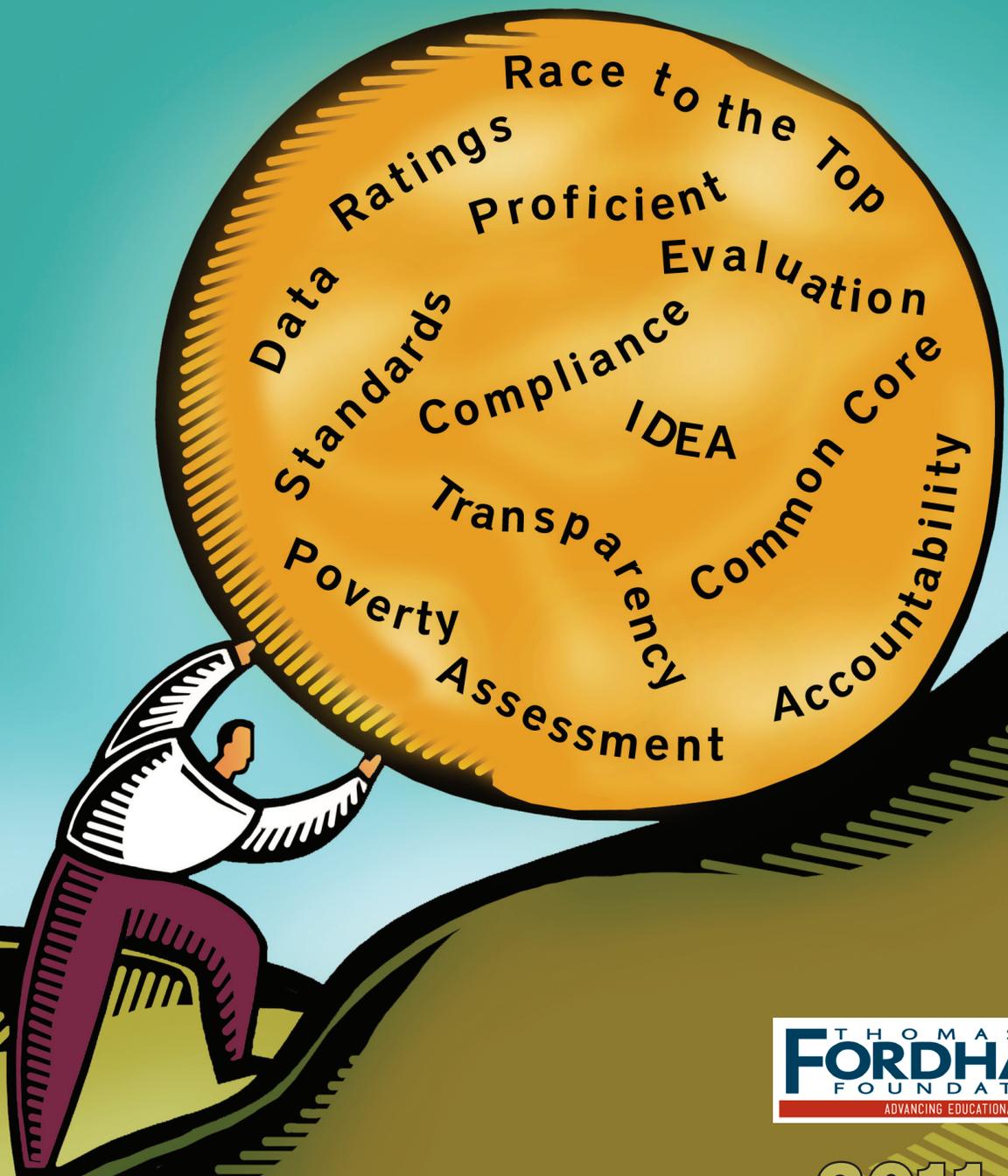


Moving Up



THOMAS B.
FORDHAM
FOUNDATION
ADVANCING EDUCATIONAL EXCELLENCE

2011-12

FORDHAM SPONSORSHIP ACCOUNTABILITY REPORT

Moving^{Up}

2011-12

Fordham Sponsorship Accountability Report



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Acknowledgments

The Thomas B. Fordham Foundation (Fordham) would like to recognize several organizations and individuals with whom we worked in 2011-12. First and foremost, we would like to acknowledge the staff, leadership, and governing authorities at each of our sponsored schools for their efforts and hard work. We also greatly appreciate the efforts and guidance of the Fordham Foundation's Ohio Policy and Sponsorship Committee.

We are also grateful to Chas Kidwell and his colleagues at Porter, Wright, Morris & Arthur for their advice and counsel; our colleagues at the National Association of Charter School Authorizers (NACSA); the Office of Community Schools at the Ohio Department of Education; and the team at the National Charter Schools Institute.



Mission Statement of the Thomas B. Fordham Foundation

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.

PART I



Introduction and Lessons Learned

By Terry Ryan and Kathryn Mullen Upton

When the Thomas B. Fordham Foundation decided to become a charter school sponsor in 2003 we suspected that we could learn a lot from the experience and might be able to share these lessons with others in Ohio and beyond. Sharing lessons learned is important – one reason we devote time, energy, and money on this annual sponsorship report. Through it, we hope to help readers understand the complexities of charter schools and better appreciate the hard work of teachers, school leaders, and board members who are serving not only in the schools we sponsor but in the schools around the state and nation

that are working to make a difference in the lives of children who badly need it.

This past school year was largely positive for Fordham-sponsored schools and their students. Two of the eight schools received an academic rating of Excellent (A), two schools were rated Effective (B), and one was rated Continuous Improvement (C). However, three of the eight Fordham-sponsored schools continued to struggle mightily - two were rated Academic Watch (D) and one was rated Academic Emergency (F). Table I provides the perfor-

Table I: AYP, Academic Ratings and Value-Added Ratings for Fordham-sponsored schools (2011-12)

School	Met AYP ¹	Rating	Value Added Met or Exceeded
Columbus Collegiate Academy – Main	Yes	Excellent	Yes
Phoenix Community Learning Center	Yes	Excellent	Yes
Sciotoville Elementary Academy	Yes	Effective	Yes
KIPP: Journey Academy	No	Effective	Yes
Sciotoville Community School	Yes	Continuous Improvement	Yes
Springfield Academy of Excellence	No	Academic Watch	Yes
Dayton View Campus	No	Academic Emergency	No
Dayton Liberty Campus	No	Academic Watch	Yes

¹ Due to Ohio's NCLB waiver request to the Ohio Department of Education we expect this AYP metric to be removed from all of our contracts with schools starting in 2013-14.

mance of Fordham-sponsored schools by name in 2011-12 (detailed school achievement analysis can be found in part III of this report).

At the end of the day, the most important academic benchmark for Fordham-sponsored schools is how well they are educating children according to the terms of their contracts, which are aligned with state academic standards and expectations. At an absolute minimum, those contracts require that the schools meet Adequate Yearly Progress (AYP) targets, be rated at least Continuous Improvement – the equivalent of a C grade on the state’s academic rating system – and meet or exceed value added gains in reading and math. Comparing favorably to struggling local schools is not good enough.

When schools fail to meet basic academic expectations we want to see evidence that the governing authority is taking action to improve the situation, and if they are not then we are required to do so. We believe that sponsors, as entities under state law that are charged with holding charter schools to account for their results, must be seen by schools, lawmakers, and the public as not only fair and transparent, but also dead serious about academic performance.

As evidence of this seriousness, we have worked closely and collaboratively with the governing authority (Alliance Community Schools) of the Dayton View and Dayton Liberty schools to encourage significant changes to the management and operation of these schools.

The story of turnaround efforts at the Dayton View and Dayton Liberty campuses is in fact the centerpiece of this year’s sponsorship report. We believe there are many lessons to be drawn here, and to describe what they are for a larger audience we engaged veteran journalist Ellen Belcher. Ellen is an award-winning journalist and former editorial page editor of the *Dayton Daily News*, where she frequently wrote about education issues including those around charter schools.

Our task to Ellen was straightforward – talk to the board members (current and former), administrators, teachers, and parents involved in the two schools and find out their story. Why, in their words, haven’t the schools lived up to their promise? She also reached out to current and former officials from the schools’ former operator, Edison Learning, to get their perspective on issues, and she spoke with Fordham’s president Chester E. Finn, Jr. for his take as well. All of these voices are in Ellen’s accompanying piece entitled “Breaking Up is Hard to Do: The Edison Story in Dayton.”

Ellen tackled the assignment with her usual curiosity, skepticism and reporter’s acumen. She not only worked to provide a history of what has happened in the schools over the last decade, but also sought to uncover why we (the authorizer, the board, and the larger community) should continue to hold out hope that the schools can in fact become high-performing academic centers of excellence. Her reporting is impeccable and we share it in the hopes that others will find it instructive and helpful in their ongoing efforts – as authorizers, as school operators, as policy makers, and as educators – to help improve schools.

Breaking Up Is Hard to Do (The Edison Story in Dayton)

By Ellen Belcher

Introduction

Edison Schools, Inc. had everything going for it when it opened a charter school in Dayton, Ohio, in 1999.

It was competing for students in a city where the public schools were objectively failing. Parents were hungry for other choices. The number of charter schools in Dayton had not yet exploded, so Edison had a chance to own the market.

Then the country's largest operator of for-profit schools, it welcomed its students to a modern new building in a city where public and many parochial schools were old and tired. The school was large enough that enrollment could grow to more than 1,000 students, and a second Edison school was scheduled to open the following year.

Led by the effervescent Chris Whittle, Edison was hot in national education reform circles, and the company was gearing up to go public. It had every reason to make Dayton one of its showcases for the contention that entrepreneurs driven by good intentions *and* profit could succeed where public bureaucracies with a virtual lock on students had failed.

The promise, energy and passion Edison brought to Dayton was intoxicating to the city's business leaders, who had recruited Edison. They were at a loss about how to improve the region's largest school district, and they were adamant about the need to try.

Twelve years later – and 20 years after the national Edison experiment began – the company was fired

in Dayton. There was none of the fanfare and public notice that accompanied Edison's entry. In that sense, Edison's experience in Dayton ended better than it did in other places, where there have been heated public meetings and recriminations.

But the rationale for the firing was not a new one: the company, now known as EdisonLearning, never delivered.

In the wake of disappointments like what has happened in Dayton, the company has backed away from running schools. Success as measured by test scores has proven hard to achieve, let alone replicate. Instead, EdisonLearning is now focusing on dropout recovery initiatives (including in Cleveland, Columbus and Cincinnati) and selling services to schools.

What does Edison's exit mean in Dayton?

The need to provide a quality alternative to Dayton public schools in high-poverty neighborhoods hasn't gone away. But the naïve or heady or uninformed notion – pick your adjective – that stubbornly poor test scores can be dramatically improved if only business acumen is thrown at the problem has been painfully discredited.

In place of that strategy, the former Edison schools' board of directors is putting its hopes in a seasoned, 58-year-old former Catholic high school principal. For two years as an Edison principal in Dayton, T. J. Wallace saw what was *not* working. His job now



Dayton View Campus

is to do what his former out-of-town bosses could never figure out.

As executive director of the Dayton Leadership Academies, Wallace has two years to turn around the former Edison schools. If he and his teachers, who have not had a raise in four years, fail, the Thomas B. Fordham Foundation – the schools’ “authorizer” under Ohio’s charter school law – can shut them down for poor performance.

That possibility is never far from Wallace’s mind or his board’s. They see it not as a threat, but as a reform imperative, one that’s central to the charter school movement that they’ve championed even in the face of Edison’s failure. If they can’t do the job, then they deserve to be fired as well.

Business Can Do It Better

Allen M. Hill was on the school board known as Alliance for Community Schools that first hired Edison. The president and chief executive officer of Dayton Power & Light, Hill was part of the cadre of 18 high-level executives who were drilling into public education because they believed that Dayton schools’ poor test scores were damaging the region’s reputation.

The Dayton Business Committee initially wanted Edison, Inc. to take over five of Dayton’s most troubled schools under contract with the district, a move the school superintendent agreed to. But the teachers’ union vetoed that plan.

Unbowed, the business leaders responded by opening two new charter schools in back-to-back years, with plans for more, and they hired Edison to manage them. They put up \$500,000 for one of the new buildings and ef-



T. J. Wallace

fectively guaranteed the mortgage for it. They went into debt with Edison for the other.

“These are business people,” Hill said. “When one approach failed, they went with a different one.... No one believed charter schools were an answer to (failing) public education,” he said. The goal was to create competition, not create a replacement or “a parallel system.”

Hill said that before hiring Edison, the Dayton Business Committee vetted multiple educational management companies. In choosing Edison, the executives believed they had gone with the gold standard.

“We thought we had it all: brand new facilities, the best management company,” said Doug Mangen, who was executive director of the Dayton Business Committee when Edison was hired.

Mangen, who today owns a school management company and was a board member for the Edison schools from 2009 until July 2012, said he and others “got sucked into the sales pitch.” In hindsight, they were too impressed, he said, by Edison’s “\$50 million in research on urban education” and the belief that “Dayton was going to be at the forefront” of education reform.

Mangen said that when he joined the board seven years after he had been involved in helping select Edison, the company had changed. The goal was no longer reinventing urban education “but how do we maximize profit.”

“The whole mindset of ‘whatever it takes’ wasn’t there anymore,” Mangen said.

Edison Fizzles

Edison officials declined to be interviewed for this article. Michael E. Serpe, a spokesman for Edison-Learning, provided a written statement saying that the company “agrees with and supports” the school board’s decision to run the two schools.

It continued: Edison is “proud of the role we have been able to play to help both schools develop the capacity to operate on their own.” The schools “have consistently outperformed other public schools in Dayton on a majority of the indicators” that Ohio uses to rate public schools, the statement said.

John Chubb, who was senior executive vice president of Edison until February 2010, said the “biggest challenge” in Dayton was hiring good people. Edison struggled to recruit principals and teachers to come to Dayton. The company, he said, offered signing bonuses to prospective employees and hired Teach for America leaders, hoping they could connect with eager, young teachers.

Chubb said he frequently came to board meetings in Dayton and that despite a “strong partnership,” the schools “never lived up to Edison’s expectations or the board’s.”

Chester E. Finn, Jr., president of the Thomas B. Fordham Institute, whose sister organization sponsors the two schools overseen by the Alliance for Community Schools board, is among the most disillusioned about Edison’s effort in Dayton. Finn was at the table with Whittle and Chubb when Edison was conceived, and he was an early proponent of its education model. He said that the company’s “horror show” in his hometown is a special embarrassment.

“They did an abysmal job in Dayton,” Finn said. “I think it was an implementation and an accountability failure.”



Dayton Liberty Campus

An assistant secretary of education under former President Ronald Reagan, Finn said he has become “cynical” about the for-profit model in education. “Shareholder return ends up trumping the best interests of students,” he said. Having watched education management companies for 20 years, “Most of the models I admire today are run by non-profit groups.”

The Rev. Vanessa Ward said she “had stars in my eyes” when she came on the Edison schools’ board three years ago. But she quickly realized that conditions were “not as rosy as I thought.” Attempts to bring up tests scores resulted in “disappointment after disappointment,” she said.

In 2003, Edison’s Dayton Liberty campus received a “grade” from the state that is the equivalent of an “F” and then a “C” for the following three years. The school dropped to a “D” for the next three years, followed by an “F” in 2010. It bounced up to a “C” in 2011.

During the same time, the Dayton View campus earned an “F” in 2003, then a “C,” then an “F,” followed by three years of “Ds” and three years of “Cs.” Graphs 1-4 show the struggles of students to make proficiency in fourth and eighth grade reading and math over time in these schools.

Some board members and teachers believe that the Dayton View campus’ “C” in 2011 is questionable. An investigation was launched after a teacher called

Fordham during the testing period to say students were being given extra time and that state testing protocols weren't being followed. A review by Fordham staff and its attorney did not confirm cheating had occurred, but suspicions remain.

"There was lots of sloppiness that year," said Ellen Ireland, the chair of the schools' board.

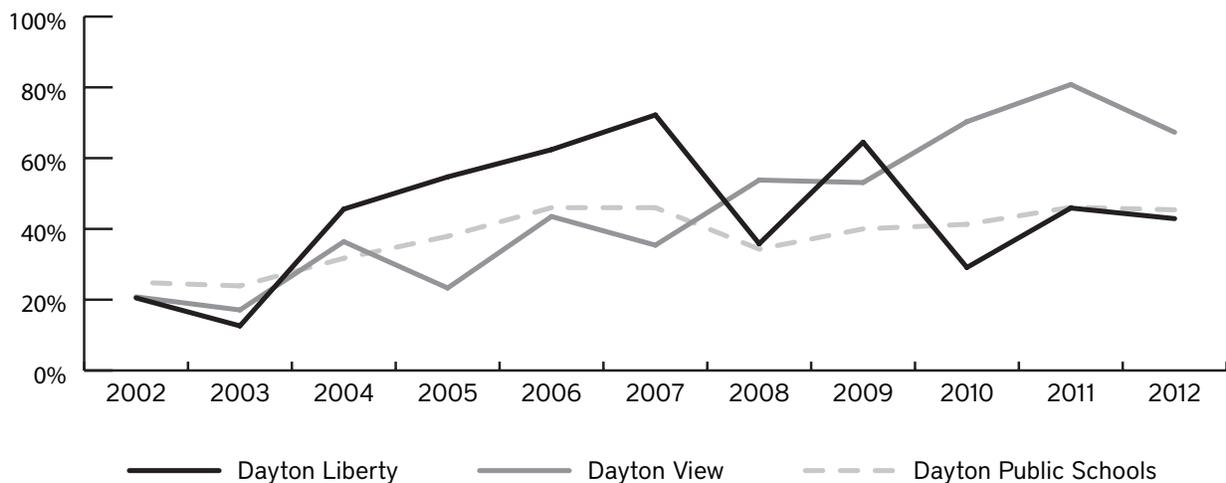
In 2012, Dayton View's rating, to no one's surprise, dropped to Academic Emergency; while Dayton

Liberty was again rated Academic Watch.

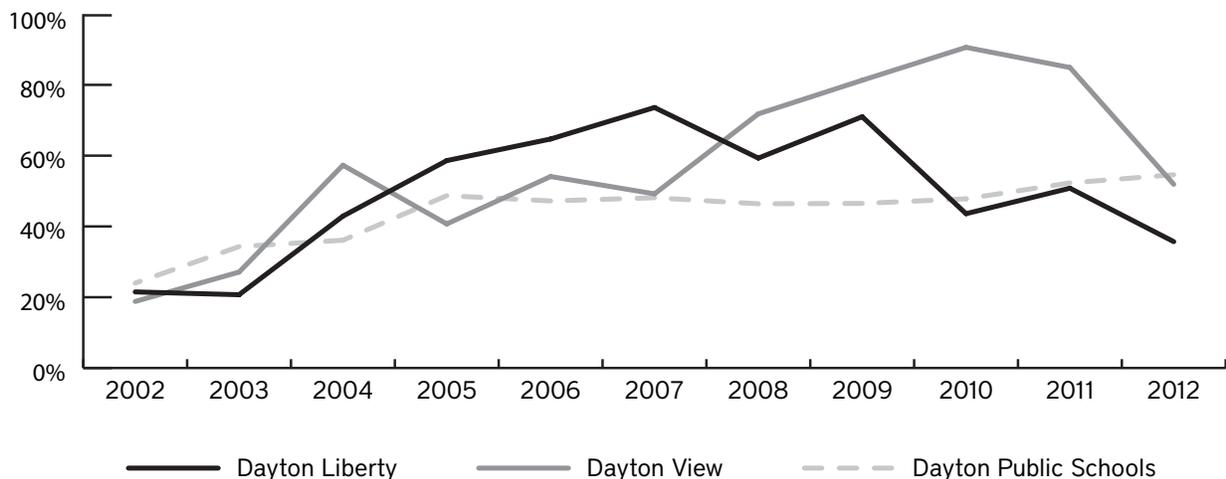
Former DP&L executive Hill said he thinks part of the explanation for Edison's poor showing in Dayton is the company never got a foothold in the state. The national "expansion plan worked against us," Hill said. "I think the key take-away was that we were (only) two schools in Ohio."

Ireland, who came on the board in 2007, said Edison kept coming up with new strategies to bring up test

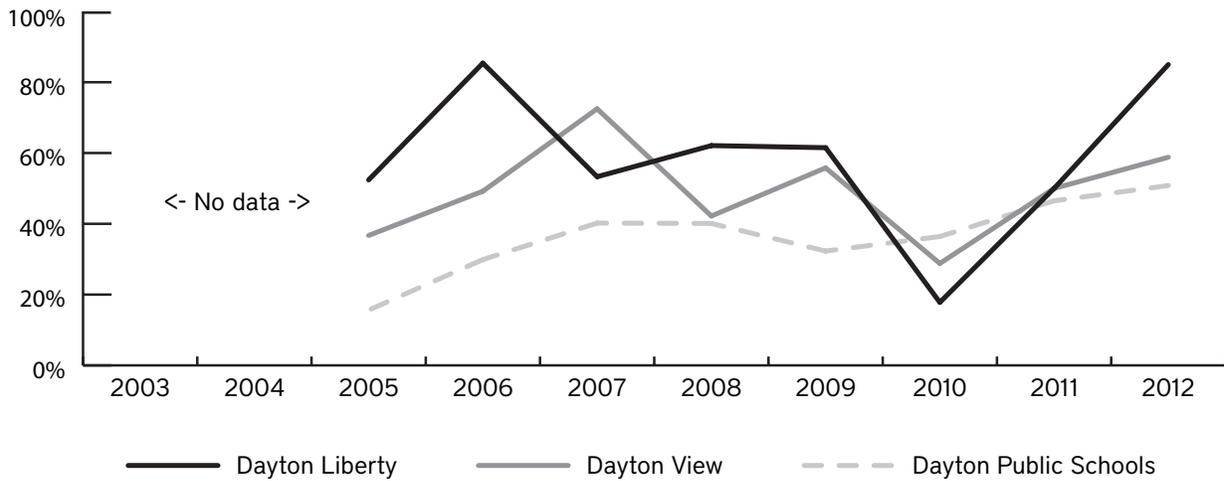
Graph I: 4th grade math proficiency rate over time — DLA versus Dayton Public



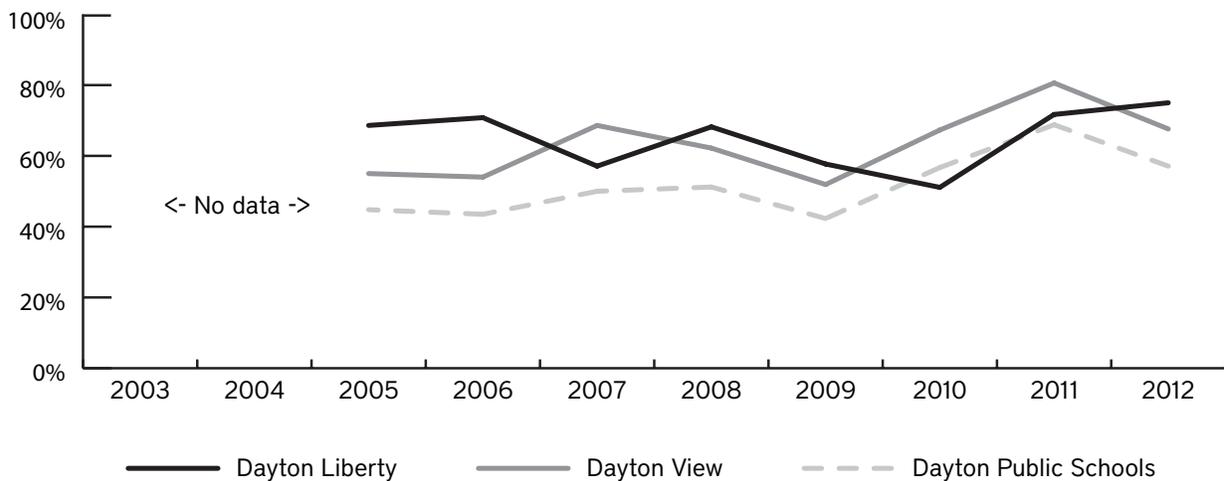
Graph II: 4th grade reading proficiency rate over time — DLA versus Dayton Public



Graph III: 8th grade math proficiency rate over time — DLA versus Dayton Public



Graph IV: 8th grade reading proficiency rate over time — DLA versus Dayton Public



scores. “It continuously looked like we were ramping up for success. ... After a while, you got wiser.”

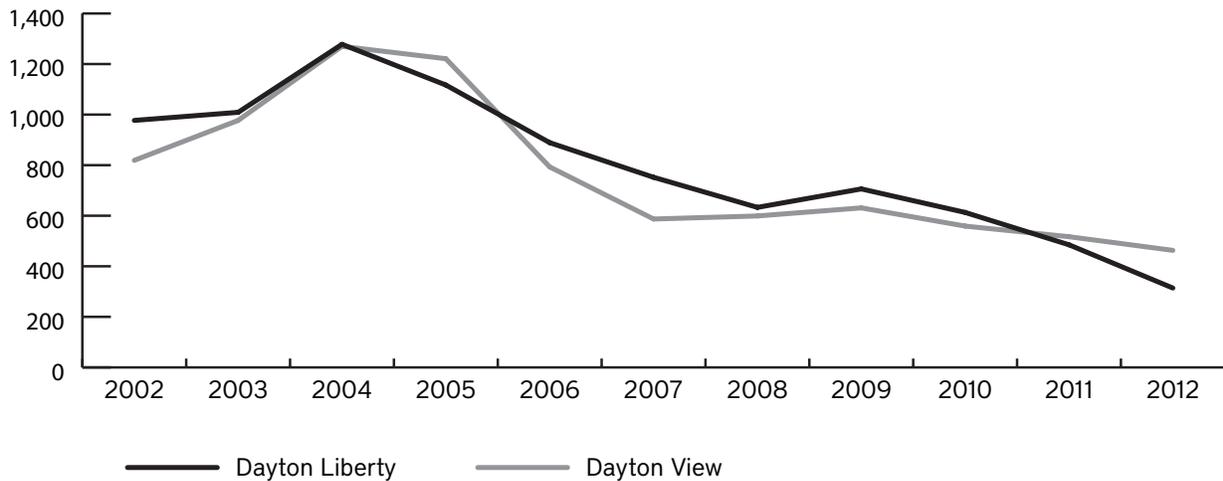
The Teacher Perspective

Teachers’ frustrations are more micro. Several complained that Edison demanded “fidelity to the (Edison) program,” forcing them to move ahead in their time-limited lessons even if students were not grasping concepts. They also said Edison’s assessments of students’ learning did not match up with the state’s achievement tests.

That misalignment, some people said, would have been less likely if Edison had operated more schools in Ohio, which was the company’s goal initially.

Wallace, who credited Edison with hiring “high caliber” corporate administrators, said problem arose and were missed because managers were “too far away” to really know what was going on in Dayton. He said that when he became a principal two years ago, he was incredulous that Edison had at least nine people cleaning the schools.

Graph V: Declining student enrollment over time — Dayton View and Dayton Liberty



While expenses were high, the schools' enrollment had tanked. Buildings built for 1,000 kids were holding half that many, Wallace said. The small enrollment meant Edison wasn't getting the per-student state funding it was banking on, thereby severely dragging down revenue.

One 8th grade class last year had 42 students, Wallace said, and some kindergarten classes had more than 30.

Brandie Larsen, whose third-graders were discussing the differences between "expository non-fiction" and "realistic fiction" on an afternoon in September, said that "there was very little room for re-teaching" under the Edison model.

"They said we could use our 'center time' to re-teach in a small group," Larsen, 32, said. "But if you could see that an entire class or the majority were not grasping a certain topic, which would not be appropriate."

"We were told to set your timer and that when it went off, you were done," Larsen explained. "I thought that was ludicrous."

Laura Sturey, a second-grade teacher who is in her fifth year at the former Edison schools, said, "I liked the data we used to drive our instruction." She worried, though, about how her students were responding to their low scores on the monthly benchmark tests that assessed what they were to have mastered by the *end* of the year. Even when some students got a 33 on their first test, "They handled it well," she said.

Some years she considered quitting in frustration, she said, but "I saw abandonment all around me. ... These kids need people who are going to stay in their lives."

Both Sturey and Larsen are critical of Edison's professional development, calling it a "waste of time" and "pointless." They both praised Edison's "core values" curriculum that emphasized good behavior.

Channey Goode, who is in his first year as a principal and was hired as a language arts teacher in 2004, said that Edison administrators had a "one-size-fits-all" management approach. They agreed the schools were not performing well, but "they couldn't pinpoint why it was happening," he said.

Edison's Last Go at Turning Things Around

Hill, the former DP&L executive, said that Edison – and he – didn't know how to cope with the unremitting transience of the students.

"I had no appreciation of the mobility," Hill said, noting that teachers often didn't have the records they needed on students' achievement or about their often chaotic home lives. The turnover meant that kids fell behind or teachers were forced to constantly backtrack.

He and others also complained that attendance was a problem, in part, because Dayton Public Schools were slow to cooperate and even hostile about reliably transporting students to their competition.

Edison continued to spend money in Dayton, even in the face of stunning enrollment declines. The high water year was 2004, when more than 2,500 students attended the two schools. By 2011, that number had dropped to 1,002. This year the schools have a budget based on a combined enrollment of just 746 children, and while the number of students in the Dayton Public Schools has declined over the last decade (from 20,000 students in 2002 to about 14,000 in 2012), the losses at Dayton Liberty and Dayton View have been even more dramatic.

One particularly expensive Edison initiative aimed at increasing student achievement was E². Dayton was one of three sites where the "blended learning" program that marries teachers and technology in the classroom was tested, according to Chubb, the former Edison executive.

Implementing it required new labs with more than 100 computers in each, Goode said. Students spent long periods in the labs and, according to Goode and others, the effort "flopped." E² was abandoned after two years.

Dick Penry, a respected former Dayton Public Schools principal who was hired to be the school board's liaison to Edison, said the complicated program should have been introduced incrementally and that teachers were not trained well.



Dick Penry

"There was nothing wrong with the Edison design," he said. "It was how it was implemented."

Chubb defended E², saying it has been particularly effective at other schools.

Ireland said she doesn't believe Edison shortchanged its Dayton schools financially until the "last 18 months," when the board let it be known that it was out of patience.

Penry, the former Dayton Public Schools principal, has a different take. He said he reviewed spread sheets provided by Edison showing that as much as \$600,000 went to the "mother ship" just in the 2011-12 school year, even though enrollment was terrible. "You can only speculate what they were taking when they had 2,000 kids," he said.

Penry conceded, however, that he has no way of knowing how much of that money was profit and how much was for legitimate indirect overhead costs.

Under state law, however, charter management companies only have to provide minimal accounting information to both the school's governing board and its authorizer.

Ireland, the board chair, said that in the last two and a half years board members used their authority to push more aggressively about insisting on access to financial data, especially when class sizes started ballooning.

Going it Alone

Why are the local school board and Fordham hopeful that Edison's former schools can be turned around? What's different today? What are the lessons of the Edison experiment in Dayton?

Ireland, the board chair, said, teachers have new authority about how the schools are run and that there's a laser-like focus on individual student performance. She points to what are called the "data rooms" where each student's academic strengths and weaknesses are displayed for teachers.

"It's very powerful," Ireland said.

The Rev. Ward has seen charter school failure up close twice now. In 2000, she opened and led the Omega School of Excellence, a charter school that shut down in 2008 after a run of poor test scores. When her husband became seriously ill, she gave up her hands-on leadership role, and the school floundered. She said she worked with Fordham – the school's "authorizer" – to close the school.

But the African-American minister is staying involved with the former Edison schools, because there still "doesn't seem to be a lot of options for our kids."

"I think I'm hopeful," she said, "because the decisions are now centralized and local. ... I feel positive, (but) I am cautious."

She credits Wallace, with managing a difficult transition away from Edison. "It's a team, and it's a community," she said.

David Greer, a Dayton neighborhood activist who has been on the schools' board from the outset, explains that he's not quitting because, "The last thing we want to do is shut down, go away. We have families who depend on us."

Referring to Fordham, Greer said he's more than aware that "if we don't improve, we're going to lose a sponsor."

Asked why he believed the schools can yet succeed, Fordham's Finn quipped, "As far as I know, T.J. (the schools' director) does not walk on water." But he added that there is ample evidence in Ohio and elsewhere that high-poverty schools can produce excellent results when the right school leader and teachers are hired.

Wallace said his strategy is "working the plan": hiring exceptional people and involving them in important decisions. Teachers say that they appreciate being empowered to choose the schools' curricula – which includes sticking with some Edison choices and bringing in different ones.

Wallace has also eagerly hired six teachers from Teach for America.

After 10 days on the job, Tyler Stanley, a Teach for America special education co-teacher, said he immediately felt a "sense of community" at the Dayton View campus. He said the environment is "high stress," but "you know where you've got to go."

Fred Conner, who sends his two children and his two nieces to the Dayton Liberty campus, said that Edison's leaving "seems to be a good thing." "Teachers don't feel like they're being micromanaged," he said.

Conner said he drives his children from the suburb of West Carrollton, a 30-minute, one-way commute, in "rain, sleet or snow." He was aware of the school's 2011 "C" ranking, but said, "I believe we're not going anywhere but up."

Michele Miller's son was part of the first class to attend classes at the Dayton Liberty campus, and she has since sent three other children to the school. She "had no idea" that Edison is no longer managing the schools. She said Dayton Liberty prepared her two eldest boys well for high school, but she complained that she doesn't have the rapport with the junior academy teachers that she had with teachers in the younger

grades. She also said she preferred when the school day lasted until 4 p.m., an Edison hallmark.

This year classes end at 3 p.m., a move that several teachers said they welcome. Eight hours with students was exhausting, they said. Using that hour after school to discuss problem students and for professional development has been valuable, they said.

Said Larsen, the third-grade teacher, “I don’t know if there’s a secret sauce, but everybody has to be

committed. It’s the level of commitment you have with your entire staff.”

The Rev. Ward, who, when she was at Omega, felt the same pressure that’s on Wallace, said, “It’s so fragile. If you don’t have a school leader, you’re doomed. If you don’t have a strong vision, you’re doomed.”

Penry, formerly the liaison to Edison, said, “Now, of course, there are no excuses. We can’t blame Edison if we’re not successful.”



The Fordham Sponsorship Program

Accountability – A Solemn Responsibility

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

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

Fordham’s Oversight Responsibilities

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

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

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

In 2011-12, Fordham had sponsorship responsibility for eight charter schools in five communities.

Table II: Fordham’s Portfolio of Sponsored Schools, 2011-12

School	Charter Term	Location	Status
Columbus Collegiate Academy	2008-2013	Columbus	Open
Dayton Liberty Campus	2011-2012	Dayton	Open
Dayton View Campus	2011-2013	Dayton	Open
KIPP: Journey Academy	2008-2013	Columbus	Open
Phoenix Community Learning Center	2011-2013	Cincinnati	Open
Sciotoville Community School	2011-2013	Sciotoville	Open
Sciotoville Elementary Academy	2011-2013	Sciotoville	Open
Springfield Academy of Excellence	2011-2013	Springfield	Open

Each school has entered into a performance contract with Fordham detailing what it will accomplish,

How Fordham’s Charter Contract Defines Academic Effectiveness

The academic accountability plan for each Fordham-sponsored school outlines three sets of indicators that mark the *floor* of academic achievement for schools. Attainment of those requirements and goals is expected of all Fordham-sponsored schools on an annual basis, and such performance is heavily weighted in decisions about probation, suspension, school closure, or contract renewal

Academic achievement indicators

The first, and most important, set of indicators requires that the school:

- make overall Adequate Yearly Progress (AYP);
- make AYP in reading participation and achievement; and
- make AYP in math participation and achievement.

The second most important indicator is that the school will:

- be rated at least Continuous Improvement by the Ohio Department of Education (and be making progress toward earning Effective and Excellent ratings).

Additional contractual goals call upon the school to:

- exceed “expected gains” on the Ohio value-added metric.

Additional contractual goals include outperforming similar neighborhood schools and charter averages.

how student performance will be measured, and what level of achievement it will attain. The contract incorporates the school’s education, accountability, governing, and business plans and spells out the school’s mission and performance indicators.

Accountability Plan

The accountability plan is the crux of each school’s contract and establishes the academic, financial, and organizational performance standards that Fordham uses to evaluate the schools. Transparent accountability plans allow all school stakeholders to understand the minimum required performance measures of the school. The “Profiles” section of this report shows the performance to date of each Fordham-sponsored school.

Annual Review Process

Pursuant to Fordham’s contracts with the Ohio Department of Education and its sponsored schools, Fordham conducts an annual review of each school’s performance.

The academic performance of all Fordham-sponsored schools is published in this annual sponsorship report and also summarized for the governing authority of each school in the twice yearly site visit reports that are issued to all board members of each Fordham-sponsored school. If a school is in danger of non-renewal or Fordham has other serious concerns, we document those issues, and meet with board members in person so that any problems and potential consequences are transparent.

Such an approach is intended in part to inform the school's governing authority and staff of issues associated with school performance and, in part, to serve as formal reminder that the school must meet the academic performance terms of its contract. If, over two or more years, the school fails to meet the basic contractual requirements of making Adequate Yearly Progress (AYP) and earning a state rating of (at least) Continuous Improvement, the school will face consequences.

Technical Assistance Efforts

Sponsors in Ohio are required by law to provide their sponsored schools with “technical assistance.” Section 3301-102-02 (AA) of the Ohio Administrative Code defines “technical assistance” as “providing relevant knowledge and/or expertise and/or assuring the provision of resources to assist the community school or sponsor in fulfilling its obligation under applicable rules and laws, including, but not limited to, guidance, information, written materials and manuals.”

Technical assistance from Fordham includes providing schools with information on issues that affect them as a group (e.g., charter school funding, pending legislative action, changes to laws and rules). Fordham also undertakes a substantial amount of customized technical assistance each year. Customized technical assistance occurs when Fordham staff work on a project, conduct research, or navigate a particular issue for a single school. Our goal in providing technical assistance is to provide each school with information and tools so that if the issue arises in the future the school has the knowledge to handle it in-house.

As noted in previous annual sponsorship reports, Fordham, first and foremost, is a charter-school sponsor and not a vendor of services to the schools it sponsors. Further, Fordham does not require any schools it sponsors to purchase or utilize any specific services from any specific vendors or school operators.

Fordham receives no funding or payments from schools or the state beyond the sponsorship fees paid

by the schools (which under state law cannot exceed three percent of a school's per-pupil funding). We believe that an inherent and improper conflict of interest arises whenever a sponsor is also a paid vendor of services to the schools that it sponsors. The sponsor's appropriate role is to point schools seeking specific services to competent providers of such services but to play no role in a school's decisions about which services (if any) to procure from which providers.

Sponsorship Governance Decision-making Strategies

All formal sponsorship decisions are made by the trustees of the Thomas B. Fordham Foundation. To keep up with the complexities and ever-changing landscape of sponsorship, to provide regular oversight of Fordham's sponsorship activities, and to advise Fordham's full board, a board-level committee on sponsorship meets quarterly—more often if necessary—to discuss pressing sponsorship issues. This committee—formally known at the Ohio Policy and Sponsorship Committee—is also interested in policy issues affecting education in the Buckeye State. As needed, Fordham also utilizes ad hoc advisory councils and outside experts. Staff plays an important role in informing sponsorship activities and decision-making.

Fordham's Ohio Policy and Sponsorship Committee consist of the following individuals:

- David P. Driscoll, Chair – Former Commissioner of Education, Commonwealth of Massachusetts
- Chester E. Finn, Jr. – President, Thomas B. Fordham Foundation and Thomas B. Fordham Institute
- Thomas A. Holton, Esq. – Partner, Porter, Wright, Morris & Arthur
- Bruno V. Manno (emeritus non-voting member) – Senior Education Advisor to the Walton Family Foundation
- David H. Ponitz – President Emeritus of Sinclair Community College

The Fordham Foundation’s sponsorship program is staffed by Kathryn Mullen Upton (director of sponsorship) and Theda Sampson (assistant director of sponsorship). Fordham’s vice president for Ohio programs and policy (Terry Ryan) oversees the sponsorship operation. The sponsorship program also receives part-time support from the Thomas B. Fordham Institute’s Emmy Partin (director of Ohio policy and research), Aaron Churchill (Ohio research and data analyst), Gary LaBelle (accounting and office manager) and Michael Petrilli (executive vice-president).

For more details on individual committee members or Fordham staff, please visit our website at <http://www.edexcellence.net/about-us/fordham-staff.html>.

Sponsorship Financial Overview

Because Fordham is a nonprofit organization, it makes no profit from school sponsorship and expects to continue subsidizing with grant dollars its sponsorship activities into the foreseeable future.

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

Revenues	Amount	Percent
School Fees	\$292,841	95%
Foundation Subsidies	\$15,609	5%
Total Revenues	\$308,450	100%
Expenses	Amount	Percent
Staff	\$202,264	66%
Consultants/Grants	\$1,440	0%
Professional/Legal Fees	\$25,518	8%
Office/Technology/Other	\$79,227	26%
Total Expenses	\$308,450	100%

Summary of Individual School Performance

The following tables summarize individual school performance against their Fordham contract terms.

COLUMBUS COLLEGIATE ACADEMY	2009	2010	2011	2012
Made AYP	No	No	Yes	Yes
Made AYP in reading participation	Yes	Yes	Yes	Yes
Made AYP in reading achievement	No	No	Yes	Yes
Made AYP in math participation	Yes	Yes	Yes	Yes
Made AYP in math achievement	Yes	Yes	Yes	Yes
Rated at least Cont. Improvement	NA	Yes	Yes	Yes
Outperformed home district average	Yes	Yes	Yes	Yes
Outperformed state charter average	Yes	Yes	Yes	Yes
Met/exceeded value added	NA	Yes	Yes	Yes

KIPP: JOURNEY ACADEMY	2009	2010	2011	2012
Made AYP	No	Yes	Yes	No
Made AYP in reading participation	Yes	Yes	Yes	Yes
Made AYP in reading achievement	No	Yes	Yes	No
Made AYP in math participation	Yes	Yes	Yes	Yes
Made AYP in math achievement	Yes	Yes	Yes	No
Rated at least Cont. Improvement	NA	Yes	Yes	Yes
Outperformed home district average	No	No	No	Yes
Outperformed state charter average	No	No	No	No
Met/exceeded value added	NA	Yes	Yes	Yes

SCIOTOVILLE COMMUNITY SCHOOL	2009	2010	2011	2012 (first year with TBFF)
Made AYP	Yes	Yes	Yes	Yes
Made AYP in reading participation	Yes	Yes	Yes	Yes
Made AYP in reading achievement	Yes	Yes	Yes	Yes
Made AYP in math participation	Yes	Yes	Yes	Yes
Made AYP in math achievement	Yes	Yes	Yes	Yes
Rated at least Cont. Improvement	Yes	Yes	Yes	Yes
Outperformed home district average				No
Outperformed state charter average				Yes
Met/exceeded value added	Yes	Yes	Yes	Yes
100% pass all OGT sections				No
Graduation rate is 100%				No

SCIOTOVILLE ELEMENTARY ACADEMY	2010	2011	2012 (first year with TBFF)
Made AYP	No	Yes	Yes
Made AYP in reading participation	Yes	Yes	Yes
Made AYP in reading achievement	Yes	Yes	Yes
Made AYP in math participation	Yes	Yes	Yes
Made AYP in math achievement	No	Yes	Yes
Rated at least Cont. Improvement	Yes	Yes	Yes
Outperformed home district average			No
Outperformed state charter average			Yes
Met/exceeded value added	Yes	Yes	Yes

DAYTON VIEW CAMPUS	2008	2009	2010	2011	2012
Made AYP	No	Yes	No	Yes	No
Made AYP in reading participation	Yes	Yes	Yes	Yes	Yes
Made AYP in reading achievement	No	Yes	Yes	Yes	No
Made AYP in math participation	Yes	Yes	Yes	Yes	Yes
Made AYP in math achievement	No	Yes	Yes	Yes	No
Rated at least Cont. Improvement	No	Yes	Yes	Yes	No
Outperformed home district average	No	No	No	No	No
Outperformed state charter average	No	No	No	No	No
Met /exceeded value added	NA	Yes	No	No	No

DAYTON LIBERTY CAMPUS	2008	2009	2010	2011	2012
Made AYP	No	No	No	No	No
Made AYP in reading participation	Yes	Yes	Yes	Yes	Yes
Made AYP in reading achievement	No	No	No	No	No
Made AYP in math participation	Yes	Yes	Yes	Yes	Yes
Made AYP in math achievement	No	No	No	Yes	No
Rated at least Cont. Improvement	No	No	No	Yes	No
Outperformed home district average	No	No	No	No	No
Outperformed state charter average	No	No	No	No	No
Met /exceeded value added	NA	Yes	No	Yes	Yes

PHOENIX COMMUNITY LEARNING CTR.	2008	2009	2010	2011	2012
Made AYP	Yes	No	Yes	Yes	Yes
Made AYP in reading participation	Yes	Yes	Yes	Yes	Yes
Made AYP in reading achievement	Yes	No	Yes	Yes	Yes
Made AYP in math participation	Yes	Yes	Yes	Yes	Yes
Made AYP in math achievement	Yes	No	Yes	Yes	Yes
Rated at least Cont. Improvement	Yes	No	Yes	Yes	Yes
Outperformed home district average	No	No	Yes	Yes	Yes
Outperformed state charter average	No	No	Yes	Yes	Yes
Met /exceeded value added	NA	Yes	Yes	Yes	Yes

SPRINGFIELD ACADEMY OF EXCELLENCE	2008	2009	2010	2011	2012
Made AYP	No	No	Yes	No	No
Made AYP in reading participation	Yes	Yes	Yes	Yes	Yes
Made AYP in reading achievement	No	No	Yes	No	No
Made AYP in math participation	Yes	Yes	Yes	Yes	Yes
Made AYP in math achievement	No	No	Yes	Yes	No
Rated at least Cont. Improvement	No	No	Yes	No	No
Outperformed home district average	No	No	No	No	No
Outperformed state charter average	No	No	No	No	No
Met/exceeded value added	NA	Yes	Yes	No	Yes

Moving^{Up}

2011-12

Fordham Sponsorship Accountability Report

SCHOOL PROFILES



Thomas B. Fordham Foundation
2600 Far Hills Avenue, Suite 216
Dayton, OH 45419
937-227-3368



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Introduction

Note: Ohio’s accountability system is going to undergo a significant redesign per HB555. We welcome this change, as we believe the state’s accountability system needs an upgrade to more accurately gauge the strengths and weaknesses of individual schools. Additionally, we look forward to redesigning Fordham’s standard school accountability plan in future contracts which, at roughly eight years old, we acknowledge focuses too heavily on the federal Adequate Yearly Progress (AYP) measure and not enough on other performance metrics.

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

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, academic assessment and accountability 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 utilized the education plan as contained in its contract for sponsorship with the Thomas B. Fordham Foundation, as evidenced by site visits;

- **Academic:** how the school performed in the context of its Accountability Plan (Fordham Contract Exhibit IV);
- **Financial:** whether the school was financially healthy and auditable; and
- **Governance:** whether the school complied with laws, regulations, record keeping compliance, and guidance from the Ohio Department of Education.

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

- **Overall compliant (OC):** the school met 90 percent or more of the requirements in a particular category;
- **Partially compliant (PC):** the school met 70 to 89 percent of the requirements in a particular category; and
- **Non-compliant (NC):** the school met 69 percent or fewer of the requirements in a particular category.

* Note: a designation of “unauditable” from the Ohio Auditor of State automatically results in financial and governance ratings of “non-compliant.”

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 (Authorizer Oversight Information System);

¹ First Notice Regarding 2011-2012 Sponsor Annual Reports, Ohio Department of Education (July 20, 2012).

school-specific information available from the Ohio Department of Education (ODE); and information obtained during the site visits conducted at each school.

Table IV: Ohio Department of Education School Monitoring Summary

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

OC(1)= Overall compliant PC(2) = Partially compliant NC(3) = Non-compliant



Columbus Collegiate Academy

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Began Operating

2008

Governing Authority

Jackie Messinger
John Shockley, Chairperson
Chris Malinowski
Amber Merl
Rick McQuown
Jung Kim
Christina Wilson
Jennifer Vessells
Marcie Rehmar
Primus Suffren

mission

The mission of Columbus Collegiate Academy - Main 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 Academy - Main'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 Academy - Main'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 2011-12, Columbus Collegiate Academy - Main offered 1147.50 hours of instructions. The school offers an extended school day of 9.5 hours.

DEMOGRAPHICS

Student Overview 2011-12

Grades Served	6-8
Enrollment	158
African American	69.2%
White	7.4%
Hispanic	17.5%
Multi-Racial	--
Asian	--
Native American	--
Male	57.8%
Female	42.2%
Economically Disadvantaged	83.8%
Students with Disabilities	9.2%
Limited English Proficient	--
Homeless	--
Gifted	--

LEADERSHIP

Andrew E. Boy is the founder and Executive Director at Columbus Collegiate Academy - Main, overseeing the finance and operations of the organization. Prior to founding Columbus Collegiate Academy - Main, 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.

John A. Dues currently serves as the School Director of the Main Street campus. In the School Director role, Mr. Dues is responsible for all internal operations of the school including the academic program and school culture. Under his leadership, Columbus Collegiate has been the top-rated public middle school in Columbus, Ohio based on the school's performance on the Ohio Achievement Assessment over the last three years. Prior to joining Columbus Collegiate, Mr. Dues served as the Director of Curriculum and Instruction at West Denver Preparatory Charter School. Mr. Dues is a veteran urban educator having taught and led schools in Houston, Texas; Atlanta, Georgia; Denver, Colorado, and Columbus, Ohio. Mr. Dues graduated with Honors from Miami (OH) University and holds a Master's of Education degree from the University of Cincinnati. He is also an alumnus of Teach for America.

FACULTY

Teacher Overview 2011-12

Total teachers	10
Total licensed	100%
Total HQT	85.7%

Highly qualified Teachers

Columbus Collegiate Academy - Main employed 85.7 percent highly qualified teachers in 2011-2012.

COMPLIANCE REPORT

SUMMARY OF COMPLIANCE ASSESSMENT

Education Rating: Overall compliant

Site visits to Columbus Collegiate Academy - Main during the 2011-12 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 - Main was being implemented.

Compliance Reporting

Education Rating: Overall compliant (100%)	
Did the school deliver the education plan as contained in its contract for sponsorship with the Thomas B. Fordham Foundation?	2/2
Fall site visit	1/1
Spring site visit	1/1
Academic Rating: Overall compliant (90%)	
Contractual Academic Performance Requirements	9/10
Requirement 1: Made Adequate Yearly Progress (AYP)?	1/1
Requirement 2: Made AYP in both reading participation and achievement?	1/1
Requirement 3: Made AYP in both math participation and achievement?	1/1
Requirement 4: Rated at least Continuous Improvement and making marked progress toward a state rating of Effective, Excellent and Excellent with Distinction?	2/3
Requirement 5: Outperform the home district average on all reading, math and science portions of the Ohio Achievement Assessments?	1/1
Requirement 6: Outperform the state community school average on all reading, math and science portions of the Ohio Achievement Assessments?	1/1
Requirement 7: Received an overall composite score on Ohio's value added measure that indicates more than one year of progress was achieved in both reading and math?	1/1
Requirement 8: The school is attaining its own distinctive education goals.	1/1
Financial Rating: Overall compliant (100%)	
Fiscal Reports Required	4/4
Audit (most recent): FY11 (no findings for recovery)	1/1
IRS Form 990 (submitted annually)	1/1
Monthly Financial Reports	1/1
Five-Year Budget Forecast	1/1
Governance Rating: Overall compliant (100%)	
Governance Requirements	6/6
Annual Report (2011-2012)	4/4
Performance standards	1/1
Method of measurement to determine progress	1/1
Activities/progress toward performance standards	1/1
School financial status	1/1
Records Compliance	2/2
Accurate and complete: 100%	1/1
Submitted on time: 97%	1/1

Academic Rating: Overall compliant

Columbus Collegiate Academy - Main met all if its academic performance requirements in 2012.

Financial Rating: Overall compliant

Columbus Collegiate Academy - Main is rated overall compliant in the financial category. The school's most recent audit, FY11, was released without find-

ings for recovery. A copy of the audit is available at <http://www.auditor.state.oh.us/auditsearch/detail.aspx?ReportID=92808>.

Governance Rating: Overall compliant

Columbus Collegiate Academy - Main is rated overall compliant in the governance category.



Dayton Liberty Campus

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Website

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Began Operating

1999

Governing Authority

Ellen Ireland, Chairperson
David Greer
Pamela Ellis
Doug Mangen
Vanessa Ward

Management Company

EdisonLearning, Inc. (2011-2012)

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 2011-12, Dayton Liberty Campus offered 1363 hours of instruction over 188 days.

DEMOGRAPHICS

Student Overview 2011-12

Grades Served	K-8
Enrollment	330
African American	94.4%
White	--
Hispanic	--
Multi-Racial	3.8%
Asian	--
Native American	--
Male	45.6%
Female	54.4%
Economically Disadvantaged	10%
Students with Disabilities	17.9%
Limited English Proficient	--
Homeless	2.7%
Gifted	--

LEADERSHIP

During the 2011-12 school year, Dr. T.J. Wallace served as the school leader of Dayton Liberty Campus. Dr. Wallace has worked in education roles for the past thirty-five years. He was a high school social studies teacher in Columbus, Ohio for five years and a high school principal in Sandusky and Dayton, Ohio for fifteen years. After earning his Ph.D. in Educational Leadership from the University of Dayton in 1995, Dr. Wallace became the first director of the Center for Catholic Education at the University of Dayton. He also served as the first director of Parents Advancing Choice in Education (PACE) and as a consultant to School Choice Ohio (SCO). Dr. Wallace was the first Education Program Director for the Mathile Family Foundation in Dayton and began his current role as an administrator for

Dayton Leadership Academies in 2010. Since 1995, Dr. Wallace has operated his education consulting firm, The Paremios Group, which provides leadership coaching, strategic planning and development advising to school leaders.

FACULTY

Teacher Overview 2011-12

Total teachers	24
Total licensed	100%
Total HQT	100%

Highly qualified Teachers

In 2011-12, 100 percent of core academic subjects were taught by teachers considered “highly qualified” as defined under the federal *No Child Left Behind Act*.

COMPLIANCE REPORT

SUMMARY OF COMPLIANCE ASSESSMENT

Education Rating: Overall compliant

Site visits to the Dayton Liberty Campus during the 2011-12 school year evidenced that the school was implementing the education plan as set forth in the school’s contract for sponsorship.

Academic Rating: Non-compliant

Dayton Liberty Campus met 1 out of 7 academic performance requirements in 2011-12.

Financial Rating: Partially compliant

The Dayton Liberty Campus is rated partially compliant in the financial category because the school’s IRS Form 990 was not submitted. The school’s most recent audit, FY11, was released without findings for recovery. A copy of the audit is available at <http://www.auditor.state.oh.us/auditsearch/detail.aspx?ReportID=94273>.

Governance Rating: Overall compliant

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

Compliance Reporting

Education Rating: Overall compliant (100%)	
Did the school deliver the education plan as contained in its contract for sponsorship with the Thomas B. Fordham Foundation?	2/2
Fall site visit	1/1
Spring site visit	1/1
Academic Rating: Non-compliant (15%)	
Contractual Academic Performance Requirements	1/7
Requirement 1: Made Adequate Yearly Progress (AYP)?	0/1
Requirement 2: Made AYP in both reading participation and achievement?	0/1
Requirement 3: Made AYP in both math participation and achievement?	0/1
Requirement 4: Rated at least Continuous Improvement and making marked progress toward a state rating of Effective, Excellent and Excellent with Distinction?	0/1
Requirement 5: Outperform the home district average on all reading, math and science portions of the Ohio Achievement Assessments?	0/1
Requirement 6: Outperform the state community school average on all reading, math and science portions of the Ohio Achievement Assessments?	0/1
Requirement 7: Received an overall composite score on Ohio's value added measure that indicates more than one year of progress was achieved in both reading and math?	1/1
Financial Rating: Partially compliant (75%)	
Fiscal Reports Required	3/4
Audit (most recent): FY11 (no findings for recovery)	1/1
IRS Form 990 (submitted annually)	0/1
Monthly Financial Reports	1/1
Five-Year Budget Forecast	1/1
Governance Rating: Overall compliant (92%)	
Governance Requirements	5.5/6
Annual Report (2011-2012)	4/4
Performance standards	Yes
Method of measurement to determine progress	Yes
Activities/progress toward performance standards	Yes
School financial status	Yes
Records Compliance	1.5/2
Accurate and complete: 98.5%	1/1
Submitted on time: 86%	.5/1



Dayton View Campus

Contact Name

Amy Doerman, Principal (2011-12)
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Began Operating

2000

Governing Authority

Ellen Ireland, Chairperson
David Greer
Pamela Ellis
Doug Mangen
Vanessa Ward

Management Company

EdisonLearning, Inc. (2010-2012)

mission

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

educational philosophy

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

SCHOOL CALENDAR

In 2011-12, Dayton View Campus offered 1363 hours of instruction over 188 days.

DEMOGRAPHICS

Student Overview 2011-12

Grades Served	K-8
Enrollment	483
African American	93.7%
White	--
Hispanic	--
Multi-Racial	4.9%
Asian	--
Native American	--
Male	50.3%
Female	49.7%
Economically Disadvantaged	99.8%
Students with Disabilities	9.2%
Limited English Proficient	--
Homeless	1.8%
Gifted	--

LEADERSHIP

Amy Doerman served as the Principal of the Dayton View Campus until May 2012. Dr. T.J. Wallace subsequently assumed leadership responsibilities.

FACULTY

Teacher Overview 2011-12

Total teachers	21
Total licensed	100%
Total HQT	96.5%

Highly qualified Teachers

In 2011-12, 96.5 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 2011-12 school year indicated the Dayton View Campus was following the Education Plan as set forth in its contract for sponsorship with the Fordham Foundation.

Academic Rating: Non-compliant

Dayton View Campus received a non-compliant academic rating because it did not meet any academic performance requirements.

Financial Rating: Partially compliant

The Dayton View Campus is rated partially compliant in this category because the school did not submit an IRS Form 990. The school’s most recent audit, FY11, was released without findings for recovery. A copy of the audit is available at <http://www.auditor.state.oh.us/auditsearch/detail.aspx?ReportID=94276>.

Governance Rating: Overall compliant

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

Compliance Reporting

Education Rating: Overall compliant (100%)	
Did the school deliver the education plan as contained in its contract for sponsorship with the Thomas B. Fordham Foundation?	2/2
Fall Site Visit	1/1
Spring Site Visit	1/1
Academic Rating: Non-compliant (0%)	
Academic Performance Requirements	0/7
Requirement 1: Made Adequate Yearly Progress (AYP)?	0/1
Requirement 2: Made AYP in both reading participation and achievement?	0/1
Requirement 3: Made AYP in both math participation and achievement?	0/1
Requirement 4: Rated at least Continuous Improvement and making marked progress toward a state rating of Effective, Excellent and Excellent with Distinction?	0/1
Requirement 5: Outperform the home district average on all reading, math and science portions of the Ohio Achievement Assessments?	0/1
Requirement 6: Outperform the state community school average on all reading, math and science portions of the Ohio Achievement Assessments?	0/1
Requirement 7: Received an overall composite score on Ohio's value added measure that indicates more than one year of progress was achieved in both reading and math?	0/1
Financial Rating: Partially compliant (75%)	
Fiscal Reports Required	3/4
Audit (most recent): FY11 (no findings for recovery)	1/1
IRS Form 990 (submitted annually)	0/1
Monthly Financial Reports	1/1
Five-Year Budget Forecast	1/1
Governance Rating: Overall compliant (92%)	
Governance Requirements	5.5/6
Annual Report (2011-2012)	4/4
Performance standards	1/1
Method of measurement to determine progress	1/1
Activities/progress toward performance standards	1/1
School financial status	1/1
Records Compliance	1.5/2
Accurate and complete: 96.2%	1/1
Submitted on time: 83%	.5/1



KIPP: Journey Academy

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Dustin Wood, School Director

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<http://www.kippjourneyacademy.org>

Began Operating

2008

Governing Authority

Barbara Trueman
Stuart Burgdoerfer
Eddie Harrell
John Kobacker
Dr. Ralph Johnson
Abigail Wexner
James Gilmour
Hon. Algenon Marbley, Chairperson
Kevin Reeves
Joe Chlapaty
Steve Bishop
Blake Thompson
Denise Glimcher
Katie Kaufman

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.

DEMOGRAPHICS

Student Overview 2011-12

Grades Served	5-8
Enrollment	300
African American	91%
White	7.4%
Hispanic	--
Multi-Racial	--
Asian	--
Native American	--
Male	45%
Female	55%
Economically Disadvantaged	100%
Students with Disabilities	15.1%
Limited English Proficient	--
Homeless	--
Gifted	--

LEADERSHIP

In 2011-12, Dustin Wood was the School Director of KIPP: Journey Academy. Prior to serving in his current role, Mr. Wood taught 5th and 6th grade mathematics as KIPP Journey Academy as well as fifth and sixth grade Social Studies. Mr. Wood has also spent two years as a member of Teach for America teaching 7th and 8th grade Social Studies in south Los Angeles. Mr. Wood received his B.A. in Political Science and M.Ed. in Secondary Social Studies Education from Ohio University in Athens, Ohio.

FACULTY

Teacher Overview 2011-12

Total teachers	17
Total licensed	100%
Total HQT	75%

Highly qualified Teachers

In 2011-12, 75 percent of courses at KIPP: Journey Academy were taught by highly qualified teachers.

COMPLIANCE REPORT

SUMMARY OF COMPLIANCE ASSESSMENT

Education Rating: Overall compliant

Site visits to KIPP: Journey Academy during the 2011-12 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: Non-compliant

KIPP: Journey Academy met half of its contractual academic performance requirements.

Financial Rating: Overall compliant

KIPP: Journey Academy is rated overall compliant in the financial category. The school's most recent audit, FY11, was released without findings for recovery. A copy of the audit is available at <http://www.auditor.state.oh.us/auditsearch/detail.aspx?ReportID=92682>.

Governance Rating: Partially compliant

KIPP: Journey Academy is rated partially compliant in the governance category because the school's on-time submission rate for compliance documents was below 70 percent.

Compliance Reporting

Education Rating: Overall compliant (100%)	
Did the school deliver the education plan as contained in its contract for sponsorship with the Thomas B. Fordham Foundation?	2/2
Fall site visit	1/1
Spring site visit	1/1
Academic Rating: Non-compliant (55%)	
Contractual Academic Performance Requirements	6/11
Requirement 1: Made Adequate Yearly Progress (AYP)?	0/1
Requirement 2: Made AYP in both reading participation and achievement?	0/1
Requirement 3: Made AYP in both math participation and achievement?	0/1
Requirement 4: Rated at least Continuous Improvement and making marked progress toward a state rating of Effective, Excellent and Excellent with Distinction?	3/4
Requirement 5: Outperform the home district average on all reading, math and science portions of the Ohio Achievement Assessments?	1/1
Requirement 6: Outperform the state community school average on all reading, math and science portions of the Ohio Achievement Assessments?	0/1
Requirement 7: Received an overall composite score on Ohio's value added measure that indicates more than one year of progress was achieved in both reading and math?	1/1
Requirement 8: The school is attaining its own distinctive education goals.	1/1
Financial Rating: Overall compliant (100%)	
Fiscal Reports Required	4/4
Audit (most recent): FY11 (no findings for recovery)	1/1
IRS Form 990 (submitted annually)	1/1
Monthly Financial Reports	1/1
Five-Year Budget Forecast	1/1
Governance Rating: Partially compliant (83%)	
Governance Requirements	5/6
Annual Report (2011-2012)	4/4
Performance standards	1/1
Method of measurement to determine progress	1/1
Activities/progress toward performance standards	1/1
School financial status	1/1
Records Compliance	1/2
Accurate and complete: 94.7%	1/1
Submitted on time: 46%	0/1



Phoenix Community Learning Center

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IRN

133504

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geedm@aol.com

Website

<http://thephoenixcommunitylearningcenter.org>

Began Operating

2001

Governing Authority

Luther Brown, Chairperson
Caleb Brown
Benjamin Nwankwo
Anthony Robinson
Scott Wallace

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 2011-12, Phoenix Community Learning Center offered 1098.5 hours of instruction over 169 days.

DEMOGRAPHICS

Student Overview 2011-12

Grades Served	K-8
Enrollment	344
African American	100%
White	--
Hispanic	--
Multi-Racial	--
Asian	--
Native American	--
Male	48.6%
Female	51.4%
Economically Disadvantaged	94%
Students with Disabilities	9.9%
Limited English Proficient	--
Homeless	1%
Gifted	--

LEADERSHIP

During the 2011-12 school year Dr. Glenda Brown served as the Superintendent 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. Dr. Brown also serves as adjunct faculty at the University of Cincinnati. She holds a Master's degree in educational leadership and a Master's degree in special education.

FACULTY

Teacher Overview 2011-12

Total teachers	23
Total licensed	92.6%
Total HQT	74.1%

Highly qualified Teachers

In 2011-12, 74.1 percent of core academic subjects were taught by teachers considered "highly qualified" as defined under the federal *No Child Left Behind Act*.

COMPLIANCE REPORT

SUMMARY OF COMPLIANCE ASSESSMENT

Education Rating: Overall compliant

Site visits at the Phoenix Community Learning Center conducted in 2011-12 indicated that the Education Plan, as set forth in the contract between school and the Fordham Foundation, was being implemented.

Academic Rating: Overall compliant

The Phoenix Community Learning Center met all of its contractual academic performance requirements in 2011-12.

Financial Rating: Overall compliant

The Phoenix Community Learning Center is rated overall compliant in the financial category. The school's most recent audit, FY11, was released without findings for recovery. A copy of the audit is available at <http://www.auditor.state.oh.us/auditsearch/detail.aspx?ReportID=95385>.

Governance Rating: Overall compliant

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

Compliance Reporting

Education Rating: Overall Compliant (100%)	
Did the school deliver the education plan as contained in its contract for sponsorship with the Thomas B. Fordham Foundation?	2/2
Fall Site Visit	Yes
Spring Site Visit	Yes
Academic Rating: Overall compliant (100%)	
Academic Performance Requirements	7/7
Requirement 1: Made Adequate Yearly Progress (AYP)?	1/1
Requirement 2: Made AYP in both reading participation and achievement?	1/1
Requirement 3: Made AYP in both math participation and achievement?	1/1
Requirement 4: Rated at least Continuous Improvement and making marked progress toward a state rating of Effective, Excellent and Excellent with Distinction?	1/1
Requirement 5: Outperform the home district average on all reading, math and science portions of the Ohio Achievement Assessments?	1/1
Requirement 6: Outperform the state community school average on all reading, math and science portions of the Ohio Achievement Assessments?	1/1
Requirement 7: Received an overall composite score on Ohio's value added measure that indicates more than one year of progress was achieved in both reading and math?	1/1
Financial Rating: Overall compliant (100%)	
Fiscal Reports Required	4/4
Audit (most recent): FY11 (no findings for recovery)	1/1
IRS Form 990 (submitted annually)	1/1
Monthly Financial Reports	1/1
Five-Year Budget Forecast	1/1
Governance Rating: Overall compliant (100%)	
Governance Requirements	6/6
Annual Report (2011-2012)	4/4
Performance standards	1/1
Method of measurement to determine progress	1/1
Activities/progress toward performance standards	1/1
School financial status	1/1
Records Compliance	2/2
Accurate and complete: 91%	1/1
Submitted on time: 96%	1/1



Sciotoville Community School

Contact Name

Rick Bowman, Superintendent
Michael Yeagle, Principal

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Website

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Began Operating

2001

Governing Authority

Bill Shope, Chairperson
Bob McCann
Bob Workman
Matt Hammer
Wendell Skinner

mission

The mission statement of Sciotoville Community School is, "Together we will learn as much as we can each day to be responsible, respectful, and successful in our personal, social and academic skills. Our vision for the Sciotoville school community will empower each of our students to successfully meet challenges of his/her futures.

educational philosophy

Sciotoville Community School's educational philosophy is that students are the number one priority and that it is the school's obligation to meet their ever-changing needs. Key philosophical underpinnings include: commitment to a shared partnership of responsibility; character; fair, data-based decisions made in the best interests of students; changes to teaching and learning to best accommodate student needs; a positive atmosphere; parent and community involvement; extracurricular activities that promote self-discipline and responsibility of the students; and, high quality staff development.

SCHOOL CALENDAR

In 2011-12, Sciotoville Community School offered 1099 hours of instruction over 157 days.

DEMOGRAPHICS

Student Overview 2011-12

Grades Served	5-12
Enrollment	286
African American	--
White	95.9%
Hispanic	--
Multi-Racial	--
Asian	--
Native American	--
Male	52.5%
Female	47.5%
Economically Disadvantaged	79.8%
Students with Disabilities	18.4%
Limited English Proficient	--
Homeless	--
Gifted	--

LEADERSHIP

Rick Bowman has served as the Superintendent of Sciotoville Community School since 2010. Mr. Bowman graduated cum laude from Marshall University in 1977, holds a Master's degree from Xavier University, and a superintendent's certification from Morehead State University. Mr. Bowman has extensive teaching and administrative experience, and has held positions in Ohio school districts, including New Boston, Jackson City and Valley.

Mike Yeagle is Principal (and an alumnus) of Sciotoville Community School. Mr. Yeagle has served as principal for the past three years. Mr. Yeagle previously spent ten years as a principal, and twelve years prior to that, as Athletic Director with Valley Local Schools. Mr. Yeagle has also served as a teacher with

Valley Local Schools, and has taught math, history and physical education. Mr. Yeagle holds Bachelor's and Master's degrees from Huntington University.

FACULTY

Teacher Overview 2011-12

Total teachers	35.5
Total licensed	100%
Total HQT	100%

Highly qualified Teachers

In 2011-12, 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 Sciotoville Community School during the 2011-12 school year indicated that the school was following the Education Plan as set forth in its contract for sponsorship with the Fordham Foundation.

Academic Rating: Non-compliant

The Sciotoville Community School met 5 out of 8 academic performance requirements in 2011-12.

Financial Rating: Overall compliant

The Sciotoville Community School is rated overall compliant in this category. The school's most recent audit, FY11, was released without findings for recovery. A copy of the audit is available at <http://www.auditor.state.oh.us/auditsearch/detail.aspx?ReportID=93248>.

Governance Rating: Partially compliant

The Sciotoville Community School is rated partially compliant in the governance category because the school's on-time submission rate for compliance documents was below 70 percent.

Compliance Reporting

Education Rating: Overall compliant (100%)	
Did the school deliver the education plan as contained in its contract for sponsorship with the Thomas B. Fordham Foundation?	2/2
Fall site visit	1/1
Spring site visit	1/1
Academic Rating: Non-compliant (63%)	
Contractual Academic Performance Requirements	5/8
Requirement 1: Made Adequate Yearly Progress (AYP)?	1/1
Requirement 2: Made AYP in both reading participation and achievement?	1/1
Requirement 3: Made AYP in both math participation and achievement?	1/1
Requirement 4: Rated at least Continuous Improvement and making marked progress toward a state rating of Effective, Excellent and Excellent with Distinction?	1/1
Requirement 5: Outperform the home district average on all reading, math and science portions of the Ohio Achievement Assessments?	0/1
Requirement 6: Outperform the state community school average on all reading, math and science portions of the Ohio Achievement Assessments?	1/1
Requirement 7: 100% of students pass all Ohio Graduation Test sections	0/1
Requirement 8: Graduation rate is 100%	0/1
Financial Rating: Overall compliant (100%)	
Fiscal Reports Required	4/4
Audit (most recent): FY11 (no findings for recovery)	1/1
IRS Form 990 (submitted annually)	1/1
Monthly Financial Reports	1/1
Five-Year Budget Forecast	1/1
Governance Rating: Partially compliant (84%)	
Governance Requirements	5/6
Annual Report (2011-2012)	4/4
Performance standards	1/1
Method of measurement to determine progress	1/1
Activities/progress toward performance standards	1/1
School financial status	1/1
Records Compliance	1/2
Accurate and complete: 99.2%	1/1
Submitted on time: 69%	0/1



Sciotoville Elementary Academy

Contact Name

Rick Bowman, Superintendent
Foresta Shope, Principal

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Began Operating

2008

Governing Authority

Bill Shope, Chairperson
Bob McCann
Bob Workman
Matt Hammer
Wendell Skinner

mission

The mission statement of Sciotoville Elementary Academy is, "Together we will learn as much as we can every day to be responsible, respectful, and successful."

educational philosophy

Sciotoville Elementary Academy's educational philosophy is that students are the number one priority and that it is the school's obligation to meet their ever-changing needs. Key philosophical underpinnings include: commitment to a shared partnership of responsibility toward meeting the needs of our students; character; fair decisions based on relevant data, and made in the best interests of students; adults modeling what is being (e.g., parents, community members, or educators); changes to teaching and learning to best accommodate student needs; a positive atmosphere; parent and community involvement; extracurricular activities that promote self-discipline and responsibility of the students; and, high quality staff development.

SCHOOL CALENDAR

In 2011-12, Sciotoville Elementary Academy offered 981.25 hours of instruction over 157 days.

DEMOGRAPHICS

Student Overview 2011-12

Grades Served	K-4
Enrollment	121
African American	--
White	96.4%
Hispanic	--
Multi-Racial	--
Asian	--
Native American	--
Male	47.3%
Female	52.7%
Economically Disadvantaged	80.4%
Students with Disabilities	9.1%
Limited English Proficient	--
Homeless	--
Gifted	--

LEADERSHIP

Rick Bowman has served as the Superintendent of Sciotoville Community School since 2010. Mr. Bowman graduated cum laude from Marshall University in 1977, holds a Master's degree from Xavier University, and a superintendent's certification from Morehead State University. Mr. Bowman has extensive teaching and administrative experience, and has held positions in Ohio school districts, including New Boston, Jackson City and Valley.

Foresta Shope received her Bachelor's degree in Elementary Education from Shawnee State University and her Master's in Education Administration from Ohio University. She taught at Sciotoville Community School prior to being named the founding principal at Sciotoville Elementary Academy. The 2011-12 school

year was Mrs. Shope's twentieth year in education and her fifth year as a principal. Mrs. Shope has also taught in Clay Local Schools, Portsmouth City Schools, and Ironton St. Lawrence/St. Joseph Schools

FACULTY

Teacher Overview 2011-12

Total teachers	12
Total licensed	100%
Total HQT	100%

Highly qualified Teachers

In 2011-12, 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 Sciotoville Elementary Academy during the 2011-12 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 Sciotoville Elementary Academy met 6 out of 7 contractual academic performance requirements.

Financial Rating: Overall compliant

The Sciotoville Elementary Academy is rated overall compliant in this category. The school's most recent audit, FY11, was released without findings for recovery. A copy of the audit is available at <http://www.auditor.state.oh.us/auditsearch/detail.aspx?ReportID=93237>.

Governance Rating: Partially compliant

The Sciotoville Elementary Academy is rated partially compliant in the governance category because the school's on-time submission rate for compliance documents was below 70 percent.

Compliance Reporting

Education Rating: Overall compliant (100%)	
Did the school deliver the education plan as contained in its contract for sponsorship with the Thomas B. Fordham Foundation?	2/2
Fall site visit	1/1
Spring site visit	1/1
Academic Rating: Partially compliant (86%)	
Contractual Academic Performance Requirements	6/7
Requirement 1: Made Adequate Yearly Progress (AYP)?	1/1
Requirement 2: Made AYP in both reading participation and achievement?	1/1
Requirement 3: Made AYP in both math participation and achievement?	1/1
Requirement 4: Rated at least Continuous Improvement and making marked progress toward a state rating of Effective, Excellent and Excellent with Distinction?	1/1
Requirement 5: Outperform the home district average on all reading, math and science portions of the Ohio Achievement Assessments?	0/1
Requirement 6: Outperform the state community school average on all reading, math and science portions of the Ohio Achievement Assessments?	1/1
Requirement 7: Received an overall composite score on Ohio's value added measure that indicates more than one year of progress was achieved in both reading and math?	1/1
Financial Rating: Overall compliant (100%)	
Fiscal Reports Required	4/4
Audit (most recent): FY11 (no findings for recovery)	1/1
IRS Form 990 (submitted annually)	1/1
Monthly Financial Reports	1/1
Five-Year Budget Forecast	1/1
Governance Rating: Partially compliant (83%)	
Governance Requirements	5/6
Annual Report (2011-2012)	4/4
Performance standards	1/1
Method of measurement to determine progress	1/1
Activities/progress toward performance standards	1/1
School financial status	1/1
Records Compliance	1/2
Accurate and complete: 100%	1/1
Submitted on time: 66%	0/1



Springfield Academy of Excellence

Contact Name

Edna Chapman, Principal

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IRN

132787

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Website

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Began Operating

2001

Governing Authority

Jay Chapman
Kent Jackson
Cheryl Keen
Hazel Latson
Cecil Pratt
Rev. RoseAnn Pratt
Valisha Moss
Bishop Cecil Pratt
Sheila Rice, Chairperson

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 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 2011-12, Springfield Academy of Excellence offered 1068 hours of instruction over 178 days.

DEMOGRAPHICS

Student Overview 2011-12

Grades Served	K-6
Enrollment	232
African American	61%
White	16.5%
Hispanic	10.9%
Multi-Racial	10.3%
Asian	--
Native American	--
Male	53.5%
Female	46.5%
Economically Disadvantaged	85.1 %
Students with Disabilities	7.1%
Limited English Proficient	8.3%
Homeless	2.2%
Gifted	--

LEADERSHIP

During the 2011-12 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

Teacher Overview 2011-12

Total teachers	19.6
Total licensed	100%
Total HQT	100%

Highly qualified Teachers

In 2011-12, 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 2011-12 school year indicated that the school was following the Education Plan as set forth in its contract for sponsorship with the Fordham Foundation.

Academic Rating: Non-compliant

The Springfield Academy of Excellence met 1 out of 7 contractual academic performance requirements in 2011-12.

Financial Rating: Partially compliant

The Springfield Academy of Excellence is rated partially compliant in this category. The school's most recent audit, FY11, was released without findings for recovery. A copy of the audit is available at <http://www.auditor.state.oh.us/auditsearch/detail.aspx?ReportID=93821>.

Governance Rating: Overall compliant

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

Compliance Reporting

Education Rating: Overall Compliant (100%)	
Did the school deliver the education plan as contained in its contract for sponsorship with the Thomas B. Fordham Foundation?	2/2
Fall Site Visit	1/1
Spring Site Visit	1/1
Academic Rating: Non-compliant (15%)	
Academic Performance Requirements	1/7
Requirement 1: Made Adequate Yearly Progress (AYP)?	0/1
Requirement 2: Made AYP in both reading participation and achievement?	0/1
Requirement 3: Made AYP in both math participation and achievement?	0/1
Requirement 4: Rated at least Continuous Improvement and making marked progress toward a state rating of Effective, Excellent and Excellent with Distinction?	0/1
Requirement 5: Outperform the home district average on all reading, math and science portions of the Ohio Achievement Assessments?	0/1
Requirement 6: Outperform the state community school average on all reading, math and science portions of the Ohio Achievement Assessments?	0/1
Requirement 7: Received an overall composite score on Ohio's value added measure that indicates more than one year of progress was achieved in both reading and math?	1/1
Financial Rating: Partially compliant (75%)	
Fiscal Reports Required	3/4
Audit (most recent): FY11 (no findings for recovery)	1/1
IRS Form 990 (submitted annually)	0/1
Monthly Financial Reports	1/1
Five-Year Budget Forecast	1/1
Governance Rating: Overall compliant (92%)	
Governance Requirements	5.5/6
Annual Report (2011-2012)	4/4
Performance standards	Yes
Method of measurement to determine progress	Yes
Activities/progress toward performance standards	Yes
School financial status	Yes
Records Compliance	1.5/2
Accurate and complete: 83%	.5/1
Submitted on time: 97%	1/1

Appendix A

Exhibit 4: Academic Performance Plan for Primary and Middle Schools

EXHIBIT 4: ACADEMIC PERFORMANCE PLAN

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

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

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

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

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

Indicators Of Academic Success

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

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

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

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

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

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

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

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

SECTION 2. STATE RATING REQUIREMENTS FOR THE COMMUNITY SCHOOL

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

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

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

SECTION 3. ACADEMIC PERFORMANCE OF THE COMMUNITY SCHOOL RELATIVE TO COMPARABLE SCHOOLS

Is The Community School Outperforming Comparable Schools (I.E., Local District Schools, And Similar Community Schools Statewide)?

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

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

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

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

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

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

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

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

Exhibit 4: Academic Performance Plan for Middle and High Schools

EXHIBIT 4: ACADEMIC PERFORMANCE PLAN

Pursuant to Article IV of this Contract, the Academic Performance Plan constitutes the agreed-upon assessments, performance indicators and academic expectations that the SPONSOR will use to evaluate the academic performance of the Community School during the 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. The SPONSOR will not make a renewal, non-renewal, probation, suspension or termination decision based solely on Adequate Yearly Progress.
- 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 in grades five through eight 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.**
- 5) **Are the students enrolled in the Community School in grades nine through twelve passing all portions of the Ohio Graduation Test in a timely manner? If the Ohio Graduation Test is phased out and another assessment implemented in grades nine through twelve, are at least 75 percent of students demonstrating success on that assessment's academic indicators? See Section 5 of this Exhibit, Requirements 8 and 9.**

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. All grades 9-12 public school students must participate in the Ohio Graduation Tests. 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 PERFORMANCE 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. The SPONSOR will not make a renewal, non-renewal, probation, suspension or termination decision based solely on Adequate Yearly Progress.

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 PERFORMANCE REQUIREMENTS FOR THE COMMUNITY SCHOOL

Is The Community School Rated At Least

“Continuous Improvement” On The State’s Academic Rating System?

Meeting this requirement 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 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.

SECTION 5. OHIO GRADUATION TESTS OR SUCCESSOR ASSESSMENT

Are The Students Enrolled In The Community School In Grades Nine Through

Twelve Passing All Portions Of The Ohio Graduation Test In A Timely Manner? If The Ohio Graduation Test Is Phased Out And Another Assessment Implemented In Grades Nine Through Twelve, Are At Least 75 Percent Of Students Demonstrating Success On That Assessment's Academic Indicators?

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 8: One hundred percent of students taking the Ohio Graduation Test will receive a passing score on all sections. If the Ohio Graduation Test is phased out and another assessment implemented in grades nine through twelve, are at least 75 percent of students demonstrating success on that assessment's academic indicators?

Requirement 9: The Community School will maintain a 100 percent graduation rate.

Sources

Made AYP: lrc_spreadsheet_Draft_101512 Released 101712

Made AYP in reading participation: FY 2012 Secure Data Center reports via SAFE Account Access, School AYP Workbook

Made AYP in reading achievement: FY 2012 Secure Data Center reports via SAFE Account Access, School AYP Workbook

Made AYP in math participation: FY 2012 Secure Data Center reports via SAFE Account Access, School AYP Workbook

Made AYP in math achievement: FY 2012 Secure Data Center reports via SAFE Account Access, School AYP Workbook

Rated at least Cont. Improvement: lrc_spreadsheet_Draft_101512 Released 101712

Outperformed home district average: lrc_spreadsheet_Draft_101512 Released 101712

Outperformed state charter average: calculated from lrc_spreadsheet_Draft_101512 Released 101712

Met/exceeded value added (Composite Score): Previous year LRC download data, FY 2012 lrc_spreadsheet_Draft_101512 Released 101712

100% pass all OGT sections: lrc_spreadsheet_Draft_101512 Released 101712

Graduation rate is 100%: lrc_spreadsheet_Draft_101512 Released 101712

Student overview: lrc_spreadsheet_Draft_101512 Released 101712, and Ohio Department of Education Secure Data Center

Teacher overview: Ohio Department of Education Secure Data Center



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