15, only 32 percent of students annually demonstrated one year of growth in reading on NWEA MAP.

² Indicator is applicable to Dayton Leadership Academies–Early Learning Academy because the school serves grades K–2. The indicator is defined as follows: exceeds the standard (96 to 100 percent of students annually demonstrate a minimum of one year of academic growth in math on the NWEA MAP assessment); meets the standard (90 to 95 percent of students annually demonstrate a minimum of one year of academic growth in math on the NWEA MAP assessment); (96 to 100 percent of students annually demonstrate a minimum of one year of academic growth in math on the NWEA MAP assessment); does not meet the standard (80 to 89 percent of students annually demonstrate a minimum of one year of academic growth in math on the NWEA MAP assessment); falls far below the standard (79 percent or fewer of students annually demonstrate a minimum of one year of academic growth in math on the NWEA MAP assessment). In 2014–15, 61 percent of students annually demonstrated one year of growth in math on NWEA MAP.

³ This component—and the other components under Prepared for Success (in italics)—will not receive a grade until 2016.

⁴ Letter written December 1, 2015, from Frank Stoy, ODE, to Sponsors.

⁵ Overall compliant (OC): The school met a majority of contractual academic indicators. Partially compliant (PC): The school met half of contractual academic indicators. Noncompliant (NC): The school met fewer than half of contractual academic indicators.

⁶ Overall compliant (OC): The school met a majority of contractual financial indicators. Partially compliant (PC): The school met half of contractual financial indicators. Noncompliant (NC): The school met fewer than half of contractual financial indicators.

⁷ Overall compliant (OC): The school met a majority of contractual operations/governance primary indicators. Partially compliant (PC): The school met half of contractual operations/governance primary indicators. Noncompliant (NC): The school met fewer than half of contractual operations/governance primary indicators.

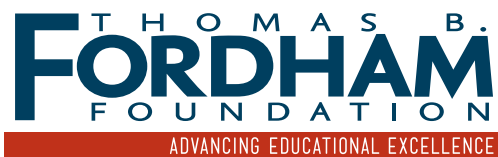
⁸ Overall compliant (OC): The school met a majority of contractual operations/governance secondary indicators. Partially compliant (PC): The school met half of contractual operations/governance secondary indicators. Noncompliant (NC): The school met fewer than half of contractual operations/governance secondary indicators.

⁹ The PI percentage is calculated as follows: school's PI score divided by 120 (the highest possible PI score).

¹⁰ A value-added score is a statistical estimate intended to convey how much a school has contributed to student learning. A higher value-added score conveys greater confidence that, on average, the school has contributed more than one

standard year of academic growth; a lower value-added score conveys greater confidence that the school has, on average, not contributed more than one standard year of academic growth.

- ¹¹ “Local market” includes other charter schools (excluding virtual and dropout-recovery charter schools, as designated by the 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 the ODE.
- ¹² The enrollment variance depicts actual enrollment divided by enrollment projection in the charter school’s board-approved budget.
- ¹³ This ratio depicts the relationship between a school’s annual assets and liabilities, covering the last three years.
- ¹⁴ “Total margin” measures the deficit or surplus a school yields out of its total revenues; in other words, it measures whether or not the school is living within its available resources. The total margin is important to track, as schools cannot operate at deficits for a sustained period of time without risk of closure. The aggregate three-year total margin is helpful for measuring the long-term financial stability of the school by smoothing the impact of single-year fluctuations. The performance of the school in the most recent year, however, is indicative of the sustainability of the school; thus, the school must have a positive total margin in the most recent year to meet the standard. The total margin is the net income divided by the total revenue. The aggregate total margin is the total three-year net income divided by the total three-year revenues.
- 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, “[Understanding Ohio’s School Report Card](#).” We downloaded the data that we used for this chart from the ODE’s website, “[Ohio School Report Cards](#).”
- ¹⁸ The state uses a statistical analysis, based on the test scores of students in grades four through eight, to estimate a school’s contribution to student achievement. The value-added index score is a school’s average learning gain, reported in Normal Curve Equivalent units, divided by the standard error. A school’s value-added index score is an average score based on the results from 2014–15. At the school level, index scores range from –31.2 to 26.2 for 2014–15. For more information on the value-added measure, see ODE, “[Understanding Ohio’s School Report Card](#).” We downloaded the data that we used for this chart from the ODE’s website, “[Ohio School Report Cards](#).”
- ¹⁹ The Big Eight urban districts are Akron, Canton, Cincinnati, Cleveland, Columbus, Dayton, Toledo, and Youngstown. When this report went to press, the value added data for Toledo Public Schools had not been released and was not included.



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