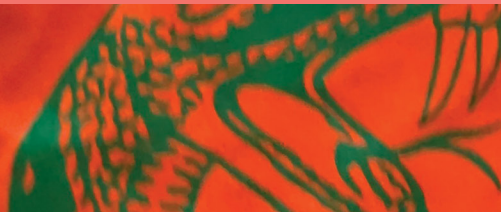


Fordham Sponsorship

2023 ANNUAL REPORT



Friends,

The 2022-23 school year was filled with significant changes across our portfolio. We were excited to support the August 2022 opening of the first two IDEA Public Schools in Ohio, [IDEA Price Hill](#) and [IDEA Valley View](#), both located in Cincinnati. The two campuses are part of an 80,000-plus student network of charter schools, [IDEA Public Schools](#), whose overarching mission is college preparation for all of its students, most of whom are from low-income backgrounds, will be first-generation college students, or represent groups historically underrepresented in higher education.

At the same time, I share news that another of our sponsored schools, [Citizens of the World-Cincinnati](#), closed after two years of operation. Despite the best efforts of the school's board, leadership team, staff, and management organization, enrollment remained stubbornly low, rendering the school financially unsustainable. The school's staff were supportive of students and families until the end, and we gratefully acknowledge that they were instrumental in helping each student find a new school for the 2022-23 school year.

Those who follow our work closely know that for several years we have been pushing for significant improvement at the Phoenix Community Learning Center. Once one of our higher-performing schools, in recent years Phoenix has struggled and, in August 2022, the Phoenix board of trustees agreed to turn all operations over to [ReGeneration Schools](#). Led by founder and Chief Executive Officer (and Cincinnati native) Stacey Shells Harvey was already operating [ReGeneration Bond Hill](#), a K-4 elementary school. Upon taking over operations, the school that was formerly Phoenix is now [Regeneration Avondale Elementary](#) (K-4) and [ReGeneration Middle School](#) (5-8). Enrollment is up significantly from where Phoenix ended the school year in May, and we have high hopes that the ReGeneration Schools model will dramatically improve results for students.

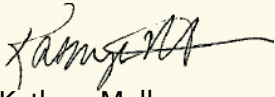
In Columbus, the four [United Schools Network](#) schools that we authorize—[Columbus Collegiate Academy-Main](#), [Columbus Collegiate Academy-West](#), [United Preparatory Academy](#) and [United Preparatory Academy-East](#)—merged into a single entity while remaining housed on four campuses. Also in Columbus, staff at [KIPP Columbus](#) voted to unionize, making that school the first and only one that we sponsor with a union.

We now have 10 sponsorship contracts (down from 13 last year), with schools at 15 sites serving approximately 6,500 students (an increase of about 500 from last school year) statewide.

The pages that follow detail how each of our sponsored schools performed on their contractual Academic and Organizational Accountability Plan. With one exception—[The Dayton Early College Academy](#)—our schools struggled on achievement measures. Most also scored low on Ohio's Early Literacy indicator. However, as a group, the schools did better on the Progress and Gap Closing measures. As was the case last year, chronic absenteeism rates remain exceptionally high.

Looking ahead, we will continue the push to address learning loss and provide support and resources to do so. We are also deeply appreciative of each of our schools for all that they do for their students.

Sincerely,



Kathryn Mullen

Vice President for Sponsorship
and Dayton Initiatives

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II Who we are

OUR MISSION

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

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

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

We promote educational improvement by:

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



LEADERSHIP

Michael J. Petrilli is president of the Thomas B. Fordham Foundation and Institute, both of which are overseen by a board of trustees.

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Former Commissioner of Education,
Commonwealth of Massachusetts

Chester E. Finn, Jr.

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

Thomas A. Holton, Esq.

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

Michael W. Kelly

President and CEO, Central Park Credit Bank

Rod Paige

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

Michael J. Petrilli

President, Thomas B. Fordham
Foundation and Institute

Ian Rowe

Resident Fellow, American Enterprise Institute

Stefanie Sanford

Chief of Policy, Advocacy, and Government
Relations, College Board and President,
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Kathryn Mullen

Vice President for Sponsorship
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Vice President for Sponsorship
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Controller

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Data Analyst

DeAnna Sullivan

Academic Performance and
Accountability Specialist

Lisa Halpin

School Quality Analyst

Angela Kinney

School Quality Analyst

III What we do

RESEARCH AND COMMENTARY

Our colleagues at the Thomas B. Fordham Institute, headquartered in Washington, D.C., and Columbus, Ohio, produce high-quality research, analysis, and commentary on national and Ohio education issues. Below, we include highlights of their excellent work during the past year.

The Power of Expectations in District and Charter Schools by Seth Gershenson

November 2022

Now that the most acute phase of the COVID-19 crisis is over, public conversation has turned to the millions of students who are still struggling academically and emotionally and how our nation's schools ought to respond. Decisions that education leaders make right now will determine whether this generation of students recovers or continues to lose ground. That's why policies that lower expectations, such as rescinding "third grade reading guarantees" or keeping pandemic-era no-grading policies in effect, are so troubling.

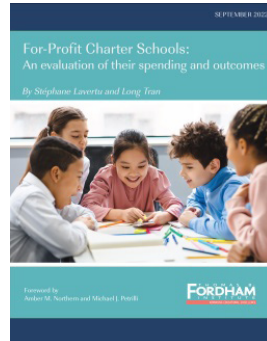
Are we really helping students by lowering the bar? What sorts of expectations should teachers set as they begin to dig out? And what can research and prior experience, particularly from the charter sector, where the need for high expectations has long been a rallying cry, teach us about how to approach this monumental challenge?

Conducted by American University's Seth Gershenson, this study uses nationally representative survey data to explore how teacher expectations differ by sector, and how they affect achievement, attainment, and other outcomes. To read the full report and its implications for educational leaders and policymakers, scroll down or [download the PDF](#) (which also includes the appendices).

Fine-tuning Ohio's School Report Card: An analysis of the state's revamped report card in its first year of implementation, 2021-22 by Aaron Churchill

January 2023

For two decades, Ohio's school report card has shined



a light on student outcomes in the state's 3,000-plus public schools and 600-plus districts. It offers key academic results on state assessments and other markers of educational success, allowing parents and community members to gauge the quality of local schools. The report card framework, however, has evolved in response to changes in federal education policy and, more importantly, feedback from Ohioans. In 2021, state lawmakers passed reforms that fine-tuned the state's report card model. What are those changes and how were they implemented in fall 2022? This publication dives into Ohio's revamped report card and examines results from the first year of implementation. [Download the full report.](#)

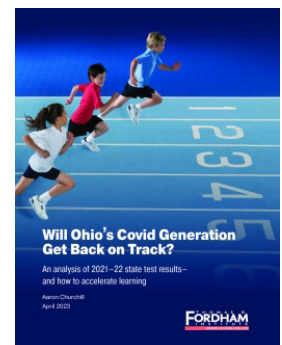
Think Again: Do charter schools drain resources from traditional public schools? by David Griffith | March 2023

Opponents of public [charter schools](#) frequently contend that they drain resources from traditional public schools—a potentially serious charge. Of course, it makes sense that traditional school districts get less money when they enroll fewer students. So, from a policymaking perspective, the real question is whether districts' financial capacity to meet students' needs is compromised by charters' presence. This brief addresses that question and several key sub-questions by synthesizing the latest and most rigorous research on charters' fiscal and academic impacts on district schools. [Download the full brief.](#)



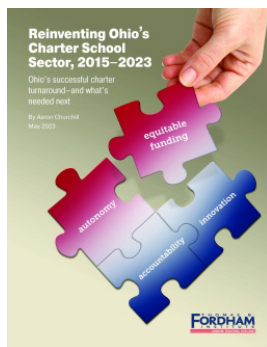
Will Ohio's Covid Generation Get Back on Track? An analysis of 2021-22 state test results—and how to accelerate learning by Aaron Churchill | April 2023

In Fall 2022, the Ohio Department of Education released state assessment



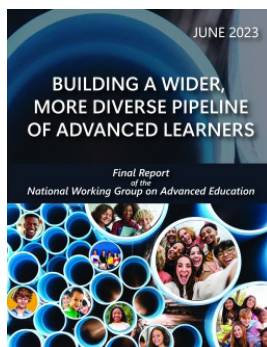
results from the 2021-22 school year. The data continue to reveal the massive learning losses that occurred during the pandemic, along with the uneven recovery in its wake. This report offers a close look at Ohio's achievement data from the 2018-19 to 2021-22 school years and concludes with four recommendations that can help accelerate student learning across the Buckeye State. [Download the full report](#) or read it below.

Reinventing Ohio's Charter School Sector 2015-2023: Ohio's successful charter turnaround—and what's needed next by Aaron Churchill | May 2023



For more than two decades, the charter school movement has aimed to provide parents with more public school options, empower educators to launch innovative schools, and boost student achievement. This report looks at the progress Ohio is making toward achieving these ambitious goals. It includes an overview of the landmark reforms that state lawmakers enacted in 2015 to strengthen accountability for charter school performance, as well as the improvements the sector has made since then. The report also discusses the large funding disparities that public [charter schools](#) in Ohio still face and how legislators can work to bridge those gaps.

Building a Wider, More Diverse Pipeline of Advanced Learners by The National Working Group on Advanced Education | June 2023



For far too long, the United States has neglected and wasted an enormous amount of human potential, much of it among groups that have never been given the opportunities they deserve. We're talking about bright students, advanced learners, striving pupils, and those with high but untapped potential—especially those who are Black, Hispanic, Native American, low income, or from otherwise marginalized backgrounds—whose educational needs aren't being met by our schools. In response to this

and a rash of high-profile, related controversies, the [National Working Group on Advanced Education](#) was formed in Spring 2022. It has convened four times since then, with two goals in mind: developing a robust research agenda and a policy and practice agenda. This document is the product of that work, and comprises [thirty-six recommendations](#) for how districts, charter networks, and states can build a continuum of advanced learning opportunities, customized to individual students' needs and abilities, that spans the K-12 spectrum. [Download the full report.](#)



Charter school sponsorship

We provided monitoring, oversight, and technical assistance during the 2022-23 school year to thirteen schools serving approximately 6,000 students in Dayton, Cincinnati, Columbus, and Portsmouth, Ohio.

Commitment and capacity

- In 2022-23, we employed four full-time and three part-time staff members dedicated to sponsorship, and engaged consultants when necessary.
- Our sponsorship team's expertise includes education, law, finance, facilities, nonprofit management, business management, data management, and compliance.
- We are grateful that we can draw from within our larger organization for insight regarding data analysis, policy analysis, and research.
- Specific to our sponsorship operation, our 2023 budget had approximately \$847,500 in revenues and \$918,529 in expenses.
- Our sponsorship fee is structured to support our schools. Fordham-sponsored schools pay a fee based on a sliding scale, ranging from 1.5-2.0 percent of per-pupil funds, based on school enrollment. The greater the enrollment beyond 300 students, the larger the savings in sponsorship fees for the school.

Application process and decision-making

- Our [application](#) for new schools is available online and is modeled on applications used by the National Association of Charter School Authorizers (NACSA).
- All applications are reviewed by teams of internal and external evaluators. Team members are selected for their expertise and experience with the model proposed in the new school application.

Performance contracting

- The sponsorship contracts with all of our schools are available online at the Ohio Department of Education's [website](#).
- All contracts include an Academic and Organizational Accountability Plan that addresses academic, financial, operations, and governance outcomes. Some of our schools have contracts that also include an Alternative Accountability Framework. Our standard accountability plan is included in the Appendix of this report.

Ongoing oversight and evaluation

- Our school monitoring is done in-person and via our online compliance system, Epicenter.
- At least two formal site visits (fall and spring) occur at each school annually while classes are in session. Sponsorship representatives also attend most regular board meetings at each school.
- We meet with school treasurers and board representatives monthly to monitor school finances, and we issue reports from these meetings that include information regarding student enrollment, cash management, working capital, federal restricted funds, and other financial compliance items.

Revocation and renewal decision making

- A school's performance against its accountability plan drives contract renewal or nonrenewal decisions. The duration of contracts, the renewal terms, and the inclusion of any conditions may vary by school.
- We have a standard school-closure protocol. Our goal in closure situations is to ensure a smooth transition for students and families.



IV Portfolio Performance

SCHOOL PERFORMANCE, 2022-23

State report cards were issued in mid-September. The table below, organized by overall rating, highest to lowest, shows performance on 2022-23 report card indicators for the twelve schools.¹ As you will see, many of these indicators are unsatisfactory to us. A few paragraphs down, you will see what we're doing about them.

Exhibit 1: School performance on the 2022-23 state report cards

	Overall	Achievement	Progress	Gap Closing	Grad Rate	Early Literacy
DECA	★★★★★	★★★★☆	★★★★★	★★★★★	★★★★☆	NA
Columbus Collegiate Academy-West	★★★★☆	★★★☆☆	★★★★★	★★★☆☆	NA	NA
IDEA Greater Cincinnati	★★★★☆	★★★☆☆	★★★★★	★★★★☆	NA	NA
Columbus Collegiate Academy-Main	★★★★☆	★★★☆☆	★★★★☆	★★★☆☆	NA	NA
KIPP: Columbus	★★★★☆	★★★☆☆	★★★☆☆	★★★★☆	★★★★★	★★★☆☆
DECA PREP	★★★★☆	★★★☆☆	★★★★☆	★★★★☆	NA	★★★☆☆
United Preparatory Academy	★★★★☆	★★★☆☆	★★★★☆	★★★★☆	NA	★★★☆☆
Sciotoville Community School	★★★★☆	★★★☆☆	★★★☆☆	★★★★☆	★★★★★	★★★☆☆
ReGeneration Bond Hill	★★★★☆	★★★☆☆	★★★★☆	★★★★☆	NA	★★★☆☆
Dayton Leadership Academy	★★★★☆	★★★☆☆	★★★★☆	★★★★☆	NA	★★★☆☆
Phoenix Community Learning Center	★★★☆☆	★★★☆☆	★★★★☆	★★★★☆	NA	★★★☆☆
United Preparatory Academy - East ²	★★★☆☆	★★★☆☆	★★★☆☆	★★★☆☆	NA	★★★☆☆

As you can see, for the overall rating, DECA was our highest performer with 4.5 stars; followed by IDEA and Columbus Collegiate Academy-West at 3.5 stars; then Columbus Collegiate Academy, KIPP, DECA Prep, United Preparatory Academy, and Sciotoville at 3 stars; Regeneration Bond Hill and Dayton Leadership Academy at 2.5 stars; Phoenix at 2 stars, and United Preparatory Academy-East at 1.5 stars.

For comparison, the school districts in Dayton, Columbus, and Cincinnati all earned two stars; and Portsmouth City Schools (Sciotoville's home district) earned 3 stars, the same as Sciotoville. That means that only Phoenix (now taken over and under a new board, leadership, and management) and United Preparatory Academy-East (whose rating may be incorrect due to data reporting errors), received lower ratings than their home districts.

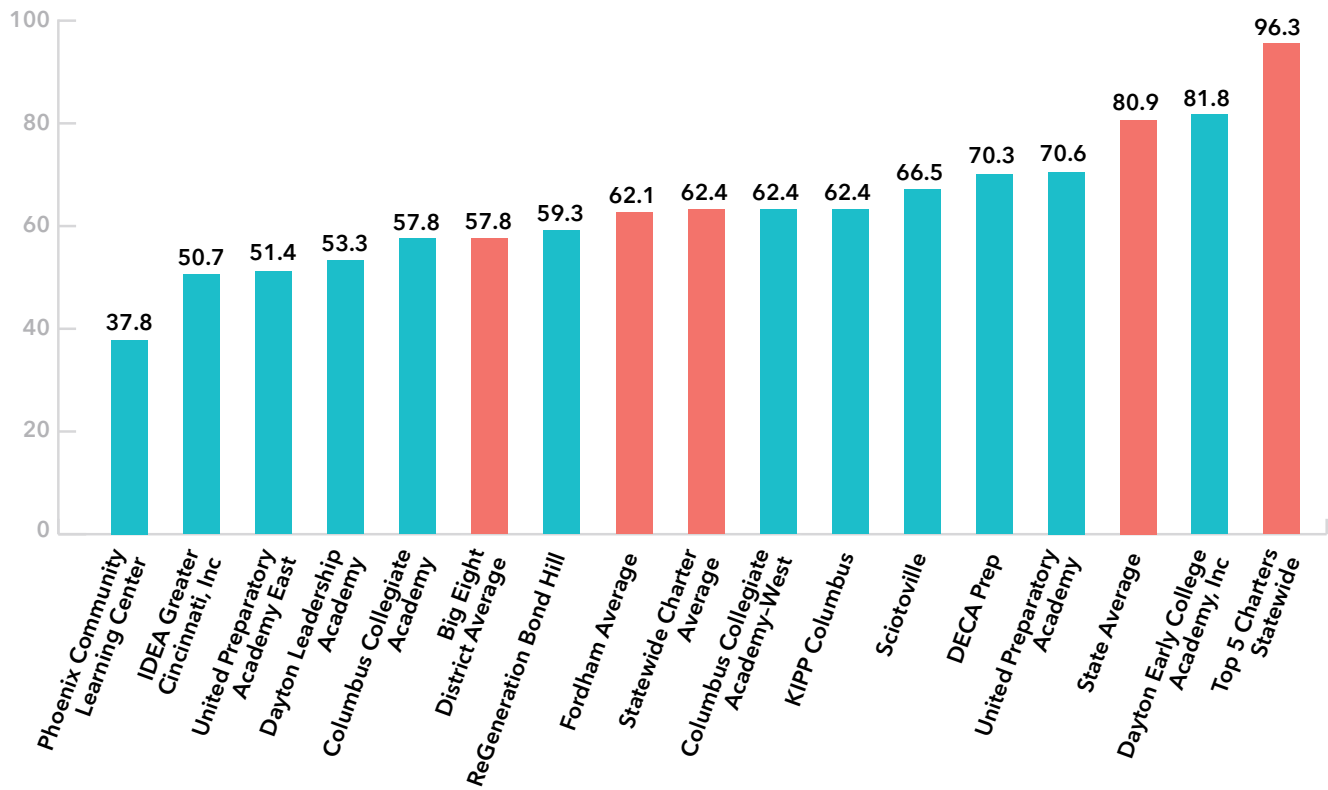
¹ Citizens of the World-Cincinnati is not included per Ohio Department of Education annual report guidance.

²United Preparatory Academy-East's state report card was published with a watermark, indicating that the data may not be correct.

Still, that’s not nearly good enough. As Exhibit 1 (above) shows, achievement ratings for our schools are particularly low. DECA was the only school to achieve a 3-star rating for this component. Yet our own contract Academic and Organizational Accountability Plan designates 3 stars as the floor for a “meets the standard” rating.

Exhibit 2 (below) shows our portfolio’s performance on achievement versus the top-five charter average, state average, state charter average, Fordham portfolio average, and Big Eight District average.

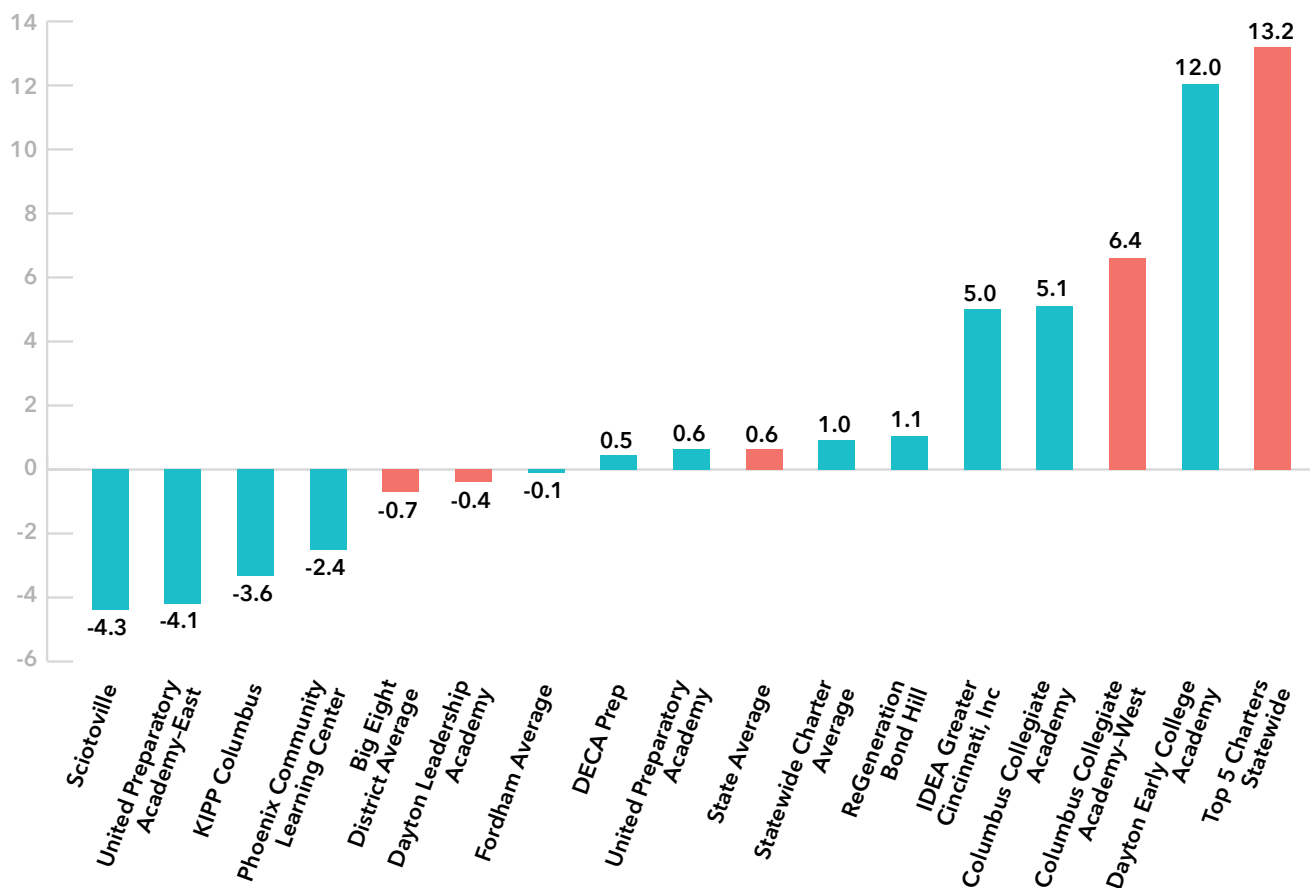
Exhibit 2: Fordham’s charter schools ranked by performance index scores, 2022-23



Only DECA performed above the state average. Five of our schools performed above the statewide charter and Fordham averages, but below the state average, and five of our schools performed below the Big Eight District average on this measure.

Performance on progress was somewhat stronger: Four schools were rated 4 stars or higher, four achieved 3 stars, and four were rated 2 stars or lower. The state’s designation for meeting the standard on this measure is 3 stars. Our contractual floor for meeting the standard on this measure is 4 stars, which the majority of our schools did not achieve.

Exhibit 3: School performance ranked by value added (growth) scores, 2022-23



Five of our schools outperformed the state and statewide charter averages on growth, and four—IDEA, Columbus Collegiate Academy, Columbus Collegiate Academy-West, and the Dayton Early College Academy (DECA)—showed strong growth. Indeed, DECA just missed the Top Five Charter average on growth.

Ten of our schools met or exceeded our contractual standard for the Gap Closing measure, which is achieving a 3 star or higher rating. On this measure, the majority of our schools performed well. (Granted, 83 percent of the schools in the state earned a three or higher on this metric.) However, most of our schools struggled with the Early Literacy measure, with none achieving higher than 2 stars.

These results mean that only DECA met our academic expectations as spelled out in its contract.

SCHOOL PERFORMANCE ON FORDHAM’S CONTRACTUAL ACCOUNTABILITY PLAN

Our Academic and Organizational Accountability Plan contains the contractual outcomes that our sponsored schools are expected to meet, including academic, financial, governance, and operations measures. There are four categories of school performance on these measures: (1) exceeds the standard, (2) meets the standard, (3) does not meet the standard, and (4) falls far below the standard.

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

NR = not rated

NA = not applicable

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

Exhibit 4. School performance on contractual measures, 2022-23¹

	<i>Columbus Collegiate Academy-Main rating</i>	<i>Columbus Collegiate Academy-West rating</i>	<i>DLA-Dayton View Campus rating</i>	<i>DECA rating</i>	<i>DECA Prep rating</i>	<i>IDEA Greater Cincinnati</i>	<i>KIPP Columbus rating</i>	<i>Phoenix Community Learning Center rating</i>	<i>ReGeneration Bond Hill rating</i>	<i>Sciotoville Community School rating</i>	<i>United Preparatory Academy rating</i>	<i>United Preparatory Academy-East rating</i>
PRIMARY ACADEMIC INDICATORS												
Performance Index (PI)	DNM	DNM	FFB	M	DNM	FFB	DNM	FFB	DNM	DNM	DNM	FFB
Value Added (VA)	M	E	DNM	E	DNM	E	DNM	DNM	DNM	DNM	DNM	FFB
Gap Closing	FFB	DNM	M	E	E	E	M	M	M	E	M	DNM
Prepared for Success	NA	NA	NA	NR	NA	NA	NR	NA	NA	NR	NA	NA
Graduation Rate (4 years)	NA	NA	NA	M	NA	NA	M	NA	NA	E	NA	NA
Improving at-risk K-3 Readers	NA	NA	DNM	NA	DNM	NR	DNM	FFB	FFB	FFB	DNM	FFB
Performance v. Local Market (PI)	DNM	DNM	DNM	E	E	FFB	DNM	FFB	DNM	FFB	E	FFB
Performance v. Local Market (VA)	E	E	DNM	E	M	E	FFB	FFB	DNM	FFB	DNM	FFB
Performance v. Statewide Charters (PI)	DNM	DNM	FFB	E	E	FFB	DNM	FFB	DNM	M	E	FFB
Performance v. Statewide Charters (VA)	E	E	FFB	E	DNM	E	FFB	FFB	DNM	FFB	DNM	FFB

Four schools—Columbus Collegiate Academy, Columbus Collegiate Academy-West, DECA and IDEA—met or exceeded our standard for growth, and nine schools met or exceeded our standard for gap-closing. All three of our high schools (DECA, KIPP, Sciotoville) met or exceeded our graduation measure.

Versus local markets and statewide charters, in achievement, DECA, DECA Prep, and United Preparatory Academy outperformed their local markets on performance index, while DECA, DECA Prep, Sciotoville, and United Preparatory Academy outperformed charters statewide. For growth, Columbus Collegiate Academy, Columbus Collegiate Academy-West, DECA, DECA Prep, and IDEA outperformed their local markets, while the same group, except DECA Prep, outperformed charters statewide.

I'd be remiss if I did not include the sky-high chronic absenteeism numbers from our schools; Exhibit 5 contains the details. Chronic absenteeism is defined as missing 10 percent or more of the year, or about 18 days, for any reason, excused or unexcused.

Columbus Collegiate Academy-Main rating
Columbus Collegiate Academy-West rating
DLA-Dayton View Campus rating
DECA rating
DECA Prep rating
IDEA Greater Cincinnati
KIPP Columbus rating
Phoenix Community Learning Center rating
ReGeneration Bond Hill rating
Sciotoville Community School rating
United Preparatory Academy rating
United Preparatory Academy-East rating

FINANCIAL MEASURES OF SUCCESS (CURRENT YEAR)												
Ratio of Assets to Liabilities	E	E	E	E	E	FFB	E	E	FFB	E	E	E
Days Cash	E	E	E	E	E	FFB	E	E	DNM	M	E	E
Enrollment Variance	E	E	E	M	E	E	E	M	E	M	E	M
FINANCIAL MEASURES OF SUCCESS (PRIOR YEARS)												
Multi-year Ratio of Assets to Liabilities	E	E	E	E	E	NR	E	M	FFB	E	E	E
Cash Flow	E	E	E	M	M	NR	E	M	M	M	M	E
OPERATIONS/GOVERNANCE PRIMARY INDICATORS												
Records Compliance	E	E	E	E	DNM	E	E	E	E	E	E	E
Special Education Performance Determination (most recent annual)	E	E	E	E	E	NR	E	E	E	E	E	E

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

■ (2) meets the standard,
■ (4) falls far below the standard.
 NA = not applicable

Exhibit 5. Fordham portfolio chronic absenteeism rate, 2022-23³

	Percentage of students chronically absent		Percentage of students chronically absent
Phoenix Community Learning Center	81.2%	KIPP: Columbus	48.6%
IDEA Greater Cincinnati	65.9%	Dayton Leadership Academy	47.5%
Columbus Collegiate Academy - West	61.1%	Sciotoville Community School	44.6%
Columbus Collegiate Academy	60.1%	United Preparatory Academy - East	42.9%
United Preparatory Academy	59.6%	DECA PREP	26.3%
ReGeneration Bond Hill	51.9%	DECA	19.1%

Clearly, attendance must be part of school plans to improve student academic outcomes. The extensive and ongoing transportation problems last year certainly exacerbated the problem. But DECA's relatively low chronic absenteeism rate demonstrates that it's possible to get kids to school on a consistent basis.



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

The Ohio Department of Education (ODE) requires sponsors to provide an annual profile of each sponsored school in the following areas: academic performance, fiscal performance, organization and operation, and legal compliance.² Schools must be rated “meets,” “exceeds,” or “did not meet” in each category except legal compliance, which must be rated “meets” or “did not meet.”

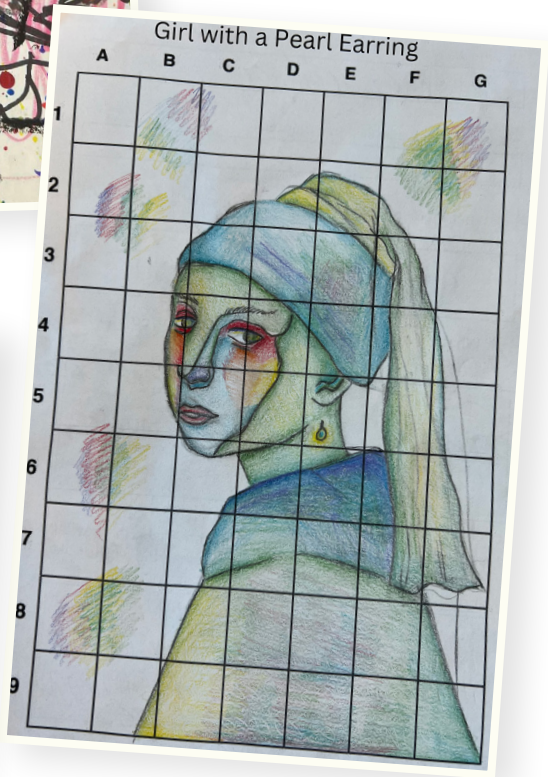
Exhibit 6 details school performance on ODE’s sponsor-reporting measures.

Exhibit 6: ODE school-monitoring summary

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

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



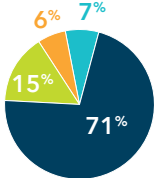
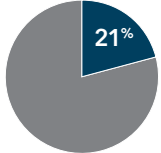
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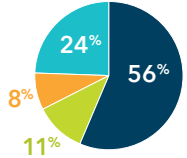
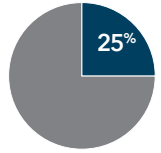


We would like to thank the students in our sponsored schools who shared their artwork with us.



Directory of schools

 <p>UNITED SCHOOLS NETWORK</p> <p>COLUMBUS COLLEGIATE ACADEMY-MAIN</p> <p>1469 E. Main Street Columbus, OH 43205 https://www.unitedschoolsnetwork.org/cca-main</p>	IRN: 009122	Year opened: 2008	Status: Open	
	Mission: Transforming lives and our communities through the power of education.			
	Grades served: 6-8	Enrollment: 217		
	Demographics:	 <p>100%</p> <p>■ Economically disadvantaged (ED)</p>	 <p>71% 15% 7% 6%</p> <p>■ Black/non-Hispanic ■ Hispanic ■ Multiracial ■ White/non-Hispanic</p>	 <p>21%</p> <p>■ Students with disabilities</p>
	Management organization: United Schools Network (nonprofit)			

 <p>UNITED SCHOOLS NETWORK</p> <p>COLUMBUS COLLEGIATE ACADEMY-WEST</p> <p>300 S. Dana Avenue Columbus, OH 43233 https://www.unitedschoolsnetwork.org/cca-dana</p>	IRN: 012951	Year opened: 2012	Status: Open	
	Mission: Transforming lives and our communities through the power of education.			
	Grades served: 6-8	Enrollment: 232		
	Demographics:	 <p>100%</p> <p>■ Economically disadvantaged (ED)</p>	 <p>56% 24% 11% 8%</p> <p>■ Black/non-Hispanic ■ Hispanic ■ Multiracial ■ White/non-Hispanic</p>	 <p>25%</p> <p>■ Students with disabilities</p>
	Management organization: United Schools Network (nonprofit)			



DAYTON LEADERSHIP ACADEMIES-DAYTON VIEW CAMPUS

1416 W. Riverview Avenue
Dayton, OH 45407

<http://www.daytonleadershipacademies.com>

IRN: **133454**

Year opened: **2000**

Status: **Open**

Mission: Dayton Leadership Academies challenges students to thrive and become leaders for today and tomorrow through a culture of joy and unwavering support based upon personalized goals, challenging academics, and partnerships with family and community.

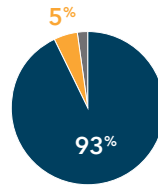
Grades served: **K-8**

Enrollment: **474**

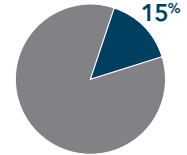
Demographics:



■ Economically disadvantaged (ED)



■ Black/non-Hispanic
■ Multiracial



■ Students with disabilities

Management organization: **None**



DAYTON EARLY COLLEGE ACADEMY (DECA)

1529 Brown Street
Dayton, OH 45469

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

IRN: **009283**

Year opened: **2007**

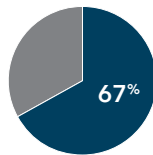
Status: **Open**

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

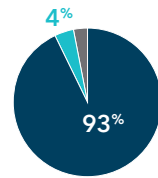
Grades served: **9-12**

Enrollment: **330**

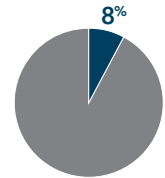
Demographics:



■ Economically disadvantaged (ED)



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



■ Students with disabilities

Management organization: **None**



DECA PREP

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

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

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

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

IRN: **012924**

Year opened: **2012**

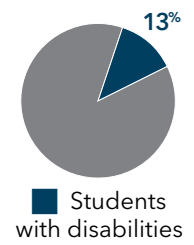
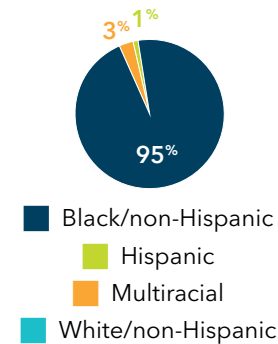
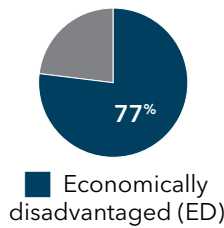
Status: **Open**

Mission: To immerse prospective first-generation college students in a personalized, rigorous elementary curriculum to assure they will succeed in high school and college. At DECA Prep, our mission is to prepare future college graduates today to become the leaders of our community tomorrow. We believe that all children deserve a world-class education regardless of their zip code, race, or ethnicity.

Grades served: **K-8**

Enrollment: **911**

Demographics:



Management organization: **None**



IDEA PUBLIC SCHOOLS GREATER CINCINNATI

IDEA Price Hill
2700 Glenway Avenue,
Cincinnati, OH 45204
(grades K-8)

IDEA Valley View,
1011 Glendale Milford Road,
Cincinnati, OH 45215
(grades K-7)

<https://ideapublicschools.org/our-schools/idea-price-hill>

<https://ideapublicschools.org/our-schools/idea-valley-view>

IRN: **020007**

Year opened: **2022**

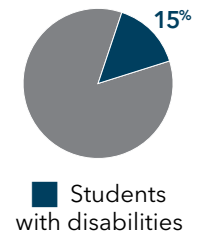
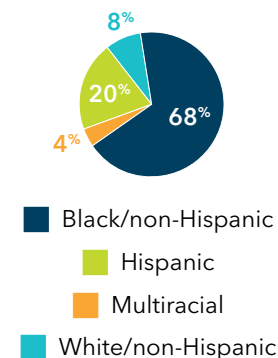
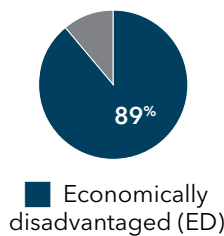
Status: **Open**

Mission: IDEA Greater Cincinnati is a tuition-free, open-enrollment K-12 public charter school district with the mission to prepare students from underserved communities for success in college and citizenship.

Grades served: **K-8**

Enrollment: **465**

Demographics:



Management organization: **IDEA Public Schools (nonprofit)**



KIPP COLUMBUS

2800 Inspire Drive
Columbus, OH 43224
(primary and early learning center);
2900 Inspire Drive
(elementary and middle schools);
2980 Inspire Drive
(high school);
2950 Inspire Drive
(environmental center)
<http://kippcolumbus.org>

IRN: **009997**

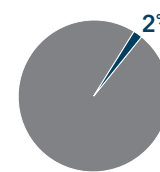
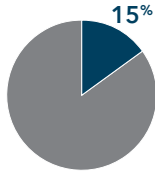
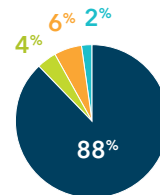
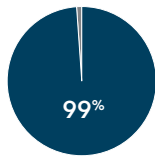
Year opened: **2008**

Status: **Open**

Mission: Together with families and communities, we create joyful academically excellent schools that prepare students with the skills and confidence to pursue the paths they choose—college, career, and beyond—so they can lead fulfilling lives and create a more just world.

Grades served: **K-12** Enrollment: **1,877**

Demographics:



Management organization: **None**



REGENERATION AVONDALE ELEMENTARY AND REGENERATION MIDDLE SCHOOL

(FORMERLY THE PHOENIX COMMUNITY LEARNING CENTER)

3595 Washington Avenue Cincinnati, OH 45229
<https://regenerationschools.org/cincinnati-school/>

IRN: **133504**

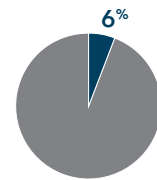
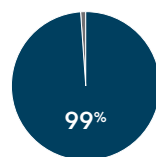
Status: **Open**

Year opened: **2001** ReGeneration Avondale Elementary (K-4)
2023 ReGeneration Middle School (5-8)

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

Grades served: **K-8** Enrollment: **295**

Demographics:



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

ReGeneration Schools™

REGENERATION BOND HILL

5158 Fishwick Drive
Cincinnati, Ohio 45216

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

IRN: **017490**

Year opened: **2019**

Status: **Open**

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

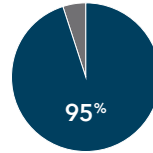
Grades served: **K-4**

Enrollment: **265**

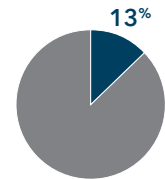
Demographics:



■ Economically disadvantaged (ED)



■ Black/non-Hispanic



■ Students with disabilities

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



SCIOTOVILLE COMMUNITY SCHOOL

SCIOTOVILLE COMMUNITY SCHOOL

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

<https://easttartans.org>

IRN: **143644**

Year opened: **2001**

Status: **Open**

Mission: We expect no less than our best...everyone, every day!

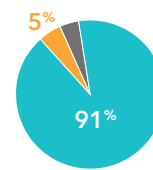
Grades served: **K-12**

Enrollment: **351**

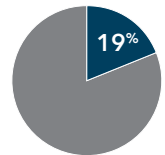
Demographics:



■ Economically disadvantaged (ED)


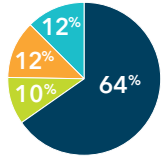

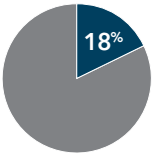
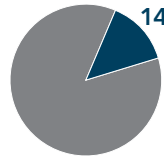



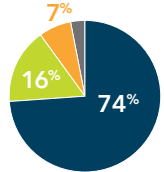
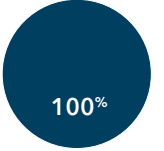
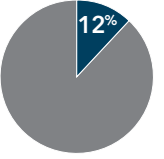
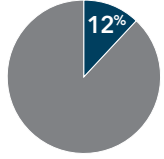
■ White/non-Hispanic
■ Multiracial



■ Students with disabilities

Management organization: **None**

 <p>UNITED SCHOOLS NETWORK</p> <p>UNITED PREPARATORY ACADEMY</p> <p>617 West State Street Columbus, OH 43215 https://www.unitedschoolsnetwork.org/uprep-state</p>	IRN: 014467	Year opened: 2014	Status: Open	
	Mission: Transforming lives and our communities through the power of education.			
	Grades served: K-5	Enrollment: 257		
	Demographics:		 <ul style="list-style-type: none"> Black/non-Hispanic Hispanic Multiracial White/non-Hispanic 	
	 <ul style="list-style-type: none"> Economically disadvantaged (ED) 	 <ul style="list-style-type: none"> Students with disabilities 	 <ul style="list-style-type: none"> Limited English proficiency 	
Management organization: United Schools Network (nonprofit)				

 <p>UNITED SCHOOLS NETWORK</p> <p>UNITED PREPARATORY ACADEMY-EAST</p> <p>31 N. 17th Street Columbus, OH 43203 https://www.unitedschoolsnetwork.org/uprep-east</p>	IRN: 016858	Year opened: 2017	Status: Open	
	Mission: Transforming lives and our communities through the power of education.			
	Grades served: K-5	Enrollment: 261		
	Demographics:		 <ul style="list-style-type: none"> Black/non-Hispanic Hispanic Multiracial 	
	 <ul style="list-style-type: none"> Economically disadvantaged (ED) 	 <ul style="list-style-type: none"> Students with disabilities 	 <ul style="list-style-type: none"> Limited English proficiency 	
Management organization: United Schools Network (nonprofit)				

ACADEMIC AND ORGANIZATIONAL ACCOUNTABILITY PLAN (K-12)

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

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

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

Primary academic indicators	Exceeds the standard	Meets the standard	Does not meet the standard	Falls far below the standard
PI ³	4 stars or higher	3 stars	2 stars	1 star
VA ⁴	5 stars	4 stars	2 - 3 stars	1 star
Gap Closing	4 stars or higher	3 stars	2 stars	1 star
Prepared for Success	4 stars or higher	3 stars	2 stars	1 star
Graduation rate (four years)	Greater than or equal to 96.5%	From 90% to less than 96.5%	From 84% to less than 90%	Less than 84%
Improving At-Risk K-3 Readers	Greater than or equal to 88%	From 68% to less than 88%	From 58% to less than 68%	From 0% to less than 58%
Performance versus local market: ⁵ PI	Ranked in the 80th percentile or higher in PI score	Ranked in 70th-79th percentile in PI score	Ranked in 50th-69th percentile in PI score	Ranked in bottom half in PI score
Performance versus local market: VA	Ranked in the 80th percentile or higher in VA score	Ranked in 70th-79th percentile in VA score	Ranked in 50th-69th percentile in VA score	Ranked in bottom half in VA score
Performance versus statewide charters: PI	Ranked in the 80th percentile or higher in PI score	Ranked in 70th-79th percentile in PI score	Ranked in 50th-69th percentile in PI score	Ranked in bottom half in PI score
Performance versus statewide charters: VA	Ranked in the 80th percentile or higher in VA score	Ranked in 70th-79th percentile in VA score	Ranked in 50th-69th percentile in VA score	Ranked in bottom half in VA score

Supplemental information	Exceeds the standard	Meets the standard	Does not meet the standard	Falls far below the standard
Internal assessments	School regularly administers an internal growth assessment and uses the data collected to inform instructional practice and show continuous improvement	School regularly administers an internal growth assessment and uses the data collected to inform instructional practice	School regularly administers an internal growth assessment	School does not regularly administer an internal growth assessment
Mission-specific goals (section A.7 of this contract)	School has developed mission-specific goals, regularly analyzes progress in achieving mission-specific goals, and has met a majority of its mission-specific goals	School has developed mission-specific goals and regularly analyzes progress in achieving mission-specific goals	School has developed mission-specific goals	School has not developed mission-specific goals
Family and student survey	School administered the K-2, 3-5, and 6-12 surveys by November 1 and June 1, had a 70% or higher response rate, and shared the results with the school's board	School administered the K-2, 3-5, and 6-12 surveys by November 1 and June 1, had a 55-69.9% response rate, and shared the results with the school's board	School administered the K-2, 3-5, and 6-12 surveys by November 1 and June 1, had a 40-54.9% response rate, and shared the results with the school's board	School administered the K-2, 3-5, and 6-12 surveys by November 1 and June 1, had a response rate of lower than 39.9%, and shared the results with the school's board

³The PI percentage is calculated as follows: school's PI score divided by 120 (the highest possible PI score). For report card ratings, PI percentage is the school's PI score in relation to the average PI score of the top 2 percent of schools in the state.

⁴A VA score is a statistical estimate intended to convey how much a school has contributed to student learning. A higher VA score conveys greater confidence that, on average, the school has contributed more than one standard year of academic growth; a lower VA score conveys greater confidence that the school has, on average, not contributed more than one standard year of academic growth. The report card incorporates an "effect size" measure that will also determine the rating alongside the traditional "index score."

⁵"Local market" includes other charter schools (excluding virtual and dropout-recovery charter schools, as designated by the ODE) in the county in which a school is located as well as comparable district schools in the charter school's serving district, as designated by the ODE

⁶The enrollment variance depicts actual enrollment divided by enrollment projection in the charter school's board-approved budget.

⁷This ratio depicts the relationship between a school's annual assets and liabilities, covering the last three years, based on the most recently audited financial statements.

⁸Represents the percentage of records reviewed that were accurate and complete during the school year.

⁹The Individuals with Disabilities Education Improvement Act (IDEIA) requires that state education agencies make annual determinations regarding the performance of special-education programs operated by local education agencies (LEAs) that receive federal IDEA Part-B funding. In Ohio, individual charter schools are considered LEAs.

Financial measures of success (current year)	Exceeds the standard	Meets the standard	Does not meet the standard	Falls far below the standard
Current ratio of assets to liabilities	Ratio is greater than or equal to 1.1	Ratio is between 1.0 and 1.1; AND one-year trend is positive (current year's ratio is higher than last year's)	Ratio is between 0.9 and 1.0 or equals 1.0; OR ratio is between 1.0 and 1.1 AND one-year trend is negative	Ratio is less than or equal to 0.9
Days' cash	60 or more days' cash	Between 30 and 60 days' cash	Between 15 and 30 days; OR between 30 and 60 days' cash AND one-year trend is negative	Fewer than 15 days' cash
Current-year enrollment variance ⁶	Actual enrollment equals or is within 95% of budgeted enrollment in the most recent year	Actual enrollment is 90%-95% of budgeted enrollment in the most recent year	Actual enrollment is 80%-90% of budgeted enrollment in the most recent year	Actual enrollment is less than 80% of budgeted enrollment in the most recent year

Financial measures of success (prior years)	Exceeds the standard	Meets the standard	Does not meet the standard	Falls far below the standard
Multiyear ratio of assets to liabilities ⁷	Ratio is greater than or equal to 1.1 for at least the 2 most recent years	Ratio is between 1.0 and 1.1 for at least the most recent year	Ratio is below 1.0 for the most recent year; OR below 1.0 in the 2 most previous years out of 3 years	Ratio is 0.9 or less for the most recent year; OR is 0.9 or less in 2 most previous years out of 3 years
Cash flow	Cash flow is positive for at least the 2 most recent years	Cash flow is positive for the most recent year	Cash flow is negative for the most recent year	Cash flow is negative for the 2 most recent years

Operations/ governance indicators	Exceeds the standard	Meets the standard	Does not meet the standard	Falls far below the standard
Records compliance ⁸	95% or higher	90%-94.9%	75%-89.9%	74.9% or below
Special-education compliance performance indicator score (most recent annual) ⁹	3.75-4.0 points	Needs assistance 3.0-3.74 points	1.25-2.99 points	Less than 1.25 points

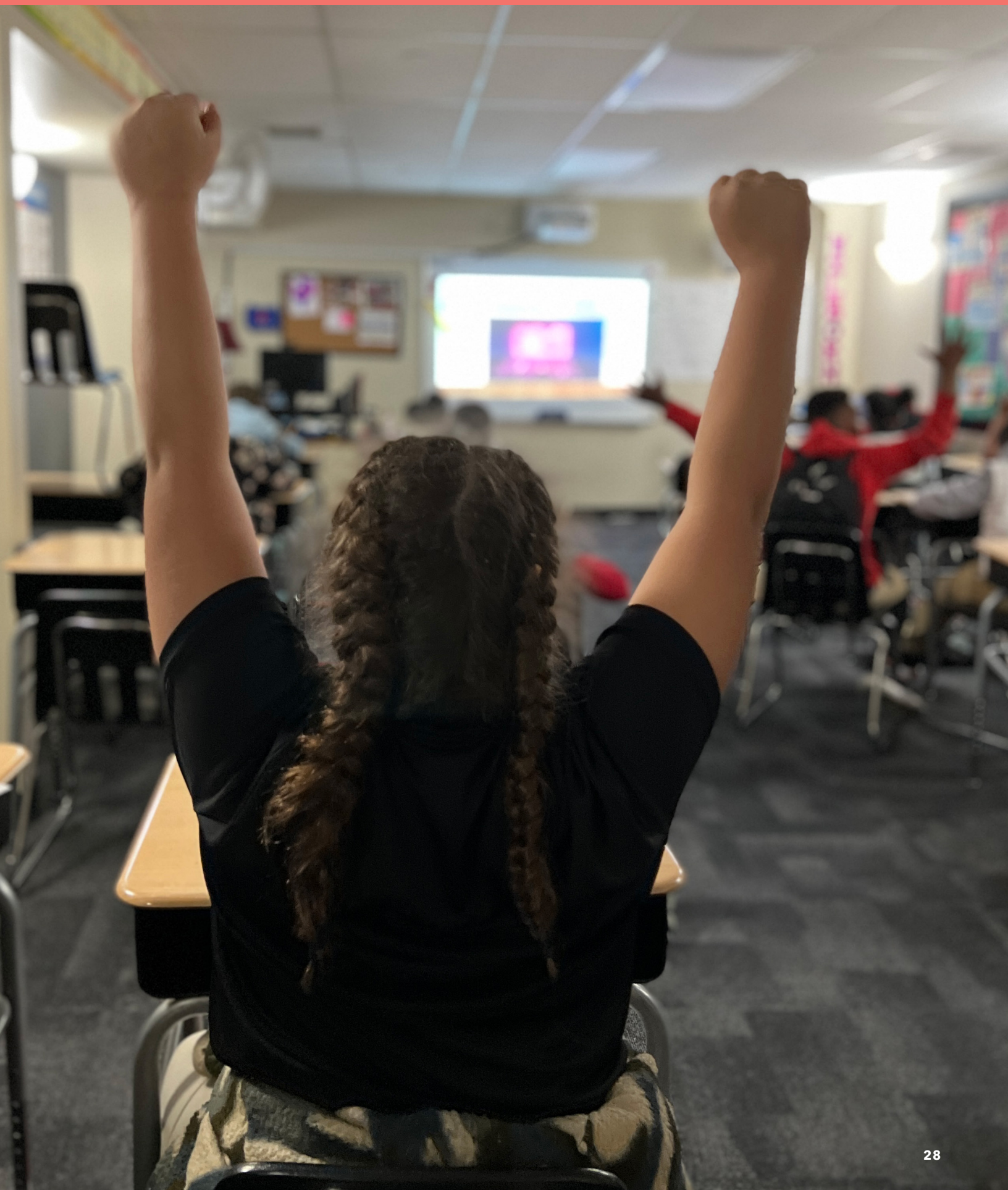


Financial, governance, and compliance data are from monitoring data maintained in the Thomas B. Fordham Foundation's Epicenter system. Audit information is the most recently available from the Ohio Auditor of State website.

In the directory of schools, the Internal Retrieval Number (IRN) and year open are from the Ohio Educational Directory System. The demographics and enrollment information are from each school's 2022-23 state report card, as published by ODE. School mission information is from school sponsorship contracts or school website.

1. Rating key: exceeds the standard = E, meets the standard = M, did not meet the standard = DNM, and falls far below the standard = FFB. Data key: not applicable (NA) indicates that these data are not applicable due to the grade level in the school's contract, and not rated (NR) indicates that these data are not available.
2. Sponsor Annual Report Guidance (May 2023).
3. ODE requires that sponsors report whether a school meets, exceeds, or did not meet the standards for academic performance. Meets (M): the school met half or more of contractual academic indicators. Exceeds (E): the school met all contractual academic indicators. Did not meet (DNM): the school met fewer than half of contractual academic indicators. NA: unable to determine due to lack of state assessment date.
4. ODE requires that sponsors report whether a school meets, exceeds, or did not meet the standards for fiscal performance. Meets (M): The school met half or more of contractual fiscal indicators. Exceeds (E): The school met all contractual fiscal indicators. Did not meet (DNM): The school met fewer than half of contractual fiscal indicators.
5. ODE requires that sponsors report whether a school meets or did not meet the standard for legal compliance. Meets (M): The school met half or more of contractual legal compliance indicators. Did not meet (DNM): The school met fewer than half of contractual legal compliance indicators. Legal compliance comprises the records compliance indicator.
6. ODE requires that sponsors report whether a school meets, exceeds, or did not meet the standards for organizational and operational performance. Meets (M): The school met half or more of contractual organizational and operational indicators. Exceeds (E): The school met all contractual organizational and operational indicators. Did not meet (DNM): The school met fewer than half of contractual organizational and operational indicators. Operation and organization comprise the records compliance indicator and the special education performance determination indicators.







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937-227-3368 | fordhaminstitute.org

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