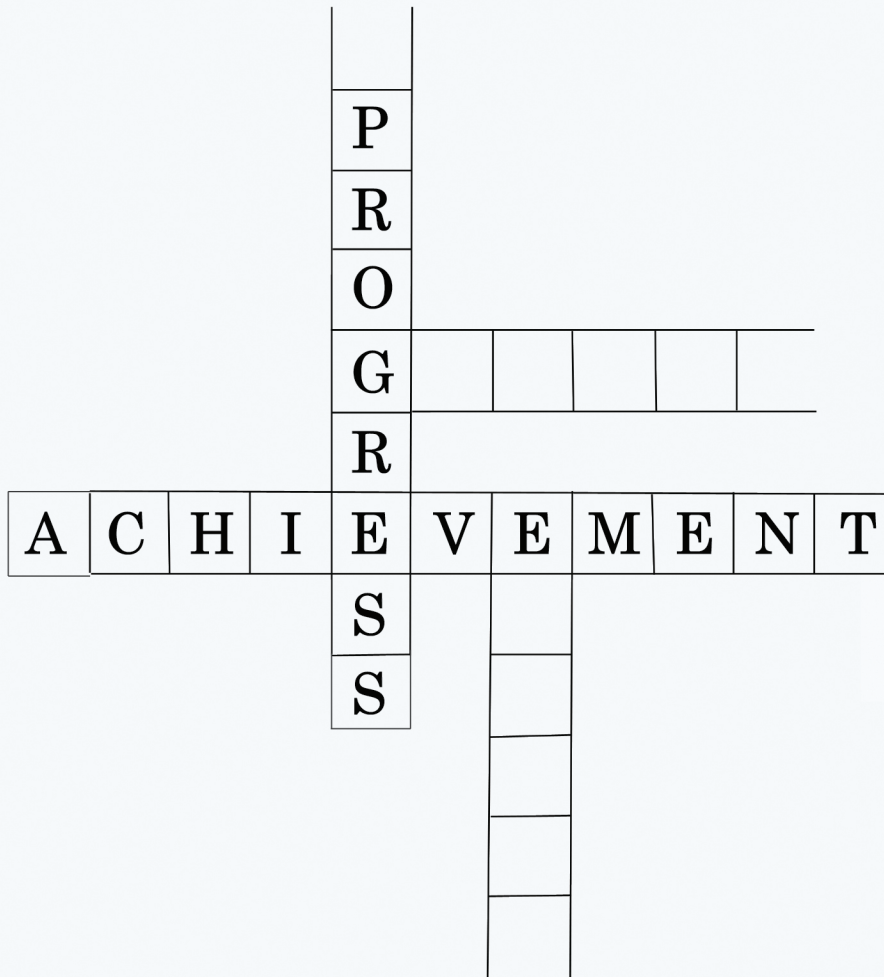


PARSING PERFORMANCE

ANALYSIS OF OHIO'S NEW SCHOOL REPORT CARDS

Foreword by Chester E. Finn, Jr. and Aaron Churchill

Analysis by Aaron Churchill



September 2013

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I. Foreword

By Chester E. Finn, Jr. and Aaron Churchill

The Buckeye State’s old way of rating public schools and school systems is dead. To their credit, Ohio’s education leaders have finally buried the hazy old-style descriptors of school performance, such as “continuous improvement” and “met” value-added. Instead, schools and districts received for the first time this August conventional A through F letter grades. The A-F ratings are clearer, more familiar, and intended to be more useful for educators, parents, and the general public in understanding the effectiveness of a given school and the achievement level that students attain within it.

This year’s report card was the first stage of a comprehensive school-grading system that Ohio is phasing in over three years. Additional indicators of school performance will be added to the report card system and, starting in August 2015, schools and districts are to receive overall A-F ratings.

For 2012-13, Ohio schools and districts received A-F letter grades on nine performance indicators. Seven of the nine school performance indicators consist of: numbers of standards met; value-added for gifted, disabled, and low-achieving students; four- and five-year graduation rates; and annual measurable objectives (AMOs). These indicators are valuable and worthy of inclusion in Ohio’s report cards, and they are described briefly in this report (Section II: Introduction).

The other two indicators, however, are the crucial keys to understanding school and district performance and are the focus of this analysis: the school’s performance index rating and its overall value-added rating.

The **performance index** (PI) rating is a gauge of student *achievement* within a school or district. The performance index is a scale from 0 to 120, and schools or districts earn more points when students achieve at higher performance levels on Ohio’s standardized exams. (Ohio has 5 performance levels, from lowest to highest: limited, basic, proficient, accelerated, and advanced.) To calculate a school’s PI score, one multiplies the percentage of students at each level by a weight and then adds across the performance levels. The table below demonstrates the performance index calculation for Columbus City Schools:

Performance Level	Percent of students at performance level	Weight	Performance Index Score
Advanced	8.6%	1.2	10.3
Accelerated	14.4%	1.1	15.8
Proficient	32.9%	1.0	32.9
Basic	23.6%	0.6	14.1
Limited	20.3%	0.3	6.1
		Overall PI Score	79.2

The second key indicator of school performance is its **overall value-added** rating, a measure of a school or district’s contribution to or impact on student learning **progress**. While the performance index takes a snapshot of student achievement—a one-year look—value-added takes a multi-year view of achievement. Value-added forecasts the achievement level that a student should reach by the end of the year, relative to her peers, and is determined by her previous years’ test scores (as many as available, starting with 3rd grade). Then on the basis of her actual performance that year, it determines whether she falls short, meets, or exceeds the projected achievement level. The letter grade indicates the degree to which a school’s students, taken as a group average, did or did not meet their expected academic progress during the school year.

Both approaches to viewing a school’s performance have pros and cons. Zeroing in on achievement alone risks mislabeling a school as failing academically, when it may be doing a great job helping students make big gains after starting out far behind. At the same time, focusing only on student progress, while ignoring achievement, may conceal the fact that students, even those making solid gains, remain far below the academic standard necessary to enter college or to obtain gainful employment upon graduating from high school. After all, we don’t just want students to make progress every year; we also want them to be “college and career ready” by the end of their K-12 experience.

So how can parents, policymakers, and taxpayers determine whether schools are “effective” or not? Should they look mostly at the performance index (achievement) grade, or the value-added (progress) grade? Surely “double A” schools—those with an A in achievement and an A in progress—are doing a great job. Students are acing their exams and the pace of learning is quick. Conversely, “double F” schools are clearly failing their pupils, especially if they maintain those low marks year after year. One can get a fair sense of how the school overall is doing if it gets a “double B” or “double D.”

The picture blurs, however, when schools have mixed ratings. A small slice from the 2012-13 report card data in Dayton illustrates the problem.

School Building	Public School Type	Performance Index (Achievement) Rating	Value-Added (Progress) Rating	% Economically Disadvantaged
Kemp PreK-8 School	District	D	A	>95.0
World of Wonder PreK-8 School	District	D	A	>95.0
Klepinger Community School	Charter	D	A	>95.0
Horizon Science Academy Dayton	Charter	D	A	>95.0
Dayton Leadership Academies- Liberty	Charter	D	A	>95.0

What do we make of this group of Dayton schools? Student achievement in them is disappointing, unsatisfactory, even abysmal (D’s in achievement). The average student in these schools is not on track for college or a good career. Nevertheless, the schools’ impact on their pupils’ achievement is strong (A’s in progress). These schools are producing large gains for their

students. But are they schools that produce strong enough gains, at a quick enough pace, to put low-achieving students back on track for college or career? That is a million-dollar question, and one that isn't easily answered from these data.

One is more likely to find schools where achievement is dismal but progress is strong. Yet a handful of schools across Ohio display the reverse rating situation—high achievement but slow progress. Five schools earned A's in achievement and D's in progress, while another 8 schools earned A's in achievement and F's in progress. The achievement grades in these schools are worthy of praise, but are they possibly just coasting, benefiting from high-achieving pupils (perhaps from upper-middle class homes) but not pushing these girls and boys to achieve at even higher levels?

At the end of the day, whether one selects achievement, progress, or both to assess a school or district's performance depends on what one regards as most important. This is apt to differ with the reader's perspective. Are you a school-shopping parent wanting to know how your child's current school is doing? Or whether, if she were to move to a different school, she'd be entering one with other high achievers? You may want to look at the achievement rating. Are you a philanthropist looking to invest in a school that has a significant impact on poor and minority students? Perhaps the progress rating is for you. Are you a district leader or charter school authorizer (such as Fordham) trying to determine which schools to expand and which to intervene in or even close? You could examine both indicators—and also look at both indicators' trends over time.

* * *

Ohio's new report card system is already a step forward. It follows Florida's pioneering example of A-F reporting, which was implemented in 1999 and has since been adopted by 9 more states including Ohio. The performance of schools and districts is now clearer and more transparent to parents, educators, policymakers, and the public than it has ever been. The rating system provides a more balanced and inclusive view of student achievement and the progress being made in Ohio's schools. (Ohio's former rating system tilted towards achievement and did not include value-added indicators for student subgroups.)

That said, Ohio's school-rating system remains a work in progress and has plenty of unknowns and wrinkles yet to be ironed out. For example, how will the state's transition to the Common Core State Standards and the new assessments aligned with those standards—scheduled to come online in 2014-15—affect school ratings? How will high schools receive value-added ratings, which they are set to do in August 2016?¹ Do education leaders, much less the general public, know enough, or have the patience to understand the intricacies of Ohio's report cards? Much remains to be determined.

¹ Presently, Ohio's value-added components only include students in grades 4 to 8.

Meanwhile, though, a new day is dawning in Ohio. These data and the ways they are reported ought to be taken seriously as indicators of how the state's students perform and how quickly schools are making progress with them. Ohio's report cards contain information that can frame debates about what policies work and what don't; what schools are exemplars and what schools are not. These data can help educational leaders assess which student groups require more help and support to reach their full potential. These data and their associated ratings can help parents select a school that meets their kid's educational needs.

Of course, performance ratings aren't all that one wants to know about a school. They don't help much in identifying its curricular emphases, its strengths and weaknesses, its size and climate, its extracurricular activities and student behavior, its norms and values, its demographics or the temperaments of its teachers and principal. There's much more that one wants to know about schools. Numbers and letter grades can never supply all that information. But they're a crucial starting point.

* * *

This report examines Ohio's 2012-13 school report card data, seeking to help readers understand and grapple with the academic performance of the state's public schools, especially schools (both district and charter) in its major cities. The report has two main parts. First, it provides an analysis of the performance of Ohio's public schools statewide. Overall proficiency levels and their trends—the percentage of students who “pass” an exam in a given subject or grade—capture at a high-level how well the state's students are achieving (or not) and whether Ohio's public schools are moving the achievement needle upwards. In addition, we display the wide proficiency gaps that exist across racial groups and by income.

The achievement gap data provide the context for the second part of the report, which examines school performance in Ohio's “Big 8” cities. In general, as in most of urban America, achievement languishes and progress is sluggish in these cities. The traditional districts in Cleveland, Columbus, Dayton, Toledo, and Youngstown all received F's in progress (value-added) and D's in achievement (performance index). The results for Akron, Canton, and Cincinnati are somewhat better, but still far from praiseworthy.

The troubles of inner-city districts have created opportunities for charter school growth, but when charter school performance is compared with district performance, charter schools, as a group, largely disappoint. Only Cleveland's charter school sector appears to perform favorably in comparison to its peer district. The table below represents our assessment of the report card data (details are contained in the city-level analyses), regarding whether charters, as a group, or the district performs higher along the achievement and progress metrics in the Big 8 cities. If the traditional district appears to outperform local charters, then “District” is displayed and vice-versa; if charter and district performance appears similar, then “Too Close to Call” is displayed.

Big 8 district-charter comparisons along Ohio’s two key performance indicators

City	Achievement	Progress
Akron	District	District
Canton	District	District
Cincinnati	District	Too Close to Call
Cleveland	Charter	Charter
Columbus	Too Close to Call	Charter
Dayton	Charter	Too Close to Call
Toledo	District	Charter
Youngstown	Too Close to Call	Too Close to Call

Note: If the traditional district performs better than charter schools, “district” is displayed and vice-versa for charter schools. If district and charter school performance is similar “too close to call” is displayed

While a given Big 8 district or charter sector might have reason to boast when it compares itself against its local counterpart, when compared to the statewide averages, districts and charters across all eight cities are shown to struggle equally in providing a high-quality education to Ohio’s neediest youngsters.

There are exceptions, of course, and a few inner-city schools—and their students—overcome the odds. A few are high-flying schools within a city’s traditional district, including the John Hay Academies in Cleveland (A’s and B’s in achievement) and King Elementary School in Akron (B in achievement, A in progress). A few others are high-quality charter schools, including Citizens Academy (B in achievement, A in progress) and the Intergenerational School (B in achievement and A in progress), both in Cleveland. At the end of Section III, we list 27 Big 8 urban schools that perform well on both the achievement and the progress metrics—an honor roll of high-performing urban schools.

When one parses the data, statewide and especially for Ohio’s urban areas, no one should be satisfied with the performance of today’s public education system. It goes without saying that poverty, broken families, and unemployment contribute to the challenges faced by inner-city schools, but these socio-economic problems are no excuse for poorly educating students. If we want to ensure that every child receives a K-12 education that unlocks a brighter future, school and city leaders must overcome the odds. A first step is to understand, appreciate, and confront the data rather than wishing them away.

Acknowledgments

This report builds upon previous years' Ohio report card analyses published by the Fordham Institute. From 2008 (the first report card analysis) to 2011, researchers from Public Impact conducted the analysis, and many tables and figures in the following report have been adapted from their work. We are indebted to them. From Fordham, special thanks to Mike Petrilli who provided valuable and timely feedback on drafts of this report. Thanks also to Fordham Ohio's Angel Gonzalez and Kevin McDougal who helped to collect and check the data, and to Jeff Murray who helped to edit and bring the report to publication. Daniel Lee designed the cover.

II. Introduction

Ohio's report card system is in transition. For 2012-13, the Buckeye State began to implement an A-F report card, and will be incorporating new indicators of academic performance into this reporting system over the next three years. In August 2016, high school value-added will be the last performance indicator to be incorporated into the school and district's report cards. Because of the transition, schools and districts received no "overall" A-F grade for the 2012-13 school year. (In recent years, schools and districts received overall ratings that ranged from "Excellent with Distinction" down to "Academic Emergency.") Ohio intends to resume providing overall school ratings (using the A-F system) in August 2015.

For the 2012-13 school year, all buildings and districts have been awarded A-F grades on nine indicators of school performance. Seven of these indicators are outlined here:

- **Number of Standards Met:** number of indicators (up to 24) that a school meets.
- **Gifted Student Value-Added:** progress of students previously identified as gifted.
- **Disabled Student Value-Added:** progress of students identified with any disability.
- **Lowest-Achieving Student Value-Added:** progress of students who are at the lowest 20 percent in the statewide distribution of test scores.
- **Four-Year Graduation Rate:** percentage of students who earn a diploma within four years of entering the 9th grade.
- **Five-Year Graduation Rate:** percentage of students who earn a diploma within five years of entering the 9th grade. The four- and five-year graduation rates apply to high schools and school districts.
- **Annual Measurable Objectives (AMOs):** whether student subgroups (up to 10 for a school or district) reach designated improvement goals for proficiency and graduation rates. If a school has less than 30 students in any of the subgroups, the subgroup's results do not count towards the school's AMO rating.

All of these are important, but even more important to judging the school as a whole are its performance index rating, which measures student achievement, and its overall value-added rating, which measures student progress. They are defined below:

- **Performance Index (or "achievement")** measures the achievement of every tested student in a school or district, on a scale from 0 to 120. Schools receive points based on their students' achievement levels, with more points awarded when their students achieve at a higher level. (Ohio has five levels: limited, basic, proficient, accelerated, advanced.) A school or district's letter grade is its PI score divided by 120. The grade bands are: 90-100% = A; 80-89.9% = B; 70-79.9% = C; 50-69.9% = D; below 50% = F.
- **Value-Added (or "progress")** measures the amount of students' academic progress within a school or district. A statistical model is used to estimate the impact that a school has on its students' learning progress. Presently, Ohio includes students from

grades 4-8 in its calculation of value-added, but it is planning to add high school students into value-added by 2016. A positive score indicates that on average a school or district has a stronger impact on student learning progress, and a negative score indicates a weaker impact. A-F letter grades are assigned to schools and districts as follows, using the three year average of the value-added index scores (derived from the statistical model) for a school or district: +2 Value-Added Score or higher = A; Between +1 and +2 = B; Between -1 and +1 = C; Between -2 and -1 = D; Less than -2 = F.

The data for the sections that follow come from the Ohio Department of Education's (ODE) website. The historical enrollment and academic data were collected from the department's Advanced Users reports (the agency's data warehouse). The 2012-13 data were collected mainly from ODE's Local Report Card spreadsheets. To find more information about Ohio's new school and district report cards, along with links to access the data, please visit:

<http://reportcard.education.ohio.gov/Pages/default.aspx>.

One final data note: Because charter schools can draw students from many home districts, the charter enrollment data for the city analyses have been gathered from the Ohio Department of Education's "District Payment Reports" and "Community Payment Reports" (FY 2013).² These two sources disaggregate a charter school's (both physical and e-school charter) enrollment by the home district of the charter pupil, thus providing a better comparison of a city's charter schools and a city's main traditional school district (e.g., Columbus City Schools).³ By separating out charter students by home district, we create a better (though still admittedly imperfect) apples-to-apples comparison of charter and district performance within the eight cities that we analyze.

² In Ohio, "community school" is a term used interchangeably with charter school.

³ To access the district and charter school payment reports, see: <http://education.ohio.gov/Topics/Finance-and-Funding/State-Funding-For-Schools/Traditional-Public-School-Funding> and <http://education.ohio.gov/Topics/Finance-and-Funding/State-Funding-For-Schools/Community-School-Funding/Community-School-Payment-Reports>.

III. Ohio – Statewide Analysis

1. TRENDS

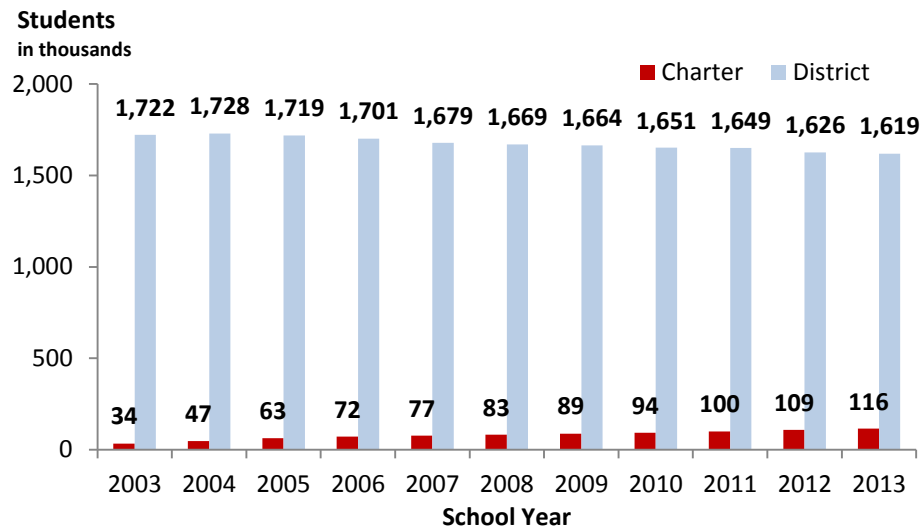
Enrollment

The vast majority of Ohio students are presently educated within the traditional public school system. Of Ohio’s 1.7 million or so public school students, some 1.6 million students are enrolled in the state’s 610 traditional school districts.

Charter school enrollment, however, has steadily increased over the past decade, especially within Ohio’s urban areas. Just ten years ago, a very small percentage of overall public school enrollment (less than 35,000 students) attended a charter school. Today, charter schools—e-school and brick and mortar charters—enroll over 115,000 students, or 7 percent of the state’s public school population. Within the charter student population, approximately one-third (38,000 in 2012-13) attend an online e-school charter. The increase in charter schools, alongside the introduction of private school vouchers (e.g., the EdChoice Scholarship program began in 2006-07), have contributed to small declines in traditional district enrollment. Figure 3.1 compares the enrollment of charter schools (e-school and physical charter) and district schools over time.⁴

Figure 3.1. Traditional districts serve most public school students

K-12 public school enrollment, district and charter, 2002-03 to 2012-13



⁴ District enrollment was taken from Ohio Department of Education’s (ODE) October headcount figures (the sum of K-12 students across all traditional districts): <http://education.ohio.gov/Topics/Data/Frequently-Requested-Data/Enrollment-Data>. Charter school enrollment taken from ODE’s charter school annual report file: <http://education.ohio.gov/Topics/School-Choice/Community-Schools/Forms-and-Program-Information-for-Community-School/Annual-Reports-on-Ohio-Community-Schools>. For 2012-13 charter school enrollment, we use the October 2012 headcount (at the time of this publication, the charter school annual report had not been released).

Proficiency Rates

Proficiency rates, or “pass rates,” are the percentage of test takers who meet or exceed the state’s definition of “proficiency” on an exam in any given subject or grade level. In 2012-13, proficiency rates ranged from 68 percent to 88 percent for math and reading exams in grades 3-8 and 10. As figures 3.2. and 3.3 display, on the whole, proficiency rates have been flat over the past five years, with small increases or decreases varying by the grade and subject. The third grade reading proficiency rate, for example, inched up slightly, from 77 percent in 2008-09 to 81 percent in 2012-13. Meanwhile, the statewide third grade math proficiency rate dropped slightly: 81 percent in 2008-09 and 78 percent in 2012-13.

Figure 3.2. Proficiency rate trend, reading exams

Percent proficient or above on reading exams, selected grades, 2008-09 to 2012-13

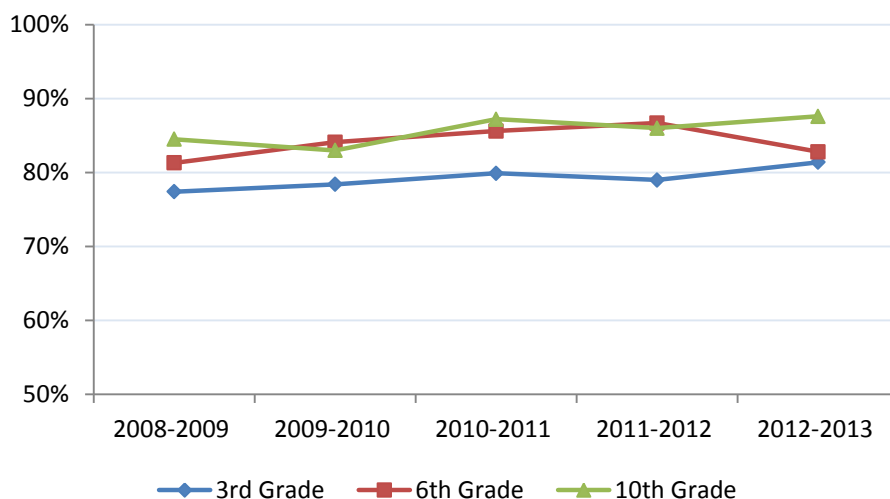
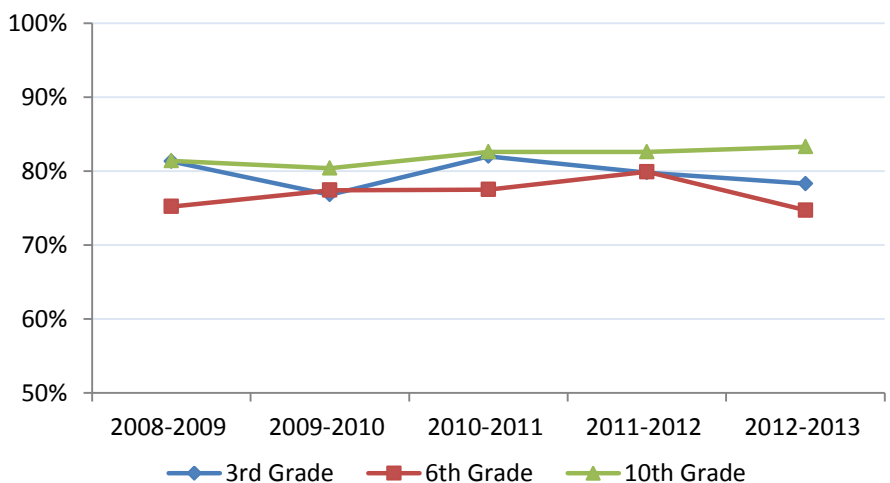


Figure 3.3. Proficiency rate trend, math exams

Percent proficient or above on math exams, selected grades, 2008-09 to 2012-13



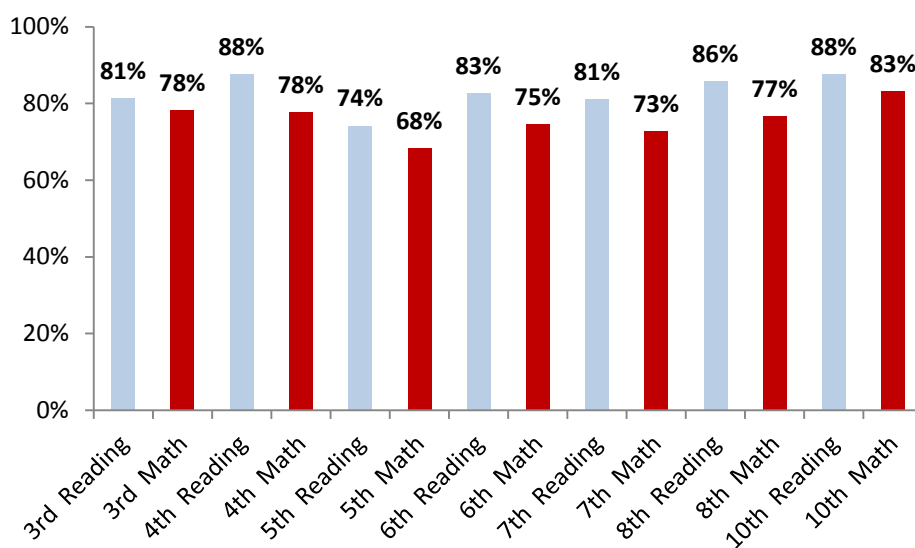
2012-13 DATA

Proficiency Rates

Statewide proficiency rates on any given test and subject ranged from a low of 68 percent (5th grade math) to a high of 88 percent (4th and 10th grade reading). As figure 3.4 displays, statewide reading proficiency rates are higher than math proficiency rates, across all grades 3-8 and 10.

Figure 3.4. Reading proficiency is higher than math proficiency

Proficiency rates in grades 3-8, 10, math and reading, 2012-13



Achievement Gaps

Ohio's public school students are mainly white (74 percent) but becoming less so. In 2000, for instance, the figure was 80 percent. Meanwhile, multiracial and Hispanic students are increasing as a percentage of the public school population. Since 2000, the multiracial student population has more than tripled, and the Hispanic population has more than doubled. In 2012-13, both multiracial and Hispanic students constituted 4 percent of public school students. Asian students presently make up 2 percent of Ohio's students. Ohio's black student population has remained remarkably steady—between 16 and 17 percent of the total public school students for every year since 2000.

The achievement gap between Ohio's white and black students is large—anywhere from 20 to 40 percentage points in 2012-13. Hispanic students also display lower achievement levels than their white counterparts, though not to the extent of black students. Asian students achieve at levels equal to or slightly higher than white students. To illustrate the racial achievement gap,

figures 3.5 and 3.6 display the disparity in proficiency rates for 3rd and 8th grade reading and 3rd and 8th grade math. For example, in 3rd grade reading, white student proficiency was 87 percent and Black student proficiency was 61 percent, a 26 point difference.

Figure 3.5. The achievement gap in reading, by race

Proficiency rate in 3rd (left) and 8th (right) grade reading, by race, 2012-13

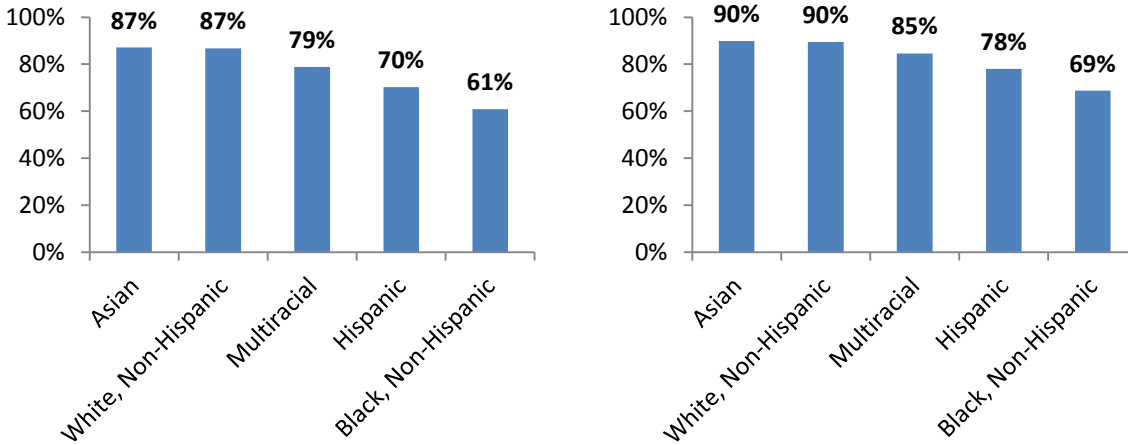
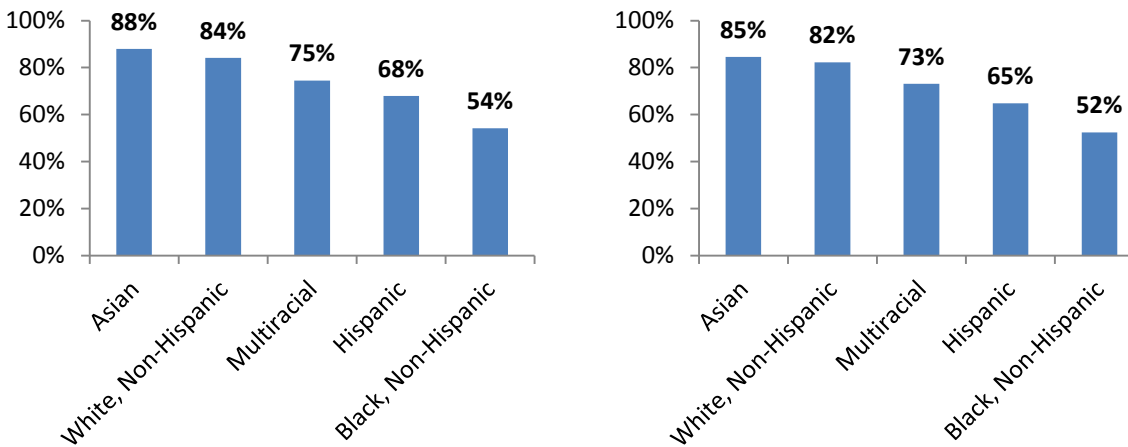


Figure 3.6. The achievement gap in math, by race

Proficiency rate in 3rd (left) and 8th (right) grade math, by race, 2012-13

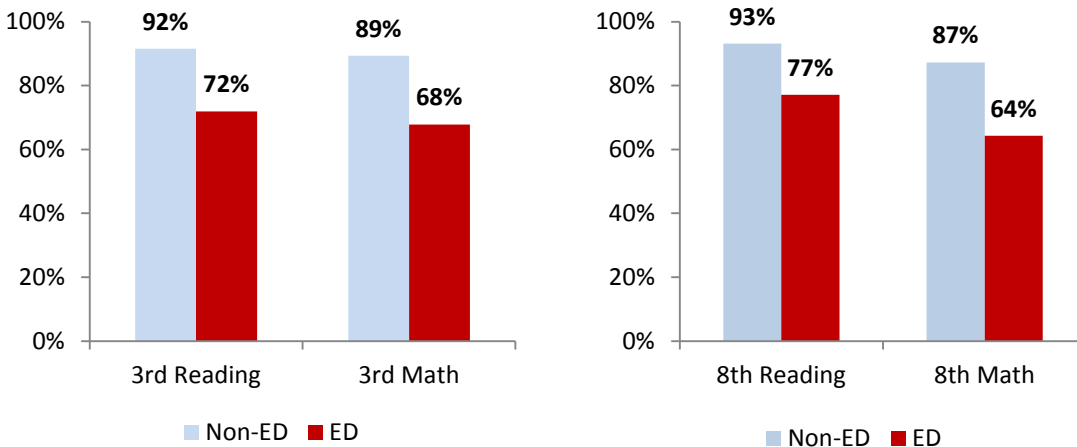


Family income matters too. Ohio flags students who are considered “Economically Disadvantaged” (ED), which in 2012-13 constituted 48 percent of students statewide, a substantial increase from just five years ago when 38 percent of Ohio students were considered ED. Economically disadvantaged students are students determined to be eligible for their schools’ free and reduced price meals under the National School Lunch Program. Figure 3.7 shows that a smaller percentage of ED students reaches proficiency than their more

affluent peers. In 3rd grade reading, for instance, 92 percent of non-ED students were proficient, while only 72 percent of ED students were proficient. The achievement gap persists into middle school, as 93 percent of non-ED students reach proficiency in 8th grade reading compared 77 percent of ED students.

Figure 3.7. The achievement gap, by income

Proficiency rate in 3rd (left) and 8th (right) grade reading and math, by economic disadvantage, 2012-13

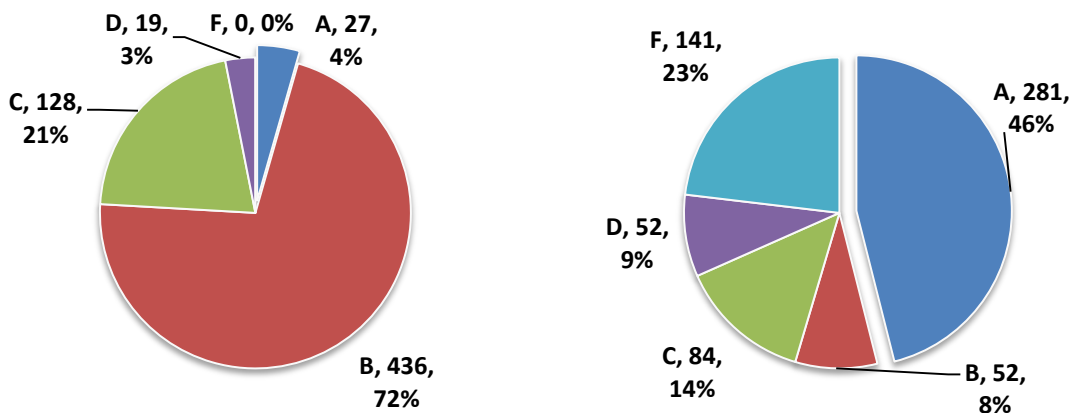


School and District Ratings

Traditional District Achievement and Progress: Figure 3.8 displays the distribution of performance index (achievement) and value-added (progress) ratings for Ohio’s 610 traditional school districts. As the figures show, A’s in performance index rating are harder to earn than A’s in value-added. Only 27 districts (4 percent) received an A in achievement, while 281 districts (46 percent) received an A in progress. That said, F’s in progress were more plentiful than F’s in achievement: 141 districts (23 percent) had an F value-added rating and zero districts had an F performance index rating.

Figure 3.8. Achievement A harder to earn than progress A

Distribution of school districts, by performance index (left) and value-added (right), 2012-13



Nearly half of Ohio’s traditional districts received high ratings in both performance index (achievement) and value-added (progress). Table 3.1 shows that 290 districts (or 48 percent) earned a B or higher on both indicators (top left, shaded in green). Far fewer districts, 14, earned low ratings on both the performance index and value-added dimensions. Low-performing districts are identified in the bottom right of the table and are shaded in red.

Table 3.1. Overall academic performance of traditional districts

Number of school districts, by performance index and value-added rating, 2012-13

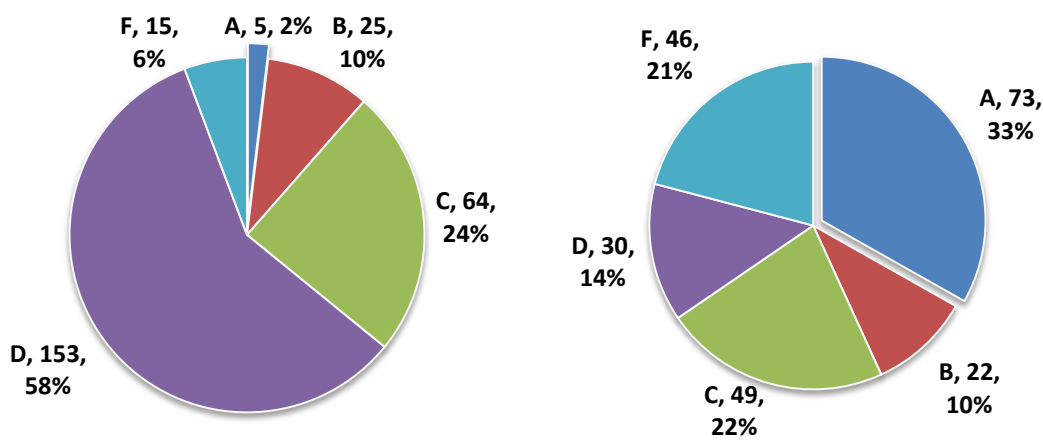
		Progress				
		A	B	C	D	F
Achievement	A	21	3	3	0	0
	B	228	38	60	32	78
	C	29	10	20	19	50
	D	3	1	1	1	13
	F	0	0	0	0	0

Charter School Achievement and Progress: Figure 3.9 displays the distribution of performance index (achievement) and value-added (progress) ratings for Ohio’s charter schools. Starting in 2012-13, dropout recovery charter schools switched to a separate accountability system, and now do not receive grades for performance index or value-added.

The charts show that, as with traditional districts, earning an A in achievement is more difficult to earn than an A in progress. Only 5 charter schools (or 2 percent) earned an A for performance index (achievement), while 73 charter schools (33 percent) earned an A for value-added (progress). Compared to Ohio’s traditional districts, charter schools received lower grades on the achievement dimension. The majority of charters earned a D (58 percent), while the majority of districts earned a B (72 percent, fig. 3.8). Along the value-added dimension, charter performance more closely tracks with traditional district performance. Still, a smaller percentage of charter schools earned an A for progress (33 percent) than districts (46 percent, fig. 3.8).

Figure 3.9. Achievement A harder to earn than progress A

Distribution of charter schools, by performance index (left) and value-added (right), 2012-13



When achievement and progress ratings are joined to examine overall performance, it is clear that there are more low-performing than high-performing charters. Table 3.2 shows that 55 charter schools received a D or worse in both achievement and progress, while only 15 charter schools received a B or higher in both metrics. Most charter schools either received a C or mixed, high-low ratings.

Table 3.2. Overall academic performance of charter schools

Number of charter schools, by performance index and value-added rating, 2012-13

		Progress				
		A	B	C	D	F
Achievement	A	1	1	0	1	1
	B	11	2	4	3	2
	C	29	3	11	5	9
	D	32	15	32	20	28
	F	0	2	2	1	6

Nine statewide online charter schools operated during 2012-13, and three additional statewide e-schools opened in fall 2013. The statewide e-schools draw students from many districts across Ohio, in contrast to Ohio’s 18 “local” e-schools, which typically draw students from only one district or a few districts.⁵ E-schools are included in charter school data presented in the section just above, as well as in the city-level analyses in the sections that follow. Table 3.3 lists the statewide e-schools, along with their academic performance and enrollment. All six

⁵ According to ECOT’s June 2013 payment report, the school received funding for at least one part-time student from 586 of Ohio’s 610 traditional districts.

statewide e-schools received F’s on value-added (progress), while three earned C’s along the performance index (achievement) dimension and three earned D’s. (Three statewide e-schools were “dropout recovery” charter schools and did not receive performance index and value-added ratings.)

Table 3.3. Weak academic performance across Ohio’s online charter schools

Academic performance of statewide e-school charters, 2012-13

Online Charter School	Performance Index Rating (Achievement)	Value-Added Rating (Progress)	Enrollment
Alternative Education Academy	D	F	2,100
Buckeye On-line School for Success	C	F	1,235
Electronic Classroom of Tomorrow	D	F	13,836
Ohio Connections Academy	C	F	3,123
Ohio Virtual Academy	C	F	12,616
Virtual Community School of Ohio	D	F	1,145

The Big 8

Ohio’s Big 8 districts are high-poverty, inner-city districts that together enroll around 190,000 students. Many of Ohio’s charter schools are located in these cities (Akron, Canton, Cincinnati, Cleveland, Columbus, Dayton, Toledo, and Youngstown), in part, because state law generally requires that startup charter schools locate within the geographic boundaries of these eight cities. As table 3.4 indicates, the Big 8 traditional school districts struggle academically. None of them earned more than a C on either the achievement (performance index) or the progress (value-added) dimension. In fact, five of the eight districts received D’s on achievement and F’s on progress in 2012-13. Achievement levels—as indicated by the performance index—have not budged in the past three years and in all these cities, performance index scores fall well beneath the state average.

Table 3.4. Weak academic performance across the Big 8 school districts

Comparison of the academic performance of Ohio’s Big 8 urban school districts, 2010-11 to 2012-13

	PI Score, 2012-13	PI Rating, 2012-13	Value-Added Rating, 2012-13	PI Score, 2011-12	PI Score, 2010-11
Akron City	84.6	C	D	85.6	84.5
Canton City	84.5	C	C	84.5	84.0
Cincinnati City	87.5	C	C	88.5	87.3
Cleveland Municipal City	74.4	D	F	75.4	75.7
Columbus City	79.2	D	F	80.5	81.8
Dayton City	75.5	D	F	75.6	75.9
Toledo City	81.9	D	F	81.8	83.1
Youngstown City	76.9	D	F	76.1	73.7
State Average	95.5	-	-	95.8	95.0

Though overall academic performance is weak in the Big 8 districts—and as we show in the city analyses, for charter schools also—a few schools in these communities buck the trend. Table 3.5 lists the schools in the Big 8 that received an A or B on achievement *and* an A or B on progress. Charter schools are shaded; district schools are not shaded. Enrollment for charter schools is based on the number of students that they draw from their nearest Big 8 district. Table 3.6 lists the high schools in the Big 8 that received an A on achievement (schools containing grade 9-12 do not receive a value-added rating). These are fantastic schools that, in many cases, serve Ohio’s neediest kids. As such, the following 27 middle and elementary and six high schools deserve special mention.

Table 3.5. High-performing elementary and middle schools, district and charter (shaded), Big 8 cities

Building Name	City	PI Rating (Achievement)	Value-Added Rating (Progress)	Enrollment	% ED
Clinton Elementary School	Columbus	A	A	374	32.4
Columbus Preparatory Academy	Columbus	A	A	293	53.5
National Inventors Hall of Fame School, Center for STEM	Akron	B	A	372	>95.0
King Elementary School	Akron	B	A	420	>95.0
Ritzman Community Learning Center	Akron	B	A	370	>95.0
Dater Montessori Elementary School	Cincinnati	B	A	667	48
Sands Montessori Elementary School	Cincinnati	B	A	662	25.8
King Academy Community School	Cincinnati	B	A	103	>95.0
Hamilton Cnty Math & Science	Cincinnati	B	A	44	--
Douglas MacArthur	Cleveland	B	A	274	>95.0
Campus International School	Cleveland	B	A	298	>95.0
Louisa May Alcott Elementary School	Cleveland	B	A	238	>95.0
William C Bryant Elementary School	Cleveland	B	A	385	>95.0
Citizens Academy	Cleveland	B	A	352	>95.0
Cleveland Entrepreneurship Preparatory School	Cleveland	B	A	207	75.1
Constellation Schools: Old Brooklyn Community Middle	Cleveland	B	A	157	46.3
Constellation Schools: Parma Community	Cleveland	B	A	373	48.3
Constellation Schools: Westpark Community Elementary	Cleveland	B	A	305	8.6
Intergenerational School, The	Cleveland	B	A	143	65.9
Indianola Informal K-8 School	Columbus	B	A	579	31.6
Cornerstone Academy Community	Columbus	B	A	302	42.1
Elmhurst Elementary School	Toledo	B	A	481	39.5
Grove Patterson Academy Elementary School	Toledo	B	A	386	46.6
Toledo Preparatory and Fitness Academy	Toledo	B	A	142	85.1

Building Name	City	PI Rating (Achievement)	Value-Added Rating (Progress)	Enrollment	% ED
Canton Arts Academy @ Summit	Canton	B	B	285	62.1
Mason Elementary School	Canton	B	B	271	59
Citizens Leadership	Cleveland	B	B	161	77

Table 3.6. High-performing high schools, district and charter (shaded), Big 8 cities

Building Name	City	Performance Index Rating (Achievement)	Enrollment	% ED
Akron Early College High School	Akron	A	330	>95.0
John Hay Early College High School	Cleveland	A	209	>95.0
John Hay School of Science & Medicine	Cleveland	A	376	>95.0
Columbus Alternative High School	Columbus	A	699	54.9
Arts & College Preparatory Academy	Columbus	A	135	54.9
Toledo Early College High School	Toledo	A	213	44.1

IV. Akron Public Schools – District and Charter

1. INTRODUCTION

During the 1990s, Akron Public Schools (APS) enrolled over 30,000 students, but today it enrolls around 22,000 students. Akron’s population losses, the increase of students choosing charter schools, the introduction of private school vouchers, and the opportunity to enroll in neighboring school districts⁶ have all contributed to APS’ enrollment declines. APS is attempting to respond to these pressures on enrollment. It is in the midst of an \$800 million construction project to transform its high schools into “Community Learning Centers,” and according to APS superintendent David James, the district is “thinking about competition more than ever before.”⁷

Today, charter schools still serve a relatively small proportion of Akron’s public school students (just 12 percent), but new charter schools are set to open. In May 2013, the well-regarded ICAN network of charter schools, based in Cleveland, announced that it would open a K-8 school in the former headquarters of Goodyear. The school expects to enroll 270 students starting in fall 2013.⁸

APS earned a C in performance index (achievement) and a D in value-added (progress). Akron’s charter schools, on average, performed worse than APS in 2012-13. Their aggregate performance index score was 8 points lower than APS, and 49 percent of charter school students attended an F-rated school by progress compared to 29 percent of APS students.

2. TRENDS

Enrollment

A sizeable majority of Akron’s students attend Akron Public Schools (APS), the city’s traditional school district. Within the public school system, over 88 percent of students attend APS, whereas 12 percent attend a charter school. Nevertheless, the number of students attending a charter has increased slowly from 2,000 to 3,200 students in the past decade (figure 4.1). APS enrollment has deteriorated, falling 20 percent in the last ten years. In 2003-04, APS enrolled 28,300 students, while in 2012-13, the district served just 22,000 students.

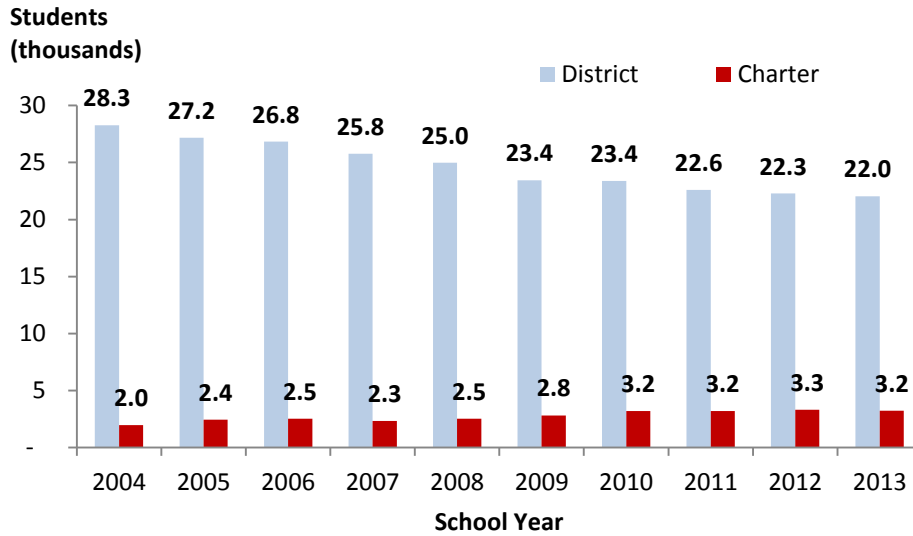
⁶ More Akron students participate in open enrollment than anywhere in Ohio: *Akron Beacon Journal*, “Editorial: Out of Akron,” April 2, 2013: <http://www.ohio.com/editorial/out-of-akron-1.386441>

⁷ Doug Livingston, “James Tackles Akron, State Issues in ‘State of the Schools’ Speech,” *Akron Beacon Journal*, February 14, 2013: <http://www.ohio.com/news/local/james-tackles-akron-state-issues-in-state-of-the-schools-speech-1.373396>.

⁸ Katie Byard, “Charter School To Open in Former Goodyear Headquarters in East Akron,” *Akron Beacon Journal*, May 29, 2013: <http://www.ohio.com/news/charter-school-to-open-in-former-goodyear-headquarters-in-east-akron-1.401853>.

Figure 4.1. Akron charter school sector has grown slowly

K-12 public school enrollment, APS and charter (e-school, physical, dropout recovery), 2003-04 to 2012-13

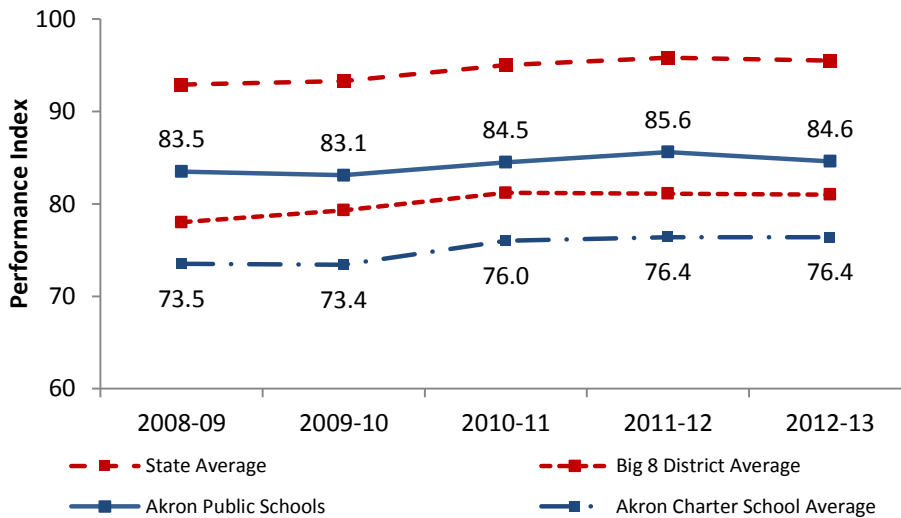


Academic Achievement

APS students are among the higher achieving within the Big 8 districts, and APS students have outperformed Akron’s charter school students in each of the past five years. As figure 4.2 shows, APS’ performance index (PI) has ranged between 83 and 86 in the past five years, placing APS above the Big 8 district and charter school averages. Akron’s charter schools have improved slightly, from a PI score of 73 in 2009-10 up to 76 in 2012-13, but the improvement has not lifted Akron’s charter schools up to the Big 8 district or APS achievement levels.

Figure 4.2. District achievement consistently higher than charter school achievement

Performance index, APS and charter, 2008-09 to 2012-13



* Big 8 district average and Akron charter average are weighted by enrollment. Dropout recovery charters are not included in the calculation of the charter school average (starting in 2012-13, they do not receive PI scores). E-school charter PIs are included.

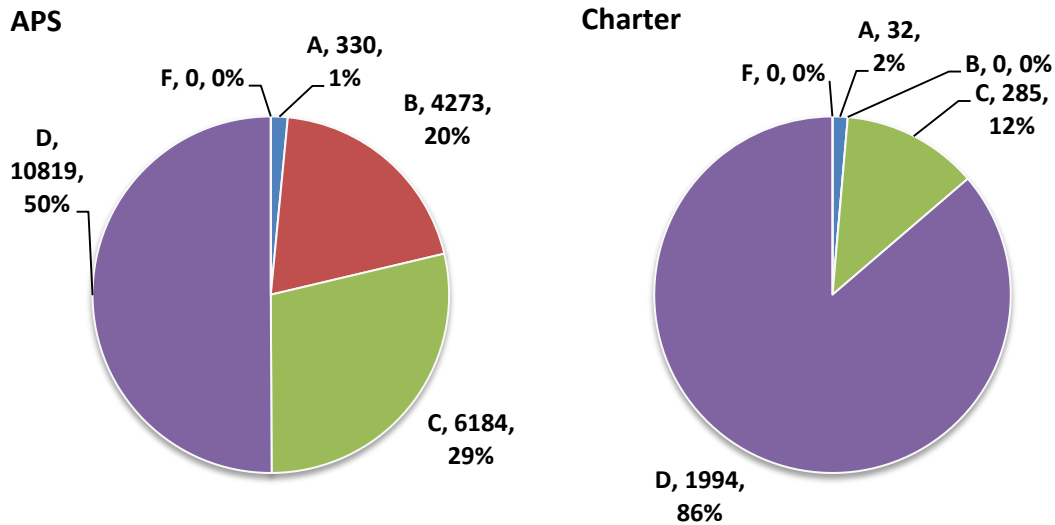
3. 2012-13 RESULTS

Achievement

Figure 4.3 indicates that APS outperformed Akron charters along the achievement dimension (performance index) of school performance in 2012-13. The left chart shows that 50 percent of APS students attended a D-rated school, while 86 percent of charter students attended a D-rated school. Of APS' students, 21 percent attended an A- or B-rated school, while only 2 percent of charter school students did so.

Figure 4.3. Half of APS and 86 percent of charter students attended D-rated school

Student distribution, by performance index rating of school attended, 2012-13. Note: number and percentage of students are displayed next to the letter grade on the charts.

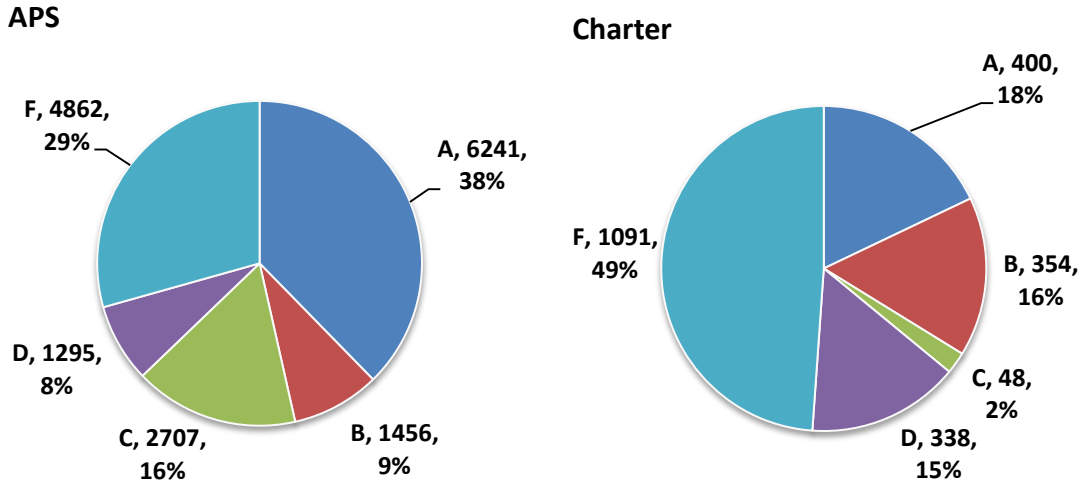


Progress

Figure 4.4 indicates that APS schools outperformed Akron's charters along the progress (value-added) metric in 2012-13. Of APS' students, 29 percent attended a school graded an F, while 49 percent of charter students attended an F-rated school. Conversely, 38 percent of APS students attended an A-rated school compared to 18 percent of charter students.

Figure 4.4. Nearly half charter students attended F-rated school

Student distribution, by value-added rating of school attended, 2012-13. Note: number and percentage of students are displayed next to the letter grade on the charts.



Overall performance

Table 4.1 shows the distribution of Akron’s public school buildings (district and charter) by their progress (value-added) and achievement (performance index) rating. Akron has 3 high-performing schools, earning a B or above on both metrics (shaded in green in the top left), and it has 17 low-performing schools, which earned a D or lower on both metrics (shaded in red in the bottom right). The table excludes statewide e-school charter schools and schools in which value-added ratings were not required—typically, high schools with grades 9-12.

Table 4.1. 3 high-performing and 17 low-performing schools

Public schools (district and charter), by achievement and progress rating, 2012-13

		Progress				
		A	B	C	D	F
Achievement	A	0	0	0	0	0
	B	3	0	2	0	0
	C	2	2	1	1	8
	D	10	3	4	5	12
	F	0	0	0	0	0

4. RANKINGS

Table 4.2 ranks Akron’s public school buildings, first by performance index (PI) rating; then, within the schools that have the same PI letter grade, schools are ranked by value-added rating (schools with “NR” or “not required” are sorted last). Charter schools are identified by gray shading and statewide e-schools are identified by red shading. Charter school enrollment includes just students whose district of residence is APS. The percent economically disadvantaged (ED) for charter schools, however, is reported as the percentage of ED students for the entire charter school, as are the academic performance letter grades.

Table 4.2. Public school ranking, by performance index (PI) then by value-added rating, 2012-13. **Note:** District schools are not shaded; charter schools shaded in gray; statewide e-schools shaded in red.

Rank	Building Name	Performance Index Rating (Achievement)	Value-Added Rating (Progress)	Enrollment	% ED
1	Akron Early College High School	A	NR	330	>95.0
	Greater Summit County Early Learning Center	A	NR	32	34.4
3	National Inventors Hall of Fame School, Center for STEM	B	A	372	>95.0
	King Elementary School	B	A	420	>95.0
	Ritzman Community Learning Center	B	A	370	>95.0
6	Judith A Resnik Community Learning Center	B	C	416	>95.0
	Miller-South Visual Performing Arts	B	C	503	>95.0
8	Ellet High School	B	NR	1049	>95.0
	Firestone High School	B	NR	1143	>95.0
10	Rimer Community Learning Center	C	A	266	>95.0
	Seiberling Elementary School	C	A	354	>95.0
12	Voris Community Learning Center	C	B	347	>95.0
	Windemere CLC	C	B	361	>95.0
14	Hyre Community Learning Center	C	C	791	>95.0
15	Sam Salem Community Learning Center	C	D	232	>95.0
16	Betty Jane Community Learning Center	C	F	470	>95.0
	Firestone Park Elementary School	C	F	479	>95.0
	Hatton Elementary School	C	F	527	>95.0
	Lawndale Elementary School	C	F	154	>95.0
	Leggett Community Learning Center	C	F	408	>95.0
	Ohio Connections Academy, Inc	C	F	38	48.4
	Buckeye on-line School for Success (BOSS)	C	F	13	60.6
	Ohio Virtual Academy	C	F	235	59.1
24	Akron Alternative Academy	C	NR	306	>95.0
	Garfield High School	C	NR	757	>95.0
	Kenmore High School	C	NR	732	>95.0
27	Bridges Learning Center	D	A	114	>95.0

Rank	Building Name	Performance Index Rating (Achievement)	Value-Added Rating (Progress)	Enrollment	% ED
	Buchtel High School	D	A	873	>95.0
	East Community Learning Center	D	A	1045	>95.0
	Findley Community Learning Center	D	A	532	>95.0
	Harris Elementary School	D	A	319	>95.0
	Innes Community Learning Center	D	A	491	>95.0
	Jennings Community Learning Center	D	A	584	>95.0
	Kent Middle School	D	A	501	>95.0
	Akros Middle School	D	A	120	>95.0
	Hope Academy Brown St Campus	D	A	280	>95.0
37	Glover Community Learning Center	D	B	384	>95.0
	Portage Path Community Learning Center	D	B	364	>95.0
	Hope Academy University	D	B	354	>95.0
40	Helen Arnold Community Learning Center	D	C	347	>95.0
	Forest Hill Community Learning Center	D	C	367	>95.0
	Mason Community Learning Center	D	C	283	>95.0
	Summit Academy Middle School-Akron	D	C	48	74.6
44	Hill Community Learning Center	D	D	341	>95.0
	McEbright Community Learning Center	D	D	284	>95.0
	Schumacher Community Learning Cent	D	D	438	>95.0
	Edge Academy, The	D	D	252	>95.0
	Summit Academy Community School for Alt Learners of Akron	D	D	87	>95.0
49	Barber Community Learning Center	D	F	379	>95.0
	Bettes Elementary School	D	F	232	>95.0
	Case Elementary School	D	F	409	>95.0
	Crouse Community Learning Center	D	F	454	>95.0
	Akron Opportunity Center	D	F	104	>95.0
	Litchfield Middle School	D	F	597	>95.0
	Pfeiffer Elementary School	D	F	214	>95.0
	Robinson Community Learning Center	D	F	298	>95.0
	Smith Elementary School	D	F	137	>95.0
	Romig Road Community School	D	F	438	>95.0
	Electronic Classroom Of Tomorrow	D	F	187	75.8
	Alternative Education Academy (aka OHDELA) Digital	D	F	179	61.4
61	North High School	D	NR	728	>95.0
	Summit Academy Secondary - Akron	D	NR	47	52.9

* Five "dropout recovery" charter schools have been excluded. They do not receive PI and VAI grades.

** Two schools received "NR" on both the PI and VAI rating indicators. They have been excluded.

***Only schools that have students in a grade level between 4 and 8 receive a Value-Added Rating ("NR" denotes "Not Required").

V. Canton Public Schools – District and Charter

1. INTRODUCTION

Canton City Schools (CCS) is, for the most part, the only game in town per public school options in Canton. With less than 1,000 students, Canton’s charter presence is small, and the least of the Big 8 cities. But, even without a strong external threat—at least from local charter schools—CCS is making significant reforms. This past school year, CCS began the implementation of a major restructuring plan, the “Brighter Tomorrow” plan, which calls for an Early College Academy, special-interest middle schools, and expanded pre-K programs. One of CCS’ middle schools will be a STEAMM academy, which focuses on Science, Technology, Engineering, Arts, Math, and Medicine. According to the *Canton Repository*, CCS’ plan “changes almost every aspect of educating students, both practically and philosophically.”⁹

CCS is a high-performer relative its Big 8 district peers. Alongside Cincinnati Public Schools, CCS earned C’s in value-added and performance index—the only Big 8 districts to receive C’s along both indicators in 2012-13. Canton’s charter schools underperformed relative to the district. No charter school in Canton received a rating higher than a C on either the achievement or progress indicator.

2. TRENDS

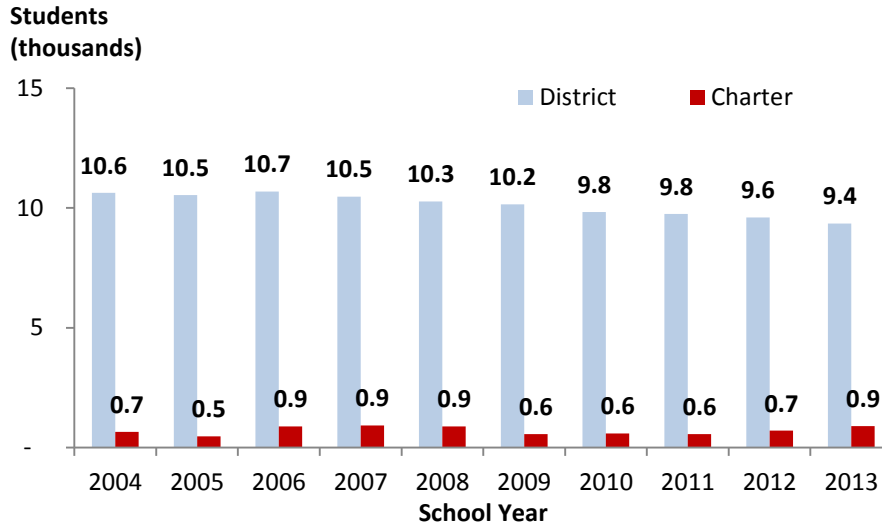
Enrollment

In 2012-13, Canton City Schools (CCS) enrolled 92 percent of the public school students, while charters enrolled only 8 percent. Figure 5.1 displays the sluggish charter school growth in Canton over the past decade. CCS enrollment has dropped minimally, especially in comparison to the other Big 8 cities. In 2003-04, the district enrolled 10,600 students and in 2012-13, the district enrolled 9,400 students, a decline of 8 percent.

⁹ *Canton Repository*, “Editorial: A Word of Caution to CCS: Hartford,” February 25, 2013: <http://www.cantonrep.com/opinion/editorials/x1959345888/A-word-of-caution-to-CCS-Hartford>.

Figure 5.1. Canton charter schools have a limited presence

K-12 public school enrollment, CCS and charter (e-school, physical, dropout recovery), 2003-04 to 2012-13

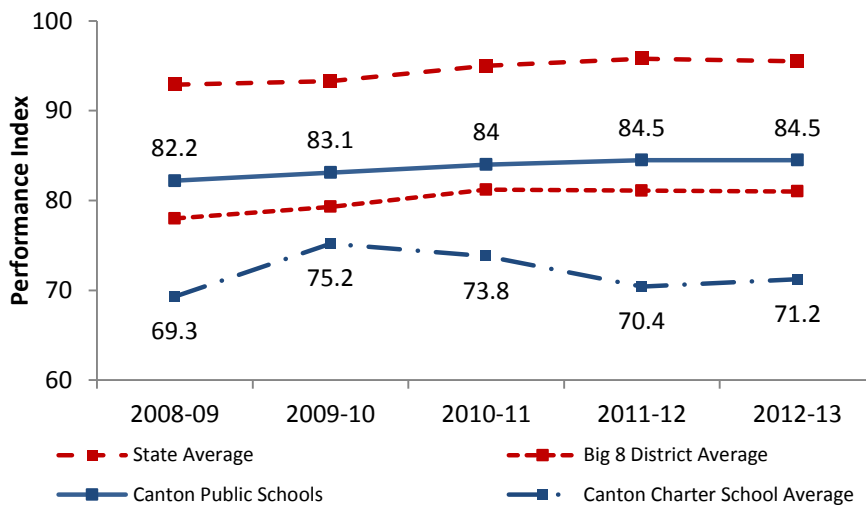


Academic Achievement

Canton City Schools (CCS) is among the higher performing of the Big 8 districts, and CCS’ achievement results have been markedly higher than Canton’s charter schools in each of the past five years. CCS’ performance index (PI) has ranged between 82 and 85, while charter school PI have ranged from 69 to 75 (figure 5.2). CCS student achievement is above the Big 8 district average, on par with Akron Public Schools, and just slightly below Cincinnati Public Schools (see table 3.3).

Figure 5.2. District achievement has been consistently higher than charter schools

Performance index, CCS and charter, 2008-09 to 2012-13



* Big 8 district average and Canton charter school average are weighted by enrollment. Dropout recovery charter schools are not included in charter PI average. (Starting in 2012-13, they do not receive PI scores.) E-school charters are included.

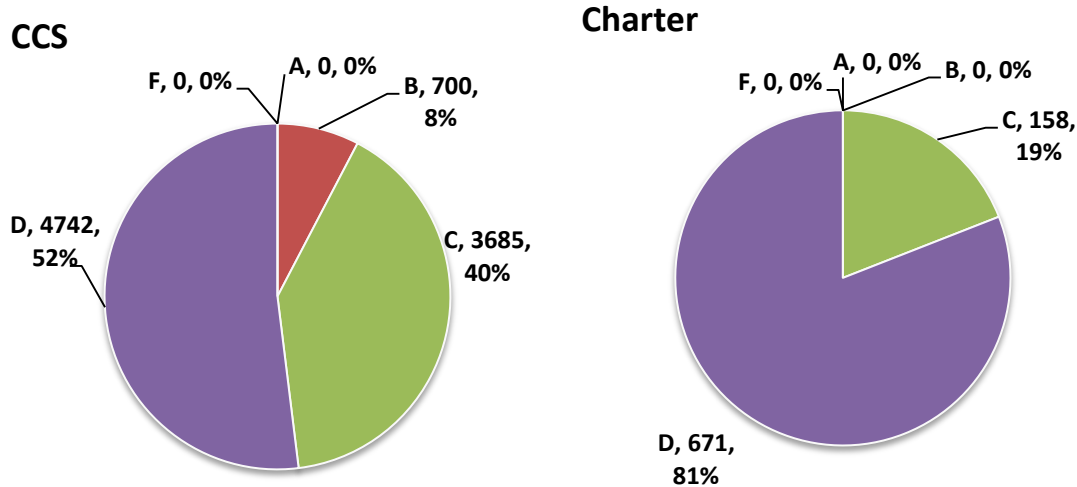
3. 2012-13 DATA

Achievement

Figure 5.3 shows that CCS outperformed Canton's charter schools along the achievement (performance index) dimension in 2012-13. A smaller percentage of CCS students (52 percent) attended a D-rated school than charter students (81 percent). Zero charter students enrolled in either an A- or B-rated school, while 8 percent of CCS students enrolled in an A or B-rated school.

Figure 5.3. Over half of district and 81 percent of charter students attended D-rated school

Student distribution, by performance index rating of school attended, 2012-13. Note: number and percentage of students are displayed next to the letter grade on the charts.

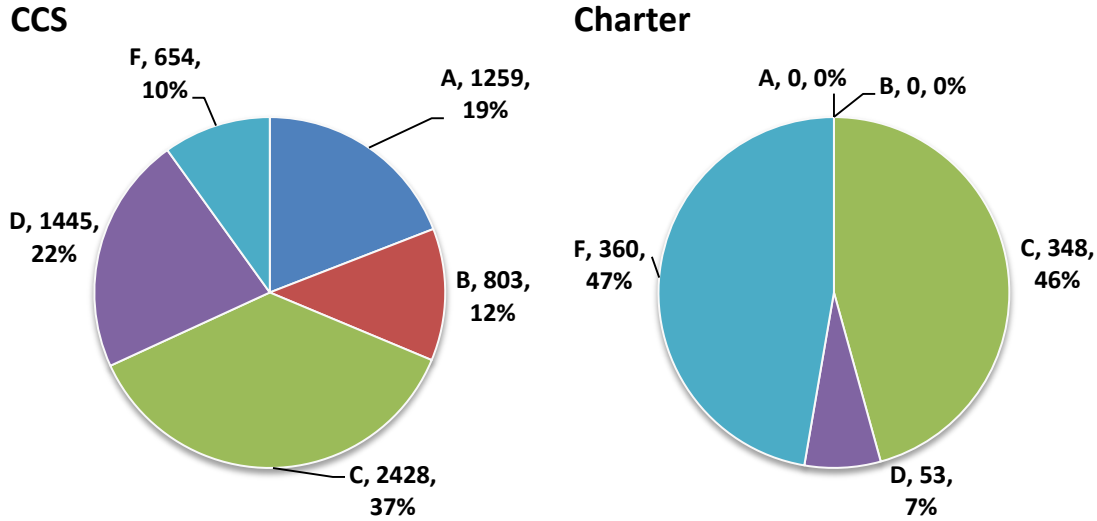


Progress

Figure 5.4 indicates that CCS also outperformed Canton's charters along the progress (value-added) dimension of school performance in 2012-13. Ten percent of CCS students attended a school rated an F, while 47 percent of Canton's charter school students did so. Zero of Canton's charter school students attended an A- or B-rated school. The comparable percentage for CCS was 31 percent.

Figure 5.4. Zero A and B rated charter schools by progress

Student distribution, by value-added rating of school attended, 2012-13. **Note:** number and percentage of students are displayed next to the letter grade on the charts.



Overall performance

Table 5.1 shows the distribution of Canton’s public school buildings (district and charter) by their progress (value-added) and achievement (performance index) rating. Canton has 2 high-performing schools (B or above in both indicators, shaded in top left), and it has 8 low-performing schools (D or below in both indicators, shaded in bottom right). The table excludes statewide e-school charter schools and schools in which value-added ratings were not required—typically, high schools with only grades 9-12.

Table 5.1. 2 high-performing and 8 low-performing schools

Public schools (district and charter), by achievement and progress rating, 2012-13

		Progress				
		A	B	C	D	F
Achievement	A	0	0	0	0	0
	B	0	2	0	1	0
	C	1	0	1	1	2
	D	3	1	7	3	5
	F	0	0	0	0	0

4. RANKINGS

Table 5.2 ranks Canton’s public school buildings, ranked first by performance index (PI) rating; then, within the schools that have the same PI letter grade, schools are ranked by value-added rating (schools with “NR” or “not required” are sorted last). Charter schools are identified by gray shading and statewide e-schools are identified by red shading. Charter school enrollment includes just students whose district of residence is CCS. The percent economically disadvantaged (ED) for charter schools, however, is reported as the percentage of ED for the entire school, as are the academic performance letter grades.

Table 5.2. Public school ranking, by performance index then by value-added rating, 2012-13. **Note:** District schools are not shaded; charter schools shaded in gray; statewide e-schools shaded in red.

Rank	Building Name	Performance Index Rating (Achievement)	Value-Added Rating (Progress)	Enrollment	% ED
1	Canton Arts Academy @ Summit	B	B	285	62.1
	Mason Elementary School	B	B	271	59
3	Portage Collab Montessori Middle School	B	D	144	22.9
4	Worley Elementary School	C	A	412	77.2
5	McGregor Elementary School	C	C	372	92.5
6	Harter Elementary School	C	D	508	78.1
7	Ohio Connections Academy, Inc	C	F	17	48.4
	Ohio Virtual Academy	C	F	72	59.1
9	McKinley High School	C	NR	1425	74.7
	Timken High School	C	NR	968	83.4
	Brighten Heights Charter School of Canton	C	NR	68	94.5
12	Allen Elementary School	D	A	298	>95.0
	Hartford Middle School	D	A	157	94.3
	Crenshaw Middle School	D	A	392	87
15	Fairmount Elementary School	D	B	247	93.1
16	Gibbs Elementary School	D	C	282	>95.0
	Lehman Middle School	D	C	755	87.5
	Belle Stone Elementary School	D	C	316	92.1
	Barbara F Schreiber Elementary School	D	C	331	94.6
	Youtz Elementary School	D	C	372	94.9
	Pathway to Success Canton	D	C	150	81.2
	Garfield Academy	D	C	198	>95.0
23	Belden Elementary School	D	D	308	>95.0
	Cedar Elementary School	D	D	485	90.3
	Summit Academy-Canton	D	D	53	>95.0

Rank	Building Name	Performance Index Rating (Achievement)	Value-Added Rating (Progress)	Enrollment	% ED
26	Clarendon Elementary School	D	F	408	88.5
	Dueber Elementary School	D	F	246	93.1
	Believe to Achieve - Canton	D	F	164	92.3
	Electronic Classroom Of Tomorrow	D	F	79	75.8
	Alternative Education Academy (aka OHDELA) Digital	D	F	27	61.4
31	Canton City Digital Academy	D	NR	145	80.7

* Two "dropout recovery" charter schools have been excluded. They do not receive PI and VAI grades.

** One school received "NR" on both the PI and VAI rating indicators. It has been excluded.

***Only schools that have students in a grade level between 4 and 8 receive a Value-Added Rating ("NR" denotes "Not Required").

VI. Cincinnati Public Schools – District and Charter

1. INTRODUCTION

Cincinnati Public Schools (CPS) has consistently been among the highest-performing of Ohio's Big 8 urban districts in recent years. In 2010, CPS became the first big city in Ohio to receive an equivalent of an overall B rating from the Ohio Department of Education. The successes in Cincinnati have been so eye-popping that *The Atlantic* ran a piece entitled "How to Turn an Urban School District Around - Without Cheating." The article describes CPS as a "counterweight to the public school stories that have been dominating the news in the past few years."¹⁰ Further still, in August 2013, *The New York Times* published a report that New York City's mayoral candidates have touted CPS as a model for big-city, educational reform.¹¹

Unlike Cleveland and Columbus, whose reforms are described in their respective sections of this report, the traditional district is leading the reform efforts in Cincinnati. Not the mayor and not charter schools. But as in all three cities, the business community, philanthropy, and numerous community partners have not only supported the school reforms, but have worked with educators to help to drive them.

In 2012-13, CPS received an overall rating of C in achievement (performance index) and C in progress (value-added). These ratings put CPS alongside Canton City Schools as the best among the Big 8 districts, but even CPS performs below the state average with respect to student achievement. Across Cincinnati's charter schools achievement is, on average, lower than the district, and a slightly smaller percentage of charter school students attend a high-performing charter based on value-added progress.

2. TRENDS

Enrollment

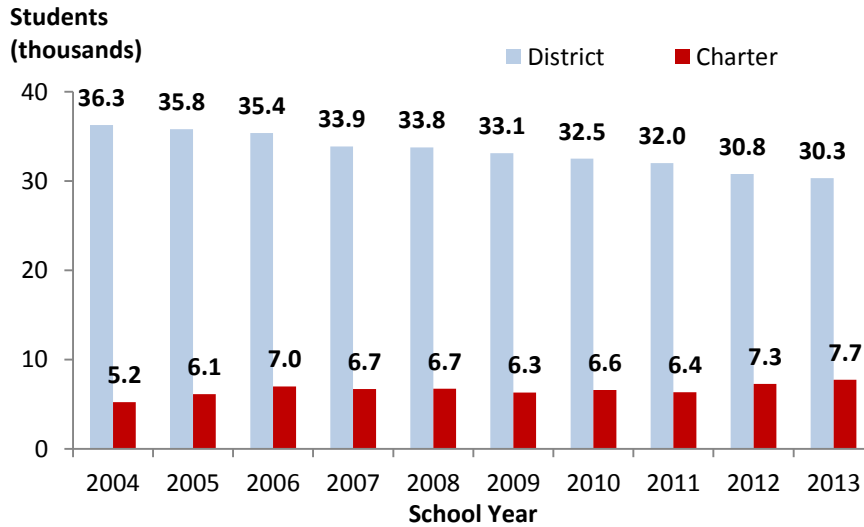
Figure 6.1 shows that charter schools have grown slowly in Cincinnati, relative their big-city cousins in Cleveland and Columbus which have both experienced big gains in charter school enrollment. Instead, charter school enrollment has remained somewhat flat over the decade. Cincinnati Public School's (CPS) enrollment has declined 17 percent from 2003-04 to 2012-13, a fairly significant decline but far less steep than the enrollment drops in Cleveland, Toledo, or Youngstown.

¹⁰ Greg Angrig, "How to Turn an Urban School District Around—Without Cheating," *The Atlantic*, May 9, 2013: <http://www.theatlantic.com/national/archive/2013/05/how-to-turn-an-urban-school-district-around-without-cheating/275681/>.

¹¹ Javier C. Hernandez, "Mayoral Candidates See Cincinnati as a Model for New York Schools," *The New York Times*, August 11, 2013: <http://www.nytimes.com/2013/08/12/nyregion/candidates-see-cincinnati-as-model-for-new-york-schools.html>

Figure 6.1. Charter school growth has been slow

K-12 public school enrollment, CPS and charter (e-school, physical, dropout recovery), 2003-04 to 2012-13

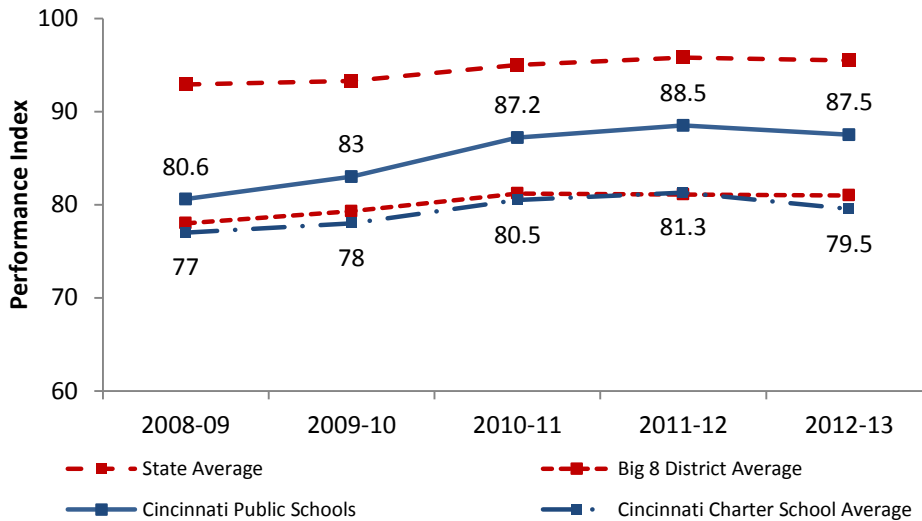


Academic Achievement

CPS has the highest achievement results of any of the Big 8 districts (see table 3.3), and it has higher achievement than Cincinnati’s charter schools (figure 6.2). CPS’ performance index (PI) has ranged between 81 and 89 in the past five years. Charter school PI has trailed behind, ranging between 77 and 81. Cincinnati’s aggregate charter PI has tracked closely with the Big 8 district PI.

Figure 6.2. Charter achievement has not kept pace with district gains

Performance index scores, CPS and charter, 2008-09 to 2012-13



* Big 8 district average and Cincinnati charter school average are weighted by enrollment. Dropout recovery charters are not included in charter PI average. (Starting in 2012-13, they do not receive PI scores.) E-school charter PIs are included.

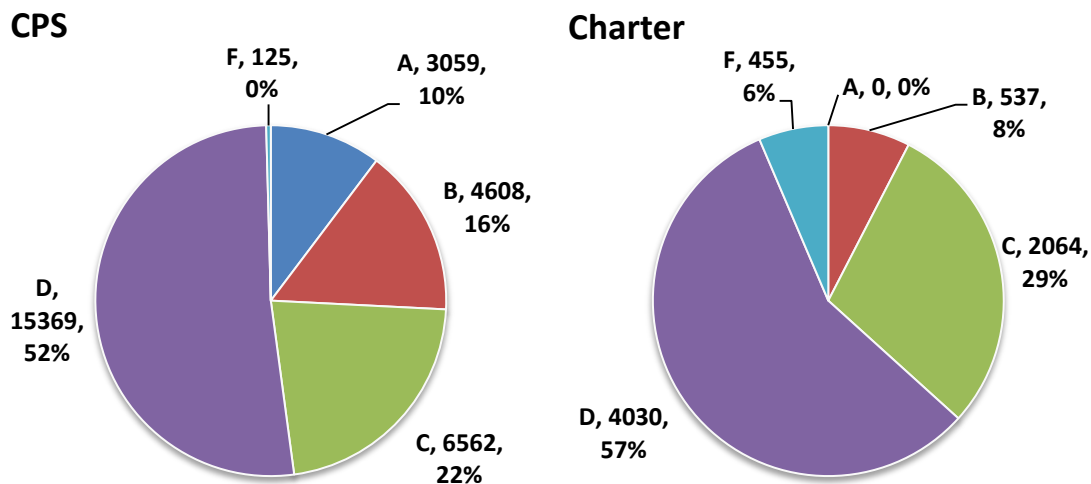
3. 2012-13 DATA

Achievement

Figure 6.3 shows that CPS outperformed Cincinnati's charter schools along the achievement (performance index) rating dimension in 2012-13. The left pie chart shows that 52 percent of CPS students enrolled in a D-rated school, while 57 percent of charter students did so. More tellingly perhaps, is that 26 percent of CPS students enrolled in an A- or B-rated school, while only 8 percent of charter school students attended similarly rated schools.

Figure 6.3. One out of four district students attended A/B rated school

Student distribution, by performance index rating of school attended, 2012-13. Note: number and percentage of students are displayed next to the letter grade on the charts.



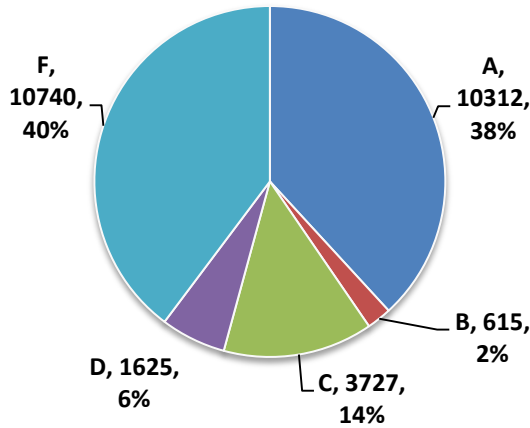
Progress

While CPS has a clear advantage over charters with respect to student achievement, it is less clear whether CPS is outperforming charters on the value-added dimension. Figure 6.4 shows that CPS and Cincinnati's charter schools performed similarly: a slightly larger percentage of CPS students (40 percent) attended an F-rated school than charter students (34 percent). At the same time though, a higher percentage of CPS students attended an A-rated school than charters (38 to 30 percent).

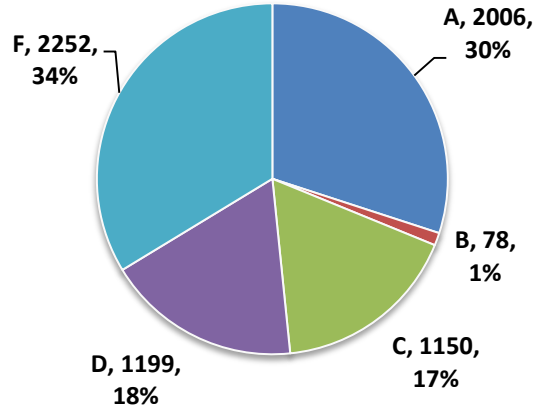
Figure 6.4. Similar distribution of students for district and charter schools

Student distribution, by value-added rating of school attended, 2012-13. Note: number and percentage of students are displayed next to the letter grade on the charts.

CPS



Charter



Overall performance

Table 6.1 shows the distribution of Cincinnati’s public school buildings (district and charter) by the school’s progress (value-added) and achievement (performance index) rating. Cincinnati has 4 high-performing schools (B or above in both indicators, shaded in top left corner), and it has 19 low-performing schools (D or below in both indicators, shaded in bottom right corner). The table excludes statewide e-school charter schools and schools in which value-added ratings were not required—typically, high schools with only grades 9-12.

Table 6.1. 4 high-performing and 19 low-performing schools

Public schools (district/charter), by achievement and progress rating, 2012-13

		Progress				
		A	B	C	D	F
Achievement	A	0	0	2	0	1
	B	4	0	2	1	2
	C	11	0	0	0	7
	D	15	2	8	5	12
	F	0	1	0	0	2

4. RANKINGS

Table 6.2 ranks Cincinnati’s public school buildings, ranked first by performance index (PI) rating; then, within the schools that have the same PI letter grade, schools are ranked by value-added rating (schools with “NR” or “not required” are sorted last). Charter schools are identified by gray shading and statewide e-schools are identified by red shading. Charter school enrollment includes just students whose district of residence is CPS. The percent economically disadvantaged (ED) for charter schools, however, is reported as the percentage of ED for the entire school, as are the academic performance letter grades.

Table 6.2. Public school ranking, by performance index then by value-added rating, 2012-13. **Note:** District schools are not shaded; charter schools shaded in gray; statewide e-schools shaded in red.

Rank	Building Name	Performance Index Rating (Achievement)	Value-Added Rating (Progress)	Enrollment	% ED
1	Hyde Park Elementary	A	C	150	18.7
	Kilgour Elementary School	A	C	623	16.1
3	Walnut Hills High School	A	F	2286	20.3
4	Dater Montessori Elementary School	B	A	667	48
	Sands Montessori Elementary School	B	A	662	25.8
	King Academy Community School	B	A	103	>95.0
	Hamilton Cnty Math & Science	B	A	44	--
8	Covedale Elementary School	B	C	540	62.6
	T.C.P. World Academy	B	C	390	82.8
10	Clark Montessori High School	B	D	627	35.1
11	Fairview-Clifton German Language School	B	F	734	21.5
	School For Creat & Perf Arts High School	B	F	1378	51.2
13	College Hill Fundamental Academy	C	A	464	84.7
	James N. Gamble Montessori High School	C	A	275	64
	Hartwell Elementary School	C	A	543	82.3
	Evanston Academy Elementary School	C	A	340	93.2
	Mt. Washington Elementary School	C	A	400	73.8
	South Avondale Elementary School	C	A	473	>95.0
	Sayler Park Elementary School	C	A	339	87.6
	Shroder Paideia High School	C	A	615	78.7
	Winton Hills Academy Elementary School	C	A	381	>95.0
	Cincinnati College Preparatory Academy East	C	A	321	>95.0
	Phoenix Community Learning Ctr	C	A	339	>95.0
24	Gilbert A. Dater High School	C	F	736	70.7

Rank	Building Name	Performance Index Rating (Achievement)	Value-Added Rating (Progress)	Enrollment	% ED
	North Avondale Montessori Elementary School	C	F	549	49.7
	Academy for Multilingual Immersion Studies	C	F	493	92.3
	Cincinnati College Preparatory Academy	C	F	943	>95.0
	Ohio Connections Academy, Inc	C	F	52	48.4
	Ohio Virtual Academy	C	F	304	59.1
	Buckeye on-line School for Success (BOSS)	C	F	11	60.6
31	Withrow University High School	C	NR	954	81.3
	Impact Academy Cincinnati	C	NR	94	>95.0
33	Chase Elementary School	D	A	325	93.2
	Frederick Douglass Elementary School	D	A	335	>95.0
	George Hays-Jennie Porter Elementary	D	A	286	>95.0
	Midway Elementary School	D	A	659	88
	Mt. Airy Elementary School	D	A	629	93.6
	Roberts Academy: A Paideia Learning Community	D	A	587	>95.0
	Rothenberg Preparatory Academy	D	A	322	>95.0
	Silverton Paideia Elementary School	D	A	364	86
	Academy Of World Languages Elementary School	D	A	525	90.5
	Carson Elementary School	D	A	614	91.2
	Rees E. Price Elementary School	D	A	507	>95.0
	Orion Academy	D	A	631	>95.0
	Cincinnati Speech & Reading Intervention Center	D	A	223	>95.0
	Mt. Healthy Preparatory and Fitness Academy	D	A	56	88
	Riverside Academy	D	A	289	>95.0
48	John P Parker Elementary School	D	B	301	85.7
	Roselawn Condon Elementary School	D	B	314	91.4
50	Cheviot Elementary School	D	C	553	84.1
	Oyler School	D	C	636	89.6
	William H Taft Elementary School	D	C	393	88.3
	Parker Woods Montessori	D	C	361	81.4
	Roll Hill School	D	C	471	>95.0
	Summit Academy Cincinnati	D	C	64	58.6
	Cincinnati Leadership Academy	D	C	228	75.8
	Mount Auburn International Academy	D	C	468	>95.0
58	Bond Hill Academy Elementary School	D	D	288	92.7

Rank	Building Name	Performance Index Rating (Achievement)	Value-Added Rating (Progress)	Enrollment	% ED
	Ethel M. Taylor Academy	D	D	337	93.2
	Virtual High School	D	D	373	57.6
	Horizon Science Academy-Cincinnati	D	D	422	>95.0
	V L T Academy	D	D	777	>95.0
63	Hughes STEM High School	D	F	989	85
	Pleasant Hill Elementary School	D	F	532	93.4
	Pleasant Ridge Montessori School	D	F	500	67.2
	Rockdale Academy Elementary School	D	F	355	94.9
	Westwood Elementary School	D	F	350	93.7
	Woodford Paideia Elementary School	D	F	372	88.4
	Western Hills University High School	D	F	1039	84.6
	Riverview East Academy	D	F	427	79.9
	Alliance Academy of Cincinnati	D	F	303	>95.0
	Electronic Classroom Of Tomorrow	D	F	318	75.8
	Virtual Community School Of Ohio	D	F	13	75.5
	Alternative Education Academy (aka OHDELA) Digital	D	F	34	61.4
75	Robert A. Taft Information Technology High School	D	NR	577	85.8
	Woodward Career Technical High School	D	NR	726	83.9
	Aiken College and Career High School	D	NR	322	84.2
	Summit Academy Transition High School-Cincinnati	D	NR	33	46.8
	Accelerated Achievement Academy of East Cincinnati	D	NR	171	>95.0
80	East End Comm Heritage School	F	B	78	45.2
81	Theodore Roosevelt Public Community School	F	F	198	>95.0
	College Hill Leadership Academy	F	F	76	91.9
83	Western Hills Engineering High School	F	NR	125	62.4
	Accelerated Achievement Academy of North Cincinnati	F	NR	103	50.4

* Six "dropout recovery" charter schools have been excluded. They do not receive PI and VAI grades.

** Two schools received "NR" on both the PI or VAI rating indicators. They have been excluded.

***Only schools that have students in a grade level between 4 and 8 receive a Value-Added Rating ("NR" denotes "Not Required").

VII. Cleveland Public Schools – District and Charter

1. INTRODUCTION

In early 2012, Mayor Frank Jackson (who appoints the school board) unveiled his “Plan for Transforming Schools.” The Jackson Plan required changes to state law, and in July 2012 Governor Kasich signed House Bill 525, which gave the Cleveland Metropolitan School District (CMSD) and its superintendent Eric Gordon new flexibilities to improve the city’s long-suffering schools. The plan received bipartisan support and the backing of the local teachers union.¹² The key elements of the plan included:

- Keeping high-performing and specialized teachers during layoffs by making tenure and seniority only secondary factors in those personnel decisions.
- Paying teachers on a “differentiated” salary schedule based on performance, special skills and duties, as opposed to years of service and education level.
- Lengthening school day and school year.
- Sharing local tax dollars with high-performing charters.
- Replacing failing schools with new high quality charter and district magnet schools.
- Attracting, retaining and developing excellent new teachers and school leaders.

Cleveland voters backed the school reform plan by passing a 15-mill levy in November 2012, which provides the district with \$85 million annually, and high-performing charters receive about \$5.7 million of the revenue. In May 2013, the Cleveland Teachers Union and the Cleveland Board of Education agreed to a teacher contract that, aligning with state law, tied pay raises and layoffs to teacher performance, rather than seniority or advanced degrees.¹³

The academic performance of Cleveland’s schools demonstrates the need for these reforms and their proper implementation. CMSD received an overall rating of D in achievement (performance index) and F in progress (value-added) for 2012-13. These ratings put CMSD among the worst-performing districts in Ohio. Cleveland’s charter schools, as a group, outperformed the district, but still too many Cleveland’s charters produce low achievement or slow achievement gains. Nearly half (41 percent) of charter school students attended a D-rated school by achievement, and 40 percent attended an F-rated school by progress.

¹² Stephanie Banchemo, “School Fix Without a Fight,” *Wall Street Journal*, July 10, 2012: <http://online.wsj.com/article/SB10001424052702303292204577517150275318434.html>.

¹³ Patrick O’Donnell, “Cleveland Teachers Union Approves Three-Year Contract with School District,” *Cleveland Plain-Dealer*, May 31, 2013: http://www.cleveland.com/metro/index.ssf/2013/05/cleveland_teachers_union_appro_1.html.

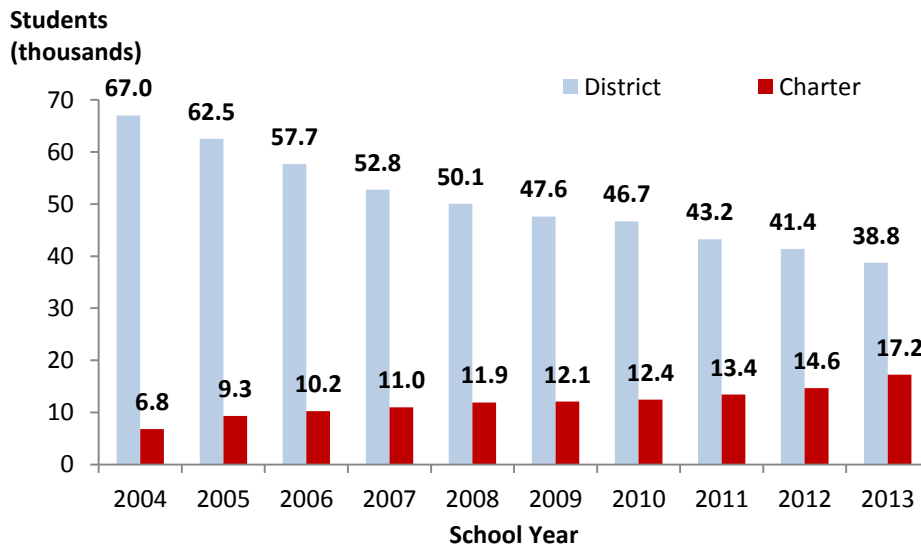
2. TRENDS

Enrollment

In the past school year, 30 percent of Cleveland’s students attended a charter school. This is among the highest charter shares in Ohio, and it places Cleveland among the top charter school cities in the nation. In contrast to Cleveland’s growing charter school sector, the district has rapidly lost students. As figure 7.1 shows, in 2003-04 the district enrolled 67,000 students. Fast forward ten years, and the district now enrolls 39,000 students—a 40 percent drop. The total student population in the Cleveland public school system (charter and district combined) has also shrunk. In 2003-04 there were 74,000 students; in 2012-13, there were 56,000 students, a 22 percent decline.

Figure 7.1. Cleveland’s charters have grown rapidly

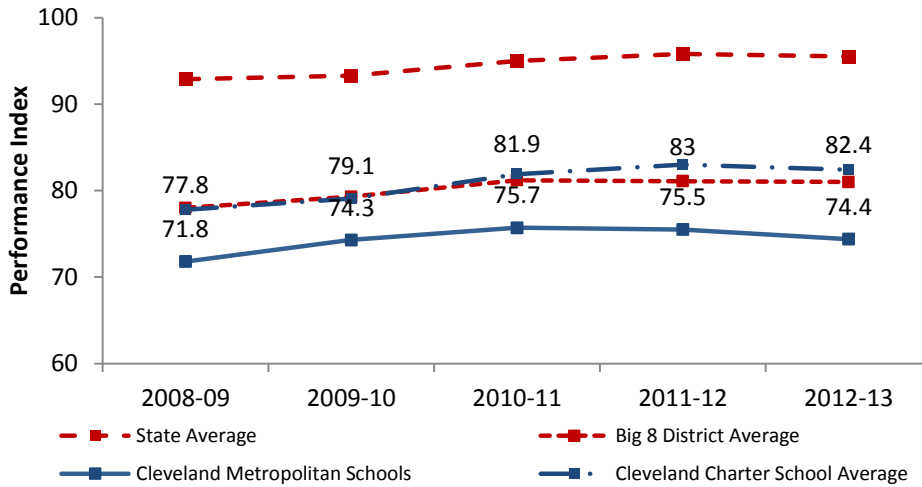
K-12 public school enrollment, CMSD and charter (e-school, physical, dropout recovery), 2003-04 to 2012-13



Academic Achievement

Cleveland Metropolitan School District (CMSD) is among the lowest achieving of the Big 8 districts. In comparison to Cleveland’s charter schools, CMSD has underperformed as well, in each of the past five years. As figure 7.2 shows, CMSD’s performance index (PI) has ranged between 72 and 76, while charters have ranged between 78 and 83 during the past five years. Cleveland’s charter school achievement results track with the Big 8 district average, whereas CMSD falls short of this benchmark.

Figure 7.2. Charter students consistently achieve at higher level than district students
Performance index scores, CMSD and charter, 2008-09 to 2012-13



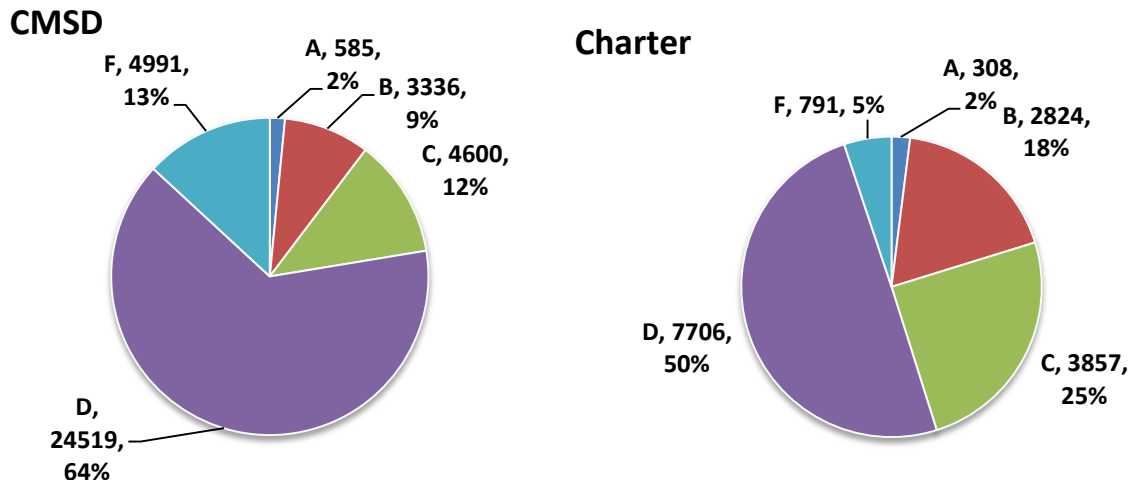
* Big 8 district average and Cleveland charter school average are weighted by enrollment. Dropout recovery charter schools are not included in charter PI average. (Starting in 2012-13, they do not receive PI scores.) E-school PIs are included.

3. 2012-13 DATA

Achievement

Figure 7.3 indicates that Cleveland’s charter schools outperformed CMSD along the achievement (performance index) rating dimension in 2012-13. The left chart shows that 64 percent of CMSD students attended a D-rated school, while the right chart shows that 50 percent of charter students did so. Moreover, 20 percent of Cleveland’ charter students attended an A or B rated school, while only 11 percent of CMSD students did so.

Figure 7.3. Over three-fourths of district students attended D or F rated school
Student distribution, by performance index rating of school attended, 2012-13. Note: number and percentage of students are displayed next to the letter grade on the charts.



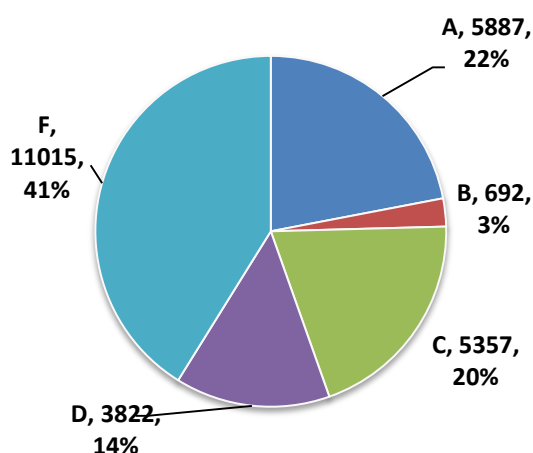
Progress

Figure 7.4 suggests that charters also slightly outperformed the district on the value-added rating dimension of school performance in 2012-13. About an equal percentage of CMSD students attended an F-rated school as charter students (41 to 40 percent, respectively). But, a larger percentage of charter school students did attend an A-rated school compared to CMSD students (34 to 22 percent).

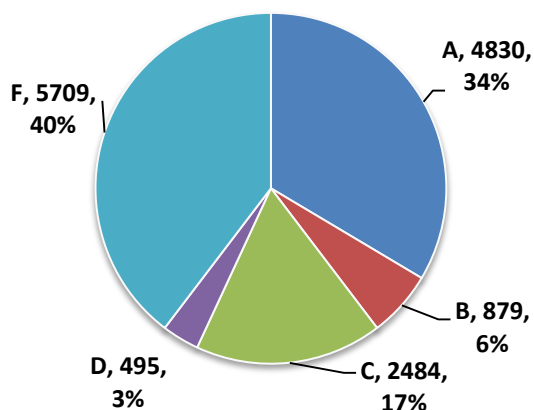
Figure 7.4. Equal distribution of charter students in low (F) and high (A/B) rated schools

Student distribution, by value-added rating of school attended, 2012-13. Note: number and percentage of students are displayed next to the letter grade on the charts.

CMSD



Charter



Overall performance

Table 7.1 shows the distribution of Cleveland's public school buildings (district and charter) by their progress (value-added) and achievement (performance index) rating. Cleveland has 11 high-performing schools (B or above on both indicators, top left), and it has 48 low-performing schools (D or lower on both indicators, bottom right). The table excludes statewide e-school charter schools and schools in which value-added ratings were not required—typically, high schools with only grades 9-12.

Table 7.1. 11 high-performing; 48 low-performing schools

Public schools (district and charter), by achievement and progress rating, 2012-13

		Progress				
		A	B	C	D	F
Achievement	A	0	0	0	1	1
	B	10	1	2	1	3
	C	12	2	3	2	5
	D	12	5	20	9	27
	F	1	0	2	3	9

4. RANKINGS

Table 7.2 ranks Cleveland’s public school buildings, ranked first by performance index (PI) rating; then, within the schools that have the same PI letter grade, schools are ranked by value-added rating (schools with “NR” or “not required” are sorted last). Charter schools are identified by gray shading and statewide e-schools are identified by red shading. Charter school enrollment includes just students whose district of residence is CMSD. The percent economically disadvantaged (ED) for charter schools, however, is reported as the percentage of ED for the entire school, as are the academic performance letter grades.

Table 7.2. Public school ranking, by performance index then by value-added rating, 2012-13. **Note:** District schools are not shaded; charter schools shaded in gray; statewide e-schools shaded in red.

Rank	Building Name	Performance Index Rating (Achievement)	Value-Added Rating (Progress)	Enrollment	% ED
1	Menlo Park Academy	A	D	55	--
2	Constellation Schools: Old Brooklyn Community Elementary	A	F	253	50
3	John Hay Early College High School	A	NR	209	>95.0
	John Hay School of Science & Medicine	A	NR	376	>95.0
5	Douglas MacArthur	B	A	274	>95.0
	Campus International School	B	A	298	>95.0
	Louisa May Alcott Elementary School	B	A	238	>95.0
	William C Bryant Elementary School	B	A	385	>95.0
	Citizens Academy	B	A	352	>95.0
	Cleveland Entrepreneurship Preparatory School	B	A	207	75.1
	Constellation Schools: Old Brooklyn Community Middle	B	A	157	46.3
	Constellation Schools: Parma Community	B	A	373	48.3
	Constellation Schools: Westpark Community Elementary	B	A	305	8.6
	Intergenerational School, The	B	A	143	65.9
15	Citizens Leadership	B	B	161	77
16	Near West Intergenerational	B	C	96	72.7
	Noble Academy-Cleveland	B	C	121	71.1
18	Constellation Schools: Puritas Community Elementary	B	D	184	76.3
19	Riverside School	B	F	474	>95.0
	Whitney Young School	B	F	294	>95.0
	Cleveland School Of The Arts High School	B	F	541	>95.0
22	MC^2 STEM High School	B	NR	289	>95.0
	New Technology West	B	NR	246	>95.0

Rank	Building Name	Performance Index Rating (Achievement)	Value-Added Rating (Progress)	Enrollment	% ED
	John Hay School of Architecture & Design	B	NR	297	>95.0
	Horizon Science Acad Cleveland	B	NR	417	88.6
	Village Preparatory School	B	NR	299	81.8
27	Buhrer	C	A	356	>95.0
	Clark School	C	A	623	>95.0
	Tremont Montessori School	C	A	535	>95.0
	Cleveland Arts and Social Sciences Academy	C	A	322	67
	Cleveland College Preparatory School	C	A	270	>95.0
	Collinwood Community	C	A	69	70.5
	EPWH	C	A	73	88.3
	Hope Academy Lincoln Park	C	A	212	>95.0
	Horizon Science Academy-Cleveland Middle School	C	A	129	>95.0
	Northeast Ohio College Preparatory School	C	A	382	>95.0
	Phoenix Village Academy Primary 2	C	A	61	>95.0
	University of Cleveland Preparatory School	C	A	359	88.1
39	Warner Girls Leadership Academy	C	B	314	>95.0
	Constellation Schools: Westpark Community Middle	C	B	201	51
41	Constellation Schools: Madison Community Elementary	C	C	289	94.6
	Constellation Schools: Westside Community School of the Arts	C	C	320	47.2
	Washington Park Community	C	C	217	83.3
44	Valley View Elementary School	C	D	189	>95.0
	Constellation Schools: Puritas Community Middle	C	D	134	65
46	Benjamin Franklin	C	F	548	>95.0
	Garfield Elementary School	C	F	526	>95.0
	Buckeye on-line School for Success (BOSS)	C	F	14	60.6
	Ohio Connections Academy, Inc	C	F	117	48.4
	Ohio Virtual Academy	C	F	592	59.1
51	James Ford Rhodes High School	C	NR	1199	>95.0
	Garrett Morgan Schl Of Science School	C	NR	310	>95.0
	Constellation Schools: Eastside Arts Academy	C	NR	66	51.8
	Nexus Academy of Cleveland	C	NR	30	68.9
55	Denison	D	A	570	>95.0
	Cleveland School of Arts Lower Campus	D	A	358	>95.0
	Memorial School	D	A	424	>95.0
	Louis Agassiz School	D	A	315	>95.0
	Robinson G Jones Elementary School	D	A	391	>95.0

Rank	Building Name	Performance Index Rating (Achievement)	Value-Added Rating (Progress)	Enrollment	% ED
	Scranton School	D	A	421	>95.0
	Walton School	D	A	370	>95.0
	Apex Academy	D	A	284	>95.0
	Hope Academy Chapelside Campus	D	A	438	>95.0
	Horizon Science Academy Denison Elementary School	D	A	200	>95.0
	Lake Erie College Prep	D	A	241	82
	Pinnacle Academy	D	A	253	90.7
67	Paul L Dunbar Elementary School @ Kentucky	D	B	173	>95.0
	Buckeye-Woodland School	D	B	205	>95.0
	Arts and Science Preparatory Academy	D	B	156	>95.0
	Constellation Schools: Stockyard Community Elementary	D	B	279	81
	Constellation Schools: Stockyard Community Middle	D	B	82	85.2
72	Andrew J Rickoff	D	C	490	>95.0
	Artemus Ward	D	C	514	>95.0
	Clara E Westropp School	D	C	399	>95.0
	Harvey Rice Elementary School	D	C	468	>95.0
	Mary M Bethune	D	C	342	>95.0
	Miles School	D	C	262	>95.0
	Nathan Hale School	D	C	390	>95.0
	Newton D Baker School	D	C	287	>95.0
	Oliver H Perry Elementary School	D	C	305	>95.0
	Orchard School	D	C	305	>95.0
	Sunbeam	D	C	213	>95.0
	Watterson-Lake School	D	C	339	>95.0
	Waverly Elementary School	D	C	302	>95.0
	Bella Academy of Excellence	D	C	270	92.5
	Cleveland Lighthouse Community School	D	C	121	>95.0
	Hope Academy East Campus	D	C	349	>95.0
	Horizon Science Academy Cleveland Elementary School	D	C	136	>95.0
	Horizon Science Academy-Denison Middle School	D	C	287	>95.0
	New Day Academy Boarding & Day School	D	C	153	>95.0
	Summit Academy Community School-Parma	D	C	116	66.7
92	Case	D	D	320	>95.0
	East Clark	D	D	314	>95.0
	Euclid Park Elementary School	D	D	343	>95.0
	H Barbara Booker Elementary School	D	D	417	>95.0

Rank	Building Name	Performance Index Rating (Achievement)	Value-Added Rating (Progress)	Enrollment	% ED
	Hannah Gibbons-Nottingham Elementary School	D	D	277	>95.0
	Iowa-Maple Elementary School	D	D	358	>95.0
	Mary B Martin School	D	D	300	>95.0
	McKinley School	D	D	297	>95.0
	Villaview Lighthouse Community School	D	D	112	>95.0
101	Adlai Stevenson School	D	F	428	>95.0
	Almira	D	F	317	>95.0
	Charles A Mooney School	D	F	479	>95.0
	Daniel E Morgan School	D	F	302	>95.0
	Franklin D. Roosevelt	D	F	460	>95.0
	Michael R. White	D	F	382	>95.0
	Robert H Jamison School	D	F	388	>95.0
	Wade Park	D	F	346	>95.0
	Wilbur Wright School	D	F	442	>95.0
	Willow School	D	F	227	>95.0
	Willson School	D	F	367	>95.0
	Joseph M Gallagher School	D	F	638	>95.0
	Marion C Seltzer Elementary School	D	F	432	>95.0
	Marion-Sterling Elementary School	D	F	356	>95.0
	Kenneth W Clement	D	F	154	>95.0
	Broadway Academy	D	F	337	>95.0
	Dow Leadership Institute	D	F	98	>95.0
	Harvard Avenue Community School	D	F	539	88
	Hope Academy Cuyahoga Campus	D	F	430	93.1
	Hope Academy Northcoast	D	F	283	>95.0
	Hope Academy Northwest Campus	D	F	383	92.6
	Pathway to Success Cleveland	D	F	194	>95.0
	Pearl Academy	D	F	258	82.1
	Woodland Academy	D	F	394	>95.0
	Alternative Education Academy (aka OHDELA) Digital	D	F	150	61.4
	Electronic Classroom Of Tomorrow	D	F	993	75.8
	Virtual Community School Of Ohio	D	F	45	75.5
128	Early Childhood Development	D	NR	83	>95.0
	Collinwood High School	D	NR	624	>95.0
	Ginn Academy	D	NR	203	>95.0
	East Technical High School	D	NR	565	>95.0
	Design Lab @ Jane Addams	D	NR	215	>95.0

Rank	Building Name	Performance Index Rating (Achievement)	Value-Added Rating (Progress)	Enrollment	% ED
	New Technology HS@East Tech	D	NR	149	>95.0
	Glenville High School	D	NR	716	>95.0
	Jane Addams Business Careers High School	D	NR	294	>95.0
	John Adams High School	D	NR	1017	>95.0
	John F Kennedy High School	D	NR	823	>95.0
	John Marshall High School	D	NR	853	>95.0
	Max S Hayes High School	D	NR	565	>95.0
	The School of One	D	NR	245	>95.0
	Washington Park	D	NR	196	>95.0
	Lincoln-West High School	D	NR	1109	>95.0
	Health Careers Center High School	D	NR	263	>95.0
	Law & Municipal Careers @ MLK	D	NR	217	>95.0
	SuccessTech Academy School	D	NR	195	>95.0
	Life Skills HS Cleveland	D	NR	88	89.5
	Quest Community School	D	NR	24	78.3
	The Haley School	D	NR	13	75.3
149	Paul Revere Elementary School	F	A	329	>95.0
150	Anton Grdina	F	C	342	>95.0
	Carl & Louis Stokes Central Academy	F	C	399	>95.0
152	Charles W Eliot School	F	D	464	>95.0
	Miles Park School	F	D	543	>95.0
	Summit Academy Secondary Youngstown	F	D	10	94.3
155	Bolton	F	F	284	>95.0
	Charles Dickens School	F	F	382	>95.0
	Fullerton School	F	F	300	>95.0
	George Washington Carver	F	F	449	>95.0
	Mound Elementary School	F	F	461	>95.0
	Patrick Henry School	F	F	355	>95.0
	Luis Munoz Marin School	F	F	683	>95.0
	Believe to Achieve	F	F	342	91.3
	Virtual Schoolhouse, Inc.	F	F	287	86.6
164	Lion of Judah Academy	F	NR	152	>95.0

* Ten "dropout recovery" charter schools have been excluded.

** Seven schools received "NR" on both the PI or VAI rating indicators. They have been excluded.

*** High schools (grades 9-12) do not receive value-added ratings (marked "NR"). Only schools that have students in a grade level between 4 and 8 receive value-added ratings.

VIII. Columbus Public Schools – District and Charter

1. INTRODUCTION

Since summer 2012, Columbus City Schools (CCS) has been embroiled in a data-rigging scandal. The scandal, which involved CCS employees falsifying student records, has prompted the city and state leaders to enact landmark education reforms in Columbus.¹⁴ To clean up the mess, Columbus mayor, Michael B. Coleman, launched the Columbus Education Commission shortly after it had become clear that CCS employees were guilty of “scrubbing” student attendance records.

In April 2013, the 25-member Commission (a who’s who of business, philanthropic and community leaders) unanimously approved 55 recommendations to improve the city’s public schools—both district and charter. The recommendations included: Creating a public/private partnership to improve Columbus’ schools, hiring an “education director” in the mayor’s office who would become a non-voting member of the school board, providing pre-K programs to every family in the district, making local levy dollars available to high-performing charters (like Cleveland), and having the mayor become a charter school authorizer.¹⁵

Some of the Commission’s recommendations, including mayoral sponsorship of charter schools, required changes to state law. In May, House Bill 167 was introduced, and Governor Kasich signed it into law in July 2013. The legislation does three key things: (1) empowers the mayor to authorize charter schools; (2) establishes an independent auditor; and (3) shares local levy revenue with high-performing charter schools. How these reforms are implemented and whether these reforms will boost student achievement in Columbus remains to be seen.

CCS received an overall rating of D in achievement (performance index) and F in progress (value-added) for 2012-13. These ratings put CCS among the lowest-performing districts in Ohio. Columbus’ charter schools, as a group, generally perform on par with the district.

¹⁴ See *The Columbus Dispatch*, “Counting Kids Out”: <http://www.dispatch.com/content/topic/special-reports/2012/counting-kids-out.html> and Dave Yost, *Statewide Audit of Student Attendance Data and Accountability System*, The Auditor of the State of Ohio, February 11, 2013: http://www.auditor.state.oh.us/publications/issues/Attendance_FINAL_2-11-13.pdf.

¹⁵ Columbus Education Commission, *Future Ready Columbus: Assuring Student Success for the Workforce of Tomorrow*, April 30, 2013: http://reimaginecolumbuseducation.org/wp-content/uploads/2013/05/Report_of_the_Cbus_Ed_Commission-LINKS.pdf.

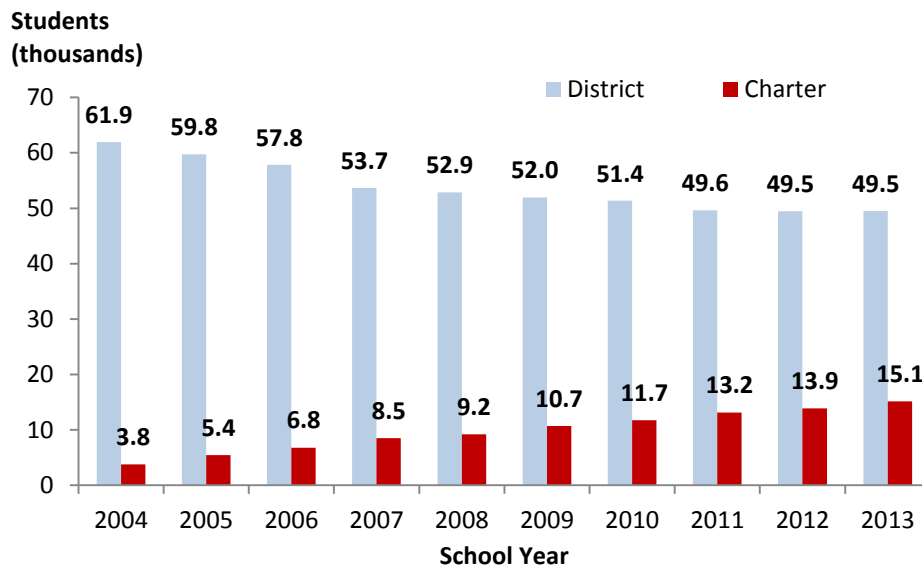
2. TRENDS

Enrollment

In the past decade, Columbus charter school enrollment has grown steadily, while enrollment in Columbus City Schools (CCS) has declined (figure 8.1). In 2003-04, charters enrolled just 3,800 students, while in 2012-13, charters enrolled 15,100 students, a four-fold increase. Meanwhile, in the past ten years, CCS enrollment has dropped from just over 60,000 to around 50,000.

Figure 8.1. Steady growth in Columbus' charter schools

K-12 public school enrollment, CCS and charter (e-school, physical, dropout recovery), 2003-04 to 2012-13

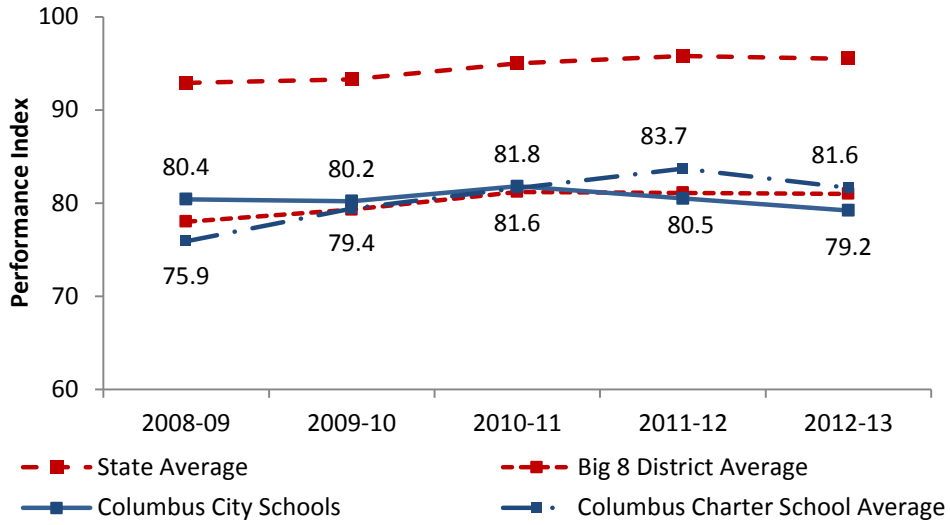


Academic Achievement

Columbus City Schools' (CCS) student achievement has tracked with the Big 8 average in each of the past five years, and it also mirrors the achievement of Columbus' charter schools. As figure 8.2 shows, CCS's performance index (PI) scores have remained relatively flat, between 79 in 2012-13 and 82 in 2010-11. Columbus charter schools' PI scores have improved in the past five years (with a small drop from 2011-12 to 2012-13) and are now slightly above the district (82 to 79 in 2012-13).

Figure 8.2. Charter achievement up slightly, flat for the district

Performance index, CCS and charter, 2008-09 to 2012-13



* Big 8 district average and Columbus charter school average are weighted by enrollment. Dropout recovery charter schools are not included in charter PI average. (Starting in 2012-13, they do not receive PI scores.) E-school charters are included.

3. 2012-13 DATA

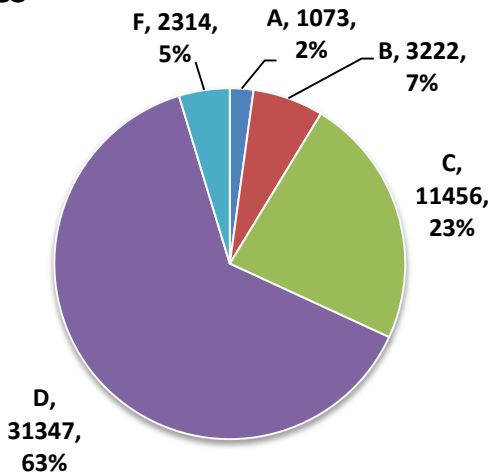
Achievement

Figure 8.3 shows the very similar performance of CCS and Columbus charters along the achievement (performance index) dimension of school performance. The charts show that 63 percent of both CCS and charter students attended a D-rated school in 2012-13.

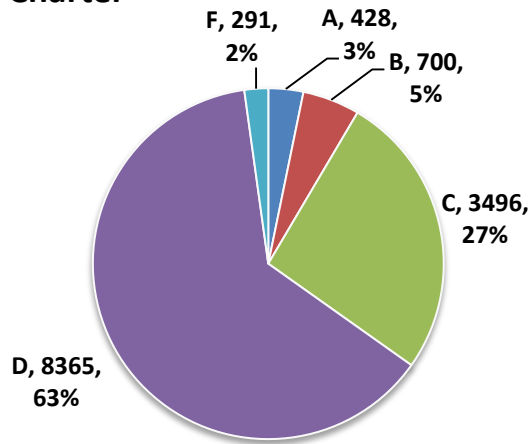
Figure 8.3. Charter and district student distribution nearly identical across ratings

Student distribution, by performance index rating of school attended, 2012-13. Note: number and percentage of students are displayed next to the letter grade on the charts.

CCS



Charter

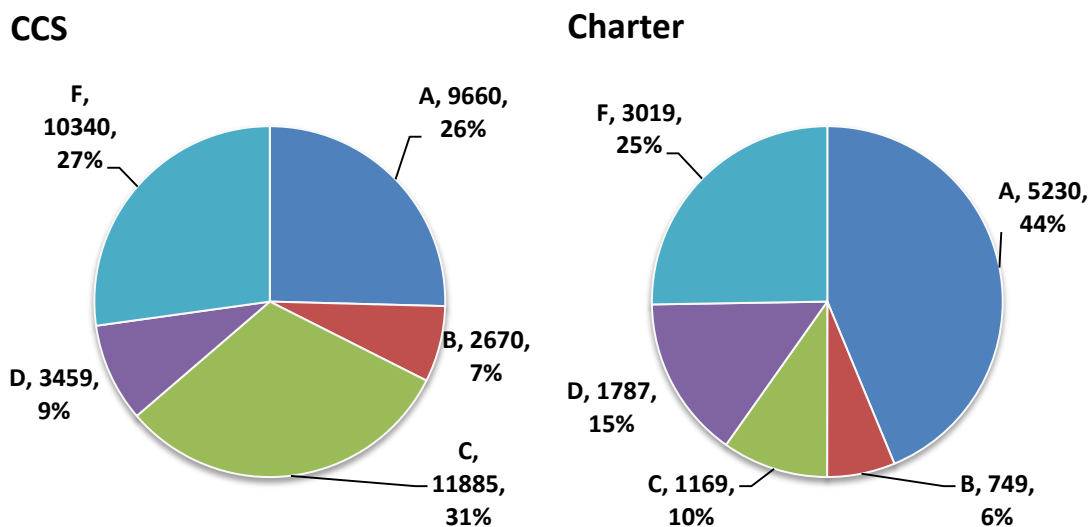


Progress

Figure 8.4 indicates that Columbus' charter schools outperformed CCS in the value-added rating component in 2012-13. While nearly the same percentage of district and charter school students attend F-rated schools (27 to 25 percent, respectively), a higher percentage of charter students (44 percent) attended an A-rated school compared to CCS (26 percent).

Figure 8.4. Half of charter students attended A or B rated school

Student distribution, by value-added rating of school attended, 2012-13. Note: number and percentage of students are displayed next to the letter grade on the charts.



Overall performance

Table 8.1 shows the distribution of Columbus' public school buildings (district and charter) by their progress (value-added) and achievement (performance index) rating. Columbus has 4 high-performing schools (B or above on both indicators, shaded in top left), and it has 44 low-performing schools (D or below on both, shaded in bottom right). The table excludes statewide e-school charter schools and schools in which value-added ratings were not required—typically, high schools with only grades 9-12.

Table 8.1. 4 high-performing and 44 low-performing schools

Public schools (district and charter), by achievement and progress rating, 2012-13

		Progress				
		A	B	C	D	F
Achievement	A	2	0	0	0	0
	B	2	0	3	0	0
	C	16	3	8	1	6
	D	24	10	27	14	24
	F	1	1	4	1	5

4. RANKINGS

Table 8.2 ranks Columbus’ public school buildings, ranked first by performance index (PI) rating; then, within the schools that have the same PI letter grade, schools are ranked by value-added rating (schools with “NR” or “not required,” are sorted last). Charter schools are identified by gray shading and statewide e-schools are identified by red shading. Charter school enrollment includes just students whose district of residence is CCS. The percent economically disadvantaged (ED) for charter schools, however, is reported as the percentage of ED students for the entire school, as are the academic performance letter grades.

Table 8.2. Public school ranking, by performance index then by value-added rating, 2012-13. **Note:** District schools are not shaded; charter schools shaded in gray; statewide e-schools shaded in red.

Rank	Building Name	Performance Index Rating (Achievement)	Value-Added Rating (Progress)	Enrollment	% ED
1	Clinton Elementary School	A	A	374	32.4
	Columbus Preparatory Academy	A	A	293	53.5
3	Columbus Alternative High School	A	NR	699	54.9
	Arts & College Preparatory Academy	A	NR	135	54.9
5	Indianola Informal K-8 School	B	A	579	31.6
	Cornerstone Academy Community	B	A	302	42.1
7	Indian Springs Elementary School	B	C	425	43.3
	Winterset Elementary School	B	C	302	45
	Gables Elementary School	B	C	413	41.9
10	Centennial High School	B	NR	786	56.5
	Eastmoor Academy	B	NR	717	69.6
	Horizon Science Academy Columbus	B	NR	398	89.5
13	Alpine Elementary School	C	A	508	70.7
	Berwick Alternative K-8 School	C	A	730	65.1
	Cranbrook Elementary School	C	A	307	70.4
	Ecole Kenwood Alternative K-8 School	C	A	372	59.4
	Ridgeview Middle School	C	A	527	57.7
	Columbus Bilingual Academy	C	A	62	>95.0
	A+ Arts Academy	C	A	260	85.8
	Columbus Arts & Technology Academy	C	A	376	68.8
	Westside Academy	C	A	36	>95.0
	Columbus Preparatory and Fitness Academy	C	A	96	81.2
	Noble Academy-Columbus	C	A	156	82.9
	Columbus Collegiate Academy	C	A	178	91.8
	KIPP: Journey Academy	C	A	320	>95.0
	Zenith Academy East	C	A	159	>95.0

Rank	Building Name	Performance Index Rating (Achievement)	Value-Added Rating (Progress)	Enrollment	% ED
	Columbus Collegiate Academy - West	C	A	58	>95.0
	International Acad Of Columbus	C	A	193	>95.0
29	Colerain Elementary School	C	B	219	55.7
	Columbus City Preparatory School for Girls	C	B	465	77
	Georgian Heights Alt Elementary School	C	B	473	62.8
32	Binns Elementary School	C	C	345	70.4
	Devonshire Alternative Elementary School	C	C	460	72.8
	Arts Impact Middle School (Aims)	C	C	505	81.2
	Maize Road Elementary School	C	C	293	78.8
	Maybury Elementary School	C	C	324	80.2
	Avalon Elementary School	C	C	589	69.8
	Performance Academy Eastland	C	C	175	82.7
	Graham Expeditionary Middle School	C	C	152	64.5
40	Patriot Preparatory Academy	C	D	338	53.8
41	Columbus Spanish Immersion K-8 School	C	F	404	76.2
	Dominion Middle School	C	F	523	59.1
	Oakstone Community School	C	F	45	6.7
	Ohio Connections Academy, Inc	C	F	109	48.4
	Buckeye on-line School for Success (BOSS)	C	F	28	60.6
	Ohio Virtual Academy	C	F	452	59.1
47	Columbus International High School	C	NR	403	79.2
	Northland High School	C	NR	930	75.3
	Whetstone High School	C	NR	888	56.3
	Briggs High School	C	NR	902	77.9
	Fort Hayes Arts and Academic HS	C	NR	670	67.8
	Beechcroft High School	C	NR	619	75.1
	Charles School at Ohio Dominican University	C	NR	303	71.1
54	Champion Middle School	D	A	255	>95.0
	East Columbus Elementary School	D	A	364	90.4
	Fairwood Alternative Elementary School	D	A	394	91.9
	Forest Park Elementary School	D	A	468	78.8
	Hamilton STEM Academy (K-6)	D	A	441	92.1
	Huy Elementary School	D	A	464	77.2
	Johnson Park Middle School	D	A	336	91.4
	Lincoln Park Elementary School	D	A	305	92.5
	Linden STEM Academy (K-6)	D	A	468	91.7
	Moler Elementary School	D	A	399	87

Rank	Building Name	Performance Index Rating (Achievement)	Value-Added Rating (Progress)	Enrollment	% ED
	North Linden Elementary School	D	A	375	84.8
	Ohio Avenue Elementary School	D	A	363	89.8
	Weinland Park Elementary School	D	A	342	93.9
	Woodcrest Elementary School	D	A	370	77.6
	COLUMBUS GLOBAL ACADEMY	D	A	607	90.1
	Summit Academy Columbus	D	A	39	88.1
	Columbus Humanities, Arts and Technology Academy	D	A	292	88.9
	Horizon Science Academy Columbus Middle School	D	A	402	>95.0
	Sullivant Avenue Community School	D	A	233	88.8
	Horizon Science Academy Elementary School	D	A	458	>95.0
	Columbus Bilingual Academy-North	D	A	131	>95.0
	Millennium Community School	D	A	523	>95.0
	Focus Learning Academy of Northern Columbus	D	A	159	>95.0
	Great Western Academy	D	A	504	88.7
78	Eastgate Elementary School	D	B	308	84.4
	Dana Avenue Elementary School	D	B	294	93.9
	Eakin Elementary School	D	B	291	>95.0
	Columbus Africentric Early College Elementary School	D	B	269	94.1
	Salem Elementary School	D	B	351	80.6
	Summit Academy Middle School - Columbus	D	B	24	82.7
	Zenith Academy	D	B	303	93.6
	Educational Academy at Linden	D	B	86	>95.0
	Midnimo Cross Cultural Community School	D	B	78	>95.0
	Columbus Performance Academy	D	B	154	93.8
88	Avondale Elementary School	D	C	312	91.7
	Cedarwood Alternative Elementary School @ Stockbridge ES	D	C	357	82.1
	Watkins Elementary School	D	C	391	89.8
	Easthaven Elementary School	D	C	410	92.2
	Highland Elementary School	D	C	339	92.9
	Lindbergh Elementary School	D	C	256	87.9
	Livingston Elementary School	D	C	461	92.8
	Cassady Alternative Elementary School	D	C	353	88.4
	Monroe Alternative Middle School	D	C	265	86.4
	Oakmont Elementary School	D	C	296	88.9

Rank	Building Name	Performance Index Rating (Achievement)	Value-Added Rating (Progress)	Enrollment	% ED
	Olde Orchard Alt Elementary School	D	C	499	71.3
	Parkmoor Elementary School	D	C	257	79.8
	South High School	D	C	722	86.6
	Southwood Elementary School	D	C	394	90.6
	Valley Forge Elementary School	D	C	309	81.9
	Valleyview Elementary School	D	C	337	66.8
	West Broad Elementary School	D	C	486	94.2
	Westgate Alternative Elementary School	D	C	371	65.8
	Westmoor Middle School	D	C	487	93.2
	Yorktown Middle School	D	C	396	87.1
	Liberty Elementary School	D	C	342	81.6
	Northland Preparatory and Fitness Academy	D	C	219	93.1
	Educational Academy for Boys & Girls	D	C	76	>95.0
	Premier Academy of Ohio	D	C	103	47.4
	South Scioto Academy	D	C	155	>95.0
	Cesar Chavez College Preparatory School	D	C	48	>95.0
	Providence Academy for Student Success	D	C	143	94.1
115	East Linden Elementary School	D	D	308	93.5
	Columbus City Preparatory School for Boys	D	D	269	81.8
	Oakland Park Alternative Elementary	D	D	320	70.9
	Parsons Elementary School	D	D	477	80.9
	Scottwood Elementary School	D	D	442	84.2
	Sherwood Middle School	D	D	437	89.2
	Siebert Elementary School	D	D	254	87
	Sullivant Elementary School	D	D	297	90.6
	Innis Elementary School	D	D	360	81.7
	Whitehall Preparatory and Fitness Academy	D	D	242	86.3
	Academy of Columbus	D	D	327	92.4
	Groveport Community School	D	D	465	79.3
	C.M. Grant Leadership Academy	D	D	139	>95.0
	Harrisburg Pike Community School	D	D	276	90
129	Buckeye Middle School	D	F	528	88.4
	Burroughs Elementary School	D	F	410	89.8
	Como Elementary School	D	F	368	88.6
	Duxberry Park Alternative Elementary School	D	F	279	83.5
	Fairmoor Elementary School	D	F	436	92.4
	Fifth Avenue International K-8 School	D	F	440	89.5

Rank	Building Name	Performance Index Rating (Achievement)	Value-Added Rating (Progress)	Enrollment	% ED
	Hilltonia Middle School	D	F	500	89.8
	Linden-Mckinley STEM Academy	D	F	732	92.5
	Medina Middle School	D	F	446	89
	Northtowne Elementary School	D	F	268	80.2
	Shady Lane Elementary School	D	F	381	90.3
	Starling Middle School	D	F	317	>95.0
	Stewart Alternative Elementary School @ BECK ES	D	F	283	80.2
	West Mound Elementary School	D	F	453	90.1
	Wedgewood Middle School	D	F	543	79
	Woodward Park Middle School	D	F	860	81
	Mifflin Alternative Middle School	D	F	422	91.7
	Columbus Africentric Early College	D	F	502	84.1
	FCI Academy	D	F	418	83.9
	Academy of New Media	D	F	77	88
	W. C. Cupe College Preparatory School	D	F	110	94.7
	Electronic Classroom Of Tomorrow	D	F	1,459	75.8
	Virtual Community School Of Ohio	D	F	142	75.5
	Alternative Education Academy (aka OHDELA) Digital	D	F	90	61.4
153	Alum Crest High School	D	NR	98	89.8
	Brookhaven High School	D	NR	492	86.2
	East High School	D	NR	474	89.5
	Marion-Franklin High School	D	NR	733	80.9
	Mifflin High School	D	NR	546	80
	Walnut Ridge High School	D	NR	677	83.9
	West High School	D	NR	822	88.9
	Independence High School	D	NR	669	81
	Summit Academy Transition High School-Columbus	D	NR	36	74.3
	Focus North High School	D	NR	164	85
	Young Scholars Prep	D	NR	30	93.5
	A+ Children's Academy	D	NR	46	75.6
	Graham School, The	D	NR	214	47.8
166	Broadleigh Elementary School	F	A	312	90.1
167	Imagine Integrity Academy	F	B	104	--
168	Beatty Park Elementary School	F	C	121	93.4
	Clearbrook Middle School	F	C	68	>95.0
	UBAH Math & Reading Academy	F	C	53	>95.0

Rank	Building Name	Performance Index Rating (Achievement)	Value-Added Rating (Progress)	Enrollment	% ED
	Crittenton Community School	F	C	45	93.6
172	Leawood Elementary School	F	D	295	88.5
173	Arlington Park Elementary School	F	F	226	84.1
	South Mifflin STEM Academy (K-6)	F	F	279	80.6
	Trevitt Elementary School	F	F	366	94.8
	Windsor STEM Acadmey (K-6)	F	F	374	88.5
	Brookwood Academy	F	F	89	75.6
178	Special Education Center	F	NR	273	33.3

* Thirteen "dropout recovery" charter schools have been excluded.

** Four schools received "NR" on both the PI or VAI rating indicators. They have been excluded.

*** High schools (grades 9-12) do not receive value-added ratings (marked "NR"). Only schools that have students in a grade level between 4 and 8 receive value-added ratings.

IX. Dayton Public Schools – District and Charter

1. INTRODUCTION

Since 1998, when its first charter school opened, numerous charter schools have called Dayton home. Each year, the Gem City ranks among top cities nationally with respect to the percentage of students who attend a charter. As of 2012-13, 32 percent of Dayton's public school students attended a charter. Charter schools in Dayton have evolved in the past decade-and-a-half. Some charters have since closed their doors and many more continue to struggle academically even today. Yet there are a couple charters that show signs of success. Dayton Early College High School (DECA), sponsored by Dayton Public Schools and with ties to the local community college, is one such school, and it is considered by many to be the city's top high school (rated B in achievement 2012-13).

Dayton Public Schools' (DPS) academic performance is weak. The district received a D grade in achievement (performance index) and an F in progress (value-added) on its 2012-13 report card. A June 2013 report by the National Council on Teacher Quality (and sponsored, in part, by Fordham) found that DPS suffers from weak staffing policies and practices. According to NCTQ, teacher hiring happens too late in the year, principals have little say over which teachers are assigned to their buildings, teachers are not dismissed for poor performance, pay is low relative to their peers in surrounding districts, and teacher absenteeism is a chronic problem.¹⁶

The teacher quality problems that plague DPS are but one symptom of the Dayton's struggling public school system. Dayton's charter schools have improved incrementally, but surely not at a quick enough pace. Despite a few bright spots among DPS' schools (Stivers School for the Arts, being one), district-wide achievement remains below the Big 8 average and far below the state average.

2. TRENDS

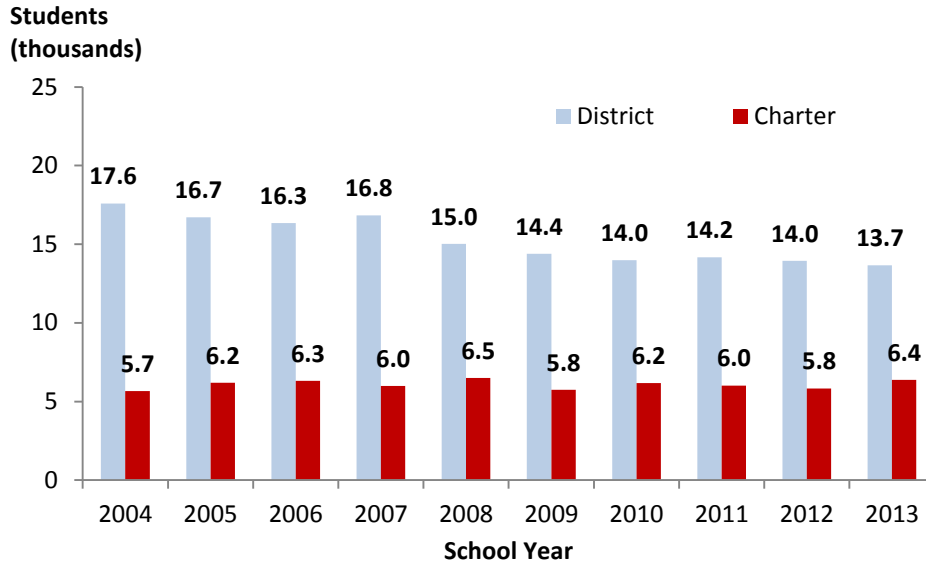
Enrollment

Dayton's charter school enrollment has stalled in the past decade. Enrollment in charter schools has ranged from 5,700 students (2003-04) to 6,500 students (2007-08), with 6,400 students enrolled in a charter school in 2012-13. Figure 9.1 displays the flat enrollment trend of Dayton's charter school sector. Meanwhile, on the district side, Dayton Public Schools (DPS) enrollment has declined: as of 2012-13, DPS enrollment is 22 percent off its decade high of 17,600 students in 2003-04.

¹⁶ National Council on Teacher Quality, *Improving Policies and Practices in the Dayton Public Schools*, June 2013: http://www.nctq.org/dmsView/Final_Dayton.

Figure 9.1. Growth in Dayton’s charter schools has stalled

K-12 public school enrollment, DPS and charter (e-school, physical, dropout recovery), 2003-04 to 2012-13

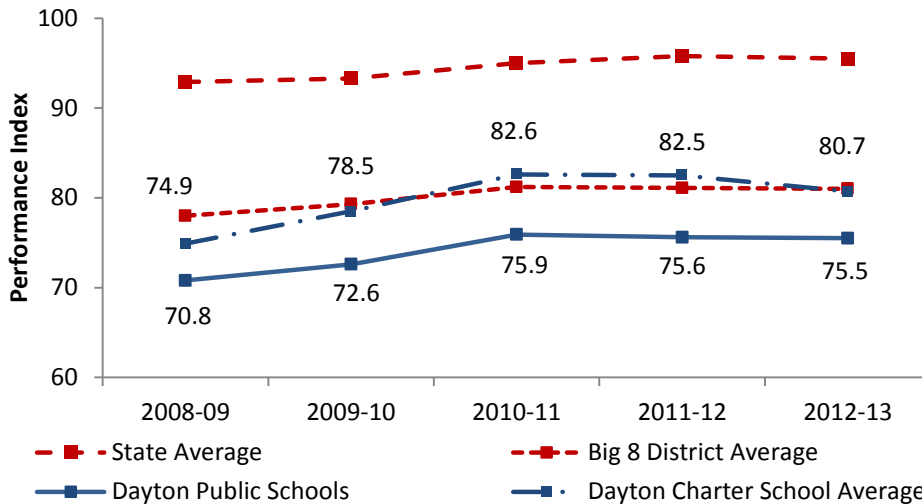


Academic Achievement

Dayton Public Schools’ (DPS) student achievement is below the Big 8 district average and it trails Dayton’s charter average achievement as well. As figure 9.2 shows, DPS’ performance index (PI) has ranged between 71 and 76 between 2008-09 and 2012-13, while charter schools’ PI scores have ranged between 75 and 83 during this same period of time.

Figure 9.2. Charter student achievement has been higher than district achievement

Performance index, DPS and charter, 2008-09 to 2012-13



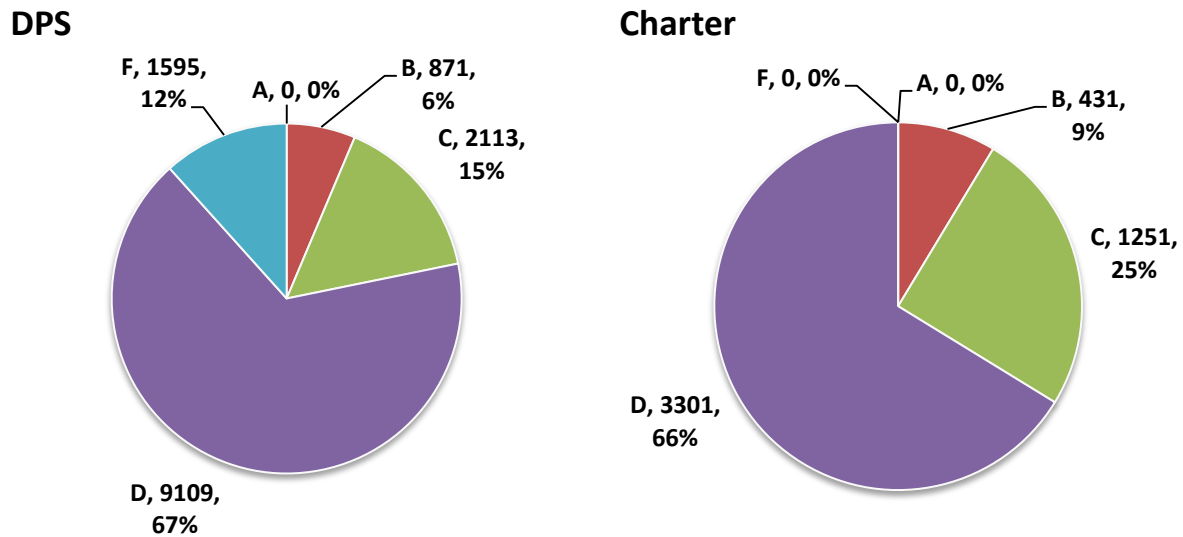
* Big 8 district average and Dayton charter school average are weighted by enrollment. Dropout recovery charters are not included in charter PI average. (Starting in 2012-13, they do not receive PI scores.) E-school charter PIs are included.

3. 2012-13 DATA

Achievement

Figure 9.3 indicates that Dayton's charters slightly outperformed DPS along the performance index rating dimension in 2012-13. DPS and charters had a virtually identical percentage of students attending a D-rated school (67 versus 66 percent respectively). However, among Dayton's charters, zero earned an F rating, while 12 percent of DPS students attended an F-rated school. In addition, 34 percent of charter students attended a B or C school, while only 21 percent of DPS students did so.

Figure 9.3. Nearly 80 percent of DPS and 66 percent of charter students attended D/F school
Student distribution, by performance index rating of school attended, 2012-13. Note: number and percentage of students are displayed next to the letter grade on the charts.



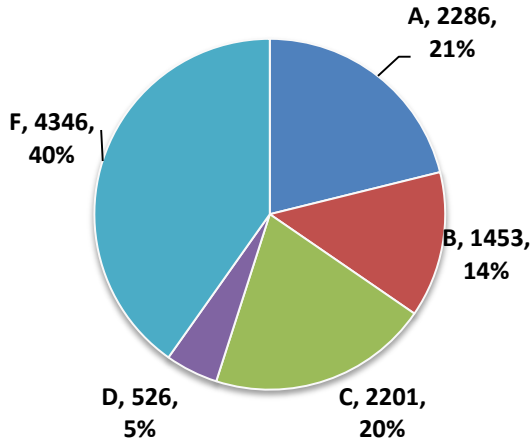
Progress

Figure 9.4 suggests that Dayton's charters and DPS performed similarly along the value-added (progress) dimension in 2012-13. A similar percentage of charter students (37 percent) attended an F-rated school compared to DPS students (40 percent). However, a slightly higher percentage of charter school students (29 percent) attended an A-rated charter, while 21 percent of DPS did so.

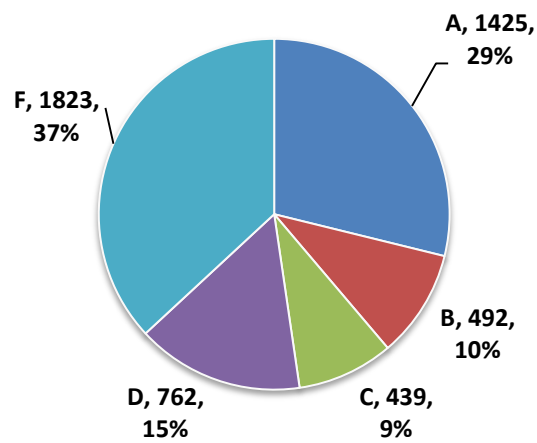
Figure 9.4. Similar distribution of students across the letter grades

Student distribution, by value-added rating of school attended, 2012-13. Note: number and percentage of students are displayed next to the letter grade on the charts.

DPS



Charter



Overall performance

Table 9.1 shows the distribution of Dayton’s public school buildings (district and charter) by their progress (value-added) and achievement (performance index) rating. Dayton has 0 high-performing schools (B or above in both indicators, shaded at top left), and it has 18 low-performing schools (D or below in both indicators, are shaded at bottom right). The table excludes statewide e-school charter schools and schools in which value-added ratings were not required—typically, high schools with only grades 9-12.

Table 9.1. Zero high-performing and 18 low-performing schools

Public schools (district and charter), by achievement and progress rating, 2012-13

		Progress				
		A	B	C	D	F
Achievement	A	0	0	0	0	0
	B	0	0	0	1	1
	C	4	0	0	0	3
	D	5	5	5	4	12
	F	0	0	2	0	2

4. RANKINGS

Table 9.2 ranks Dayton’s public school buildings, ranked first by performance index (PI) rating; then, within the schools that have the same PI letter grade, schools are ranked by value-added rating (schools that received “NR” or “not required” ratings are sorted last). Charter schools are identified by gray shading and statewide e-schools are identified by red shading. Charter school enrollment includes just students whose district of residence is DPS. The percent economically disadvantaged (ED) for charter schools, however, is reported as the percentage of ED students for the entire school, as are the academic performance letter grades.

Table 9.2. Public school ranking, by performance index then by value-added rating, 2012-13. **Note:** District schools are not shaded; charter schools shaded in gray; statewide e-schools shaded in red.

Rank	Building Name	PI Rating (Achievement)	Value-Added Rating (Progress)	Enrollment	% ED
1	Dayton Early College Academy, Inc	B	D	431	77.4
2	Stivers School For The Arts	B	F	871	55.6
3	Charity Adams Earley Girls Academy	C	A	401	>95.0
	Horace Mann PreK-8 School	C	A	469	>95.0
	Valerie PreK-8 School	C	A	495	>95.0
	Emerson Academy	C	A	618	92.6
7	Pathway School of Discovery	C	F	312	71
	DECA Prep	C	F	234	74.6
	Ohio Connections Academy, Inc	C	F	45	48.4
10	David H. Ponitz Career Technology Center	C	NR	748	81
	Summit Academy Transition High School Dayton	C	NR	42	40.3
12	Kemp PreK-8 School	D	A	420	>95.0
	World of Wonder PreK-8 School	D	A	501	>95.0
	Klepinger Community School	D	A	366	>95.0
	Horizon Science Academy Dayton Downtown	D	A	206	>95.0
	Dayton Leadership Academies-Dayton Liberty Campus	D	A	235	>95.0
17	Cleveland PreK-8 School	D	B	461	>95.0
	Ruskin PreK-8 School	D	B	488	>95.0
	Wright Brothers PreK-8 School	D	B	504	>95.0
	Horizon Science Academy-Dayton	D	B	134	>95.0
	North Dayton School Of Science & Discovery	D	B	358	>95.0
22	Belmont High School	D	C	784	90.2

Rank	Building Name	PI Rating (Achievement)	Value-Added Rating (Progress)	Enrollment	% ED
	Rosa Parks PreK-8 School	D	C	354	>95.0
	Kiser PreK-8 School	D	C	475	>95.0
	Horizon Science Academy Dayton High School	D	C	326	>95.0
	Imagine Woodbury Academy	D	C	113	>95.0
27	Meadowdale PreK-8 School	D	D	526	>95.0
	Miami Valley Academies	D	D	60	87.7
	City Day Community School	D	D	127	>95.0
	Trotwood Fitness & Prep Acad	D	D	144	92.3
31	Belle Haven PreK-8 School	D	F	444	>95.0
	Dayton Boys Preparatory Academy	D	F	340	>95.0
	Eastmont Park PreK-8 School	D	F	475	>95.0
	Edison PreK-8 School	D	F	509	>95.0
	River's Edge Montessori PreK-6 School	D	F	516	>95.0
	Edwin Joel Brown PreK-8 School	D	F	398	>95.0
	Dayton Leadership Academies-Dayton View Campus	D	F	353	>95.0
	Richard Allen Academy	D	F	74	>95.0
	Richard Allen Academy II	D	F	343	>95.0
	Electronic Classroom Of Tomorrow	D	F	411	75.8
	Virtual Community School Of Ohio	D	F	27	75.5
	Alternative Education Academy (aka OHDELA) Digital	D	F	24	61.4
43	Louise Troy PreK-3 School	D	NR	284	>95.0
	Thurgood Marshall High School	D	NR	598	86.5
	Dunbar High School	D	NR	461	91.5
	Meadowdale High School	D	NR	571	91.6
47	Fairview PreK-8 School	F	C	460	>95.0
	Gardendale Academy	F	C	128	>95.0
49	Westwood PreK-8 School	F	F	426	>95.0
	Wogaman 4-8 School	F	F	367	>95.0
51	Longfellow Alternative School	F	NR	214	>95.0

* Nine "dropout recovery" charter schools have been excluded.

** One school received "NR" ratings ("Not Required") for both PI and VAI. This school has been excluded.

*** High schools (grades 9-12) do not receive value-added ratings (marked "NR"). Only schools that have students in a grade level between 4 and 8 receive value-added ratings.

X. Toledo Public Schools – District and Charter

1. INTRODUCTION

Toledo Public Schools' (TPS) new superintendent is "the most feared walk-on in UT history." In April 2013, the Toledo Board of Education promoted 37-year-old Romules Durant to serve as the district's superintendent, though on an interim basis. Durant, a former University of Toledo (UT) football player (a "walk-on") and Toledo native, has shot through the TPS ranks, going from teacher to assistant principal to principal to district administrator. Along the way, Durant earned his master's and doctorate degrees from UT.¹⁷

New and invigorating leadership for Toledo's public schools is sorely needed in a city that, like all of Ohio's eight urban areas, could use a few more high-quality schooling options. TPS earned a rating of F in value-added (progress) and D in performance index (achievement) in 2012-13. Toledo's charter schools perform similarly, on average, to TPS, though there are a few bright spots. Toledo School for the Arts, a grade 6-12 school that enrolls 400 students, is one of Ohio's consistently higher performing schools (receiving a B rating in achievement, though a D in progress). According to *The Toledo Blade*, the school will grow this fall, by leasing an additional 5,000 square feet of space.¹⁸ With new leadership at the helm of TPS, and at least one good charter school set to expand, one can't help but hope for better days ahead in Toledo.

2. TRENDS

Enrollment

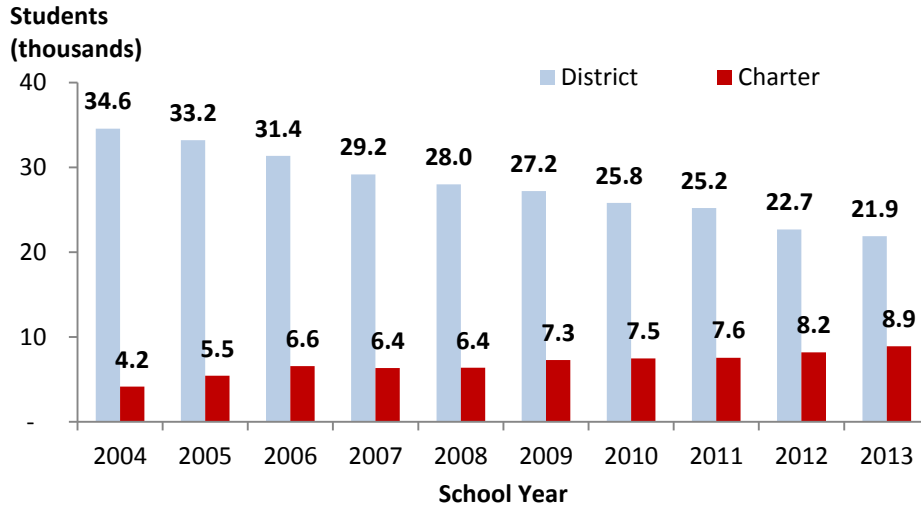
Toledo's charter school sector has grown considerably over the past decade, doubling in size. In 2003-04, charters enrolled 4,200 students and in 2012-13, charters enrolled 8,900 students. Meanwhile, Toledo Public Schools (TPS), like Ohio's other major urban districts, has lost students. From 2003-04 to 2012-13, TPS lost 12,700 students, representing a 35 percent decline (figure 10.1). TPS' sharp enrollment decline is comparable to the declines in the Cleveland Metropolitan and Youngstown City school districts.

¹⁷ Ryan Autullo, "Durant's Rise No Surprise to Friends," *The Toledo Blade*, April 22, 2013: <http://www.toledoblade.com/HighSchool/2013/04/21/Durant-s-rise-no-surprise-to-friends.html>

¹⁸ Nolan Rosenkrans, "School Tops State Chart for the Arts," *The Toledo Blade*, August 15, 2013: <http://www.toledoblade.com/Education/2013/08/15/School-topsstate-charts-for-the-arts.html>

Figure 10.1. Charter school enrollment has doubled in past decade

K-12 public school enrollment, TPS and charter (e-school, physical, dropout recovery), 2003-04 to 2012-13

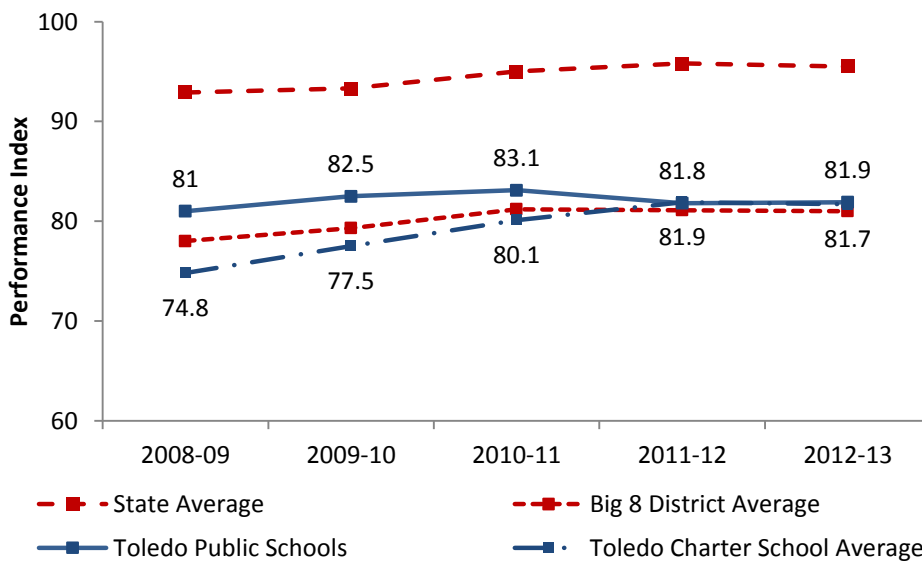


Academic Achievement

Toledo Public Schools’ (TPS) achievement is on par with the Big 8 district average, and for the past two years, its students’ achievement has been similar to charter students. TPS’s performance index (PI) has remained flat, ranging between 81 and 83 between 2008-09 and 2012-13, while charter schools’ average PI score has improved and has caught up to the district. As figure 10.2 shows, in 2008-09, charter schools underperformed relative to TPS (75 PI to 81 PI), but since 2011-12, Toledo’s charters have achieved parity with the district (82 PI).

Figure 10.2. Charter school achievement has improved; TPS achievement has remained flat

Performance index, TPS and charter, 2008-09 to 2012-13



* Big 8 district average and Toledo charter school average are weighted by enrollment. Dropout recovery charter schools are not included in charter school average. (Starting in 2012-13, they do not receive PI scores.) E-school charters are included.

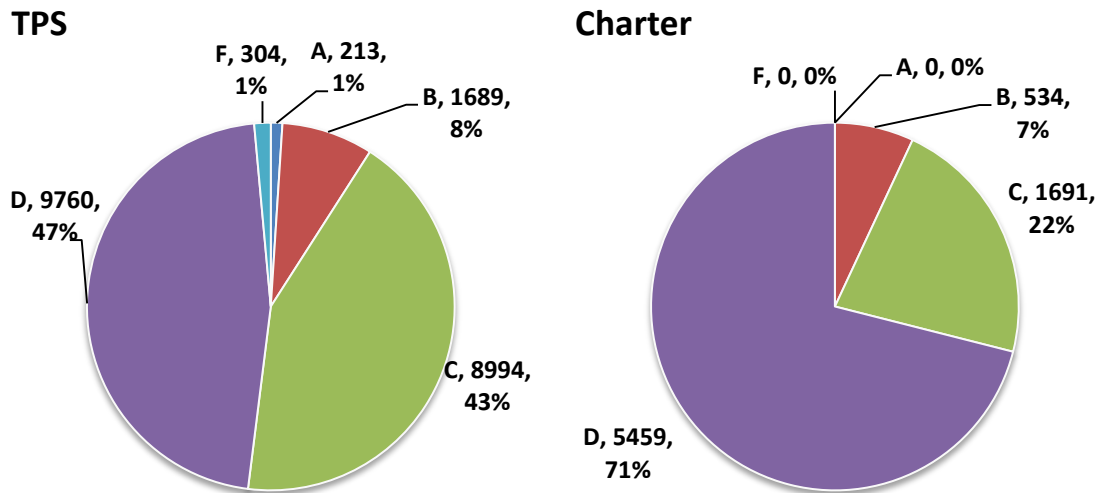
3. 2012-13 DATA

Achievement

Figure 10.3 indicates that TPS outperformed Toledo's charter schools with respect to achievement (performance index) results in 2012-13. A smaller percentage of TPS students attend a school rated a D (47 percent) than charter students (71 percent).

Figure 10.3. Most Toledo students attended D-rated school

Student distribution, by performance index rating of school attended, 2012-13. Note: number and percentage of students are displayed next to the letter grade on the charts.



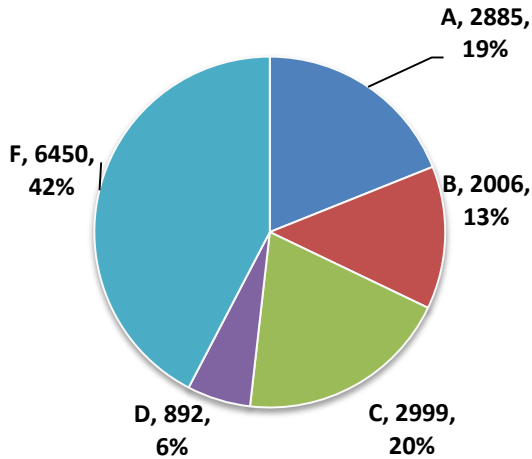
Progress

While TPS outperformed Toledo's charters on achievement, figure 10.4 indicates that Toledo's charter schools outperformed TPS with respect to the value-added (progress) rating. A smaller percentage of charter students attended an F-rated school (24 percent) than TPS (42 percent), and a higher percentage of charter students enrolled in an A-rated school (32 percent) than TPS students (19 percent).

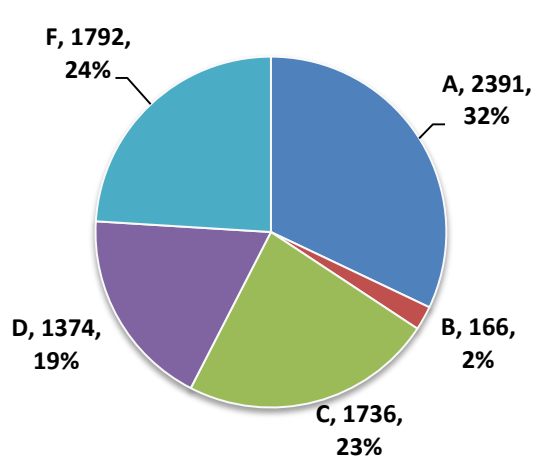
Figure 10.4. Higher percentage of district students in F-rated schools than charter

Student distribution, by value-added rating of school attended, 2012-13. **Note:** number and percentage of students are displayed next to the letter grade on the charts.

TPS



Charter



Overall performance

Table 10.1 shows the distribution of Toledo’s public school buildings (district and charter) by their progress (value-added) and achievement (performance index) rating. Toledo has 3 high-performing schools (B or above in both indicators, shaded in top left), and it has 20 low-performing schools (D or below in both indicators, shaded in bottom right). The table excludes statewide e-school charter schools and schools in which value-added ratings were not required—typically, high schools with only grades 9-12.

Table 10.1. 3 high-performing and 20 low-performing schools

Public schools (district and charter), by achievement and progress rating, 2012-13

		Progress				
		A	B	C	D	F
Achievement	A	0	0	0	0	0
	B	3	0	1	1	0
	C	1	3	5	1	10
	D	12	3	9	4	15
	F	0	0	0	0	1

4. RANKINGS

Table 10.2 ranks Toledo’s public school buildings, ranked first by performance index (PI) rating; then, within the schools that have the same PI letter grade, schools are ranked by value-added rating (schools with “NR” or “not required” ratings are sorted last). Charter schools are identified by gray shading and statewide e-schools are identified by red shading. Charter school enrollment includes just students whose district of residence is TPS. The percent economically disadvantaged (ED) for charter schools, however, is reported as the percentage of ED students for the entire school, as are the academic performance letter grades.

Table 10.2. Public school ranking, by performance index then by value-added rating, 2012-13. **Note:** District schools are not shaded; charter schools shaded in gray; statewide e-schools shaded in red.

Rank	Building Name	PI Rating (Achievement)	Value-Added Rating (Progress)	Enrollment	% ED
1	Toledo Early College High School	A	NR	213	44.1
2	Elmhurst Elementary School	B	A	481	39.5
	Grove Patterson Academy Elementary School	B	A	386	46.6
	Toledo Preparatory and Fitness Academy	B	A	142	85.1
5	Beverly Elementary School	B	C	649	39.4
6	Toledo School For The Arts	B	D	392	35.2
7	Toledo Technology Academy High School	B	NR	173	52.6
8	Horizon Science Academy-Springfield	C	A	403	>95.0
9	Burroughs Elementary School	C	B	406	81.8
	Longfellow Elementary School	C	B	599	75
	Old West End Academy Elementary School	C	B	287	83.6
12	Byrnedale Elementary School	C	C	426	67.6
	Edgewater Elementary School	C	C	182	75.8
	Hawkins Elementary School	C	C	385	64.7
	Martin Luther King Academy for Boys Elementary School	C	C	222	>95.0
	Wildwood Environmental Academy	C	C	247	60.9
17	Whittier Elementary School	C	D	573	79.1
18	Ella P. Stewart Academy for Girls	C	F	233	>95.0
	Birmingham Elementary School	C	F	376	92.6
	Harvard Elementary School	C	F	417	63.1
	Larchmont Elementary School	C	F	496	66.1
	Navarre Elementary School	C	F	506	94.7
	Ottawa River Elementary School	C	F	467	57
	Bennett Venture Academy	C	F	611	94.3
	Ohio Connections Academy, Inc	C	F	46	48.4

Rank	Building Name	PI Rating (Achievement)	Value-Added Rating (Progress)	Enrollment	% ED
	Buckeye on-line School for Success (BOSS)	C	F	23	60.6
	Ohio Virtual Academy	C	F	361	59.1
28	Bowsher High School	C	NR	1201	58.6
	Start High School	C	NR	1355	59.4
	Waite High School	C	NR	863	83.7
31	McTigue Elementary School	D	A	434	85.5
	Pickett Elementary School	D	A	238	>95.0
	Reynolds Elementary School	D	A	331	93.7
	Riverside Elementary School	D	A	403	>95.0
	Robinson Elementary School	D	A	290	>95.0
	Walbridge Elementary School	D	A	322	>95.0
	Winterfield Venture Academy	D	A	490	93.4
	Imani Learning Academy	D	A	122	>95.0
	Star Academy of Toledo	D	A	188	34.8
	Madison Avenue School of Arts	D	A	587	>95.0
	Horizon Science Academy Toledo Downtown	D	A	298	>95.0
	Aurora Academy	D	A	161	91.8
43	Glendale-Feilbach Elementary School	D	B	398	73.4
	Old Orchard Elementary School	D	B	316	85.1
	Great Expectations Elementary Academy	D	B	166	>95.0
46	Chase STEM Academy	D	C	250	>95.0
	Rosa Parks Elementary School	D	C	239	>95.0
	Leverette Elementary School	D	C	364	>95.0
	Keyser Elementary School	D	C	282	91.8
	Summit Academy Secondary School - Toledo	D	C	147	>95.0
	Maritime Academy of Toledo, The	D	C	202	82.8
	Central Academy of Ohio	D	C	115	88.4
	Clay Avenue Community School	D	C	509	>95.0
	Eagle Academy	D	C	516	87
55	Marshall Elementary School	D	D	319	>95.0
	Horizon Science Academy Toledo	D	D	484	>95.0
	Northpointe Academy	D	D	296	>95.0
	L. Hollingworth School for Talented and Gifted	D	D	202	65.3
59	Arlington Elementary School	D	F	439	79
	DeVeaux Elementary School	D	F	365	72.6
	Garfield Elementary School	D	F	379	90.8

Rank	Building Name	PI Rating (Achievement)	Value-Added Rating (Progress)	Enrollment	% ED
	Glenwood Elementary School	D	F	222	>95.0
	McKinley Elementary School	D	F	300	89.7
	Oakdale Elementary School	D	F	417	84.7
	Raymer Elementary School	D	F	532	91.2
	Sherman Elementary School	D	F	302	>95.0
	Spring Elementary School	D	F	276	>95.0
	East Broadway Elementary School	D	F	419	>95.0
	Summit Academy Community School-Toledo	D	F	119	65.1
	Knight Academy	D	F	157	80
	Lake Erie Academy	D	F	259	75.4
	Electronic Classroom Of Tomorrow	D	F	170	75.8
	Alternative Education Academy (aka OHDELA) Digital	D	F	46	61.4
74	Jesup W. Scott High School	D	NR	544	87.3
	Rogers High School	D	NR	760	68.7
	Woodward High School	D	NR	619	86.6
	Autism Model School	D	NR	71	56.7
	The Autism Academy Of Learning	D	NR	44	71.7
	Imagine Hill Avenue	D	NR	110	91.3
80	Samuel M. Jones at Gunckel Park Elementary School	F	F	304	>95.0

* Seven "dropout recovery" charter schools have been excluded.

** Four schools received "NR" ratings ("Not Required") for both PI and VAI. These schools have been excluded.

*** High schools (grades 9-12) do not receive value-added ratings (marked "NR"). Only schools that have students in a grade level between 4 and 8 receive value-added ratings.

XI. Youngstown Public Schools – District and Charter

1. INTRODUCTION

“Progress is measured by the bulldozer’s pace in Youngstown.” Such was the opening line in a January 2013 exposé by *The Atlantic*, which documents the challenges Youngstown faces today.¹⁹ According to the article, Youngstown, once an industrial powerhouse, is now an urban prairie, full of vacant homes and storefronts. Youngstown’s public school system has felt the effects of the city’s decline: Youngstown City School District’s (YCSD) enrollment has declined sharply in the past ten years, as families have left. For the students who remain, many have chosen to attend one of the city’s charter schools.

Since 2010, YCSD is one of two Ohio school districts subject to a state-controlled “Academic Distress Commission” as a result of low academic performance. To improve YCSD’s performance, the district is implementing an “Academic Recovery Plan” under the direction of the Distress Commission. The plan, approved by the Ohio state superintendent in April 2013, calls for greater use of credit flexibility, blended learning, and intra-district choice, as well as developing stronger partnerships with community organizations.²⁰ Achievement has improved incrementally across both charter and district schools in the past five years, but school ratings remained low in 2012-13. YCSD, for example, received a grade of D in performance index (achievement) and an F in value-added (progress).

2. TRENDS

Enrollment

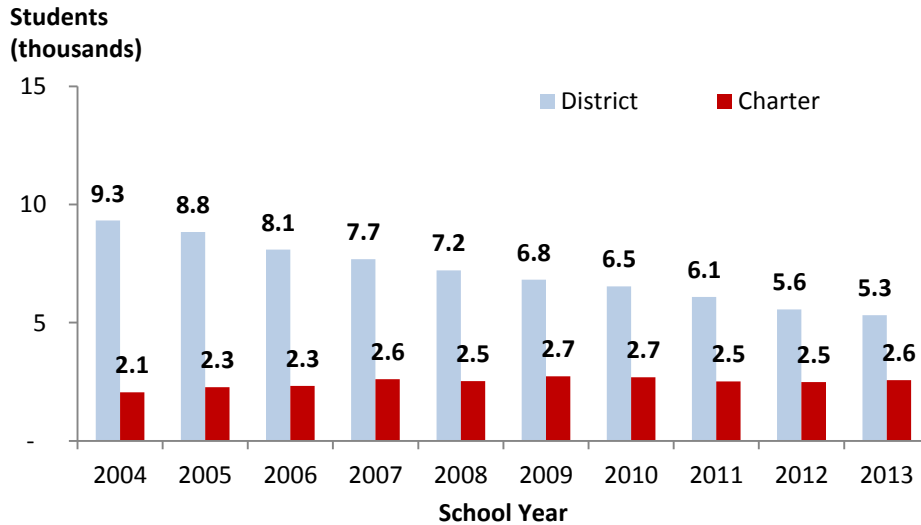
Youngstown’s overall public school (district and charter) enrollment has declined significantly in the past decade. Once serving 11,400 students, the public school system now serves only 8,200 students—a 28 percent drop. Youngstown City School District (YCSD) has borne the brunt of the enrollment decline, as its enrollment has fallen by 43 percent, from 9,300 students in 2003-04 to 5,300 in 2012-13. It is presently the smallest of the Big 8 districts. Charter school enrollment in Youngstown has remained steady, around 2,500 students for the better part of the decade (figure 11.1).

¹⁹ Daniel Denvir, “Defending Youngstown: One City’s Struggle to Shrink and Flourish,” *The Atlantic*, January 31, 2013: <http://www.theatlanticcities.com/neighborhoods/2013/01/defending-youngstown-one-citys-struggle-shrink-and-flourish/4485/>.

²⁰ Ohio Department of Education, “Academic Recovery Plan Update,” April 19, 2013: <http://education.ohio.gov/Topics/School-Improvement/Academic-Distress-Commission/Youngstown-City-Schools-Academic-Recovery-Plan>

Figure 11.1. Large district enrollment declines; charter enrollment flat

K-12 public school enrollment, YCSD and charter (e-school, physical, dropout recovery), 2003-04 to 2012-13

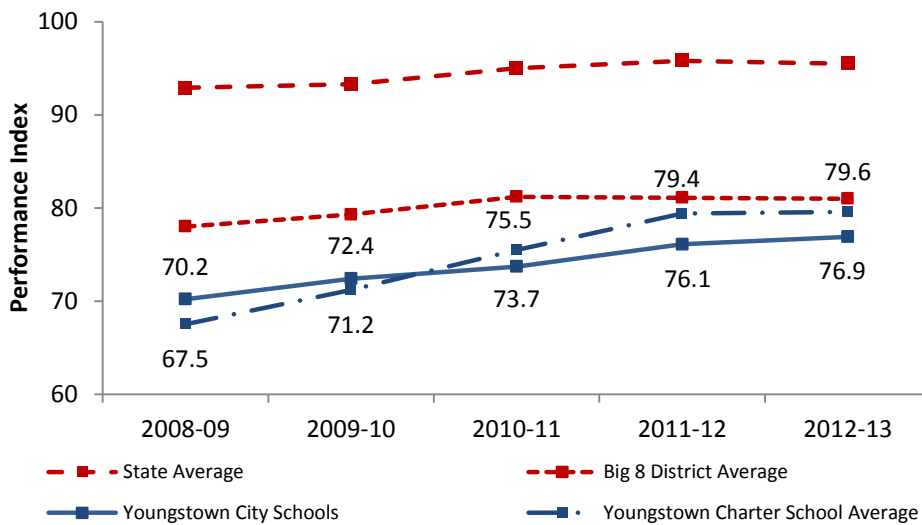


Academic Achievement

In each of the past five years, Youngstown’s charter and district performance index scores have both fallen beneath the Big 8 district average. As figure 11.2 shows, YCSD’s performance index (PI) has ranged between 70 and 77 between 2008-09 and 2012-13. Once trailing the district’s achievement level, charter school achievement is now slightly above the district (80 PI versus 77 PI in 2012-13). On a positive note, both the charter and district’s PI scores have improved in the past five years.

Figure 11.2. District and charter achievement low but improving

Performance index, YCSD and charter, 2008-09 to 2012-13



* Big 8 district average and Youngstown charter school average are weighted by enrollment. Dropout recovery charters are not included in the charter PI. (Starting in 2012-13, dropout recovery charters do not receive PI scores.) E-school PIs are included.

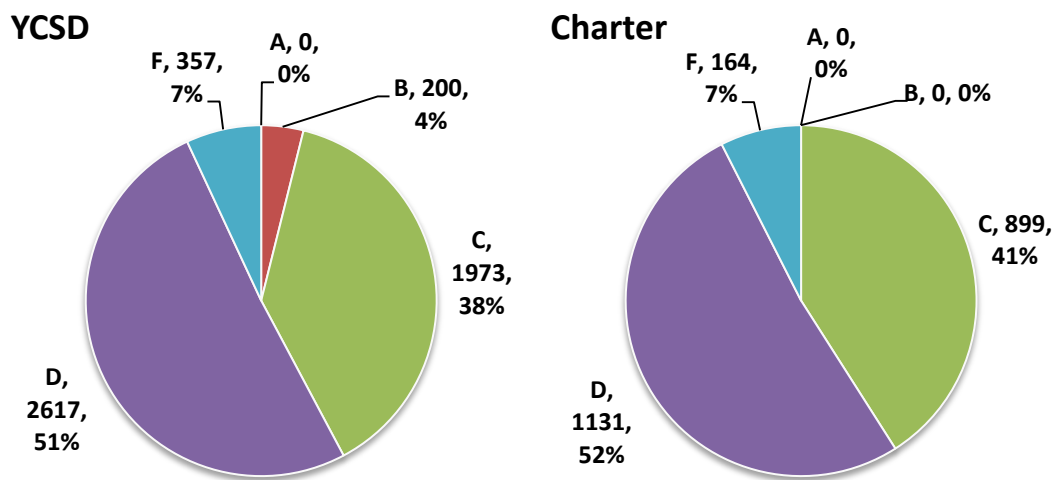
3. 2012-13 DATA

Achievement

Figure 11.3 displays the nearly identical achievement (performance index) results of YCSD and Youngstown's charter schools in 2012-13. Of YCSD's students, 51 percent of them attended a D-rated school, while 52 percent of charter students attended a D-rated school. A similar percentage of YCSD students attended a C-rated school (38 percent) compared to charter students (41 percent).

Figure 11.3. Just over half of district and charter students in D-rated school

Student distribution, by performance index rating of school attended, 2012-13. Note: number and percentage of students are displayed next to the letter grade on the charts.



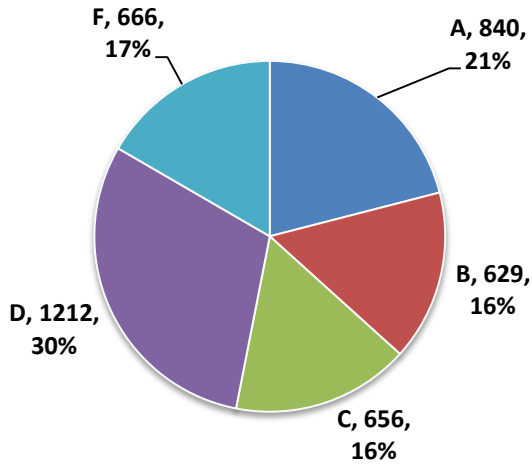
Progress

Figure 11.4 indicates that the value-added performance of YCSD and charter schools was very similar as well. Of YCSD students, 17 percent attended an F-rated school and 14 percent of charter students did so. A lower percentage of YCSD students (21 percent) attended an A-rated school than charter students (37 percent). However, YCSD had a much higher percentage of its students (16 percent) attending a B-rated school compared to charters (0 percent).

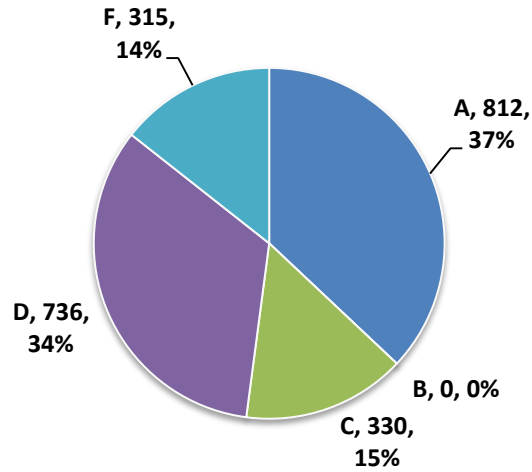
Figure 11.4. Charter and district students similarly distributed across ratings

Student distribution, by value-added rating of school attended, 2012-13. **Note:** number and percentage of students are displayed next to the letter grade on the charts.

YCS D



Charter



Overall performance

Table 11.1 shows the distribution of Youngstown’s public schools (district and charter) by their progress (value-added) and achievement (performance index) rating. Youngstown has zero high-performing schools (B or above on both indicators, shaded in top left), and it has 10 low-performing schools (D or below on both indicators, shaded in top right). The table excludes statewide e-school charter schools and schools in which value-added ratings were not required—typically, high schools with only grades 9-12.

Table 11.1. Zero high-performing and 10 low-performing schools

Public schools (district and charter), by achievement and progress rating, 2012-13

		Progress				
		A	B	C	D	F
Achievement	A	0	0	0	0	0
	B	0	0	0	0	0
	C	3	1	1	3	3
	D	1	1	3	2	4
	F	0	0	0	2	2

4. RANKINGS

Table 11.2 ranks Youngstown’s public school buildings, ranked first by performance index (PI) rating; then, within the schools that have the same PI letter grade, schools are ranked by value-added rating (schools with “NR” or “not required” ratings are sorted last). Charter schools are

identified by gray shading and statewide e-schools are identified by red shading. Charter school enrollment includes just students whose district of residence is YCSD. The percent economically disadvantaged (ED) for charter schools, however, is reported as the percentage of ED students for the entire school, as are the academic performance letter grades.

Table 11.2. Public school ranking, by performance index then by value-added rating, 2012-13. **Note:** District schools are not shaded; charter schools shaded in gray; statewide e-schools shaded in red.

Rank	Building Name	PI Rating (Achievement)	Value-Added Rating (Progress)	Enrollment	% ED
1	Youngstown Early College	B	NR	200	>95.0
2	Taft Elementary School	C	A	337	>95.0
	William Holmes McGuffey Elementary School	C	A	503	>95.0
	Stambaugh Charter Academy	C	A	440	>95.0
5	Paul C Bunn Elementary School	C	B	302	>95.0
6	Kirkmere Elementary School	C	C	282	>95.0
7	Chaney Campus VPA & STEM	C	D	389	>95.0
	Rayen Early College	C	D	160	>95.0
	Youngstown Community School	C	D	321	95
10	Ohio Connections Academy, Inc	C	F	24	48.4
	Buckeye on-line School for Success (BOSS)	C	F	21	60.6
	Ohio Virtual Academy	C	F	93	59.1
13	Horizon Science Academy Youngstown	D	A	372	>95.0
14	M L King Elementary School	D	B	327	>95.0
15	Williamson Elementary School	D	C	374	>95.0
	Summit Academy-Youngstown	D	C	133	49.1
	Youngstown Academy of Excellence	D	C	197	>95.0
18	Harding Elementary School	D	D	422	>95.0
	Southside Academy	D	D	286	>95.0
20	Wilson Middle School	D	F	297	>95.0
	Volney Rogers Middle School	D	F	253	>95.0
	Electronic Classroom Of Tomorrow	D	F	106	75.8
	Alternative Education Academy (aka OHDELA) Digital	D	F	36	61.4
24	East High School	D	NR	944	>95.0
25	P. Ross Berry 8th Grade Academy	F	D	241	>95.0
	Summit Academy Secondary - Youngstown	F	D	129	94.3
27	University Project Learning Center	F	F	116	>95.0
	Mollie Kessler	F	F	35	73.4

* Four "dropout recovery" charter schools have been excluded.

** One school received "NR" ratings ("Not Required") for both PI and VAI. This school has been excluded.

*** High schools (grades 9-12) do not receive value-added ratings (marked "NR"). Only schools that have students in a grade level between 4 and 8 receive value-added ratings.