

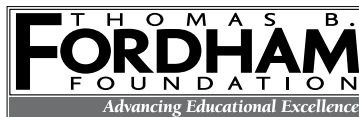
# **Renewal and Optimism:**

**Five Years as an  
Ohio Charter Authorizer**

2009-10

**Fordham Sponsorship Accountability Report**

## **SCHOOL PROFILES**



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



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# Introduction

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

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

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

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

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

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

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

**Table XI: Ohio Department of Education School Monitoring Summary**

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

OC(1)= Overall compliant

PC(2) = Partially compliant

NC(3) = Non-compliant

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



# Columbus Collegiate Academy

**Contact Name**

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John Dues, Co-Director (2009-10)

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**Video Profile**

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

**Began Operating**

2008

**Governing Authority**

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

**Management Company**

Building Excellent Schools (2008-09)

## *mission*

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

## *educational philosophy*

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

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

## SCHOOL CALENDAR

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

## DEMOGRAPHICS

### *Student Composition 2009-10\**

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

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

## GOVERNANCE

### School Leader

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

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

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

## FACULTY

### Number of Teachers

The school employed six teachers in 2009-10.

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

### Highly qualified Teachers

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

## COMPLIANCE REPORT

### SUMMARY OF COMPLIANCE ASSESSMENT

#### Education Rating: Overall compliant

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

#### Academic Rating: Partially compliant

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

## Compliance Reporting

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

### Financial Rating: Overall compliant

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

### Governance Rating: Overall compliant

Columbus Collegiate Academy is rated overall com-

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

## SCHOOL PERFORMANCE RESULTS

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

### Academic Performance Requirements

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

### Goals for Academic Performance Using Common Indicators

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

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

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

The sponsorship contract between each school's governing authority and the Fordham Foundation incorporates the minimum federal and state standards and further requires a state rating of Continuous Improvement or higher and annual growth in each grade and subject. These requirements are considered annually by Fordham when evaluating the performance of the school and when making renewal and non-renewal decisions regarding the contract.

The tables below detail how Columbus Collegiate Academy performed against federal, state, and contract minimum requirements in 2009-10.

**Goal 1:** Received rating of at least Continuous Improvement?

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

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



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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

levels of daily attendance and student retention.

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

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

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

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

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

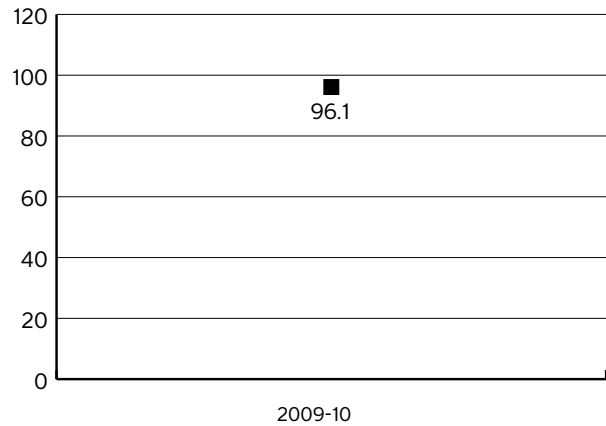
## OTHER PERFORMANCE INDICATORS

### Attendance Rate

92.2 percent.

### The Performance Index Score

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



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



# Dayton Liberty Campus

**Contact Name**

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

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Dayton, OH 45418

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tj.wallace@dla.edisonlearning.com

**Website**

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**Video Profile**

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

**Began Operating**

1999

**Governing Authority**

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

**Management Company**

EdisonLearning, Inc.

## *mission*

The mission of Dayton Liberty Campus is to provide an exemplary education to all its students. The school intends to offer a world-class education and to develop understanding, inquiry, and good citizenship. The school seeks to provide a richer curriculum in reading, math, science, social studies, and the arts than is the norm in the Dayton City School District.

## *educational philosophy*

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

## SCHOOL CALENDAR

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

## DEMOGRAPHICS

### *Student Composition 2009-10*

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

## GOVERNANCE

### School Leader

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

## FACULTY

### Number of Teachers

The school employs 30 teachers.

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

### Highly qualified Teachers

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

## COMPLIANCE REPORT

### SUMMARY OF COMPLIANCE ASSESSMENT

#### Education Rating: Non-compliant

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

#### Academic Rating: Non-compliant

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

#### Financial Rating: Overall compliant

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

#### Governance Rating: Overall compliant

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

## SCHOOL PERFORMANCE RESULTS

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

### *Compliance Reporting*

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

The sponsorship contract between each school's governing authority and the Fordham Foundation incorporates the minimum federal and state standards and further requires a state rating of Continuous Improvement or higher and annual growth in each grade and subject. These requirements are considered annually by Fordham when evaluating the performance of the school and when making renewal and non-renewal decisions regarding the contract.

The tables below detail how Dayton Liberty Campus performed against federal, state, and contract minimum requirements in 2009-10.

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

**Goal 1:** Received rating of at least Continuous Improvement?

### *Academic Performance Requirements*

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

### *Goals for Academic Performance Using Common Indicators*

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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



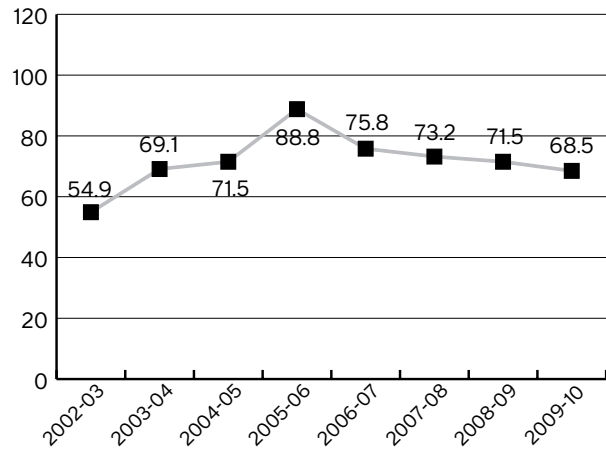
## OTHER PERFORMANCE INDICATORS

### Attendance Rate

90 percent.

### The Performance Index Score

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



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



# Dayton View Campus

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Amy Doerman, Principal

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**Website**

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

**Video Profile**

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

**Began Operating**

2000

**Governing Authority**

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

**Management Company**

EdisonLearning, Inc.

## *mission*

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

## *educational philosophy*

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

## SCHOOL CALENDAR

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

## DEMOGRAPHICS

### *Student Composition 2009-10*

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

## GOVERNANCE

### School Leader

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

## FACULTY

### Number of Teachers

The school employs 32 teachers.

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

## Highly qualified Teachers

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

## COMPLIANCE REPORT

### SUMMARY OF COMPLIANCE ASSESSMENT

#### Education Rating: Overall compliant

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

#### Academic Rating: Partially compliant

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

#### Financial Rating: Overall compliant

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

#### Governance Rating: Overall compliant

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

## SCHOOL PERFORMANCE RESULTS

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

## Compliance Reporting

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

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

The sponsorship contract between each school's governing authority and the Fordham Foundation incorporates the minimum federal and state standards and further requires a state rating of Continuous Improvement or higher and annual growth in each grade and subject. These requirements are considered

annually by Fordham when evaluating the performance of the school and when making renewal and non-renewal decisions regarding the contract.

The tables below detail how Dayton View Campus performed against federal, state, and contract minimum requirements in 2009-10.

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

### Academic Performance Requirements

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

### Goals for Academic Performance Using Common Indicators

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

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

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

**Goal 1:** Received rating of at least Continuous Improvement?

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

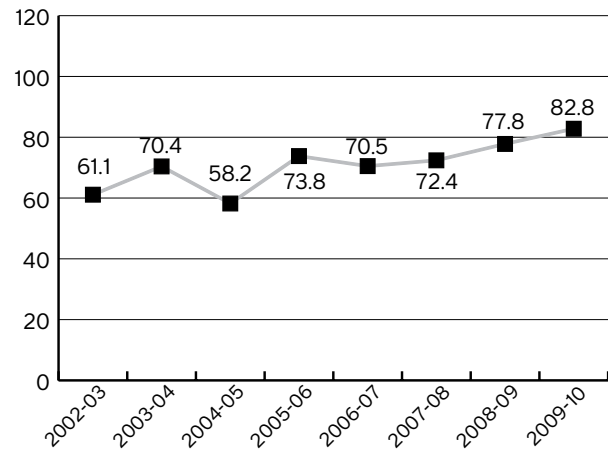
#### OTHER PERFORMANCE INDICATORS

##### Attendance Rate

89.5 percent.

##### The Performance Index Score

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



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



# KIPP: Journey Academy

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Hannah Powell, School Leader

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**Video Profile**

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

**Began Operating**

2008

**Governing Authority**

Michelle Applebaum (2009 – present)

Steve Bishop (2010)

Stuart Burgdoerfer (2008 – 2010)

Joe Chlapaty (2009 – present)

Jim Gilmour (2008 – present)

Eddie Harrell, Jr. (2008 – present)

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

Ralph A. Johnson (2008 – present)

Hon. Algenon Marbley,

Chairperson (2008 – present)

Kevin Reeves (2009 – present)

Barbara Trueman (2008 – present)

Abigail Wexner (2008 – present)

**Management Company**

Knowledge is Power Program (KIPP)

## *mission*

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

## *educational philosophy*

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



## SCHOOL CALENDAR

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

## DEMOGRAPHICS

### *Student Composition 2009-10*

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

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

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

## GOVERNANCE

### School Leader

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

## FACULTY

### Number of Teachers

The school employed 9 teachers in 2009-10.

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

## Highly qualified Teachers

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

## COMPLIANCE REPORT

### SUMMARY OF COMPLIANCE ASSESSMENT

#### Education Rating: Overall compliant

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

#### Academic Rating: Partially compliant

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

#### Financial Rating: Overall compliant

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

#### Governance Rating: Overall compliant

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

## SCHOOL PERFORMANCE RESULTS

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

## Compliance Reporting

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

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

The sponsorship contract between each school's governing authority and the Fordham Foundation incorporates the minimum federal and state standards and further requires a state rating of Continuous Improvement or higher and annual growth in each grade and subject. These requirements are considered

annually by Fordham when evaluating the performance of the school and when making renewal and non-renewal decisions regarding the contract.

The tables below detail how KIPP: Journey Academy performed against federal, state, and contract minimum requirements in 2009-10.

**Goal 1:** Received rating of at least Continuous Improvement?

### Academic Performance Requirements

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

### Goals for Academic Performance Using Common Indicators

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Result – 27% **Not Met**

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

Result – 35% **Not Met**

Objective – 93% daily attendance average

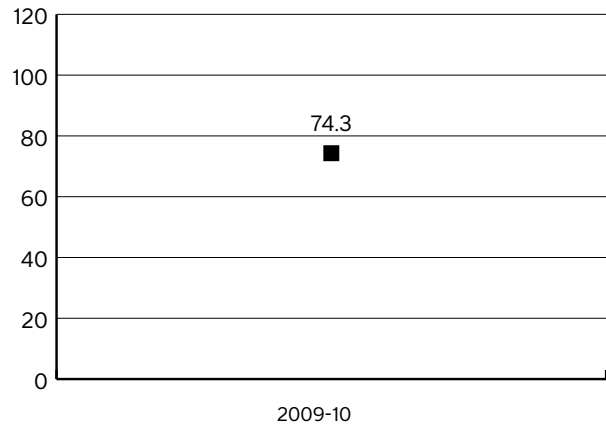
Result – 94.1% **Met**

Objective – 95% participation on state tests

Result – 98+% **Met**

Objective – obtain a performance index score of at least 80

Result – 74.3 **Not met**



### The Performance Index Score

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

### OTHER PERFORMANCE INDICATORS

#### Attendance Rate

94.1 percent.



# Phoenix Community Learning Center

**Contact Name**

Dr. Glenda Brown, School Leader

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**Website**

<http://thephoenixcommunitylearningcenter.org>

**Video Profile**

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

**Began Operating**

2001

**Governing Authority**

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

**Management Company**

None

## *mission*

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

## *educational philosophy*

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

## SCHOOL CALENDAR

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

## DEMOGRAPHICS

### *Student Composition 2009-10*

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

## GOVERNANCE

### School Leader

During the 2009-10 school year, Dr. Glenda Brown served as the school leader for Phoenix Community Learning Center. Dr. Brown is the founder of the Phoenix Community Learning Center, and has worked as a teacher in the Cincinnati Public School District and the Houston Independent School District. She holds a master's degree in educational leadership and a master's degree in special education.

## FACULTY

### Number of Teachers

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

### Highly qualified Teachers

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

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

## COMPLIANCE REPORT

### SUMMARY OF COMPLIANCE ASSESSMENT

#### Education Rating: Overall compliant

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

#### Academic Rating: Partially compliant

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

#### Financial Rating: Overall compliant

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

#### Governance Rating: Overall compliant

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

## SCHOOL PERFORMANCE RESULTS

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

## Compliance Reporting

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

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

The sponsorship contract between each school's governing authority and the Fordham Foundation incorporates the minimum federal and state standards and further requires a state rating of Continuous Improvement or higher and annual growth in each grade and subject. These requirements are considered

annually by Fordham when evaluating the performance of the school and when making renewal and non-renewal decisions regarding the contract.

The tables below detail how the Phoenix Community Learning Center performed against federal, state, and contract minimum requirements in 2009-10.

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



### Academic Performance Requirements

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

### Goals for Academic Performance Using Common Indicators

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

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

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

**Goal 1:** Received rating of at least Continuous Improvement?

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

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

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

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

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

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

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

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

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

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

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

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

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

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

N/A. The social studies portion of the Ohio Achievement

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

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

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

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

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

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

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

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

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

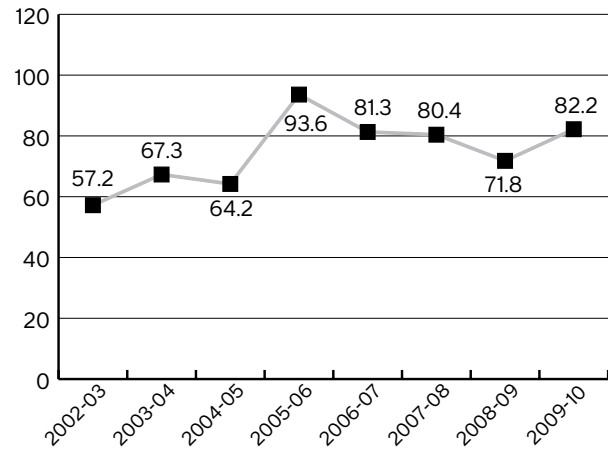
## OTHER PERFORMANCE INDICATORS

### Attendance Rate

95 percent.

### The Performance Index Score

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



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



# Springfield Academy of Excellence

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**Video Profile**

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

**Began Operating**

2001

**Governing Authority**

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

**Management Company**

None

## *mission*

The mission of Springfield Academy of Excellence is to provide education in a nurturing environment that focuses on the development of the whole child. In nurturing the whole child, emphasis must be placed on academic achievement as well as physical, psychological, social, and ethical development.

## *educational philosophy*

The school is based on Yale University's Comer's School Development Program, which has been used in urban areas for over twenty years. This structure seeks to link children's academic growth with their emotional wellness and social and moral development in a collaborative school culture congenial to learning.

## SCHOOL CALENDAR

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

## DEMOGRAPHICS

### *Student Composition 2009-10*

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

## GOVERNANCE

### **School Leader**

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

## FACULTY

### **Number of Teachers**

The school employs 21 teachers.

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

## Highly qualified Teachers

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

## COMPLIANCE REPORT

### **SUMMARY OF COMPLIANCE ASSESSMENT**

#### **Education Rating: Overall compliant**

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

#### **Academic Rating: Partially compliant**

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

#### **Financial Rating: Overall compliant**

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

#### **Governance Rating: Overall compliant**

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

## SCHOOL PERFORMANCE RESULTS

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

## Compliance Reporting

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

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

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

tinuous Improvement or higher and annual growth in each grade and subject. These requirements are considered annually by Fordham when evaluating the performance of the school and when making renewal and non-renewal decisions regarding the contract.

The tables below detail how the Springfield Academy of Excellence performed against federal, state, and contract minimum requirements in 2009-10.

### Academic Performance Requirements

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

### Goals for Academic Performance Using Common Indicators

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

No. In 2009-10, Springfield Academy of Excellence

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

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

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

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

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

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

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



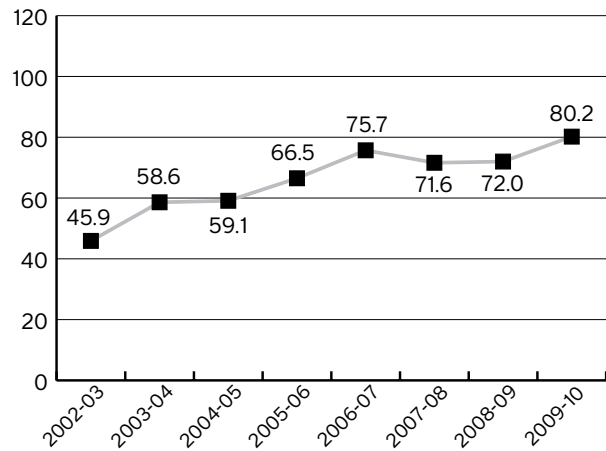
## OTHER PERFORMANCE INDICATORS

### Attendance Rate

95 percent.

### The Performance Index Score

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



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

## Appendix A

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

#### **EXHIBIT 4: ACADEMIC PERFORMANCE PLAN<sup>7</sup>**

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

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

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

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

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

#### **Indicators Of Academic Success**

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

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

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

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

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

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

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

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

**SECTION 2. STATE RATING  
REQUIREMENTS FOR  
THE COMMUNITY SCHOOL**

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

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

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

**SECTION 3. ACADEMIC PERFORMANCE  
OF THE COMMUNITY SCHOOL  
RELATIVE TO COMPARABLE SCHOOLS  
Is The Community School Outperforming  
Comparable Schools (I.E., Local District  
Schools, And Similar Community Schools  
Statewide)?**

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

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

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

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

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

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

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

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

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



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