



FACING FACTS:

Ohio's School Report Cards
in a Time of Rising Expectations

March 2016

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By Aaron Churchill



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I. Summary and Introduction

SUMMARY

Management sage Peter Drucker once said, “If you want something new, you have to stop doing something old.” In recent years, policy makers have turned the page on Ohio’s old, outdated standards and accountability framework. The task now is to replace it with something that, if implemented correctly, will better prepare Buckeye students for the expectations of college and the rigors of a knowledge- and skills-driven workforce.

While the state’s former policies did establish a basic accountability framework aligned to standards, a reset was badly needed. Perhaps the most egregious problem was the manner in which the state publicly reported achievement. State officials routinely claimed that more than 80 percent of Ohio students were academically “proficient,” leaving most parents and taxpayers with a feel-good impression of the public school system.

The inconvenient truth, however, was that hundreds of thousands of pupils were struggling to master rigorous academic content. Alarming, the Ohio Board of Regents regularly reports that 30–40 percent of college freshman need remedial coursework in English or math. Results from the ACT reveal that fewer than half of all graduates meet college-ready benchmarks in all of the assessment’s content areas. Finally, outcomes from the “nation’s report card”—the National Assessment of Educational Progress (NAEP)—indicate that just two in five Ohio students reach a rigorous standard for proficiency in math and reading.

To rectify this situation, policy makers across the nation have lifted standards. While Ohio leaders have been guiding the transition for several years, the 2014–15 school year marked a major turning point. It was the first year for next-generation assessments that match Ohio’s new learning standards; in spring 2015, the PARCC consortium’s exams in English language arts (ELA) and math were administered in Ohio and several other states.¹ Coinciding with these new exams, policy makers also raised cut scores—the minimum score needed to be deemed proficient—in order to more honestly relay how many students are mastering the content of the state’s new academic standards.

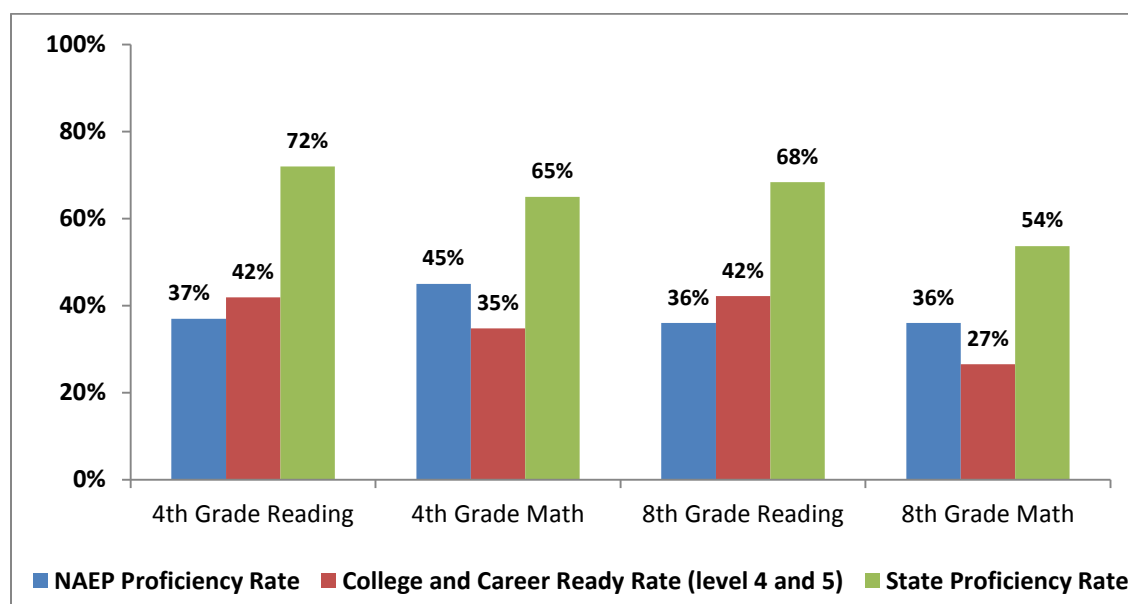
Of course, progress is rarely simple and often tumultuous, and last year’s assessment reboot posed several difficulties. They included concerns about the amount of time spent on testing, the transition from paper and pencil to online testing, and the impact of “opt-outs” on policies linked to exam results. Meanwhile, as a result of higher cut scores for achievement, school grades on a few key measures naturally fell statewide. Having foreseen these challenges, both technical and political in nature, Ohio lawmakers instituted a policy known as “safe harbor—a short-term reprieve on the formal consequences tied to performance on state exams. As the assessment environment solidifies, the state will lift safe harbor, starting with the 2017–18 school year.

¹ Starting in spring 2016, tests developed by the Ohio Department of Education and the American Institutes for Research will replace PARCC.

Ever since 2005, we at the Thomas B. Fordham Institute have analyzed the results of Ohio’s school report cards. This year’s analysis provides a first look at student achievement in this new—and still unsettled—era of heightened academic standards. We offer three observations.

First, although Ohio raised its standard for proficiency, its new cut scores still do not yield a completely honest view of college and career readiness. Figure 1 displays a comparison of NAEP proficiency in Ohio, the state’s proficiency rate on the 2014–15 assessments, and the statewide college and career readiness (CCR) rate, using the definition adopted by the PARCC consortium.² Ohio policy makers still overstate the number of students who are meeting rigorous grade-level targets in math and ELA when they report 60-percent-plus proficiency.

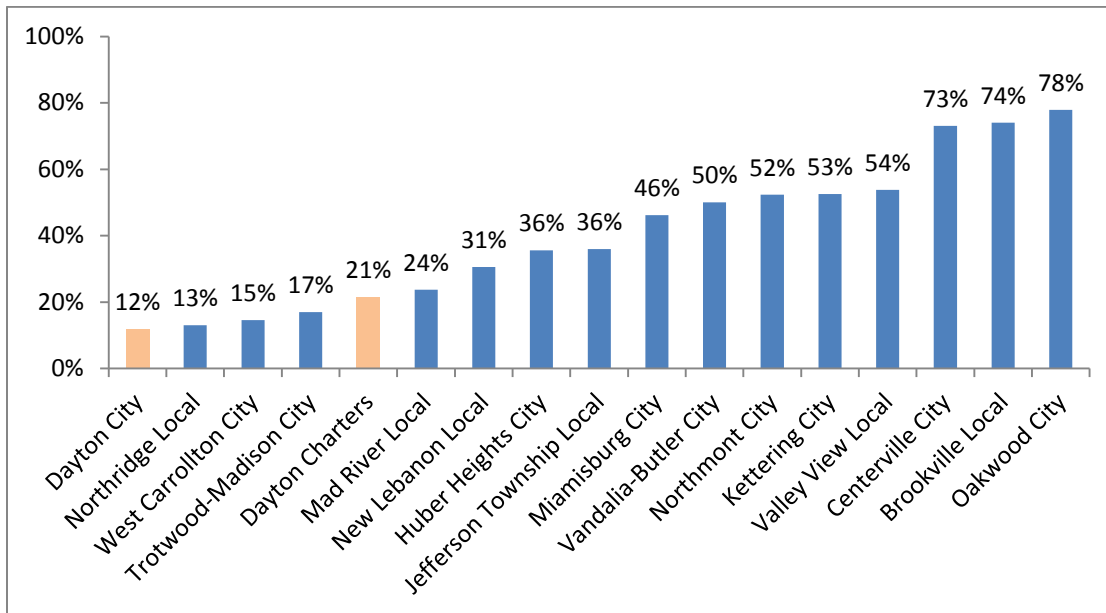
Figure 1.1. Statewide student achievement on 2015 NAEP and 2014–15 state exams



Second, when digging deeper into the state CCR results, we see the staggering inequities in educational outcomes. To be sure, education researchers have detected a wide achievement gap between historically disadvantaged students and their peers since the 1960s, but when using a rigorous gauge of student achievement, the gap appears all the more scandalous. There are several ways to portray inequity in student achievement, but consider the chart below. It displays the CCR rates in Fordham’s hometown of Dayton and its neighboring districts. We notice that in Dayton Public Schools (a high-poverty district), just 12 percent of students are on a sure academic path toward success after high school; meanwhile, upwards of 70 percent of students in a few of the region’s wealthy suburbs meet that same target. Worth noting is the fact that lagging achievement isn’t strictly endemic to Dayton; several poorer districts in the county—and the city’s charter sector—also have CCR rates under 25 percent.

² Although Ohio did not officially release CCR rates, it is possible to calculate them; the consortium’s “met [CCR] expectations” is equal to the percentage of students who reach Ohio’s accelerated and advanced levels (levels 4 and 5 on Figure 1).

Figure 1.2. CCR rates for Montgomery County public schools, eighth grade ELA, 2014–15

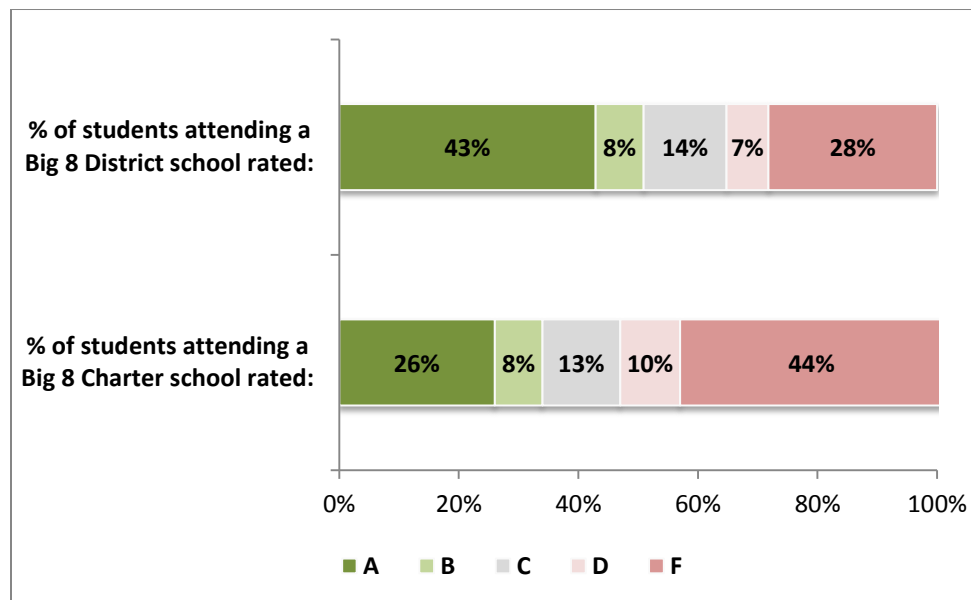


Given these troubling results, there is an acute need for outstanding high-poverty schools. But how many students have the opportunity to attend such schools? In our third and final observation, we note that a fair number of students do attend schools that are accelerating student growth (high value added), but many more enroll in schools that provide little to no growth beyond the norm. Figure 3 shows that the performance of urban schools on the value added measure continues to be a mixed bag across both sectors. More than two in five students in the Big Eight districts attended an A-rated school, but one in five attended an F school. Among brick-and-mortar charter schools in the Big Eight, 26 percent of students attended an A-rated school, while 44 percent were enrolled in an F-rated school for value added.

* * *

What do these data all mean for policy makers and the general public? First, we must raise the level of discourse around achievement, and policy makers can aid in this task by continuing to ratchet up proficiency cut scores, as they've pledged to do. Not only is it a fundamental obligation of state officials to report honest statistics, but by providing an authentic gauge of whether students are on track for success after high school, parents and the public have the information needed to make course corrections before it's too late. As Michael Cohen, president of Achieve, [notes](#), "Parents and educators deserve honest, accurate information about how well their students are performing....We don't do our students any favors if we don't level with them when test results come back."

Figure 1.3. Percentage of students enrolled in district versus charter school by its value added rating, Ohio Big Eight, 2014–15³



Second, the persistent inequity in educational outcomes must continue to be attacked in bold and perhaps unconventional ways. Happily, the report card data reveal scores of high-poverty schools that are making a difference in students’ lives (our organization proudly sponsors several [high-performing urban charters](#)). The public and philanthropic sectors would be wise to correctly identify top-notch urban schools and make aggressive investments in their growth and replication. At the same time, oversight bodies, which include school boards and charter sponsors, should consider permanently closing dysfunctional schools.

Like most states across the nation, Ohio has inaugurated a new era of education reform—one in which higher standards are de rigueur. And with a fresh start on federal education policy, states will have new opportunities to further sharpen their school reform policies in an effort to improve student learning. The work of reform isn’t finished. But at long last, in our small world of Ohio education policy, we can at least say for certain that the old has gone and the new has come.

Acknowledgments

From the Fordham team, I wish to thank my colleagues Chad L. Aldis, Jamie Davies O’Leary, Jeff Murray, and Jessica Poiner for their feedback on earlier drafts. The report is also the product of many discussions over the years on school report cards with staff at the Ohio Department of Education, as well as other educational leaders. The author is deeply grateful for the time and insight of these individuals. Brittany McClaskey designed the cover, and Kevin Mahnken copy edited the document. All errors are my own.

- Aaron Churchill, Ohio Research Director

³ Schools in the Toledo school district were not included, as their value-added results were not immediately released.

INTRODUCTION

Ohio's assessment system

The assessment system in Ohio is in transition. The state's previous exams—the Ohio Achievement Assessments (OAs) and the Ohio Graduation Tests (OGTs)—are being phased out, and new assessments are replacing them. In 2014–15, students in grades 3–8 took the PARCC assessments in math and English language arts, with one exception—the third-grade ELA exam, in which the OAA was administered for the final time. In high school grades, students began taking end-of-course exams (EOC); in 2014–15, PARCC exams were administered in algebra I and geometry (or, alternatively, integrated math I and II) and English language arts I and II. In science, students in grades five and eight took exams developed by the American Institutes for Research (AIR) and the Ohio Department of Education (ODE); a high school EOC was administered in physical science. Likewise, in social studies, students in grades four and six took AIR-ODE designed exams, and EOCs were given in American government and history. Starting in 2015–16, Ohio will shift to a system that fully relies on exams developed by ODE and AIR.

Table 1.1. State assessment system, 2014–15

Subject	Grades	Assessment
Elementary and Middle School		
English language arts	3	OAA
English language arts	4–8	PARCC
Math	3–8	PARCC
Social Studies	4 and 6	ODE/AIR
Science	5 and 8	ODE/AIR
High School—End of Course exams*		
English language arts I		PARCC
English language arts II		PARCC
Algebra I or integrated math I		PARCC
Geometry or integrated math II		PARCC
American government		ODE/AIR
American history		ODE/AIR
Physical science		ODE/AIR
High School—End of Grade exams**		
English	10 and 11	OGT
Writing	10 and 11	OGT
Math	10 and 11	OGT
Science	10 and 11	OGT
Social studies	10 and 11	OGT

* The EOCs are being phased in, with the class of 2018 (ninth graders in spring 2015) being the first to take them. A small number of accelerated students in grades below ninth took the algebra or geometry EOC in 2014–15 as a substitute for their grade-level math exams.

** The OGTs are being phased out, with the class of 2017 (tenth graders in spring 2015) being the final class to take these exams.

With respect to EOCs, the students who participated in the spring 2015 administration were mostly ninth graders, the first class required to meet Ohio’s new graduation requirements that include the passage of a series of EOCs or meeting alternative graduation criteria. More than one hundred thousand students participated in the algebra I and ELA I exams; just over thirty thousand took the geometry EOC. Roughly ten thousand students participated in integrated math I, which serves as an alternative to the algebra and geometry assessments. As the high school EOCs phase in, more students will participate in the ELA II and integrated math II exams. (Less than three thousand students participated in each of those exams in 2014–15.) Meanwhile, tenth graders in spring 2015 participated in the OGTs; these students represent the last class whose graduation requirements are tied to the OGTs. Since these exams are phasing out, this report focuses on the EOC results.

Student test results are reported along five achievement levels (in the order of lowest to highest): limited, basic, proficient, accelerated, and advanced. For pupils who are on a formal acceleration plan in which they take above-grade-level assessments, the state adds a one-achievement-level bonus. In a very small number of cases, this means that schools report students at an “advanced plus” level (i.e., students who achieve at the advanced level while taking an above-grade-level exam). Less than 1 percent of Ohio students are designated as “advanced plus,” so we typically refer only to the accelerated and advanced achievement levels.

Ohio’s accountability system

The state began the implementation of a new A–F school accountability system in 2012–13, and today, school report cards remain a work in progress. Legislators have delayed certain components as the state transitions to new content standards and assessments. For example, an overall A–F school rating was originally scheduled for 2014–15, but it is now slated for 2017–18. Additionally, as the recently passed federal education law—the Every Student Succeeds Act (ESSA)—comes into effect, Ohio policy makers may decide to further modify school report cards.

The report card components that we focus on in this report are the *performance index* and *value-added measure*. The performance index is a composite score that assigns additional weight for higher test scores, similar to how a weighted grade point average is calculated. It provides a point-in-time snapshot of overall student achievement within a school. Yet the performance index, if used in isolation, can obscure our view of school performance, as achievement can be influenced by non-school factors (most notably family income). Hence, understanding the value-added measure is also essential when looking at overall school quality. Using statistical methods and individual student-level data, value added gauges a school’s contribution (or impact) on student growth as measured by gains tracked over time.

Table 1.2. Components of Ohio’s school report cards

Performance Indicator	2012–13	2013–14	2014–15	Description
Achievement				
Performance Index	Graded	Graded	Graded	Weighted measure of student achievement, with more weight given to pupils who achieve at higher performance levels.*
Indicators Met	Graded	Graded	Graded	Across tested grades and subjects (thirty-five possible combinations in 2014–15), the percentage of students who reach various statewide proficiency benchmarks. In addition, schools are evaluated on a “gifted indicator,” yielding thirty-six indicators.
Progress				Statistical estimate of a school’s contribution to student growth.
Value Added: Overall	Graded	Graded	Graded	Estimate based on the average gain of all tested students.
Value Added: Gifted	Graded	Graded	Graded	Estimate based on the average gain of students identified as gifted in math (on math exams), reading (on ELA exams), or superior cognitive (on both math and ELA exams).
Value Added: Students with Disabilities	Graded	Graded	Graded	Estimate based on the average gain of students with disabilities and not taking alternative assessments.
Value Added: Lowest Achieving	Graded	Graded	Graded	Estimate based on the average gain of students within the lowest 20 percent in achievement statewide.
High School Graduation				
Four-Year Graduation Rate	Graded	Graded	Graded	Percentage of students who earn a diploma within four years.
Five-Year Graduation Rate	Graded	Graded	Graded	Percentage of students who earn a diploma within five years.
Annual Measurable Objectives (AMOs)	Graded	Graded	Graded	Achievement of certain student subgroups and the extent to which achievement gaps are closing.
K–3 Literacy	Not Graded	Not Graded	Graded	Percentage of K–3 students who go from being not-on-track to on-track in reading proficiency on fall diagnostic exams.
Prepared for Success	Not Graded	Not Graded	Not Graded	High school measures that include remediation-free results based on ACT/SAT exams, AP/IB participation and results, and other metrics. Results were reported in 2013–14 and 2014–15.
Overall Grade	Not Graded	Not Graded	Not Graded	Composite of the report card components; overall grade is slated for 2017–18.

* This report uses the state’s official performance index score—the one used to determine school ratings—and not the “modified” performance index. The modified PI measure excludes test non-participants from its calculation, whereas the official PI calculation assigns a score of zero to students who do not participate in state exams. The modified PI was calculated due to concerns about the impact of opt-outs in several districts (test participation statewide exceeded 98 percent).

Since schools with any grade between four and eight receive ratings along both the performance index and value-added measures, the emphasis of this report is on elementary and middle school performance (see the “quality seats” analysis). As the state continues the implementation of its high school report card measures, including a value-added measure based on the EOC results (math and ELA only), we anticipate further analysis of high school performance in the coming years.

Data and methodology

Data

Except where noted, the data for this report were retrieved from the Ohio Department of Education’s website. More information about the various school report card components, along with student enrollment, achievement, and rating data, can be accessed at <http://reportcard.education.ohio.gov/>.

College and career readiness (CCR) and proficiency

Throughout this report, we often refer to the percentage of students who are meeting CCR benchmarks. Although Ohio has not officially adopted a CCR definition, it remains possible to utilize the state’s achievement data to yield a CCR rate. In this report, **CCR rates** are equal to the percentage of pupils achieving at the **accelerated and advanced** levels on state exams. This is equivalent to PARCC’s “met expectations” performance level—i.e., the testing consortium’s gauge of whether students are on track for college and career. By way of contrast, Ohio **proficiency rates** are equal to the percentage of students achieving at the **proficient, accelerated, and advanced** levels. We typically display the CCR rates (for more discussion, see page 2 and Figure 1.1).

High-quality seats

In our 2013–14 report card analysis, we introduced the concept of “quality seats” to gauge the overall performance of the charter and district sectors in the Ohio Big Eight areas.⁴ The quality-seats terminology is convenient shorthand for the number of students enrolled in schools of a particular quality. The rationale behind this calculation is to adjust the number of high-quality schools by their student enrollment, ensuring that exceptionally small or large schools are properly weighted whenever presenting comparisons of overall charter and district quality.

The framework for gauging school quality remains almost the same as last year. We make a couple of small changes in the rubric to align our definition of “high quality” with the state’s definition of a high-performing charter school.⁵ **Because of this change—and, more importantly, because statewide achievement results are lower than in previous years—the 2014–15 quality-seats results shouldn’t be compared to the results from 2013–14.** Specifically, performance index ratings are generally lower in

⁴ See *Poised for Progress: Analysis of Ohio’s School Report Cards, 2013-14*. Available at <http://edexcellence.net/publications/poised-for-progress-analysis-of-ohios-school-report-cards-2013-14>.

⁵ For 2014–15, we classify schools receiving a C on PI and B on VAM as high-quality (instead of medium-quality) and an A on PI and C on VAM as medium quality (instead of high-quality). For state law defining a “high-performing” charter school, see ORC 3313.413. Fordham’s 2013–14 report card analysis was published prior to the state adoption of a definition of high-performing charters.

2014–15 than in the prior year (see Tables 2.2 and 2.3); hence, schools tend to fall into lower tiers in the 2014–15 analysis. ***This does not indicate that schools are suddenly performing worse; rather the year-to-year change is due to rising academic expectations.*** As Ohio switches from PARCC to ODE/AIR assessments in 2015–16, next year’s quality-seats analysis may again be incompatible with prior years. However, once state assessment policies settle, we plan to track the number of high-quality seats in Ohio’s cities over time.

The analysis consists of two steps. First, utilizing the state’s performance index and value-added measures and weighting them equally, we create a rubric to measure school quality. Table 1.3 displays the combinations of A–F ratings that result in a given school being placed into each quality tier; schools that do not receive both ratings are not included (most high schools, for example, have not yet been incorporated into the value-added system). In a given city, we sum the number of schools that receive each school rating combination and fall into each quality tier. The second step takes into account the student enrollment of each school, which yields a count of high-quality seats for each city. In the city-level analyses that follow, we break down the number of high-, medium-, and low-quality seats by sector.

Table 1.3. Rating combinations used to determine overall school quality

		Performance Index				
		A	B	C	D	F
Value Added	A					
	B					
	C					
	D					
	F					

Notes: Green = High Quality; Gray = Medium Quality; Red = Low Quality. The criteria, stated more technically, are as follows:

- **High-quality** is a school receiving a C or higher on PI and a B or higher on VAM.
- **Low-quality** is a school receiving a D or lower on both measures, with two additional combinations meriting such status (F on PI and C on VAM, or C on PI and F on VAM).
- All other combinations are considered **medium-quality**.

Counting charter schools and their students

To be included as a Big Eight charter, a school must be located in the county in which the Big Eight district is located. For example, to identify Cincinnati charters, we include all charters located in Hamilton County. (The vast majority of charters are located within the Big Eight district’s jurisdiction.) We use the charters’ entire enrollment, as reported on their school report cards, as the basis for counting charter students. Although some charters draw pupils from multiple districts, no adjustment is made for the number of students who come from any particular district. Without individual-level data, we cannot separate the results of students by their districts of residence. That being said, charter schools located in and around the Big Eight draw primarily from their corresponding big-city districts.

Finally, it is worth noting that students attending statewide e-schools are excluded in the city-level charter calculations. The problem, again, is that one cannot split the results by students’ districts of

residence without individual-level data. E-school results are reported in the aggregate in Table 2.4. Students attending charter schools classified as “dropout-recovery” are also excluded, because they do not receive conventional school ratings, including performance index and value added. Given the difficulty of making clean charter-district comparisons using aggregated data, caution should be exercised when comparing charter versus district results. One requires student-level data to make more conclusive cross-sector comparisons. To date, the most rigorous analysis of Ohio charter schools, which uses student-level data, has been CREDO’s 2014 evaluation.⁶

Abbreviations

AIR	American Institutes for Research
CCR	College and career ready
ELA	English language arts
EOC	End-of-course exam
NAEP	National Assessment of Educational Progress
OAA	Ohio Achievement Assessments
OGT	Ohio Graduation Tests
ODE	Ohio Department of Education
ORC	Ohio Revised Code
PARCC	Partnership for Assessment of Readiness for College and Careers
PI	Performance Index
VAM	Value-added measure

⁶ Center for Research on Education Outcomes (CREDO), “Charter School Performance in Ohio” (December 2014), <https://credo.stanford.edu/>.

II. Statewide Analysis

1. National Exams—NAEP

The National Assessment of Educational Progress (NAEP) is administered biannually in reading and math to a representative sample of fourth- and eighth-grade students. Because this standardized exam is administered in all fifty states—it’s commonly referred to as the “nation’s report card”—analysts have the ability to compare NAEP results across different states. NAEP does not report data on a district or school level, with the exception of a few large urban areas like Cleveland. The NAEP data used in this section are available at <http://nces.ed.gov/nationsreportcard/naepdata/>.

a. National rankings

Table 2.1 displays Ohio’s national rank among the fifty states, the District of Columbia, and the Department of Defense schools (fifty-two jurisdictions in all). In the past decade, the achievement of Ohio students has consistently landed among the top twenty states, but it has only once attained national top-ten status (fourth-grade math in 2007). Ohio’s national ranking in eighth-grade reading fell substantially from 2013 to 2015, from nineteenth to twenty-ninth in the nation. Although it is impossible to know whether this change is a one-year phenomenon, it is worth observing the general downward trend in Ohio’s eighth-grade reading rank from 2007 to 2015 (compare with Figure 2.4 below).

Table 2.1. Ohio national ranking on NAEP, all students, 2003–2015

Year	Fourth Grade		Eighth Grade	
	Reading	Math	Reading	Math
2003	18	14	17	18
2005	18	10	17	16
2007	11	9	11	22
2009	15	13	12	24
2011	16	15	16	15
2013	20	15	19	11
2015	18	14	29	18

b. Statewide trends

Figures 2.1–2.4 display the trend in average NAEP scores over time for Ohio and nationally. As the figures indicate, student achievement in Ohio remains above the national average, though only slightly in the case of fourth and eighth grade reading. Across three out of the four grade/subject combinations, NAEP scores fell between 2013 and 2015 in both Ohio and nationally (the only exception was fourth-grade reading). Generally, math achievement in Ohio and nationally has improved steadily over the past ten years, while reading scores have remained on a somewhat flatter trajectory. NAEP scores are

reported on a scale of 0–500; the proficiency cut scores are displayed for reference.⁷ These cut scores designate, depending on grade and subject, between 35 and 45 percent of Ohio students as proficient (for more, see Figure 1.1).

Figure 2.1. Average fourth-grade NAEP math score in Ohio and national, 2003–2015

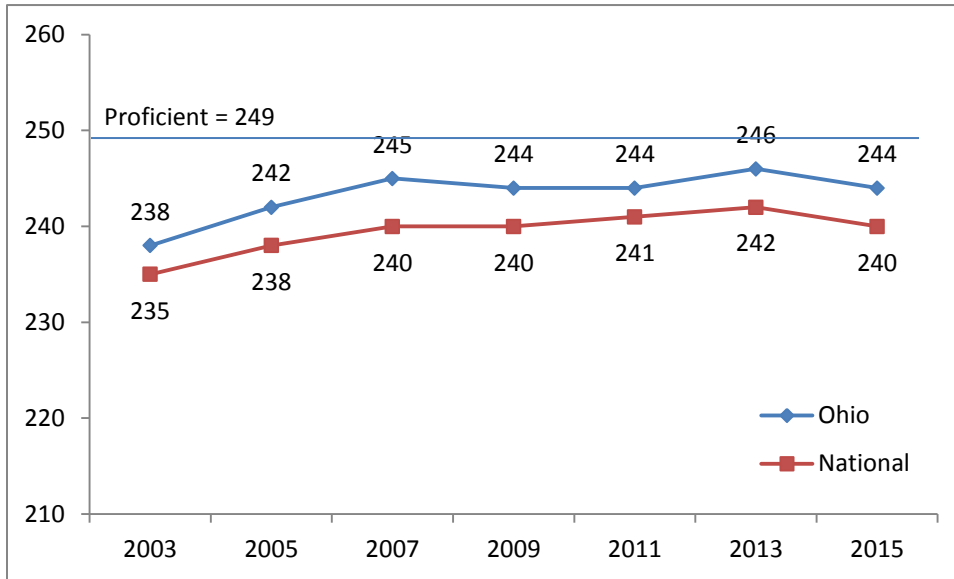
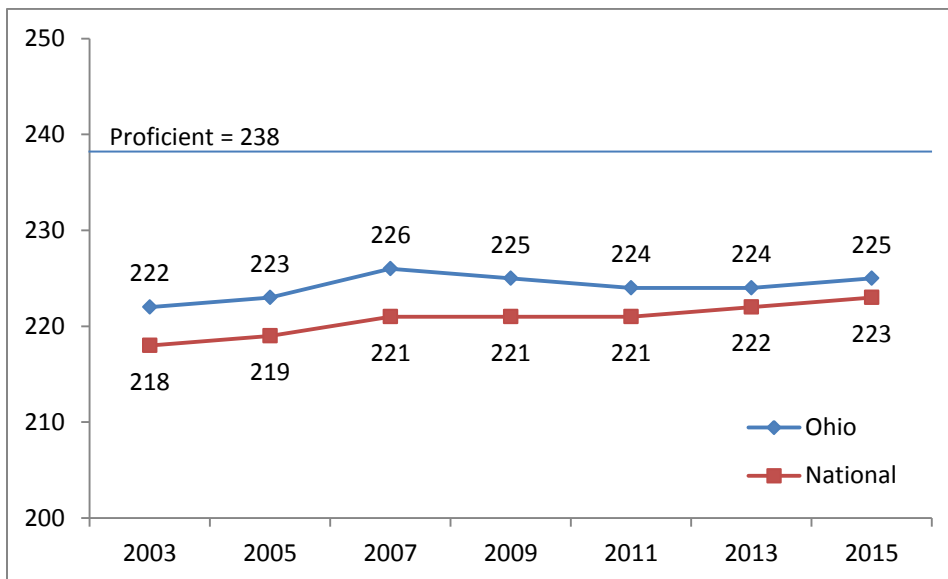


Figure 2.2. Average fourth-grade NAEP reading score in Ohio and national, 2003–2015



⁷ The achievement-level cut scores have remained constant during the period shown on the charts. For the cut scores in reading, see <https://nces.ed.gov/nationsreportcard/reading/achieveall.asp#1992ald>; for math, see <https://nces.ed.gov/nationsreportcard/mathematics/achieve.asp>.

Figure 2.3. Average eighth-grade NAEP math score in Ohio and national, 2003–2015

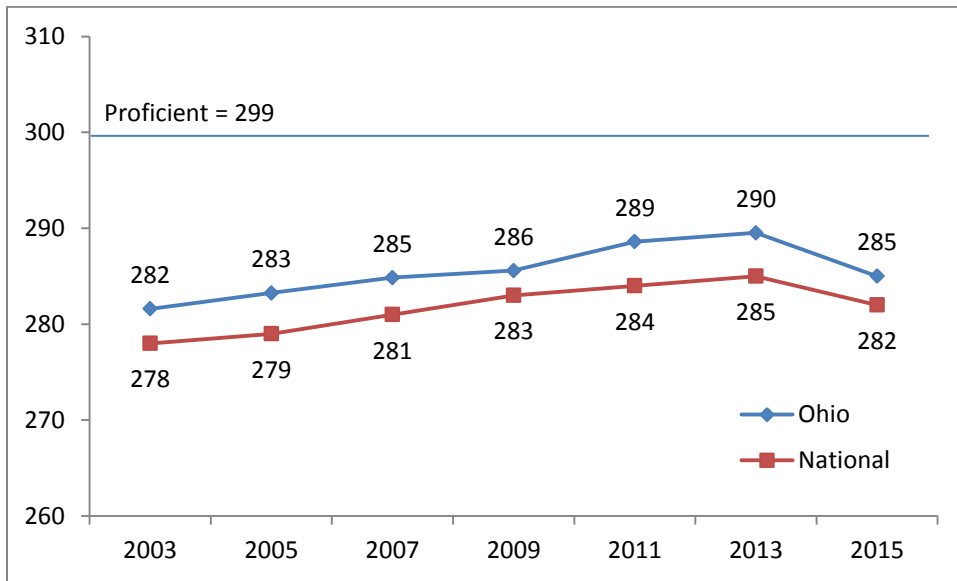
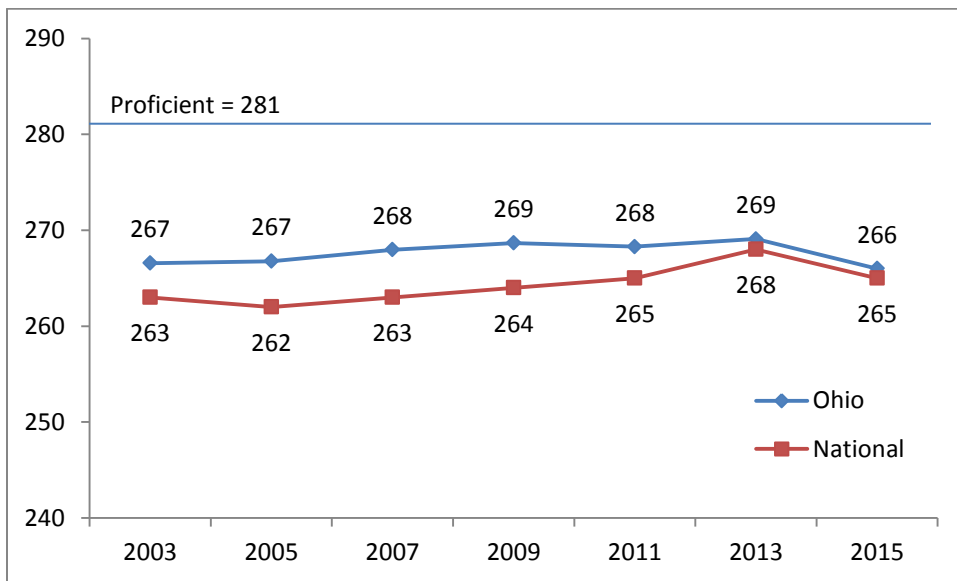


Figure 2.4. Average eighth-grade NAEP reading score in Ohio and national, 2003–2015



c. Achievement gap by income status

The achievement gap—the difference in test results between historically disadvantaged and more advantaged pupils—is substantial in both Ohio and nationally. Figures 2.5–2.8 display this gap by student income status. “Low-income” is defined as eligible for free and reduced-priced lunch—185 percent of the federal poverty level—and “high-income” means that the student is not eligible for the federal lunch program. The charts indicate that low-income students have made gradual progress in

achievement over time, yet the achievement gap has not noticeably narrowed since 2003 in either Ohio or nationally. The gap in Ohio appears to have slightly widened over time in fourth-grade math and eighth-grade reading.

Figure 2.5. Average fourth-grade NAEP math score in Ohio and national by income status, 2003–2015

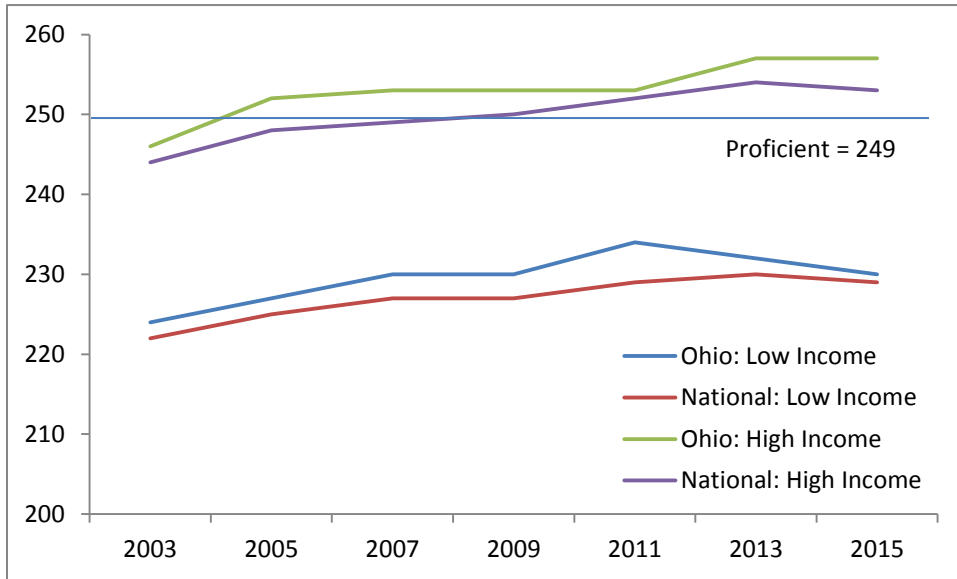


Figure 2.6. Average fourth-grade NAEP reading score in Ohio and national by income status, 2003–2015

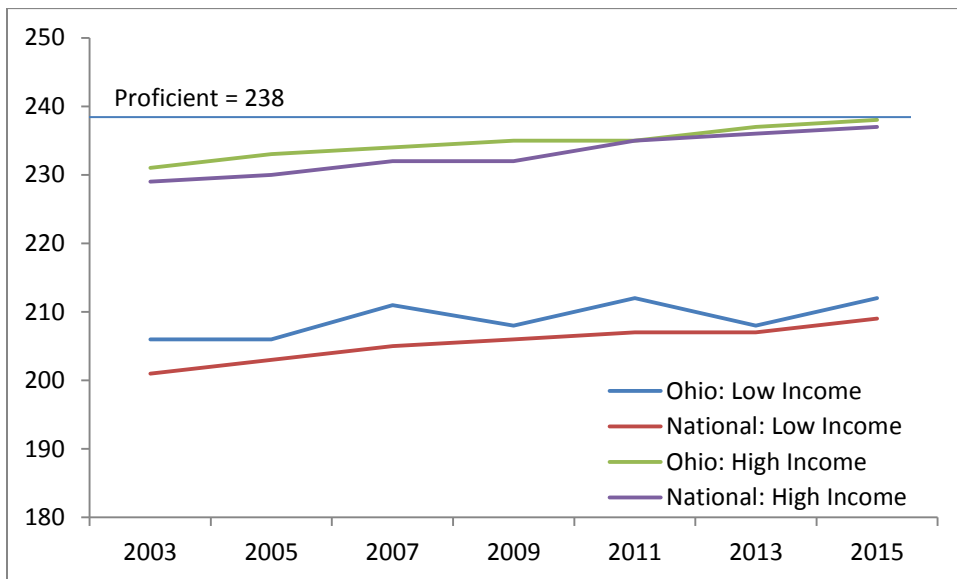


Figure 2.7. Average eighth-grade NAEP math score in Ohio and national by income status, 2003–2015

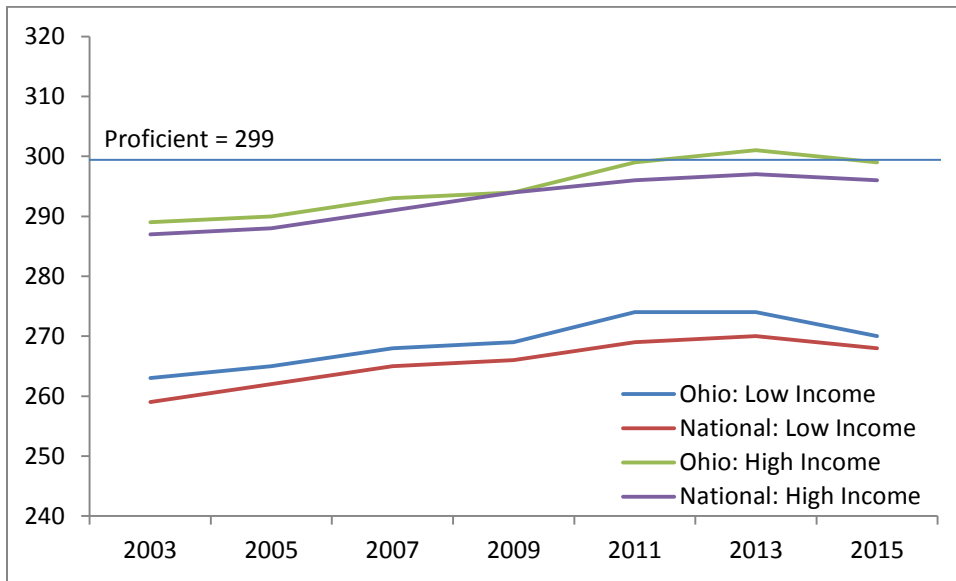
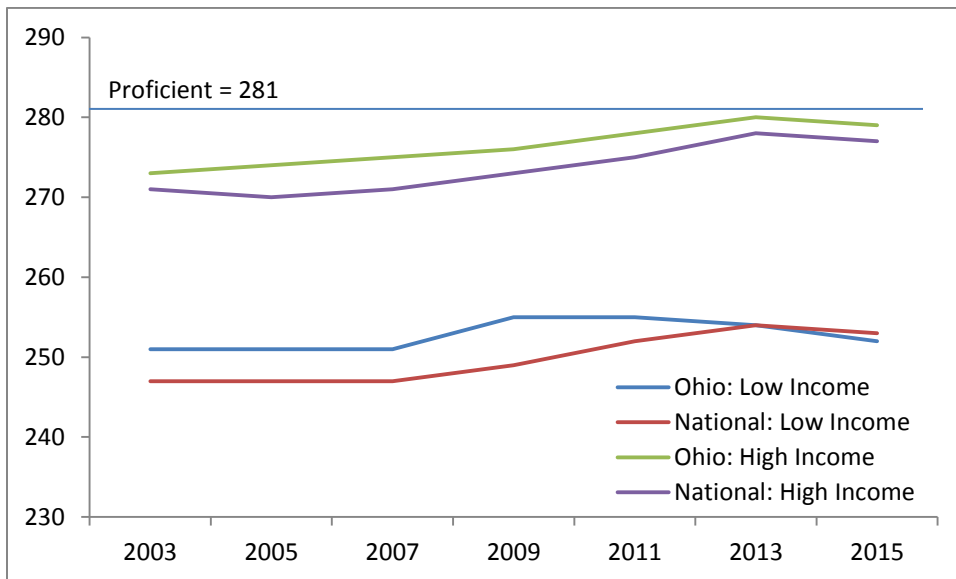


Figure 2.8. Average eighth-grade NAEP reading score in Ohio and national by income status, 2003–2015

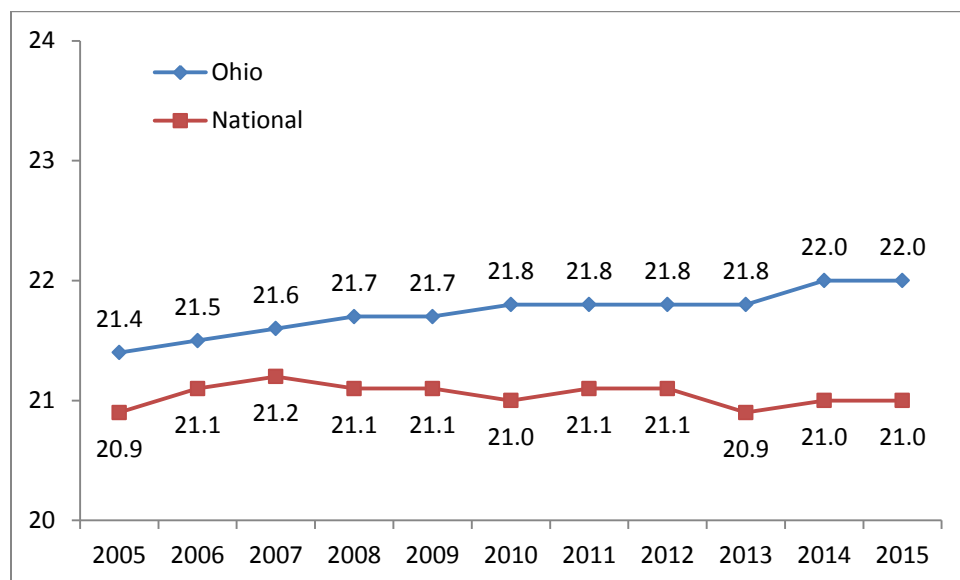


2. College Admissions Exam—ACT

The ACT is the predominant college entrance exam for Ohio high school students. For the graduating class of 2015, 91,607 students took the ACT. While not every graduate in Ohio takes the ACT—it is not required—the majority of graduates do take the exam. (Roughly speaking, there are about 140,000 students per grade level in Ohio.) Starting in 2017, participation rates should increase as eleventh-grade students (in the class of 2018) will have the opportunity to take a college entrance exam free of charge. As Figure 2.9 shows, average ACT scores in Ohio have risen gradually over the past decade, and the

state’s trend compares favorably relative to the national trend in ACT scores, which have been flat since 2005. The ACT composite scores range from 0 to 36. To put the scores into additional context, students between the twenty-fifth and seventy-fifth percentiles of enrolled freshman at Ohio State University score between 27 and 32.

Figure 2.9. Average composite ACT score, Ohio and national, class of 2005 to class of 2015

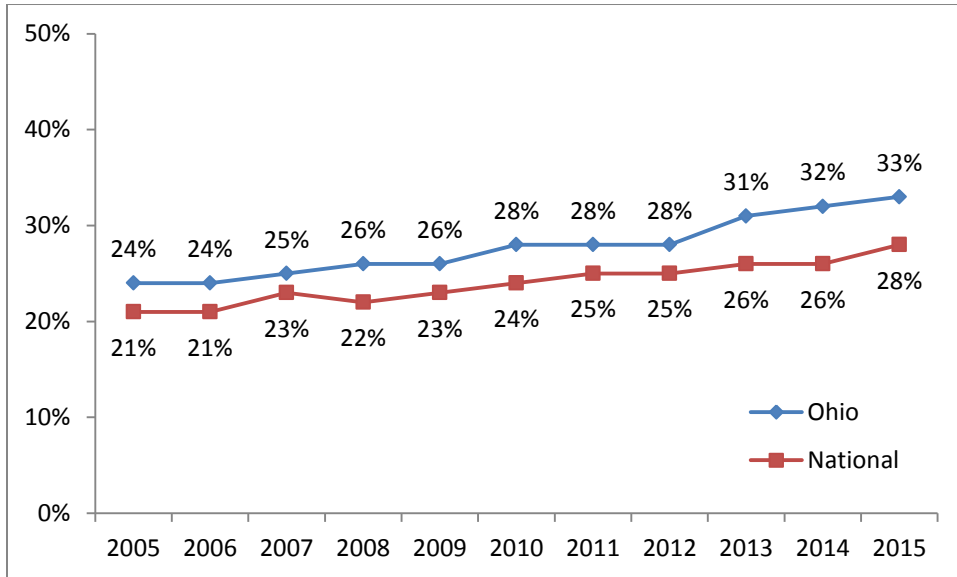


Another way of looking at these scores is whether students meet ACT-defined benchmarks for college readiness.⁸ Figure 2.10 shows the fraction of Ohio high school graduates who are ready for college-level coursework in all four of the ACT subject areas (English, math, reading, and science). The college readiness trend in Ohio and nationally has been on the upswing, though the majority of ACT test takers—more than three out of five—still fall short of the readiness benchmarks in all four content areas. The ACT college readiness benchmarks are as follows: English—18; math—22; reading—22; science—23.⁹

⁸ The ACT college readiness benchmarks are the minimum scores needed to indicate a 50 percent chance of obtaining a B or higher, or about a 75 percent chance of obtaining a C or higher, in the corresponding credit-bearing college course. For more, see <https://www.act.org/solutions/college-career-readiness/college-readiness-benchmarks/>.

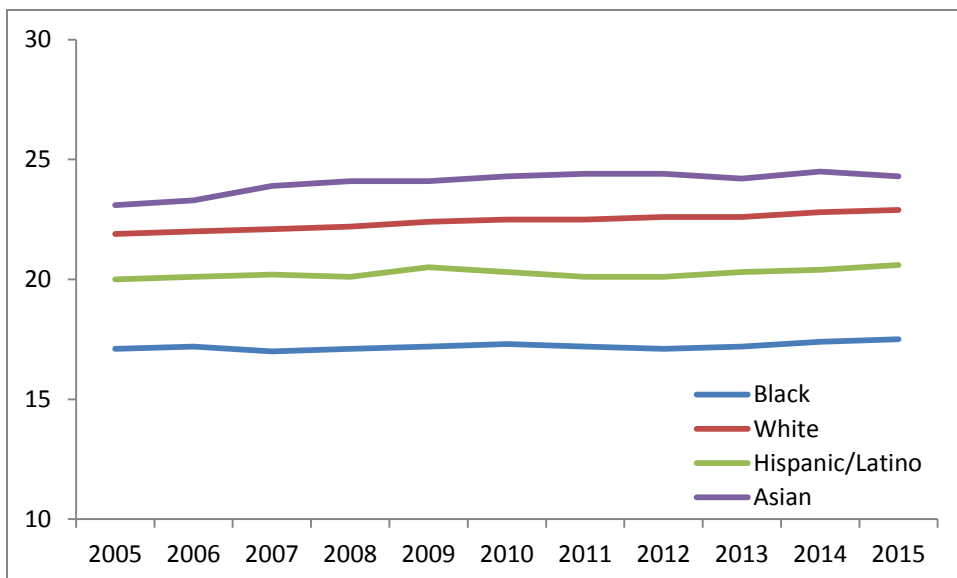
⁹ The remediation-free ACT scores designated by the state of Ohio are English—18; math—22; reading—21. To be deemed “remediation-free” on school report cards, a student must meet these benchmarks in all three content areas (science not included). The one-point discrepancy between ACT’s and Ohio’s reading benchmarks is probably explained by the change in ACT’s benchmark score starting in 2013 (ACT increased its reading benchmark by one point and decreased science by one point).

Figure 2.10. Students meeting college readiness benchmarks in all four ACT subjects, Ohio and national, class of 2005 to class of 2015



Similar to the NAEP data, we observe a wide achievement gap between students from historically disadvantaged backgrounds and their peers. While ACT does not split the data by student income status, they do disaggregate results by race and ethnicity. Figure 2.11 displays the ACT composite score trend within Ohio, between the main racial and ethnic groups. One observes the disparity in average test scores, particularly the much lower ACT scores of black students compared to those of their peers from other racial groups. Worth noting also is that the black-white achievement gap has not noticeably narrowed over the past decade.

Figure 2.11. Average composite ACT score by race and ethnic subgroup in Ohio, class of 2005 to class of 2015



3. State Exams—PARCC and ODE/AIR

Figures 2.12–2.16 display statewide proficiency and college- and career-ready (CCR) rates in the tested grades and subjects. The proficiency rate is equal to the sum of the percentage of students in the *proficient*, *accelerated*, and *advanced* achievement categories; meanwhile, the CCR rate reflects only those in the *accelerated* and *advanced* levels. (For more discussion on the issues involved in defining proficiency, please see pages 2 and 8.) For the ODE/AIR-developed science and social studies exams, we also use the percentage of students reaching the accelerated and advanced levels to calculate CCR rates in those subject areas.

Across the state, proficiency rates typically ranged between 60 and 70 percent depending on the grade and subject; the CCR rates generally ranged from 30 to 40 percent. (Eighth-grade math appears to be an outlier, with somewhat low achievement results relative to the other grades and subjects.) The CCR rates more closely match the fraction of Ohio students who are deemed “proficient” on the NAEP exams than the state’s proficiency rate (see Figure 1.1).

Figure 2.12. Statewide proficiency and CCR rates in math, grades 3–8, 2014–15

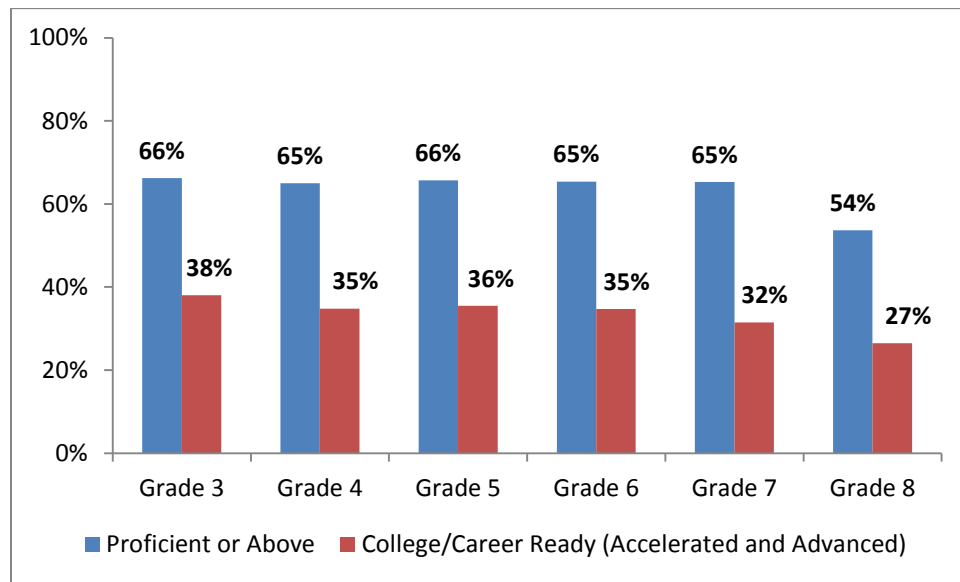
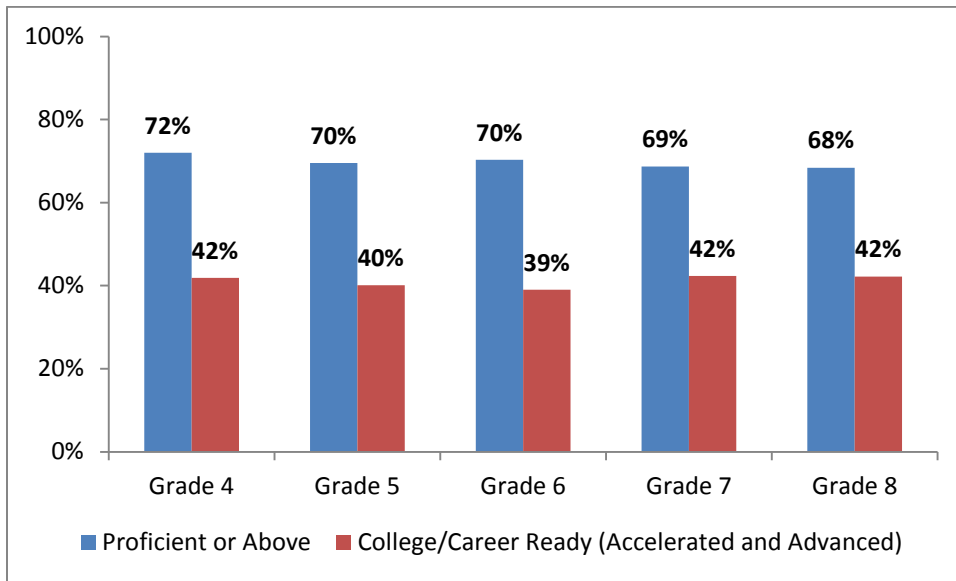
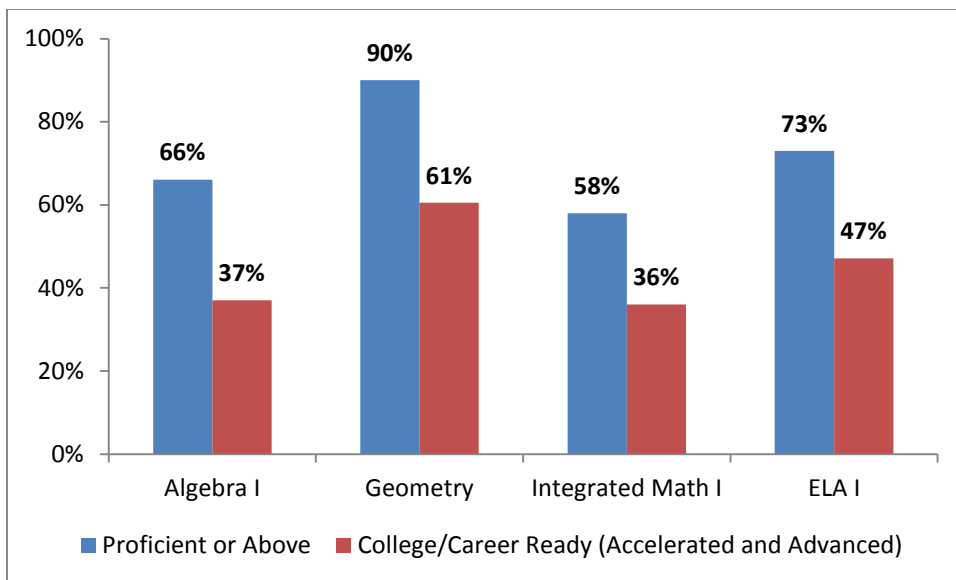


Figure 2.13. Statewide proficiency and CCR rates in English language arts, grades 3–8, 2014–15



Note: Third-grade ELA results based on OAA are omitted.

Figure 2.14. Statewide proficiency and CCR rates in math and English language arts, high school EOCs, 2014–15



Note: Because small numbers of students (less than 2,500) took the integrated math II and ELA II exams, the results for these exams are not displayed. Roughly speaking, about one in four ninth graders took the geometry exam. OGT results are also omitted, as those assessments are being phased out.

Figure 2.15. Statewide proficiency and CCR rates in science, 2014–15

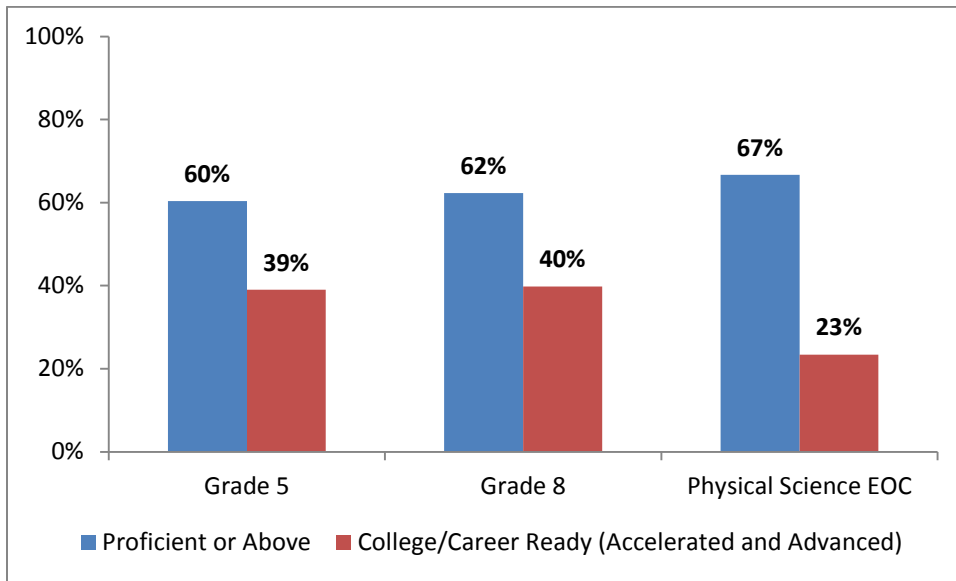
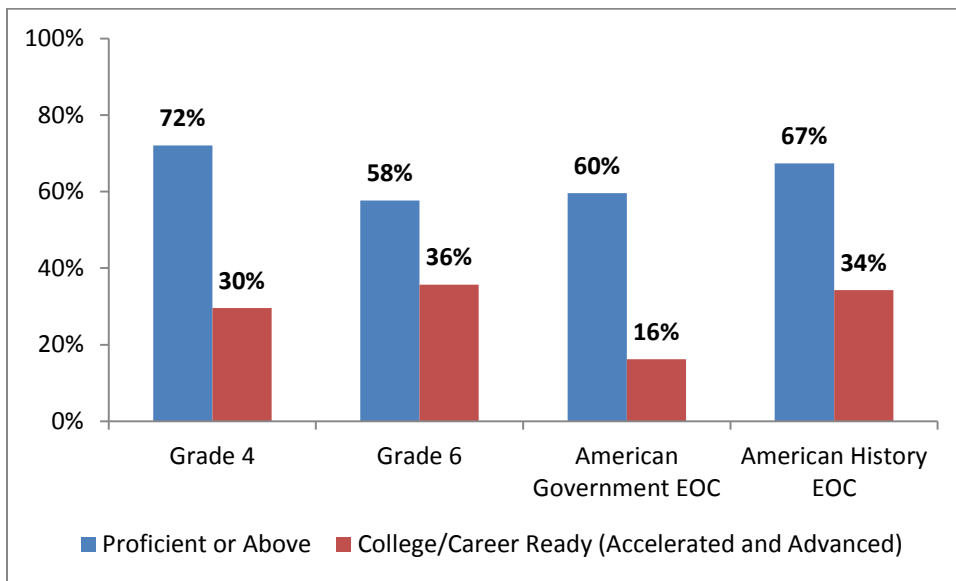


Figure 2.16. Statewide proficiency and CCR rates in social studies, 2014–15



Akin to the NAEP and ACT results (e.g., Figure 2.5 or Figure 2.11), when state test results are disaggregated by student subgroups, we observe large achievement gaps. The figures below display the CCR rates for fourth- and eighth-grade math and English language arts by income status and by the major racial and ethnic groups. The figures show that roughly one in four low-income students meet CCR benchmarks; approximately one in five black students reach the CCR targets in these selected grades and subjects.

Figure 2.17. Statewide CCR rates by income status, selected grades and subjects, 2014–15

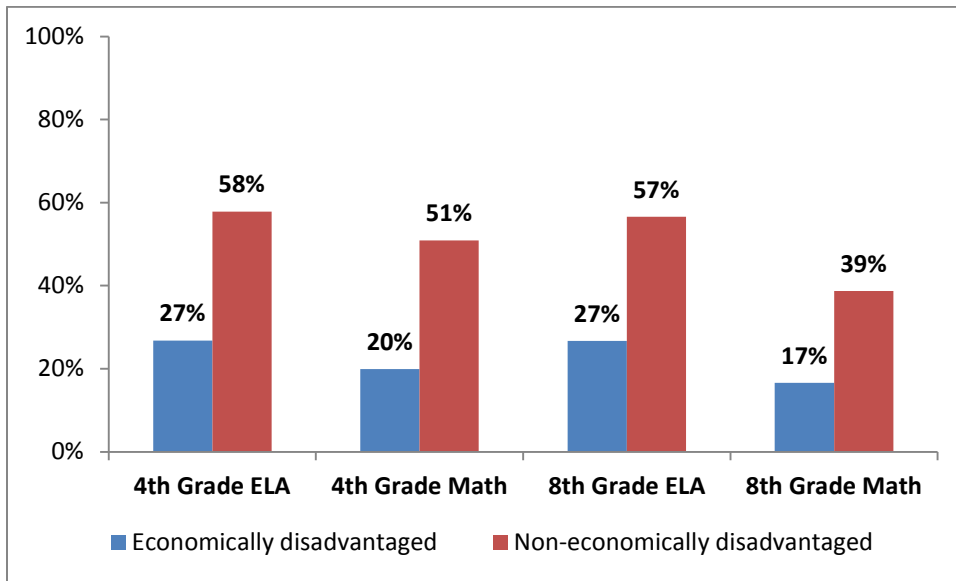
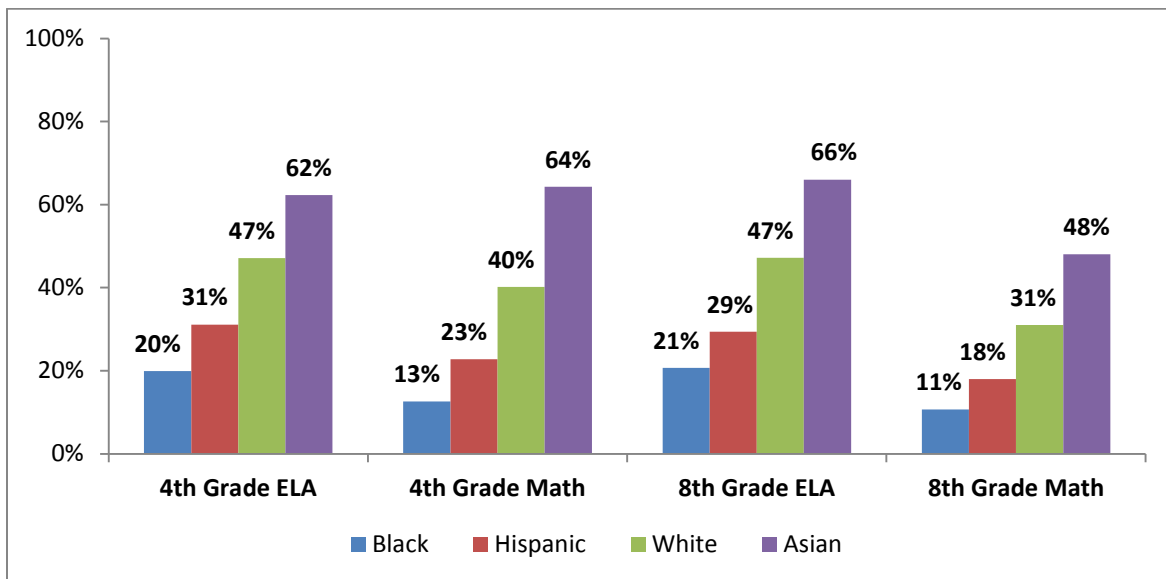


Figure 2.18. Statewide CCR rates by race/ethnicity, selected grades and subjects, 2014–15



4. District and School Ratings—Performance Index and Value Added

Ohio has over six hundred school districts and 3,400 public schools, both district and charter. All districts—and the majority of schools—receive both performance index and value-added ratings. The performance index is a measure of overall student achievement in a school, while the value-added measure is a statistical estimate of a school’s contribution to student growth over time. Figures 2.19 and 2.20 display the distribution of school ratings for these measures at a *district level* and *school level*

respectively. The rating distributions are distinctly different. Along the performance index measure, the overwhelming majority of districts and schools fall within the B–D range; very few receive an A or F rating. Meanwhile, the rating distribution for the value-added measure is almost the exact opposite: The majority of districts and schools receive an A or F rating, with relatively few entities falling into the B– to D range. It must be noted that the unbalanced ratings distribution does not suggest a flaw in these measures per se; however, they may indicate a need to revisit the thresholds at which each letter grade is assigned.

Figure 2.19. Distribution of *district-level* A–F ratings, by performance index (left) and by value added (right), 2014–15

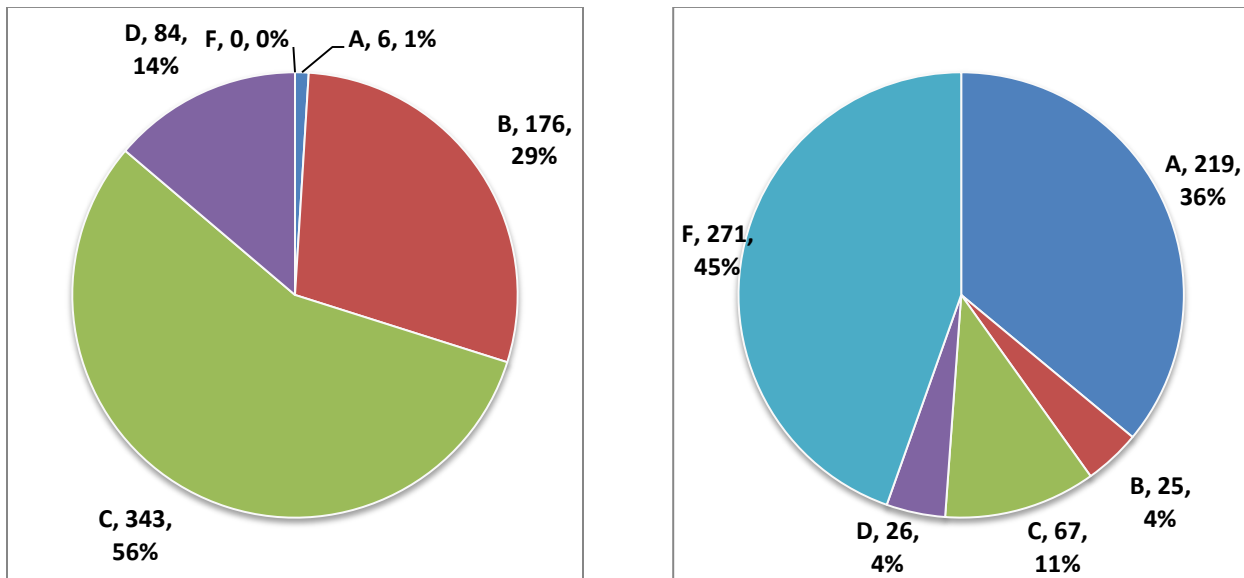
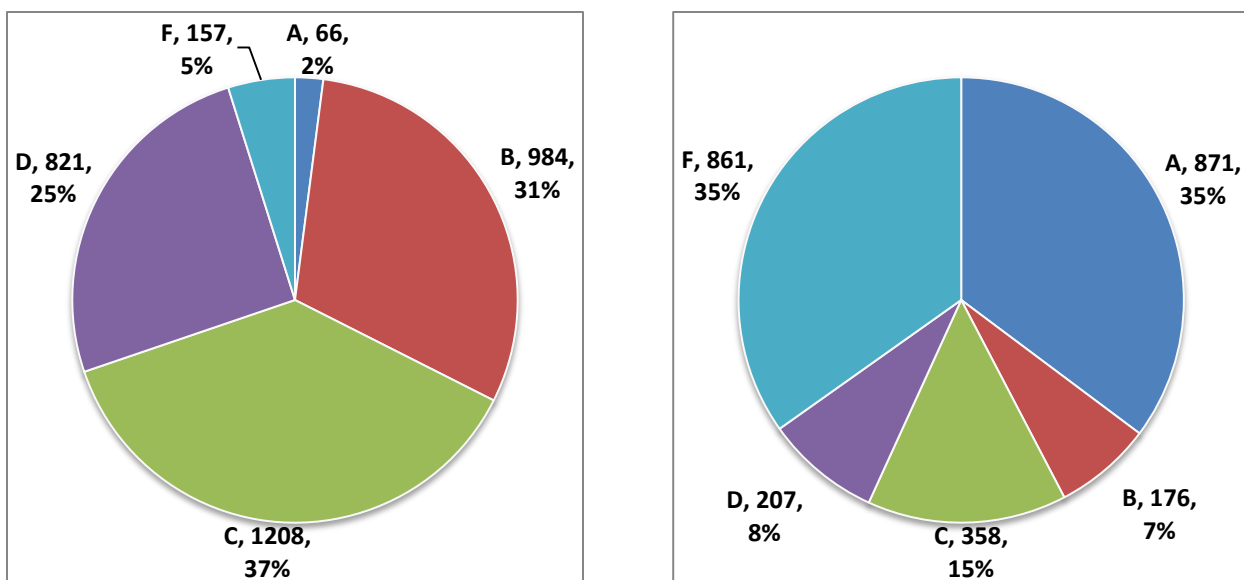


Figure 2.20. Distribution of *school-level* A–F ratings, by performance index (left) and by value added (right), 2014–15



With the changes in the state’s assessment and accountability policies, the distribution of A–F ratings shifted somewhat from 2013–14 to 2014–15. As Tables 2.2 and 2.3 show, more schools and districts fell into lower performance index rating categories; for example, in 2013–14, just 19 percent of districts received a C rating, but in 2014–15, more than half received a C. **However, the general decline in performance index ratings does not necessarily imply that schools are of lower quality.** Instead, the one-year changes are due to rising academic expectations for students and their schools.¹⁰ In the case of value-added ratings, schools and districts were somewhat more likely to receive lower ratings than in 2013–14; in fact, the percentage of districts and schools receiving an F rating increased noticeably. The explanation for the decrease in value-added ratings is not clear—one plausible hypothesis is that the reset in the state’s base year altered the mix of ratings—but it is worth noting the changes.¹¹

The shift in the A–F distribution, particularly with respect to the performance index, does have implications for policy makers and analysts. For example, one criterion to qualify for Ohio’s charter school facilities grant program is to meet a certain performance index rating threshold. With the higher bar now in place, fewer schools will be eligible to participate than would have under the previous rating standard. The same could be said for the education “deregulation bill” that is being discussed by the state legislature at the time this report goes to press: Its definition of a “high-performing” district that would qualify for regulatory relief is based partly on the performance index. Fewer districts will be eligible for regulatory relief under the 2014–15 rating standards than in 2013–14. Finally, as discussed earlier (see page 8), systematically lower ratings will alter our analysis of “quality seats” in Ohio’s urban areas.

Table 2.2. Percentage of Ohio districts in each rating category, performance index and value-added measures, 2013–14 and 2014–15

Performance Index			Value Added		
	2013-14	2014-15		2013-14	2014-15
A	6%	1%	A	47%	36%
B	71%	29%	B	8%	4%
C	19%	56%	C	17%	11%
D	4%	14%	D	6%	4%
F	0%	0%	F	22%	45%

¹⁰ In a relatively small number of districts, lower PI scores reflect the impact of testing opt-outs: See Jamie Davies O’Leary, “Opting out has minimal impact on Ohio school grades,” *Ohio Gadfly Daily* (February 29, 2016).

¹¹ For more on the issues involved in the reset of the baseline year for comparing students’ test score gains, see Ohio Department of Education, “2014–15 Value Added Progress Dimension” at <http://education.ohio.gov/getattachment/Topics/Data/Report-Card-Resources/Progress-Measure/Technical-Documentation-Value-added-Progress-Dimension.pdf.aspx>.

Table 2.3. Percentage of Ohio schools in each rating category, performance index and value-added measures, 2013–14 and 2014–15

Performance Index			Value Added		
	2013-14	2014-15		2013-14	2014-15
A	8%	2%	A	38%	35%
B	54%	31%	B	11%	7%
C	21%	37%	C	19%	15%
D	15%	25%	D	8%	8%
F	2%	5%	F	24%	35%

5. Statewide E-Schools

In 2014–15, more than thirty-five thousand students in Ohio attended one of the twelve statewide online charter schools. Because the report card data for e-schools are reported in the aggregate, it is impossible to separate the achievement of their students by district of residence. We cannot, therefore, attribute an entire e-school’s performance to a relatively small subset of students, such as those residing in Columbus or Dayton. Hence, e-school students are not included in the Big Eight and individual city profiles that follow. We display in Table 2.4 the key report card ratings for the statewide online schools, noting the somewhat low student achievement of students attending e-schools (the statewide average on PI is 84) and their mixed value-added ratings. Among the e-schools, Ohio Connections Academy is the strongest performer on the state’s major report card measures.

Table 2.4. Statewide e-school performance, 2014–15*

School Name	Enrollment	PI Rating	PI Score	VAM Rating	VAM Index Score	VAM Gain
Alternative Education Academy	1,817	D	60.9	D	-1.44	-0.70
Buckeye Online School for Success	974	D	69.4	C	-0.61	-0.42
Electronic Classroom of Tomorrow	15,058	D	70.7	F	-2.84	-0.64
Insight School of Ohio	1,035	D	69.9	F	-2.20	-1.91
Ohio Connections Academy	3,274	C	87.5	A	4.94	1.63
Ohio Virtual Academy	10,802	D	80.5	C	0.40	0.07
Provost Academy of Ohio	166	NR	NR	NR	NR	NR
Virtual Community School of Ohio	778	F	53.7	D	-1.47	-1.33

* Four statewide e-schools are classified as dropout-recovery charter schools; as such, they did not receive conventional school ratings and are excluded from this table.

III. The Ohio Big Eight Cities

Ohio’s urban school districts are commonly referred to as the “Big Eight”: Akron, Canton, Cincinnati, Cleveland, Columbus, Dayton, Toledo, and Youngstown. State law officially recognizes the Big Eight, requiring start-up charters to locate within these particular jurisdictions (and certain other “challenged” districts; see ORC 3314.02). The schools in the Big Eight areas, both charter and district, enroll disproportionate numbers of low-income and minority students relative to the statewide population. As depicted above in Figures 2.17 and 2.18, for example, students from disadvantaged backgrounds tend to lag behind the statewide averages—the well-documented achievement gap. Our view of achievement in the Big Eight should be set within the context of these wide and persistent gaps.

1. Student Achievement—College and Career Readiness

Figures 3.1–3.4 display the college and career readiness rates—students achieving at Ohio’s accelerated and advanced levels—for the Big Eight cities in fourth- and eighth-grade math and English language arts. The results displayed below are strictly for district students, though it is worth noting that outcomes for students enrolled in urban charters are generally similar (e.g., Figures 5.1 and 6.1). In all major urban areas, the CCR rates fall below the statewide average, and depending on the grade and subject, they typically range between 10 and 25 percent. In fourth grade, students in Cleveland, Dayton, and Toledo have the lowest readiness rates, while Akron and Cincinnati have the highest among the Big Eight districts. In eighth grade, the lowest rates tend to be Dayton and Youngstown, with Cincinnati and Columbus leading the Big Eight. The overall picture that emerges from these data suggests that Dayton lags furthest behind with respect to students’ readiness, while Cincinnati leads.

Figure 3.1. CCR rates across the Big Eight urban districts, fourth-grade math, 2014–15

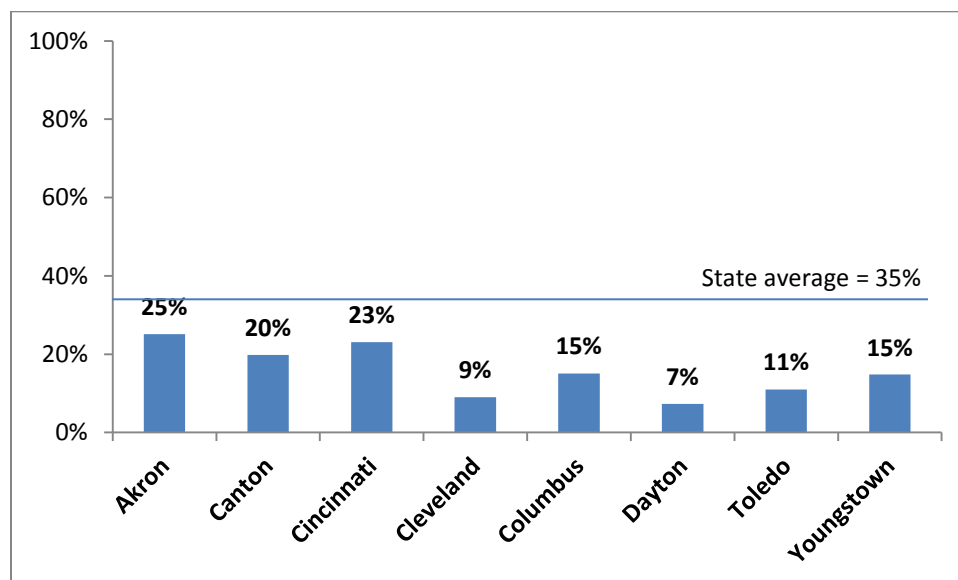


Figure 3.2. CCR rates across the Big Eight urban districts, fourth-grade ELA, 2014–15

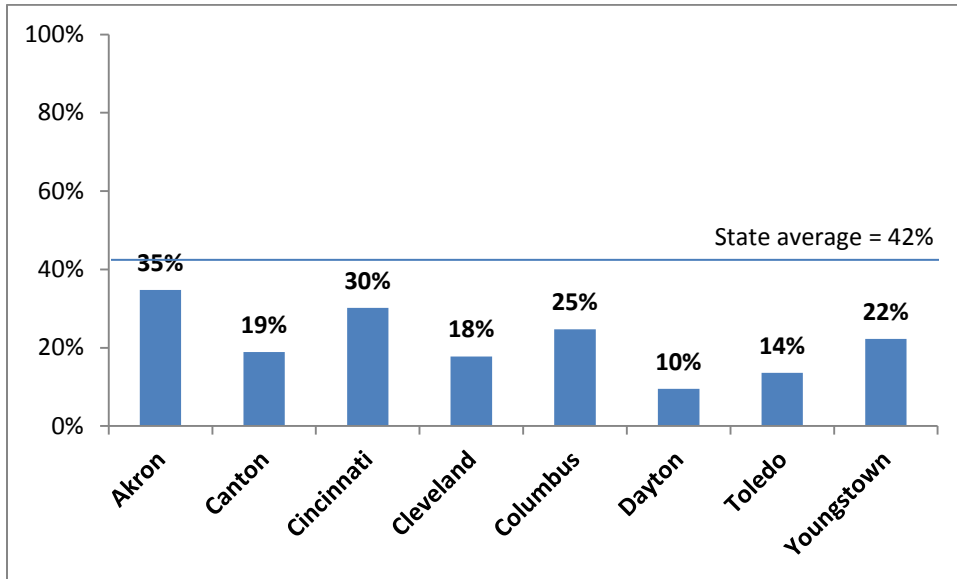


Figure 3.3. CCR rates across the Big Eight urban districts, eighth-grade math, 2014–15

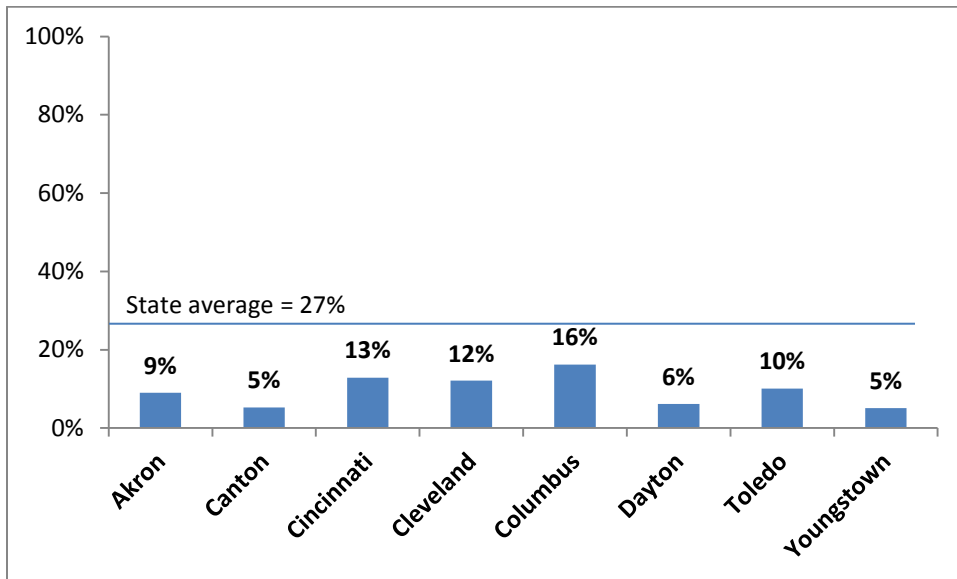
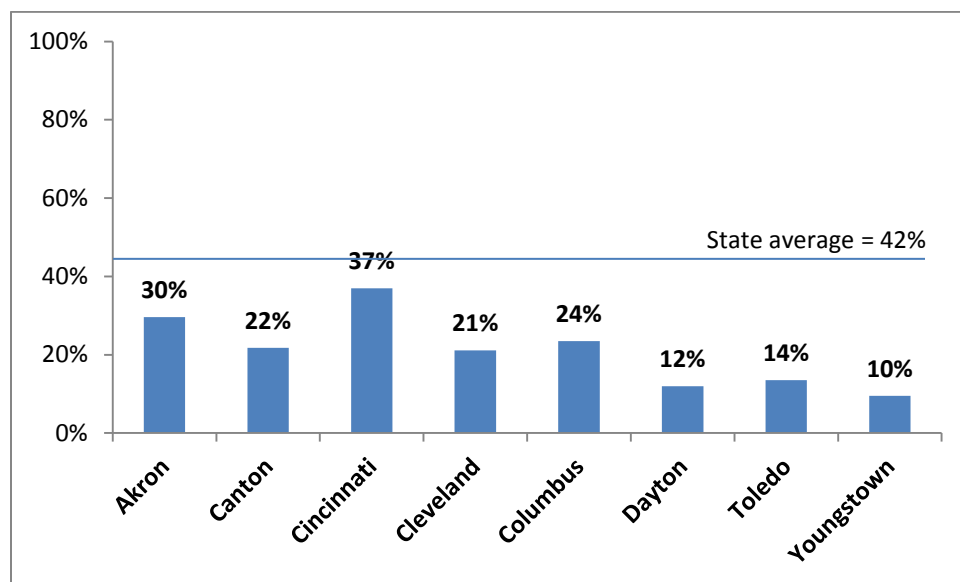


Figure 3.4. CCR rates across the Big Eight urban districts, eighth-grade ELA, 2014–15

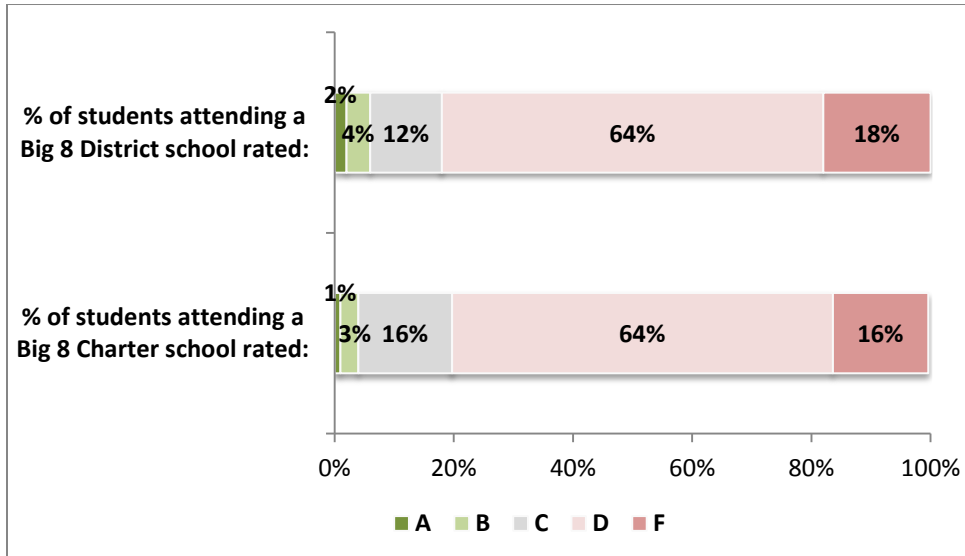


2. School Ratings—District and Charter

Given the achievement struggles in Ohio’s urban communities, it is not surprising to observe few urban schools earning high ratings on the state’s key student achievement metric—the performance index. In 2014–15, the majority of urban schools received a D rating while another one in five were assigned a failing grade. When comparing the performance index distributions across the Big Eight district and charter sectors, striking similarities emerge—schools in both sectors struggle with low student achievement (Figure 3.5). For example, 64 percent of students attending an urban charter received a D rating; similarly, 64 percent of students attended a Big Eight district school rated a D on performance index.

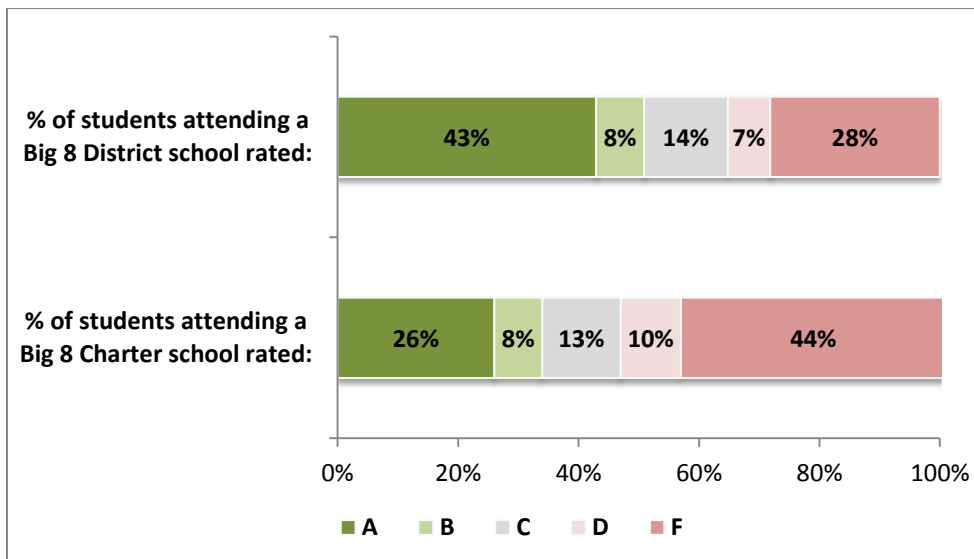
To lift achievement, urban schools must accelerate student learning above and beyond the norm. As discussed above (see page 6), the state’s gauge of student growth is its value-added measure. Schools that earn an A rating on the value-added measures are contributing positive growth for their students; vice versa, students attending F-rated schools are losing academic ground. Figure 3.6 displays the percentage of students who attended a school with each value-added rating in both the district and charter sectors. The data reveal that students enrolled in Big Eight district schools are somewhat more likely to attend an A-rated school on value added than their counterparts in the charter sector.

Figure 3.5. Percentage of students enrolled in district versus charter school by its performance index rating, Ohio Big Eight, 2014–15



Note: Number of charter schools = 218 (number of students = 61,343); number of district schools = 414 (number of students = 188,412). Statewide e-schools are not included in this figure; for more on which charters are included as Big Eight schools, see page 9.

Figure 3.6. Percentage of students enrolled in district versus charter school by its value-added rating, Ohio Big Eight, 2014–15



Note: At the time of the writing of this report, schools in Toledo Public Schools had not yet received value-added ratings. Number of charter schools = 185 (number of students = 55,842); number of district schools = 303 (number of students = 134,576). Statewide e-schools are not included in this figure; for more on which charters are included as Big Eight schools, see page 9.

3. Top Twenty-Five Urban Schools

Tables 3.1 and 3.2 display the top twenty-five urban schools along Ohio’s performance index and value-added measures. Charter schools are italicized. Minor differences in rank should not be interpreted as signaling substantive differences in school performance. For instance, a school ranked number two should not be understood as significantly outperforming the tenth-ranked school. However, the rankings are useful inasmuch as policy makers take notice when schools are regularly ranked at the top (or bottom) along key report card measures. (In future years, we will begin to track schools that consistently rank at the top and bottom of the school rankings in the state’s major urban areas.) As candidates for expansion and growth, schools at the top of the rankings may deserve, for example, preferential treatment in funding programs designed to allow them to serve more students, while policy makers should consider how to intervene in the case of schools that consistently rank near the bottom (including closing them).

Within urban areas, student growth measures become especially important gauges of school performance because they are less confounded by demographics than pure achievement measures. To rank schools on value added—Ohio’s growth measure—we utilize two statistics reported by the state. The first is the value-added *gain*, reported in Normal Curve Equivalents, a unit of measurement that is somewhat similar to a percentile point. This statistic could be considered the “raw” gain that an average student makes, which can be attributed to a particular school. Second, the state also computes the value-added *index score*, which is the gain divided by the standard error. The state bases its A–F value-added ratings on the index scores, not the gain. The value-added gains and scores are closely correlated, though not perfectly so; school rankings shift somewhat depending on which statistic is used, so both are reported in the tables below. The state produces official school rankings based on both the performance index and value-added index scores.¹²

On the performance index, six charter schools and one independent STEM school (Dayton Regional STEM) are ranked within the top twenty-five public schools in the Big Eight. On the value-added measures—the index score and gain—seven and eight charter schools are ranked in the top twenty-five, respectively. On the value-added measures, the majority of top twenty-five schools were located in either Columbus or Cincinnati; the highest-performing schools on the performance index measure are dispersed more evenly across the Big Eight cities.

¹² Ohio Department of Education, “Report Card Lists and Rankings,” http://education.ohio.gov/lists_and_rankings.

Table 3.1. Top twenty-five Big Eight schools by performance index scores

School Name	Metropolitan Area	PI Score
<i>Columbus Preparatory Academy</i>	<i>Columbus</i>	114.6
Hyde Park School	Cincinnati	113.6
Walnut Hills High School	Cincinnati	110.8
Akron Early College High School	Akron	109.7
Clinton Elementary School	Columbus	107.1
Kilgour Elementary School	Cincinnati	105.4
Cleveland School of Science & Medicine	Cleveland	105.0
Toledo Early College High School	Toledo	104.8
<i>Greater Summit County Early Learning Center</i>	<i>Akron</i>	<i>104.8</i>
Dayton Regional STEM School	Dayton	104.0
Akron STEM High School	Akron	103.0
Youngstown Early College	Youngstown	102.9
Fairview-Clifton German Language School	Cincinnati	102.8
<i>Arts & College Preparatory Academy</i>	<i>Columbus</i>	<i>102.4</i>
Miller-South Visual Performing Arts	Akron	102.3
<i>Global Village Academy</i>	<i>Cleveland</i>	<i>101.8</i>
King Elementary School	Akron	101.2
Columbus Alternative High School	Columbus	101.2
<i>Menlo Park Academy</i>	<i>Cleveland</i>	<i>100.9</i>
Portage Collab Montessori Middle School	Canton	100.2
Ritzman Community Learning Center	Akron	98.8
<i>Toledo School For The Arts</i>	<i>Toledo</i>	<i>98.1</i>
Canton Arts Academy @ Summit	Canton	97.5
Judith A Resnik Community Learning Center	Akron	97.3
Dater Montessori Elementary School	Cincinnati	97.3

Note: Performance index scores statewide range from 7.4 to 114.6 (the possible range is 0–120); to receive an A rating, a school must earn at least 108 points; to earn a B rating, a school must earn at least ninety-six points.

Table 3.2. Top twenty-five Big Eight schools by value-added *index scores* (left) and value-added *gains* (right)

School Name	VAM Index		School Name	VAM Gain	
	Metropolitan Area	Score		Metropolitan Area	Score
<i>Entrepreneurship Preparatory - Woodland Hills Campus</i>	<i>Cleveland</i>	12.75	<i>Oakstone Community School</i>	<i>Columbus</i>	8.86
<i>Columbus Preparatory Academy</i>	<i>Columbus</i>	12.64	Findley Community Learning Center	Akron	8.41
Columbus City Preparatory School for Girls	Columbus	12.07	<i>Columbus Preparatory Academy</i>	<i>Columbus</i>	8.36
Buchtel High School	Akron	11.72	<i>Entrepreneurship Preparatory School - Woodland Hills</i>	<i>Cleveland</i>	8.15
<i>KIPP Columbus</i>	<i>Columbus</i>	11.25	Columbus Global Academy	Columbus	8.07
Ridgeview Middle School	Columbus	11.19	<i>Global Village Academy</i>	<i>Cleveland</i>	7.97
Dater Montessori Elementary School	Cincinnati	11.16	North Linden Elementary School	Columbus	7.74
Medina Middle School	Columbus	10.40	Pleasant Ridge Montessori School	Cincinnati	7.42
Pleasant Ridge Montessori School	Cincinnati	10.27	Buchtel High School	Akron	7.14
Berwick Alternative K-8 School	Columbus	10.10	<i>Newbridge Math & Reading Preparatory Academy</i>	<i>Columbus</i>	7.08
Arts Impact Middle School (Aims)	Columbus	9.66	Dater Montessori Elementary School	Cincinnati	6.92
Columbus Global Academy	Columbus	9.39	Glover Community Learning Center	Akron	6.83
Findley Community Learning Center	Akron	8.86	Portage Collab Montessori Middle School	Canton	6.73
<i>Columbus Collegiate Academy - West</i>	<i>Columbus</i>	8.79	<i>Columbus Collegiate Academy - West</i>	<i>Columbus</i>	6.28
Jennings Community Learning Center	Akron	8.51	Wade Park	Cleveland	6.17
Fairview-Clifton German Language School	Cincinnati	8.28	Ohio Avenue Elementary School	Columbus	5.95
<i>Cleveland Entrepreneurship Preparatory School</i>	<i>Cleveland</i>	8.24	Columbus Africentric Early College Elementary School	Columbus	5.81
Woodward Park Middle School	Columbus	8.15	Seiberling CLC	Akron	5.76
<i>T.C.P. World Academy</i>	<i>Cincinnati</i>	7.81	Columbus City Preparatory School for Girls	Columbus	5.75
Walnut Hills High School	Cincinnati	7.76	Hyde Park School	Cincinnati	5.74
Wade Park	Cleveland	7.62	Watkins Elementary School	Columbus	5.71
North Linden Elementary School	Columbus	7.61	<i>T.C.P. World Academy</i>	<i>Cincinnati</i>	5.60
Sherwood Middle School	Columbus	7.42	<i>KIPP Columbus</i>	<i>Columbus</i>	5.58
<i>Great Western Academy</i>	<i>Columbus</i>	7.38	Maize Road Elementary School	Columbus	5.52
Seiberling CLC	Akron	7.37	West Broad Elementary School	Columbus	5.41

Note: The value-added index scores statewide range from -31.2 to 26.2; value-added gains range from -17.6 to 13.2. To receive an A rating, a school must earn a value-added index score of at least 2.0; to receive a B rating, a school must earn an index score of at least 1.0.

IV. Cincinnati Public Schools—District and Charter

1. Student achievement

The charts below display the college and career readiness (CCR) rates—the percentage of students achieving at the accelerated and advanced levels—for school districts in Hamilton County, plus the charters in the Cincinnati area (taken as a group). We notice the variation in student outcomes by district, with a few districts topping 80 percent, while less than one in four pupils in other districts meet the CCR benchmarks in fourth- and eighth-grade ELA. Also worth observing are the higher CCR rates for Cincinnati City Schools compared to the aggregate rate for the area’s charters and a handful of other districts.

Figure 4.1. CCR rates for Hamilton County public schools, fourth-grade ELA, 2014–15

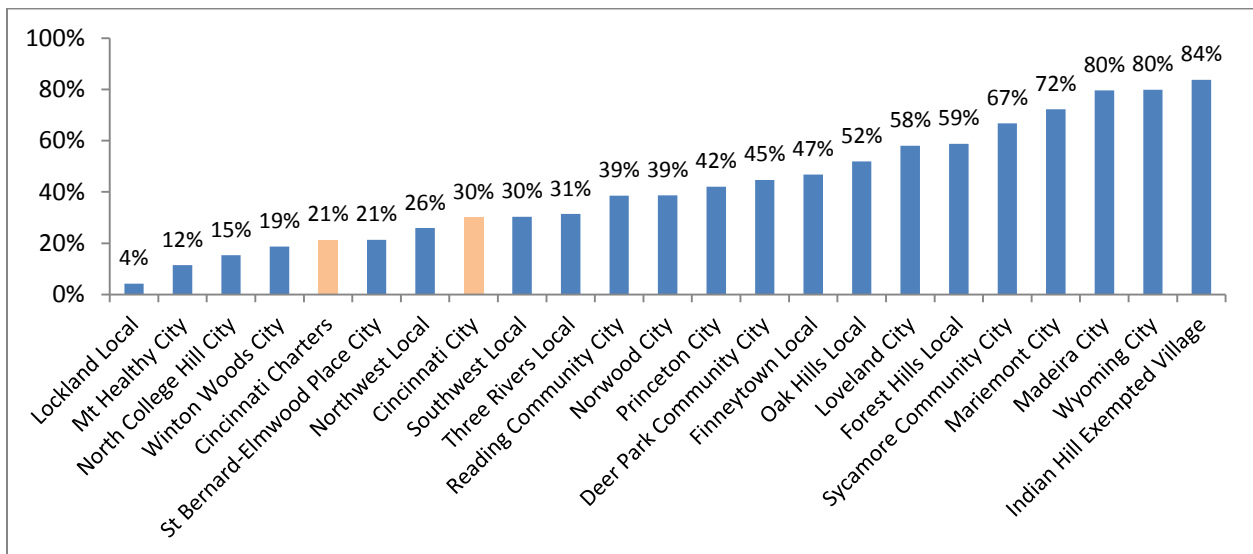
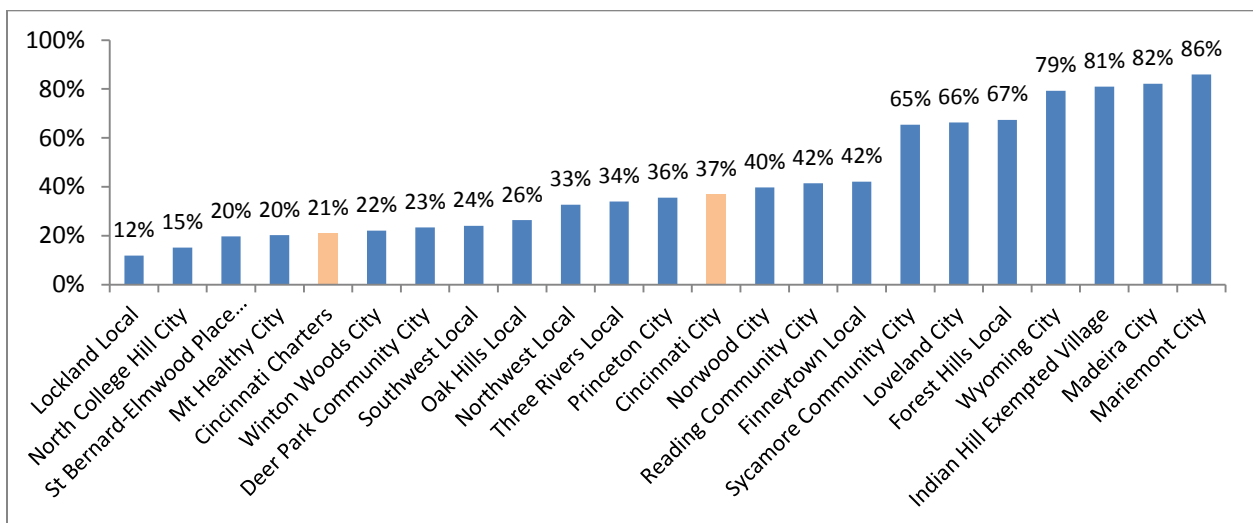


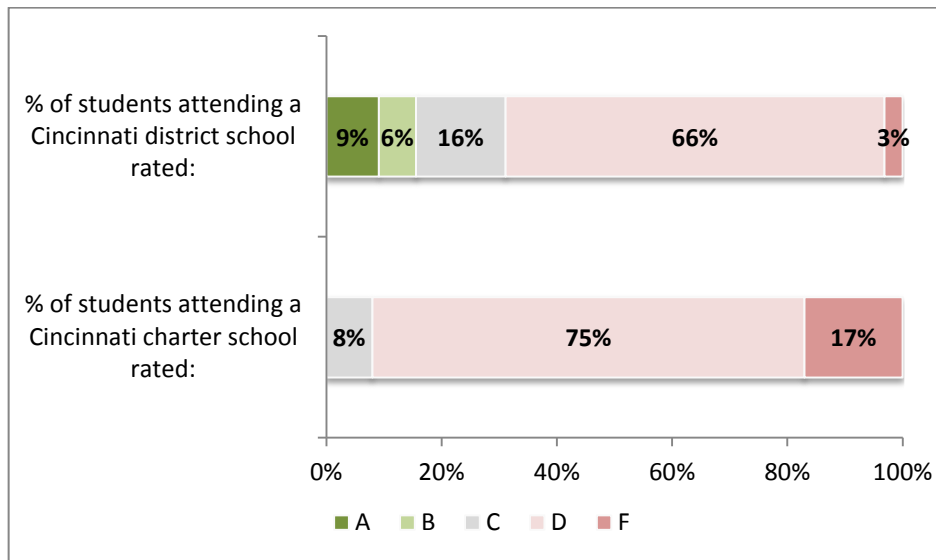
Figure 4.2. CCR rates for Hamilton County public schools, eighth-grade ELA, 2014–15



2. School performance

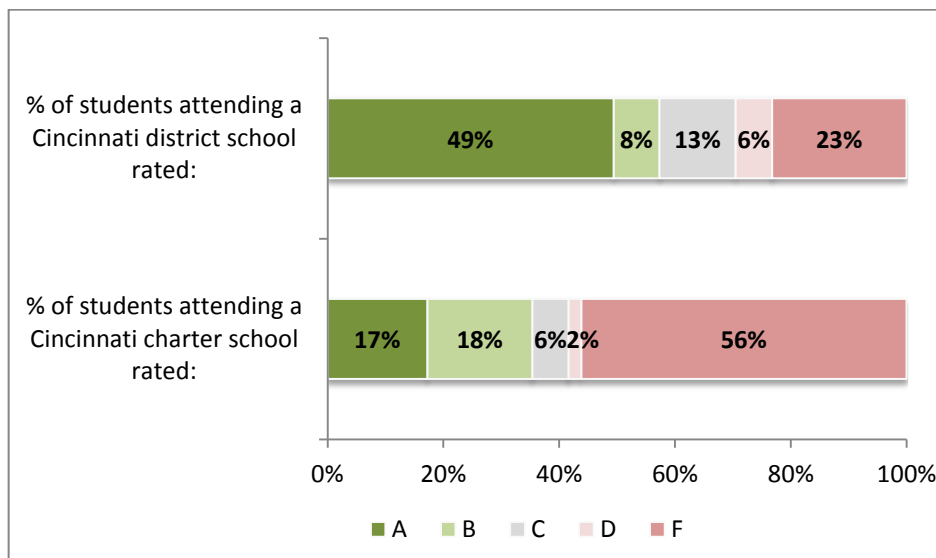
Figures 4.3 and 4.4 display the results from the charter and district schools in Cincinnati. Generally speaking, the district appears to outperform the city’s charter sector along both key measures. Especially striking are the value-added results: Almost half of Cincinnati Public School students attended an A-rated school in 2014–15, while just 17 percent of charter students did so. On the performance index, the only A- and B-rated public schools in Cincinnati were district-run schools (five schools, educating just over five thousand pupils).

Figure 4.3. Percentage of Cincinnati public school students attending district versus charter school, by performance index rating, 2014–15



Note: Number of district schools = 54 (number of students = 32,952); number of charter schools = 24 (number of students = 7,313)

Figure 4.4. Percentage of Cincinnati public school students attending district versus charter school, by value-added rating, 2014–15



Note: Number of district schools = 54 (number of students = 32,952); number of charter schools = 18 (number of students = 6,624). Not every school with a PI score has a VAM result.

3. Quality seats

The quality-seats analysis shows that about one in four public school students in Cincinnati attend a high quality school and 35 percent attend a low quality school. In absolute numbers, more than 10,000 students attend a high quality school, while nearly 14,000 students enroll in a low quality school. The quality seats analysis again indicates the advantage Cincinnati’s school district has in providing quality schooling options, relative to the charter sector: More than 30 percent of the district seats were high quality in 2014–15, while no charter schools met the high quality threshold.

Table 4.1. Number of quality schools (left) and quality seats (right) in Cincinnati, 2014–15

		Performance Index							Performance Index				
		A	B	C	D	F			A	B	C	D	F
Value Added	A	2	3	8	15	0	Value Added	A	3011	2112	5135	7179	0
	B	0	0	0	8	0		B	0	0	0	3797	0
	C	0	0	0	7	2		C	0	0	0	4344	415
	D	0	0	0	6	0		D	0	0	0	2210	0
	F	0	0	1	16	4		F	0	0	585	9309	1479

Table 4.2. Summary of schools and seats in Cincinnati, by quality and sector, 2014–15

	All Public Schools			Charter Schools			District Schools		
	Schools	Seats	% of Seats	Schools	Seats	% of Seats	Schools	Seats	% of Seats
High Quality	13	10,258	26%	-	-	0%	13	10,258	31%
Medium Quality	30	15,320	39%	6	2,344	35%	24	12,976	39%
Low Quality	29	13,998	35%	12	4,280	65%	17	9,718	29%
TOTAL	72	39,576	100%	18	6,624	100%	54	32,952	100%

4. Leaders and laggards

The following tables display the top and bottom ten schools in Cincinnati along the key state report card measures: the performance index scores, the value added index score, and the value added gain. (For more on the difference between the value added score and gain, see page 29.) Charter schools are printed in italics. It is important to note that these rankings represent one year of data; multiple years of data should be used to more firmly establish which schools are consistently high and low performing.

Table 4.3. Top ten Cincinnati schools on performance index (left), value added *index scores* (middle), and value added *gains* (right)

School Name	PI Score	School Name	VAM Index	School Name	VAM Gain
Hyde Park School	113.6	Dater Montessori Elementary School	11.16	Pleasant Ridge Montessori School	7.42
Walnut Hills High School	110.8	Pleasant Ridge Montessori School	10.27	Dater Montessori Elementary School	6.92
Kilgour Elementary School	105.4	Fairview-Clifton German Language School	8.28	Hyde Park School	5.74
Fairview-Clifton German Language School	102.8	<i>T.C.P. World Academy</i>	7.81	<i>T.C.P. World Academy</i>	5.60
Dater Montessori Elementary School	97.3	Walnut Hills High School	7.76	Woodford Paideia Elementary School	5.41
Sands Montessori Elementary School	95.1	Kilgour Elementary School	6.74	Fairview-Clifton German Language School	4.70
North Avondale Montessori Elementary School	92.4	Hyde Park School	6.39	Evanston Academy Elementary School	4.69
School For Creat & Perf Arts High School	91.8	<i>Alliance Academy of Cincinnati</i>	6.22	Winton Hills Academy Elementary School	4.68
Covedale Elementary School	91.7	College Hill Fundamental Academy	5.93	<i>Alliance Academy of Cincinnati</i>	4.52
Clark Montessori High School	91.3	Woodford Paideia Elementary School	5.50	Kilgour Elementary School	4.36

Table 4.4. Bottom ten Cincinnati schools on performance index (left), value added *index scores* (middle), and value added *gains* (right)

School Name	PI Score	School Name	VAM Index	School Name	VAM Gain
<i>Cincinnati Technology Academy</i>	40.1	Aiken High School	-10.00	Aiken High School	-8.31
<i>Cincinnati Leadership Academy</i>	46.8	Western Hills University High School	-9.39	George Hays-Jennie Porter Elementary	-7.03
<i>Summit Academy Community School - Cincinnati</i>	55.1	<i>Riverside Academy</i>	-7.09	<i>Summit Academy Community School - Cincinnati</i>	-6.85
<i>Cincinnati Generation Academy</i>	56.3	Robert A. Taft Information Technology High School	-6.75	Western Hills University High School	-6.66
Robert A. Taft Information Technology High School	56.9	South Avondale Elementary School	-6.54	Robert A. Taft Information Technology High School	-6.49
<i>Cincinnati Speech & Reading Intervention Center</i>	57.7	<i>Summit Academy Community School - Cincinnati</i>	-6.39	<i>Riverside Academy</i>	-6.32
George Hays-Jennie Porter Elementary	57.9	George Hays-Jennie Porter Elementary	-6.27	<i>Mt. Healthy Preparatory and Fitness Academy</i>	-6.14
<i>Riverside Academy</i>	58.4	Woodward Career Technical High School	-6.25	South Avondale Elementary School	-5.87
William H Taft Elementary School	60.7	Westwood Elementary School	-5.47	<i>Cincinnati Learning Schools</i>	-5.30
Woodward Career Technical High School	60.8	<i>Orion Academy</i>	-5.41	Woodward Career Technical High School	-4.75

V. Cleveland Public Schools—District and Charter

1. Student achievement

The figures below indicate that roughly one in five of Cleveland’s students are reaching college and career ready (CCR) benchmarks in fourth and eighth grade English language arts (ELA). These CCR rates trail the county’s highest achieving districts in which more than three out of four students meet the grade-level CCR goals. Figures 5.1 and 5.2 also suggest that Cleveland charter students are modestly ahead of the district when it comes to college and career readiness.

Figure 5.1. CCR rates for Cuyahoga County public schools, fourth grade ELA, 2014–15

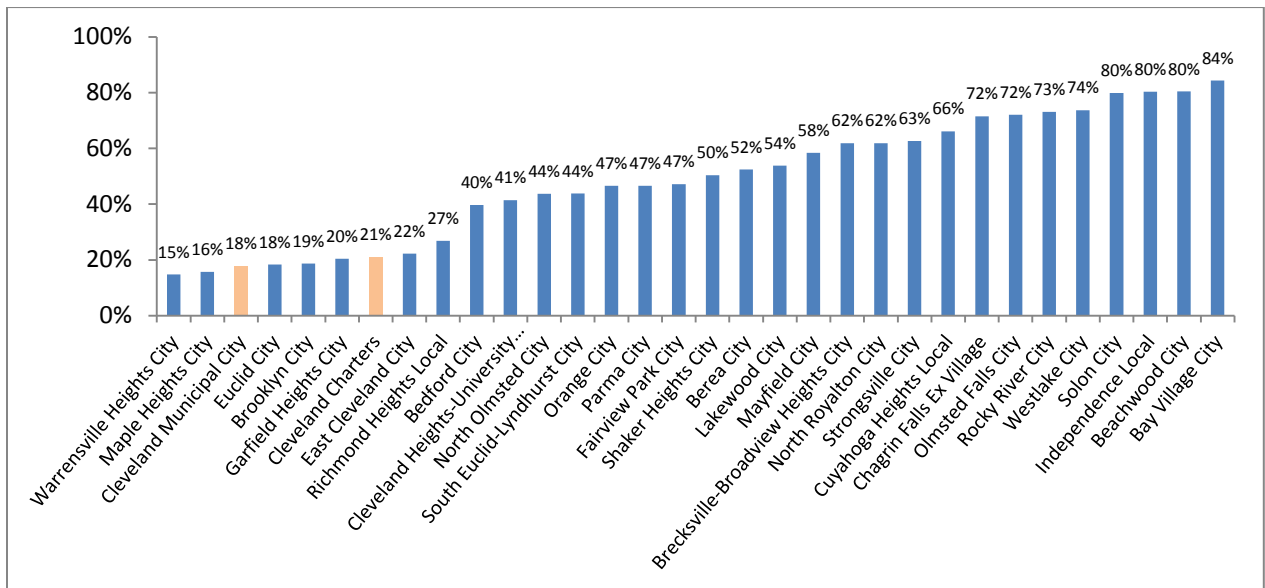
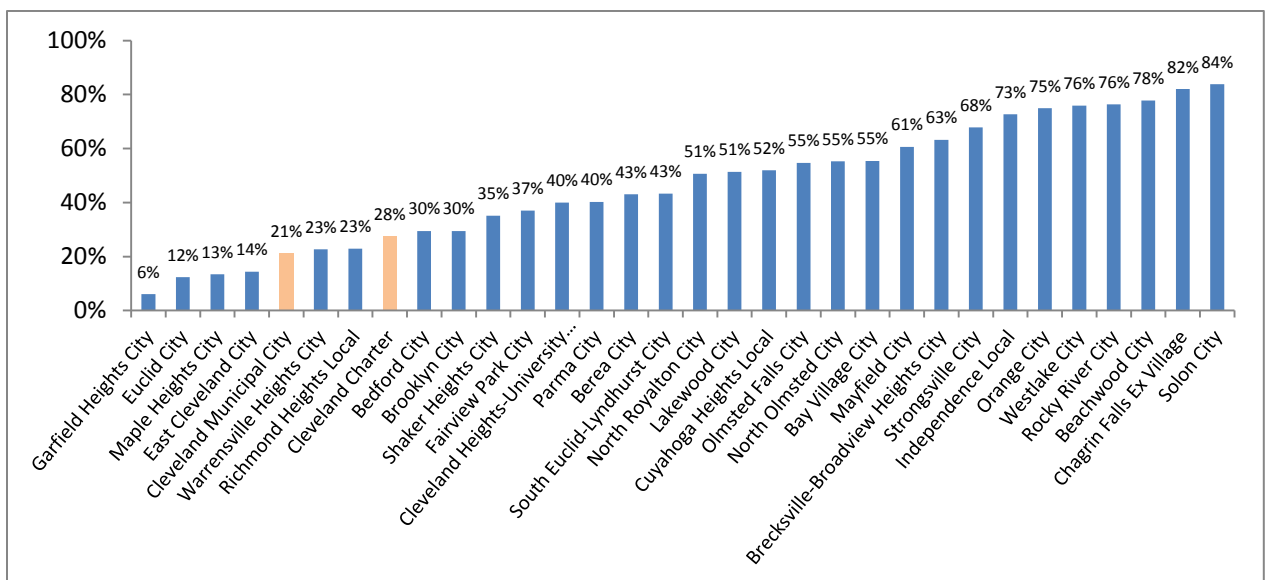


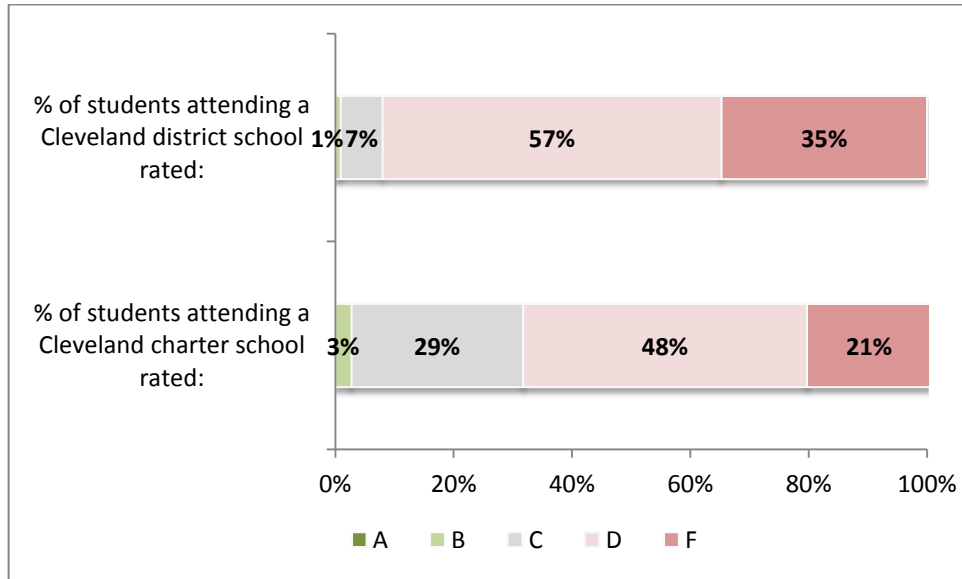
Figure 5.2. CCR rates for Cuyahoga County public schools, eighth grade ELA, 2014–15



2. School performance

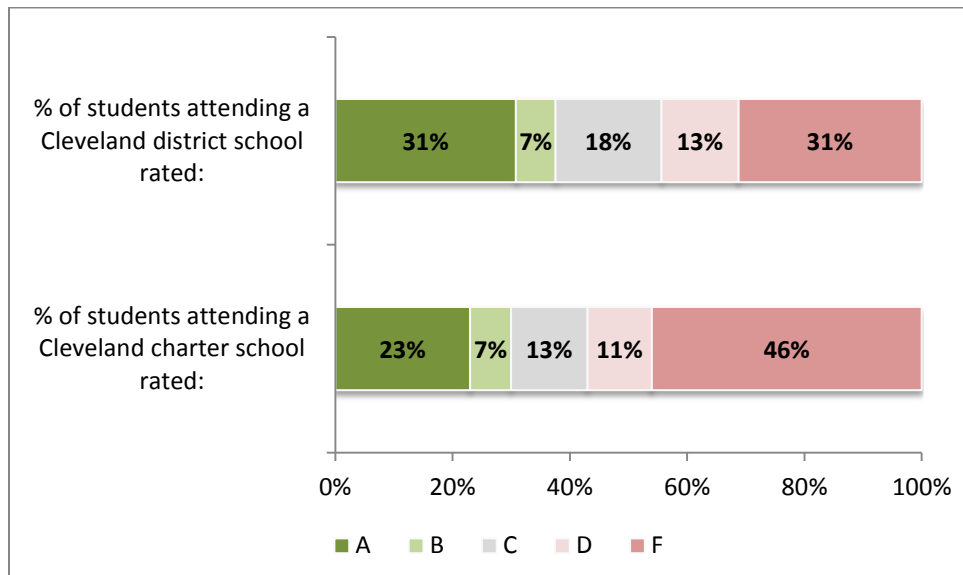
Figures 5.3 and 5.4 compare the ratings between Cleveland’s charter and district schools. Along the performance index, the city’s charters appear to be slightly ahead; 32 percent of charter students attended a school rated C or above, while just 8 percent of district students did so. On the value added measure, the district pulled slightly ahead as 31 percent of pupils attended an A rated school; meanwhile just 23 percent of charter students attended an A rated school.

Figure 5.3. Percent of Cleveland public school students attending district versus charter school, by performance index rating, 2014–15



Note: Number of district schools = 101 (number of students = 38,306); number of charter schools = 65 (number of students = 18,430).

Figure 5.4. Percent of Cleveland public students attending district versus charter school, by value added rating, 2014–15



Note: Number of district schools = 72 (number of students = 26,494); number of charter schools = 58 (number of students = 16,861). Not every school with a PI score has a VAM result.

3. Quality seats

The quality seats analysis combines a school’s performance index and value-added rating to yield an overall gauge of quality. When we consider the overall public school sector in Cleveland, this analysis indicates that just over half of public school students in Cleveland (52 percent) attended a low-quality school in 2014–15, while less than one in ten were enrolled in a high-quality school. When comparing quality across the district and charter sectors, only slight differences emerge; for example, 53 percent of seats in the charter sector were of low quality, with a comparable percentage in the district sector (50 percent).

Table 5.1. Number of quality schools (left) and quality seats (right) in Cleveland, 2014–15

		Performance Index							Performance Index				
		A	B	C	D	F			A	B	C	D	F
Value Added	A	0	1	7	15	9	Value Added	A	0	143	2443	6205	3279
	B	0	0	0	7	4		B	0	0	0	1587	1315
	C	0	0	4	12	8		C	0	0	1199	3335	2478
	D	0	0	4	7	5		D	0	0	1439	2115	1836
	F	0	0	5	21	21		F	0	0	2177	7106	6698

Table 5.2. Summary of schools and seats in Cleveland, by quality and sector, 2014–15

	All Public Schools			Charter Schools			District Schools		
	Schools	Seats	% of Seats	Schools	Seats	% of Seats	Schools	Seats	% of Seats
High Quality	8	2,586	6%	4	1,079	6%	4	1,507	6%
Medium Quality	55	18,359	42%	24	6,632	39%	31	11,727	44%
Low Quality	67	22,410	52%	30	9,150	54%	37	13,260	50%
TOTAL	130	43,355	100%	58	16,861	100%	72	26,494	100%

4. Leaders and laggards

The following tables display the top and bottom ten schools in Cleveland along the key state report card measures: the performance index scores, the value-added index score, and the value-added gain. (For more on the difference between the value-added score and gain, see page 29.) Charter schools are printed in italics. It is important to note that these rankings represent one year of data; multiple years of data should be used to more firmly establish which schools are consistently high- and low-performing.

Table 5.3. Top ten Cleveland schools on performance index (left), value-added *index scores* (middle), and value-added *gains* (right)

School Name	PI Score	School Name	VAM Index	School Name	VAM Gain
Cleveland School of Science & Medicine	105.0	Entrepreneurship Preparatory School - Woodland Hills	12.75	Entrepreneurship Preparatory School - Woodland Hills	8.15
Global Village Academy	101.8	Cleveland Entrepreneurship Preparatory School	8.24	Global Village Academy	7.97
Menlo Park Academy	100.9	Wade Park	7.62	Wade Park	6.17
Constellation Schools: Old Brooklyn Community Elementary	95.9	Northeast Ohio College Preparatory School	6.19	Cleveland Entrepreneurship Preparatory School	4.83
Whitney Young School	95.8	Apex Academy	5.79	Northeast Ohio College Preparatory School	4.62
Constellation Schools: Puritas Community Elementary	94.7	Global Village Academy	5.65	Midnimo Cross Cultural Community School	4.54
Constellation Schools: Westpark Community Elementary	93.5	Cleveland School Of The Arts High School	5.58	Cleveland School of Arts Lower Campus	4.43
Citizens Academy East	92.2	Miles Park School	5.47	Cleveland School Of The Arts High School	3.93
Albert Einstein Academy for Letters, Arts and Sciences	92.0	Midnimo Cross Cultural Community School	4.79	Miles Park School	3.60
Near West Intergenerational School	91.3	Pinnacle Academy	4.78	Apex Academy	3.55

Table 5.4. Bottom ten Cleveland schools on performance index (left), value-added *index scores* (middle), and value-added *gains* (right)

School Name	PI Score	School Name	VAM Index	School Name	VAM Gain
Constellation Schools: Outreach Academy for Students	37.1	Horizon Science Academy-Denison Middle School	-12.12	Washington Park Community School	-10.04
George Washington Carver	42.2	Hope Academy Northcoast	-11.67	Constellation Schools: Puritas Community Elementary	-9.51
Alfred Benesch	44.4	Washington Park Community School	-11.51	Hope Academy Northcoast	-9.20
Fullerton School	46.9	Pearl Academy	-9.12	Horizon Science Academy-Denison Middle School	-8.87
Broadway Academy	47.3	Constellation Schools: Puritas Community Middle	-8.63	Pearl Academy	-8.48
Mound Elementary School	47.8	West Park Academy	-7.27	Lincoln Park Academy	-7.31
Iowa-Maple Elementary School	49.1	Marion C Seltzer Elementary School	-6.97	Village Preparatory School	-7.14
Virtual Schoolhouse, Inc.	49.2	East Academy	-6.86	Constellation Schools: Puritas Community Middle	-6.91
Bolton	49.7	Lincoln Park Academy	-6.56	Village Preparatory School:: Woodland Hills Campus	-6.46
Mary B Martin School	50.0	Constellation Schools: Parma Community	-6.35	Constellation Schools: Stockyard Community Middle	-5.96

VI. Columbus Public Schools—District and Charter

1. Student achievement

About 25–35 percent of Columbus students are meeting grade-level targets for college and career readiness. These percentages are fairly comparable across the city’s district and charter sectors (though charter students appear somewhat ahead on eighth-grade ELA). The CCR rates for Columbus students, however, lag behind students who attend district schools outside the city; for instance, more than 70 percent of students in Dublin City schools reached the CCR benchmarks—achieved at the accelerated or advanced levels—in fourth- and eighth-grade ELA.

Figure 6.1. CCR rates for Franklin County public schools, fourth-grade ELA, 2014–15

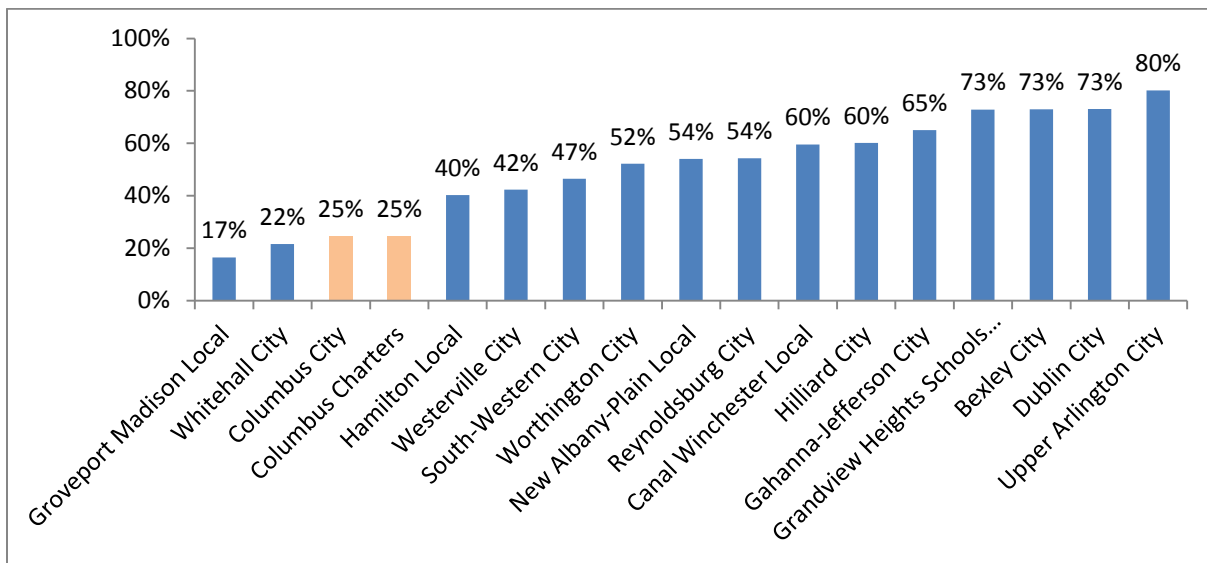
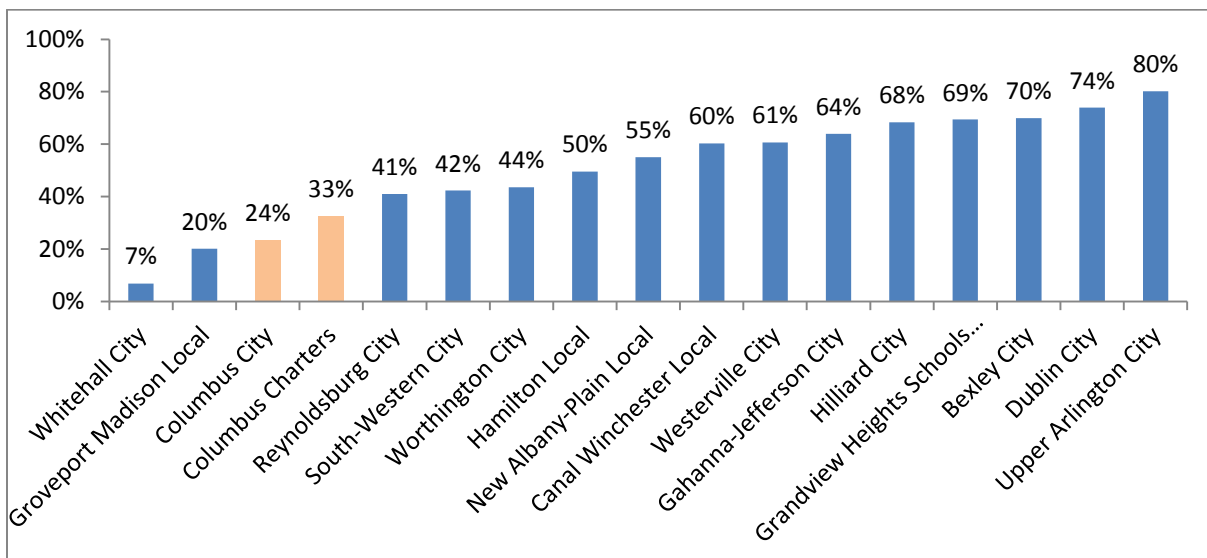


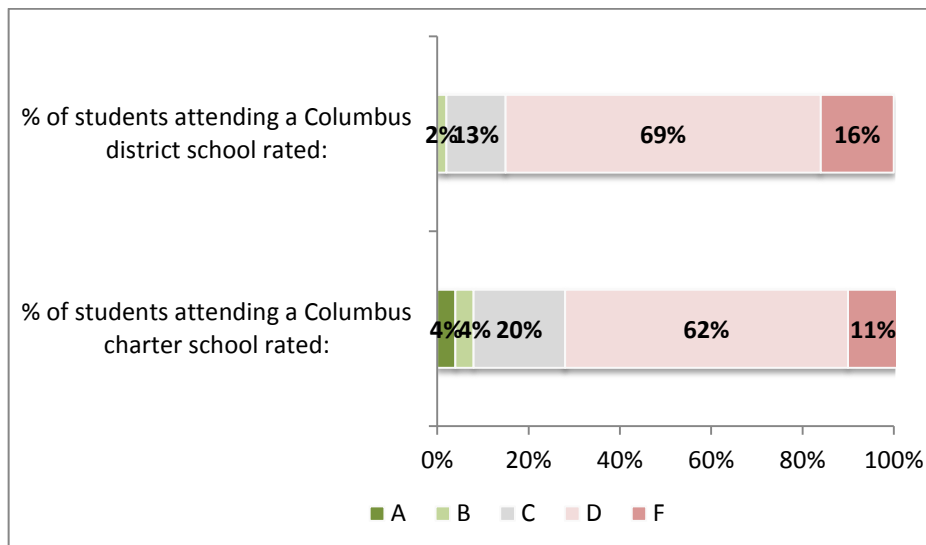
Figure 6.2. CCR rates for Franklin County public schools, eighth-grade ELA, 2014–15



2. School performance

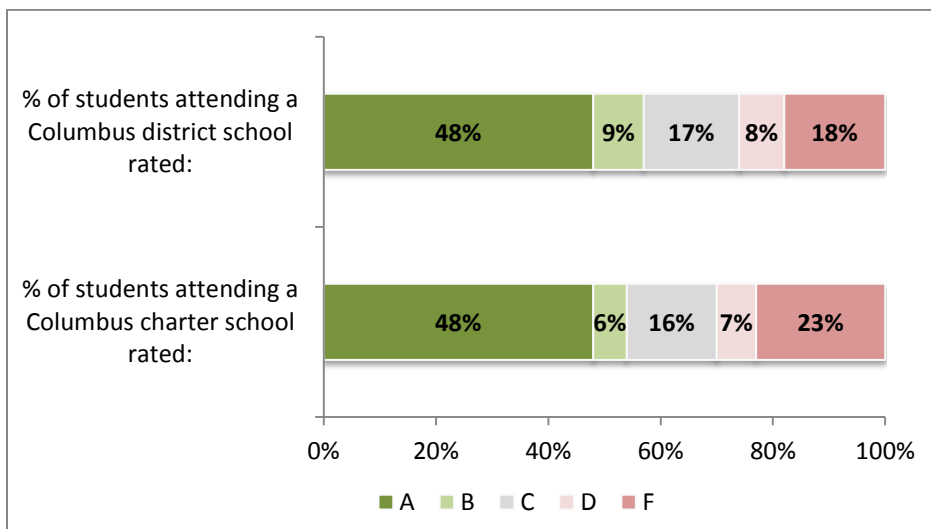
Figures 6.3 and 6.4 show the breakdown of A–F school ratings along the performance index and value-added measures by charter and district. Similar to Ohio’s other urban areas, most students in Columbus attended a D- or F-rated school along the PI measure in 2014–15, with only a small minority of students enrolled in an A- or B-rated school (just over one thousand students overall). The picture of school performance shifts, however, when we consider the value-added measure: Nearly half of Columbus charter and district students (48 percent in each sector) attended an A-rated school for value added. The distribution of A–F ratings on VAM is nearly identical across sectors.

Figure 6.3. Percentage of Columbus public school students attending district versus charter school, by performance index rating, 2014–15



Note: Number of district schools = 109 (number of students = 49,782); number of charter schools = 56 (number of students = 16,444).

Figure 6.4. Percentage of Columbus public school students attending district versus charter school, by value added rating, 2014–15



Note: Number of district schools = 94 (number of students = 39,266); number of charter schools = 45 (number of students = 14,130). Not every school with a PI score has a VAM result.

3. Quality Seats

When combining the two key report card measures, we derive the number of high-quality seats available for Columbus students. Table 6.1 shows the distribution of schools and quality seats along each rating combination. Interestingly—and in a break with the results from Cincinnati, Cleveland, and Dayton—a plurality of Columbus students attended schools earning a D on performance index and an A on value added. This suggests that while achievement was generally low, many Columbus students were making academic progress (note also Figure 6.4). The charter-district breakdown suggests that Columbus charters are slightly ahead of the district, mainly due to the presence of six high-quality schools that contributed 20 percent of charter seats in 2014–15. However, the fraction of low-quality seats across sectors is nearly identical: 33 percent in the charter sector, versus 31 percent in the district.

Table 6.1. Number of quality schools (left) and quality seats (right) in Columbus, 2014–15

		Performance Index							Performance Index				
		A	B	C	D	F			A	B	C	D	F
Value Added	A	1	2	8	46	2	Value Added	A	642	688	3837	19296	1125
	B	0	0	1	8	4		B	0	0	420	2643	1406
	C	0	0	4	16	7		C	0	0	1180	5469	2140
	D	0	0	0	9	3		D	0	0	0	3542	781
	F	0	0	0	16	12		F	0	0	0	6600	3627

Table 6.2. Summary of schools and seats in Columbus, by quality and sector, 2014–15

	All Public Schools			Charter Schools			District Schools		
	Schools	Seats	% of Seats	Schools	Seats	% of Seats	Schools	Seats	% of Seats
High Quality	11	5,587	10%	6	2,838	20%	5	2,749	7%
Medium Quality	81	31,119	58%	23	6,662	47%	58	24,457	62%
Low Quality	47	16,690	31%	16	4,630	33%	31	12,060	31%
TOTAL	139	53,396	100%	45	14,130	100%	94	39,266	100%

4. Leaders and laggards

Tables 6.3 and 6.4 rank the top and bottom ten schools in Columbus on three report card statistics: the performance index scores, the value-added index score, and the value-added gain. (For more on the difference between the value-added score and gain, see page 29.) Charter schools are printed in italics. It is important to note that these rankings represent one year of data; multiple years of data should be used to more firmly establish which schools are consistently high- and low-performing.

Table 6.3. Top ten Columbus schools on performance index (left), value-added *index scores* (middle), and value-added *gains* (right)

School Name	PI Score	School Name	VAM Index	School Name	VAM Gain
<i>Columbus Preparatory Academy</i>	114.6	<i>Columbus Preparatory Academy</i>	12.64	<i>Oakstone Community School</i>	8.86
Clinton Elementary School	107.1	Columbus City Preparatory School for Girls	12.07	<i>Columbus Preparatory Academy</i>	8.36
<i>Arts & College Preparatory Academy</i>	102.4	<i>KIPP Columbus</i>	11.25	Columbus Global Academy	8.07
Columbus Alternative High School	101.2	Ridgeview Middle School	11.19	North Linden Elementary School	7.74
<i>Oakstone Community School</i>	96.0	Medina Middle School	10.40	<i>Newbridge Math & Reading Preparatory Acade</i>	7.08
Centennial High School	92.0	Berwick Alternative K-8 School	10.10	<i>Columbus Collegiate Academy - West</i>	6.28
<i>Cornerstone Academy Community School</i>	91.7	Arts Impact Middle School (Aims)	9.66	Ohio Avenue Elementary School	5.95
Indian Springs Elementary School	91.6	Columbus Global Academy	9.39	Columbus Africentric Early College Elementary	5.81
<i>Horizon Science Academy Columbus</i>	91.0	<i>Columbus Collegiate Academy - West</i>	8.79	Columbus City Preparatory School for Girls	5.75
Alpine Elementary School	89.3	Woodward Park Middle School	8.15	Watkins Elementary School	5.71

Table 6.4. Bottom ten Columbus schools on performance index (left), value-added *index scores* (middle), and value-added *gains* (right)

School Name	PI Score	School Name	VAM Index	School Name	VAM Gain
<i>Brookwood Academy</i>	32.1	<i>Millennium Community School</i>	-9.52	<i>Graham Primary School</i>	-15.52
Special Education Center	34.0	Lincoln Park Elementary School	-9.43	Lincoln Park Elementary School	-8.55
Columbus Scioto 6-12	40.8	<i>Graham Primary School</i>	-7.19	<i>Summit Academy Community School-Columbus</i>	-7.10
Beatty Park Elementary School	42.0	<i>Focus Learning Academy of Northern Columbus</i>	-5.92	Columbus Scioto 6-12	-6.79
<i>Gateway Academy of Ohio</i>	46.2	Mifflin Alternative Middle School	-5.90	Trevitt Elementary School	-6.56
Mifflin Alternative Middle School	46.3	Wedgewood Middle School	-5.72	<i>Focus Learning Academy of Northern Columbus</i>	-6.47
Indianola Informal K-8 School	48.3	Trevitt Elementary School	-5.64	<i>Summit Academy Middle School - Columbus</i>	-6.11
Trevitt Elementary School	49.7	Westgate Alternative Elementary School	-5.59	<i>Millennium Community School</i>	-5.93
<i>Summit Academy Middle School - Columbus</i>	50.4	Linden-Mckinley STEM Academy	-5.07	Westgate Alternative Elementary School	-5.58
<i>Imagine Integrity Academy</i>	51.5	Columbus Scioto 6-12	-5.00	<i>Columbus Bilingual Academy</i>	-5.25

VII. Dayton Public Schools—District and Charter

1. Student achievement

Only a small fraction of Dayton students are meeting rigorous academic benchmarks that would put them on track for college and career. In eighth-grade ELA, just 12 percent of Dayton Public School students met the CCR benchmark, while 21 percent of students attending Dayton charter schools did likewise. The figures also show the variation in the CCR rates across districts, with a few districts' rates reaching 70 percent. Among the Big Eight cities, Dayton's students tend to achieve at lower levels than their counterparts (see Figures 3.1–3.4).

Figure 7.1. CCR rates for Montgomery County public schools, fourth-grade ELA, 2014–15

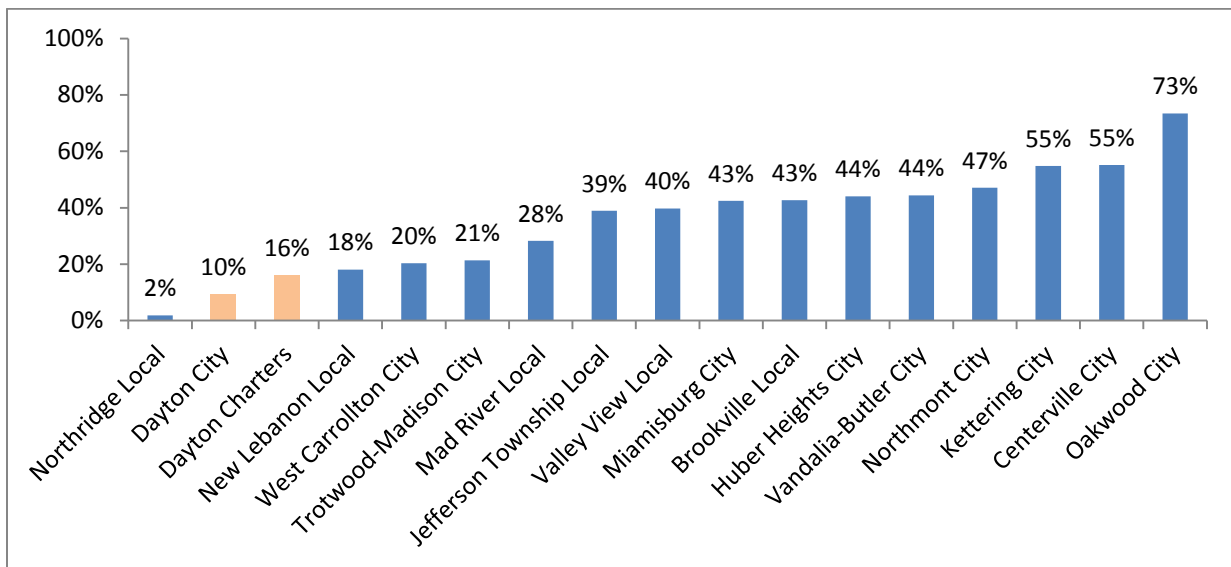
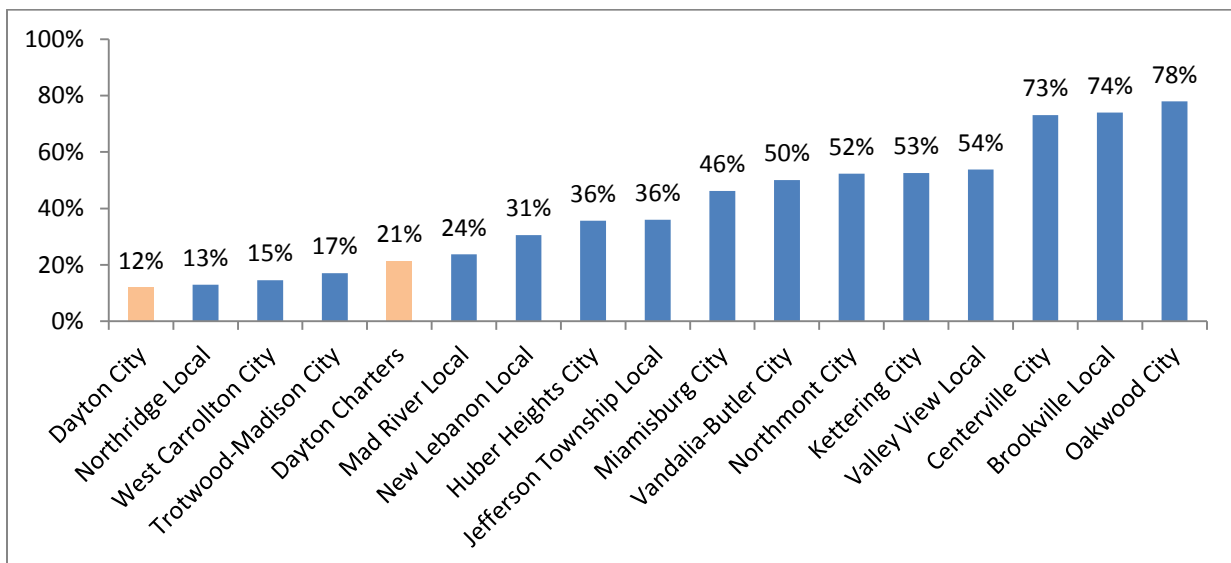


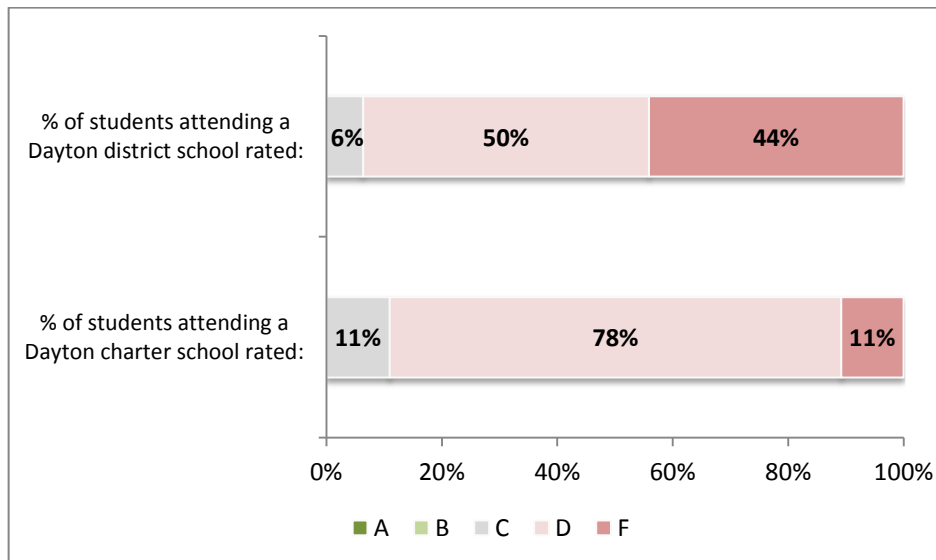
Figure 7.2. CCR rates for Montgomery County public schools, eighth-grade ELA, 2014–15



2. School performance

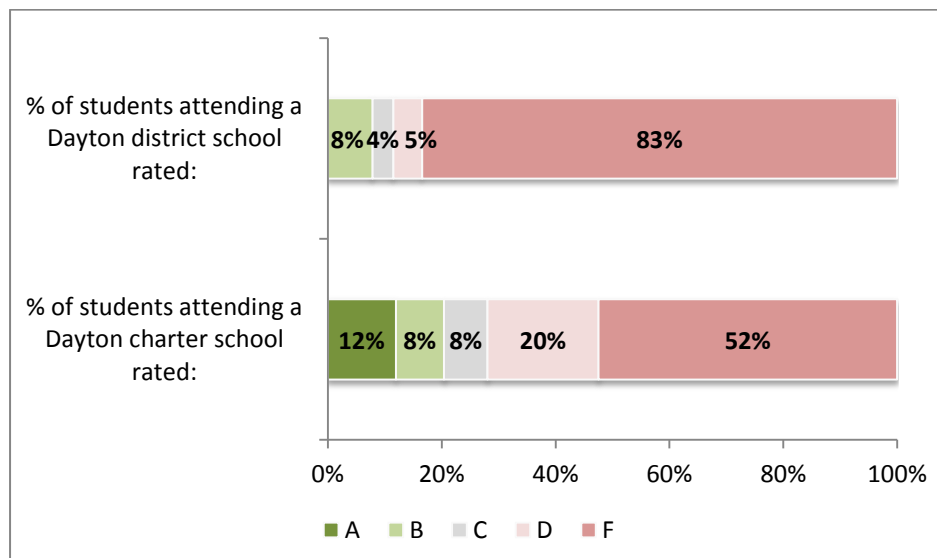
The figures below display the distribution of A–F school ratings along the state’s performance index and value-added measure. Figure 7.3 reveals that no school in Dayton received a PI grade higher than a C, while only three schools—all charters—earned A ratings on the value-added measure (12 percent of charter students attended those schools). These data indicate that both sectors struggled with performance in 2014–15; however, Dayton’s charter sector appears to have slightly outperformed the district.

Figure 7.3. Percentage of Dayton public school students attending district versus charter school, by performance index rating, 2014–15



Note: Number of district schools = 26 (number of students = 13,642); number of charter schools = 19 (number of students = 5,577).

Figure 7.4. Percentage of Dayton public school students attending district versus charter school, by value-added rating, 2014–15



Note: Number of district schools = 22 (number of students = 11,112); number of charter schools = 16 (number of students = 5,286). Not every school with a PI score has a VAM result.

3. Quality Seats

When the two report card measures are combined, we observe that the overwhelming majority of Dayton’s public school students attend low-quality schools. Using the 2014–15 data, we calculate that more than 80 percent of the city’s students are in low-quality schools. Both sectors offer primarily low-quality seats: 72 percent in the charter sector and 88 percent in the district. The overall picture of the public school system in Dayton appears to be bleak.

Table 7.1. Number of quality schools (left) and quality seats (right) in Dayton, 2014–15

		Performance Index							Performance Index				
		A	B	C	D	F			A	B	C	D	F
Value Added	A	0	0	0	3	0	Value Added	A	0	0	0	632	0
	B	0	0	2	0	0		B	0	0	1320	0	0
	C	0	0	0	3	0		C	0	0	0	813	0
	D	0	0	0	4	0		D	0	0	0	1596	0
	F	0	0	0	12	14		F	0	0	0	5420	6617

Table 7.2. Summary of schools and seats in Dayton, by quality and sector, 2014–15

	All Public Schools			Charter Schools			District Schools		
	Schools	Seats	% of Seats	Schools	Seats	% of Seats	Schools	Seats	% of Seats
High Quality	2	1,320	8%	1	448	8%	1	872	8%
Medium Quality	6	1,445	9%	5	1,036	20%	1	409	4%
Low Quality	30	13,633	83%	10	3,802	72%	20	9,831	88%
TOTAL	38	16,398	100%	16	5,286	100%	22	11,112	100%

4. Leaders and laggards

Tables 7.3 and 7.4 rank the top and bottom ten schools in Dayton on three report card statistics: the performance index scores, the value-added index score, and the value-added gain. (For more on the difference between the value-added score and gain, see page 29.) Charter schools are printed in italics. It is important to note that these rankings represent one year of data; multiple years of data should be used to more firmly establish which schools are consistently high- and low-performing.

Table 7.3. Top ten Dayton schools on performance index (left), value-added *index scores* (middle), and value-added *gains* (right)

School Name	PI Score	School Name	VAM Index	School Name	VAM Gain
Stivers School For The Arts	95.9	Dayton Leadership Academies-Dayton View Cam	5.26	Dayton Leadership Academies-Dayton View Cam	4.22
DECA PREP	91.9	Richard Allen Academy	3.26	Richard Allen Academy	3.58
Watkins Academy	85.0	Richard Allen Academy II	2.61	Richard Allen Academy II	2.07
Dayton SMART Elementary School	84.5	DECA PREP	1.85	DECA PREP	1.77
Pathway School of Discovery	82.4	Stivers School For The Arts	1.28	STEAM Academy of Dayton	1.02
David H. Ponitz Career Technology Center	77.6	STEAM Academy of Dayton	0.82	Stivers School For The Arts	0.80
Richard Allen Academy II	76.9	Horizon Science Academy Dayton Downtown	-0.38	Horizon Science Academy Dayton Downtown	-0.38
Emerson Academy	75.8	Charity Adams Earley Girls Academy	-0.76	Charity Adams Earley Girls Academy	-0.55
Richard Allen Academy	75.4	Emerson Academy	-1.48	Emerson Academy	-0.80
Wright Brothers PreK-8 School	71.5	Horizon Science Academy-Dayton	-1.61	Ruskin PreK-8 School	-1.22

Table 7.4. Bottom ten Dayton schools on performance index (left), value-added *index scores* (middle), and value-added *gains* (right)

School Name	PI Score	School Name	VAM Index	School Name	VAM Gain
Wogaman 5-8 School	43.9	Klepinger Community School	-16.50	Imagine Woodbury Academy	-12.26
Westwood PreK-8 School	47.3	Belmont High School	-11.44	Klepinger Community School	-11.77
Edison PreK-8 School	48.7	Valerie PreK-6 School	-10.75	Valerie PreK-6 School	-8.57
Fairview PreK-8 School	49.4	Eastmont Park PreK-8 School	-10.57	Dayton Boys Preparatory Academy	-8.25
World of Wonder PreK-8 School	50.6	Dayton Boys Preparatory Academy	-9.99	Belmont High School	-7.96
Belle Haven PreK-8 School	51.2	River's Edge Montessori PreK-6 School	-9.77	Louise Troy PreK-4 School	-7.72
Dayton Boys Preparatory Academy	51.5	Horace Mann PreK-8 School	-9.75	River's Edge Montessori PreK-6 School	-7.06
Imagine Woodbury Academy	51.7	World of Wonder PreK-8 School	-8.74	Eastmont Park PreK-8 School	-6.94
Meadowdale PreK-8 School	54.3	Wogaman 5-8 School	-8.31	Kemp PreK-6 School	-6.64
Klepinger Community School	54.4	Belle Haven PreK-8 School	-8.02	Horace Mann PreK-8 School	-6.32

