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ESTABLISHING A BASELINE: Ohio's Education System As It Enters a New Era





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FOREWORD

By Aaron Churchill and Chad L. Aldis

Over the past few years, states across the nation have undertaken big changes in public education—a system reboot, if you will. Policymakers have raised academic standards, toughened up exams, and demanded stronger results from schools. Like other states, Ohio has also put into place a standards and accountability framework with the clear goal of readying every student for college or career when she graduates high school.

It's no secret that a flood of controversy has accompanied these changes. The Common Core, a set of college-and-career-ready standards in math and English language arts, has been the subject of great debate. Yet the Common Core remains in place in Ohio and at least forty other states. States have also adopted next-generation assessments aligned to these standards, though the rollout of the new exams has been rocky. As a result of these transitions, Ohio policymakers have temporarily softened accountability and slowed the implementation of new school report cards.

Given the difficulty of these changes, one may ask why we conducted an overhaul in the first place. Why must states, including Ohio, see through the full and faithful implementation of educational change?

Some of the answer rests in the pages of this report. The statistics presented here bear out the stark reality that too many Ohio students have not been fully prepared for their next step after high school—whether college or career. Consider the following facts about Ohio students:

- Just two in five middle-school students pass national reading and math exams (which use a more stringent definition of “proficiency,” compared to Ohio’s historically soft definition).
- Only 15 percent of students leave high school having earned a passing score in at least one AP exam.
- Roughly one-third of students who take the ACT exam reach the college-ready benchmarks in all four content areas.
- Approximately 40 percent of college-goers require some form of remediation in English or math before taking university-level courses.

The achievement statistics for historically disadvantaged students are even bleaker. For example, while 43 percent of white students are proficient on national eighth-grade reading exams, one can say the same of just 16 percent of African-American pupils. State exams reveal similar achievement gaps between different groups of students, whether by family income, race or ethnicity, or disability.

The data in this report mark a starting point by which Ohio leaders can track our state’s progress going forward. Are more students hitting rigorous academic benchmarks as they proceed from Kindergarten to graduation? Are more students truly prepared for college or career when they leave high school? Only time will tell, of course, but the standards and accountability framework that has been implemented gives us confidence that strong educational gains will be made in the years to come.

Acknowledgments

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EXECUTIVE SUMMARY

Multiyear data trends across dozens of indicators provide a panoramic view of Ohio’s education landscape, allowing for comparisons of Ohio’s progress to the national average, neighboring states, or leading states. The key takeaways from research of Ohio’s student enrollment and achievement data include:

- Overall student enrollment in Ohio has declined, specifically in traditional public and chartered nonpublic schools. The number of students attending public charter schools (brick-and-mortar and virtual) has increased steadily.
- Hard-to-serve student subgroups, such as economically disadvantaged students and students with limited English proficiency, are growing in both absolute numbers and as shares of the total student population.
- Overall student performance in Ohio has been improving at a slow but steady pace. Though the state continues to outperform the average on the National Assessment of Educational Progress (NAEP) exam, proficiency levels are much lower on this test than on state assessments, suggesting a “rigor gap” between NAEP and Ohio’s performance standards.
- Ohio’s NAEP results lag significantly behind states where NAEP results are on par with top-performing nations, such as Massachusetts.

The data trends presented throughout the report show how Ohio has fared in the past decade. To understand where Ohio is headed in the next decade, we review a few key policies in this report. They include the following issues:

- Ohio remains committed to ensuring that students have access to high-quality school options. The state continues to strengthen its charter school program and expand the EdChoice scholarship program.
- Ohio committed to adopting the Common Core in 2010.
- The shift to new academic standards and assessments has led to the adoption of a “safe-harbor” provision to protect schools, districts, and teachers from sanctions.
- Ohio’s A–F accountability system includes measures of student achievement and progress to help identify struggling schools and student groups.
- In the early grades, Ohio is working to improve standards and ensure that all children are proficient readers. The state has increased its investment in K–3 literacy programs to support the Third Grade Reading Guarantee.



DATA & POLICY, Section 1

OHIO'S STUDENTS

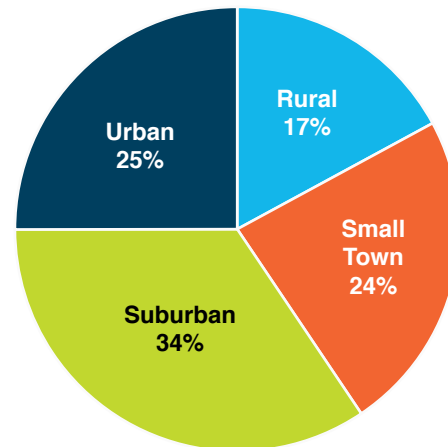
According to the 2010 United States Census, Ohio has about 2.3 million school-aged children (ages 5 to 19). The large majority of these students attend a public school. But who are Ohio's students? What are their demographic characteristics? And what are the policy issues related to certain groups of students? This section looks at some of the key characteristics of Ohio students, yielding the following takeaways:

- The student population in Ohio is becoming less white and more racially diverse.
- Nearly one-quarter of Ohio children come from very low-income families—at or below the federal poverty level, equivalent to an annual income of \$24,000 for a family of four.
- Nearly one-half of Ohio students are “economically disadvantaged”—at or below 1.85 times the federal poverty level, equivalent to an annual income of \$44,000 for a family of four.
- In 2013–14, 14 percent of Ohio students were students with a disability, 15 percent were gifted, and 3 percent were students of limited English proficiency.

Geographic Characteristics

Students in Ohio come from all types of communities. Some live in remote areas of the state, while many more reside in suburban or population-dense urban neighborhoods. Students from suburban communities make up the largest percentage of the overall student population (roughly 34 percent), while another one-fourth of students come from small town and urban areas. Seventeen percent of Ohio students come from rural areas.

FIGURE 1.1: Geographic Distribution of Ohio Students (attending traditional districts), 2011-12



Source: Ohio Department of Education, *Typology of Ohio School Districts* (revised 2013)

Demographic Characteristics

Race and Ethnicity

The racial composition of students in Ohio is changing, becoming less white and more racially diverse. In 2005-06, the student population was 77 percent white, while in 2013-14, it fell to 73 percent. Hispanic students are the fastest growing racial group, increasing from 2 percent of students in 2005-06 to 5 percent in 2013-14. Black students, as a fraction of the population, have decreased slightly over this period, while multiracial and Asian/Pacific Islander students have slightly increased.

FIGURE 1.2: Racial Distribution of Ohio Students Attending Public Schools, 2005-06 (left) and 2013-14 (right)

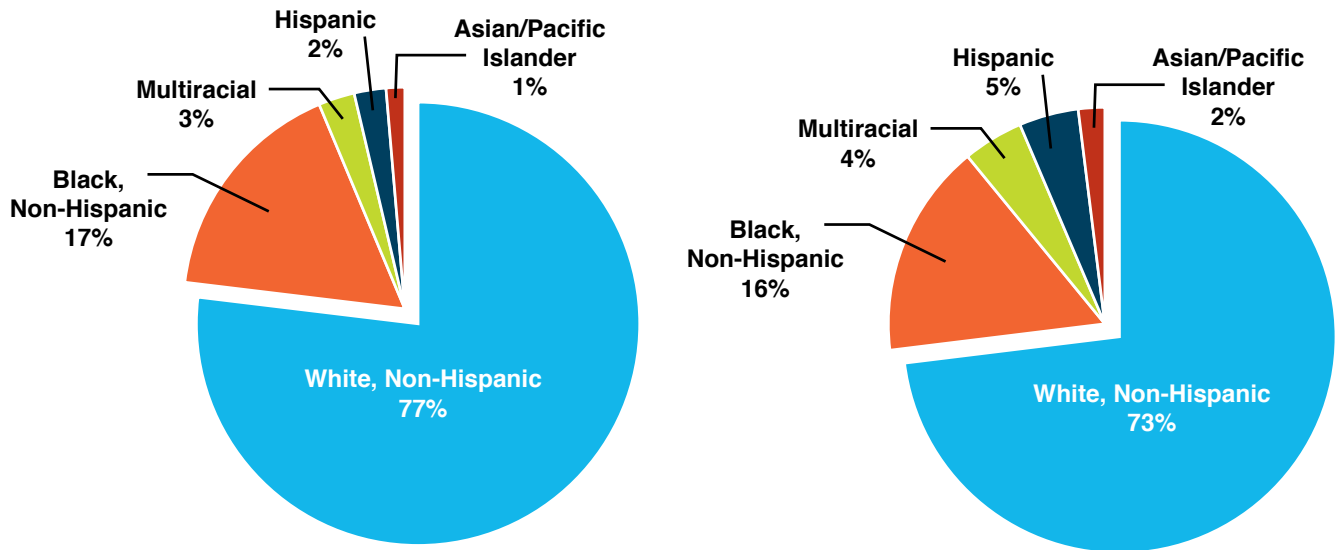


TABLE 1.1: Ohio Student Enrollment by Race and Ethnicity, 2005-06 to 2013-14

Race	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14
Asian/Pacific Islander	24,029	24,729	25,761	28,489	28,713	29,944	30,976	32,034	33,290
Black, Non-Hispanic	296,861	288,449	287,962	285,296	281,445	287,974	272,838	271,259	270,680
Hispanic	41,097	44,884	45,249	47,248	49,252	61,124	64,394	71,164	76,308
Multiracial	46,698	53,048	59,032	65,130	70,777	73,104	71,724	73,566	75,099
White, Non-Hispanic	1,361,774	1,342,029	1,331,047	1,323,537	1,312,321	1,294,742	1,275,011	1,255,854	1,234,658
American Indian or Alaskan Native	2,470	2,448	2,461	2,459	2,462	2,507	2,380	2,267	2,183

Source: Ohio Department of Education, Advanced Reports
 Note: American Indian or Alaskan Native enrollments are not displayed in figure 1.2 due to their small population sizes; they are included in table 1.1.

Children in Poverty

Almost a quarter of Ohio children under 18 years old, or nearly 600,000 children, live in poverty—at or below 100 percent of the federal poverty level (FPL). The percentage of children living in poverty has grown steadily from 18 percent to 23 percent over the past decade. (This measure differs from what the state uses to identify “economically disadvantaged” students, whose families earn up to 185 percent of the FPL.) The upward trend of Ohio children in poverty mirrors the trend nationally, and tracks closely with Michigan.

FIGURE 1.3: Percentage of Children in Poverty (under 18 years old), 2003 to 2013

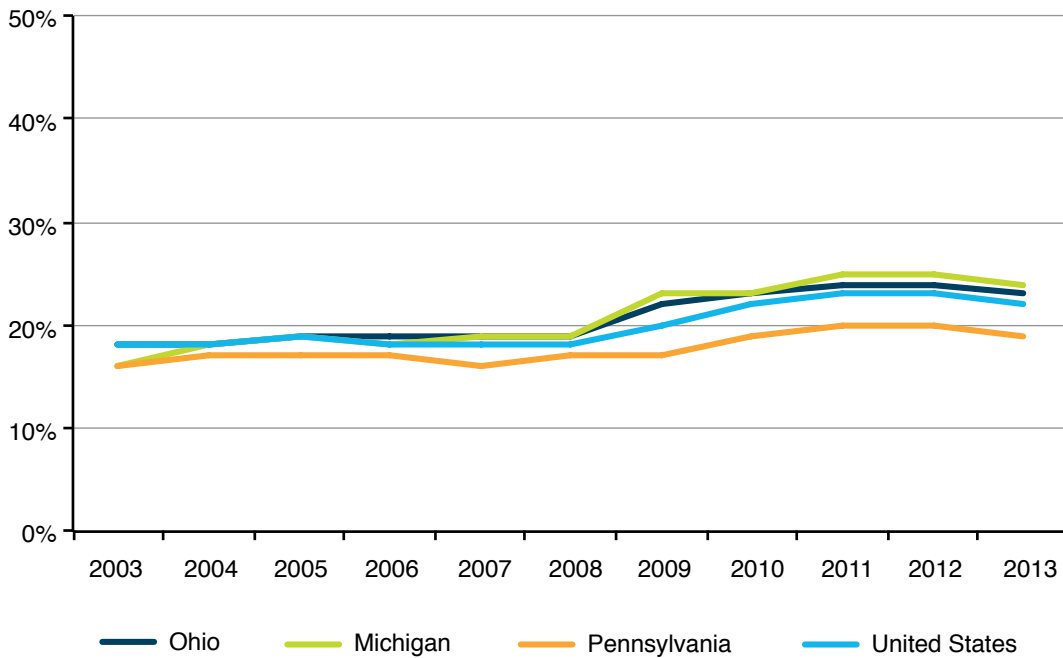


TABLE 1.2: Percentage of Children in Poverty (under 18 years old), 2003 to 2013

	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013
Ohio	18%	18%	19%	19%	19%	19%	22%	23%	24%	24%	23%
Michigan	16%	18%	19%	18%	19%	19%	23%	23%	25%	25%	24%
Pennsylvania	16%	17%	17%	17%	16%	17%	17%	19%	20%	20%	19%
United States	18%	18%	19%	18%	18%	18%	20%	22%	23%	23%	22%

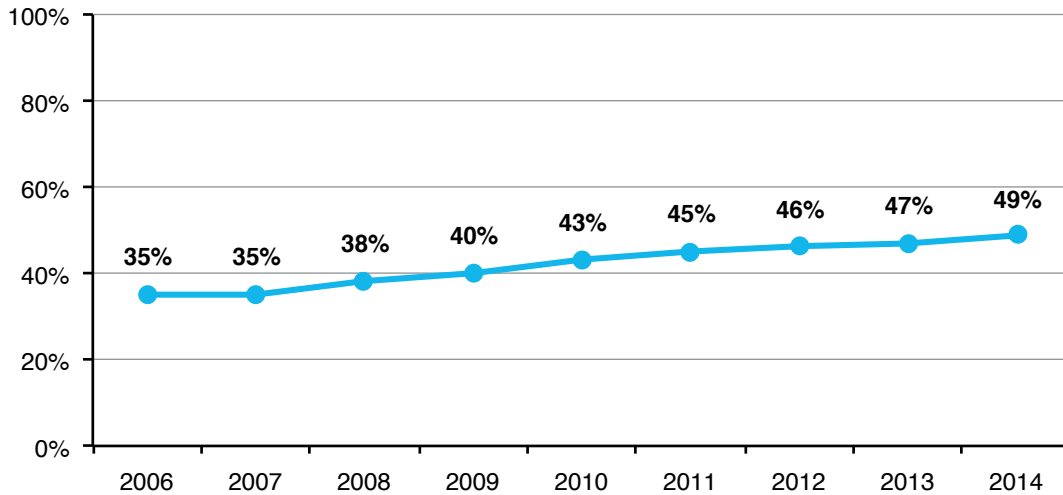
Source: Annie E. Casey Foundation, Kids Count Data Center

Note: Percentage of children in poverty (100 percent poverty) is determined by the federal low-income cutoff points. In 2013, the 100 percent poverty threshold for a family of four (two adults and two children) was an income of \$23,624 or less.

Economically Disadvantaged Students

Economically disadvantaged students are generally defined as those who qualify for free or reduced-price lunch (FRL). FRL eligibility is restricted to families who earn less than 185 percent of the federal poverty level. In Ohio, the share of students classified as economically disadvantaged rose 14 percentage points, from 35 to 49 percent of the overall student population between 2005-06 and 2013-14. Just under 821,000 Ohio students were identified as economically disadvantaged in 2013-14.

FIGURE 1.4: Percentage of Economically Disadvantaged Students in Ohio (185 percent poverty), 2006 to 2014.



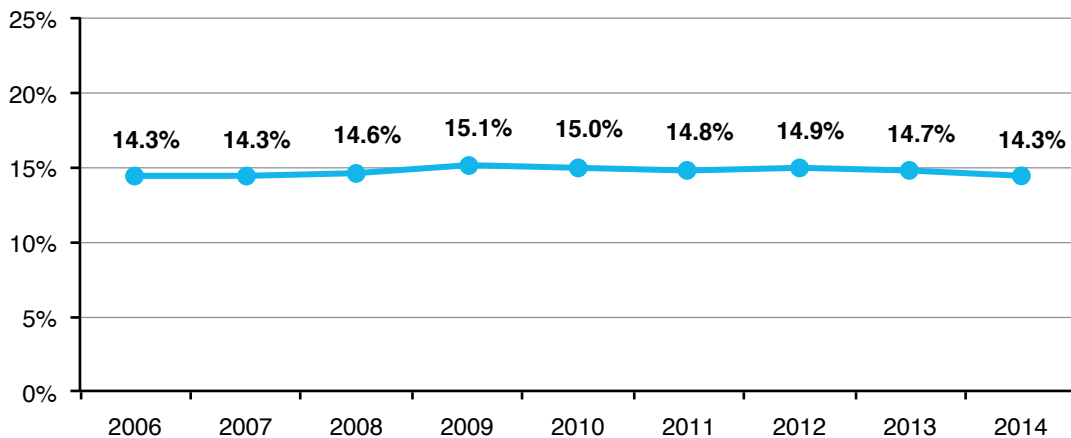
Source: Ohio Department of Education, Advanced Reports

Note: In 2013, the 185 percent poverty threshold for a family of four (two adults and two children) was an income of \$44,123. In figures 1.4 to 1.8, the spring semester of the school year corresponding to the data point is displayed.

Students with Disabilities

Fourteen percent of Ohio's students are identified as students with a disability. (The range of disabilities is quite wide including, for example, speech and language disabilities, vision and/or hearing impaired, and autism.) The recent enrollment trend in students with disabilities has been largely flat. In the last school year (2013-14), nearly 237,000 students were identified as disabled.

FIGURE 1.5: Students with Disabilities in Ohio, 2006 to 2014



Source: Ohio Department of Education, Advanced Reports

Policy in Focus: Students with Disabilities

Ohio has more than 230,000 students with special needs—about 14 percent of student enrollment. The federal government plays a prominent role in the oversight and funding of special education services.

Federal policy. The 2004 Individuals with Disabilities Education Improvement Act (IDEA) provides the foundation for special education services in the United States. IDEA Part B mandates that the state provide a free and appropriate public education (FAPE) in the least restrictive environment (LRE) to students with special needs between the ages of three and twenty-one.¹ Ohio received approximately \$433 million in IDEA Part B federal funds for FY2015.²

State policy.³ In Ohio, the state provides additional funding for special education students as part of its foundation

formula funding. Students with various disabilities are grouped into six categories for funding purposes, with per-pupil funds ranging from \$1,500 to \$24,400.⁴ A district receives funds based on its special needs student population and state share index.

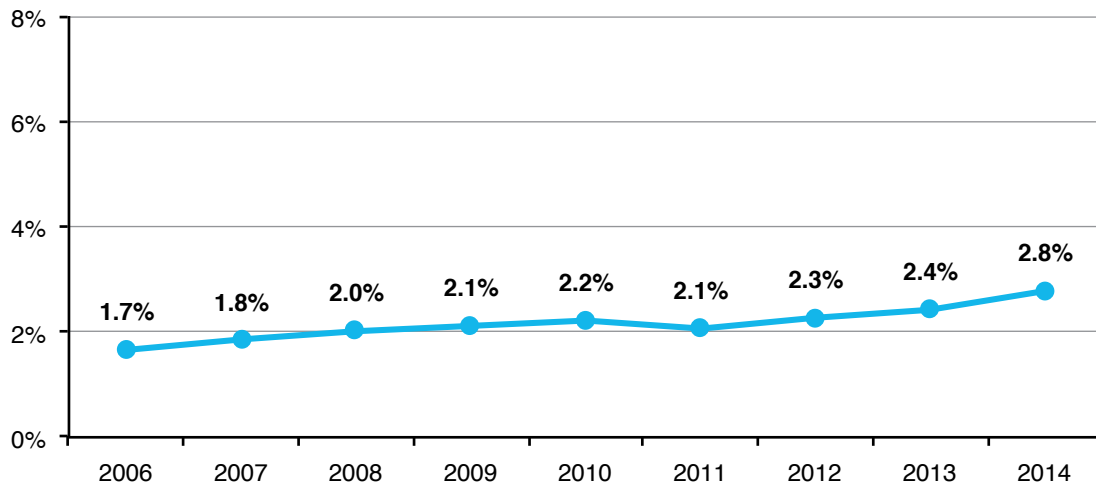
In Ohio, the school district is responsible for determining a child’s eligibility for special education services. Parents and schools may request an evaluation and, if the child is deemed eligible, they will jointly develop an individualized education plan (IEP) in accordance with state and federal guidelines. Placement must be determined annually.⁵ These procedures are the same for children attending district and public charter schools.

In addition, school districts must locate, identify, and evaluate children with disabilities who attend chartered or non-chartered nonpublic schools that are located within the district’s boundaries,⁶ including voucher students in the Autism Scholarship Program and the Jon Peterson Special Needs Scholarship Program.

Students with Limited English Proficiency (LEP)

Compared to students with disabilities, a much smaller fraction of Ohio’s student population are identified as limited English proficiency (2.8 percent in 2013-14). However, the percentage of LEP students has increased since 2005-06 when LEP students made up just 1.7 percent of the student population. In 2013-14, there were just under 45,000 LEP students in Ohio.

FIGURE 1.6: Students with Limited English Proficiency in Ohio, 2005-06 to 2013-14

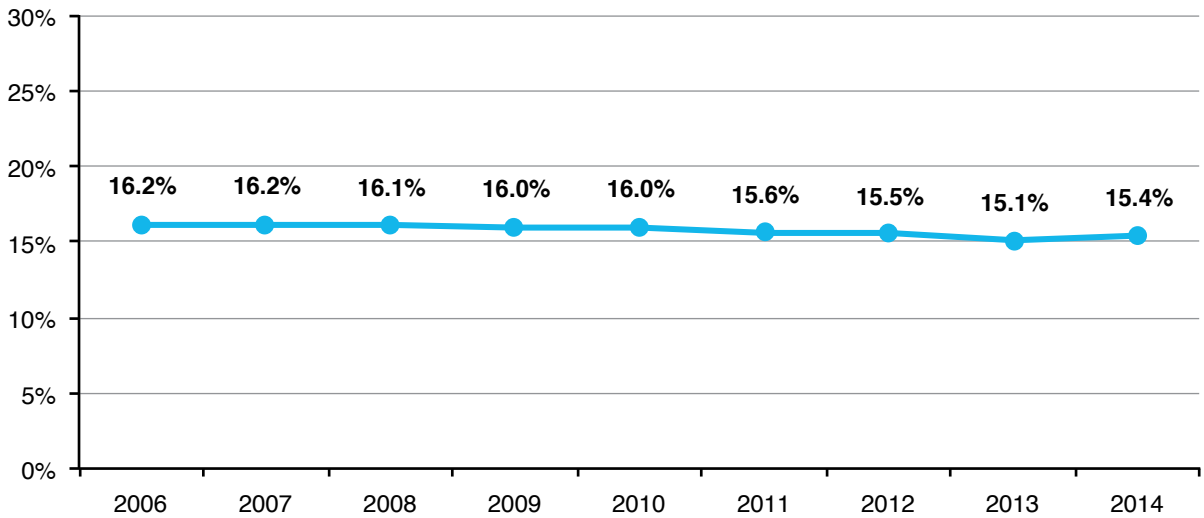


Source: Ohio Department of Education, Advanced Reports

Gifted Students

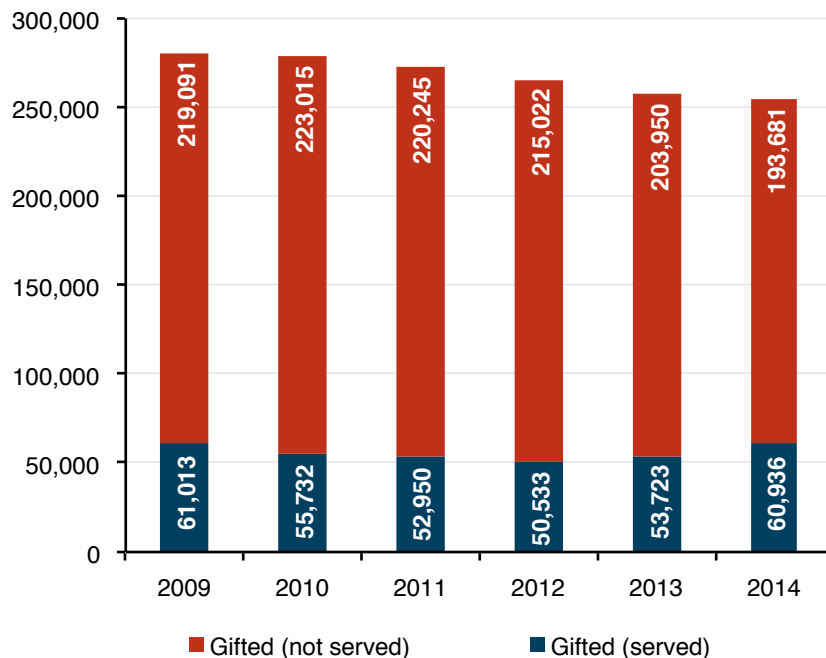
Ohio reports both the number of students who are identified as gifted and the number of gifted students who receive gifted services from their school. In 2013-14, just over 15 percent of Ohio's students were identified as gifted. The trend in gifted students is slightly downward within the past decade (16.2 percent in 2005-06 versus 15.4 percent in 2013-14). Ohio schools report that only about 25 percent of the state's gifted students receive services. In 2013-14, for example, there were approximately 254,600 students identified as gifted but, of these students, only 60,900 students received services.

FIGURE 1.7: Students Identified as Gifted in Ohio, 2005-06 to 2013-14



Source: Ohio Department of Education, Advanced Reports

FIGURE 1.8: Proportion of Gifted Students Who Receive Gifted Services in Ohio, 2008-09 to 2013-14



Source: Ohio Department of Education, Advanced Reports

Note: Gifted (served) statistics were not reported between 2005-06 to 2007-08.

Policy in Focus: Gifted Students

Ohio defines a gifted student as one who “performs or shows potential for performing at remarkably high levels of accomplishment when compared to others of their age, experience, or environment.”⁷

In 2008, Ohio revised operating standards for identifying and serving gifted students.⁸ The revisions followed substantial research and stakeholder input, requiring more specific written education plans (WEPs), more flexibility in class sizes and caseloads for students in higher grades, and requirements for gifted students to spend defined time periods with their gifted specialists.

School districts are responsible for developing screening programs to identify gifted students. Parents, students, or teachers can make gifted student referrals. In the 2013-14

school year, 254,617 students in Ohio were identified as gifted, and 60,936 of these students were reported by schools as “served.”⁹

Ohio is among the few states with an acceleration policy. Districts must implement procedures whereby referred students can be considered for early admission to kindergarten, a waiver for kindergarten, whole grade acceleration, early high school graduation, and early college entrance.¹⁰ The state also permits dual enrollment in high school and college and middle school and high school, though this option is not limited to gifted students.

Funding. State funding for gifted students is one of the few categories that is not weighted by the state share index. Instead, funds are allotted on a per-pupil basis for identification (\$5 per student) and for gifted education coordinators and specialists based on student populations.¹¹ In FY2014, the state distributed \$68 million in gifted funding to districts and \$3.8 million to education service centers that provide gifted education services to districts.¹²

TABLE 1.3: Ohio Student Enrollment by Selected Student Subgroups, 2005-06 to 2013-14

Subgroup	2005–06	2006–07	2007–08	2008–09	2009–10	2010–11	2011–12	2012–13	2013-14
Economically Disadvantaged	622,698	620,124	659,586	703,772	749,008	789,084	797,336	809,266	820,906
Students with Disabilities	254,078	250,781	255,152	264,256	261,620	259,302	255,229	250,669	236,865
Limited English Proficiency	28,936	31,711	34,886	36,457	37,831	35,293	38,266	40,376	44,699
Gifted (Identified)	286,607	285,036	282,060	280,104	278,747	273,195	265,555	257,673	254,617
Gifted (Served)	N/A	N/A	N/A	61,013	55,732	52,950	50,533	53,723	60,936



DATA & POLICY, Section 2

OHIO'S SCHOOLS

Ohio is home to approximately 4,000 schools that educate the state's 2.3 million school-aged children. Most of these schools (3,174) are operated by one of the state's 613 school districts. Ohio is also home to another 381 public charter schools and 725 chartered private schools. There are also forty-nine joint-vocational school districts (regional career-and-technical-education centers), two regional STEM schools, the Ohio School for the Deaf and the Blind, and three schools for students in correctional facilities. Parents also have the option of homeschooling their children or enrolling them in a non-chartered, non-tax-supported private school (there are 312 of these schools).¹³ This section provides an overview of the enrollment trends across Ohio's school types for which there are available data. The key takeaways are:

- District and private-school (i.e., chartered, non-public) enrollment has declined over time, while charter enrollment has increased.
- Most students attend a district school (85 percent), while 9 percent attend a private school and 6 percent attend a public charter school.
- Student enrollment in one of the state's five voucher programs has increased steadily since 2005. In 2013-14, over 30,000 Ohio students participated in a voucher program.

Enrollment Trends

Most students in Ohio attend a district school, a public charter school (brick-and-mortar or virtual), or a private school. In 2013-14, Ohio had 1.95 million students attending district, charter, or private schools, representing a small decrease (7 percent) from 2.10 million students in these types of schools in 2005-06.

Within the three predominant types of schools, the large majority of Ohio students attend a district school—85 percent in 2013-14. Another 9 percent of students attend a private school and 6 percent attend a charter. In terms of trends over time, enrollments have fallen in the district and private-school sectors since 2005-06; their share of enrollment has also fallen. Meanwhile, the charter sector has increased in both absolute enrollment size and as a share of overall student enrollment.

FIGURE 2.1: Share of Ohio Student Enrollment by School Type, 2005-06 (top) and 2013-14 (bottom)

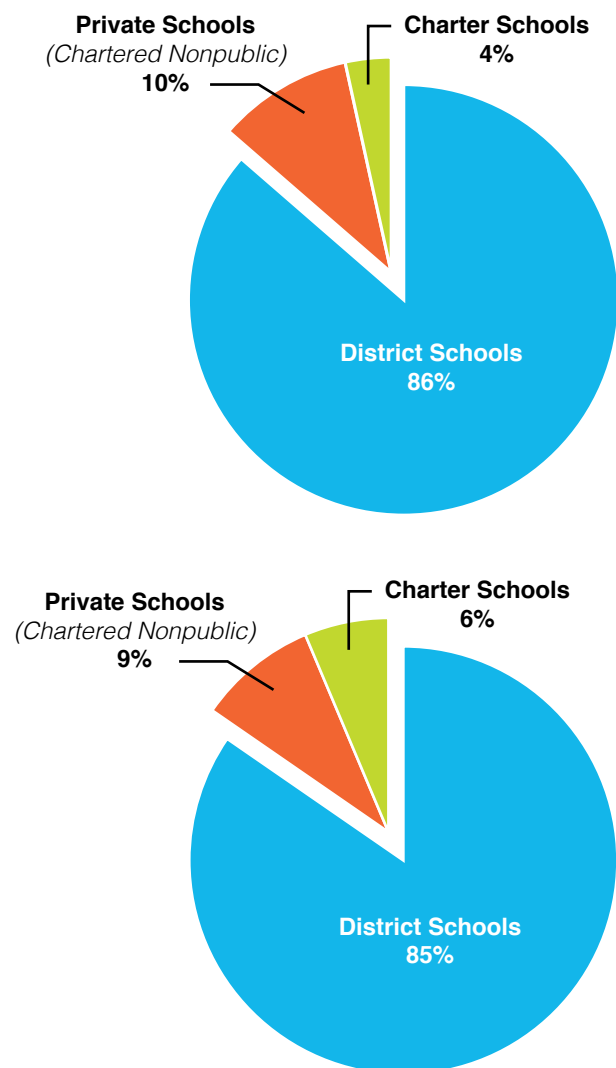


TABLE 2.1: Ohio Student Enrollment by School Type, 2005-06 to 2013-14

	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14
District Schools	1,810,587	1,807,878	1,792,486	1,784,831	1,715,288	1,698,673	1,677,861	1,660,965	1,649,914
Charter Schools	72,064	76,932	82,643	88,536	93,623	99,658	108,124	115,324	123,803
Private Schools (Chartered Nonpublic)	213,312	207,054	204,402	200,598	195,343	187,994	181,420	178,702	176,166
Total	2,095,963	2,091,864	2,079,531	2,073,965	2,004,254	1,986,325	1,967,405	1,954,991	1,949,883

Source: Ohio Department of Education, Enrollment Data and Annual Reports on Community Schools

Policy in Focus: School Choice

Ohio families have many choices when it comes to educating their children. They may enroll their children in traditional public schools, public charter schools, or private schools, or they may choose to homeschool instead.

- **District schools.** Most students in Ohio attend a traditional public school that is run by the local school district—what most people think of as a “public school.” Ohio has 613 traditional public school districts of varying size: the smallest district serves 150 students, while the state’s largest district, Columbus City Schools, serves nearly 49,500 students.
- **Public charter (aka “community”)¹⁴ schools.** Charter schools are also public schools, but operate under a contract, or charter, between the school’s governing board and a charter school sponsor. In Ohio, charter schools can be brick-and-mortar schools or they can be virtual schools that offer online instruction. Like traditional public schools, charter schools must be open to all students and may not charge tuition. However, charter schools have greater operational flexibility than traditional public schools, giving them greater leeway to adjust curriculum, create a strong and distinct school culture, and implement innovative learning models.
- **Private (nonpublic) schools.** Any Ohio student may choose to attend a private school that charges tuition.

Ohio has two types of private schools: chartered and non-chartered.

- **Chartered, nonpublic schools** have met Ohio Operating Standards for schools and are eligible for state money for transportation, auxiliary services, and reimbursement for the administrative costs associated with state reporting requirements.¹⁵ Most parochial and independent schools fall into this category.
- **Non-chartered, nonpublic schools** may be established based on deeply held religious beliefs. These schools do not receive any funds from the state and are required to meet only safety and health requirements and minimal educational standards with regard to instruction and teacher qualifications.¹⁶

The state has enacted five voucher programs to enable qualifying students, who could not otherwise afford private school tuition, to attend chartered, nonpublic schools.

- **Home school.** Approximately 23,000 students in Ohio receive their education at home.¹⁷ Parents seeking to homeschool their children must notify their district superintendent so that their school-age children can be released from compulsory attendance laws. Home school students must receive a minimum of 900 hours of instruction and make satisfactory annual progress on a mutually agreed upon assessment. They do not receive financial support from the state, but they may take classes and participate in extracurricular activities at their district schools.

Voucher Programs

In 2013-14, more than 30,000 students participated in one of the state’s five voucher (aka, “scholarship”) programs, the largest of which is the Educational Choice Scholarship Program (EdChoice). In addition, just over 7,000 Cleveland students attended a private school on a voucher, and another 5,000 special-needs students participated in either the Jon Peterson or Autism Scholarship programs. Nearly 1,000 Kindergarten students participated in the income-based EdChoice voucher program last year.

FIGURE 2.2: Student Enrollment by Scholarship Usage in Ohio, 2005-06 to 2013-14

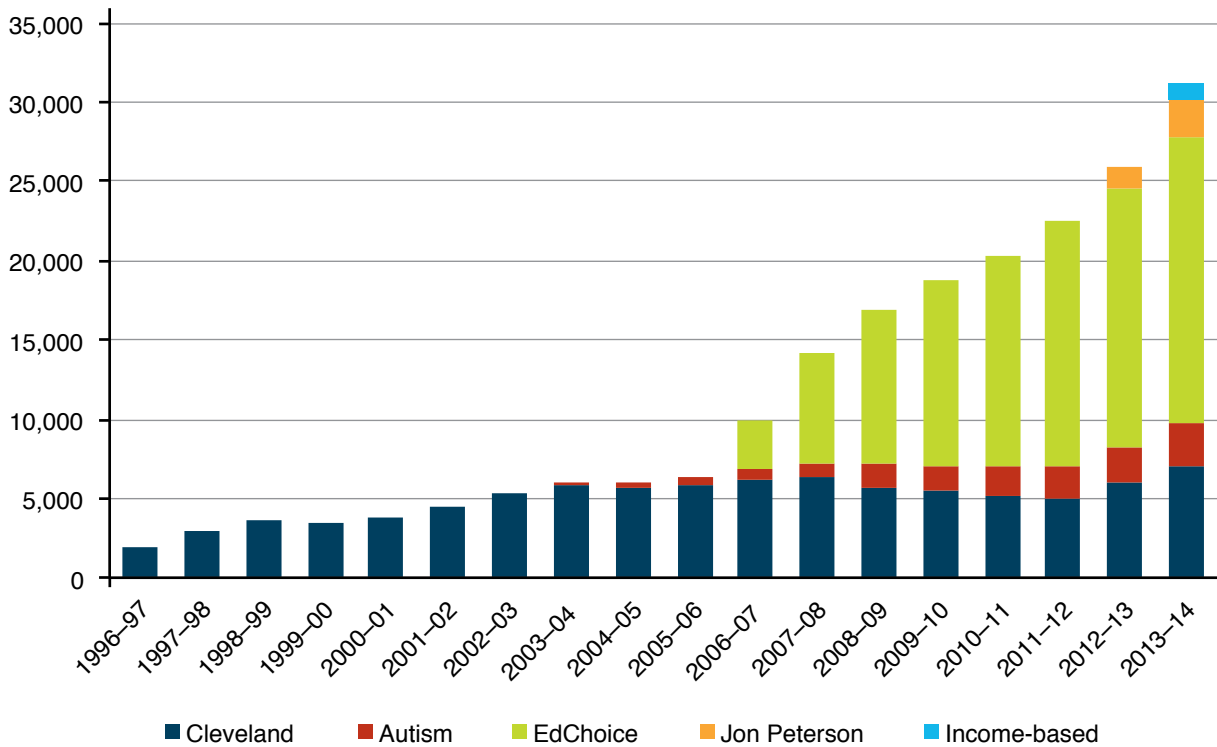


TABLE 2.2: Student Enrollment by Scholarship Usage in Ohio, 2005-06 to 2013-14

Program	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14
EdChoice (failing schools)	N/A	3,141	6,934	9,700	11,761	13,240	15,403	16,299	18,080
EdChoice (income-based)	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	999
Autism	475	734	1,000	1,390	1,500	1,750	2,000	2,200	2,748
Jon Peterson (special needs)	N/A	N/A	N/A	N/A	N/A	N/A	N/A	1,364	2,336
Cleveland	5,813	6,116	6,272	5,752	5,469	5,238	5,026	6,066	7,039
Overall Scholarship Enrollment	6,288	9,991	14,206	16,842	18,730	20,228	22,429	25,929	31,202

Source: School Choice Ohio

Policy in Focus: Ohio's EdChoice Voucher

Ohio is one of thirteen states and the District of Columbia that provide state-funded vouchers, scholarships that enable qualifying students to attend private rather than public schools.¹⁸ The statewide Educational Choice Scholarship (EdChoice) Program was launched in 2005,¹⁹ modeled on a similar, ten-year-old Cleveland program. EdChoice provides vouchers for up to 60,000 eligible students to attend participating nonpublic schools. Students in grades K–8 may receive up to \$4,250, and high school students up to \$5,000, or the cost of tuition, if lower. Eligibility for EdChoice is determined by the performance of the district schools students are slated to attend.

The scholarship expanded in 2013 to include all low-income children, subject to annual funding allocations, even if their local schools are not low performing. In the first year (2013–14) of the income-based EdChoice Program, only kindergartners

were eligible; in subsequent years the voucher program will phase in one grade per year through twelfth grade.

Program requirements. More than 450 private schools participated in EdChoice during the 2013–14 school year.²⁰ Participating schools must have a current state charter and submit an annual registration application, and the school principal must be licensed by the state.²¹

- Participating private schools must administer all required grade-level state assessments to their EdChoice students and report results to the state, though private schools are not held accountable for the test results of their students.²²
- Schools in which scholarship students make up at least 65 percent of enrollment are required to administer assessments to all students, though parents of non-scholarship students can opt out.²³
- Third-grade voucher students are subject to the same reading proficiency requirements as their peers at district and charter schools (see Third Grade Reading Guarantee, page 17).²⁴



DATA & POLICY, Section 3

STUDENT ACHIEVEMENT IN OHIO – *Elementary and Middle School*

Parents, educators, and policymakers need information about student achievement. Is the achievement of Ohio students improving, stagnating, or decreasing over time? Which groups of students are especially high- or low-achieving? And, how does student achievement compare against other states, or nationally? Sections three through five address these questions. This section takes a look at the achievement trends for students in grades K-8, as measured by state and national standardized exams. The key takeaways include:

- Overall student proficiency on Ohio’s math and reading state assessments (grades 3-8) has steadily risen within the past decade.
- On national exams, Ohio proficiency rates have risen in math and reading, though in reading, the increase has been smaller.
- Ohio student achievement is consistently higher than the national average, but falls well short of Massachusetts, the top-performing state in the U.S.
- Proficiency rates on Ohio’s state exams are considerably higher than proficiency on national exams, indicating a “rigor gap” between the performance standards on state versus national exams.

State Exams

Public school students (district and charter) and voucher students have taken the Ohio Achievement Assessments (OAA) in grades three through eight. As the table below shows, the state has administered math and reading OAAs in grades three through eight since 2005–06, but other subject-area exams—social studies and writing—were discontinued after just a few years.

Subject	Grades Tested	Data Included in Report
Reading	3–8	2005–06 to 2012–13
Math	3–8	2005–06 to 2012–13
Science	5 and 8	2005–06 to 2012–13
Social Studies	5 and 8	2006–07 to 2008–09
Writing	4 and 7	2005–06 to 2008–09

Figure 3.1 displays the percentage of third- through eighth-grade students who scored proficient or above on the OAAs from 2005–06 to 2012–13. During this period, between 77 and 82 percent of students reached Ohio’s standard for proficiency in reading, and between 69 and 77 percent did so in math. The trend in proficiency has been generally upward in both math and reading, but somewhat flatter in science due to the dip in proficiency from 2011–12 to 2012–13.

FIGURE 3.1: Ohio Students Proficient or Above on the State Assessments (OAA), Grades 3–8, Weighted by Enrollment, 2005–06 to 2012–13

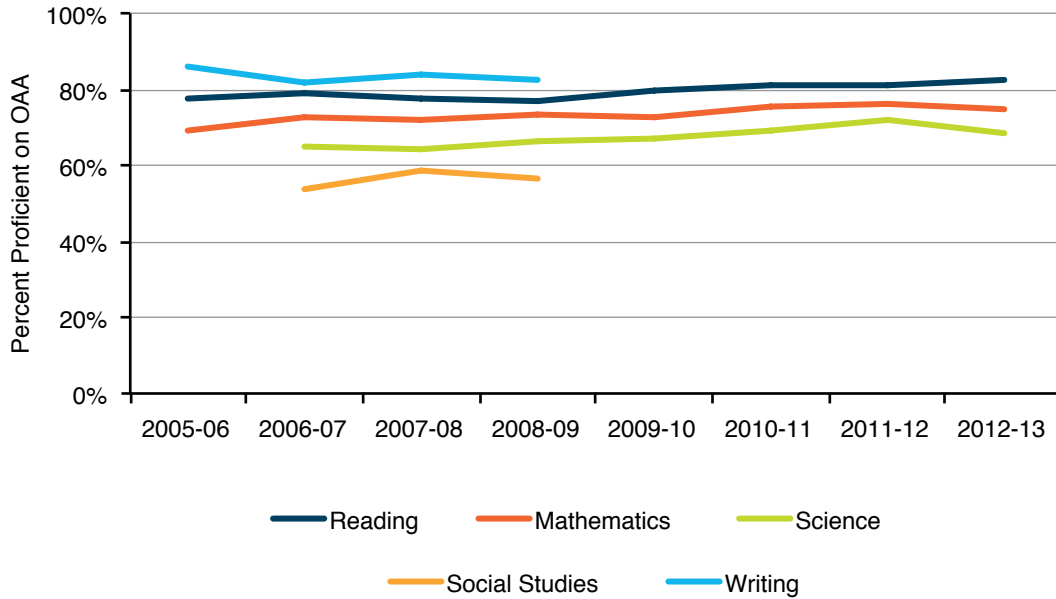


TABLE 3.1: Ohio Students Proficient or Above on the State Assessments (OAA), Grades 3–8, Weighted by Enrollment, 2005–06 to 2012–13

Subject	2005–06	2006–07	2007–08	2008–09	2009–10	2010–11	2011–12	2012–13
Reading	77.8%	78.9%	77.9%	76.9%	79.4%	81.0%	81.4%	82.2%
Mathematics	68.9%	73.0%	72.3%	73.7%	72.9%	75.4%	76.5%	75.1%
Science	N/A	65.2%	64.2%	66.6%	67.3%	69.3%	72.0%	68.2%
Social Studies	N/A	53.4%	58.9%	56.2%	N/A	N/A	N/A	N/A
Writing	85.8%	81.7%	83.7%	82.4%	N/A	N/A	N/A	N/A

Source: Ohio Department of Education, Advanced Reports

Note: Results presented here are a weighted average, calculated by multiplying the proficiency rate for students in one grade level by the number of students tested in that grade level, then dividing by the total number of students tested.

Policy in Focus: Third Grade Reading Guarantee

A growing body of research supports early interventions for struggling students. In a national study, researchers found that children who were not reading proficiently by third grade were four times more likely to drop out of school by age 19 than students who were proficient in reading.²⁵ The state legislature approved Senate Bill 316 in spring 2012. The bill included a requirement for third-grade students to earn a minimum score on state reading assessments in order to be promoted to fourth grade.²⁶

Requirements. In 2013–14, third-grade students (with limited exceptions)²⁷ had to score 392 on either the fall 2013 or spring 2014 administration of the state reading assessment to be promoted to fourth grade. This score falls in between the benchmark scores for limited proficiency (385) and proficiency (400). Some of the key features of the policy include:²⁸

- The state board will annually review and increase the minimum required score until it equals the proficiency benchmark score.²⁹
- Students who are held back in third grade must receive support from a high-performing teacher and a minimum of ninety minutes of reading instruction per school day.

- Districts must provide instruction in other subjects at the retained student's achievement level. This means that retained students may be taking third-grade-level reading but fourth- or fifth-grade-level math, for example.
- Students may be promoted to fourth grade midway through their repeat year if they meet reading proficiency levels.
- Alternative tests (Iowa Assessments, NWEA MAP, and Terra Nova 3) and a summer administration of the state's standardized assessment is available statewide, so that students have multiple opportunities to meet promotion requirements before the fall school year begins.

Funding. State policymakers allocated an additional \$64.7 million in FY2014 and \$94.9 million in FY2015 for K–3 literacy, in part to offset the costs associated with the third-grade reading guarantee.³⁰

- The funds are distributed to schools on a per-pupil basis, a portion of which is adjusted for the wealth of the district—up to approximately \$200 per K–3 student.³¹
- House Bill 487 passed in 2012 allocated \$13 million in competitive grants to fund early literacy and reading interventions. Individual schools were eligible to receive up to \$100,000; three or more partnered schools could receive \$250,000. The state awarded 91 grants in 2013.

National Exams

The National Assessment of Educational Progress (NAEP), sometimes referred to as the “Nation’s Report Card,” is a biennial exam administered to a randomly selected, representative sample of students in every state across the U.S. The NAEP math and reading exams are given to fourth- and eighth-graders; in the most recent round of testing, more than 186,000 American fourth-graders and 170,000 eighth-graders were assessed in each subject.³² The NAEP exams report results at a state-by-state level, providing a window into how well Ohio’s students are performing relative to the national average and individual states.³³ (City-level NAEP data are available for several metropolitan areas across the U.S.; Cleveland is the only city in Ohio to participate.)

The NAEP exams have more rigorous definitions of proficiency than Ohio’s state assessments. In 2012–13, for example, while 88 percent of Ohio’s fourth-graders achieved the state’s definition of “proficient” on the reading portion of the OAs, just 37 percent of the state’s fourth-graders did so by NAEP standards. The charts that follow display the results of Ohio’s NAEP results, from 2003 to 2013, in comparison to the U.S. average, regional neighbors (Michigan and Pennsylvania), and Massachusetts, consistently the top-performing state on the NAEP exams. The data source for figures and tables 3.2 through 3.5 is The Nation’s Report Card (<http://nationsreportcard.gov/>).

FIGURE 3.2: Fourth Grade Students Proficient or Advanced: NAEP Math, 2003 to 2013

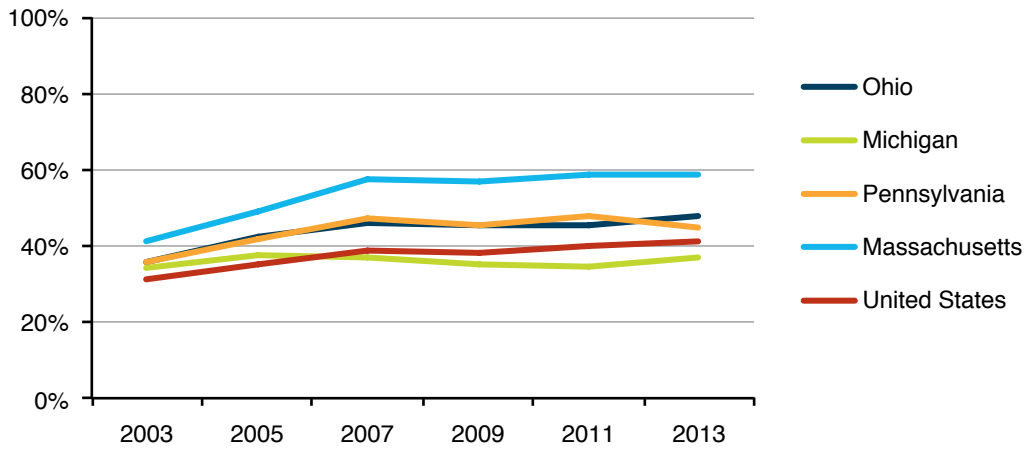


TABLE 3.2: Fourth Grade Students Proficient or Advanced: NAEP Math, 2003 to 2013

	2003	2005	2007	2009	2011	2013
Ohio	35.7%	42.5%	45.9%	45.3%	45.3%	48.0%
Michigan	34.2%	37.7%	37.1%	35.1%	34.8%	36.9%
Pennsylvania	35.7%	41.5%	47.0%	45.5%	47.9%	44.5%
Massachusetts	41.2%	48.8%	57.6%	56.8%	58.4%	58.4%
National	31.2%	35.3%	38.6%	38.4%	39.7%	41.3%

FIGURE 3.3: Fourth Grade Students Proficient or Advanced: NAEP Reading, 2003 to 2013

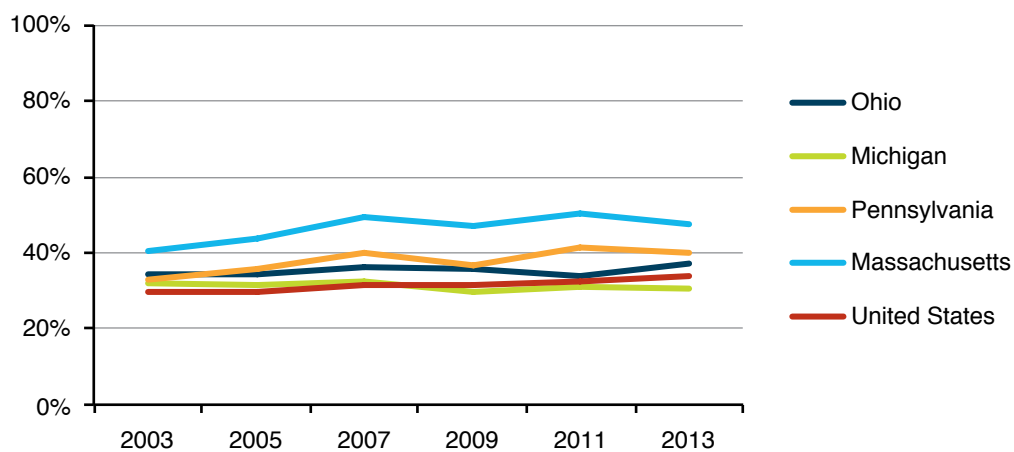


TABLE 3.3: Fourth Grade Students Proficient or Advanced: NAEP Reading, 2003 to 2013

	2003	2005	2007	2009	2011	2013
Ohio	30.4%	33.1%	35.4%	35.7%	38.9%	40.2%
Michigan	27.8%	29.3%	28.9%	30.5%	30.8%	30.5%
Pennsylvania	29.9%	30.9%	38.3%	39.8%	38.9%	41.9%
Massachusetts	38.3%	43.3%	50.7%	51.7%	51.2%	54.6%
National	27.3%	28.5%	31.0%	32.6%	33.5%	34.4%

FIGURE 3.4: Eighth Grade Students Proficient or Advanced: NAEP Math, 2003 to 2013

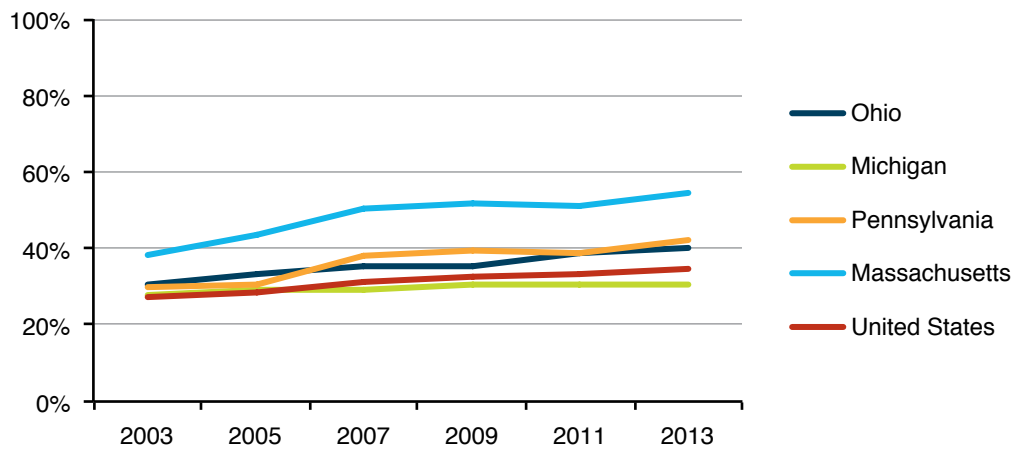


TABLE 3.4: Eighth Grade Students Proficient or Advanced: NAEP Math, 2003 to 2013

	2003	2005	2007	2009	2011	2013
Ohio	30.4%	33.1%	35.4%	35.7%	38.9%	40.2%
Michigan	27.8%	29.3%	28.9%	30.5%	30.8%	30.5%
Pennsylvania	29.9%	30.9%	38.3%	39.8%	38.9%	41.9%
Massachusetts	38.3%	43.3%	50.7%	51.7%	51.2%	54.6%
National	27.3%	28.5%	31.0%	32.6%	33.5%	34.4%

FIGURE 3.5: Eighth Grade Students Proficient or Advanced: NAEP Reading, 2003 to 2013

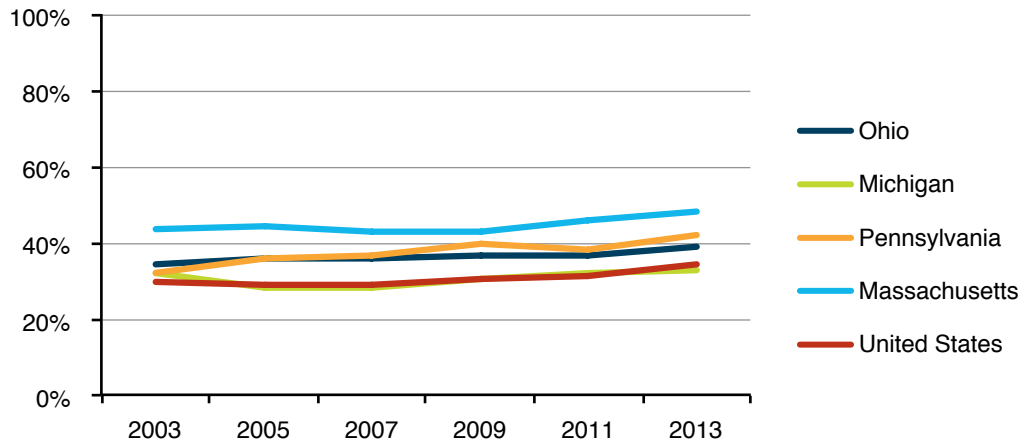


TABLE 3.5: Eighth Grade Students Proficient or Advanced: NAEP Reading, 2003 to 2013

	2003	2005	2007	2009	2011	2013
Ohio	34.0%	35.5%	35.9%	36.7%	36.9%	38.6%
Michigan	32.3%	28.5%	28.2%	30.5%	32.1%	32.8%
Pennsylvania	32.1%	36.0%	36.4%	40.1%	38.0%	42.0%
Massachusetts	43.3%	44.0%	43.0%	42.9%	46.1%	48.2%
National	30.0%	28.9%	29.2%	30.4%	31.6%	34.3%

Policy in Focus: Common Core State Standards

The Common Core is a set of academic standards in mathematics and English language arts (ELA) intended for national use. These learning goals outline what a student should know and be able to do at the end of each grade, but do not prescribe curricula. The National Governors Association and the Council of Chief State Schools Officers led the development of the standards, which aim to ensure that all students graduate from high school with the skills and knowledge necessary to succeed in college and career.³⁴ In a 2010 study of state standards, the Fordham Institute rated the Common Core an A- and B+ in math and ELA, respectively, compared to Cs for Ohio's old, and outgoing, academic content standards in those subject areas.³⁵

Transition to Common Core. Ohio committed to adopting the Common Core State Standards in June 2010, and in 2011 joined the Partnership for Assessment of Readiness for College and Careers (PARCC), a group of fourteen states and the District of Columbia developing a set of assessments aligned with the standards.³⁶

While student performance in Ohio surpasses the national average, based on 2013 NAEP results, American students as a whole have failed to keep pace with international peers. Ohio

students are no exception. Many educators see the shift to the Common Core as essential to getting the United States back on track, a view that prompted forty-six states to initially adopt the standards.

The Common Core policy environment is evolving rapidly in the jurisdictions that adopted the standards. The flurry of political controversy and legislative activity surrounding the Common Core has created uncertainty over standards, assessments, and accountability in many public schools in Ohio, and across the nation.

In Ohio, the state legislature has tried to navigate the switch to the Common Core by focusing on its impact on teacher evaluations and school accountability. In June 2014 state lawmakers passed House Bill 487, which contains a "safe harbor" provision to protect districts and schools from sanctions based on report card ratings for the 2014–15 school year.³⁷ Consequently, for the 2014–15 school year, schools and districts were not penalized for report card grades, and the value-added data from the new Common Core-aligned tests will not factor into teacher employment or compensation (if agreed to by the district and its teachers' union).³⁸



DATA & POLICY, Section 4

STUDENT ACHIEVEMENT IN OHIO – *High School*

Data from several different sources provide information about the achievement of Ohio’s high school students. Ohio has administered state assessments, beginning when students are in tenth grade, as part of the state’s high-school graduation requirements. Many students in Ohio also take national exams, such as the ACT (a college-entrance exam) and Advanced Placement (AP) exams. The key takeaways from this section include:

- Student proficiency on Ohio state assessments has remained somewhat flat across the five subjects tested in high school.
- The average ACT score for Ohio students taking the test has slightly increased over time and is slightly above the national average.
- The proportion of Ohio high-school graduates taking AP exams has increased, as well as the percentage of graduates receiving a score of three or more out of five points on their AP exam. However, AP test taking and passage rates in Ohio fall short of the national average.

State Exams

Since 2004-05, Ohio has administered the Ohio Graduation Tests (OGTs) to high school students beginning in tenth grade in five subjects: reading, math, writing, science, and social studies. In order to earn a high school diploma, public and private school students must demonstrate proficiency on all five subject-matter exams, or meet alternative requirements. The OGTs are first administered to tenth-grade students, and failing students are allowed to re-test in eleventh and twelfth grades if necessary.

FIGURE 4.1: Ohio Graduation Tests Assessment Results by Subject, 2005-06 to 2013-14

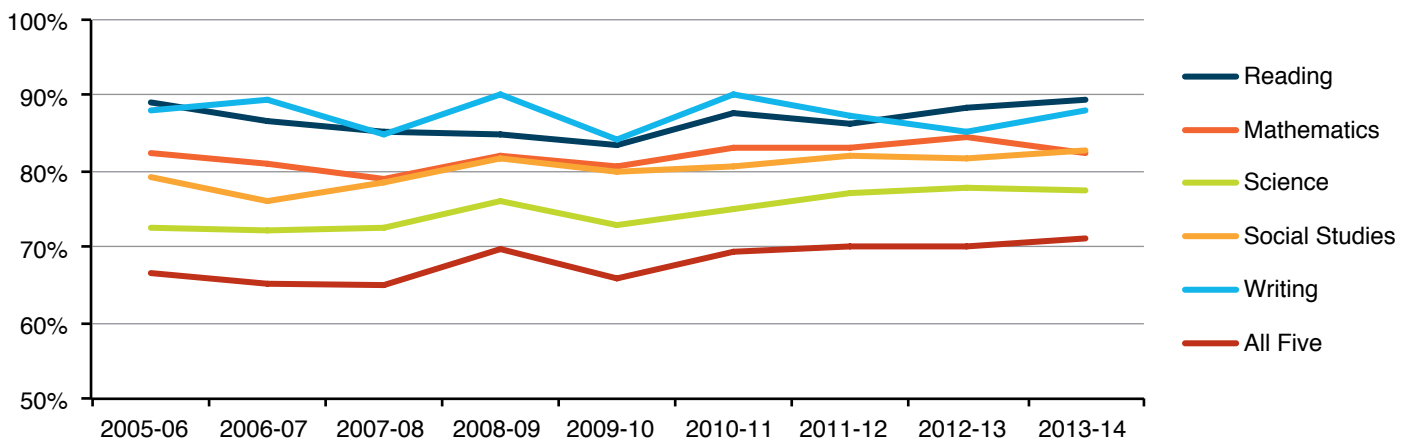


TABLE 4.1: Ohio Graduation Tests Assessment Results by Subject, 2005-06 to 2013-14

Subject	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14
Reading	89.2%	86.7%	85.1%	84.8%	83.3%	87.8%	86.4%	88.3%	89.4%
Math	82.4%	81.0%	79.0%	82.0%	80.8%	83.2%	83.2%	84.6%	82.3%
Writing	88.0%	89.3%	84.9%	90.3%	84.2%	90.1%	87.5%	85.3%	88.0%
Science	72.6%	72.1%	72.6%	76.0%	72.9%	75.0%	77.0%	77.9%	77.4%
Social Studies	79.1%	76.0%	78.4%	81.7%	79.8%	80.5%	82.1%	81.7%	82.9%
All Five	66.5%	65.3%	65.0%	69.8%	65.8%	69.5%	70.2%	70.1%	71.1%

Source: Ohio Department of Education, Ohio Graduation Tests (OGT) Assessment Results

Notes: OGT was administered to tenth-grade students annually in March. The chart and table above report results for tenth-grade students only. "All Five" indicates the percentage of students who received a score of proficient or above on all five tests. Eleventh-graders, twelfth-graders, and members of earlier classes who had not achieved proficient or above scores on the OGT also retook a test each year.

Advanced Placement Exams

Advanced Placement (AP) courses are college-level courses offered to high school students. AP exams are administered at the end of the yearlong course to students who elect to take the exam. Students who score three out of five possible points may be eligible for college credit. The percentage of Ohio high school graduates earning a qualifying score on at least one AP exam has increased from 8 percent in 2003 to 15 percent in 2013. The percentage of Ohio students participating in an AP exam has also increased over the same period, from 13 percent to 33 percent.

FIGURE 4.2: Percentage of Graduates Who Scored 3+ on an AP Exam, 2003 to 2013 (selected years)

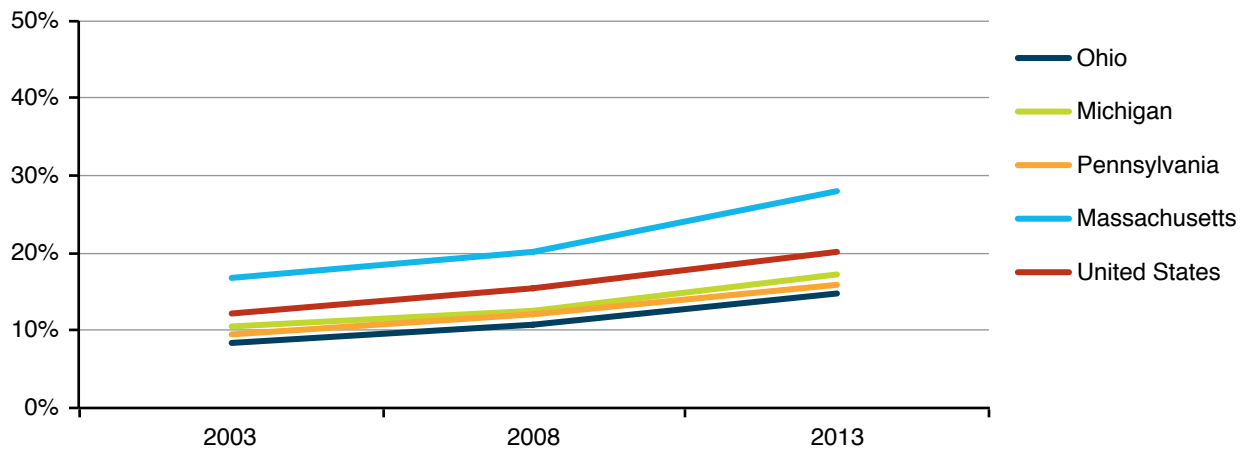


TABLE 4.2: Percentage of Graduates Who Scored 3+ on an AP Exam, 2003 to 2013 (selected years)

	2003	2008	2013
Ohio	8.4%	10.8%	14.8%
Michigan	10.5%	12.6%	17.2%
Pennsylvania	9.5%	12.1%	15.9%
Massachusetts	16.8%	20.1%	27.9%
United States	12.2%	15.4%	20.1%

FIGURE 4.3: Percentage of Graduates Who Took an AP Exam, 2003 to 2013 (selected years)

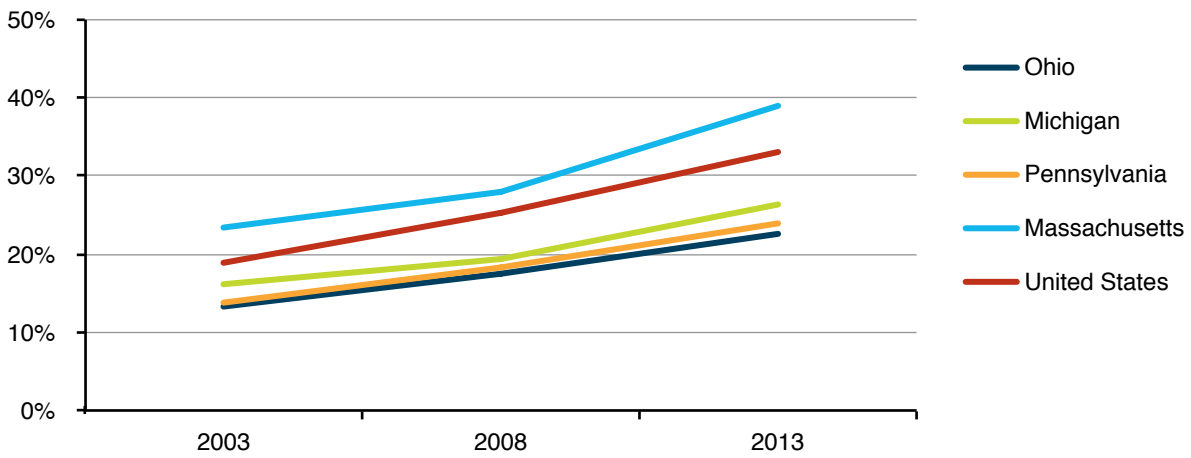


TABLE 4.3: Percentage of Graduates Who Took an AP Exam, 2003 to 2013 (selected years)

	2003	2008	2013
Ohio	13.3%	17.6%	22.7%
Michigan	16.1%	19.5%	26.3%
Pennsylvania	13.8%	18.2%	24.0%
Massachusetts	23.3%	28.1%	39.0%
United States	18.9%	25.2%	33.2%

Source: College Board, AP Data—Archived Data

ACT Exam

The ACT is a college-readiness assessment that evaluates students in English, mathematics, reading, and science. The composite score combines results from all subjects into a single number. States have different policies regarding the ACT—some states require all high school students to take the test while others have no policy at all. Ohio has not mandated statewide testing on the ACT, though beginning with the class of 2018, the state will require high-school juniors to take the ACT or SAT.⁹⁹ The average ACT composite score for Ohio was 21.8, almost a point higher than the national average.

FIGURE 4.4: Average Composite Score on the ACT, 2004 to 2013

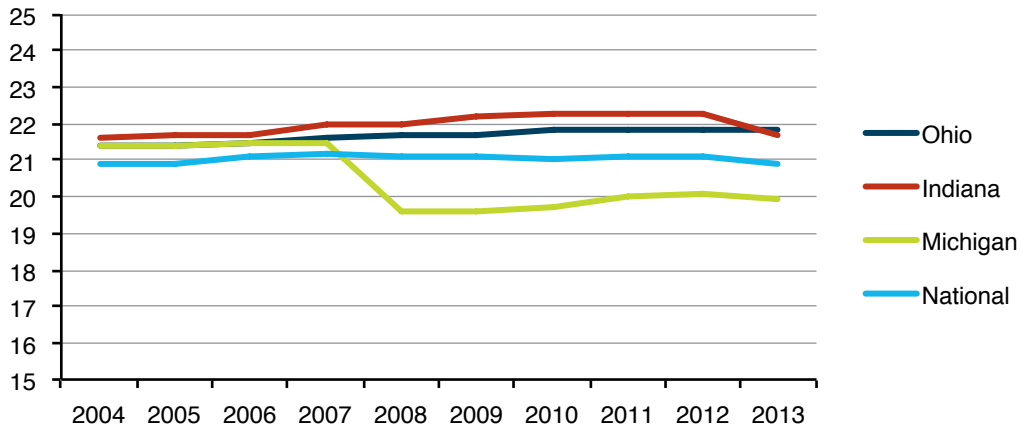


TABLE 4.4: Average Composite Score on the ACT, 2004 to 2013

	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013
Ohio	21.4	21.4	21.5	21.6	21.7	21.7	21.8	21.8	21.8	21.8
Indiana	21.6	21.7	21.7	22.0	22.0	22.2	22.3	22.3	22.3	21.7
Michigan	21.4	21.4	21.5	21.5	19.6	19.6	19.7	20.0	20.1	19.9
National	20.9	20.9	21.1	21.2	21.1	21.1	21.0	21.1	21.1	20.9

Source: ACT, ACT National and State Scores

Note: Beginning in 2008, Michigan has required all high school juniors to take the ACT exam.

Post-Secondary Enrollment

Like their peers across the nation, young people in Ohio are going to college in growing numbers. The percentage of Ohioans ages eighteen to twenty-four who were enrolled in or had graduated from college in 2011–12 was 48 percent, up 11 percentage points from 2001–02. The increase in college-going young people in Ohio mirrors the trend in neighboring states.

FIGURE 4.5: Percentage of Young Adults Ages 18–24 Enrolled in or Graduated from College, 2002 to 2012

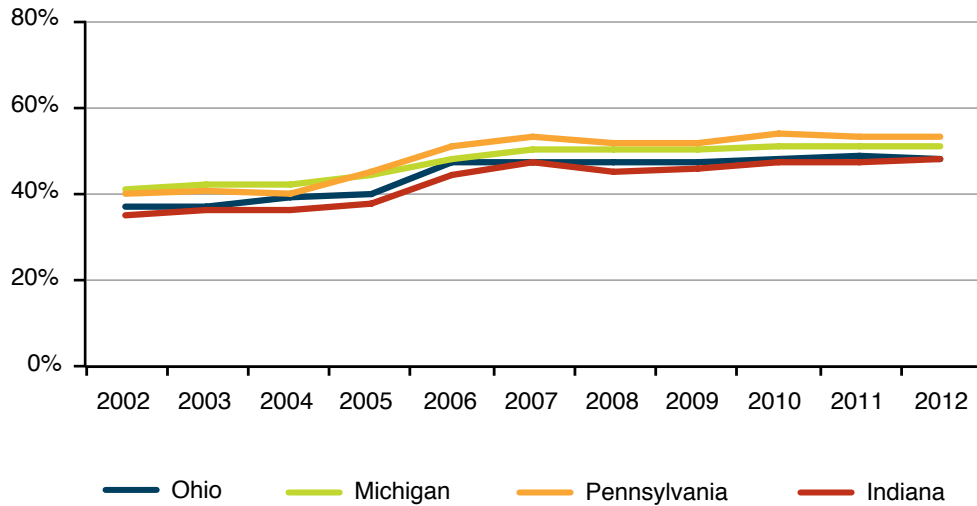


TABLE 4.5: Percentage of Young Adults Ages 18–24 Enrolled in or Graduated from College, 2002 to 2012

	2001–2002	2002–2003	2003–2004	2004–2005	2005–2006	2006–2007	2007–2008	2008–2009	2009–2010	2010–2011	2011–2012
Ohio	37%	37%	39%	40%	47%	47%	47%	47%	48%	49%	48%
Indiana	35%	36%	36%	38%	44%	47%	45%	46%	47%	47%	48%
Michigan	41%	42%	42%	44%	48%	50%	50%	50%	51%	51%	51%
Pennsylvania	40%	41%	40%	45%	51%	53%	52%	52%	54%	53%	53%

Source: Annie E. Casey Foundation, Kids Count Data Center

Policy in Focus: School Grades and Report Cards

Ohio is in the middle of a rollout of an A–F grading system for schools and districts, making it the tenth state in the nation to adopt one. When the new Ohio accountability system is fully implemented, each public school and district statewide will receive an A–F grade for each of six components and an overall grade that represents performance across all of the components.⁴⁰ More information on Ohio’s school report cards is available at reportcard.education.ohio.gov.

Achievement Component

The achievement component gauges how students performed on state assessments, based both on highest performance level achieved (Performance Index), and how many students “passed” or met proficiency benchmarks on state assessments (Performance Indicators).

Performance Index. The Performance Index assigns points (from 0 to 120) for each student, based on their achievement level, with more points awarded for higher-level achievement. (Ohio has six levels: limited, basic, proficient, accelerated, advanced, and advanced plus.) The index value is the average of the points awarded to all students in the school.

Performance Indicators. In addition to the Performance Index, schools are evaluated based on the percentage of students in each grade and subject who achieve proficiency or above (performance levels: proficient, accelerated, advanced, or advanced plus) on the state assessments.

Progress Component

Ohio’s value-added model measures the amount of students’ academic progress within a school or district. The impact that a school has on its students’ learning progress is estimated using a statistical method known as “value-added analysis.” Ohio uses fourth- through eighth-grade students in its calculation of value-added, and the state is planning to include high school students in value-added calculations by 2016. Schools receive subcomponent grades based on the value-added results for gifted students, the lowest-achieving 20 percent of students statewide, and students with disabilities.

Graduation Component

The A–F system includes both four-year and five-year graduation rates for high schools. In 2012, Ohio adopted “adjusted cohort” graduation rates consistent with federal regulations and National Governor’s Association recommendations. The adjusted cohort graduation rates report the percentage of students entering a school in ninth grade who stay in school and graduate in four or five years.

Gap Closing Component

To focus schools on closing achievement gaps between groups of students, the A–F system evaluates the proficiency rates and graduation rates for all students, and for students in the following subgroups, as defined in the federal No Child Left Behind Act of 2001: American Indian/Alaskan Native; Asian/Pacific Islander; black, non-Hispanic; Hispanic; multiracial; white, non-Hispanic; economically disadvantaged; students with disabilities; and limited English proficiency

Annual measureable objectives (AMOs) are performance targets for reading proficiency, math proficiency, and graduation rates that are uniformly applied to each subgroup with at least 30 students. The AMOs gradually increase each year, with a goal of reducing the percentage of non-proficient students by 50 percent by the 2017–18 school year and achieving a 90 percent graduation rate by the spring of 2019.

K-3 Literacy Component

The K–3 literacy component reports on the progress of students who are not on track to achieve reading proficiency by the end of the third grade.

Prepared for Success Component

Starting in the 2015–16 school year, high schools will receive a component grade based on students’ college and career readiness. The Prepared for Success component will be based on six subcomponents: college admission test (ACT and SAT); honors diplomas awarded; industry credentials; Advanced Placement (AP) participation and score; dual enrollment credits.



DATA & POLICY, Section 5

STUDENT ACHIEVEMENT IN OHIO – *Student Subgroups*

The final section of this report looks at how certain subgroups of students perform on state and national exams. The key takeaways from this section are:

- Black and Hispanic students in Ohio have made achievement progress over time, as measured by state exams.
- Students with disabilities have made very little achievement progress over time on state exams.
- Both state and national assessments show that black and Hispanic students achieve at lower levels than white and Asian students.

State Exams

The charts and tables below show student achievement on the reading and math state assessments for all grades tested on the Ohio Achievement Assessments (grades 3-8), disaggregated by subgroup.

Reading Achievement

Asian and white student subgroups outperformed the state average in reading in all years, with about 89 percent of students in those groups reaching proficient or above in 2012–13. The multiracial subgroup tracks closely with the state average over time. Hispanic and black students consistently have considerably lower rates of reading proficiency than their white and Asian counterparts. Seventy seven percent of Hispanic students and 69 percent of black students tested at proficient or above in 2012–13. Economically disadvantaged, limited English proficiency, and special-needs students also achieve at lower levels than the average Ohio student.

FIGURE 5.1: Reading Proficiency on Ohio State Exams by Racial Subgroup (Grades 3-8), 2005-06 to 2012-13

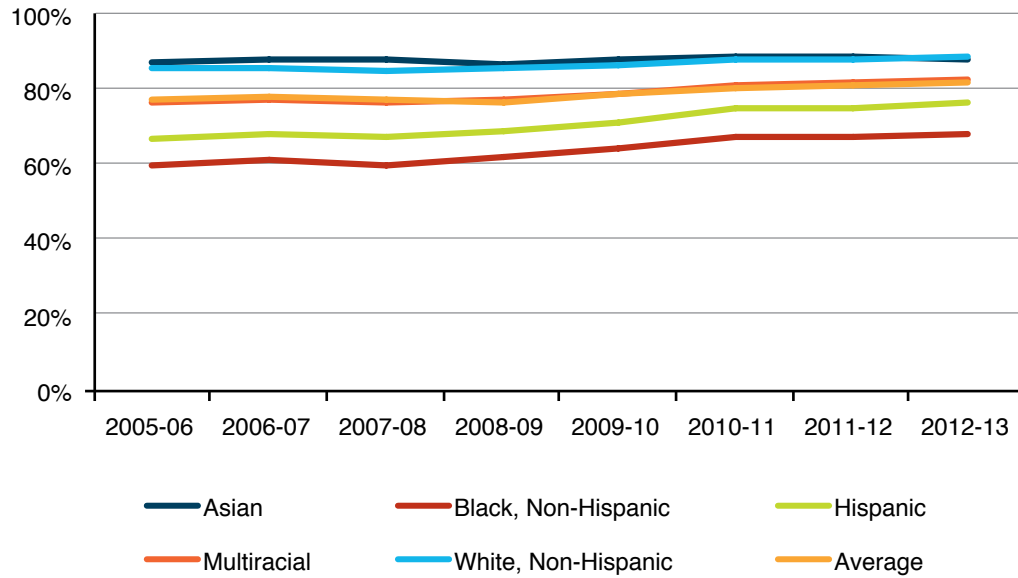


FIGURE 5.2: Reading Proficiency on Ohio State Tests by Selected Subgroups (Grades 3-8), 2005-06 to 2012-13

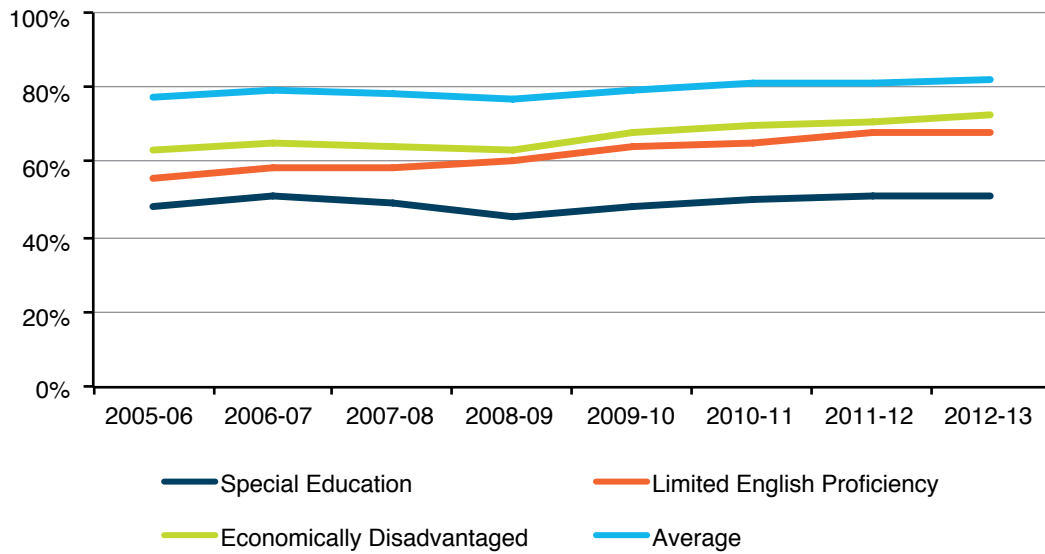


TABLE 5.1: Reading Proficiency on Ohio State Tests by Subgroup (Grades 3-8), 2005-06 to 2012-13

Subgroup	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13
Asian	87.8%	88.5%	88.3%	87.2%	88.2%	89.1%	89.4%	88.6%
Black, Non-Hispanic	60.5%	61.4%	60.2%	62.7%	65.0%	67.8%	67.5%	68.8%
Hispanic	67.3%	68.2%	67.6%	69.3%	71.9%	75.2%	75.7%	77.1%
American Indian or Alaskan Native	76.7%	77.9%	77.1%	78.6%	79.5%	82.6%	82.5%	81.6%
Multiracial	77.3%	78.1%	77.0%	77.7%	79.3%	81.8%	82.3%	83.1%
Pacific Islander	N/A	N/A	N/A	N/A	74.9%	79.0%	80.9%	81.6%
White, Non-Hispanic	85.9%	86.4%	85.4%	85.9%	87.0%	88.3%	88.5%	89.2%
Special Education	48.1%	50.6%	49.4%	45.5%	48.1%	50.1%	50.7%	51.4%
Limited English Proficiency	55.6%	58.8%	58.5%	60.7%	64.7%	65.6%	68.2%	68.1%
Economically Disadvantaged	63.3%	65.0%	64.7%	63.3%	67.7%	70.3%	70.9%	72.5%
State Average	77.8%	78.9%	77.9%	76.9%	79.4%	81.0%	81.4%	82.2%

Source: Ohio Department of Education, Advanced Reports

Note: American Indian and Pacific Islanders are not displayed in figure 5.1 due to small population size.

Math Achievement

Similar to reading achievement, Asian and white (non-Hispanic) student subgroups outperformed the state average in math in all years. The multiracial subgroup tracks closely with the state average over time. Hispanic and black students consistently have considerably lower rates of math proficiency than their white and Asian counterparts. Sixty nine percent of Hispanic students and 57 percent of black students tested at proficient or above in 2012-13. Economically disadvantaged, limited English proficiency, and special-needs students also achieve at lower levels than the average student.

FIGURE 5.3: Math Proficiency on Ohio State Tests by Racial Subgroup (Grades 3-8), 2005-06 to 2012-13

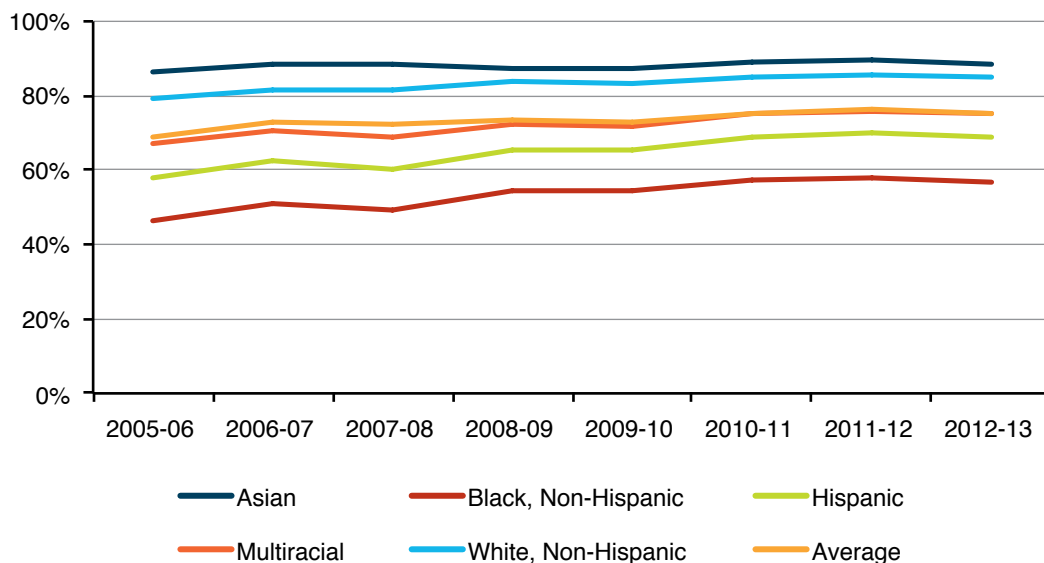


FIGURE 5.4: Math Proficiency on Ohio State Tests by Selected Subgroup (Grades 3-8), 2005-06 to 2012-13

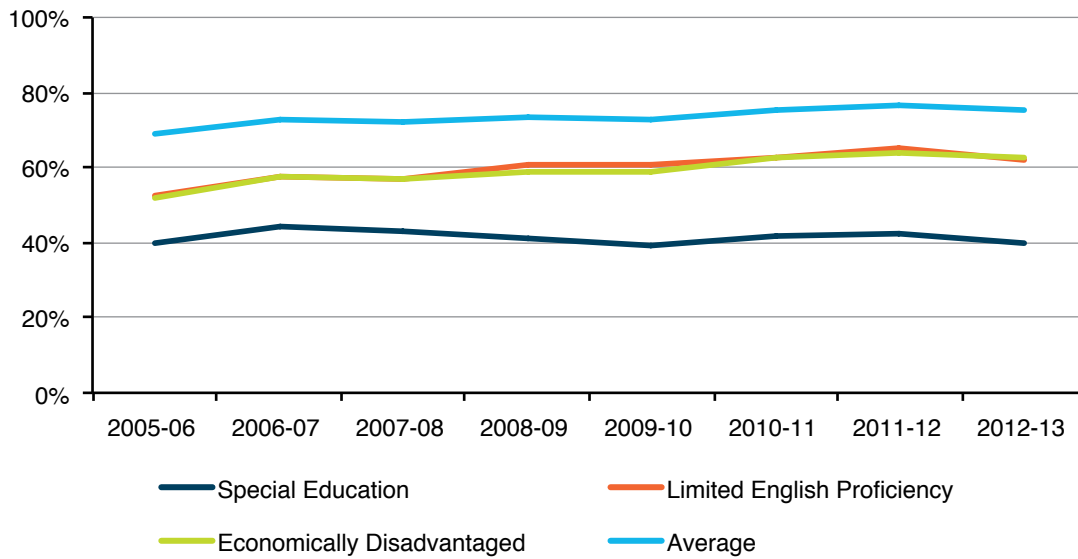


Table 5.2: Math Proficiency on Ohio State Tests by Subgroup (Grades 3-8), 2005-06 to 2012-13

Subgroup	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13
Asian	86.4%	88.7%	88.4%	87.6%	87.4%	89.1%	89.8%	88.3%
Black, Non-Hispanic	46.2%	50.8%	49.0%	54.7%	54.4%	57.3%	57.9%	56.6%
Hispanic	57.8%	62.4%	60.3%	65.3%	65.2%	68.8%	70.3%	68.9%
American Indian or Alaskan Native	67.5%	69.3%	72.3%	75.0%	73.9%	76.0%	77.5%	75.1%
Multiracial	66.9%	70.6%	68.9%	72.5%	71.8%	75.1%	76.0%	75.1%
Pacific Islander	N/A	N/A	N/A	N/A	75.3%	73.4%	76.4%	77.9%
White, Non-Hispanic	79.1%	81.8%	81.3%	83.8%	83.3%	84.9%	85.6%	84.9%
Special Education	39.8%	44.5%	43.3%	41.4%	39.2%	41.8%	42.7%	40.0%
Limited English Proficiency	52.3%	57.8%	56.7%	60.7%	60.5%	62.7%	65.4%	62.0%
Economically Disadvantaged	51.9%	57.5%	57.2%	58.8%	58.9%	62.6%	63.9%	62.4%
Average	68.9%	73.0%	72.3%	73.7%	72.9%	75.4%	76.5%	75.1%

Source: Ohio Department of Education, Advanced Reports

Note: American Indian and Pacific Islanders are not displayed in figure 5.3 due to small population size.

National Exams

National exams also bear out the achievement differences across subgroups of students, in Ohio and nationally. For example, on the NAEP fourth-grade reading exam, 44 percent of white students in Ohio achieved the benchmark for proficiency or above, while 25 percent of Hispanic students achieved proficiency and just 11 percent of black students did so. Eighth-grade reading achievement results are similar: 43 percent of white students in Ohio were proficient, while only 34 percent of Hispanic students and 16 percent of black students were proficient on the national exam.

FIGURE 5.5: NAEP Fourth Grade Reading, Racial Subgroup Percent Proficient, 2013

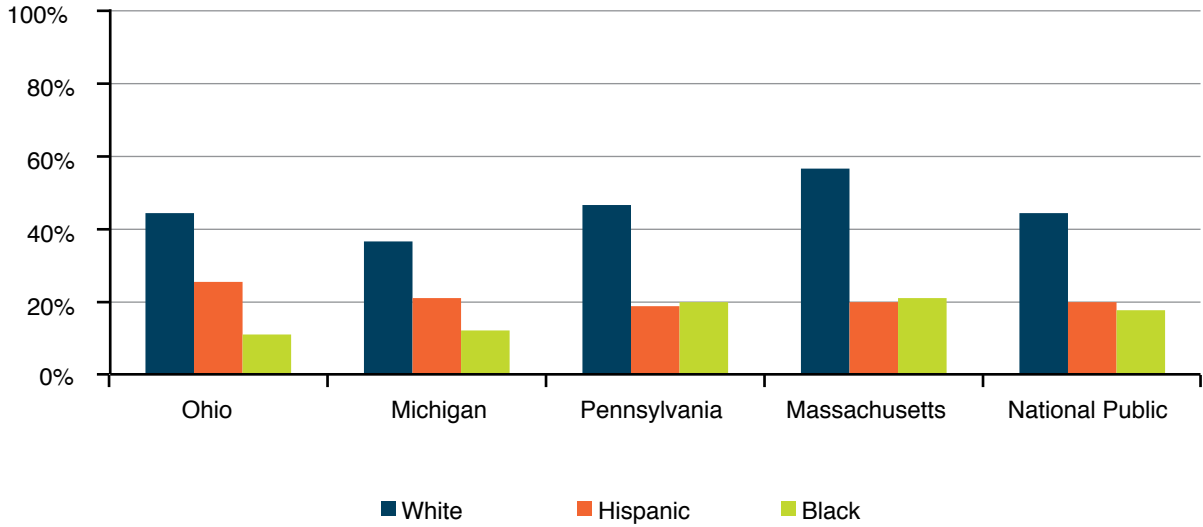


FIGURE 5.6: NAEP Eighth Grade Reading, Racial Subgroup Percent Proficient, 2013

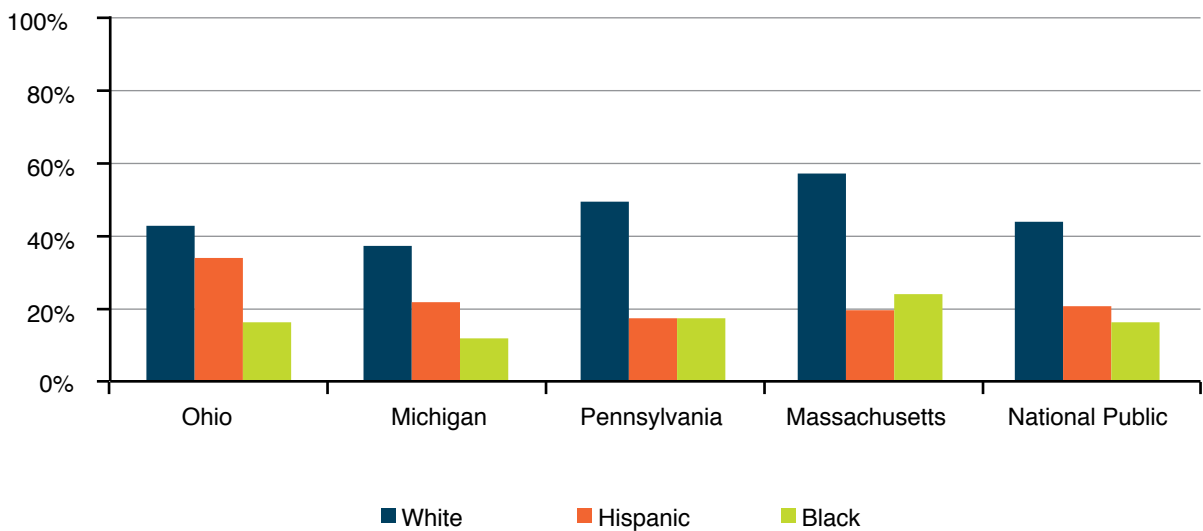


TABLE 5.3: NAEP Math, Fourth Grade, Subgroup Percent Proficient, 2013

	White	Black	Hispanic	Two or More Races	SWD	ED	LEP
Ohio	56.5%	15.6%	35.9%	41.6%	22.4%	28.4%	30.0%
Michigan	45.3%	9.9%	22.3%	33.9%	15.7%	20.2%	13.4%
Pennsylvania	52.1%	18.8%	24.4%	36.6%	20.7%	26.5%	11.2%
Massachusetts	68.1%	26.1%	32.2%	61.3%	29.2%	34.6%	19.3%
National public	53.6%	18.4%	26.1%	44.9%	17.9%	25.6%	14.2%

TABLE 5.4: NAEP Reading, Fourth Grade, Subgroup Percent Proficient, 2013

	White	Black	Hispanic	Two or More Races	SWD	ED	LEP
Ohio	44.1%	11.3%	25.2%	28.9%	11.0%	20.1%	19.2%
Michigan	36.6%	12.2%	21.3%	15.7%	6.9%	18.9%	9.1%
Pennsylvania	46.9%	19.8%	18.6%	34.7%	12.6%	22.5%	5.4%
Massachusetts	56.7%	20.8%	20.3%	56.4%	16.9%	25.3%	11.6%
National public	44.5%	17.1%	19.4%	38.5%	11.1%	19.6%	6.9%

TABLE 5.5: NAEP Math, Eighth Grade, Subgroup Percent Proficient, 2013

	White	Black	Hispanic	Two or More Races	SWD	ED	LEP
Ohio	45.2%	15.7%	27.1%	34.0%	10.2%	20.9%	8.4%
Michigan	35.6%	7.1%	14.0%	N/A	5.7%	16.5%	1.9%
Pennsylvania	49.5%	13.0%	15.6%	32.2%	12.1%	22.9%	4.9%
Massachusetts	62.9%	27.7%	27.8%	54.9%	16.5%	30.8%	8.0%
National public	44.2%	13.8%	20.6%	37.0%	8.3%	19.6%	5.1%

TABLE 5.6: NAEP Reading, Eighth Grade, Subgroup Percent Proficient, 2013

	White	Black	Hispanic	Two or More Races	SWD	ED	LEP
Ohio	42.8%	16.4%	34.2%	35.0%	6.0%	22.0%	19.5%
Michigan	37.4%	11.6%	21.5%	N/A	7.4%	18.7%	8.0%
Pennsylvania	49.1%	17.0%	17.4%	34.2%	11.9%	25.3%	3.0%
Massachusetts	57.3%	24.2%	19.9%	52.8%	14.5%	27.6%	3.8%
National public	43.9%	16.2%	20.7%	38.2%	8.2%	20.1%	3.4%

Source: National Center for Education Statistics, *The Nation's Report Card*

Note: SWD means Students with Disabilities, ED means Economically Disadvantaged, LEP means Limited English Proficiency.



ENDNOTES

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- ²⁹ The statute does not dictate scheduled increases for the minimum threshold. Instead, it charges the state board with reviewing and upwardly revising the level until it reaches the proficiency level. For information on minimum threshold increases, see Ohio Revised Code § 3301.0710, and for information on fourth-grade reading capability see, Ohio Revised Code § 3313.608.
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$$[(\$125, \text{ in fiscal year 2014, or } \$175, \text{ in fiscal year 2015}) \times \text{formula ADM for grades kindergarten through three} \times \text{the district's state share index}] + [(\$86, \text{ in fiscal year 2014, or } \$115, \text{ in fiscal year 2015}) \times \text{formula ADM for grades kindergarten through three}].$$
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