

2022

THOMAS B.
FORDHAM
FOUNDATION
ADVANCING EDUCATIONAL EXCELLENCE



Fordham Sponsorship

ANNUAL REPORT

Friends,

In preparing to write this letter every year, I look over the most recent two or three annual reports to get a sense of where we were, the issues and challenges that we confronted, and our successes and victories, and I reflect on how we navigated it all. My cover letter for the 2019 annual report focused on the state budget, funding, charter-specific legislative changes, and shifts within our portfolio of sponsored schools. The 2020 letter was filled with uncertainty, following spring 2020 school shutdowns and very tenuous fall 2020 school reopening plans—most of which were delayed or riddled with additional closures throughout the year. In 2021, schools were open and grappling with substantial student learning loss, unreliable transportation, gaps in the food supply chain, and large-scale student chronic absenteeism rates due to new coronavirus waves and quarantine guidance at the time.

Here we are now in the fall of 2022, out of the depths of the pandemic but still contending with its academic, social, and emotional repercussions. As my colleagues at the Thomas B. Fordham Institute [reported](#) in September, spring 2022 Ohio assessment data were a mixed bag and show that while students are still behind where they would have been prepandemic, some gains are happening, especially in English language arts and mostly in lower to middle grades. Students fared substantially worse in math, in which subject they are generally half a year to a full year behind.

The schools in Fordham’s sponsorship portfolio were not immune from these challenges. Most of our schools had chronic absenteeism rates above 40 percent last year and, like most schools throughout the country, had more students absent for longer than usual to comply with federal, state, and local health department guidance. We expect absenteeism numbers to decline this year—though that depends on districts getting their acts together in terms of providing reliable transportation, as required under Ohio law.

Results from our own portfolio largely reflect what we’re seeing statewide: achievement remains stubbornly low, though some of our schools showed impressive progress in terms of Ohio’s growth and gap-closing measures, all detailed in the pages that follow. Learning recovery and student social and emotional support remain priorities for the schools that we sponsor. Most have continued to consistently implement strategies such as in-school and after-school high-dosage tutoring, enrichment activities, mental-health services, and summer school.

Three other developments are worth mentioning. First, school enrollment portfolio-wide has steadily ticked up, from 5,500 students in last school year to just over 6,100 in October 2022. Second, we revised our accountability framework to reflect Ohio’s new star rating system; it is included in the appendix of this report. Finally, four of our schools now have an alternative accountability framework included in their contracts. The alternative framework was developed during the pandemic, and the 2022–23 school year is the first that we’ll be collecting and analyzing the data. The purpose of the alternative framework is to have measures of school performance that differ from those on Ohio’s report card. Primarily, this was developed because we have several schools that have a single sponsorship contract, a large student population, and more than one facility. Under Ohio’s current accountability system, all the data across all locations roll up to a single report card, making it difficult to determine building-level performance; using the alternative framework allows us to do that. As with any new and large project, we expect we’ll keep some things and change some things, but we’re excited to see the framework go from concept to reality. Stay tuned.

To close, I want to thank our colleagues who are teaching, leading schools, providing network or operational support, serving as board members, and volunteering at each of the schools that we sponsor. These individuals have a direct and substantial impact in each building, each day, and we are deeply appreciative of their work.

Sincerely,



Kathryn Mullen Upton

Vice President for Sponsorship
and Dayton Initiatives

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OUR MISSION

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

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

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

We promote educational improvement by

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

HISTORY OF THE THOMAS B. FORDHAM FOUNDATION AND INSTITUTE



The Thomas B. Fordham Foundation's current form began in 1997, when the foundation was relaunched as a rebirth of the Educational Excellence Network.

1959: The Thomas B. Fordham Foundation is founded by Thelma Fordham Pruett, in memory of her late husband and Dayton industrialist Thomas B. Fordham.

1997: Following Mrs. Pruett's death, the Foundation is relaunched with a focus on primary and secondary education nationally and in Fordham's home state of Ohio. The Foundation hires Chester E. Finn, Jr. as its president, and the board of directors expands.

1997: The Fordham Foundation releases its first publication, a review of state academic standards in English language arts.

2001: Work begins in Dayton, Ohio, where the Foundation helps seed some of the first charter schools in the city.

2003: Fordham's Dayton office opens and serves as the base of the Foundation's Ohio operations.

2004: The Foundation is among the first nonprofits approved by the Ohio Department of Education (ODE) to sponsor charter schools in Ohio.

2005: The Foundation begins its charter school sponsorship work, based in Dayton, with thirteen schools in four Ohio cities.

2007: The Foundation's sister organization, a public charity called the Thomas B. Fordham Institute, is founded. Today, the Institute is the face of almost all our work.

2008: The Fordham Institute publishes its one hundredth report, *Sweating the Small Stuff*.

2014: Mike Petrilli becomes Fordham's second president.

2022: The Fordham Foundation begins its seventeenth year of charter school sponsorship.

LEADERSHIP

Michael J. Petrilli (president) leads the Foundation and Institute, both of which are overseen by a board of trustees.

David P. Driscoll

Former Commissioner of Education,
Commonwealth of Massachusetts

Chester E. Finn, Jr.

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

Thomas A. Holton, Esq.

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

Michael W. Kelly

President and CEO, Central Park Credit Bank

Rod Paige

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

Michael J. Petrilli

President, Thomas B. Fordham
Foundation and Institute

Ian Rowe

Resident Fellow, American Enterprise Institute

Stefanie Sanford

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

Caprice Young

President, Education Growth Group

SENIOR STAFF

Michael J. Petrilli

President

Amber Northern

Senior Vice President for Research

Gary LaBelle

Vice President for Finance and Operations

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Vice President for Ohio Policy and Advocacy

Kathryn Mullen Upton

Vice President for Sponsorship
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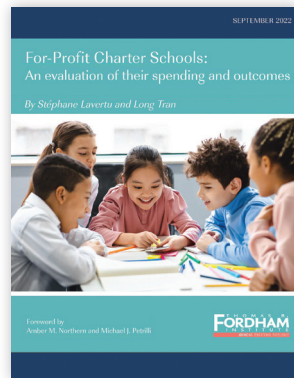
School Quality Analyst

RESEARCH AND COMMENTARY

Located in Washington, D.C., and Columbus, Ohio, our colleagues at the Thomas B. Fordham Institute produce quality research, analysis, and commentary on national and Ohio education issues. Here, we highlight some of their best work from the last year.

For-Profit Charter Schools: An evaluation of their spending and outcomes | September 2022

After a tumultuous reception, the Biden administration's [regulations](#) for the federal Charter Schools Program (CSP) were finalized in July. Although the administration [backpedaled](#) partway on issues related to community demand and racial integration, its final rules cracked down on so-called "for-profit charters," in line with the president's [campaign promises](#). Soon, we'll learn whether any charters that contract with for-profit management companies received CSP start-up grants and/or whether states that allow for-profit charters were penalized as a result.



Technically, "for-profit charter schools" are nonprofit organizations that contract out some or all their operations or services to a for-profit organization—meaning the schools themselves are not for-profit. It's also very common for all public schools—both traditional and charter—to use for-profit vendors for a variety of services, from transportation and building maintenance to food service and student tutoring.

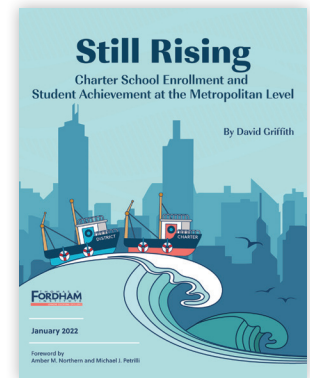
This study, conducted by Stéphane Lavertu and Long Tran, uses administrative data from Ohio to explore whether a charter school's use of for-profit organizations impacts school quality. Specifically, it asks the following:

1. What makes a charter school "for-profit" vs. "nonprofit"?
2. How do for-profit and nonprofit charter schools spend resources differently?
3. How does the effectiveness of "for-profit" charters compare to the effectiveness of traditional public schools and "nonprofit" charters, in terms of academic and nonacademic 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).

Still Rising: Charter School Enrollment and Student Achievement at the Metropolitan Level | January 2022

In the wake of the biggest education crisis in living memory, the need for transformational change is palpable and urgent. Accordingly, this report takes a fresh look at a question that is fundamental to the goals of many education reformers: Can a rising tide of charter schools carry students in America's largest metro areas—including those in traditional public schools—before it? And if so, how far?



To address these questions, Fordham's associate director of research, David Griffith, analyzed a decade of data on reading and math achievement at the metropolitan level, as well as nearly two decades of data on charter and traditional public school enrollment. The results are summarized in three findings:

1. On average, an increase in total charter school enrollment share is associated with a significant increase in the average math achievement of poor, Black, and Hispanic students, which is concentrated in larger metro areas.
2. On average, increases in Black and Hispanic charter school enrollment share are associated with sizable increases in the average math achievement of these student groups, especially in larger metro areas.
3. On average, an increase in total charter school enrollment share is associated with a significant narrowing of a metro's racial and socioeconomic math achievement gaps.

For a more detailed account of the study's methods, the full results, and the implications for policy, read the full report below. For the full report and Technical Appendix, click "[DOWNLOAD PDF.](#)"

Turning around troubled schools: How Ohio can create a stronger, clearer school improvement program | August 2022

As Governor Mike DeWine asserted, the state of Ohio has "a moral obligation" on behalf of students to step in when schools are falling short of academic performance standards. Under the Every Student Succeeds Act (ESSA), federal lawmakers have given states the ability to chart their own course when it comes to fixing underperforming schools. Shifting authority—and responsibility—to state policymakers is sensible. But state leaders can't put school improvement on autopilot and hope for the best.

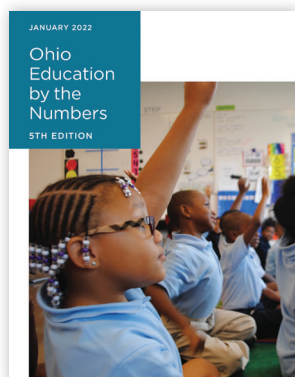


Our latest report analyzes ESSA's school improvement requirements and how they have been implemented in the Buckeye State over the years. It also offers eight research-backed recommendations to help strengthen Ohio's efforts going forward.

NOTE: To access a list of schools in comprehensive support and improvement status as of August 2022, please [download this Excel file](#). The file includes school location, enrollments, and key academic data.

Ohio Education By the Numbers—2022 Edition January 2022

Giving children an excellent K-12 education has long been a top priority for Ohioans. That's no different today, but educational issues loom even larger after the pandemic-related disruptions of the past two years. To guide productive conversations



about improving education, clear and accessible data are key. In that light, we are pleased to present Ohio Education By the Numbers. Now in its fifth edition and updated for 2022, this publication contains data that shed light on the trends and present needs of students, as well as the investments that Ohioans have made to ensure that all children have opportunities to achieve their dreams.

Whether you're a lawmaker, reporter, community or business leader, or a parent or grandparent, this booklet is designed for you. As a readily accessible resource, we hope you'll find it to be a go-to guide as you discuss education in your community.

You can download a PDF version of the booklet using the link to the right and view these data online at our companion webpage, www.OhioByTheNumbers.com.

Charter school sponsorship

During the 2021–22 school year, we provided monitoring, oversight, and technical assistance to twelve schools serving approximately 5,500 students in Dayton, Cincinnati, Columbus, and Portsmouth, Ohio.

Commitment and capacity

- In 2021–22, we employed four full-time and two 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 appreciate that we can draw from within our larger organization regarding data analysis, policy analysis, and research.
- Specific to our sponsorship operation, we have a budget, which in 2021 had approximately \$764,279 in revenues and \$820,231 in expenses.
- We are proud to have a sponsorship fee that is structured to support our schools. Fordham-sponsored schools pay a fee based on a sliding scale, ranging from 1.5 to 2.0 percent of per-pupil funds, based on school enrollment. The bigger the enrollment beyond 300 students, the larger the savings in sponsorship fees for the school.

Application process and decision making

- Our [application](#) for new schools is available online and is modeled on applications used by the National Association of Charter School Authorizers (NACSA).
- All applications are reviewed by teams of internal and external evaluators, each of whom 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 on [our website](#).
- All contracts include an accountability plan that addresses academic, financial, operations, and governance outcomes. Our standard accountability plan is included in the Appendix of this report.

Ongoing oversight and evaluation

- Our school monitoring is done via our online compliance system, Epicenter.
- We conduct at least two formal site visits (fall and spring) at each school annually while classes are in session and attend most regular board meetings at every school.
- Finances are monitored monthly. School treasurers and board representatives are issued reports from the monthly treasurer-sponsor meetings that cover topics including but not limited to FTE and enrollment, cash management, working capital, CCIP restricted funds, and other financial compliance items.

Revocation and renewal decision making

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





IV Portfolio performance

SCHOOL PERFORMANCE, 2021-22

Report cards for the past school year were released September 15 and feature Ohio’s new rating system of one to five stars. Schools were not given an overall star rating, though they were rated on achievement, progress, gap closing, graduation rate, and early literacy. Exhibit 1 provides detail on how our schools fared. Note that Citizens of the World did not receive state ratings due to the school’s K-1 grade configuration.

Exhibit 1: School performance on the 2021-22 state report cards

	Achievement	Progress	Gap Closing	Grad Rate	Early Literacy
Citizens of the World	NR	NR	NR	NA	NR
Columbus Collegiate Academy–Main	★★★★☆	★★★★★	★★★★★	NA	NA
Columbus Collegiate Academy–West	★★★★☆	★★★★★	★★★★★	NA	NA
Dayton Leadership Academies–Dayton View Campus	★★★☆☆	★★★★☆☆	★★★☆☆	NA	★★★★☆
DECA	★★★★☆	★★★★★	★★★★★	★★★★☆	NA
DECA PREP	★★★☆☆	★★★★☆☆	★★★★★	NA	★★★☆☆
KIPP: Columbus	★★★★☆	★★★★☆☆	★★★★☆☆	★★★★★	★★★★☆☆
Phoenix Community Learning Center	★★★☆☆	★★★★☆☆	★★★☆☆	★★★★★	★★★★☆☆
Regeneration Bond Hill	★★★★☆	NA	★★★★☆☆	NA	★★★★☆☆
Sciotoville Community School	★★★★☆	★★★★☆☆	★★★★☆☆	★★★★☆	★★★★☆☆
United Preparatory Academy	★★★★☆	★★★★☆☆	★★★★★	NA	NA
United Preparatory Academy – East	★★★★☆	★★★★☆☆	★★★★☆☆	NA	★★★★☆☆

Six of our eleven schools that were rated earned four stars or better on Ohio’s growth measure. Eight earned two stars for proficiency, one (DECA) earned three stars, and two earned one star on the measure. Performance on Ohio’s achievement measure was low across the board. We believe this was due in large part to the schools’ chronic absenteeism rates, most of which were above 40 percent. For context, absenteeism numbers were similarly sky-high across the country last year, due to several Covid waves and CDC guidance on quarantining. Schools performed better on progress and gap closing: Six schools earned four stars or higher on Ohio’s progress measure, and eight earned four stars or more on the gap closing measure.

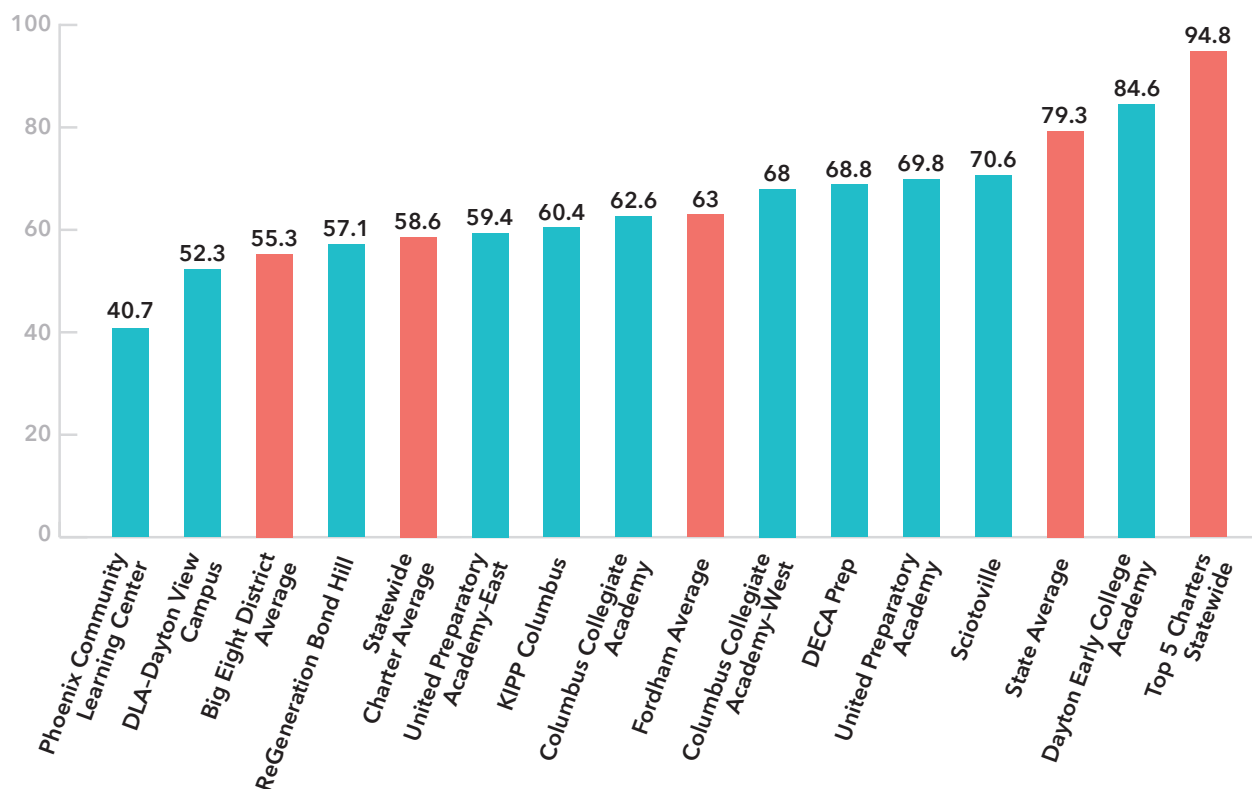
All our schools performed poorly on Ohio’s early-literacy measure. In general, early-literacy grades statewide were on the low side: This category yielded the fewest four and five stars of the components. The component now includes third-grade reading-proficiency rates, which makes it more challenging for high-poverty schools.¹ Exhibit 2 shows the distribution of school-level ratings on report-card components for state assessments for all district and charter schools statewide.

Exhibit 2: School-level rating distribution of components, 2021-22 report card²

School-Level Rating Distributions of Components (Traditional and Community Schools)					
	1 Star	2 Stars	3 Stars	4 Stars	5 Stars
Achievement	13.2% (416)	23.2% (732)	25% (788)	24.9% (787)	13.8% (435)
Progress	11.7% (354)	15.7% (475)	39.7% (1,198)	16.4% (494)	16.4% (496)
Gap Closing	7.2% (238)	13.0% (429)	17.4% (576)	20.2% (668)	42.2% (1,397)
Early Literacy	30.5% (532)	23.5% (410)	27.3% (476)	13.4% (233)	5.2% (91)
Grad Rate	13.6% (107)	10.7% (84)	15.6% (123)	27.5% (216)	32.6% (256)

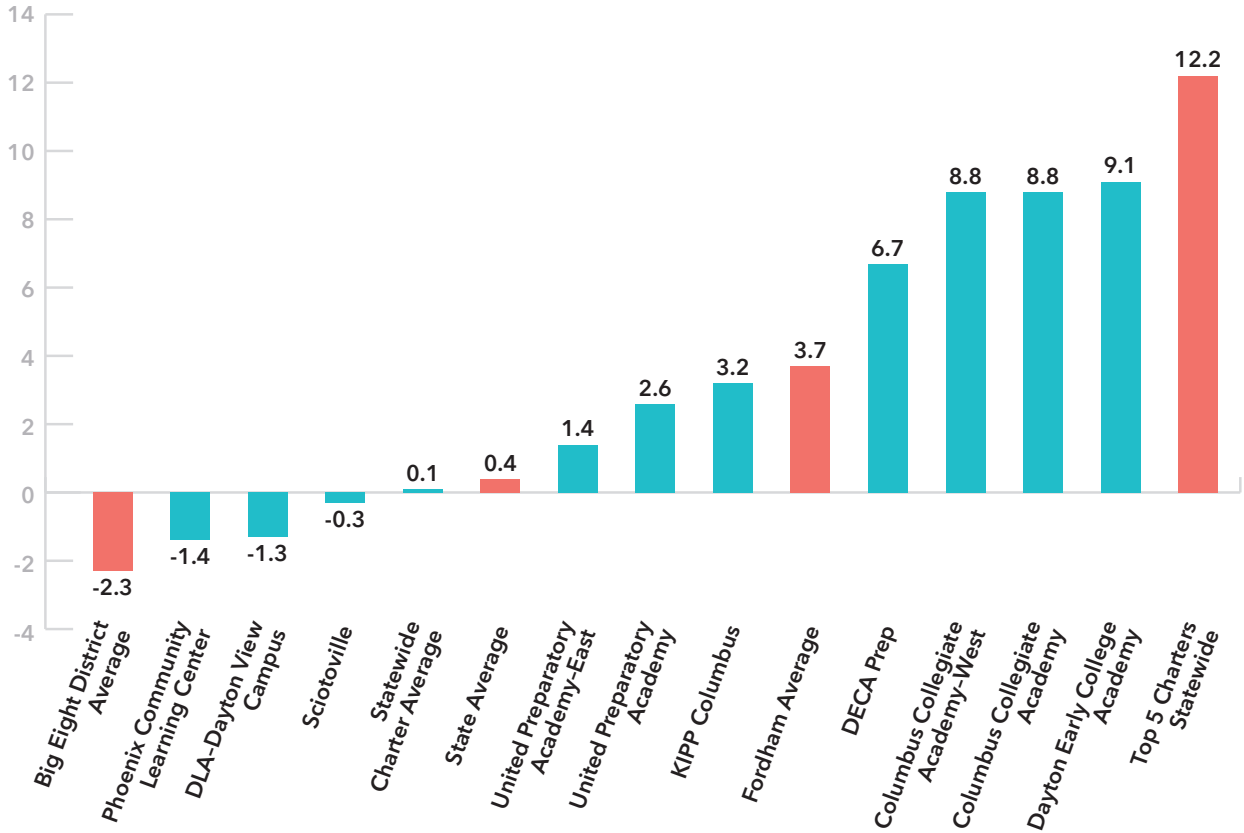
In terms of portfolio performance, Exhibits 3 and 4 show our schools’ “passing” scores on the states’ performance index (essentially an achievement measure) and on the state’s growth index, both compared with the Big Eight district average, statewide charter average, Fordham average, statewide average, and the top-five charter average.

Exhibit 3: Fordham’s charter schools ranked by performance-index scores, 2021-22



As you can see, school outcomes on Ohio’s proficiency (achievement) measure remain low overall and were further affected by the pandemic. Nine of our schools performed above the Big Eight average, led by DECA and Sciotoville. Two, Phoenix and Dayton Leadership Academies, performed below the Big Eight district average.

Exhibit 4: School performance ranked by value added (growth) scores, 2021-22



Most of our schools did better on Ohio’s growth component (note that ReGeneration Bond Hill did not have value-added data last year due to its K-3 grade configuration; value-added is tested starting in third grade, so 2021-22 will be the school’s baseline year).



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

■ (2) meets the standard,
 ■ (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 5. School performance on contractual measures, 2020-21³

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

For the second year in a row, and as Exhibit 5 shows, school performance on academic contractual measures remained lower in 2021-22 than it was prepandemic. Most schools met all financial and operations indicators.

Citizens of the World
 Columbus Collegiate Academy-Main rating
 Columbus Collegiate Academy-West rating
 DLA-Dayton View Campus rating
 DECA rating
 DECA Prep rating
 KIPP Columbus rating
 Phoenix Community Learning Center rating
 ReGeneration Bond Hill rating
 Sciotoville Community School rating
 United Preparatory Academy rating
 United Preparatory Academy-East rating

SUPPLEMENTAL INFORMATION

Internal Assessments	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR
Mission-specific goals	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR
Family and student survey	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR

FINANCIAL MEASURES OF SUCCESS (CURRENT YEAR)

Ratio of Assets to Liabilities	E	E	E	E	E	E	E	E	FFB	E	E	E
Days Cash	M	E	E	E	E	E	E	E	DNM	E	E	E
Enrollment Variance	E	E	E	E	E	E	E	M	M	E	M	M

FINANCIAL MEASURES OF SUCCESS (PRIOR YEARS)

Multi-year Ratio of Assets to Liabilities	NA	E	E	E	E	E	E	M	FFB	E	E	E
Cash Flow	NA	E	E	E	M	E	E	M	M	M	E	E

OPERATIONS/GOVERNANCE PRIMARY INDICATORS

Records Compliance	M	E	E	E	DNM	DNM	E	E	E	E	E	E
Special Education Performance Determination (most recent annual)	NR	E	E	E	E	E	E	E	E	E	E	NR

■ (1) exceeds the standard,
 ■ (2) meets the standard,
 ■ (3) does not meet the standard, and
 ■ (4) falls far below the standard.
 NR = not rated

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

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

The Ohio Department of Education (ODE) requires that all sponsors monitor and publicly report on the academic performance, fiscal performance, organization and operation, and legal-compliance components of each school.⁴ 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.

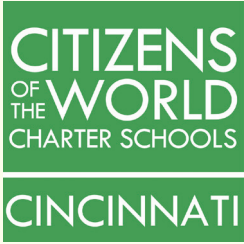
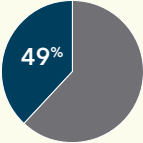
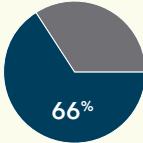
Exhibit 6 details school performance on ODE's sponsor-reporting measures.



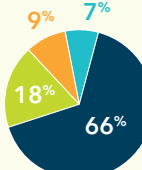
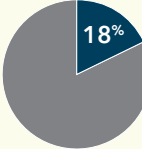
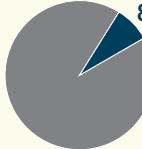
Exhibit 6: ODE school-monitoring summary



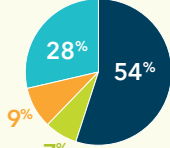
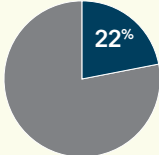
	Academic performance ⁵	Fiscal performance ⁶	Legal compliance ⁷	Organization and operation ⁸
PRIMARY ACADEMIC INDICATORS				
Citizens of the World - Cincinnati	NR	M	M	E
Columbus Collegiate Academy-Main	M	E	M	E
Columbus Collegiate Academy-West	M	E	M	E
Dayton Leadership Academies-Dayton View Campus	DNM	E	M	E
DECA	M	M	DNM	M
DECA PREP	M	E	DNM	M
KIPP: Columbus	M	E	M	E
Phoenix Community Learning Center	DNM	M	M	E
Regeneration Bond Hill	DNM	DNM	M	E
Sciotoville Community School	M	M	M	E
United Preparatory Academy	M	M	M	E
United Preparatory Academy - East	DNM	M	M	E



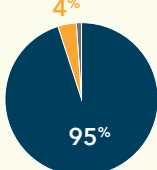
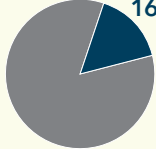
■ (1) exceeds the standard,
■ (3) does not meet the standard, and
 NR = not rated


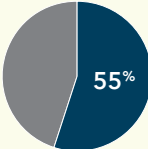
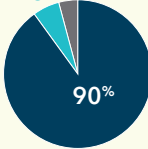
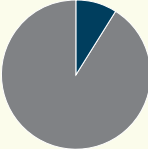
■ (2) meets the standard,
■ (4) falls far below the standard.
 NA = not applicable


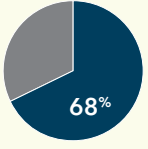
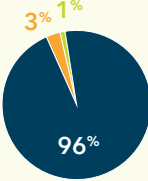
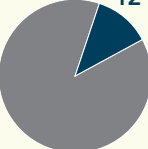
 <p>CITIZENS OF THE WORLD- CINCINNATI</p> <p>4324 Homer Avenue Cincinnati, OH 45227 https://cwccincinnati.org</p>	IRN: 019452	Year opened: 2021	Status: Open	
	<p>Mission: The mission of CWC Cincinnati is to provide an excellent public education focused on developing and demonstrating understanding while building connections within a diverse community.</p>			
	Grades served: K-1	Enrollment: 32		
	<p>Demographics:</p> <div style="display: flex; justify-content: space-around;"> <div style="text-align: center;">  <p>49% Economically disadvantaged (ED)</p> </div> <div style="text-align: center;">  <p>66% Black/non-Hispanic</p> </div> </div>			
	<p>Management organization: Citizens of the World Charter Schools</p>			

 <p>UNITED SCHOOLS NETWORK</p> <p>COLUMBUS COLLEGIATE ACADEMY-MAIN</p> <p>1469 E. Main Street Columbus, OH 43205 https://www.unitedschools-network.org/cca-main</p>	IRN: 009122	Year opened: 2008	Status: Open	
	<p>Mission: Transforming lives and our communities through the power of education.</p>			
	Grades served: 6-8	Enrollment: 221		
	<p>Demographics:</p> <div style="display: flex; justify-content: space-around;"> <div style="text-align: center;">  <p>100% Economically disadvantaged (ED)</p> </div> <div style="text-align: center;">  <p>66% Black/non-Hispanic 18% Hispanic 9% Multiracial 7% White/non-Hispanic</p> </div> </div>			
	<div style="text-align: center;">  <p>18% Students with disabilities</p> </div>		<div style="text-align: center;">  <p>8% Limited English proficiency</p> </div>	
<p>Management organization: United Schools Network (nonprofit)</p>				

 <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: 219		
	Demographics:	 <p>100%</p> <p>■ Economically disadvantaged (ED)</p>	 <p>28% 54% 9% 7%</p> <p>■ Black/non-Hispanic ■ Hispanic ■ Multiracial ■ White/non-Hispanic</p>	 <p>22%</p> <p>■ Students with disabilities</p>
	Management organization: United Schools Network (nonprofit)			

 <p>DAYTON LEADERSHIP ACADEMIES-DAYTON VIEW CAMPUS</p> <p>1416 W. Riverview Avenue Dayton, OH 45407 http://www.daytonleadershipacademies.com</p>	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: 448		
	Demographics:	 <p>100%</p> <p>■ Economically disadvantaged (ED)</p>	 <p>4% 95%</p> <p>■ Black/non-Hispanic ■ Multiracial</p>	 <p>16%</p> <p>■ Students with disabilities</p>
	Management organization: None			

 <p>DAYTON EARLY COLLEGE ACADEMY (DECA)</p> <p>1529 Brown Street Dayton, OH 45409</p> <p>https://www.daytonearlycollege.org/campuses/deca-high</p>	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: 342		
	Demographics:	 <p>55%</p> <p>■ Economically disadvantaged (ED)</p>	 <p>90%</p> <p>■ Black/non-Hispanic ■ White/non-Hispanic</p>	 <p>9%</p> <p>■ Students with disabilities</p>
	Management organization: None			

 <p>DECA PREP</p> <p>200 Homewood Avenue, Dayton, OH 45405 (grades K-4);</p> <p>110 N. Patterson Boulevard, Dayton, OH 45402 (grades 5-8)</p> <p>https://www.daytonearlycollege.org/campuses/deca-middle</p> <p>https://www.daytonearlycollege.org/campuses/deca-prep</p>	IRN: 012924	Year opened: 2012	Status: Open	
	Mission: 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: 930		
	Demographics:	 <p>68%</p> <p>■ Economically disadvantaged (ED)</p>	 <p>96%</p> <p>■ Black/non-Hispanic ■ Hispanic ■ Multiracial ■ White/non-Hispanic</p>	 <p>12%</p> <p>■ Students with disabilities</p>
	Management organization: None			



IDEA PUBLIC SCHOOLS GREATER CINCINNATI

IDEA Price Hill
2700 Glenway Avenue,
Cincinnati, OH 45204
(grades K-2, 6-7)

IDEA Valley View,
1011 Glendale Milford Road,
Cincinnati, OH 45215
(grades K-2, 6)

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

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

IRN: **020007**

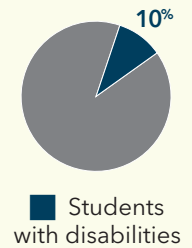
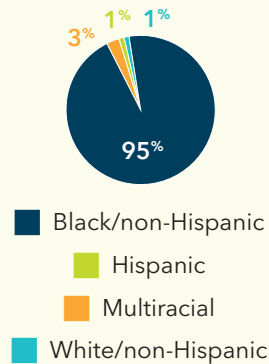
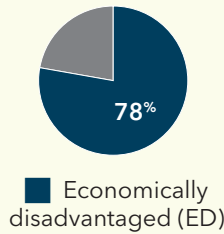
Year opened: **2022**

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-2, 6-7** Enrollment: **479**

Demographics:



Management organization: **IDEA Public Schools**



KIPP COLUMBUS

2800 Inspire Drive
Columbus, OH 43224
(primary and early learning center);

2900 Inspire Drive
(elementary and middle schools);

2980 Inspire Drive
(high school);

2950 Inspire Drive
(environmental center)

<http://kippcolumbus.org>

IRN: **009997**

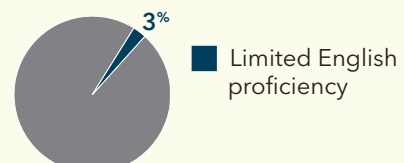
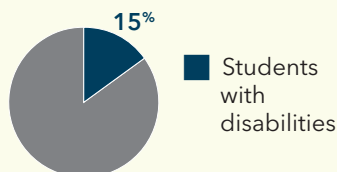
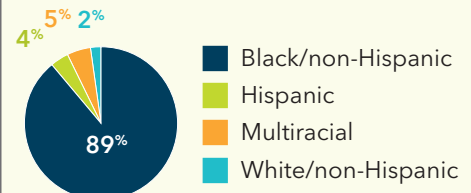
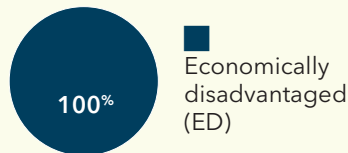
Year opened: **2008**

Status: **Open**


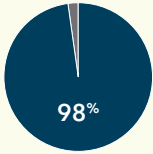
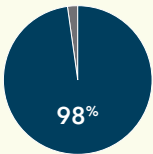
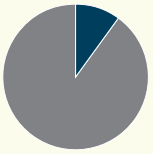
Mission: KIPP Columbus will create a system of schools where students develop the intellectual, academic, and social skills needed to understand and take action on issues they encounter in everyday life. By establishing a rigorous, safe, and personalized learning environment, KIPP Columbus will foster a culture of responsibility and service and empower all students to become active and engaged citizens.



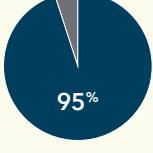
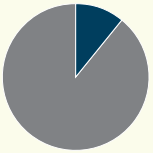
Grades served: **K-12** Enrollment: **1,846**

Demographics:



Management organization: **None**

 <p>PHOENIX COMMUNITY LEARNING CENTER</p> <p>3595 Washington Avenue Cincinnati, OH 45229 http://www.phoenixclc.org</p>	IRN: 133504	Year opened: 2001	Status: Open	
	<p>Mission: Phoenix Community Learning Center (PCLC) is an inclusive school dedicated to increased learning and achievement of all students and focused on closing student learning gaps in reading, writing, and math for K-8 students with and without disabilities.</p>			
	Grades served: K-8	Enrollment: 267		
	Demographics:	 <p>98%</p> <p>■ Economically disadvantaged (ED)</p>	 <p>98%</p> <p>■ Black/non-Hispanic</p>	 <p>10%</p> <p>■ Students with disabilities</p>
	Management organization: None			

 <p>REGENERATION BOND HILL</p> <p>5158 Fishwick Drive Cincinnati, Ohio 45216 https://regenerationschools.org/cincinnati-bond-hill</p>	IRN: 017490	Year opened: 2019	Status: Open	
	<p>Mission: To prepare its students to enter and succeed in college through effort, achievement, and the content of their character.</p>			
	Grades served: K-3	Enrollment: 246		
	Demographics:	 <p>100%</p> <p>■ Economically disadvantaged (ED)</p>	 <p>95%</p> <p>■ Black/non-Hispanic</p>	 <p>11%</p> <p>■ Students with disabilities</p>
	Management organization: ReGeneration Schools			



SCIOTOVILLE COMMUNITY SCHOOL

SCIOTOVILLE COMMUNITY SCHOOL

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

<https://easttartans.org>

IRN: **143644**

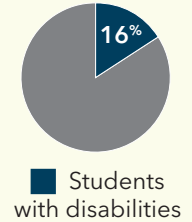
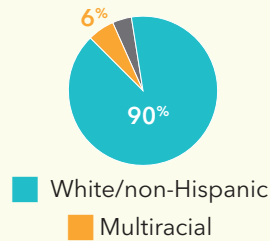
Year opened: **2001**

Status: **Open**

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

Grades served: **K-12** Enrollment: **362**

Demographics:



Management organization: **None**



UNITED SCHOOLS NETWORK

UNITED PREPARATORY ACADEMY

300 S. Dana Avenue
Columbus, OH 43233

<https://www.unitedschoolsnetwork.org/uprep-state>

IRN: **014467**

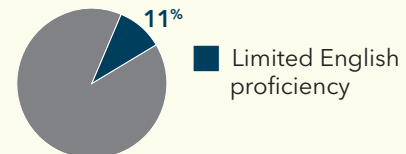
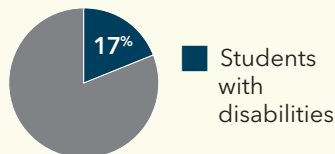
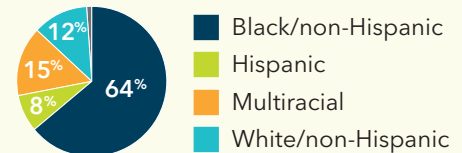
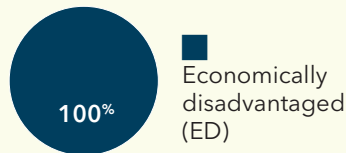
Year opened: **2014**

Status: **Open**


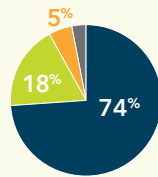

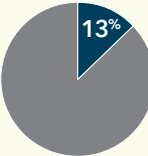
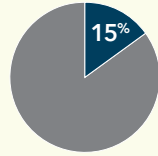
Mission: Transforming lives and our communities through the power of education.

Grades served: **K-5** Enrollment: **274**

Demographics:



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</p> <p>https://www.unitedschoolsnetwork.org/uprep-east</p>	IRN: 016858	Year opened: 2017	Status: Open	
	Mission: Transforming lives and our communities through the power of education.			
	Grades served: K-5	Enrollment: 233		
	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 ⁹	4 stars or higher	3 stars	2 stars	1 star
VA ¹⁰	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	Ranked in top 20th percentile in PI score	Ranked in 70th-79th percentile in PI score	Ranked in 50th-69th percentile in PI score	Ranked in bottom 49th percentile in PI score
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: ¹¹ 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	School has developed mission-specific goals, regularly analyzes progress in achieving mission-specific goals, and 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



Financial measures of success (current year)	Exceeds the standard	Meets the standard	Does not meet the standard	Falls far below the standard
Current ratio of assets to liabilities	Ratio is greater than or equal to 1.1	Ratio is between 1.0 and 1.1; AND one-year trend is positive (current year's ratio is higher than last year's)	Ratio is between 0.9 and 1.0 or equals 1.0; OR ratio is between 1.0 and 1.1 AND one-year trend is negative	Ratio is less than or equal to 0.9
Days' cash	60 or more days' cash	Between 30 and 60 days' cash	Between 15 and 30 days; OR between 30 and 60 days' cash AND one-year trend is negative	Fewer than 15 days' cash
Current-year enrollment variance ¹²	Actual enrollment equals or is within 95% of budgeted enrollment in 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 ¹³	Ratio is greater than or equal to 1.1 for at least the 2 most recent years	Ratio is between 1.0 and 1.1 for at least the most recent year	Ratio is below 1.0 for the most recent year; OR below 1.0 in the 2 most previous years out of 3 years	Ratio is 0.9 or less for the most recent year; OR is 0.9 or less in 2 of the 3 most recent years
Cash flow	Cash flow is positive for at least the 2 most recent years	Cash flow is positive for at least 1 of the 2 most recent years	Cash flow is not positive for at least 1 of the 2 most recent years	Cash flow is negative for any 2 consecutive years

Operations/ governance indicators	Exceeds the standard	Meets the standard	Does not meet the standard	Falls far below the standard
Records compliance ¹⁴	95% or higher	90%-94.9%	75%-89.9%	74.9% or below
Special-education compliance performance indicator score (most recent annual) ¹⁵	3.75-4.0 points	Needs assistance 3.0-3.74 points	1.25-2.99 points	Less than 1.25 points

VII Sources

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 2021-22 state report card, as published by ODE. School mission information is from school sponsorship contracts. Enrollment and demographic information for IDEA Public Schools Greater Cincinnati is reported by the school.



1. Prior to the change, the early-literacy component only looked at the progress of off-track readers; now it includes third-grade reading proficiency and fourth-grade promotional rates (under the third-grade reading guarantee). Progress of off-track readers is still included.
2. Source: Ohio Department of Education.
3. 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.
4. 2020-21 ODE Sponsor Annual School Performance Report Guidance (September 2021).
5. 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.
6. 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.
7. 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.
8. 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 all operations/governance indicators.
9. 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.
10. A 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."
11. "Local market" includes other charter schools (excluding virtual and dropout-recovery charter schools, as designated by the ODE) in the county in which a school is located as well as comparable district schools in the charter school's serving district, as designated by the ODE.
12. The enrollment variance depicts actual enrollment divided by enrollment projection in the charter school's board-approved budget.
13. This ratio depicts the relationship between a school's annual assets and liabilities, covering the last three years, based on the most recently audited financial statements.
14. Represents the percentage of records reviewed that were accurate and complete during the school year.
15. The Individuals with Disabilities Education Improvement Act (IDEIA) requires that state education agencies make annual determinations regarding the performance of special-education programs operated by local education agencies (LEAs) that receive federal IDEA Part-B funding. In Ohio, individual charter schools are considered LEAs.





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fordhaminstitute.org

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