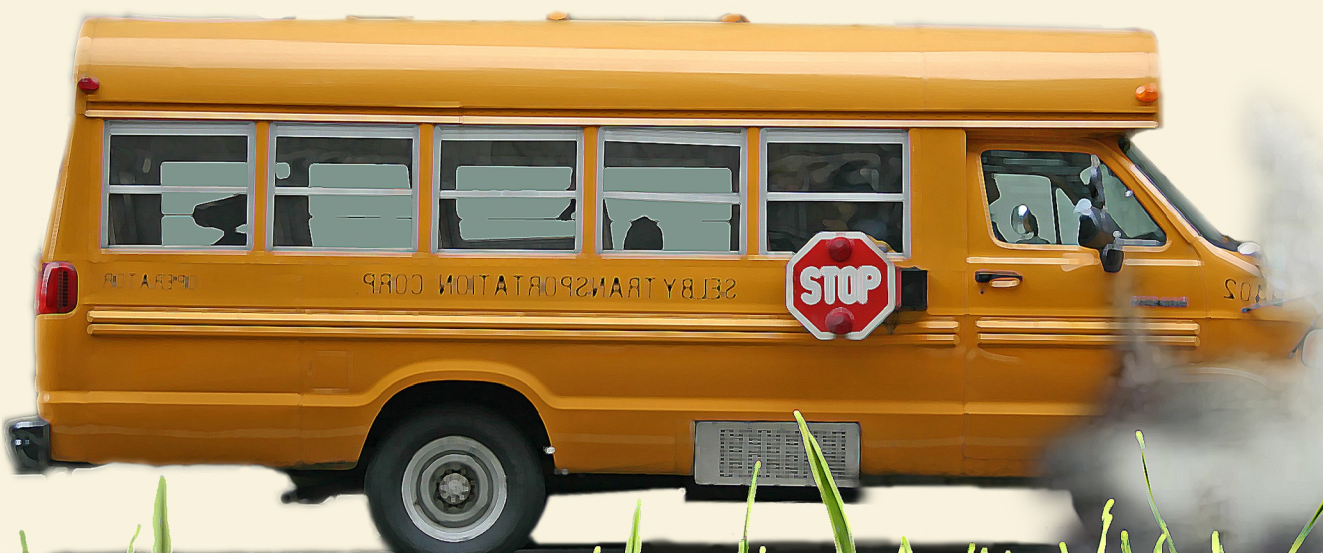


# Stalled Start?

Will a drop in Proficiency Rates derail the Common Core?





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## Section I: Abstract

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**Ohio's** public schools will soon transition to the Common Core. The Common Core are clear, consistent, and rigorous academic standards in English language arts and math aimed at readying all students for success in college and career. These standards—and their aligned assessments—will raise the expectations for all our students, will increase learning standards, and will monitor progress through more focused assessments. These higher standards will inspire and motivate our next generation of students to achieve great things. Great things come at a cost, however. When these higher standards are implemented, Ohio schools will receive a jolt as their proficiency rates plummet. This report projects how painful this transition will be in 2014-15. But once this initial pain subsides, there will be longer-term gain, as the faithful implementation of the Common Core will put all of Ohio's youngsters onto the pathway toward success.

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## Section II: Introduction

### School data at the crossroads

School data took a hit in the Buckeye State last year. Prompted by reports of data manipulation by a few school administrators, the Ohio Auditor of State has conducted a statewide investigation into the fidelity of student attendance data. Though most schools have come out clean, the Auditor has found “questionable practices” in data reporting at five Ohio school districts.<sup>1</sup> The investigation delayed the release of Ohio’s 2011-12 School Report Card data by two months. [As of the writing of this report (December 2012), the Auditor’s investigation remains ongoing and schools have not been issued final Report Cards.]

The manipulation of data, though isolated to a few districts, is troubling and serious. State lawmakers rely on these very data to craft education policies, parents put confidence in them to select a school for their kids, and educators use them to improve performance. Yet, despite the troubles in the data, they still remain the best indicators to compare how schools are doing in the Buckeye State. We therefore use the preliminary Ohio Report Card data to examine how public schools statewide, and in its major metropolitan areas, performed in 2011-12. We dig deep especially into Ohio’s largest urban areas, Cincinnati, Cleveland, Columbus, and Dayton, giving a ten-year view of enrollment and proficiency rates in these cities—for both charter and district schools.

The most relied-upon data source for this report is the Ohio Department of Education’s (ODE) 2011-12 Preliminary Report Card data, released in October 2012. Because of the limitations of this data set, other sources of data were used, such as ODE’s 2011-12 unverified data set, which was released in June 2012. Other data sources are noted and linked throughout the report in applicable spots.

The data we present here indicate where Ohio public education has come, where it currently stands in 2011-12, and where it may go beginning in 2014-15 under the Common Core. We hope our presentation will enable policy makers and the public to better understand the landscape of public education in the Buckeye State.

### Suburban schools ok; urban areas a mess

Statewide, most of Ohio’s public schools perform competently and in-line with the state’s standard for excellence. Over half of traditional public districts received an excellent (A) or excellent with distinction (A+) rating in 2011-12. These school districts are, as expected, located largely in Ohio’s wealthier and middle-class communities, and several more, in its rural areas.

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<sup>1</sup> Ohio Auditor of State, “No Evidence of Scrubbing Found in Second Phase of Attendance Data Audit,” <http://www.auditor.state.oh.us/newscenter/press/release/1470>.

However, like many other states, Ohio's urban school districts are a mess. Anywhere between 30 to 60 percent of inner-city students fail the state's standardized exams in math and reading, indicating that the majority of urban students are anything but college and career ready. And when these poor test scores are taken together, the entire school building or district will fail also. Traditional urban public school districts, therefore, struggle: Cleveland Metropolitan School District is rated academic emergency (F) and Dayton City and Youngstown City are rated academic watch (D). Combined these three districts serve some 60,000 students.

This mess in urban areas is hardly confined to traditional public school districts—it's in many of Ohio's charters as well. Though charter schools have improved their performance over the past decade (charter performance was pitifully low in early the 2000s), many urban charters still underperform, performing no better or worse than their traditional public school counterparts. In Cleveland and Dayton, for example, around one in three charter students attend a failing charter school (rated academic watch or academic emergency).

### **PARCC exams will slam proficiency rates in 2014-15**

We gaze into our crystal ball, in section 3 of this report, to estimate the impact of Ohio's move to the rigorous Common Core State Standards and its aligned assessments (the PARCC exams) on proficiency rates. The Common Core are academic standards in math and English language arts that all Ohio public schools will fully implement beginning in 2014-15. We use test result data from the Ohio Department of Education's unofficial data set (released June 2012) to forecast what proficiency rates will be statewide and for selected districts and charters in 2014-15.

The confluence of three factors—higher academic standards, more challenging assessments, and a higher cut score on the assessments—have the potential to seriously impact Ohio's proficiency rate. Using the percentage of students who tested advanced plus accelerated—the two performance levels above proficient—on the 2011-12 exams, we estimate that the statewide proficiency rates will fall between **20 to 50 points**. Likewise, urban and suburban school districts' and charter schools' proficiency rates will also fall, somewhere between **20 and 50 points**.

### **An end to the tyranny of low expectations**

Despite the short-term pain for the state and for districts, all is not lost—and in fact, much will be gained. Ohio's current standards, assessments, and definition of proficiency set the bar much too low for youngsters. In fact, they can be hardly described as fast-tracking students for success in college and career. The Common Core standards and the PARCC assessments aim to fix this, by putting students on track for college and career. They will transform Ohio education, setting higher expectations for all students and providing an objective, consistent, and comparable view of how all students perform. They will be the best way to plot how to help every student meet the new standards—and ensure that all our kids graduate high school prepared for success in college and career.

## Section III: Proficiency rates under the PARCC exams

### The Common Core and PARCC assessments

Ohio will replace its current standardized assessments with new ones starting in 2014-15. The Buckeye State's current and outgoing assessments are the Ohio Achievement Assessments (OAA) for grades 3-8 and the Ohio Graduation Tests (OGT) for grades 10-12. The new assessments, known as the PARCC assessments, are aligned with the Common Core State Standards—rigorous academic standards in English language arts and math that will be fully implemented in 2014-15. The PARCC assessments will have more challenging test content and will require a higher test score to achieve proficiency than Ohio's current exams. The PARCC assessments are being field tested, and the cut score for proficiency will be set after the first round of testing in spring 2015.<sup>2</sup>

### Harder tests and higher cut scores

The combination of harder test content and higher cut scores to achieve proficiency will cause Ohio's (and other state's) proficiency rates to plummet in 2014-15. Kentucky, the first state to implement Common Core-aligned exams, saw its proficiency rate fall by more than one-third in 2011-12, the first year it administered new exams.<sup>3</sup> Other states, such as Pennsylvania<sup>4</sup> and Florida<sup>5</sup>, have also ratcheted up test content difficulty and cut scores in anticipation of the more-rigorous assessments aligned to the Common Core. Florida has already seen declines in its proficiency rates when it changed exams, and Pennsylvania is expecting a fall in proficiency when it implements new high school exams next year. Wisconsin, too, is preparing its schools for the Common Core by adjusting its proficiency rates to the more-rigorous NAEP definition of proficiency in 2012-13.<sup>6</sup>

Ohio, however, has done far less than pro-active states, like Kentucky and Florida, to prepare schools, parents, and the public for these rigorous assessments. So, with the Common Core standards and the PARCC assessments looming for Ohio—and little done to raise public awareness about the imminent drop in proficiency—we forecast and show just how far Ohio's proficiency rates will fall in 2014-15.

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<sup>2</sup> Partnership for Assessment of Readiness for College and Careers (PARCC), <http://www.parcconline.org/parcc-assessment>.

<sup>3</sup> Andrew Ujifusa, "Scores Drop on Ky.'s Common Core-Aligned Tests," *Education Week*, November 19, 2012, <http://www.edweek.org/ew/articles/2012/11/02/11standards.h32.html>.

<sup>4</sup> Mary Niederberger, "Pennsylvania School Districts Plan for Keystone Exams," *Pittsburgh Post-Gazette*, November 11, 2012, <http://www.post-gazette.com/stories/news/education/pennsylvania-school-districts-plan-for-keystone-exams-661594/>.

<sup>5</sup> Gina Jordan, "More FCAT 2.0 Results Released," *StateImpact Florida*, May 18, 2012, <http://stateimpact.npr.org/florida/2012/05/18/more-fcat-2-0-results-released/>.

<sup>6</sup> Wisconsin Department of Public Instruction, "Performance Level Descriptors," <http://dpi.wi.gov/oea/profdesc.html>.



## Projecting PARCC proficiency rates

In a February public meeting on the Common Core, the Ohio Department of Education (ODE) indicated that the percentage of students who currently test “advanced” and “accelerated” on the OAA and OGT is a fair predictor of PARCC proficiency.<sup>7</sup> These are the two performance levels above proficient. Further discussion with the department found that its prediction was based, in part, on an analysis of Ohio’s performance on international exams (TIMMS and PISA exams).

In addition, the department noted the correlation between Ohio’s advanced and accelerated rates on the OAA and OGT to Ohio’s proficiency rate on the NAEP exam. The U.S. Department of Education administers the NAEP across all states, and has set a higher bar for proficiency on this exam than any state has on its state-administered assessments.<sup>8</sup> In fact, according to the Foundation on Excellence in Education, “a large number of states had reading proficiency standards that would qualify their students as functionally illiterate on NAEP.”<sup>9</sup>

Table 3.1 shows the close correlation between Ohio’s NAEP proficiency and its advanced and accelerated rates on the fourth and eighth grade OAAs. In 2011, for example, 45 percent of Ohio’s NAEP test takers scored proficient or above in fourth grade math; this matches the percent of Ohio students scoring advanced plus accelerated on the fourth grade math OAA.

**Table 3.1.** Comparison of percentage of Ohio students scoring proficient or above on NAEP and percentage of Ohio students scoring advanced and accelerated on OAA, fourth and eighth grade math and reading, 2007 to 2011.

	2007		2009		2011	
	NAEP	OAA	NAEP	OAA	NAEP	OAA
Fourth Grade Math	46	24	45	46	45	45
Fourth Grade Reading	36	43	36	44	34	43
Eighth Grade Math	35	38	36	31	39	34
Eighth Grade Reading	36	43	37	36	37	52

**Source:** U.S. Department of Education (NAEP) and Ohio Department of Education (OAA)

Assuming that the PARCC definition of proficiency (still to be determined) will be set close to NAEP proficiency, we use Ohio’s 2011-12 advanced plus accelerated rates to forecast PARCC proficiency rates. We do this for the state and for a number of districts (charter schools and traditional districts) in and around Cincinnati, Cleveland, Columbus, and Dayton. For individual school districts, we base our projections off of the advanced plus accelerated rates reported in the June 2012 unverified data set published on ODE’s website.<sup>10</sup> The October 2012 ODE release

<sup>7</sup> See slide 29 in former state superintendent Stan Heffner’s PowerPoint presentation at Fordham’s February 15, 2012 event, “Embracing the Common Core,” <http://www.edexcellence.net/events/embracing-the-common-core.html>.

<sup>8</sup> NAEP results can be located at U.S. Department of Education, “Publications and Products,” <http://nces.ed.gov/pubsearch/getpubcats.asp?sid=031>.

<sup>9</sup> Foundation for Excellence in Education, “Information: Common Misconceptions,” <http://excelined.org/policy-library/common-core-toolkit/information-common-misconceptions/>.

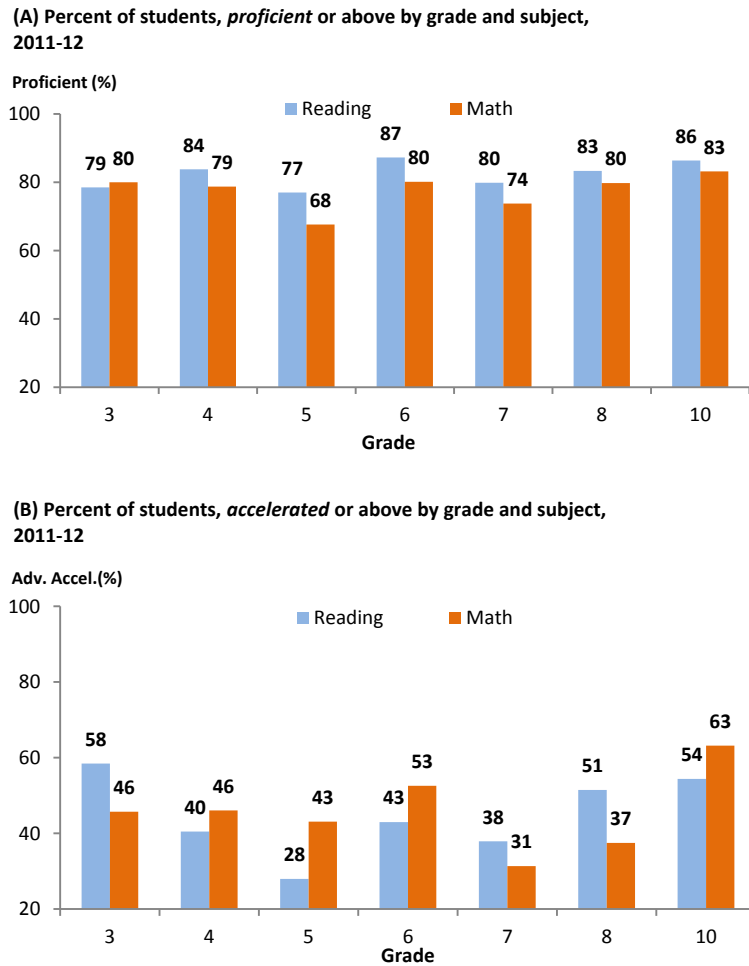
<sup>10</sup> Ohio Department of Education, “Test Results,” <http://www.ode.state.oh.us/GD/Templates/Pages/ODE/ODEPrimary.aspx?page=2&TopicRelationID=263>.



of preliminary Report Card data does not include a breakdown of test results by achievement level for individual districts.<sup>11</sup>

### Statewide proficiency will fall between 20 and 50 points

The charts below show the percentage of Ohio students who tested proficient or above (figure 3.1A) and the percentage of students who tested advanced and accelerated (figure 3.1B). Math and reading scores on the 2011-12 Ohio standardized exams for grades 3-8 and grade 10 are shown.



**Figure 3.1:** (A) Statewide percentage of students testing proficient or above; (B) Statewide percentage of students testing accelerated or above, grades 3-8 and 10, math and reading, 2011-12. **Source:** Ohio Department of Education, [Statistical Summaries and Item Analysis Reports](#), 2011-12.

<sup>11</sup> Ohio Department of Education, “Preliminary District and School Report Card Data,” <http://education.ohio.gov/GD/Templates/Pages/ODE/ODEDetail.aspx?page=3&TopicRelationID=1&ContentID=131230>. We compared the June and October fourth grade math and reading proficiency rates and found an average difference of less than one-half of a percentage point with nearly all Ohio schools (traditional public school districts) falling within  $\pm 5$  percentage points.

Table 3.2 shows the same data as figure 3.1(A) and figure 3.1(B) as well as the difference between the proficiency rate and accelerated and above rate. Remember, we expect only **accelerated and advanced** students to be proficient or above under the PARCC exams in 2014-15. The fall in proficiency is sharp—a fall of anywhere between 20 (tenth grade math) and 49 percentage points (fifth grade reading).

**Table 3.2:** Change in statewide proficiency rates assuming that 2011-12 OAA/OGT advanced and accelerated students will test proficient or above in 2014-15 on the PARCC exams.

Grade	Math			Reading		
	Proficient and Above	Accelerated and Above	Change	Proficient and Above	Accelerated and Above	Change
3	80	46	-34	79	58	-21
4	79	46	-33	84	40	-44
5	68	43	-25	77	28	-49
6	80	53	-27	87	43	-44
7	74	31	-43	80	38	-42
8	80	37	-43	83	51	-32
10	83	63	-20	86	54	-32

### Proficiency rates will fall in all types of school districts

Figures 3.2 to 3.5 show the proficiency rate declines for a few selected school districts (traditional and charter) located in four of the state’s largest metropolitan areas. We use fourth and eighth grade math and reading proficiency rates, reported in the Ohio Department of Education’s June 2012 unverified, unofficial data set. District of varying sizes and wealth should expect large falls (anywhere between 20 to 50+ points) in their proficiency rates when the PARCC exams are administered in 2014-15. A few examples from Columbus area districts’ fourth grade math rates serve as illustration (figure 3.3):

- Columbus City proficiency falls from 55 percent to 23 percent
- Bexley City proficiency falls from 88 percent to 49 percent
- Upper Arlington City proficiency falls from 94 percent to 72 percent
- Northland Prep (charter school) proficiency falls from 47 percent to 13 percent

### Ohio must support higher standards, even when the going gets tough

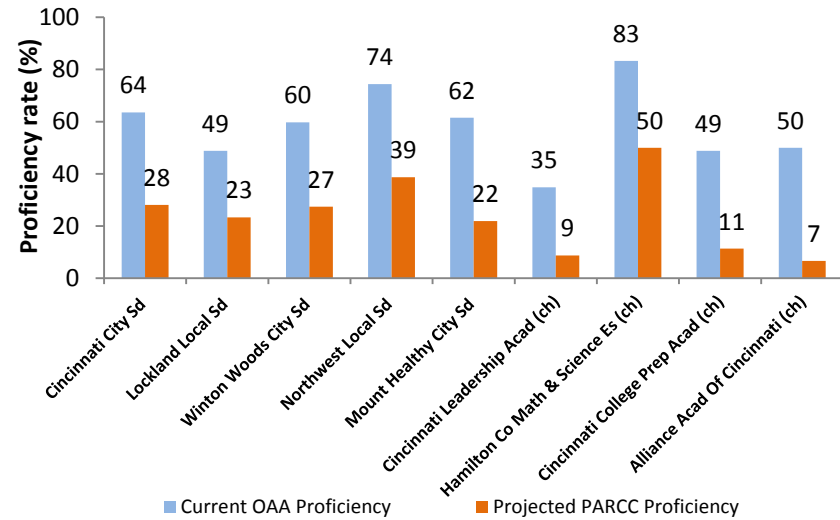
Our analysis indicates that the Common Core and PARCC assessments will jolt Ohio’s K-12 educational system when they arrive in 2014-15. But Fordham’s recent report *Future Shock* indicated that educators are not shying away from embracing the rigor of the Common Core. We urge the public as well to embrace the Common Core—even in the face of shocking proficiency rate falls. For the Common Core are the academic standards that will put Ohio’s next generation of students on the pathway to being truly college and career ready.

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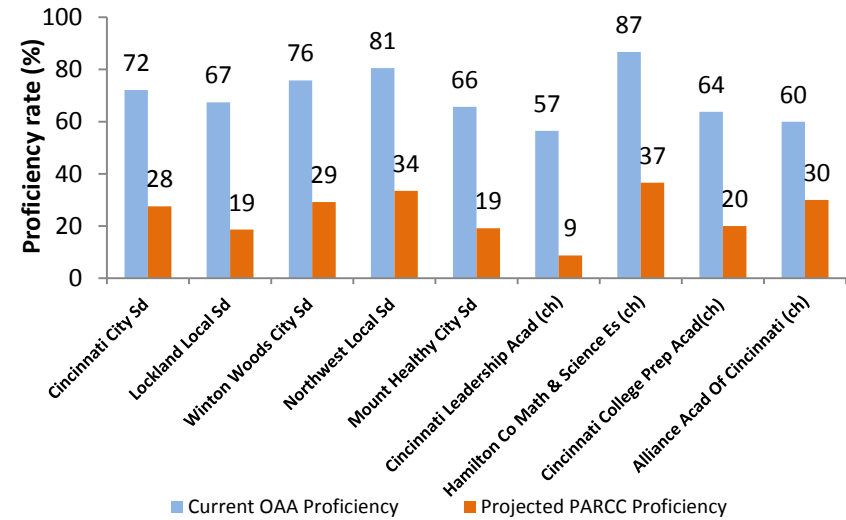
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## Cincinnati area school districts

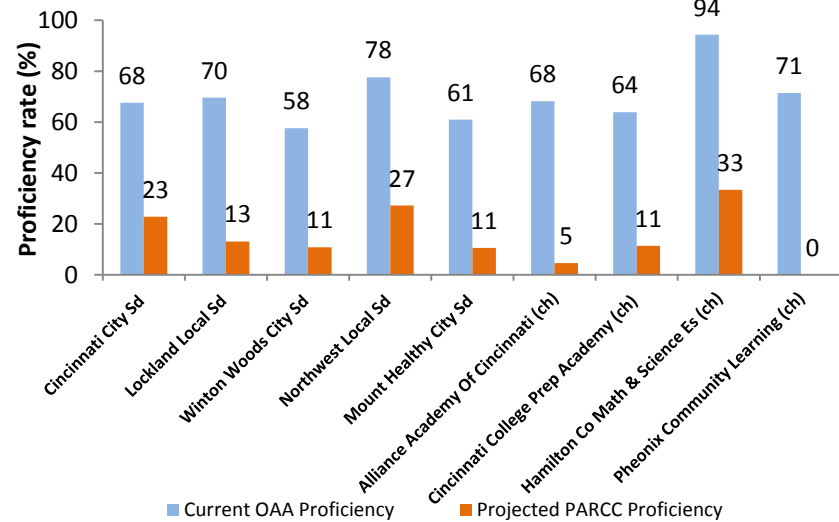
### 4th grade math



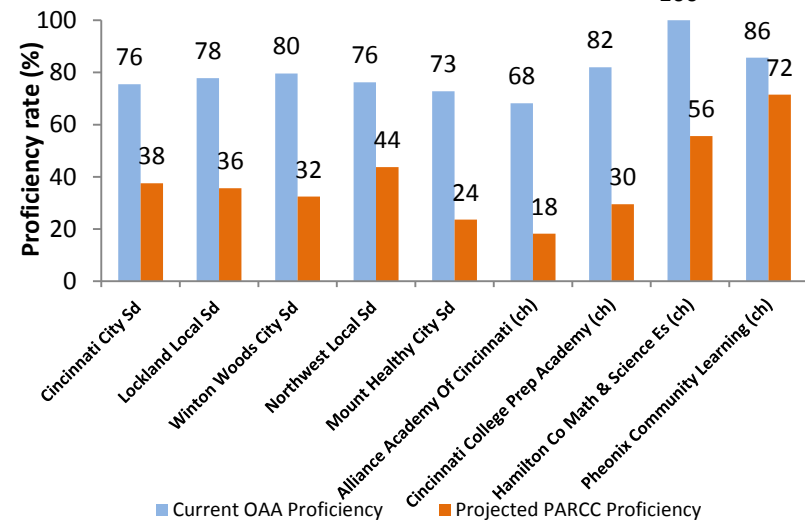
### 4th grade reading



### 8th grade math

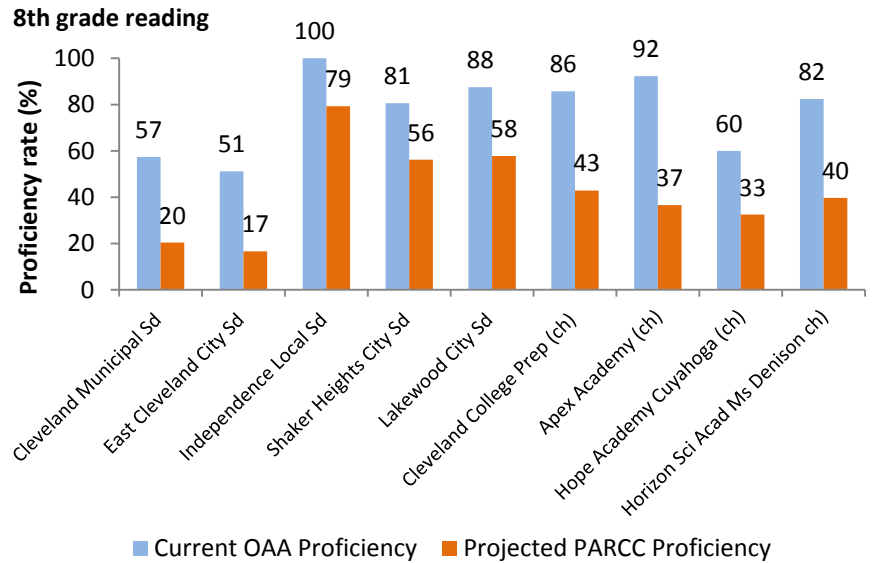
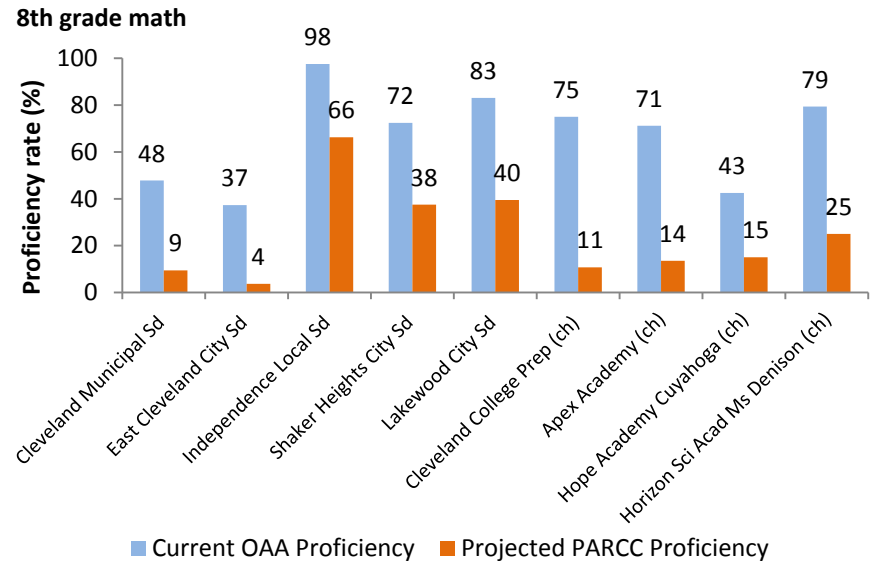
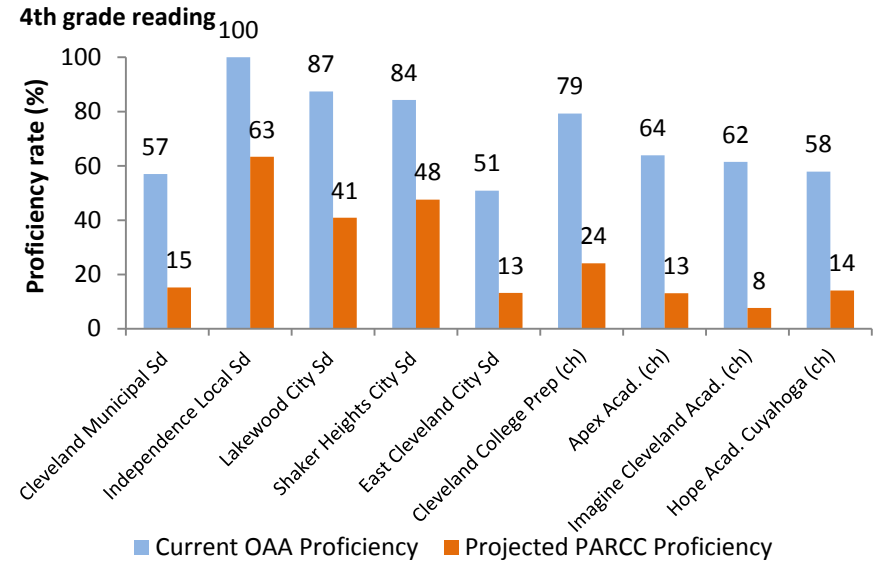
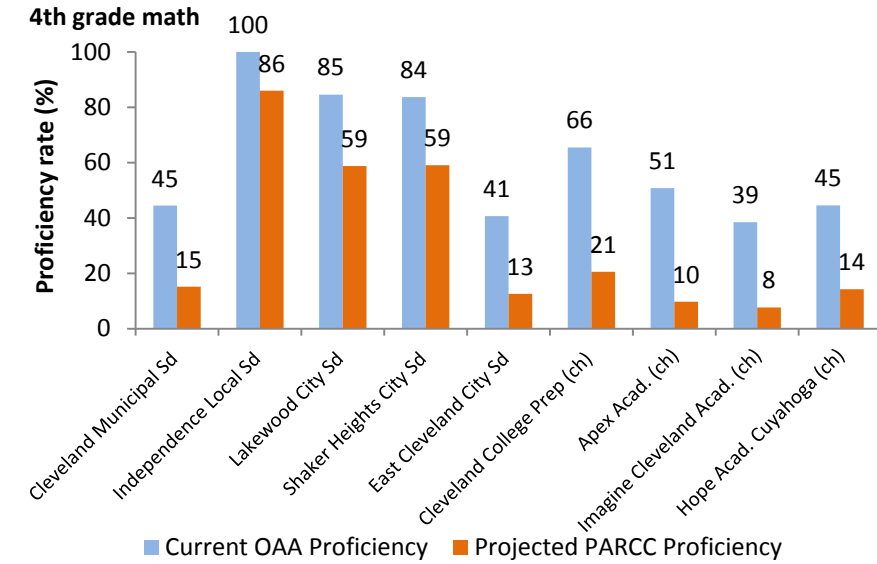


### 8th grade reading



**Figure 3.2.** OAA proficiency rates versus projected PARCC proficiency rates, fourth and eighth grade math and reading, for select Hamilton County traditional districts and charter schools (ch). 2011-12 OAA and PARCC proficiency rates are from June 2012 ODE unofficial, unverified data set. PARCC proficiency rates are based on 2011-12 OAA advanced and accelerated rates.

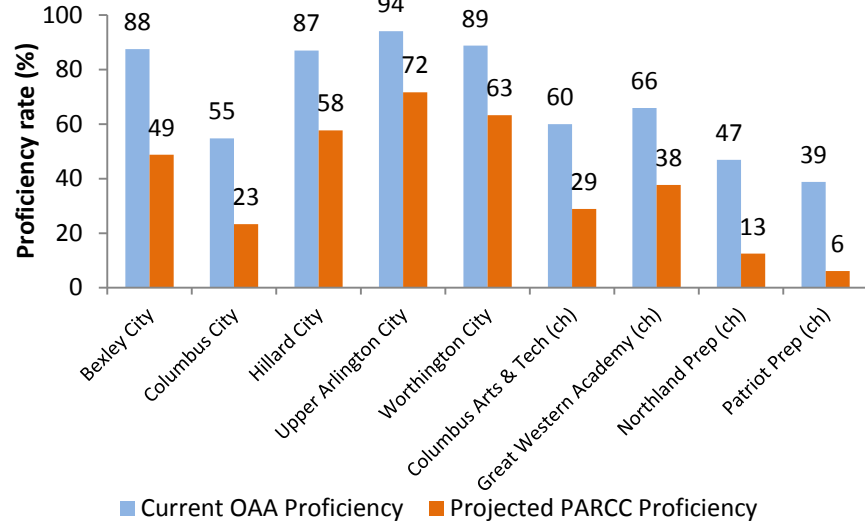
### Cleveland area school districts



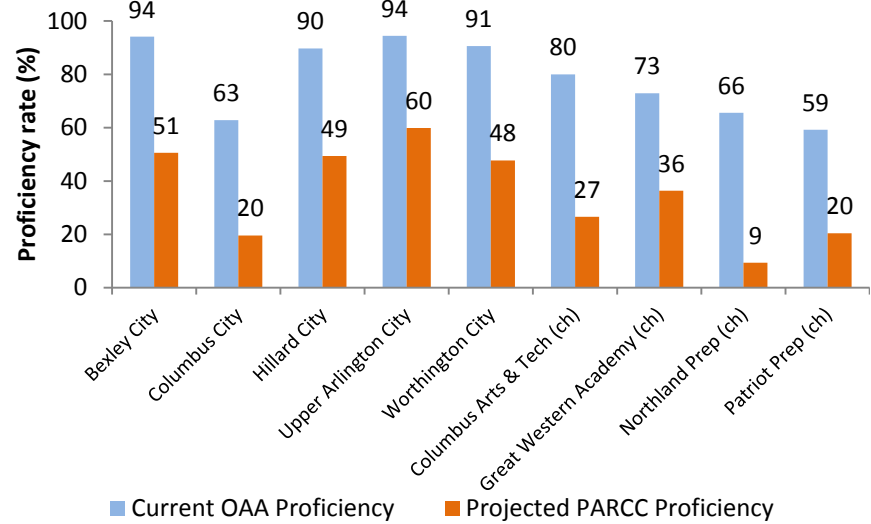
**Figure 3.3.** OAA proficiency rates versus projected PARCC proficiency rates, fourth and eighth grade math and reading, for select Cuyahoga County traditional districts and charter schools (ch). 2011-12 OAA and PARCC proficiency rates are from June 2012 ODE unofficial, unverified data set. PARCC proficiency rates are based on 2011-12 OAA advanced and accelerated rates.

## Columbus area school districts

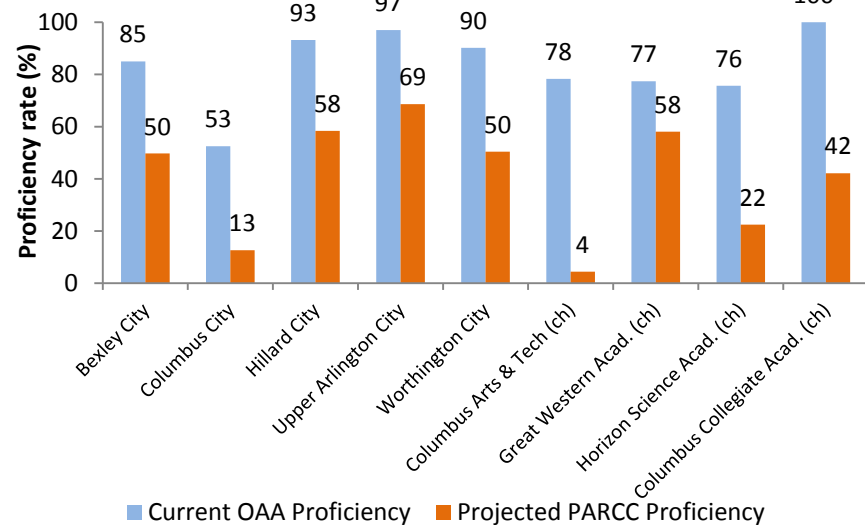
### Fourth grade math



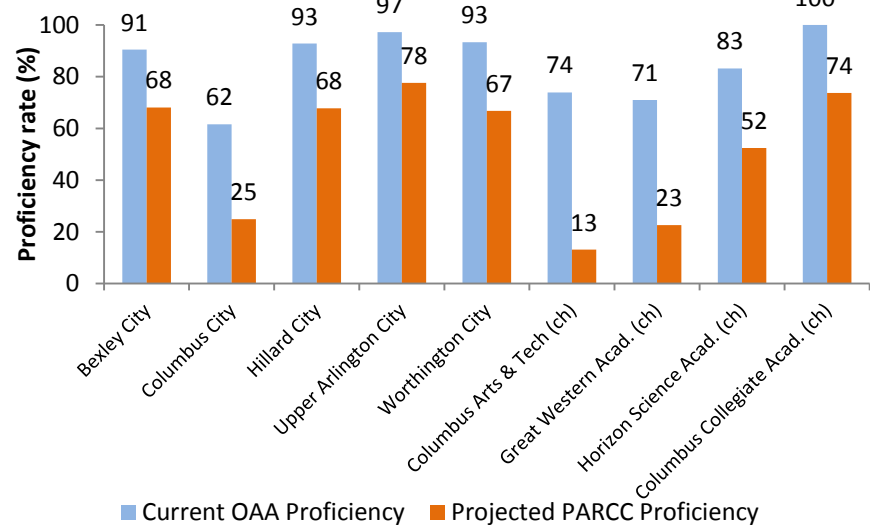
### Fourth grade reading



### Eighth grade math



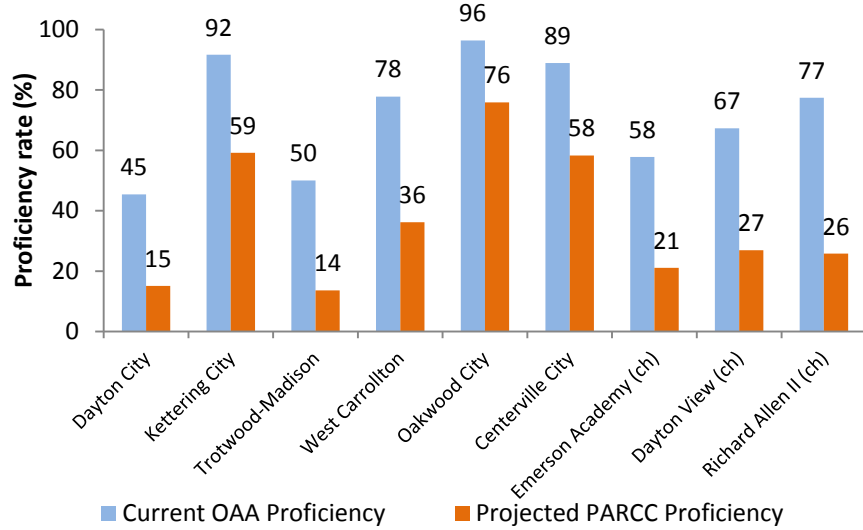
### Eighth grade reading



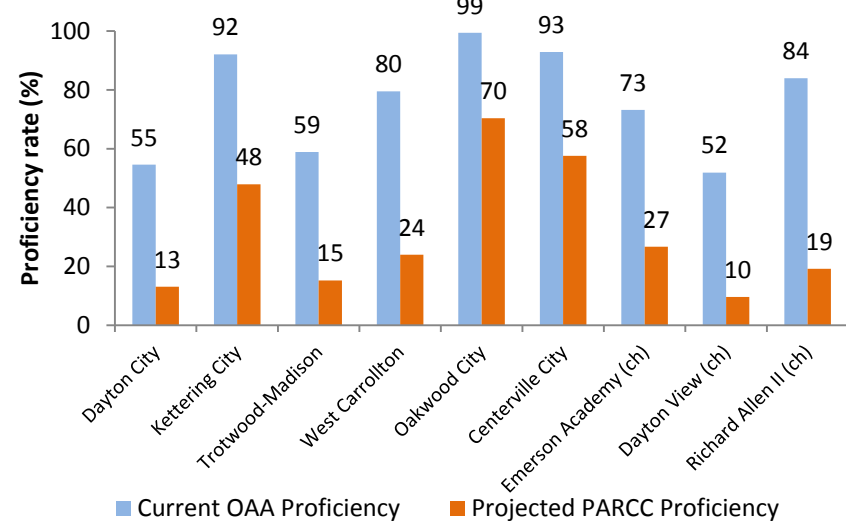
**Figure 3.4.** OAA proficiency rates versus projected PARCC proficiency rates, fourth and eighth grade math and reading, for select Franklin County traditional districts and charter schools (ch). 2011-12 OAA and PARCC proficiency rates are from June 2012 ODE unofficial, unverified data set. PARCC proficiency rates are based on 2011-12 OAA advanced and accelerated rates.

## Dayton area school districts

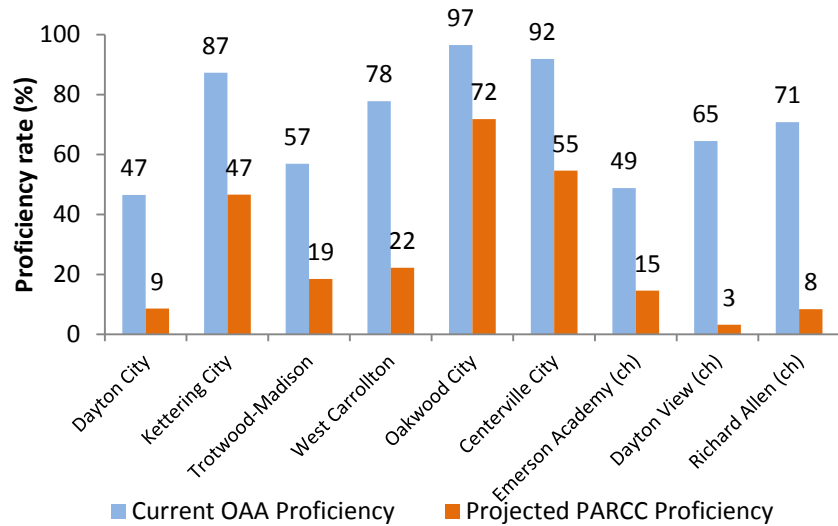
### Fourth grade math



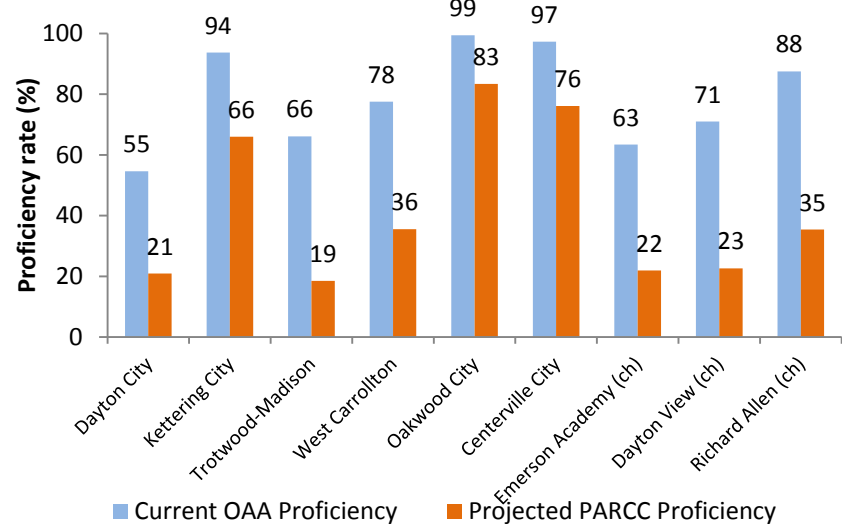
### Fourth grade reading



### Eighth grade math



### Eighth grade reading



**Figure 3.5.** OAA proficiency rates versus projected PARCC proficiency rates, fourth and eighth grade math and reading, for select Montgomery County traditional districts and charter schools (ch). 2011-12 OAA proficiency rates and PARCC proficiency rates are from June 2011-12 ODE unofficial, unverified data set; PARCC proficiency rates are based on 2011-12 OAA advanced and accelerated rates.



## Section IV: Statewide Analysis

### 1. Key findings

- Statewide, 1.73 million students attended a public K-12 school in 2011-12. Over 109,000, or six percent of all public school students, attended a charter school. Approximately 300,000 students attended a non-public K-12 school.<sup>12</sup>
- Statewide proficiency rates exceeded the goal of 75 percent proficient in all grades and subjects (reading and math only) except fifth and seventh grade math.
- Nearly half, 290 out of 610, public school districts met the state goal of having a performance index over 100. Six percent, 19 out of 307, charter schools met the state goal of having a performance index over 100.
- Almost two-thirds, 387 out of 610, public districts were rated excellent or above. Of charter schools, 30 out of 302 (10 percent) were rated excellent or above.

### 2. Enrollment

Overall enrollment in Ohio's public schools (charter and traditional schools together) has remained flat. In 2002-03, the state had 1.75 million public school students and in 2011-12, there were 1.73 million, as Figure 4.1 shows. Charter enrollment has tripled during the past ten years. In 2002-03, there were 34,000 charter students, and in 2011-12, there were 109,000 charter students. Yet, the statewide number of students who attend a traditional public school still far exceeds charter school students: In 2011-12, there were 1.6 million traditional district students, compared to 109,000 charter students. About 40 percent of charter students (41,000 students) are residents of Cincinnati, Cleveland, Columbus, or Dayton.

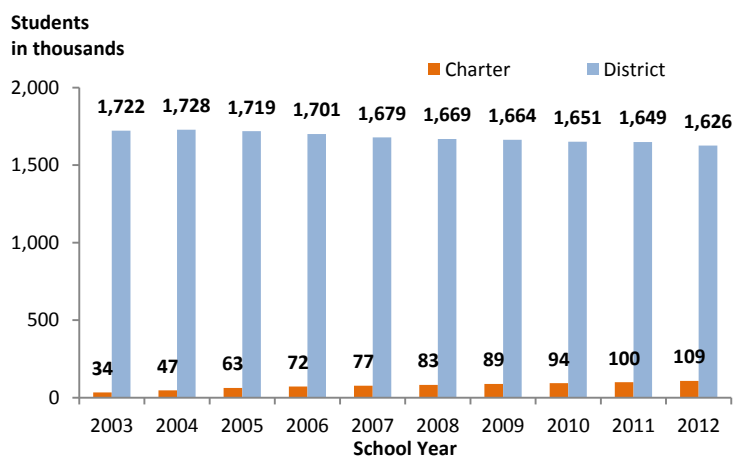


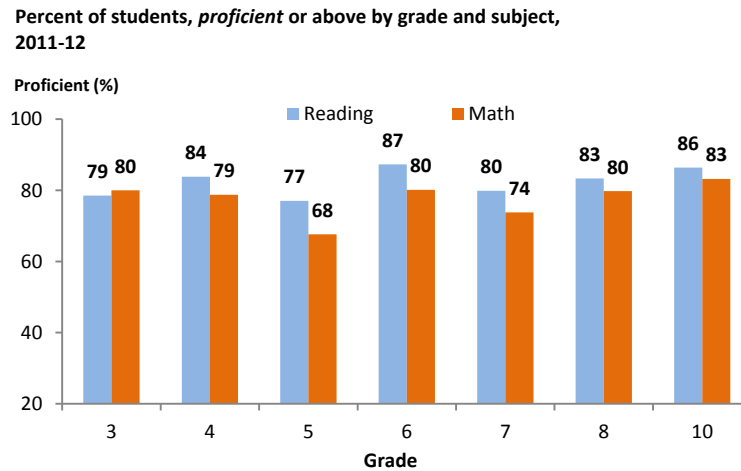
Figure 4.1. Ohio K-12 public school enrollment, charter versus district schools, 2002-03 to 2011-12.

<sup>12</sup> Ohio Department of Education, "Enrollment Data: October 2011 Fall Enrollment Headcount," <http://ode.state.oh.us/GD/Templates/Pages/ODE/ODEDetail.aspx?page=3&TopicRelationID=3&ContentID=12261&Content=128420>.

### 3. Proficiency Rates

Approximately 750,000 students in grades 3-8 and 125,000 students in tenth grade participated in Ohio’s March 2012 standardized exams. (Students in grades K-2 and 9 do not take a statewide standardized exam; students in grades 11-12 only take the exam if they do not test proficient or above in grade 10.)<sup>13</sup>

Figure 4.2 shows the percentage of students who scored proficient or above (the “proficiency rate”) in reading and math. This includes students whose scores fall into the top three achievement bands: proficient, accelerated, and advanced. Statewide reading proficiency rates were higher than math rates in every grade except third by three to nine percentage points. For all grades and subjects, except fifth and seventh grade math, the proficiency rate exceeded the statewide goal of 75 percent proficiency.



**Figure 4.2.** Test results on OAA (grades 3-8) and OGT (grade 10), math and reading, 2011-12. Percentage of students scoring proficient or above. **Note:** The statewide goal for proficiency in grades 3-8 and 10 is 75 percent.

### 4. Performance Index

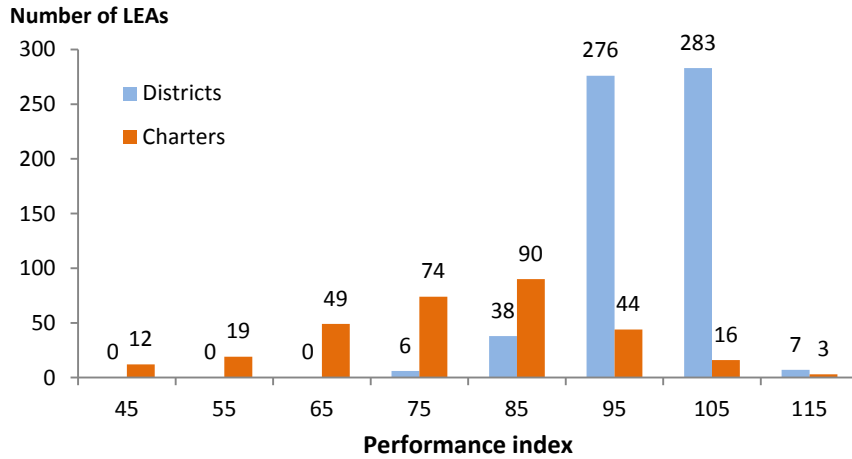
Performance index (PI) is a measure of aggregate student achievement in a school building or school district. It’s a weighted average of proficiency rates, with greater weight given to students who perform at higher performance levels.

Figure 4.3 shows the statewide distribution of PI scores by traditional school district and charter school, which are known as local educational agencies (LEAs). The chart indicates that nearly all traditional public school districts achieved a PI of greater than 90 (566 out of 610, or 93 percent), and nearly half (290 out of 610) had a PI over 100. Ohio charter schools, as a group,

<sup>13</sup> Ohio Department of Education, “Statistical Summaries and Item Analysis Reports: May 2012 Grade 3-8 OAA Statistical Summary & March 2012 OGT Statistical Summary,” <http://www.ode.state.oh.us/GD/Templates/Pages/ODE/ODEDetail.aspx?page=3&TopicRelationID=1143&ContentID=9479&Content=131427>.

perform worse, with only 63 achieving a PI of greater than 90 (21 percent), and only 6 percent achieving a PI of 100 (19 out of 307).

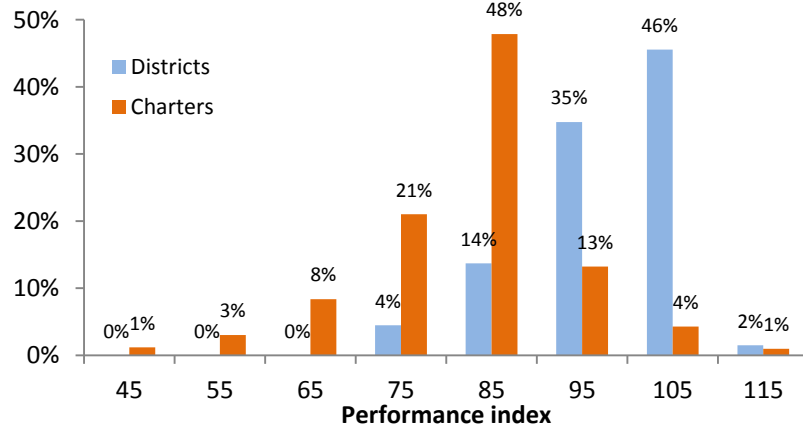
**Distribution of performance index scores**



**Figure 4.3.** Distribution of performance index scores for traditional public school districts and charter schools, 2011-12. Performance index is broken into intervals of 10, with the middle number shown (e.g., interval: 70-79.9 would be shown with a 75 shown on the axis). **Note:** Statewide goal for district-wide performance index is 100.

Ohio school districts vary in enrollment size (anywhere from 164 to 50,000 students). Therefore, it is important also to look at the percentage distribution of students who attend an LEA by PI score. Figure 4.4 shows the percentage of students (district and charter) who attend an LEA whose PI falls within a given interval of 10 (e.g., 70 to 79.9). Nearly half of district students (48 percent) attend a district rated above 100. Meanwhile, only 5 percent of charter students attend a school with a PI of greater than 100.

**Distribution of students by their LEA's performance index**



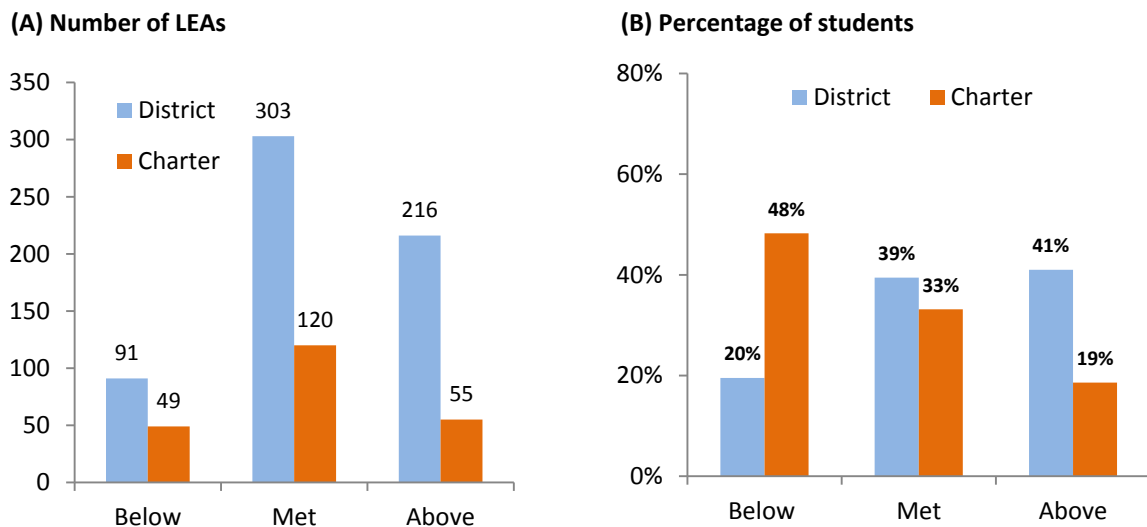
**Figure 4.4.** Comparison of percentage of students in traditional districts and charter schools, by the LEA's performance index score, 2011-12. Performance index is broken into intervals of 10, with the middle number shown (e.g., interval: 70-79.9 would be shown as 75 on the horizontal axis).

## 5. Value-Added Growth

Ohio designates schools as “below,” “met,” or “above” to indicate whether a district or building has provided less than (below), equal to (met), or more than (above) a year’s worth of student growth. In contrast to the PI, which measures raw student achievement, value-added is a measure of the impact that a school has on student learning. Value-added is calculated through a statistical model based on students’ current and past test scores. Value-added is calculated for only grades 4-8, so school buildings that span only grades 9-12 or K-3 have no value-added rating.

Figure 4.5 (A) shows how LEAs (charter and traditional school districts) are distributed across Ohio’s three value-added growth categories. Approximately half of both district (303 out of 610, 50 percent) and charter schools (120 out of 226, 54 percent) received the met value-added designation.

Figure 4.5(B) compares the percentage of students who attended a traditional district by each value-added category versus charter school. Showing the percentage of students accounts for the enrollment size of the district or charter school. Of charter school students, 48 percent attended a below-rated charter school, while 41 percent of district students attend an above-rated school district.



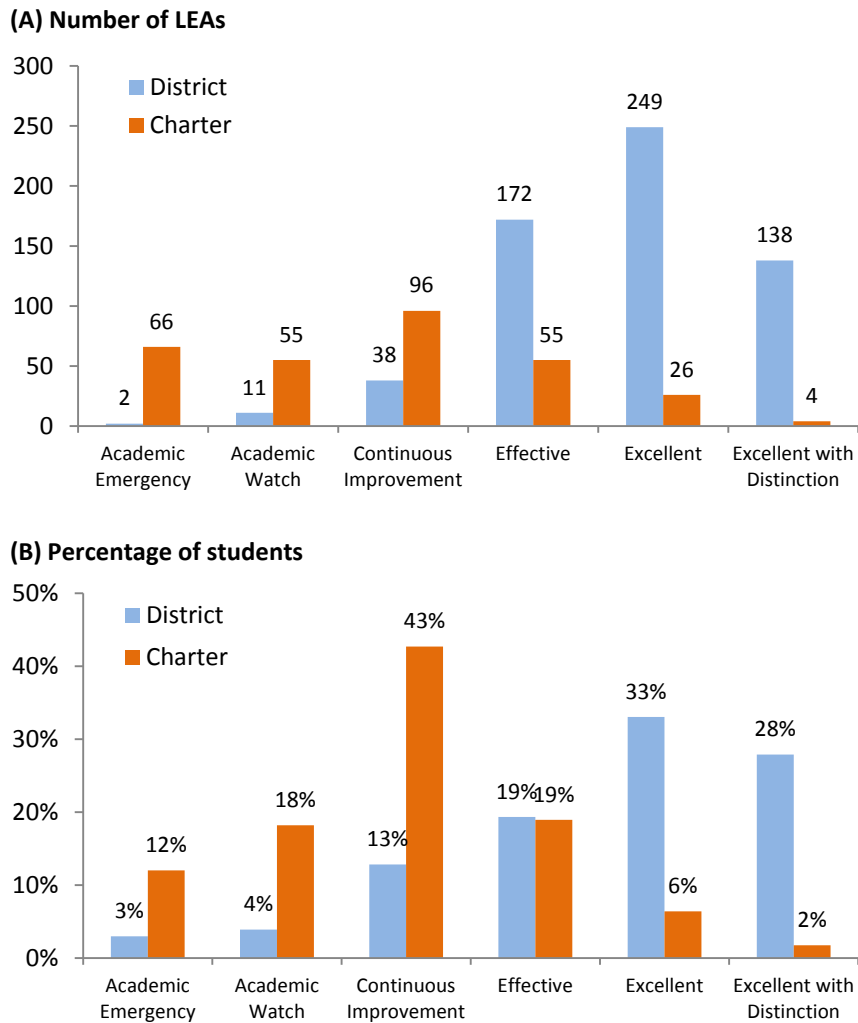
**Figure 4.5.** Comparison of traditional public school districts and charter schools by (A) number of districts by value-added designation and (B) percentage of students attending a district or charter school, by value-added designation, 2011-12.

## 6. Ratings

Based on multiple academic performance indicators, including the PI and value-added designation, Ohio gives each charter school and school district an overall academic rating. There are six rating categories (from lowest to highest): academic emergency, academic watch, continuous improvement, effective, excellent, and excellent with distinction.

Figure 4.6 (A) shows the number of LEAs that received each of the school ratings, broken down into traditional district and charter schools. Nearly two-third of traditional districts received an excellent or excellent with distinction rating (387 out of 610, 64 percent). Only one in ten of charter schools received an excellent or excellent with distinction rating (30 out of 302).

Figure 4.6(B) shows the percentage of students who attend an LEA, by the state designation of the LEA they attend. Most traditional public school students attend a district rated excellent or excellent with distinction (61 percent). Meanwhile, only 8 percent of charter school students attend a charter rated excellent or excellent with distinction school.



**Figure 4.6.** Comparison of traditional public school districts and charter schools by (A) number of districts by state rating and (B) percentage of students attending a traditional school district or charter by state rating, 2011-12.

## Section V: Akron, Canton, Toledo, and Youngstown City Analyses

### 1. Key Findings

- Of these four cities, Canton has the smallest percentage of charter students as a percentage of all public school students (7 percent), and Youngstown has the highest (30 percent).
- Traditional district performance index scores exceeded the charter school average scores in all four cities. In Akron, Canton, and Youngstown, the district PI exceeded the charter school average by 7 to 10 points. Toledo City’s PI slightly exceeded Toledo’s charter school PI.
- More school buildings, charter and district combined, were rated academic watch (D) or worse than effective (B) or better in Akron, Toledo, and Youngstown.

### 2. Enrollment

Overall public student enrollment (charter plus traditional district) has declined in Akron, Canton, Toledo, and Youngstown over the past ten years. Youngstown has lost the highest percentage of its public school students, losing 26 percent, while Canton has lost the fewest, at 8 percent.

Despite the overall public student losses, charter school enrollment grew over this time period. Toledo’s charter student population grew the most, more than tripling in size. Canton’s charter school enrollment grew the least—and, of these four cities, has by far the smallest charter student population as of 2011-12. From 2002-03 to 2011-12, these four traditional public school districts all lost a significant number of students: from 10 percent (Canton City) to 39 percent (Youngstown City). Table 5.1 shows the enrollment data for these school years.

**Table 5.1.** K-12 enrollment for Akron, Canton, Toledo, and Youngstown, charter and traditional public school district, 2002-03 to 2011-12. **Note:** Charter school enrollment includes only students whose home district is the comparable traditional district school. Charter school enrollment also includes statewide e-school students, whose home district is the comparable school.<sup>14</sup>

	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012
<b>Akron City</b>	29,019	28,265	27,166	26,827	25,758	24,986	23,439	23,395	22,603	22,753
<b>Akron Charter</b>	1,548	1,970	2,430	2,527	2,321	2,533	2,808	3,182	3,196	3,302
<b>Canton City</b>	11,119	10,633	10,530	10,688	10,474	10,273	10,153	9,834	9,750	9,946
<b>Canton Charter</b>	513	657	468	892	918	887	556	606	586	720
<b>Toledo City</b>	34,570	33,194	31,359	29,157	27,984	27,200	25,816	25,195	22,277	23,174
<b>Toledo Charter</b>	2,586	4,152	5,452	6,560	6,362	6,381	7,290	7,498	7,575	8,206
<b>Youngstown City</b>	9,683	9,319	8,843	8,093	7,693	7,215	6,819	6,541	6,088	5,902
<b>Youngstown Charter</b>	1,652	2,052	2,271	2,324	2,612	2,524	2,736	2,690	2,521	2,482

<sup>14</sup> This can be calculated through Ohio Department of Education, “District Payment Reports,” <http://www.ode.state.oh.us/GD/Templates/Pages/ODE/ODEDetail.aspx?page=3&TopicRelationID=990&ContentID=10849&Content=132707>

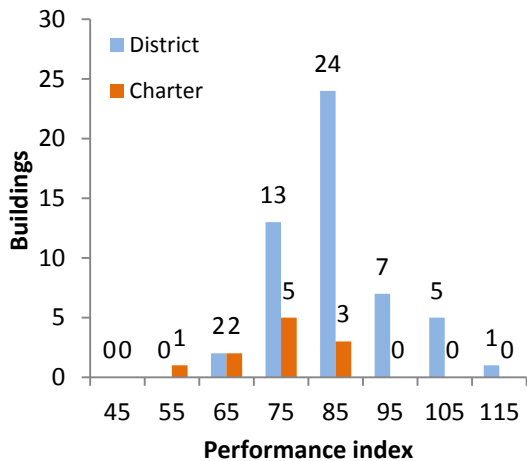
### 3. Performance index

The performance index (PI) is a measure of aggregate student achievement in a school building or school district. It's a weighted average of proficiency rates, with greater weight given to students who perform at higher performance levels.

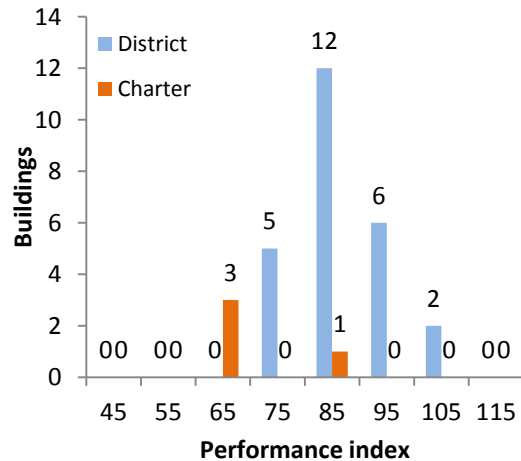
The distribution of performance index scores is similar when these cities' charters and district school buildings are compared. Toledo's charter and district building distribution is remarkably similar [figure 5.1(C)]. In all of these four cities the modal performance index range was between 80 and 89.9, when district and charter school buildings are combined. Four charter schools—three in Toledo and one in Youngstown—met the state goal of having a performance index greater than 100. Twelve public school buildings achieved this goal: 6 from Akron City, 2 from Canton City, 3 from Toledo City, and 1 from Youngstown City.

The composite performance index scores for the traditional districts as a whole were: Akron City 85.6, Canton City 84.5, Toledo City 81.8, Youngstown City 76.1. The average aggregated PI (unweighted by student enrollment) for charters: Akron 74.2, Canton 69.8, Toledo 80.4, Youngstown 69.5. In all four of these cities, then, the traditional districts slightly outperform the charter group average.

**(A) Akron**

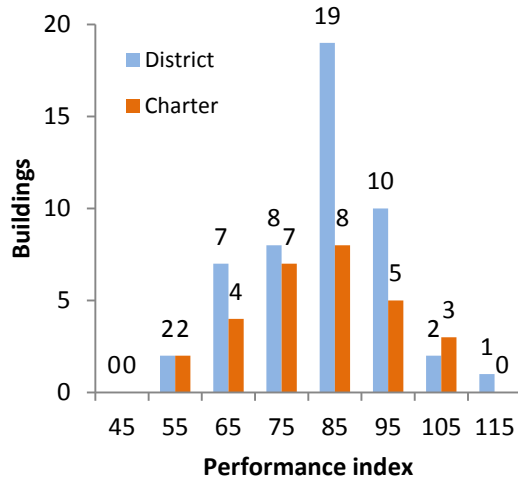


**(B) Canton**

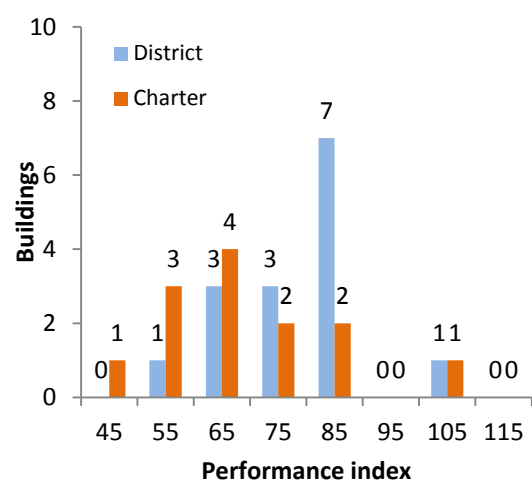




(C) Toledo



(D) Youngstown

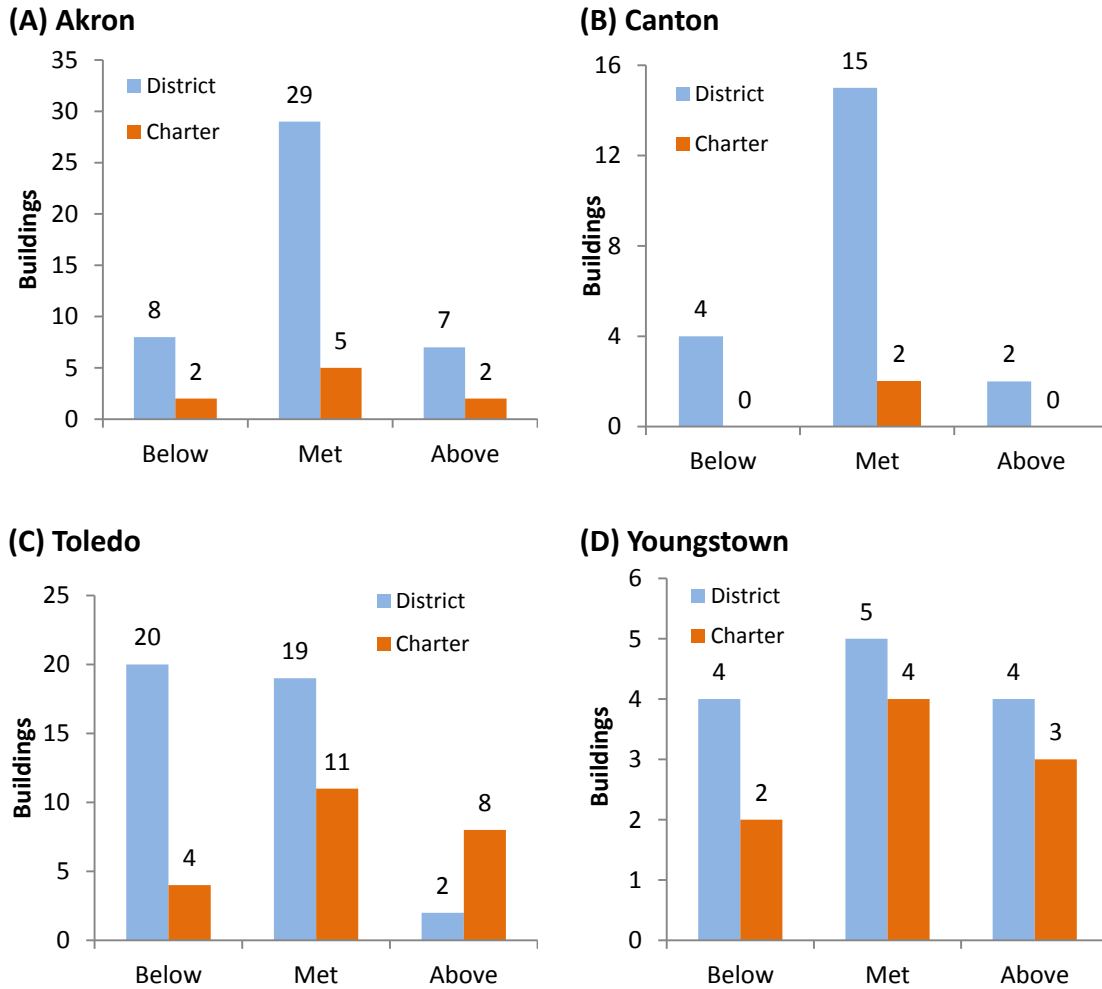


**Figure 5.1.** Distribution of performance index scores, charter and traditional district school buildings, for Akron, Canton, Toledo, and Youngstown, 2011-12. **Note:** Charter schools that enroll less than 30 percent of students from the comparable city school were excluded. State goal for building-level performance index is 100. Performance index is broken into intervals of 10, with the middle number shown (e.g., interval: 70-79.9 would be shown as 75 on the horizontal axis).

#### 4. Value-added growth

Ohio designates schools as “below,” “met,” or “above” to indicate whether a district or building has provided less than (below), equal to (met), or more than (above) a year’s worth of student growth. In contrast to the PI, which measures raw student achievement, value-added is a measure of the impact that a school has on student learning. Value-added is calculated through a statistical model based on students’ current and past test scores.

The distribution of value-added rating by school building look similar for charters and districts in Akron, Canton, and Youngstown (figure 5.2). In Toledo, however, the charter school distribution tilts toward the above designation, especially relative Toledo City. In fact, the modal school building designation for Toledo City is below. This indicates that, along the value-added performance indicator, Toledo’s charters outperform the district. The overall value-added rating for the traditional public districts are as follows: Akron City, met; Canton City, met; Toledo City, below; Youngstown City, below.



**Figure 5.2.** Distribution of value-added designations, charter and traditional district school buildings, for Akron, Canton, Toledo, and Youngstown, 2011-12. **Note:** Charter schools that enroll less than 30 percent of its student enrollment from the comparable city school were excluded.

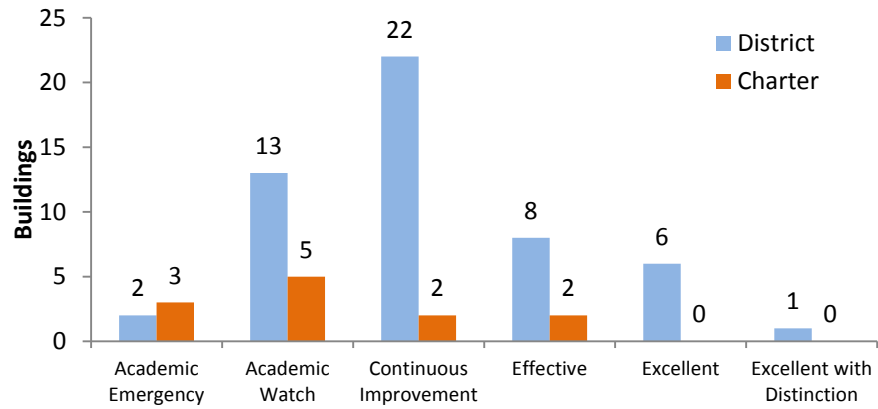
## 5. Ratings

Based on multiple performance indicators, Ohio gives each public school building and district an overall academic rating. There are six rating categories (from lowest to highest): academic emergency, academic watch, continuous improvement, effective, excellent, and excellent with distinction.

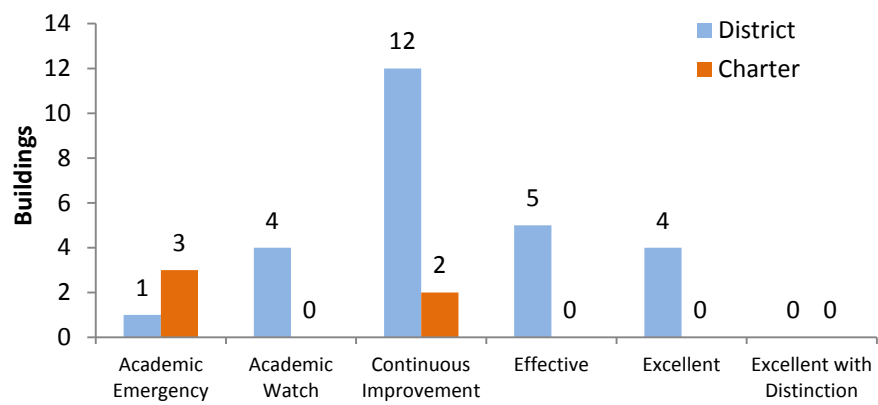
Figure 5.3 shows the ratings distribution, by school building. The state rating of schools in all four cities indicate that schools—both charter and district buildings—are struggling. Of these four cities, there is only one school that achieved an excellent with distinction (A+) designation: King Elementary School in Akron City. The modal rating category (charter and district buildings combined) was continuous improvement (C) for Akron, Canton, and Toledo. For Youngstown, the modal rating was academic emergency (F). The overall ratings for traditional districts were:

Akron City, continuous improvement; Canton City, continuous improvement; Toledo City, academic watch; Youngstown City, academic watch.

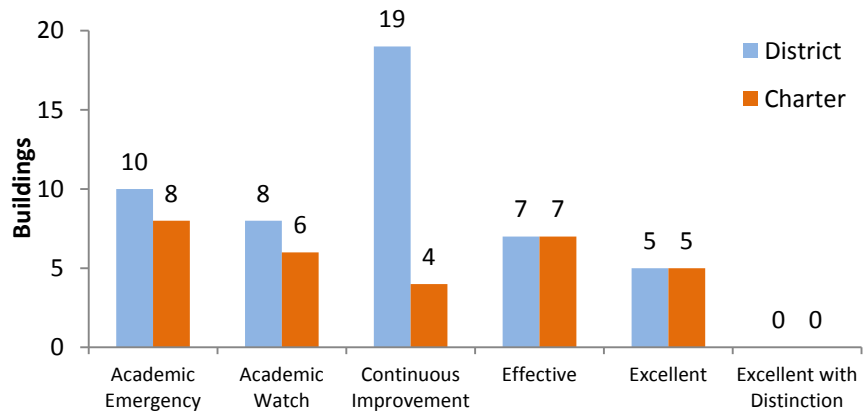
**(A) Akron**



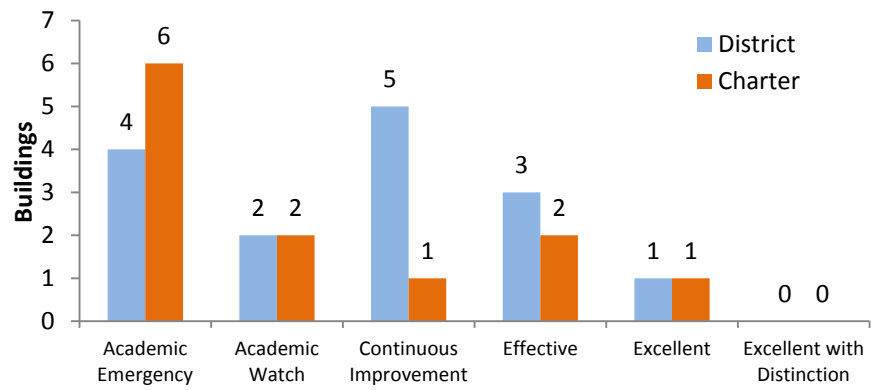
**(B) Canton**



**(C) Toledo**



**(D) Youngstown**



**Figure 5.3.** Distribution of state ratings, charter and traditional district school buildings, for Akron, Canton, Toledo, and Youngstown, 2011-12. **Note:** Charter schools that enroll less than 30 percent of its student enrollment from the comparable city school were excluded.

## Section VI: Cincinnati City – District and Charter Analysis

### Summary

Unlike the other major cities in Ohio (Cleveland, Columbus, and Dayton), Cincinnati’s traditional district outperforms the city’s charter schools. Cincinnati Public Schools’ (CPS) proficiency rates, performance index scores, value-added ratings, and overall school building ratings all exceed the city’s charter schools. In comparison to the other large urban districts in Ohio, CPS also rates well. Its performance index score (88.5)—a weighted average of proficiency rates on the state’s standardized exams—is higher than Columbus City Schools (80.5), Dayton Public Schools (75.6), and Cleveland Metropolitan School District (75.4).

When we take a ten-year view of student achievement in Cincinnati, we find significant progress in the elementary and middle grades for both CPS and Cincinnati charter schools. But puzzlingly, there has been less progress in high school achievement. In fourth grade reading, for example, less than one-half of Cincinnati students passed Ohio’s standardized test ten years ago; in the past year, nearly three out of four passed. In contrast, tenth grade proficiency rates have remained static or even dropped over the past ten years.

In spite of these gains in proficiency, many of Cincinnati’s students still struggle. Depending on the grade and subject, 25 to 40 percent of Cincinnati students fail the state’s standardized exams. And around 5,200 students attend a CPS school building rated academic emergency (D) or worse; an additional 3,000 students attend a Cincinnati charter rated D or worse. So, while Cincinnati public education is much improved, more work remains to be done to ensure all kids have an opportunity to succeed.

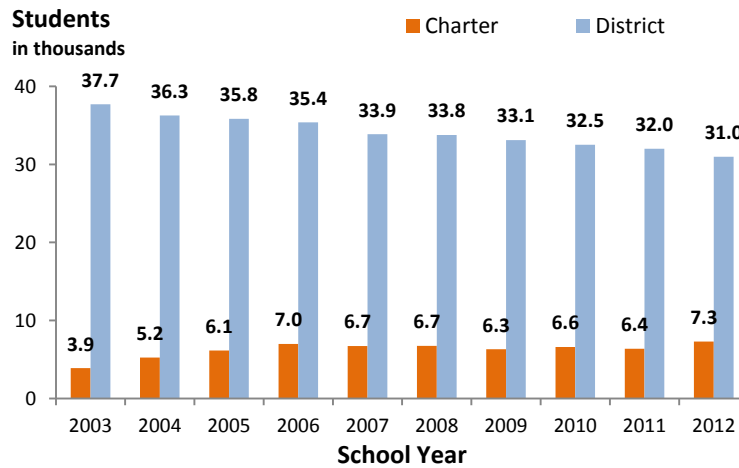
### 1. Key Takeaways

- 7,300 students, or 19 percent of Cincinnati public school students, attend a charter.
- Between 25 percent and 40 percent of charter and district students fail the state’s math and reading exams (below “proficient”), depending on grade and subject.
- Out of 80 buildings (charter and district), 12 earned an excellent (A) or above rating; 23 buildings earned a rating of academic watch (D) or worse.
- Over 8,300 students (24 percent of Cincinnati’s public school students) attended a charter or district school building rated in academic watch (D) or worse.

## 2. Enrollment

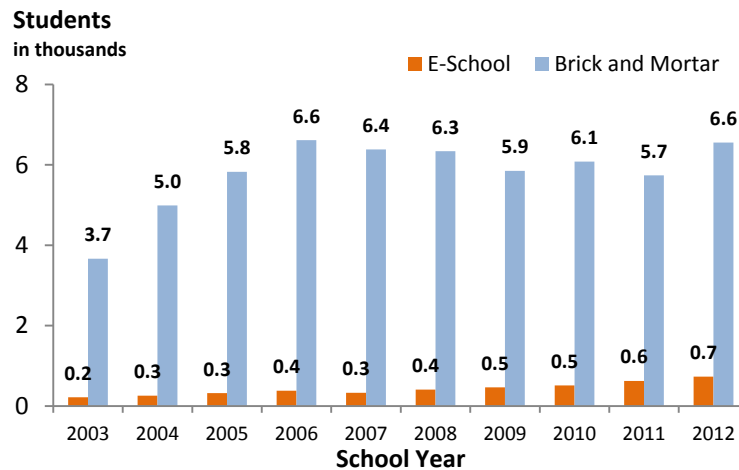
Overall enrollment in Cincinnati’s public schools—charter and district schools combined—fell by 8 percent during the past decade. In 2002-03, there were 41,600 Cincinnati students attending a public school; in 2011-12, there were 38,300 students enrolled in a public school.

Student enrollment in Cincinnati Public Schools (CPS), the city’s traditional public school, has fallen faster than the overall rate of decline: CPS enrollment has declined 18 percent since 2002-03 (figure 6.1). Meanwhile, charter schools have steadily enrolled a greater number of Cincinnati’s students, increasing from 3,900 students to 7,300 students from 2002-03 to 2011-12. See note 1 at the end of this section for more on enrollment.



**Figure 6.1.** Cincinnati K-12 public school enrollment, charter versus district schools, 2002-03 to 2011-12.

Figure 6.2 shows the breakdown of charter students by e-school and brick and mortar charter school. The large majority of Cincinnati’s charter students attend a physical school (6,600 in 2011-12) with a much smaller number of students in an e-school charter.



**Figure 6.2.** Cincinnati’s K-12 charter enrollment, e-school versus brick and mortar, 2002-03 to 2011-12.

Table 6.1 lists the top charters in Cincinnati by enrollment. The two largest charters in Cincinnati are VLT Academy and Cincinnati College Preparatory Academy, which enrolled 803 and 786 students respectively. The Electronic Classroom of Tomorrow (ECOT), a statewide e-school, is the largest e-school enroller of Cincinnati students.

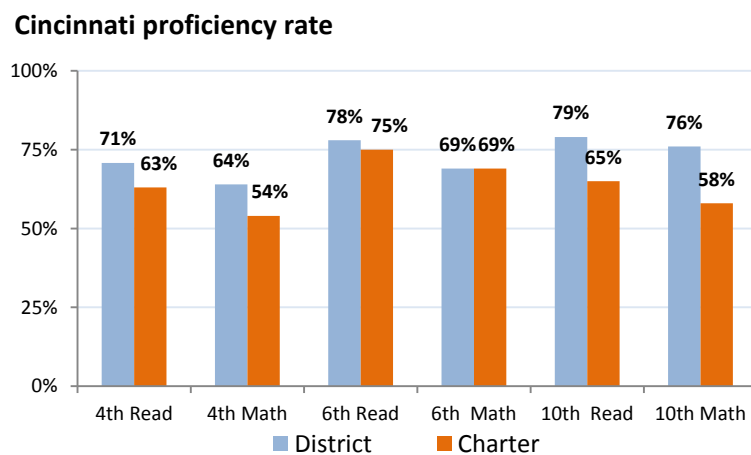
**Table 6.1.** Top ten charters by enrollment of Cincinnati-resident students, 2011-12. (e) denotes e-school.

Charter school	Enrollment	Charter school	Enrollment
VLT Academy	803	Electronic Classroom Of Tomorrow (e)	344
Cincinnati College Preparatory Academy	786	Horizon Science Academy-Cincinnati	340
Orion Academy	623	Cincinnati College Prep Academy East	331
Mount Auburn International Academy	512	Phoenix Community Learning Ctr	325
T.C.P. World Academy	398	Ohio Virtual Academy (e)	293

### 3. Math and Reading Proficiency

In 2011-12, Cincinnati Public Schools (CPS) outperformed Cincinnati’s charter schools as a group, in math and reading test scores. The percentage of CPS students who scored proficient or above met or exceeded the aggregate charter proficiency rate in the grades and subjects shown in figure 6.3. A higher percentage of CPS students passed the exams than charter students by anywhere between 18 (tenth grade math) and 3 percentage points (sixth grade reading). The proficiency rates of district and charters were identical in sixth grade math. See note 2, at the end of this section, for more information about the aggregation of Cincinnati’s charter proficiency rate.

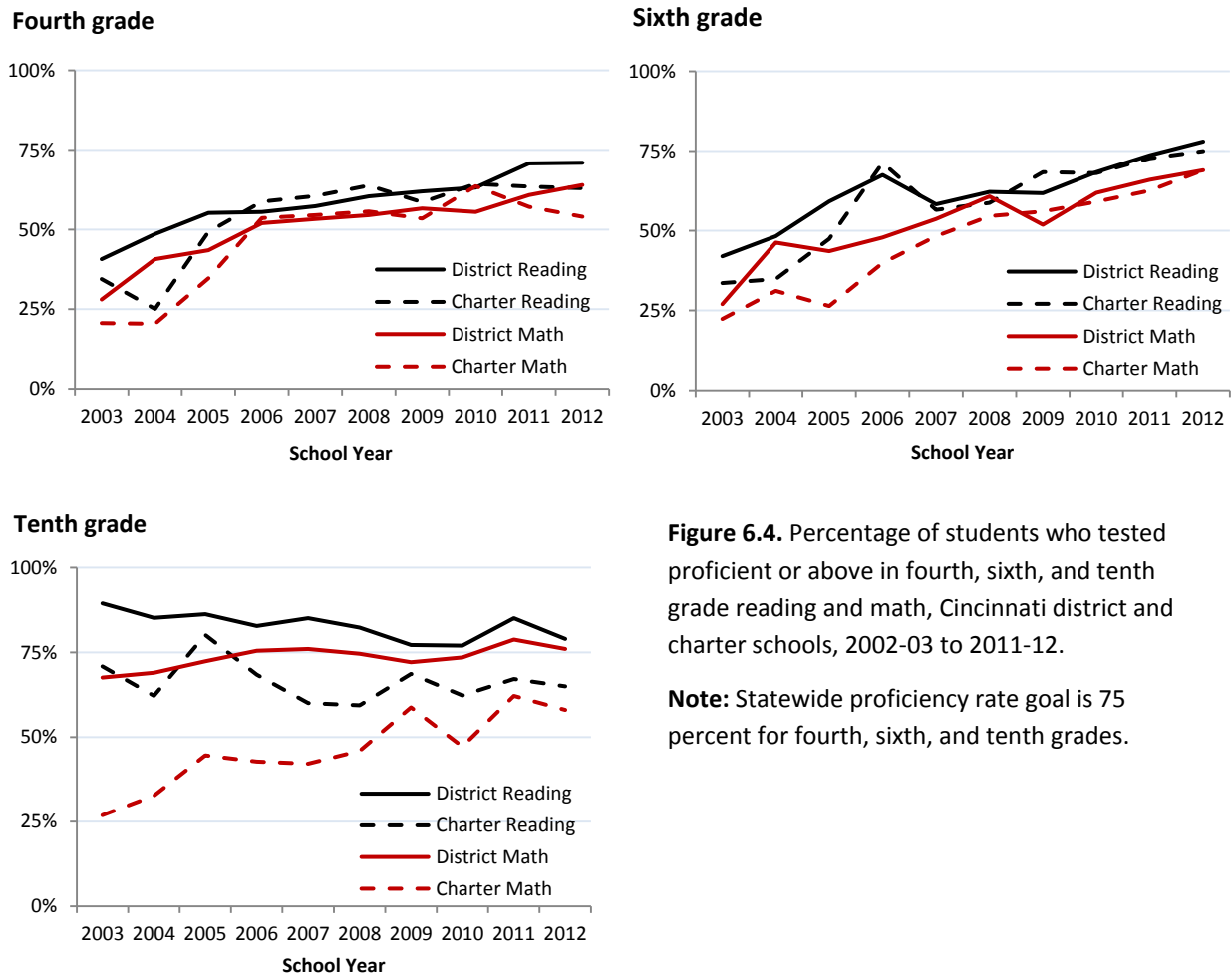
In all grades and subjects shown in figure 6.3, charter schools and CPS failed to reach the statewide goal of 75 percent proficiency, except for CPS’ sixth grade reading and tenth grade math and reading rates. Cincinnati’s charter school fourth and tenth grade math proficiency rates fell furthest from the statewide goal (54 and 58 percent proficiency, respectively).



**Figure 6.3.** Percentage of tested students, proficient or above in fourth, sixth, and tenth grade math and reading exams, charter versus district, 2011-12. **Note:** Statewide proficiency rate goal is 75 percent.



The ten-year trend in fourth, sixth, and tenth grade math and reading proficiency rates is shown in figure 6.4. In fourth and sixth grades, both district and charter schools show improving trends in proficiency rates, while tenth grade proficiency rates show a flatter trend.



**Figure 6.4.** Percentage of students who tested proficient or above in fourth, sixth, and tenth grade reading and math, Cincinnati district and charter schools, 2002-03 to 2011-12.

**Note:** Statewide proficiency rate goal is 75 percent for fourth, sixth, and tenth grades.

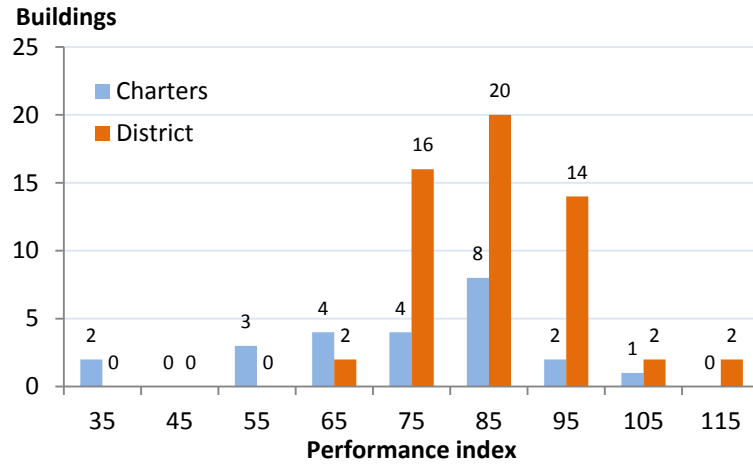
#### 4. Performance Index

The performance index (PI) is a measure of aggregate student achievement in a school building or school district. It's a weighted average of proficiency rates, with greater weight given to students who perform at higher performance levels.

In the 2011-12 school year, Cincinnati Public Schools (CPS) outperformed Cincinnati charters along the PI dimension. Most CPS buildings fell in the 70 to 100 range (50 out of 56 buildings; 89 percent), while most Cincinnati charters fell in a lower range, between 60 and 90 (16 out of 24; 67 percent). The city boasts five high-performing schools—schools with a PI over 100 (the statewide PI goal for school buildings). Four of these schools were of CPS and one was a charter school. The high-performing charter was TCP World Academy and the high-performing district

schools were Fairview-Clifton German Language School, Kilgour Elementary School, Sands Montessori Elementary School, and Walnut Hills High School.

The average (unweighted by student enrollment) PI for charters was 72.6; and for district schools, 85.4.



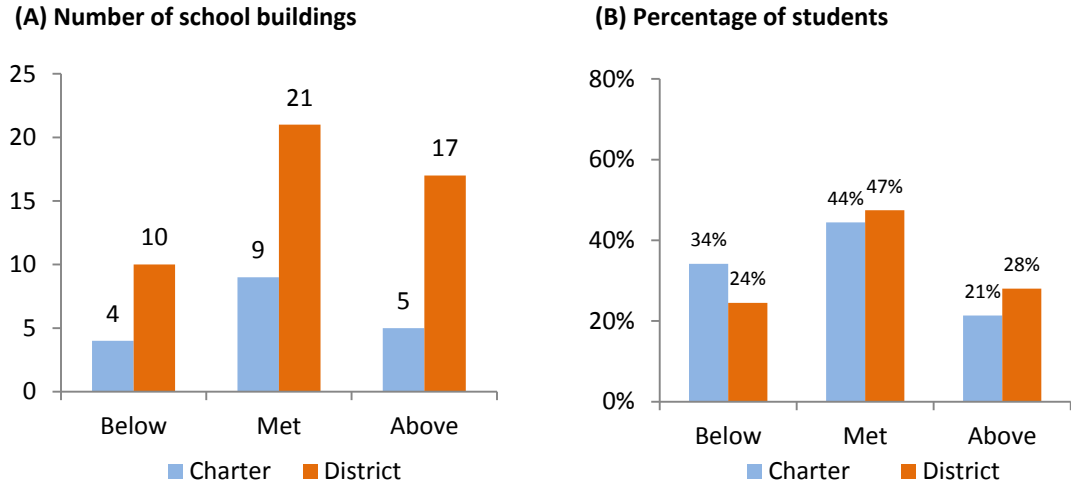
**Figure 6.5.** Distribution of performance index scores, charter versus district, 2011-12. PI scores tabulated by intervals of 10 (e.g., 70-79.9) with the middle of the interval displayed on the horizontal axis (e.g., 75). **Note:** Statewide goal for building’s performance index is 100. Charter data includes only charters with more than 30 percent of enrollment coming from Cincinnati Public Schools.

## 5. Value-Added Growth

Ohio designates schools as “below,” “met,” or “above” to indicate whether a district or building has provided less than (below), equal to (met), or more than (above) a year’s worth of student growth. In contrast to the PI, which measures raw student achievement, value-added is a measure of the impact that a school has on student learning. Value-added is calculated through a statistical model based on students’ current and past test scores.

As a district, Cincinnati Public Schools received a met value-added designation. Of its 48 eligible school buildings, 17 buildings (35 percent) received an above rating. Another 21 buildings were rated met and 10 were rated below. Of Cincinnati’s charters, 4 were rated below, 9 were rated met, and 5 were rated above. Figure 6.6(A) shows the distribution of school building ratings for charter and CPS school buildings.

We also calculate the percentage of students who attend a building by its value-added rating [figure 6.6(B)]. Twenty-four percent of CPS students attended a below, 47 percent a met, and 28 percent an above-rated school building. Of Cincinnati’s charter school students, 34 percent attended a below, 44 percent a met, and 21 percent an above-rated charter. So, along the value-added dimension, CPS outperforms charters (75 percent of district students are in a met/above school; 65 percent of charter students are in a met/above school).



**Figure 6.6.** (A) Number of school buildings by value-added growth designation, district versus charter, 2011-12. (B) Percentage of students enrolled in school building by value-added growth designation, district versus charter, 2011-12. **Note:** Charter data includes only charters with more than 30 percent of enrollment coming from Cincinnati Public Schools. Charter enrollment in figure 6.6(B) is not adjusted for the proportion of enrollment that comes from Cincinnati Public Schools.

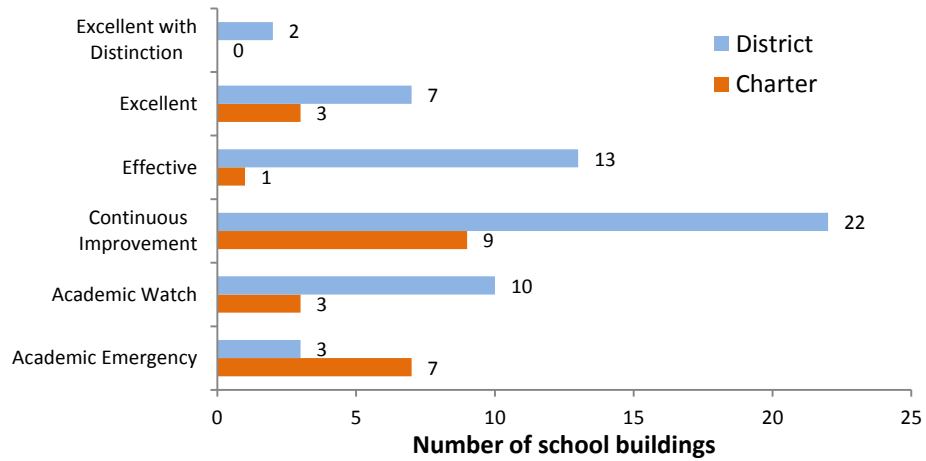
## 6. Ratings

Based on multiple performance indicators, Ohio gives each public school building and district an overall academic rating. There are six rating categories (from lowest to highest): academic emergency, academic watch, continuous improvement, effective, excellent, and excellent with distinction.

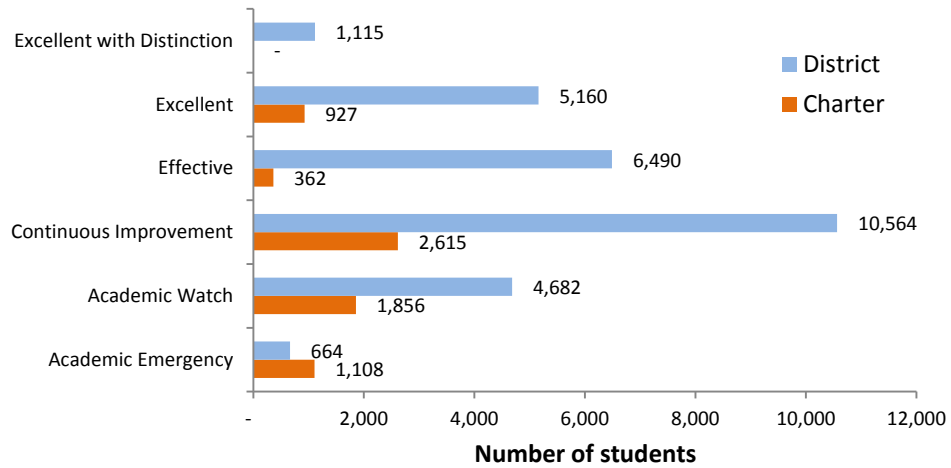
In the 2011-12 school year, 12 Cincinnati schools received a top-tier rating from the state—either excellent with distinction (A+) or excellent (A). Nine of these schools were CPS school buildings and 3 were charter schools. These top-rated schools enrolled nearly 7,200 students, or about 20 percent of the total Cincinnati public school population.

In contrast to these high-flying schools, 23 of Cincinnati’s public schools were rated in academic emergency (F) or academic watch (D). Of CPS school buildings, 13 out of 57 buildings were rated D or F (23 percent); and of Cincinnati’s charter schools, 10 out of 23 charters were rated D or F (43 percent). Figure 6.7 shows the distribution of school buildings by state rating category for district and charter schools.

Figure 6.8 shows the distribution of students who attend a school building, district and charter, by state rating category. About two-thirds of Cincinnati’s public school students attend an effective (B) or continuous improvement (C) school. Another 8,300 students (24 percent) attend a failing school (academic watch or academic emergency).



**Figure 6.7.** Distribution of school buildings, Cincinnati charter and Cincinnati Public Schools, by state rating category, 2011-12.



**Figure 6.8.** Distribution of Cincinnati student enrollment, charter and Cincinnati Public Schools, by state rating category, 2011-12. **Note:** Charter data includes only charters with more than 30 percent of enrollment coming from Cincinnati Public Schools. Charter enrollment is not adjusted for the proportion of student enrollment that comes from Cincinnati Public Schools.

## 7. Notes

### Note 1: Enrollment data

Enrollment data for Cincinnati Public Schools can be obtained through the Ohio Department of Education's Power User database<sup>15</sup> or through its October enrollment spreadsheets.<sup>16</sup> Overall enrollment data for charter schools can also be obtained through both of the webpages cited above. However, charter enrollment is not disaggregated by the district of student residence in these data sets. For charter enrollment, the District Payment<sup>17</sup> and Community School Payment Reports<sup>18</sup> were used to determine the number of charter students who reside in the attendance area of Cincinnati Public Schools and who attended a Cincinnati-area charter school (those in Hamilton County or a statewide e-school.)

Table 6.3 below shows the ten-year enrollment data for Cincinnati Public Schools and Cincinnati charter schools. These data are also represented in figures 6.1 and 6.2.

**Table 6.3.** Cincinnati's K-12 public student enrollment, charter and district, 2002-03 to 2011-12.

School Type	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012
Cincinnati Public Schools	37,708	36,282	35,839	35,382	33,881	33,781	33,121	32,525	32,009	30,972
Cincinnati Charters										
Brick and Mortar	3,666	4,991	5,825	6,613	6,381	6,340	5,850	6,082	5,740	6,552
E-School	219	255	319	382	329	407	464	513	624	732
Total Charter	3,885	5,246	6,144	6,995	6,710	6,747	6,315	6,595	6,363	7,285
Total Cincinnati Students	41,593	41,528	41,983	42,377	40,591	40,528	39,436	39,120	38,372	38,257
Charter Share	9.3%	12.6%	14.6%	16.5%	16.5%	16.6%	16.0%	16.9%	16.6%	19.0%

### Note 2: Charter school proficiency calculation

To make a fair comparison between Cincinnati's traditional district and charter schools, we include only charter students who would have otherwise attended Cincinnati Public Schools (CPS).

The Ohio Department of Education (ODE) does not sort charter test results by students' home district. We have to approximate the number of students, whose home district is CPS and tested in each grade, subject, and charter. The approximation should be relatively precise, but it does assume that the overall building proportion of students coming from CPS is equal and uniform across all grades within the charter school building. The adjustment steps are as follows:

<sup>15</sup> Ohio Department of Education, "Power User Reports," [http://ilrc.ode.state.oh.us/Power\\_Users.asp](http://ilrc.ode.state.oh.us/Power_Users.asp).

<sup>16</sup> Ohio Department of Education, "Enrollment Data," <http://ode.state.oh.us/GD/Templates/Pages/ODE/ODEDetail.aspx?page=3&TopicRelationID=3&ContentID=12261&Content=128420>.

<sup>17</sup> Ohio Department of Education, "District Payment Reports," <http://www.ode.state.oh.us/GD/Templates/Pages/ODE/ODEDetail.aspx?page=3&TopicRelationID=990&ContentID=10849&Content=132707>.

<sup>18</sup> Ohio Department of Education, "Community School Payment Reports," <http://www.ode.state.oh.us/GD/Templates/Pages/ODE/ODEDetail.aspx?page=3&TopicRelationID=878&ContentID=12925&Content=133802>.

1. Obtain the number of students tested for each grade, subject, and charter.<sup>19</sup>
2. Obtain the proficiency rate for each grade, subject, and charter.<sup>20</sup> Obtain the proportion of students in each charter school (Hamilton County) whose home district is CPS.<sup>21</sup>
3. Multiply the proportion of students whose home district is CPS by the number of students tested in each grade, subject, and charter. This gives an approximate number of tested Cincinnati students in each grade, subject, and charter.
4. Multiply the adjusted number of tested students by the proficiency rate in each grade, subject, and charter. This gives an approximate number of proficient or above Cincinnati students in each grade, subject, and charter.
5. Sum the number of adjusted number of tested students in all charters, and sum the number of adjusted proficient or above in all charters.
6. Divide the adjusted number of proficient student by the adjusted number of tested students to determine the aggregate Cincinnati charter proficiency rate.

Cincinnati College Preparatory Academy's 2011-12 fourth grade reading data is used to illustrate.

- $N_{Tested_{4read}} = 80$
- $Proficiency\ rate_{4read} = 0.64$
- *Building proportion* of student enrollment from CPS = 0.95
- $N_{Tested, adjusted_{4read}} = 80 * 0.95 = 76$
- $N_{Proficient, adjusted_{4read}} = 76 * 0.64 = 49$

This procedure was repeated for all charter schools located in Hamilton County and for the statewide e-schools. The N Tested (adjusted) and N Proficient (adjusted) are summed across all charters. The totals are divided to obtain the aggregate charter proficiency rate for Cincinnati. The adjusted results are shown in table 6.4.

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<sup>19</sup> ODE's Power Users Reports (2002-03 to 2010-11) and June 2012 unofficial release of the test data for 2011-12. (As of the writing of this report, 2011-12 the official number tested data by grade, subject, and school building were not publically available.) Ohio Department of Education, "Test Results," <http://www.ode.state.oh.us/GD/Templates/Pages/ODE/ODEPrimary.aspx?page=2&TopicRelationID=263>.

<sup>20</sup> ODE's Power Users Report (2002-03 to 2010-11), and in the official release of Report Card data for 2011-12, which is found at Ohio Department of Education, "Preliminary District and School Report Card Data," <http://education.ohio.gov/GD/Templates/Pages/ODE/ODEDetail.aspx?page=3&TopicRelationID=1&ContentID=131230>.

<sup>21</sup> This can be calculated via ODE's Community School Payment Report. See above, "Note 1: Enrollment data."

**Table 6.4.** Aggregate Cincinnati charter test data. Approximate total number of students from the attendance area of Cincinnati Public Schools who were tested, number of students who tested proficient or above, proportion of students who tested proficient or above, 2002-03 to 2011-12.

Grade and Subject		2003	2004	2005	2006	2007	2008	2009	2010	2011	2012
N Tested <sup>1</sup>	4th Grade Mathematics	241	392	297	454	488	481	479	527	523	563
	4th Grade Reading	241	400	315	453	488	482	479	527	523	563
	6th Grade Mathematics	215	241	296	499	431	427	413	413	411	506
	6th Grade Reading	215	241	298	499	431	427	413	413	411	507
	10th Grade Mathematics	54	149	53	191	184	196	209	268	198	285
	10th Grade Reading	37	112	80	193	179	197	211	264	219	287
N Proficient <sup>2</sup>	4th Grade Mathematics	50	80	103	243	266	268	256	336	299	307
	4th Grade Reading	83	100	155	266	295	308	280	339	332	354
	6th Grade Mathematics	48	75	78	199	208	233	231	244	257	348
	6th Grade Reading	72	84	141	356	243	251	282	281	299	383
	10th Grade Mathematics	15	49	23	82	78	90	123	126	123	165
	10th Grade Reading	26	69	64	132	108	117	145	164	147	185
Proficiency Rate	4th Grade Mathematics	0.21	0.20	0.35	0.54	0.55	0.56	0.53	0.64	0.57	0.54
	4th Grade Reading	0.34	0.25	0.49	0.59	0.61	0.64	0.59	0.64	0.63	0.63
	6th Grade Mathematics	0.22	0.31	0.26	0.40	0.48	0.55	0.56	0.59	0.63	0.69
	6th Grade Reading	0.34	0.35	0.47	0.71	0.57	0.59	0.68	0.68	0.73	0.75
	10th Grade Mathematics	0.27	0.33	0.45	0.43	0.42	0.46	0.59	0.47	0.62	0.58
	10th Grade Reading	0.71	0.62	0.80	0.68	0.60	0.59	0.69	0.62	0.67	0.65

<sup>1</sup> Total number of charter students who would have otherwise attended Cincinnati Public Schools tested per grade, which is estimated based on overall proportion of Cincinnati Public Schools students attending each charter.

<sup>2</sup> Number of proficient charter students who would have otherwise attended Cincinnati Public Schools is calculated by multiplying the proficiency rate by the number who were tested.



**Note 3: Cincinnati Public Schools (district and charter), select academic achievement results, sorted alphabetically for 2011-12<sup>22</sup>**

School Name	School Type	State Indicators Met	State Indicators Apply	Percent State Indicators Met	Performance Index	Adequate Yearly Progress	Value Added Growth	Preliminary Report Card Rating	Enrollment
Academy for Multilingual Immersion Studies	District	7	15	46.7	87.4	Not Met	Met	Continuous Improvement	506
Academy Of World Languages Elementary School	District	2	15	13.3	78.9	Not Met	Above	Continuous Improvement	450
Aiken College and Career High School	District	3	12	25.0	81.4	Not Met	--	Continuous Improvement	434
Bond Hill Academy Elementary School	District	5	15	33.3	83.5	Not Met	Met	Continuous Improvement	297
Carson Elementary School	District	4	15	26.7	85.4	Met	Above	Effective	522
Chase Elementary School	District	4	15	26.7	81.6	Met	Met	Continuous Improvement	264
Cheviot Elementary School	District	1	15	6.7	83.4	Met	Met	Continuous Improvement	535
Clark Montessori High School	District	14	17	82.4	97.6	Met	Met	Effective	658
College Hill Fundamental Academy	District	5	10	50.0	92.8	Not Met	Above	Excellent	428
Covedale Elementary School	District	9	10	90.0	99.5	Not Met	Met	Effective	530
Dater Montessori Elementary School	District	9	10	90.0	98.5	Not Met	Met	Effective	642
Ethel M. Taylor Academy	District	2	15	13.3	72.2	Not Met	Below	Academic Watch	351
Evanston Academy Elementary School	District	10	15	66.7	92.8	Met	Above	Excellent	373
Fairview-Clifton German Language School	District	8	10	80.0	101.8	Not Met	Below	Excellent	716
Frederick Douglass Elementary School	District	2	15	13.3	78.3	Not Met	Above	Continuous Improvement	364
George Hays-Jennie Porter Elementary	District	3	15	20.0	80.6	Met	Above	Effective	300
Gilbert A. Dater High School	District	9	17	52.9	92.1	Not Met	Below	Continuous Improvement	673
Hartwell Elementary School	District	15	15	100.0	99.4	Met	Above	Excellent with Distinction	457
Hughes Center High School	District	0	7	0.0	--	Not Met	--	Academic Emergency	181

<sup>22</sup> All district school buildings are of Cincinnati Public Schools. Charters include any that pull more than 30 percent of its students from CPS. Charter enrollment does not adjust for the number of students who would have otherwise attended CPS.

School Name	School Type	State Indicators Met	State Indicators Apply	Percent State Indicators Met	Performance Index	Adequate Yearly Progress	Value Added Growth	Preliminary Report Card Rating	Enrollment
Hughes STEM High School	District	5	16	31.3	81.1	Not Met	Below	Continuous Improvement	760
James N. Gamble Montessori High School	District	14	17	82.4	96.2	Met	Above	Excellent	265
John P Parker Elementary School	District	5	15	33.3	84.3	Not Met	Above	Effective	301
Kilgour Elementary School	District	10	10	100.0	110.3	Met	Met	Excellent	633
Midway Elementary School	District	3	15	20.0	83.6	Not Met	Above	Effective	573
Mt. Airy Elementary School	District	1	15	6.7	70.3	Not Met	Met	Academic Watch	527
Mt. Washington Elementary School	District	8	15	53.3	91.5	Not Met	Met	Effective	372
North Avondale Montessori Elementary School	District	6	10	60.0	92.7	Met	Below	Effective	525
Oyler School	District	14	26	53.8	87.9	Not Met	Met	Continuous Improvement	554
Pleasant Hill Elementary School	District	1	15	6.7	74.3	Not Met	Below	Academic Watch	490
Pleasant Ridge Montessori School	District	1	10	10.0	76.3	Not Met	Above	Continuous Improvement	441
Quebec Heights Elementary School	District	1	15	6.7	66.7	Not Met	Met	Academic Emergency	294
Rees E. Price Elementary School	District	1	15	6.7	74.5	Not Met	Met	Academic Watch	489
Riverview East Academy	District	5	26	19.2	73.0	Not Met	Below	Academic Watch	432
Robert A. Taft Information Technology High School	District	10	12	83.3	92.6	Met	--	Effective	564
Roberts Academy: A Paideia Learning Community	District	1	15	6.7	71.1	Not Met	Met	Academic Watch	629
Rockdale Academy Elementary School	District	1	15	6.7	70.9	Not Met	Below	Academic Watch	399
Roll Hill School	District	2	15	13.3	78.3	Met	Met	Continuous Improvement	435
Roselawn Condon Elementary School	District	1	15	6.7	82.1	Not Met	Met	Continuous Improvement	346
Rothenberg Preparatory Academy	District	2	15	13.3	79.0	Not Met	Above	Continuous Improvement	296
Sands Montessori Elementary School	District	10	10	100.0	101.9	Not Met	Above	Excellent with	658

School Name	School Type	State Indicators Met	State Indicators Apply	Percent State Indicators Met	Performance Index	Adequate Yearly Progress	Value Added Growth	Preliminary Report Card Rating	Enrollment
								Distinction	
Sayler Park Elementary School	District	7	15	46.7	89.6	Met	Met	Continuous Improvement	279
School For Creat & Perf Arts High School	District	21	26	80.8	98.6	Not Met	Below	Continuous Improvement	1342
Shroder Paideia High School	District	9	17	52.9	88.8	Not Met	Met	Continuous Improvement	624
Silverton Paideia Elementary School	District	4	10	40.0	87.0	Not Met	Above	Effective	287
South Avondale Elementary School	District	7	15	46.7	91.1	Met	Above	Excellent	477
Virtual High School	District	2	15	13.3	74.4	Not Met	--	Academic Watch	360
Walnut Hills High School	District	17	17	100.0	111.9	Met	Met	Excellent	2268
Western Hills Engineering High School	District	0	12	0.0	69.5	Not Met	--	Academic Emergency	189
Western Hills University High School	District	5	12	41.7	82.6	Not Met	--	Continuous Improvement	673
Westwood Elementary School	District	2	15	13.3	73.2	Not Met	Below	Academic Watch	286
William H Taft Elementary School	District	1	10	10.0	73.8	Not Met	Above	Continuous Improvement	310
Winton Hills Academy Elementary School	District	6	15	40.0	86.4	Not Met	Met	Continuous Improvement	374
Winton Montessori Elementary School	District	3	10	30.0	85.6	Not Met	Above	Effective	336
Withrow International High School	District	2	12	16.7	86.6	Not Met	--	Continuous Improvement	291
Withrow University High School	District	4	12	33.3	91.9	Not Met	--	Effective	880
Woodford Paideia Elementary School	District	2	10	20.0	85.3	Not Met	Met	Continuous Improvement	316
Woodward Career Technical High School	District	0	12	0.0	77.5	Not Met	--	Academic Watch	719
Accelerated Achievement Academy of East Cincinnati	Charter	0	11	0.0	63.9	Met	--	Continuous Improvement	--
Accelerated Achievement Academy of North Cincinnati	Charter	0	1	0.0	--	Not Met	--	Not Rated	54
Alliance Academy of Cincinnati	Charter	2	15	13.3	80.4	Met	Met	Continuous Improvement	275

School Name	School Type	State Indicators Met	State Indicators Apply	Percent State Indicators Met	Performance Index	Adequate Yearly Progress	Value Added Growth	Preliminary Report Card Rating	Enrollment
Cincinnati College Preparatory Academy	Charter	14	26	53.8	88.6	Not Met	Below	Academic Watch	829
Cincinnati College Preparatory Academy East	Charter	2	10	20.0	80.9	Met	Above	Effective	362
Cincinnati Leadership Academy	Charter	1	12	8.3	66.4	Not Met	Met	Academic Emergency	223
Cincinnati Speech & Reading Intervention Center	Charter	2	11	18.2	79.2	Met	Above	Continuous Improvement	243
College Hill Leadership Academy	Charter	0	8	0.0	56.2	Not Met	Met	Academic Emergency	113
Dohn Community	Charter	0	12	0.0	37.4	Not Met	--	Academic Emergency	174
East End Comm Heritage School	Charter	0	2	0.0	51.6	Not Met	Met	Not Rated	98
Horizon Science Academy-Cincinnati	Charter	10	26	38.5	83.2	Not Met	Below	Continuous Improvement	357
Impact Academy Cincinnati	Charter	0	1	0.0	--	Not Met	--	Not Rated	49
King Academy Community School	Charter	4	5	80.0	97.2	Met	Above	Excellent	110
Life Skills Center Of Hamilton County	Charter	0	12	0.0	80.9	Not Met	--	Continuous Improvement	137
Life Skills Ctr Of Cincinnati	Charter	0	12	0.0	73.0	Not Met	--	Academic Watch	206
Lighthouse Community Sch Inc	Charter	0	7	0.0	50.2	Not Met	--	Academic Emergency	65
Mount Auburn International Academy	Charter	7	25	28.0	80.6	Not Met	Met	Continuous Improvement	556
Orion Academy	Charter	4	15	26.7	83.6	Met	Met	Continuous Improvement	683
P.A.C.E. High School	Charter	0	12	0.0	38.5	Not Met	--	Academic Emergency	171
Phoenix Community Learning Ctr	Charter	9	15	60.0	91.3	Met	Above	Excellent	344
Riverside Academy	Charter	0	16	0.0	77.1	Not Met	Above	Continuous Improvement	269
Summit Academy Community School - Cincinnati	Charter	1	12	8.3	62.6	Not Met	Below	Academic Emergency	117
Summit Academy Transition High School-Cincinnati	Charter	2	14	14.3	81.0	Not Met	Met	Continuous Improvement	95
T.C.P. World Academy	Charter	10	10	100.0	103.7	Met	Met	Excellent	473

School Name	School Type	State Indicators Met	State Indicators Apply	Percent State Indicators Met	Performance Index	Adequate Yearly Progress	Value Added Growth	Preliminary Report Card Rating	Enrollment
Theodore Roosevelt Public Community School	Charter	2	26	7.7	62.8	Not Met	Met	Academic Emergency	245
V L T Academy	Charter	5	26	19.2	71.9	Not Met	Below	Academic Watch	821

## Section VII: Cleveland City – District and Charter Analysis

### Summary

One in two of Cleveland’s students failed their math exam in 2011-12. Two in five of Cleveland’s students failed their reading exam in 2011-12. The failure of Cleveland’s students is shocking; yet, it’s been that way for a long time.

Cleveland’s schools, traditional district and charter, continued their history of struggles. In 2011-12, more than 35,000 public school students (60 percent) attended a failing school. Less than one in ten of Cleveland Municipal School District (CMSD) students attended a school that produced more than one year of learning to its students. CMSD, as a district, was rated in academic emergency. Cleveland’s charters are far from immune. Only 5 out of 53 charter schools met the statewide goal for having a performance index (PI) of greater than 100, and fewer than 20 percent of charter students attended a top-rated charter.

Despite the glum overall achievement results, there are a few, tiny rays of hope for Cleveland. The city has 16 district and charter school buildings rated A or A+ by the state. These include the high-flying John Hay high schools (part of CMSD) and the Constellation group of charter schools. But high-quality schools are in short supply: In 2011-12, only 7 percent of Cleveland’s public school students (district and charter) attended a highly-rated school building.

The past year’s data remind us that Cleveland’s schools face a very high mountain to climb to prepare all its youngsters for rigors of college or gainful employment.

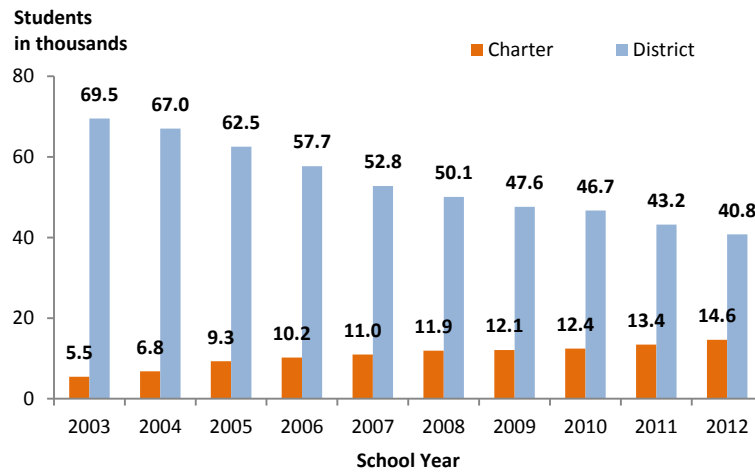
### 1. Key Takeaways

- 12,700 students, or 26 percent of Cleveland public school students, attend a charter.
- Between one-third to half of charter and district students failed the state’s exams (below proficient), depending on grade and subject.
- Eleven out of 153 school buildings (7 percent) met the state goal of earning a performance index score of 100 or above.
- Out of 149 school buildings, only 6 district and 10 charter school buildings achieved an excellent (A) or above rating from the state.
- Over 33,000 students (60 percent) attended a charter or district school building rated in academic watch (D) or academic emergency (F).

## 2. Enrollment

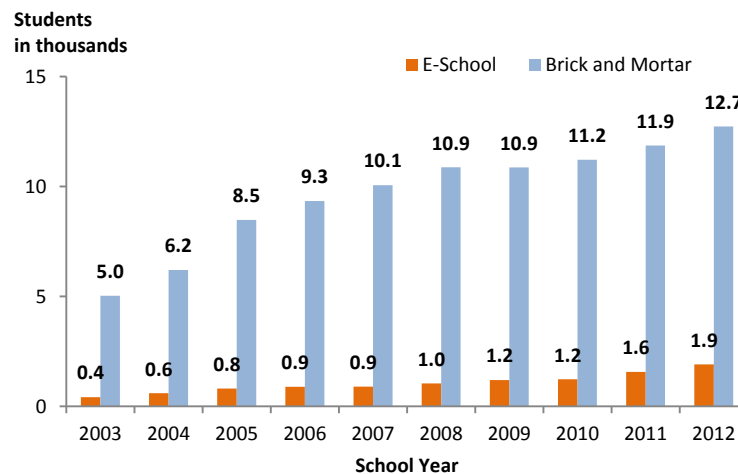
Overall enrollment in Cleveland’s public schools (charter and district) has declined sharply during the past decade. In 2002-03, there were 75,000 Cleveland students attending a public school; in 2010-11, there were 55,400 students. This represents a decline of 27 percent.

Student enrollment in Cleveland Municipal School District (CMSD), the city’s traditional public school, has fallen faster than the overall rate of decline: 41 percent since 2002-03 (figure 7.1). Meanwhile, charter schools have steadily enrolled a greater number of Cleveland-resident students, increasing from 5,500 students to 14,600 students from 2002-03 to 2011-12. During the early- and mid-2000s, charter enrollment increased quickly, doubling in size from 2002-03 to 2006-07. See note 1 at the end of this section for more information on charter enrollment.



**Figure 7.1.** Cleveland K-12 public school enrollment, charter versus district schools, 2002-03 to 2011-12.

Figure 7.2 shows the breakdown of charter students by e-school and physical charter. Most of Cleveland’s charter students attend a physical school, but there are an increasing number of e-school students.



**Figure 7.2.** Cleveland K-12 charter enrollment, e-school versus brick and mortar, 2002-03 to 2011-12.

Table 7.1 lists the top charters in Cleveland by enrollment. The two largest charters in Cleveland are statewide e-schools, Electronic Classroom of Tomorrow and Ohio Virtual Academy, which enrolled 893 and 568 students respectively. The largest physical charter is Harvard Avenue Community School, which enrolled 561 students in 2011-12.

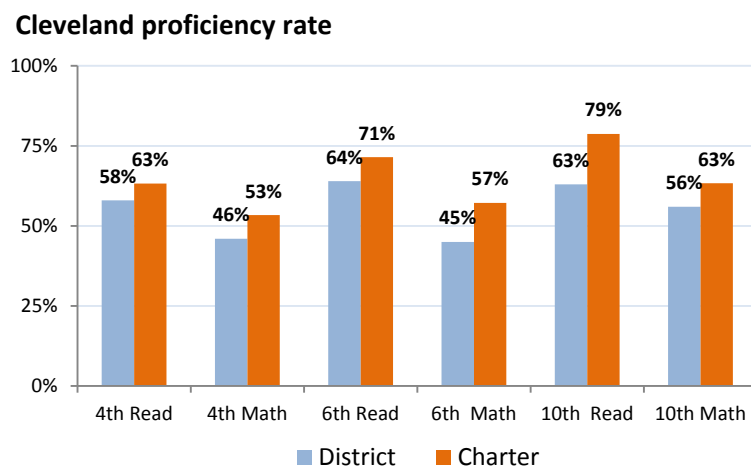
**Table 7.1.** Top ten charters by enrollment of Cleveland-resident students, 2011-12. (e) denotes e-school.

Charter school	Enrollment	Charter school	Enrollment
Electronic Classroom Of Tomorrow (e)	893	Horizon Science Acad Cleveland	410
Ohio Virtual Academy (e)	568	Hope Academy Cuyahoga Campus	407
Harvard Avenue Community School	561	Hope Academy Northwest Campus	380
Promise Academy	426	Woodland Academy	380
Hope Academy Chapelside Campus	421	Constellation Schools: Parma Community	368

### 3. Math and Reading Proficiency

In 2011-12, Cleveland’s charters, as a group, outperformed CMSD’s proficiency rates. The percentage of charter students who scored proficient or above exceeded CMSD in all six grades and subjects shown in figure 7.3. A higher percentage of charter students passed the exams by anywhere between 5 (fourth grade reading) and 16 percentage points (tenth grade reading). See note 2, at the end of this section, for the method of calculating an aggregate charter proficiency rate.

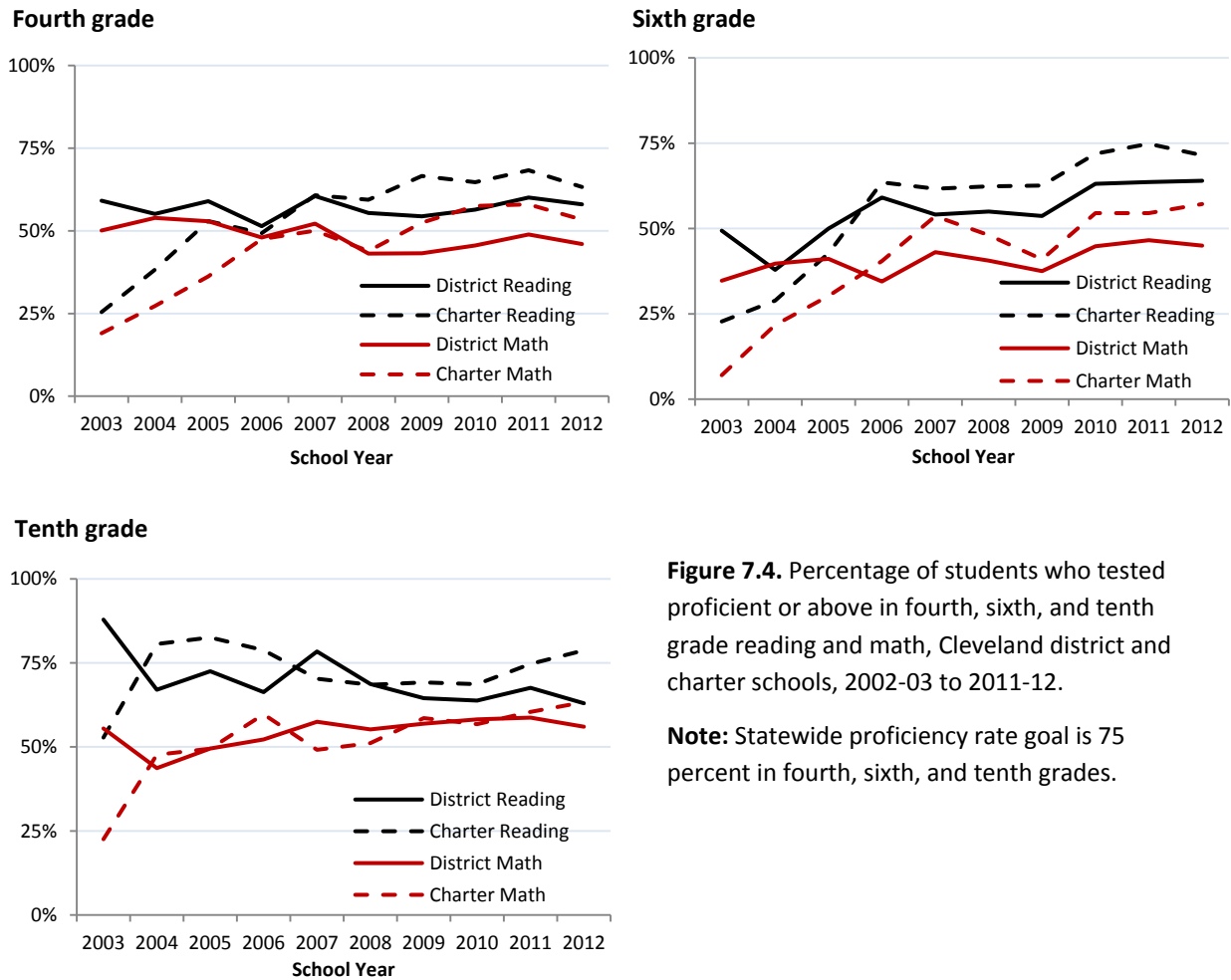
In all grades and subjects, except charters’ tenth grade reading proficiency rate, both charter schools and CMSD failed to meet the statewide goal of 75 percent proficiency. CMSD’s fourth and sixth grade math proficiency rates fell furthest from the statewide goal (46 and 45 percent proficiency, respectively).



**Figure 7.3.** Percentage of students, proficient or above in fourth, sixth, and tenth grade math and reading exams, charter versus district, 2011-12. **Note:** Statewide proficiency rate goal is 75 percent.



The ten-year trend in fourth, sixth, and tenth grade math and reading proficiency rates is shown in figure 7.4. Overall, CMSD proficiency rates tend to have a flatter trajectory, while charters demonstrate a bit more of an upward trend. Charter proficiency rates have generally exceeded district proficiency rates since 2008.



**Figure 7.4.** Percentage of students who tested proficient or above in fourth, sixth, and tenth grade reading and math, Cleveland district and charter schools, 2002-03 to 2011-12.

**Note:** Statewide proficiency rate goal is 75 percent in fourth, sixth, and tenth grades.

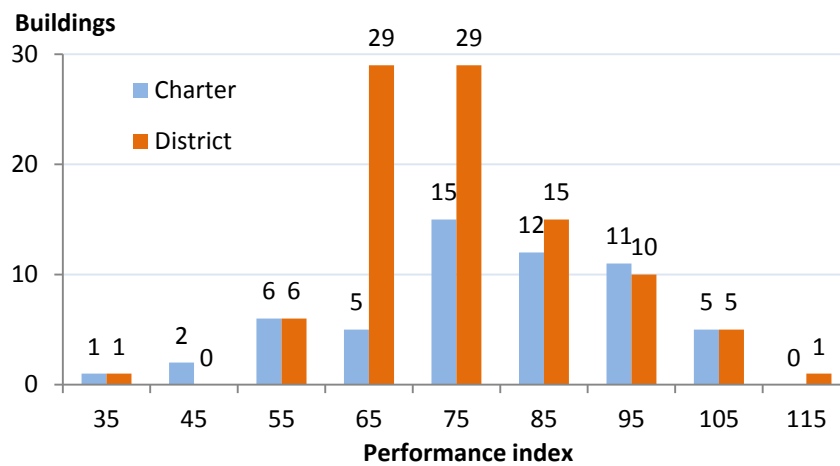
#### 4. Performance Index

The performance index (PI) is a measure of aggregate student achievement in a school building or school district. It's a weighted average of proficiency rates, with greater weight given to students who perform at higher performance levels.

In the 2011-12 school year, Cleveland's charters mildly outperformed CMSD in the school building performance index (PI). A near majority of charters had a PI between 70 and 90 (27 out of 57 charters); whereas a majority of district school buildings (58 out of 96 buildings) had PI ratings between 60 and 80. There were 3 outlying charter schools that received very low PI scores (below 50) and 5 that received high PI scores (above 100). Among district schools, there

was 1 building that scored under 50 and 6 buildings that scored above 100. Among both charter and district schools, there were 11 Cleveland schools that scored above 100 PI and thus, met the statewide goal of 100 PI. The charters were Constellation Schools: Old Brooklyn Elementary & Middle, Horizon Science Academy, The Intergenerational School, Citizens Academy. The district school buildings were Riverside School, John Hay School of Architecture and Design, Valley View Elementary, Whitney Young, John Hay School of Science and Medicine, and John Hay Early College High School.

The average (unweighted by student enrollment) PI for charters was 78.9; and for district schools, 75.7.



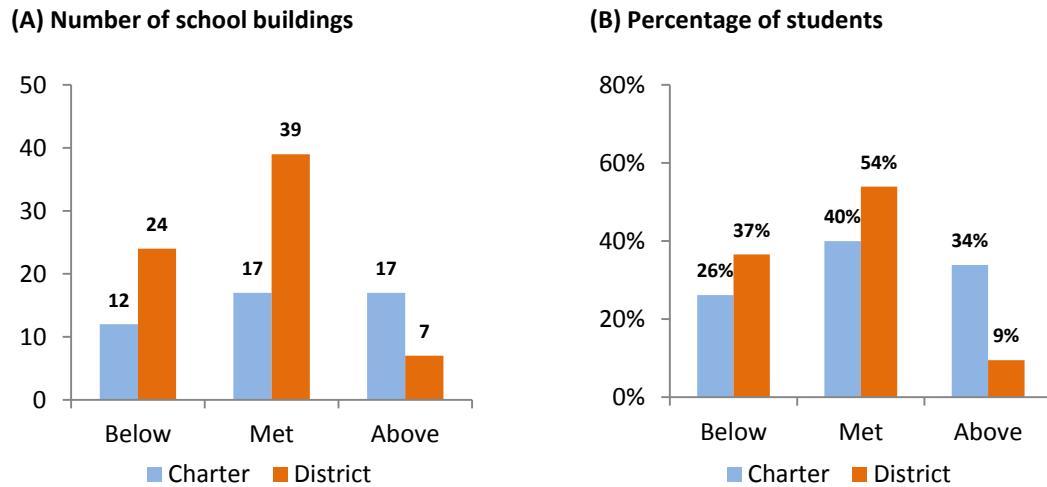
**Figure 7.5.** Distribution of performance index scores, charter versus district, 2011-12. PI scores tabulated by intervals of 10 (e.g., 70-79.9) with the middle of the interval displayed on the horizontal axis (e.g., 75). **Note:** Statewide goal for building’s performance index is 100. Charter data includes only charters with more than 30 percent of enrollment coming from CMSD.

## 5. Value-Added Growth

Ohio designates schools as “below,” “met,” or “above” to indicate whether a district or building has provided less than (below), equal to (met), or more than (above) a year’s worth of student growth. In contrast to the PI, which is a measure of raw student achievement, value-added is a measure of impact that a school has on student learning. Value-added is calculated through a statistical model based on students’ current and past test scores.

As a district, Cleveland Municipal School District (CMSD) received a below value-added designation. Of its 70 eligible school buildings, only 7 buildings (10 percent) received an above rating. Thirty-nine earned a met rating and 24 a below rating. Of Cleveland’s charters, 12 were rated below, 17 were rated met, and 17 were rated above. Thus, there was a greater percentage of charters rated above than district school buildings. Figure 7.6(A) shows the distribution of school building ratings for charter and CMSD school buildings.

Figure 7.6(B) the percentage of students who enroll in a school building, according to its value-added designation. In CMSD, 63 percent of its students attended a met or above rated school; of Cleveland’s charters, 74 percent attended a met or above rated charter school. Along the value-added dimension, Cleveland’s charters are generating a bigger impact on student learning than CMSD.



**Figure 7.6.** (A) Number of school buildings by value-added growth designation, district versus charter, 2011-12. (B) Percentage of students enrolled in school building by value-added growth designation, district versus charter, 2011-12. **Note:** Charter data includes only charters with more than 30 percent of enrollment coming from CMSD. Charter enrollment is not adjusted for the proportion of enrollment that comes from the CMSD.

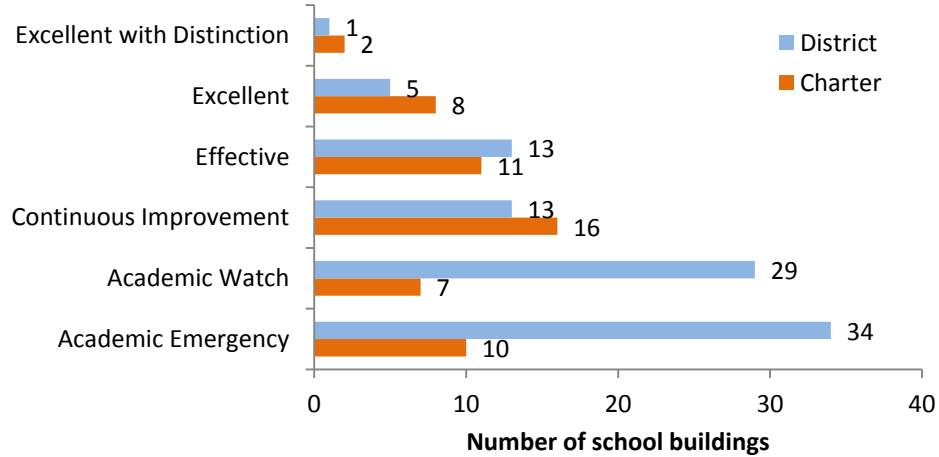
## 6. Ratings

Based on several academic performance indicators, Ohio gives each public school building and district an overall academic rating. There are six rating categories (from lowest to highest): academic emergency, academic watch, continuous improvement, effective, excellent, and excellent with distinction.

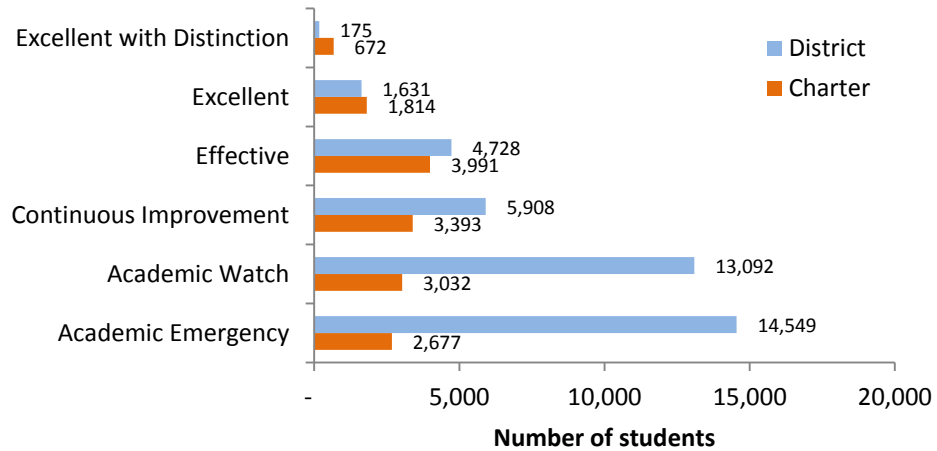
In the 2011-12 school year, 16 of Cleveland’s schools earned a top-tier rating from the state—either excellent with distinction (A+) or excellent (A). Ten of these 16 schools were charter schools and 6 were CMSD school buildings. These top-rated schools enrolled nearly 4,300 students, or about 8 percent of the total Cleveland public school population.

In contrast to these high-flying schools, more than half of Cleveland’s public schools were rated in academic emergency (F) or academic watch (D). Of CMSD school buildings, 63 out of 95 buildings were rated D or F (66 percent); and of Cleveland’s charter schools, 17 out of 54 charters were rated D or F (31 percent). CMSD, as an entire district, is rated academic emergency (F). Figure 7.7 shows the distribution of school buildings by state rating category for district and charter schools.

Figure 7.8 shows the distribution of students who attend a school building, district and charter, by state rating category. Most of Cleveland’s students attended a poorly rated school building in 2011-12. Nearly 35,000 Cleveland public school students (60 percent), charter and CMSD combined, attended a building in academic watch or academic emergency.



**Figure 7.7.** Distribution of school buildings, Cleveland charter and CMSD, by state rating category, 2011-12.



**Figure 7.8.** Distribution of Cleveland student enrollment, charter and CMSD by state rating category, 2011-12. **Note:** Charter data includes only charters with more than 30 percent of enrollment coming from CMSD. Charter enrollment is not adjusted for the proportion of enrollment that comes from the CMSD.

## 7. Notes

### Note 1: Enrollment data

Enrollment data for Cleveland Municipal School District can be obtained through the Ohio Department of Education’s Power User database<sup>23</sup> or through its October enrollment spreadsheets.<sup>24</sup> Overall enrollment data for charter schools can also be obtained through both of the webpages cited above. However, charter enrollment is not disaggregated by the district of student residence in these data sets. For charter enrollment, the District Payment<sup>25</sup> and Community School Payment Reports<sup>26</sup> were used to determine the number of Cleveland charter students (charters in Cuyahoga County and statewide e-schools) who reside in the attendance area of CMSD.

Table 7.3 below shows the ten-year enrollment data for Cleveland Municipal School District and Cleveland charter schools. These data are also represented in figures 7.1 and 7.2.

**Table 7.3.** Cleveland’s K-12 public student enrollment, charter and district, 2002-03 to 2011-12.

School Type	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012
Cleveland City Schools	69,534	67,015	62,542	57,698	52,769	50,078	47,615	46,697	43,202	40,782
Cleveland Charters										
Brick and Mortar	5,033	6,204	8,477	9,336	10,060	10,874	10,867	11,215	11,864	12,732
E-School	419	597	813	894	896	1,047	1,196	1,234	1,566	1,907
Total Charter	5,453	6,802	9,290	10,230	10,956	11,921	12,063	12,449	13,430	14,638
Total Cleveland Students	74,987	73,817	71,832	67,928	63,725	61,999	59,678	59,146	56,632	55,420
Charter Share	7.3%	9.2%	12.9%	15.1%	17.2%	19.2%	20.2%	21.0%	23.7%	26.4%

### Note 2: Charter school proficiency calculation

To make a fair comparison between Cleveland’s traditional district and charter schools, we include only charter students who would have otherwise attended Cleveland Municipal School District (CMSD).

The Ohio Department of Education (ODE) does not sort charter test results by students’ home district. We have to approximate the number of students, whose home district is CMSD and tested in each grade, subject, and charter. The approximation should be relatively precise, but it does assume that the overall building proportion of students coming from Cleveland is equal and uniform across all grades within the charter school building. The adjustment steps are as follows:

<sup>23</sup> Ohio Department of Education, “Power User Reports,” [http://ilrc.ode.state.oh.us/Power\\_Users.asp](http://ilrc.ode.state.oh.us/Power_Users.asp).

<sup>24</sup> Ohio Department of Education, “Enrollment Data,” <http://ode.state.oh.us/GD/Templates/Pages/ODE/OEDetail.aspx?page=3&TopicRelationID=3&ContentID=12261&Content=128420>.

<sup>25</sup> Ohio Department of Education, “District Payment Reports,” <http://www.ode.state.oh.us/GD/Templates/Pages/ODE/OEDetail.aspx?page=3&TopicRelationID=990&ContentID=10849&Content=132707>.

<sup>26</sup> Ohio Department of Education, “Community School Payment Reports,” <http://www.ode.state.oh.us/GD/Templates/Pages/ODE/OEDetail.aspx?page=3&TopicRelationID=878&ContentID=12925&Content=133802>.

1. Obtain the number of students tested for each grade, subject, and charter.<sup>27</sup>
2. Obtain the proficiency rate for each grade, subject, and charter.<sup>28</sup> Obtain the proportion of students in each charter school (Cuyahoga County) whose home district is Cleveland Municipal School District.<sup>29</sup>
3. Multiply the proportion of students whose home district is Cleveland Municipal School District by the number of students tested in each grade, subject, and charter. This gives an approximate number of tested Cleveland students in each grade, subject, and charter.
4. Multiply the adjusted number of tested students by the proficiency rate in each grade, subject, and charter. This gives an approximate number of proficient or above Cleveland students in each grade, subject, and charter.
5. Sum the number of adjusted number of tested students in all charters, and sum the number of adjusted proficient or above in all charters.
6. Divide the adjusted number of proficient student by the adjusted number of tested students to determine the aggregate Cleveland charter proficiency rate.

The Intergenerational School's 2011-12 fourth grade reading data is used to illustrate.

- $N \text{ Tested}_{4\text{read}} = 27$
- $\text{Proficiency rate}_{4\text{read}} = 0.85$
- $\text{Building proportion}$  of student enrollment from CMSD = 0.71
- $N \text{ Tested, adjusted}_{4\text{read}} = 27 * 0.71 = 19$
- $N \text{ Proficient, adjusted}_{4\text{read}} = 19 * 0.85 = 16$

This procedure was repeated for all charter schools located in Cuyahoga County and for the statewide e-schools. The N Tested (adjusted) and N Proficient (adjusted) are summed across all charters. The totals are divided to obtain the aggregate charter proficiency rate for Cleveland. The adjusted results are shown in table 7.4.

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<sup>27</sup> ODE's Power Users Reports (2002-03 to 2010-11) and June 2012 unofficial release of the test data for 2011-12. (As of the writing of this report, 2011-12 the official number tested data by grade, subject, and school building were not publically available.) Ohio Department of Education, "Test Results," <http://www.ode.state.oh.us/GD/Templates/Pages/ODE/ODEPrimary.aspx?page=2&TopicRelationID=263>.

<sup>28</sup> ODE's Power Users Report (2002-03 to 2010-11), and in the official release of Report Card data for 2011-12, which is found at Ohio Department of Education, "Preliminary District and School Report Card Data," <http://education.ohio.gov/GD/Templates/Pages/ODE/ODEDetail.aspx?page=3&TopicRelationID=1&ContentID=131230>.

<sup>29</sup> This can be calculated via ODE's Community School Payment Report. See above, "Note 1: Enrollment data."

**Table 7.4.** Aggregate Cleveland charter test data. Approximate total number of students from the attendance area of Cleveland Municipal School District who were tested, number of students who tested proficient or above, proportion of students who tested proficient or above, 2002-03 to 2011-12.

	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	
N Tested <sup>1</sup>	4th Grade Mathematics	331	425	549	760	722	899	958	1055	1081	1315
	4th Grade Reading	335	437	549	761	720	900	957	1041	1051	1315
	6th Grade Mathematics	236	492	516	661	685	781	777	993	1015	1264
	6th Grade Reading	236	495	515	663	684	780	776	993	1013	1262
	10th Grade Mathematics	48	300	227	295	407	389	389	500	527	608
	10th Grade Reading	26	224	226	320	400	375	384	492	520	581
N Proficient <sup>2</sup>	4th Grade Mathematics	63	116	199	361	362	395	503	607	627	702
	4th Grade Reading	85	167	290	375	438	535	637	674	718	832
	6th Grade Mathematics	17	107	156	267	367	375	318	541	553	722
	6th Grade Reading	54	143	220	421	422	487	486	714	758	902
	10th Grade Mathematics	11	143	112	176	200	199	228	284	318	385
	10th Grade Reading	14	180	187	252	282	257	265	338	388	457
Proficiency Rate	4th Grade Mathematics	0.19	0.27	0.36	0.48	0.50	0.44	0.52	0.58	0.58	0.53
	4th Grade Reading	0.25	0.38	0.53	0.49	0.61	0.59	0.67	0.65	0.68	0.63
	6th Grade Mathematics	0.07	0.22	0.30	0.40	0.54	0.48	0.41	0.55	0.54	0.57
	6th Grade Reading	0.23	0.29	0.43	0.64	0.62	0.62	0.63	0.72	0.75	0.71
	10th Grade Mathematics	0.23	0.48	0.49	0.60	0.49	0.51	0.59	0.57	0.60	0.63
	10th Grade Reading	0.53	0.81	0.83	0.79	0.70	0.68	0.69	0.69	0.75	0.79

<sup>1</sup> Total number of charter students who would have otherwise attended Cleveland Municipal School District tested per grade, which is estimated based on overall proportion of Cleveland Municipal School District students attending the charter.

<sup>2</sup> Number of proficient charter students who would have otherwise attended Cleveland Municipal School District is calculated by multiplying the proficiency rate by the number who were tested.

**Note 3: Cleveland Public Schools (District and Charter), Select Academic Achievement Results, 2011-12<sup>30</sup>**

School Name	School Type	State Indicators Met	State Indicators Apply	Percent State Indicators Met	Performance Index	Adequate Yearly Progress	Value Added Growth	Preliminary Report Card Rating	Enrollment
Adlai Stevenson School	District	1	15	6.7	68.8	Not Met	Below	Academic Emergency	370
Almira	District	0	15	0	75.2	Not Met	Met	Academic Watch	325
Andrew J Rickoff	District	1	15	6.7	64.9	Not Met	Below	Academic Emergency	525
Anton Grdina	District	0	15	0	68.7	Not Met	Met	Academic Emergency	344
Artemus Ward	District	1	15	6.7	73.2	Not Met	Below	Academic Watch	494
Benjamin Franklin	District	8	15	53.3	93.2	Not Met	Below	Effective	608
Bolton	District	0	15	0	60.6	Not Met	Below	Academic Emergency	347
Buckeye-Woodland School	District	0	15	0	62.6	Not Met	Met	Academic Emergency	270
Buhrer	District	7	15	46.7	87.9	Met	Above	Effective	342
Campus International School	District	2	3	66.7	97.1	Not Met	--	Effective	210
Carl & Louis Stokes Central Academy	District	0	15	0	61.2	Not Met	Met	Academic Emergency	469
Carl F Shuler	District	0	2	0	0	Not Met	--	Not Rated	313
Case	District	0	15	0	64.4	Not Met	Below	Academic Emergency	367
Charles A Mooney School	District	1	15	6.7	77	Not Met	Above	Continuous Improvement	472
Charles Dickens School	District	1	15	6.7	62.6	Not Met	Met	Academic Emergency	406
Charles W Eliot School	District	0	15	0	61.4	Not Met	Below	Academic Emergency	502
Clara E Westropp School	District	3	15	20	85.6	Not Met	Met	Continuous Improvement	449
Clark School	District	8	15	53.3	89.7	Met	Above	Effective	592
Cleveland School of Arts Lower Campus	District	2	8	25	81.9	Not Met	Met	Continuous Improvement	412
Cleveland School Of The Arts High School	District	14	19	73.7	94.8	Met	Below	Continuous Improvement	616
Collinwood High School	District	0	12	0	72.3	Not Met	--	Academic Watch	623
Daniel E Morgan School	District	1	15	6.7	76	Not Met	Below	Academic Watch	322

<sup>30</sup> All district school buildings are of Cleveland Municipal School District. Charters include any that pull more than 30 percent of its students from CMSD. Charter enrollment does not adjust for the number of students who would have otherwise attended CMSD.



School Name	School Type	State Indicators Met	State Indicators Apply	Percent State Indicators Met	Performance Index	Adequate Yearly Progress	Value Added Growth	Preliminary Report Card Rating	Enrollment
Denison	District	4	15	26.7	83.5	Not Met	Below	Continuous Improvement	645
Design Lab @ Jane Addams	District	4	11	36.4	82.9	Not Met	--	Continuous Improvement	256
Douglas MacArthur	District	8	10	80	95.2	Met	Met	Effective	250
Early Childhood Development	District	1	3	33.3	67.9	Not Met	--	Academic Watch	84
East Clark	District	0	15	0	62.1	Not Met	Met	Academic Emergency	398
East Technical High School	District	0	12	0	61.2	Not Met	--	Academic Emergency	692
Euclid Park Elementary School	District	0	15	0	69.1	Not Met	Met	Academic Emergency	345
Franklin D. Roosevelt	District	0	15	0	63	Not Met	Below	Academic Emergency	544
Fullerton School	District	0	15	0	59.8	Not Met	Met	Academic Emergency	327
Garfield Elementary School	District	9	15	60	94.9	Not Met	Met	Effective	518
Garrett Morgan Schl Of Science School	District	4	12	33.3	89.6	Not Met	--	Continuous Improvement	314
George Washington Carver	District	0	15	0	57.4	Not Met	Below	Academic Emergency	536
Ginn Academy	District	1	12	8.3	78.9	Not Met	--	Academic Watch	216
Glenville High School	District	0	12	0	71.9	Not Met	--	Academic Watch	813
H Barbara Booker Elementary School	District	0	15	0	74	Not Met	Met	Academic Watch	415
Hannah Gibbons-Nottingham Elementary School	District	3	15	20	62.8	Not Met	Met	Academic Emergency	281
Harvey Rice Elementary School	District	0	15	0	63	Not Met	Met	Academic Emergency	446
Health Careers Center High School	District	5	12	41.7	75.3	Not Met	--	Academic Watch	264
Iowa-Maple Elementary School	District	0	15	0	60.2	Not Met	Met	Academic Emergency	399
James Ford Rhodes High School	District	4	12	33.3	88.5	Not Met	--	Continuous Improvement	1195
Jane Addams Business Careers High School	District	1	12	8.3	74.6	Not Met	--	Academic Watch	382
John Adams High School	District	0	12	0	70.2	Not Met	--	Academic Watch	1109
John F Kennedy High School	District	0	12	0	68.6	Not Met	--	Academic Emergency	804
John Hay Early College High School	District	7	7	100	113.3	Met	--	Excellent	201

School Name	School Type	State Indicators Met	State Indicators Apply	Percent State Indicators Met	Performance Index	Adequate Yearly Progress	Value Added Growth	Preliminary Report Card Rating	Enrollment
John Hay School of Architecture & Design	District	12	12	100	104	Met	--	Excellent	271
John Hay School of Science & Medicine	District	12	12	100	109.7	Met	--	Excellent	362
John Marshall High School	District	0	12	0	77.6	Not Met	--	Academic Watch	1039
Joseph M Gallagher School	District	1	15	6.7	69.9	Not Met	Met	Academic Emergency	652
Kenneth W Clement	District	2	10	20	76.9	Not Met	Below	Academic Emergency	168
Law & Municipal Careers @ MLK	District	0	12	0	69.7	Not Met	--	Academic Emergency	262
Lincoln-West High School	District	0	12	0	70.4	Not Met	--	Academic Watch	1157
Louis Agassiz School	District	5	15	33.3	85.3	Not Met	Above	Effective	338
Louisa May Alcott Elementary School	District	7	8	87.5	99.2	Met	Met	Effective	203
Luis Munoz Marin School	District	0	15	0	58.3	Not Met	Met	Academic Emergency	708
Marion C Seltzer Elementary School	District	3	15	20	79.8	Not Met	Met	Academic Watch	487
Marion-Sterling Elementary School	District	0	15	0	60	Not Met	Met	Academic Emergency	454
Mary B Martin School	District	1	15	6.7	62.4	Not Met	Below	Academic Emergency	361
Mary M Bethune	District	1	15	6.7	63.7	Not Met	Met	Academic Emergency	333
Max S Hayes High School	District	0	12	0	74.8	Not Met	--	Academic Watch	542
MC^2 STEM High School	District	10	11	90.9	98.6	Met	--	Effective	274
McKinley School	District	1	15	6.7	77.4	Not Met	Met	Academic Watch	304
Memorial School	District	1	15	6.7	73.4	Not Met	Below	Academic Watch	464
Michael R. White	District	2	15	13.3	71.6	Not Met	Met	Academic Watch	420
Miles Park School	District	0	15	0	59.9	Not Met	Met	Academic Emergency	605
Miles School	District	0	15	0	65.5	Not Met	Below	Academic Emergency	324
Mound Elementary School	District	0	15	0	58.3	Not Met	Below	Academic Emergency	467
Nathan Hale School	District	0	15	0	69.5	Not Met	Above	Academic Watch	436
New Technology HS@East Tech	District	2	11	18.2	80.8	Met	--	Continuous Improvement	125
New Technology West	District	4	11	36.4	90.3	Met	--	Effective	180

School Name	School Type	State Indicators Met	State Indicators Apply	Percent State Indicators Met	Performance Index	Adequate Yearly Progress	Value Added Growth	Preliminary Report Card Rating	Enrollment
Newton D Baker School	District	7	15	46.7	87.5	Met	Met	Continuous Improvement	366
Oliver H Perry Elementary School	District	4	15	26.7	84.3	Not Met	Above	Effective	331
Orchard School	District	2	15	13.3	80.7	Not Met	Below	Continuous Improvement	356
Patrick Henry School	District	0	15	0	62.9	Not Met	Below	Academic Emergency	340
Paul L Dunbar Elementary School @ Kentucky	District	2	13	15.4	74.8	Not Met	Met	Academic Watch	158
Paul Revere Elementary School	District	0	15	0	61.7	Not Met	Met	Academic Emergency	456
Riverside School	District	15	15	100	100.9	Not Met	Met	Excellent	465
Robert H Jamison School	District	0	15	0	64.1	Not Met	Met	Academic Emergency	400
Robinson G Jones Elementary School	District	3	15	20	75.8	Not Met	Below	Academic Watch	397
Scranton School	District	1	15	6.7	76.6	Not Met	Met	Academic Watch	424
SuccessTech Academy School	District	3	12	25	78.1	Not Met	--	Academic Watch	232
Sunbeam	District	0	15	0	75.5	Not Met	Met	Academic Watch	225
The School of One	District	0	2	0	--	Not Met	--	Not Rated	155
Thomas Jefferson School	District	0	1	0	--	Met	--	Not Rated	251
Tremont Montessori School	District	8	15	53.3	92.3	Not Met	Below	Effective	518
Valley View Elementary School	District	10	10	100	104	Met	Above	Excellent with Distinction	175
Wade Park	District	0	15	0	72.2	Not Met	Below	Academic Watch	370
Walton School	District	1	15	6.7	72.5	Not Met	Below	Academic Watch	467
Warner Girls Leadership Academy	District	5	10	50	85.6	Met	Met	Continuous Improvement	325
Washington Park	District	0	12	0	73.2	Not Met	--	Academic Watch	146
Watterson-Lake School	District	3	15	20	83.3	Not Met	Met	Continuous Improvement	377
Waverly Elementary School	District	0	15	0	76.5	Not Met	Met	Academic Watch	340
Whitney Young School	District	26	26	100	104	Met	Met	Excellent	332
Wilbur Wright School	District	0	15	0	78.5	Not Met	Met	Academic Watch	437
William C Bryant Elementary	District	13	15	86.7	98.2	Met	Met	Effective	364

School Name	School Type	State Indicators Met	State Indicators Apply	Percent State Indicators Met	Performance Index	Adequate Yearly Progress	Value Added Growth	Preliminary Report Card Rating	Enrollment
School									
Willow School	District	0	15	0	63.3	Not Met	Below	Academic Emergency	255
Willson School	District	0	15	0	69.1	Not Met	Met	Academic Emergency	392
Apex Academy	Charter	3	15	20.0	83.4	Met	Above	Effective	556
Arts and Science Preparatory Academy	Charter	0	12	0.0	73.8	Not Met	Above	Continuous Improvement	185
Bella Academy of Excellence	Charter	1	12	8.3	71.4	Not Met	Met	Academic Watch	387
Broadway Academy	Charter	0	15	0.0	57.1	Not Met	Below	Academic Emergency	258
Citizens Leadership Academy	Charter	2	3	66.7	97.2	Met	Met	Effective	97
Cleveland Academy for Scholarship Technology and Leadership	Charter	0	12	0.0	68.9	Not Met	--	Academic Emergency	275
Cleveland Arts and Social Sciences Academy	Charter	9	15	60.0	85.9	Met	Above	Effective	391
Cleveland College Preparatory School	Charter	1	1	100.0	90.6	Not Met	Above	Not Rated	266
Cleveland Community School	Charter	0	5	0.0	69.9	Not Met	Met	Academic Emergency	164
Citizens Academy	Charter	8	8	100.0	106.3	Met	Above	Excellent with Distinction	408
Cleveland Entrepreneurship Preparatory School	Charter	5	8	62.5	96.2	Met	Above	Excellent	307
Constellation Schools: Collinwood Village Academy	Charter	0	1	0.0	--	Not Met	--	Not Rated	60
Constellation Schools: Eastside Arts Academy	Charter	1	1	100.0	--	Met	--	Not Rated	45
Constellation Schools: Madison Community Elementary	Charter	4	15	26.7	81.7	Met	Below	Continuous Improvement	287
Constellation Schools: Old Brooklyn Community Elementary	Charter	5	5	100.0	103.6	Met	Below	Effective	321
Constellation Schools: Old Brooklyn Community Middle	Charter	10	11	90.9	101.3	Met	Met	Excellent	172
Constellation Schools: Parma Community	Charter	22	26	84.6	98.4	Met	Met	Effective	974
Constellation Schools: Puritas Community Elementary	Charter	5	5	100.0	98.9	Met	Met	Excellent	202

School Name	School Type	State Indicators Met	State Indicators Apply	Percent State Indicators Met	Performance Index	Adequate Yearly Progress	Value Added Growth	Preliminary Report Card Rating	Enrollment
Constellation Schools: Puritas Community Middle	Charter	3	11	27.3	88.1	Met	Met	Continuous Improvement	137
Constellation Schools: Stockyard Community Elementary	Charter	3	10	30.0	82.7	Not Met	Met	Continuous Improvement	304
Constellation Schools: Stockyard Community Middle	Charter	1	6	16.7	74.9	Met	Met	Continuous Improvement	68
Constellation Schools: Westpark Community Elementary	Charter	5	5	100.0	97.8	Met	Met	Excellent	304
Constellation Schools: Westpark Community Middle	Charter	8	11	72.7	91.7	Met	Above	Excellent	192
Constellation Schools: Westside Community School of the Arts	Charter	9	12	75.0	94.6	Met	Met	Effective	283
Dow Leadership Institute, The	Charter	1	1	100.0	56.7	Met	Below	Not Rated	61
Elite Academy of the Arts	Charter	0	15	0.0	54.3	Not Met	Below	Academic Emergency	220
Frederick Douglass Reclamation Academy	Charter	1	12	8.3	54.1	Met	--	Continuous Improvement	58
George V. Voinovich Reclamation Academy	Charter	0	12	0.0	49.7	Not Met	--	Academic Emergency	77
Harvard Avenue Community School	Charter	2	15	13.3	71.0	Not Met	Met	Academic Watch	586
Hope Academy Chapelside Campus	Charter	3	15	20.0	80.0	Not Met	Above	Effective	443
Hope Academy Cuyahoga Campus	Charter	2	15	13.3	73.5	Not Met	Below	Academic Watch	409
Hope Academy East Campus	Charter	1	15	6.7	69.1	Not Met	Below	Academic Emergency	393
Hope Academy Lincoln Park	Charter	4	15	26.7	84.5	Not Met	Above	Effective	212
Hope Academy Northcoast	Charter	1	15	6.7	78.4	Met	Above	Continuous Improvement	278
Hope Academy Northwest Campus	Charter	4	15	26.7	83.6	Not Met	Below	Continuous Improvement	401
Horizon Science Acad Cleveland	Charter	11	12	91.7	102.6	Met	--	Excellent	453
Horizon Science Academy Cleveland Elementary School	Charter	3	8	37.5	78.6	Not Met	Below	Academic Watch	165

School Name	School Type	State Indicators Met	State Indicators Apply	Percent State Indicators Met	Performance Index	Adequate Yearly Progress	Value Added Growth	Preliminary Report Card Rating	Enrollment
Horizon Science Academy Denison Elementary School	Charter	2	8	25.0	82.2	Met	Above	Effective	180
Horizon Science Academy- Cleveland Middle School	Charter	7	8	87.5	94.0	Met	Above	Excellent	141
Horizon Science Academy- Denison Middle School	Charter	5	15	33.3	85.5	Met	Met	Continuous Improvement	315
Intergenerational School, The	Charter	15	15	100.0	102.9	Met	Above	Excellent with Distinction	264
Langston Hughes High School	Charter	0	3	0.0	46.2	Met	--	Continuous Improvement	78
Life Skills Ctr Of Cleveland	Charter	0	12	0.0	68.3	Not Met	--	Academic Emergency	255
Life Skills Ctr Of Lake Erie	Charter	2	12	16.7	82.5	Not Met	--	Continuous Improvement	234
Life Skills Of Northeast Ohio	Charter	1	12	8.3	77.2	Not Met	--	Continuous Improvement	302
Lion of Judah Academy	Charter	0	0	100.0	0.0	Not Met	--	Not Rated	23
Near West Intergenerational School	Charter	1	1	100.0	--	Met	--	Not Rated	76
New Day Academy Boarding & Day School	Charter	5	24	20.8	79.8	Not Met	Met	Academic Watch	265
Northeast Ohio College Preparatory School	Charter	7	12	58.3	87.6	Met	Above	Effective	309
Pearl Academy	Charter	0	12	0.0	69.7	Not Met	Below	Academic Emergency	213
Phoenix Village Academy Primary 2	Charter	4	6	66.7	92.2	Met	Above	Excellent	43
Phoenix Village Academy: Secondary I	Charter	1	3	33.3	86.5	Met	--	Continuous Improvement	110
Pinnacle Academy	Charter	2	15	13.3	79.9	Not Met	Met	Academic Watch	722
Promise Academy	Charter	0	12	0.0	72.3	Not Met	--	Academic Watch	498
Steve Sanders Academy, The	Charter	0	1	0.0	--	Met	--	Not Rated	--
Summit Academy Community School-Parma	Charter	1	26	3.8	72.2	Met	Met	Continuous Improvement	220
Thurgood Marshall High School	Charter	0	2	0.0	--	Met	--	Not Rated	54
University of Cleveland Preparatory School	Charter	5	15	33.3	79.7	Met	Above	Continuous Improvement	315
Village Preparatory School	Charter	1	1	100.0	--	Met	--	Not Rated	272

School Name	School Type	State Indicators Met	State Indicators Apply	Percent State Indicators Met	Performance Index	Adequate Yearly Progress	Value Added Growth	Preliminary Report Card Rating	Enrollment
Villaview Community School	Charter	1	11	9.1	73.1	Met	Above	Continuous Improvement	101
Virtual Schoolhouse, Inc.	Charter	0	26	0.0	59.7	Not Met	Below	Academic Emergency	374
Washington Park Community	Charter	11	15	73.3	93.8	Met	Met	Effective	225
Woodland Academy	Charter	0	15	0.0	59.4	Not Met	Below	Academic Emergency	448

## Section VIII: Columbus City – District and Charter Analysis

### Summary

Some good and bad news from Columbus' 2011-12 academic results.

The good news first: As a group, charter school proficiency rates continued their steady climb upwards. Fourth and sixth grade math proficiency rates, for example, increased over the year prior—and this year's charter proficiency rates mark a significant improvement over rates from 5 to 10 years ago. Today, it's fair to say, based on the data, that Columbus' charter schools slightly outperform their peers in Columbus City Schools (CCS).

The bad news: many of Columbus' students—both charter and CCS—still fail to reach the statewide standard for proficiency. Anywhere between 20 and 40 percent of Columbus students fail their reading or math exams (score below proficient). Nearly 30,000 (just under 50 percent) of Columbus' public school students attend a failing school building, rated academic emergency (F) or academic watch (D). In contrast, only 3,500 students attend one of Columbus' ten excellent or above schools.

Columbus' public school system has shown improvement, but too many students remain enrolled in low-performing schools, be it a charter or traditional district school. The city needs more high-quality charter schools, and Columbus City Schools must recruit and hire a great, new superintendent to lead the district to excellence in the coming years. With renewed interest in education from Columbus' mayor and businesses, we're cautiously optimistic that the Buckeye State's largest city could do just these things.

### 1. Key Takeaways

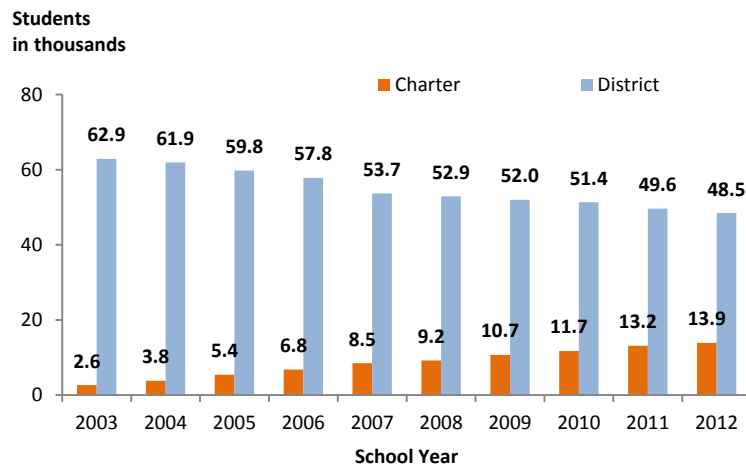
- Approximately 13,900 students, or 22 percent of Columbus public school students, attended a charter school.
- Anywhere between 20 and 40 percent of Columbus' charter and district students failed (below proficient) the state's standardized exams.
- Five out of 182 Columbus school buildings (3 percent) achieved the statewide goal of having a performance index rating of 100 or higher. Two were charters and three were district schools.
- Nearly 30,000 students, or close to 50 percent of all public school students in Columbus, attended a charter or district school building rated in academic watch (D) or academic emergency (F).



## 2. Enrollment

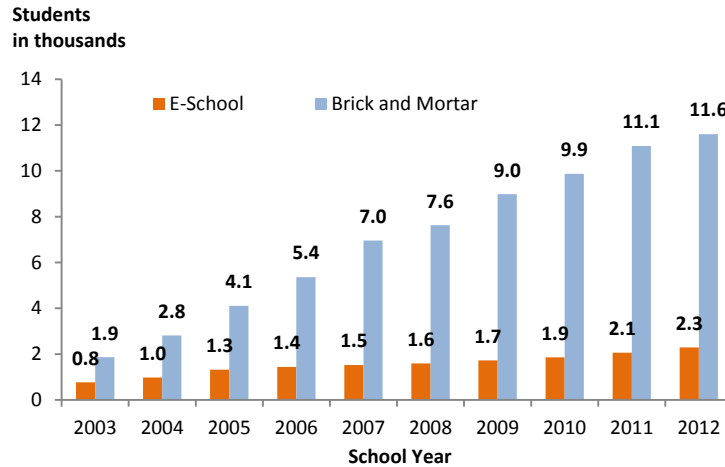
Overall public school enrollment—charter and traditional district combined—has remained stable in Columbus, especially compared to Ohio’s other major cities. In 2002-03, 65,500 students attended a Columbus charter or Columbus City Schools (CCS). Since then public school attendance has declined slightly, by over 3,000 students, or 5 percent. During the 2011-12 school year there were 62,300 students enrolled in a public district or charter school.

In the past decade, the share of public schools students who attend charter schools has risen five-fold (figure 8.1). In 2002-03, 2,600 attended a charter school, while in 2011-12, 13,900 students attended a charter. Meanwhile, enrollment in Columbus City Schools has declined: in 2002-03 the district enrolled 62,900 students while in 2011-12, it enrolled 48,500 students, a loss of over 14,000 students, or 23 percent. See note 1 at the end of this section for more detail about the enrollment data.



**Figure 8.1.** Columbus K-12 public school enrollment, charter versus district schools, 2002-03 to 2011-12.

Most of Columbus’ charter students attend a physical, brick and mortar school. In 2011-12, 11,600 students attended a physical charter, while 2,300 students attended an e-school charter (figure 8.2). Brick and mortar charter school growth has steadily increased since 2002-03, adding somewhere between 500 to 2,500 students each year. E-school charter growth has also risen steadily during this same timeframe, growing from 800 students to 2,300.



**Figure 8.2.** Columbus K-12 charter enrollment, e-school versus brick and mortar, 2002-03 to 2011-12.

Table 8.1 lists the top charter schools by enrollment of Columbus-resident students. The top charter school destination for Columbus students was the Electronic Classroom of Tomorrow, a statewide e-school, with 1,325 Columbus students. The leading brick and mortar schools were Millennium Community School and Great Western Academy, both with an enrollment of 473.

**Table 8.1** Top ten charters by enrollment of Columbus-resident students, 2011-12. (e) denotes e-school.

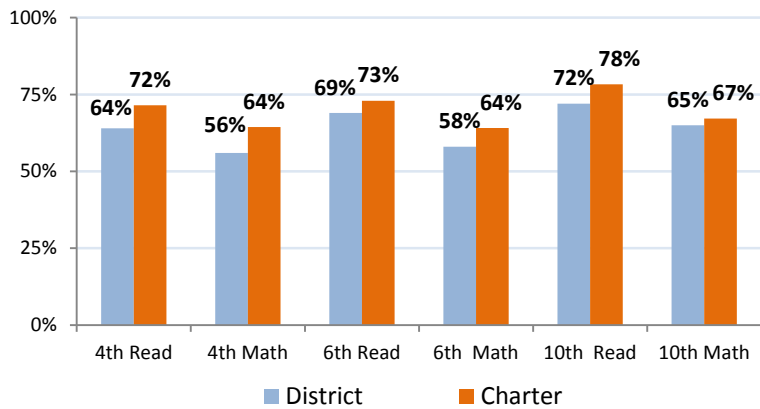
Charter school	Enrollment	Charter school	Enrollment
Electronic Classroom of Tomorrow (e)	1325	FCI Academy	371
Millennium Community School	473	Horizon Science Academy	364
Great Western Academy	473	Horizon Science Elementary	361
Ohio Virtual Academy (e)	449	Columbus Arts and Technology	343
Groveport Community School	435	Charles School	323

### 3. Math and Reading Proficiency

In 2011-12, Columbus' charters, as a group, slightly outperformed Columbus City Schools (CCS) in proficiency rates. The percentage of charter students who scored proficient or above exceeded the percentage of CCS students in all six grades and subjects shown in figure 8.3. A higher percentage of charter students passed the exams than district students by anywhere between 2 (tenth grade math) and 8 percentage points (fourth grade math and reading). See note 2 at the end of this section for more on how the aggregate charter school proficiency rate was calculated.

In all grades and subjects, except charters' tenth grade reading, both charter schools and CCS failed to meet the statewide goal of 75 percent proficiency. CCS' fourth and sixth grade math proficiency rates fell furthest from the statewide goal (56 and 58 percent proficiency, respectively).

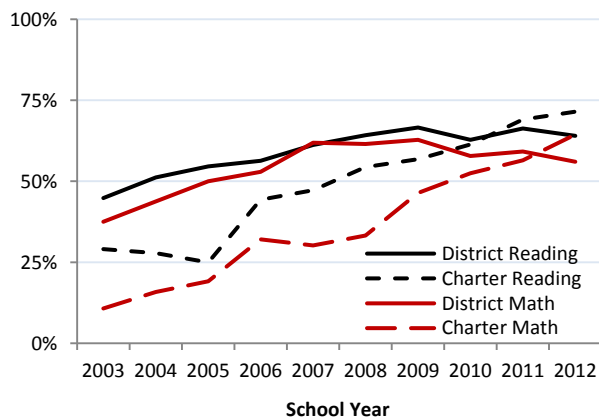
### Columbus proficiency rate



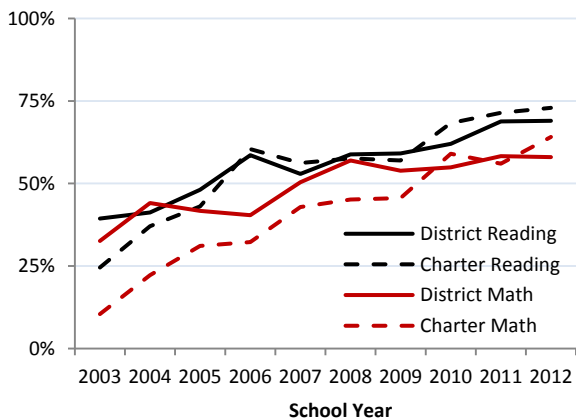
**Figure 8.3.** Percentage of tested student proficient or above in fourth, sixth, and tenth grade math and reading exams, charter versus district, 2011-12. **Note:** Statewide proficiency rate goal is 75 percent.

The ten-year trend in fourth, sixth, and tenth grade math and reading proficiency rates is shown in figure 8.4. The trend is upward in fourth and sixth grades; for tenth grade the trend is flat and even slightly declining. The trend data show the significant improvement in Columbus’ charters, whose aggregate proficiency rates have caught up with, and even surpassed CCS’ proficiency rates in fourth and sixth grades within the past five years. In tenth grade too, charters have performed equal to or above CCS’ proficiency rates. Except for tenth grade reading, neither district nor charter proficiency rates have reached the statewide goal of 75 percent proficiency in any grade and subject displayed here since 2002-03.

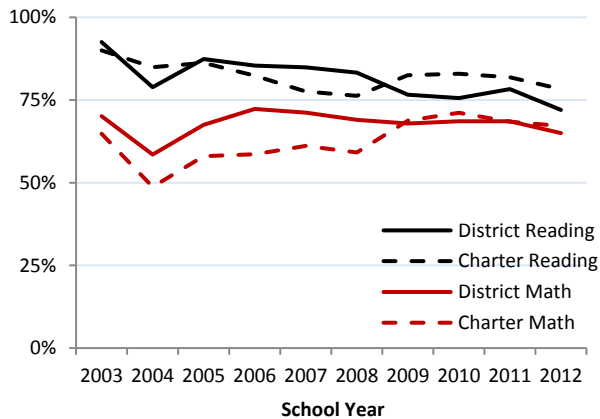
#### Fourth grade



#### Sixth grade



### Tenth grade



**Figure 8.4.** Percentage of students who tested proficient or above in fourth, sixth, and tenth grade reading and math, Columbus district and charter schools, 2002-03 to 2011-12.

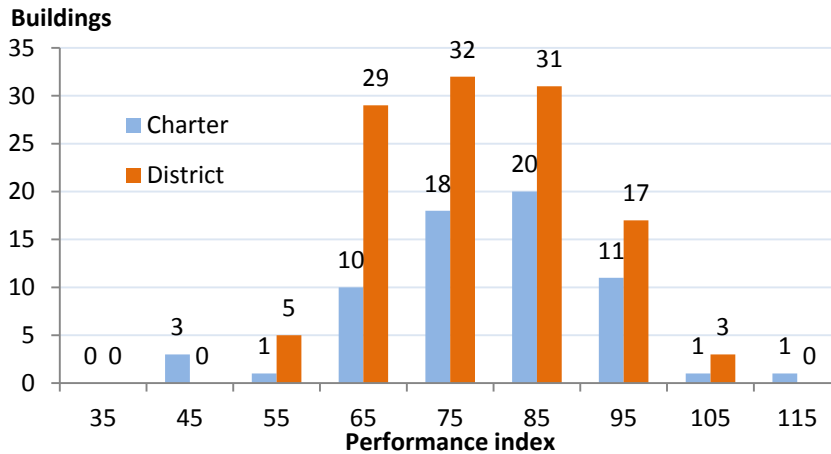
**Note:** Statewide proficiency rate goal is 75 percent for fourth, sixth, and tenth grade.

## 4. Performance Index

The performance index (PI) is a measure of aggregate student achievement in a school building or school district. It's a weighted average of proficiency rates, with greater weight given to students who perform at higher performance levels.

In the 2011-12 school year, Columbus' charters and CCS performed nearly equally along the PI dimension. The majority of both charter (38 out of 65 charters) and district school buildings (63 out of 117 buildings) received a PI score of between 70 and 90. There were 3 outlying charter schools that received very low PI scores (below 50) and 2 charters that received high PI scores (above 100). Among district schools, there were no buildings that had a performance index rating less than 50, and 3 buildings that scored above 100. The unweighted average PI for charters was 78.6; and for district schools, 78.3. Both averages fell short of the state goal of district-wide 100 PI.

Among both charter and district schools, there were 5 Columbus schools that scored above 100 PI and thus, met the statewide goal of 100 PI. The charters were Arts & College Preparatory Academy and Columbus Preparatory Academy. The district schools were Clinton Elementary, Colerain Elementary, and Columbus Alternative High School.



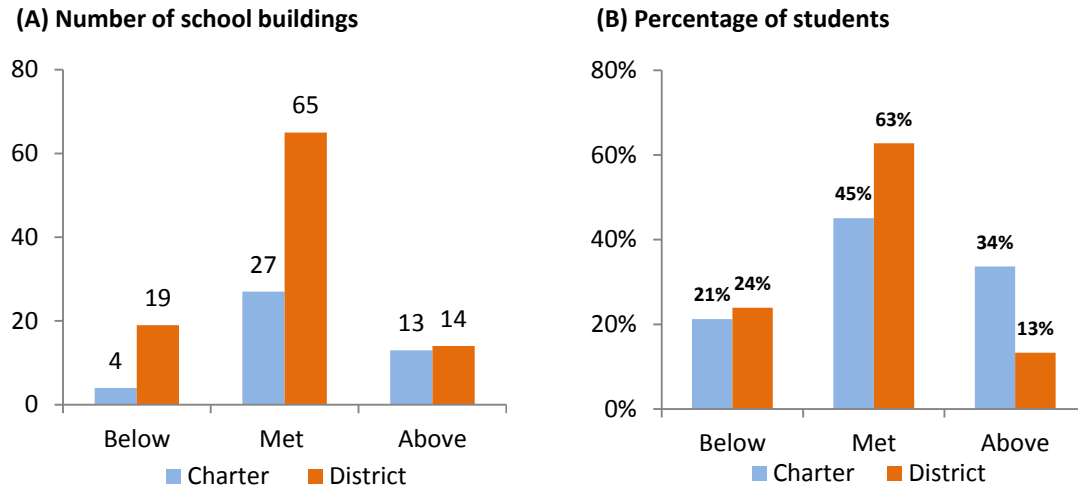
**Figure 8.5.** Distribution of performance index scores, charter versus district, 2011-12. PI scores tabulated by intervals of 10 (e.g., 70-79.9) with the middle of the interval displayed on the horizontal axis (e.g., 75). **Note:** Statewide goal for building’s performance index is 100. Charter data includes only charters with more than 30 percent of enrollment coming from Columbus City Schools.

## 5. Value-Added Growth

Ohio designates schools as “below,” “met,” or “above” to indicate whether a district or building has provided less than (below), equal to (met), or more than (above) a year’s worth of student growth. In contrast to the PI, which is a measure of raw student achievement, value-added is a measure of impact that a school has on student learning. Value-added is calculated through a statistical model based on students’ current and past test scores.

As a district, Columbus City Schools received a below value-added designation. Fourteen of its 98 (14 percent) eligible school buildings received the top rating, above. Figure 8.6(A) shows that 19 of CCS’ buildings received a below rating and 65 of its buildings received a met rating. Of Columbus’ charters, 4 were rated below, 27 were rated met, and 13 were rated above.

Figure 8.6(B) shows the percentage of students who enroll in each type of school building, by its value-added designation. Nearly 25 percent of CCS students attended a below building and 13 percent attended an above-rated building. Of Columbus’ charter school students, 21 percent attended a below charter, 45 percent attended a met charter, and 34 percent attended an above-rated charter.



**Figure 8.6.** (A) Number of school buildings by value-added growth designation, district versus charter, 2011-12. (B) Percentage of students enrolled in school building by value-added growth designation, district versus charter, 2011-12. **Note:** Charter data includes only charters with more than 30 percent of enrollment coming from Columbus City Schools. Student enrollment is not adjusted for the proportion of student enrollment that comes from CCS.

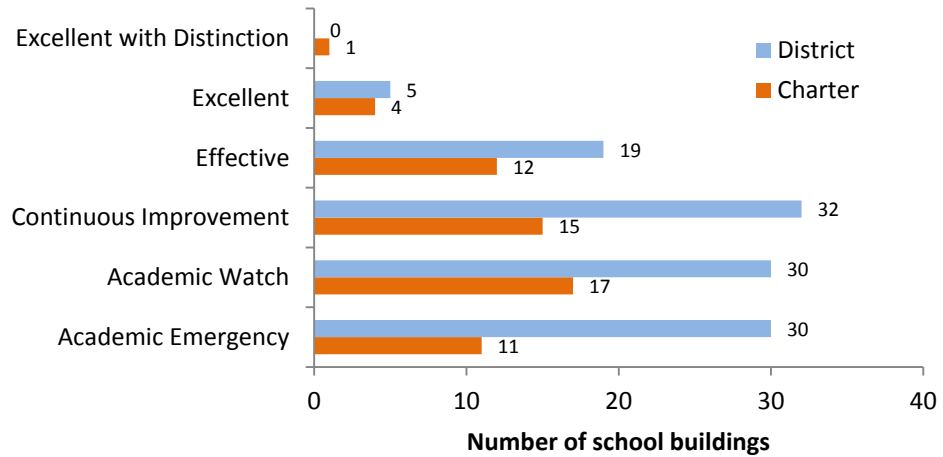
## 6. Ratings

Based on multiple performance indicators, Ohio awards each public school building and district an overall academic rating. There are six rating categories (from lowest to highest): academic emergency, academic watch, continuous improvement, effective, excellent, and excellent with distinction.

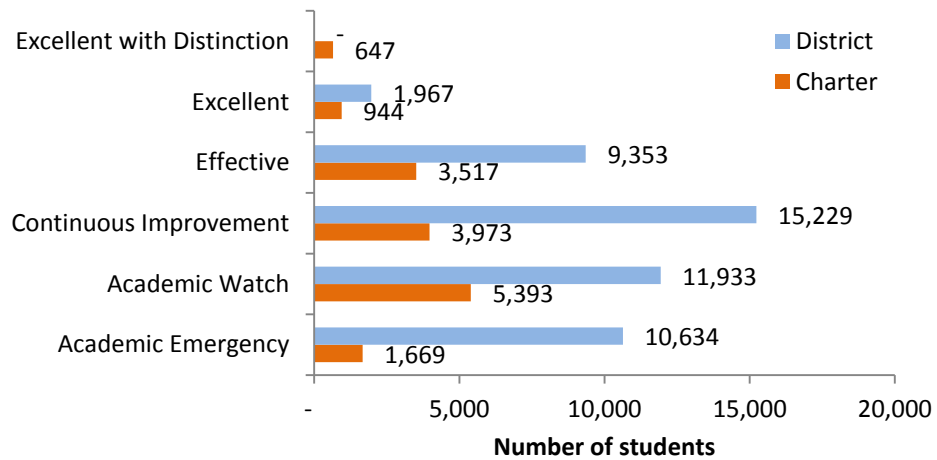
In the 2011-12 school year, 10 of Columbus' schools received a top-tier rating from the state—either excellent with distinction (A+) or excellent (A). Five of these 10 schools were charter schools and 5 were CCS school buildings. The charter schools that received a top rating were A+ Arts Academy, Arts & College Preparatory Academy, Columbus Collegiate Academy, Zenith Academy, and Columbus Preparatory Academy. The 5 district schools were Clinton Elementary, Colerain Elementary, Columbus Alternative High School, Ecole Kenwood Alternative, and Indian Springs Elementary.

Around half of Columbus' public schools were rated in academic emergency (F) or academic watch (D). Of CCS school buildings, 60 out of 116 buildings were rated D or F; and of Columbus' charter schools, 28 out of 59 charters were rated D or F (figure 8.7).

Figure 8.8 shows the distribution of students by the rating category of the school they attend. Approximately 30,000 of Columbus' students (or about 45 percent) attended a low-rated school building in 2011-12. Meanwhile, only 3,500 students attended a very high-performing school, rated excellent or higher. Taken together, this means that only 5 percent of Columbus students attend a high-performing school.



**Figure 8.7.** Distribution of school buildings, Columbus charter and CCS, by state rating category, 2011-12.



**Figure 8.8.** Distribution of Columbus student enrollment, charter and CCS, by state rating category, 2011-12. **Note:** Charter data includes only charters with more than 30 percent of enrollment coming from CCS. Student enrollment is not adjusted for the proportion of student enrollment that comes from the CCS.

## 7. Notes

### Note 1: Enrollment data

Enrollment data for Columbus City Schools can be obtained through the Ohio Department of Education’s Power User database<sup>31</sup> or through its October enrollment spreadsheets.<sup>32</sup> Overall enrollment data for charter schools can also be obtained through both of the webpages cited above. However, charter enrollment is not disaggregated by the district of student residence in these data sets. For charter enrollment, the District Payment<sup>33</sup> and Community School Payment Reports<sup>34</sup> were used to determine the number of students in the attendance area of Columbus City Schools who attend Columbus-area charter schools (charters in Franklin County and statewide e-schools).

Table 8.3 below shows the ten-year enrollment data for Columbus City Schools and charter schools, which are also represented in figures 8.1 and 8.2.

**Table 8.3.** Columbus’ K-12 public student enrollment by charter and district, 2002-03 to 2011-12.

School Type	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012
Columbus City Schools	62,880	61,927	59,754	57,827	53,674	52,894	51,963	51,352	49,616	48,451
Columbus Charters										
Brick & Mortar	1,865	2,813	4,107	5,360	6,955	7,627	8,981	9,873	11,087	11,602
E-school	771	981	1,322	1,442	1,524	1,596	1,730	1,858	2,065	2,293
Total Charter	2,635	3,793	5,429	6,801	8,479	9,223	10,710	11,731	13,151	13,895
Total Columbus Students	65,515	65,720	65,183	64,628	62,153	62,117	62,673	63,083	62,767	62,346
Charter Share	4.0%	5.8%	8.3%	10.5%	13.6%	14.8%	17.1%	18.6%	21.0%	22.3%

### Note 2: Charter school proficiency calculation

To make a fair comparison between Columbus’ traditional district and the charter schools, we include only charter students who would have otherwise attended Columbus City Schools (CCS).

The Ohio Department of Education (ODE) does not sort charter test results by students’ home district. We have to approximate the number of students, whose home district is CCS, tested in each grade, subject, and charter. The approximation should be relatively precise, but it does assume that the overall building proportion of students coming from Columbus is equal and uniform across all grades within the charter school building. The adjustment steps are as follows:

<sup>31</sup> Ohio Department of Education, “Power User Reports,” [http://ilrc.ode.state.oh.us/Power\\_Users.asp](http://ilrc.ode.state.oh.us/Power_Users.asp).

<sup>32</sup> Ohio Department of Education, “Enrollment Data,” <http://ode.state.oh.us/GD/Templates/Pages/ODE/ODEDetail.aspx?page=3&TopicRelationID=3&ContentID=12261&Content=128420>.

<sup>33</sup> Ohio Department of Education, “District Payment Reports,” <http://www.ode.state.oh.us/GD/Templates/Pages/ODE/ODEDetail.aspx?page=3&TopicRelationID=990&ContentID=10849&Content=132707>.

<sup>34</sup> Ohio Department of Education, “Community School Payment Reports,” <http://www.ode.state.oh.us/GD/Templates/Pages/ODE/ODEDetail.aspx?page=3&TopicRelationID=878&ContentID=12925&Content=133802>.



1. Obtain the number of students tested for each grade, subject, and charter.<sup>35</sup>
2. Obtain the proficiency rate for each grade, subject, and charter.<sup>36</sup> Obtain the proportion of students in each charter school (Franklin County) whose home district is Columbus City Schools.<sup>37</sup>
3. Multiply the proportion of students whose home district is Columbus City Schools by the number of students tested in each grade, subject, and charter. This gives an approximate number of tested Columbus students in each grade, subject, and charter.
4. Multiply the adjusted number of tested students by the proficiency rate in each grade, subject, and charter. This gives an approximate number of proficient or above Columbus students in each grade, subject, and charter.
5. Sum the number of adjusted number of tested students in all charters, and sum the number of adjusted proficient or above in all charters.
6. Divide the adjusted number of proficient student by the adjusted number of tested students to determine the aggregate Columbus charter proficiency rate.

The data from Whitehall Preparatory and Fitness Academy's 2011-12 fourth grade reading is used to illustrate.

- $N \text{ Tested}_{4read} = 34$
- $\text{Proficiency rate}_{4read} = 0.71$
- *Building proportion* of student enrollment from CCS = 0.82
- $N \text{ Tested, adjusted}_{4read} = 34 * 0.82 = 28$
- $N \text{ Proficient, adjusted}_{4read} = 28 * 0.71 = 20$

This procedure was repeated for all charter schools located in Franklin County and for statewide e-schools. The N Tested (adjusted) and N Proficient (adjusted) are summed across all charters. The totals are divided to obtain the aggregate charter proficiency rate for Columbus. The adjusted results are shown in table 8.4.

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<sup>35</sup> ODE's Power Users Reports (2002-03 to 2010-11) and June 2012 preliminary release of the test data for 2011-12. (As of the writing of this report, 2011-12 official number tested data by grade, subject, and school building were not publically available.) Ohio Department of Education, "Test Results," <http://www.ode.state.oh.us/GD/Templates/Pages/ODE/ODEPrimary.aspx?page=2&TopicRelationID=263>.

<sup>36</sup> ODE's Power Users Report (2002-03 to 2010-11), and in the official release of test data for 2011-12, as a spreadsheet.

<sup>37</sup> This can be calculated via ODE's Community School Payment Report. See above, "Note 1: Enrollment data."

**Table 8.4.** Aggregate Columbus charter test data. Approximate total number of students from the attendance area of Columbus City Schools who were tested, number of students who tested proficient or above, proportion of students who tested proficient or above.

Grade and Subject		2003	2004	2005	2006	2007	2008	2009	2010	2011	2012
N Tested <sup>1</sup>	4th Grade Mathematics	97	133	210	341	390	461	526	640	606	734
	4th Grade Reading	96	135	210	344	397	461	525	645	607	732
	6th Grade Mathematics	86	119	196	381	397	444	557	658	726	902
	6th Grade Reading	85	119	220	403	396	443	559	658	724	901
	10th Grade Mathematics	71	209	214	308	507	452	512	563	572	632
	10th Grade Reading	63	181	213	300	504	442	509	560	571	615
N Proficient <sup>2</sup>	4th Grade Mathematics	10	21	40	109	118	153	244	336	342	473
	4th Grade Reading	28	37	52	153	188	251	298	396	419	524
	6th Grade Mathematics	9	26	61	123	170	201	254	388	406	578
	6th Grade Reading	21	44	95	243	223	255	319	450	517	657
	10th Grade Mathematics	46	102	124	181	310	267	352	401	392	424
	10th Grade Reading	57	153	184	247	391	337	420	465	468	482
Proficiency Rate	4th Grade Mathematics	0.11	0.16	0.19	0.32	0.30	0.33	0.46	0.52	0.56	0.64
	4th Grade Reading	0.29	0.28	0.25	0.44	0.47	0.54	0.57	0.61	0.69	0.72
	6th Grade Mathematics	0.10	0.22	0.31	0.32	0.43	0.45	0.46	0.59	0.56	0.64
	6th Grade Reading	0.25	0.37	0.43	0.60	0.56	0.58	0.57	0.68	0.71	0.73
	10th Grade Mathematics	0.65	0.49	0.58	0.59	0.61	0.59	0.69	0.71	0.68	0.67
	10th Grade Reading	0.90	0.85	0.86	0.82	0.78	0.76	0.83	0.83	0.82	0.78

<sup>1</sup> Total number of charter students who would have otherwise attended Columbus City Schools tested per grade, which is estimated based on overall proportion of Columbus City Schools' students attending the charter.

<sup>2</sup> Number of proficient charter students who would have otherwise attended Columbus City Schools is calculated by multiplying the proficiency rate by the number who were tested.

**Note 3: Columbus Public Schools (district and charter), select achievement results, sorted alphabetically, 2011-12<sup>38</sup>**

School Name	School Type	State Indicators Met	State Indicators Apply	Percent State Indicators Met	Performance Index	Adequate Yearly Progress	Value Added Growth	Preliminary Report Card Rating	Enrollment
Alpine Elementary School	District	7	8	87.5	97.6	Met	Met	Effective	483
Alum Crest High School	District	0	12	0.0	66.6	Met	--	Continuous Improvement	112
Arlington Park Elementary School	District	1	8	12.5	59.6	Not Met	Below	Academic Emergency	225
Arts Impact Middle School (Aims)	District	3	8	37.5	87.8	Not Met	Below	Continuous Improvement	507
Avalon Elementary School	District	3	8	37.5	88.8	Met	Met	Continuous Improvement	589
Avondale Elementary School	District	4	8	50.0	86.9	Not Met	Met	Continuous Improvement	265
Beatty Park Elementary School	District	0	8	0.0	55.2	Not Met	Met	Academic Emergency	128
Beechcroft High School	District	1	12	8.3	80.5	Not Met	--	Continuous Improvement	681
Berwick Alternative K-8 School	District	6	15	40.0	91.5	Not Met	Below	Effective	751
Binns Elementary School	District	3	8	37.5	87.9	Met	Met	Continuous Improvement	316
Briggs High School	District	6	12	50.0	87.1	Not Met	--	Continuous Improvement	925
Broadleigh Elementary School	District	1	8	12.5	61.9	Not Met	Above	Academic Watch	306
Brookhaven High School	District	2	12	16.7	75.4	Not Met	--	Academic Watch	607
Buckeye Middle School	District	1	8	12.5	75.4	Not Met	Below	Academic Emergency	547
Burroughs Elementary School	District	1	8	12.5	71.3	Not Met	Met	Academic Watch	365
Cassady Alternative Elementary School	District	1	8	12.5	63.8	Not Met	Met	Academic Emergency	363

<sup>38</sup> All district school buildings are of Columbus City Schools. Charters include any that pull more than 30 percent of its students from CCS. Charter enrollment does not adjust for the number of students who would have otherwise attended CCS.

School Name	School Type	State Indicators Met	State Indicators Apply	Percent State Indicators Met	Performance Index	Adequate Yearly Progress	Value Added Growth	Preliminary Report Card Rating	Enrollment
Cedarwood Alternative Elementary School @ Stockbridge ES	District	3	8	37.5	88.3	Met	Met	Continuous Improvement	374
Centennial High School	District	11	12	91.7	98.1	Not Met	--	Effective	826
Champion Middle School	District	1	8	12.5	65.7	Not Met	Met	Academic Emergency	254
Clearbrook Middle School	District	0	8	0.0	66.3	Not Met	Met	Academic Emergency	82
Clinton Elementary School @ OLD Hubbard ES	District	8	8	100.0	109.1	Not Met	Met	Excellent	351
Colerain Elementary School	District	6	8	75.0	103.4	Not Met	Met	Excellent	205
Columbus Africentric Early College	District	5	19	26.3	78.3	Not Met	Met	Academic Watch	554
Columbus Africentric Early College Elementary School	District	1	8	12.5	61.2	Not Met	Met	Academic Emergency	275
Columbus Alternative High School	District	12	12	100.0	106.3	Met	--	Excellent	619
Columbus City Preparatory School for Boys	District	1	5	20.0	81.1	Not Met	Met	Continuous Improvement	203
Columbus City Preparatory School for Girls	District	3	5	60.0	92.7	Met	Met	Effective	331
COLUMBUS GLOBAL ACADEMY	District	1	14	7.1	68.5	Not Met	Met	Academic Emergency	462
Columbus International High School	District	5	6	83.3	97.6	Met	--	Effective	282
Columbus Spanish Immersion K-8 School	District	7	15	46.7	87.2	Met	Below	Continuous Improvement	389
Como Elementary School	District	1	8	12.5	78.2	Not Met	Below	Academic Watch	340
Cranbrook Elementary School	District	5	8	62.5	95.1	Not Met	Met	Effective	279
Dana Avenue Elementary School	District	3	8	37.5	81.0	Not Met	Above	Effective	301
Devonshire Alternative Elementary School	District	4	8	50.0	89.5	Not Met	Met	Continuous Improvement	458
Dominion Middle School	District	5	8	62.5	92.7	Not Met	Below	Effective	538
Duxberry Park Alternative Elementary School	District	1	8	12.5	76.6	Not Met	Below	Academic Watch	301
Eakin Elementary School	District	3	8	37.5	80.8	Met	Above	Effective	289
East Columbus Elementary School	District	1	8	12.5	62.6	Not Met	Met	Academic Emergency	364

School Name	School Type	State Indicators Met	State Indicators Apply	Percent State Indicators Met	Performance Index	Adequate Yearly Progress	Value Added Growth	Preliminary Report Card Rating	Enrollment
East High School	District	0	12	0.0	72.3	Not Met	--	Academic Watch	510
East Linden Elementary School	District	1	8	12.5	64.1	Not Met	Met	Academic Emergency	302
Eastgate Elementary School	District	1	8	12.5	66.7	Not Met	Met	Academic Emergency	321
Easthaven Elementary School	District	1	8	12.5	76.6	Not Met	Met	Academic Watch	393
Eastmoor Academy	District	9	12	75.0	96.1	Not Met	--	Effective	732
Ecole Kenwood Alternative K-8 School	District	7	15	46.7	90.5	Met	Above	Excellent	366
Fairmoor Elementary School	District	1	8	12.5	70.1	Not Met	Below	Academic Emergency	423
Fairwood Alternative Elementary School	District	1	8	12.5	63.6	Met	Above	Continuous Improvement	364
Fifth Avenue International K-7 School	District	1	12	8.3	79.6	Not Met	Above	Continuous Improvement	394
Forest Park Elementary School	District	1	8	12.5	77.0	Not Met	Met	Academic Watch	418
Fort Hayes Arts and Academic HS	District	10	12	83.3	93.0	Met	--	Effective	641
Gables Elementary School	District	6	8	75.0	99.8	Not Met	Met	Effective	388
Georgian Heights Alt Elementary School @ Old Wedgewood MS	District	3	8	37.5	91.8	Met	Met	Effective	387
Hamilton STEM Academy (K-6)	District	1	10	10.0	70.3	Not Met	Met	Academic Watch	429
Heyl Avenue Elementary School	District	1	8	12.5	68.5	Not Met	Above	Academic Watch	292
Highland Elementary School	District	1	8	12.5	59.9	Not Met	Met	Academic Emergency	336
Hilltonia Middle School	District	1	8	12.5	75.1	Not Met	Below	Academic Watch	550
Huy Elementary School	District	1	8	12.5	74.8	Not Met	Met	Academic Watch	428
Independence High School	District	1	12	8.3	79.8	Not Met	--	Academic Watch	699
Indian Springs Elementary School	District	7	8	87.5	99.3	Not Met	Above	Excellent	426
Indianola Informal K-8 School	District	14	15	93.3	99.7	Met	Met	Effective	575

School Name	School Type	State Indicators Met	State Indicators Apply	Percent State Indicators Met	Performance Index	Adequate Yearly Progress	Value Added Growth	Preliminary Report Card Rating	Enrollment
Innis Elementary School	District	1	8	12.5	67.7	Not Met	Below	Academic Emergency	376
Johnson Park Middle School	District	1	8	12.5	72.7	Not Met	Met	Academic Watch	414
Leawood Elementary School	District	1	8	12.5	64.5	Not Met	Met	Academic Emergency	305
Liberty Elementary School	District	1	8	12.5	70.7	Not Met	Met	Academic Watch	293
Lincoln Park Elementary School	District	1	8	12.5	71.3	Met	Above	Continuous Improvement	252
Lindbergh Elementary School	District	1	8	12.5	73.0	Not Met	Met	Academic Watch	268
Linden STEM Academy (K-6)	District	1	10	10.0	69.7	Not Met	Met	Academic Emergency	497
Linden-Mckinley STEM Academy	District	1	17	5.9	67.1	Not Met	Below	Academic Emergency	736
Livingston Elementary School	District	1	8	12.5	63.9	Not Met	Met	Academic Emergency	345
Maize Road Elementary School	District	3	8	37.5	86.3	Not Met	Met	Continuous Improvement	288
Marion-Franklin High School	District	1	12	8.3	80.5	Not Met	--	Continuous Improvement	764
Maybury Elementary School	District	1	8	12.5	79.4	Not Met	Met	Academic Watch	324
Medina Middle School	District	1	8	12.5	70.0	Not Met	Below	Academic Emergency	445
Mifflin Alternative Middle School	District	1	8	12.5	65.7	Not Met	Below	Academic Emergency	482
Mifflin High School	District	1	12	8.3	71.3	Not Met	--	Academic Watch	570
Moler Elementary School	District	2	8	25.0	68.9	Not Met	Met	Academic Emergency	251
Monroe Alternative Middle School	District	2	8	25.0	82.1	Not Met	Met	Continuous Improvement	349
North Linden Elementary School	District	1	8	12.5	82.8	Met	Above	Effective	377
Northland High School	District	4	12	33.3	87.7	Not Met	--	Continuous Improvement	1000

School Name	School Type	State Indicators Met	State Indicators Apply	Percent State Indicators Met	Performance Index	Adequate Yearly Progress	Value Added Growth	Preliminary Report Card Rating	Enrollment
Northtowne Elementary School	District	1	8	12.5	69.4	Not Met	Met	Academic Emergency	289
Oakland Park Alternative Elementary	District	3	8	37.5	86.0	Not Met	Met	Continuous Improvement	312
Oakmont Elementary School	District	1	8	12.5	75.8	Not Met	Met	Academic Watch	280
Ohio Avenue Elementary School	District	1	8	12.5	64.6	Not Met	Met	Academic Emergency	370
Olde Orchard Alt Elementary School @ Old Shady Lane ES	District	2	8	25.0	83.1	Not Met	Met	Continuous Improvement	482
Parkmoor Elementary School	District	1	8	12.5	74.9	Not Met	Met	Academic Watch	268
Parsons Elementary School	District	1	8	12.5	81.4	Not Met	Met	Continuous Improvement	480
Ridgeview Middle School	District	7	8	87.5	96.9	Not Met	Met	Effective	543
Salem Elementary School	District	1	8	12.5	78.8	Not Met	Met	Academic Watch	369
Scottwood Elementary School	District	2	8	25.0	86.8	Met	Met	Continuous Improvement	408
Shady Lane Elementary School	District	1	8	12.5	70.5	Not Met	Below	Academic Watch	382
Sherwood Middle School	District	1	8	12.5	74.8	Not Met	Met	Academic Watch	472
Siebert Elementary School	District	1	8	12.5	78.2	Not Met	Met	Academic Watch	227
South High School	District	0	12	0.0	73.0	Not Met	--	Academic Watch	482
South Mifflin STEM Academy (K-6)	District	2	10	20.0	65.3	Not Met	Above	Academic Watch	285
Southmoor Middle School	District	0	8	0.0	75.5	Not Met	Above	Continuous Improvement	447
Southwood Elementary School	District	1	8	12.5	70.9	Not Met	Met	Academic Watch	328
Special Education Center	District	1	2	50.0	54.6	Not Met	--	Not Rated	268
Starling Middle School	District	0	8	0.0	76.7	Not Met	Below	Academic Watch	310

School Name	School Type	State Indicators Met	State Indicators Apply	Percent State Indicators Met	Performance Index	Adequate Yearly Progress	Value Added Growth	Preliminary Report Card Rating	Enrollment
Stewart Alternative Elementary School @ BECK ES	District	4	8	50.0	85.7	Met	Below	Continuous Improvement	274
Sullivant Elementary School	District	1	8	12.5	65.4	Not Met	Met	Academic Emergency	293
Trevitt Elementary School	District	1	8	12.5	58.1	Not Met	Met	Academic Emergency	335
Valley Forge Elementary School	District	1	8	12.5	68.7	Not Met	Met	Academic Emergency	264
Valleyview Elementary School	District	2	8	25.0	84.7	Met	Met	Continuous Improvement	323
Walnut Ridge High School	District	1	12	8.3	80.6	Not Met	--	Continuous Improvement	728
Watkins Elementary School	District	1	8	12.5	68.5	Not Met	Met	Academic Emergency	391
Wedgewood Middle School	District	1	8	12.5	82.9	Not Met	Met	Continuous Improvement	545
Weinland Park Elementary School	District	1	8	12.5	66.6	Not Met	Met	Academic Emergency	327
West Broad Elementary School	District	1	8	12.5	68.4	Not Met	Above	Academic Watch	469
West High School	District	0	12	0.0	80.4	Not Met	--	Continuous Improvement	822
West Mound Elementary School	District	1	8	12.5	76.2	Not Met	Below	Academic Emergency	455
Westgate Alternative Elementary School	District	1	8	12.5	83.5	Not Met	Met	Continuous Improvement	388
Westmoor Middle School	District	1	8	12.5	82.7	Not Met	Met	Continuous Improvement	507
Whetstone High School	District	8	12	66.7	94.3	Not Met	--	Effective	952
Windsor STEM Acadmey (K-6)	District	1	10	10.0	63.4	Not Met	Met	Academic Emergency	391
Winterset Elementary School	District	5	8	62.5	98.6	Not Met	Met	Effective	298
Woodcrest Elementary School	District	1	8	12.5	84.3	Not Met	Above	Effective	380
Woodward Park Middle School	District	2	8	25.0	86.0	Not Met	Below	Continuous Improvement	856



School Name	School Type	State Indicators Met	State Indicators Apply	Percent State Indicators Met	Performance Index	Adequate Yearly Progress	Value Added Growth	Preliminary Report Card Rating	Enrollment
Yorktown Middle School	District	2	8	25.0	80.1	Not Met	Met	Continuous Improvement	427
A+ Arts Academy	Charter	8	15	53.3	92.0	Met	Above	Excellent	276
Academic Acceleration Academy	Charter	1	3	33.3	--	Not Met	--	Academic Watch	173
Academy of Columbus	Charter	0	14	0.0	66.7	Not Met	Met	Academic Emergency	302
Academy of New Media Middle	Charter	1	8	12.5	78.8	Met	Below	Continuous Improvement	119
Arts & College Preparatory Academy	Charter	11	12	91.7	107.6	Met	--	Excellent	240
C.M. Grant Leadership Academy	Charter	1	13	7.7	64.3	Not Met	Met	Academic Emergency	187
Capital High School	Charter	0	1	0.0	--	Met	--	Not Rated	21
Cesar Chavez College Preparatory School	Charter	1	1	100.0	41.6	Not Met	--	Not Rated	56
Charles School at Ohio Dominican University	Charter	11	12	91.7	99.8	Not Met	--	Effective	345
Columbus Arts & Technology Academy	Charter	6	15	40.0	86.6	Met	Above	Effective	445
Columbus Bilingual Academy	Charter	6	8	75.0	88.0	Met	Met	Effective	124
Columbus Bilingual Academy-North	Charter	2	3	66.7	80.6	Not Met	Above	Effective	88
Columbus Collegiate Academy	Charter	6	8	75.0	94.2	Met	Above	Excellent	158
Columbus Humanities, Arts and Technology Academy	Charter	2	15	13.3	77.5	Not Met	Above	Continuous Improvement	360
Columbus Performance Academy	Charter	3	8	37.5	80.7	Met	Met	Continuous Improvement	133
Columbus Preparatory Academy	Charter	15	15	100.0	111.1	Met	Above	Excellent with Distinction	647
Columbus Preparatory and Fitness Academy	Charter	3	12	25.0	84.0	Not Met	Met	Continuous Improvement	155
Cornerstone Academy Community	Charter	4	12	33.3	88.4	Not Met	Met	Continuous Improvement	464
Crittenton Community School	Charter	0	4	0.0	62.7	Not Met	Met	Academic Emergency	75
Educational Academy at Linden	Charter	1	8	12.5	76.7	Not Met	Met	Academic Watch	111

School Name	School Type	State Indicators Met	State Indicators Apply	Percent State Indicators Met	Performance Index	Adequate Yearly Progress	Value Added Growth	Preliminary Report Card Rating	Enrollment
Educational Academy for Boys & Girls	Charter	1	3	33.3	73.7	Met	Met	Continuous Improvement	86
Everest High School	Charter	1	12	8.3	76.5	Not Met	--	Academic Watch	106
FCI Academy	Charter	7	26	26.9	80.5	Not Met	Below	Academic Watch	413
Focus Learning Academy of Northern Columbus	Charter	1	11	9.1	60.7	Not Met	Met	Academic Emergency	182
Focus Learning Academy of Southeastern Columbus	Charter	0	12	0.0	70.1	Not Met	--	Academic Watch	201
Focus Learning Academy of Southwest Columbus	Charter	2	12	16.7	79.8	Not Met	--	Continuous Improvement	301
Focus North High School	Charter	3	11	27.3	77.8	Not Met	--	Academic Watch	191
Graham Expeditionary Middle School	Charter	5	8	62.5	86.8	Met	Met	Continuous Improvement	125
Graham School, The	Charter	4	12	33.3	90.7	Not Met	--	Effective	223
Great Western Academy	Charter	5	15	33.3	83.8	Not Met	Above	Continuous Improvement	614
Groveport Community School	Charter	0	15	0.0	74.2	Not Met	Below	Academic Watch	928
Hamilton Alternative Academy	Charter	1	12	8.3	68.6	Not Met	--	Academic Emergency	82
Harrisburg Pike Community School	Charter	0	8	0.0	76.7	Not Met	Met	Academic Watch	423
Horizon Science Academy Columbus	Charter	9	12	75.0	95.7	Met	--	Effective	378
Horizon Science Academy Columbus Middle School	Charter	4	8	50.0	88.1	Met	Met	Continuous Improvement	314
Horizon Science Academy Elementary School	Charter	4	8	50.0	83.6	Not Met	Above	Effective	378
Imagine Integrity Academy	Charter	0	1	0.0	--	Not Met	--	Not Rated	66
International Acad Of Columbus	Charter	3	15	20.0	79.4	Not Met	Met	Academic Watch	220
KIPP: Journey Academy	Charter	4	11	36.4	85.6	Not Met	Above	Effective	300
Life Skills Center of Columbus North	Charter	3	9	33.3	90.8	Not Met	--	Effective	158
Life Skills Center of Columbus Southeast	Charter	0	12	0.0	73.6	Not Met	--	Academic	212

School Name	School Type	State Indicators Met	State Indicators Apply	Percent State Indicators Met	Performance Index	Adequate Yearly Progress	Value Added Growth	Preliminary Report Card Rating	Enrollment
								Watch	
Midnimo Cross Cultural Community School	Charter	0	8	0.0	67.6	Not Met	Met	Academic Emergency	109
Millennium Community School	Charter	5	15	33.3	85.1	Met	Above	Effective	612
New Beginnings Academy	Charter	0	2	0.0	--	Met	--	Not Rated	58
Noble Academy-Columbus	Charter	10	15	66.7	92.1	Met	Met	Effective	211
Northland Preparatory and Fitness Academy	Charter	5	15	33.3	84.0	Not Met	Met	Continuous Improvement	253
Patriot Preparatory Academy	Charter	12	25	48.0	82.6	Not Met	Met	Continuous Improvement	546
Performance Academy Eastland	Charter	8	15	53.3	90.5	Met	Met	Effective	255
Premier Academy of Ohio	Charter	0	14	0.0	74.7	Not Met	Met	Academic Watch	190
Pschtecinc Public School	Charter	0	7	0.0	44.7	Not Met	--	Academic Emergency	84
Renaissance Academy	Charter	0	16	0.0	62.3	Not Met	Above	Academic Watch	174
Road to Success Academy	Charter	0	1	0.0	42.3	Met	--	Not Rated	54
Scholarts Preparatory and Career Center for Children	Charter	0	21	0.0	55.7	Not Met	Met	Academic Emergency	188
South Scioto Academy	Charter	3	10	30.0	70.6	Not Met	Met	Academic Watch	137
Sullivant Avenue Community School	Charter	0	10	0.0	77.5	Not Met	Met	Academic Watch	443
Summit Academy Community School-Columbus	Charter	0	4	0.0	63.2	Not Met	Above	Academic Watch	49
Summit Academy Middle School - Columbus	Charter	0	8	0.0	64.3	Not Met	Met	Academic Emergency	49
Summit Academy Transition High School-Columbus	Charter	0	6	0.0	78.0	Met	--	Continuous Improvement	53
The Academy for Urban Solutions	Charter	0	6	0.0	--	Not Met	--	Academic Emergency	182
The Arch Academy	Charter	0	1	0.0	--	Met	--	Not Rated	34
Virtual Community School Of Ohio	Charter	3	26	11.5	77.6	Not Met	Below	Academic Watch	1300
W. C. Cupe College Preparatory School	Charter	1	3	33.3	76.3	Not Met	Met	Academic	122

School Name	School Type	State Indicators Met	State Indicators Apply	Percent State Indicators Met	Performance Index	Adequate Yearly Progress	Value Added Growth	Preliminary Report Card Rating	Enrollment
								Watch	
Whitehall Preparatory and Fitness Academy	Charter	4	15	26.7	87.7	Met	Met	Continuous Improvement	289
Youthbuild Columbus Community	Charter	1	7	14.3	--	Not Met	--	Academic Emergency	229
Zenith Academy	Charter	7	15	46.7	92.4	Met	Above	Excellent	270
Zenith Academy East	Charter	7	13	53.8	87.9	Met	Met	Continuous Improvement	161

## Section IX: Dayton City – District and Charter Analysis

### Summary

Dayton Public Schools (DPS) and Dayton’s charter schools continued their long run mediocrity in the 2011-12 school year. Anywhere from one-third to over one-half of DPS students failed Ohio’s standardized exam, depending on the grade and subject. In Dayton’s charter schools, the failure rate was slightly less, but still no less troubling. By sixth grade, many Dayton students are well on the pathway toward illiteracy: 39 percent of DPS students and 27 percent of Dayton charter students failed to pass the sixth grade reading exam (below proficient). Math test scores are even worse than reading.

The symptoms of poor academic performance may be most evident in this fact: Dayton’s public school system—charter schools and DPS together—had *zero* school buildings rated excellent (A) or excellent with distinction (A+). Of the eight cities profiled in this report, Dayton is the only city that failed to have a single public school building rated excellent or above. In contrast, over half of Dayton’s students (13,000 kids) attended a school building either in academic watch (D) or academic emergency (F).

These data indicate that Dayton has a long, hard road ahead to create a school system where all students can thrive. There are a few schools that do so, such as Dayton Early College Academy, a charter school, and Dayton Public Schools’ Stivers School for the Arts. Both these schools were rated effective (B) in 2011-12. Yet, these schools are few in Dayton—and even they face challenges in readying their students for the rigors of college and career. It’ll take transformational change and Herculean efforts to ensure that Dayton’s schools—and the students they serve—are able to succeed.

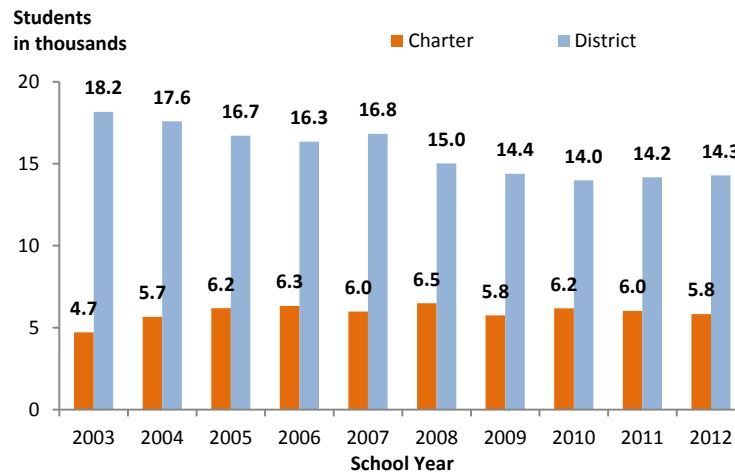
### 1. Key Takeaways

- Approximately 5,800 students, or 29 percent of all Dayton public school students, attended a charter in 2011-12
- Between 30 and 60 percent of Dayton’s students failed the state’s math and reading exams in 2011-12 (tested below proficient).
- One out of 54 school buildings, charter and district combined, met the statewide goal of having a performance index score of 100 or better.
- Zero schools in Dayton, charter and district combined, received an excellent (A) or excellent with distinction (A+) rating.
- A majority of Dayton public school students, over 13,000 students (53 percent), attended a school building rated in academic watch (D) or academic emergency (F).

## 2. Enrollment

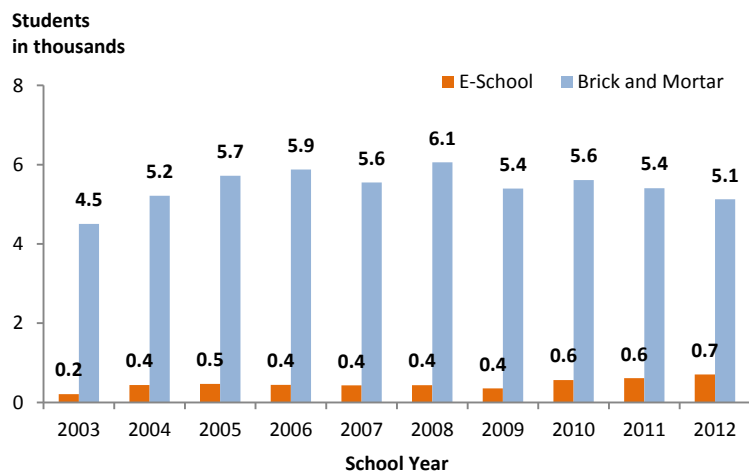
Overall public student enrollment in Dayton—charter and traditional district combined—has declined in the past decade. In 2002-03, 22,900 students in Dayton attended a public school (district and charter); in 2011-12, 20,100 students (district and charter) attended a public school, a decline of 12 percent.

Dayton Public Schools has lost nearly 4,000 students or 20 percent of its student enrollment since 2002-03 (figure 9.1). Meanwhile, Dayton’s charter enrollment has increased over this time period, most rapidly from 2002-03 to 2004-05. Since then Dayton’s charter enrollment growth has flattened with enrollment fluctuating between 5,800 and 6,500 students. In 2011-12, 14,300 students attended Dayton Public Schools and 5,800 students attended a public charter school. See note 1 at the end of this section for more information on enrollment data.



**Figure 9.1.** Dayton K-12 public school enrollment, charter versus district schools, 2002-03 to 2011-12.

The majority of charter students attend a physical, brick and mortar school. In 2011-12, 700 students attended an e-school charter, while 5,100 students attended a physical school (figure 9.2). The number of Dayton e-school students was the highest on record in 2011-12, yet still represents only 12 percent of all charter school students in Dayton.



**Figure 9.2.** Dayton K-12 charter enrollment, e-school versus brick and mortar, 2002-03 to 2011-12.

The top charter schools by enrollment of Dayton students are listed in table 9.1. Emerson Academy led charters with an enrollment of 623 students, and Dayton Leadership Academies – Dayton View (a Fordham-sponsored charter) followed with an enrollment of 440 students. Of the e-schools, Electronic Classroom of Tomorrow enrolled the most Dayton students with 351 students.

**Table 9.1.** Top ten charters by enrollment of Dayton-resident students, 2011-12. (e) denotes e-school.

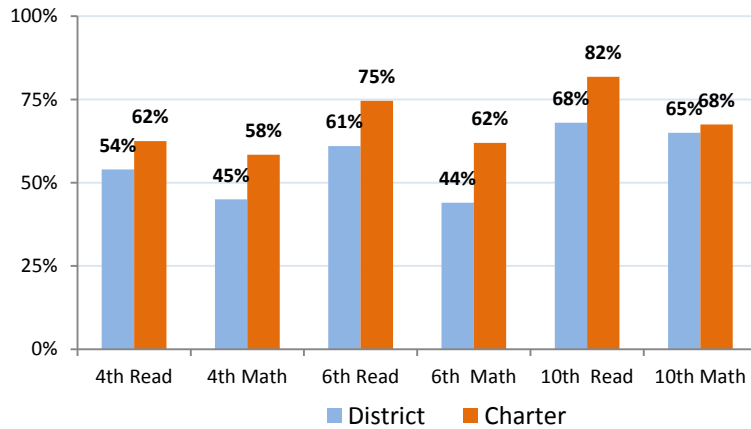
Charter school	Enrollment	Charter school	Enrollment
Emerson Academy	623	Electronic Classroom Of Tomorrow (e)	351
Dayton Leadership Academies-Dayton View	440	Klepinger Community School	349
Dayton Early College Academy, Inc	397	Pathway School of Discovery	283
North Dayton School Of Science & Discovery	370	Horizon Science Academy Dayton H.S.	228
Richard Allen Academy II	366	Life Skills Center of Dayton	214

### 3. Math and Reading Proficiency

In 2011-12, Dayton’s charters, as a group, outperformed Dayton Public Schools (DPS) in Ohio’s fourth, sixth, and tenth grade math and reading exams. The percentage of charter students who scored proficient or above exceeded the percentage of DPS students at proficient or above in all the grades and subjects shown in figure 9.3. A higher percentage of charter students passed the exams than district students, by anywhere between 3 (tenth grade math) and 18 percentage points (sixth grade math). See note 2 at the end of the section for more information on the method of calculating the aggregate charter school proficiency rate.

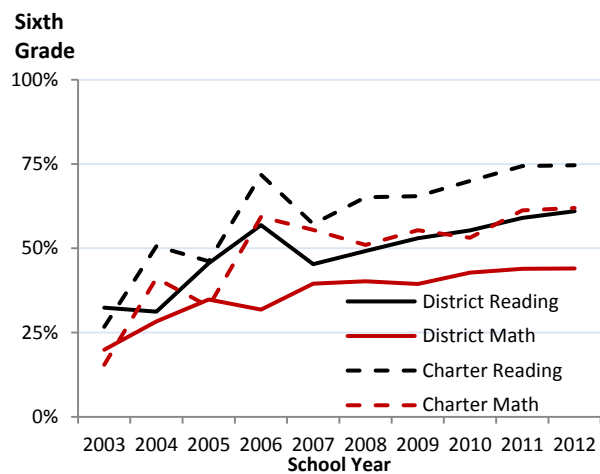
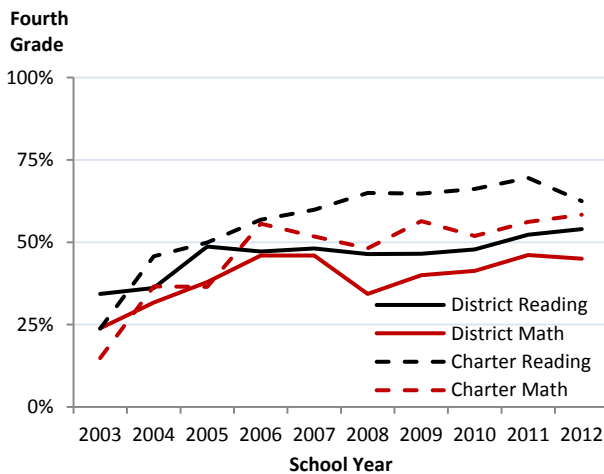
In all grades and subjects, except in charters’ tenth grade reading, both charter schools and DPS failed to reach the statewide goal of 75 percent proficiency. DPS’ fourth and sixth grade math proficiency rates fell further from the statewide goal (45 and 44 percent, respectively).

### Dayton proficiency rate

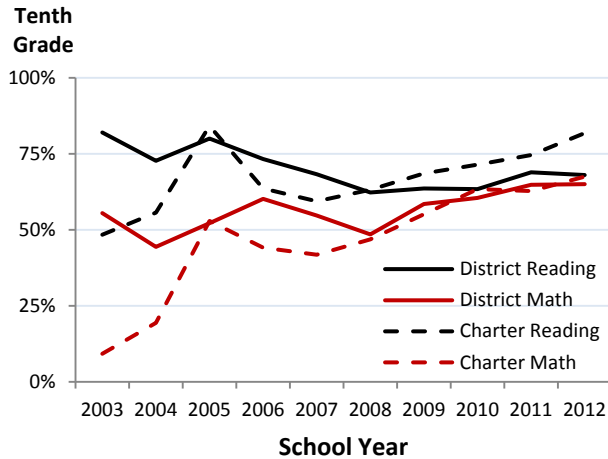


**Figure 9.3.** Percentage of tested student proficient or above in fourth, sixth, and tenth grade math and reading exams, charter versus district, 2011-12. **Note:** Statewide proficiency rate goal is 75 percent.

Figure 9.4 shows the ten-year trend in fourth, sixth, and tenth grade math and reading proficiency rates. As a group, charter schools tend to outperform the DPS proficiency rate—in fourth and sixth grade especially. In fourth grade, Dayton’s charter school proficiency rates have exceeded district rates in reading and math in every year since 2004. Sixth grade charter proficiency rates have surpassed district proficiency rates since 2006. In tenth grade, Dayton’s charter proficiency rate has exceeded the district’s proficiency rate in reading since 2008; however, charter proficiency rates in math have lagged or matched the district’s proficiency rate.







**Figure 9.4.** Percentage of students tested who scored proficient or above in fourth, sixth, and tenth grade reading and math, Dayton district and charter schools, 2002-03 to 2011-12.

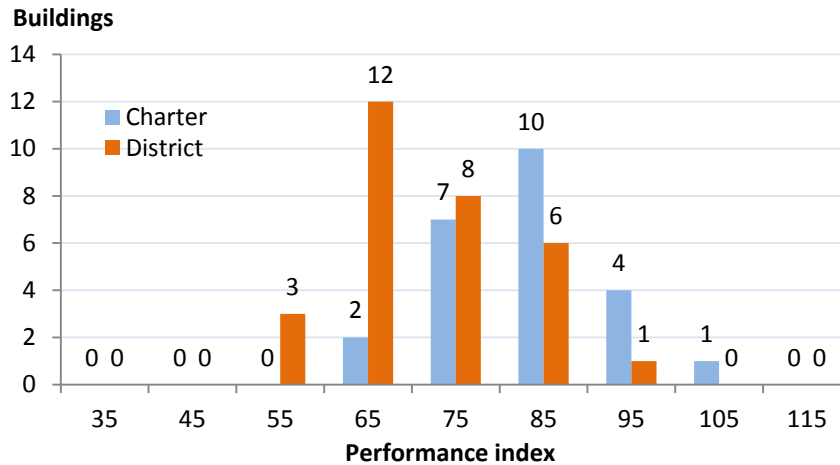
**Note:** Statewide proficiency rate goal is 75 percent for fourth, sixth, and tenth grades.

#### 4. Performance Index

The performance index (PI) is a measure of aggregate student achievement in a school building or school district. It's a weighted average of proficiency rates, with greater weight given to students who perform at higher performance levels.

In the 2011-12 school year, Dayton's charters performed better than DPS along the PI dimension. The majority of charters received a PI score within the range of 70 and 90 (17 out of 24 buildings), while the majority of DPS school buildings received a PI score within the range of 60 and 80 (20 out of 30 buildings). Figure 9.5 below shows the distribution of PI scores for DPS' and Dayton's charter school buildings.

The average (unweighted by student enrollment) PI for charters was 82.5, while the average PI for DPS school buildings was 72.5. Both average PI scores fell well short of the state goal of building-wide PI scores of 100 or more. In fact, only one Dayton school building received a PI score of 100 or greater: The ISUS Institute of Manufacturing, a small charter school (enrollment, 31).



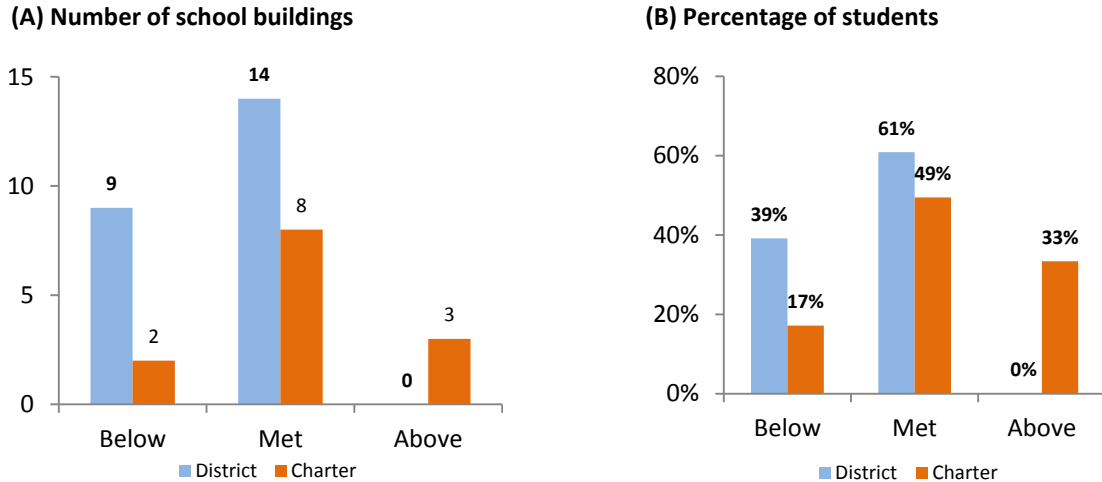
**Figure 9.5.** Distribution of performance index scores, charter versus district, 2011-12. PI scores tabulated by intervals of 10 (e.g., 70-79.9) with the middle of the interval displayed on the horizontal axis (e.g., 75). **Note:** Statewide goal for building’s performance index is 100. Charter data includes charters with more than 30 percent of enrollment coming from DPS.

## 5. Value-Added Growth

Ohio designates schools as “below,” “met,” or “above” to indicate whether a district or building has provided less than (below), equal to (met), or more than (above) a year’s worth of student growth. In contrast to the PI, which is a measure of raw student achievement, value-added is a measure of impact that a school has on student learning. Value-added is calculated through a statistical model based on students’ current and past test scores.

As a district, DPS received a below value-added designation, with none of its 23 eligible school buildings receiving the top rating, above. Figure 9.6(A) shows that 9 of DPS’ buildings received a below rating, 14 of its buildings received a met rating. Of Dayton’s charters, 2 were rated below, 8 were rated met, and 3 were rated above.

Figure 9.6(B) shows the percentage of students who enroll in each type of school building, according to its value-added designation. Of DPS’ students, nearly 40 percent attended a below building and just over 60 percent attended a met building. Of Dayton’s charter students, 17 percent attended a below charter, 49 percent attended a met charter, and 33 percent attended an above charter. Along the value-added dimension, Dayton’s charters outperform the district schools.



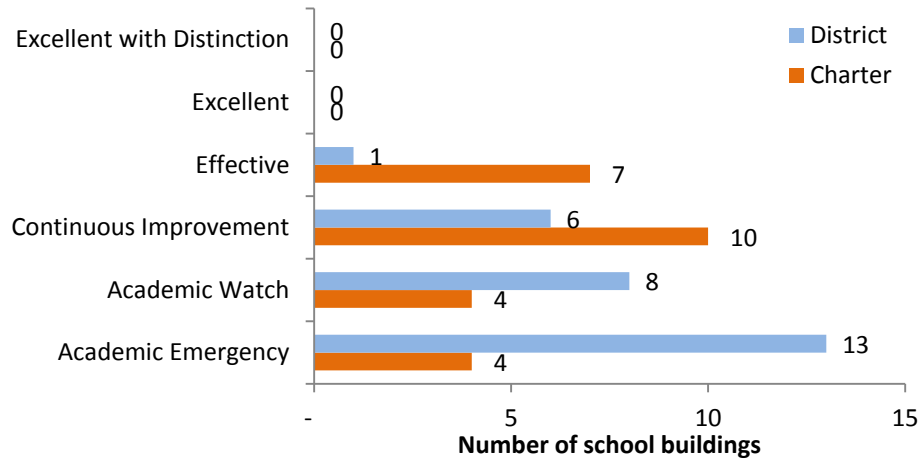
**Figure 9.6.** (A) Number of school buildings by value-added growth designation, district versus charter, 2011-12. (B) Percentage of students enrolled in school building by value-added growth designation, district versus charter, 2011-12. **Note:** Charter data includes charters with more than 30 percent of enrollment coming from DPS. Student enrollment count is not adjusted for the proportion of student enrollment that comes from DPS.

## 6. Ratings

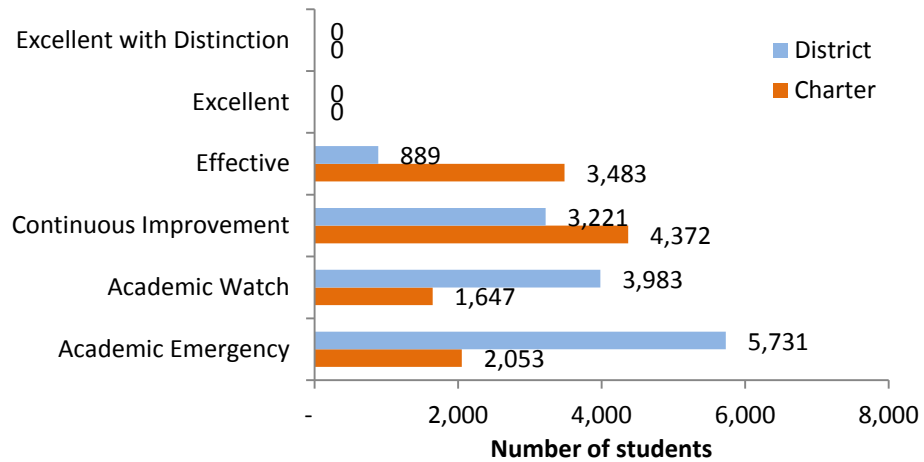
Based on multiple performance indicators, Ohio gives each public school building and district an overall academic rating. There are six rating categories (from lowest to highest): academic emergency, academic watch, continuous improvement, effective, excellent, and excellent with distinction.

In the 2011-12 school year, no school buildings in Dayton—charter and DPS together—received a top-tier rating: either excellent with distinction (A+) or excellent (A). In contrast, most of Dayton’s school buildings received a failing grade for 2011-12. Of DPS’ 29 school buildings, 13 were rated in academic emergency (F) and 8 more were in academic watch (D). Of Dayton’s 23 charter school buildings, 4 were in academic emergency and 4 in academic watch. Figure 9.7 shows the distribution of school buildings by state rating.

Figure 9.8 shows the number of students enrolled by the state rating of the school building they attended. As figure 9.8 indicates, a plurality of Dayton students (7,784 students)—charter and district students combined—attended a school rated academic emergency (F). A majority of Dayton students (13,414 or 53 percent) attended a school rated academic emergency (F) or academic watch (D). Most Dayton public school students, therefore, attend a failing school.



**Figure 9.7.** Distribution of school buildings, Dayton charter and DPS, by state rating category, 2011-12.



**Figure 9.8.** Distribution of Dayton student enrollment, charter and DPS, by state rating category, 2011-12.

**Note:** Charter data includes only charters with more than 30 percent of enrollment coming from DPS.

Student enrollment is not adjusted for the proportion of student enrollment that comes from the DPS.

## 7. Notes

### Note 1: Enrollment data

Enrollment data for Dayton Public Schools can be obtained through the Ohio Department of Education's Power User database<sup>39</sup> or through its October enrollment spreadsheets.<sup>40</sup> Overall enrollment data for charter schools can also be obtained through both of the webpages cited above. However, charter enrollment is not disaggregated by the district of student residence. For charter enrollment, therefore, the District Payment<sup>41</sup> and Community School Payment Reports<sup>42</sup> were used to determine the number of students from DPS' attendance area that attend a Dayton-area charter school or statewide e-school.

Table 9.3 below shows the ten-year enrollment data for Dayton Public Schools and Dayton charter schools, which are also represented in figures 9.1 and 9.2.

**Table 9.3.** Dayton's K-12 public student enrollment by charter and district, 2002-03 to 2011-12.

School Type	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012
Dayton Public Schools	18,163	17,593	16,710	16,348	16,825	15,023	14,393	13,987	14,174	14,295
Dayton Charters										
Brick and Mortar	4,506	5,217	5,720	5,879	5,552	6,057	5,397	5,612	5,406	5,125
E-School	210	439	467	442	430	435	353	566	611	705
Total Charter	4,716	5,657	6,188	6,322	5,982	6,493	5,751	6,177	6,017	5,830
Total Dayton Students	22,879	23,250	22,898	22,670	22,807	21,516	20,144	20,164	20,191	20,125
Charter Share	20.6%	24.3%	27.0%	27.9%	26.2%	30.2%	28.5%	30.6%	29.8%	29.0%

### Note 2: Charter school proficiency calculation

To make a fair comparison between Dayton's traditional district and the charter schools, we include only charter students who would have otherwise attended Dayton Public Schools (DPS).

The Ohio Department of Education (ODE) does not sort charter test results by students' home district. We have to approximate the number of students, whose home district is DPS, tested in each grade, subject, and charter. The approximation should be relatively precise, but it does assume that the overall building proportion of students coming from Dayton is equal and uniform across all grades within the charter school building. The adjustment steps are as follows:

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<sup>39</sup> Ohio Department of Education, "Power User Reports," [http://ilrc.ode.state.oh.us/Power\\_Users.asp](http://ilrc.ode.state.oh.us/Power_Users.asp).

<sup>40</sup> Ohio Department of Education, "Enrollment Data," <http://ode.state.oh.us/GD/Templates/Pages/ODE/OEDetail.aspx?page=3&TopicRelationID=3&ContentID=12261&Content=128420>.

<sup>41</sup> Ohio Department of Education, "District Payment Reports," <http://www.ode.state.oh.us/GD/Templates/Pages/ODE/OEDetail.aspx?page=3&TopicRelationID=990&ContentID=10849&Content=132707>.

<sup>42</sup> Ohio Department of Education, "Community School Payment Reports," <http://www.ode.state.oh.us/GD/Templates/Pages/ODE/OEDetail.aspx?page=3&TopicRelationID=878&ContentID=12925&Content=133802>.

1. Obtain the number of students tested for each grade, subject, and charter.<sup>43</sup>
2. Obtain the proficiency rate for each grade, subject, and charter.<sup>44</sup> Obtain the proportion of students in each charter school (Montgomery County) whose home district is Dayton Public Schools.<sup>45</sup>
3. Multiply the proportion of students whose home district is Dayton Public Schools by the number of students tested in each grade, subject, and charter. This gives an approximate number of tested Dayton students in each grade, subject, and charter.
4. Multiply the adjusted number of tested students by the proficiency rate in each grade, subject, and charter. This gives an approximate number of proficient or above Dayton students in each grade, subject, and charter.
5. Sum the number of adjusted number of tested students in all charters, and sum the number of adjusted proficient or above in all charters.
6. Divide the adjusted number of proficient student by the adjusted number of tested students to determine the aggregate Dayton charter proficiency rate.

The data from Dayton Leadership Academies: Dayton View Campus' 2011-12 fourth grade reading is used to illustrate.

- $N_{Tested_{4read}} = 52$
- $Proficiency\ rate_{4read} = 0.46$
- *Building proportion* of student enrollment from DPS = 0.86
- $N_{Tested, adjusted_{4read}} = 52 * 0.86 = 45$
- $N_{Proficient, adjusted_{4read}} = 45 * 0.46 = 21$

This procedure was repeated for all charter schools located in Montgomery County and for statewide e-schools. The N Tested (adjusted) and N Proficient (adjusted) are summed across all charters. The totals are divided to obtain the aggregate charter proficiency rate for Dayton. The adjusted results are shown in table 9.4.

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<sup>43</sup> ODE's Power Users Reports (2002-03 to 2010-11) and June 2012 preliminary release of the test data for 2011-12. (As of the writing of this report, 2011-12 official number tested data by grade, subject, and school building were not publically available.) Ohio Department of Education, "Test Results," <http://www.ode.state.oh.us/GD/Templates/Pages/ODE/ODEPrimary.aspx?page=2&TopicRelationID=263>.

<sup>44</sup> ODE Power Users Report (2002-03 to 2010-11), and in the official release of Report Card data for 2011-12, which is found at Ohio Department of Education, "Preliminary District and School Report Card Data," <http://education.ohio.gov/GD/Templates/Pages/ODE/ODEDetail.aspx?page=3&TopicRelationID=1&ContentID=131230>.

<sup>45</sup> This can be calculated via ODE's Community School Payment Report. See above, "Note 1: Enrollment data."

**Table 9.4.** Aggregate Dayton charter test data. Approximate total number of charter students from Dayton Public Schools’ attendance area tested, number of students who test proficient or above, proportion of students who test proficient or above.

	Grade and Subject	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012
N Tested <sup>1</sup>	4th Grade Mathematics	450	383	398	425	384	377	378	403	459	413
	4th Grade Reading	435	386	392	417	385	378	378	400	459	414
	6th Grade Mathematics	423	358	385	396	337	333	321	357	368	421
	6th Grade Reading	424	359	386	396	337	336	321	357	370	422
	10th Grade Mathematics	83	116	26	120	234	281	237	266	211	224
	10th Grade Reading	35	103	26	116	242	271	230	261	210	210
N Proficient <sup>2</sup>	4th Grade Mathematics	67	140	145	236	199	182	213	209	258	241
	4th Grade Reading	104	177	196	237	231	245	245	265	319	259
	6th Grade Mathematics	65	147	126	235	187	170	178	190	226	261
	6th Grade Reading	113	182	178	285	193	219	210	250	275	315
	10th Grade Mathematics	8	22	14	53	98	131	130	169	132	151
	10th Grade Reading	17	57	22	74	143	171	158	187	157	172
Proficiency Rate	4th Grade Mathematics	0.15	0.37	0.36	0.56	0.52	0.48	0.56	0.52	0.56	0.58
	4th Grade Reading	0.24	0.46	0.50	0.57	0.60	0.65	0.65	0.66	0.70	0.62
	6th Grade Mathematics	0.15	0.41	0.33	0.59	0.55	0.51	0.55	0.53	0.61	0.62
	6th Grade Reading	0.27	0.51	0.46	0.72	0.57	0.65	0.65	0.70	0.74	0.75
	10th Grade Mathematics	0.09	0.19	0.53	0.44	0.42	0.47	0.55	0.63	0.63	0.68
	10th Grade Reading	0.48	0.56	0.84	0.64	0.59	0.63	0.69	0.71	0.75	0.82

<sup>1</sup> Total number of Dayton-resident charter students tested per grade, which is estimated based on overall proportion of Dayton-resident students attending the school.

<sup>2</sup> Number of proficient Dayton-resident charter students calculated by multiplying the proficiency rate by the number of Dayton-resident students who were tested.

**Note 3: Dayton Public Schools (district and charter), select achievement results, sorted alphabetically, 2011-12**

School Name	School Type	State Indicators Met	State Indicators Apply	Percent State Indicators Met	Performance Index	Adequate Yearly Progress	Value Added Growth	Preliminary Report Card Rating	Enrollment
Belle Haven PreK-8 School	District	1	15	6.7	64.6	Not Met	Below	Academic Emergency	450
Belmont High School	District	0	17	0.0	81.7	Not Met	Met	Continuous Improvement	720
Charity Adams Earley Girls Academy	District	5	12	41.7	87.1	Met	Met	Continuous Improvement	383
Cleveland PreK-8 School	District	0	15	0.0	74.3	Not Met	Met	Academic Watch	459
David H. Ponitz Career Technology Center	District	5	12	41.7	89.0	Not Met	--	Continuous Improvement	671
Dayton Boys Preparatory Academy	District	3	15	20.0	76.7	Not Met	Below	Academic Emergency	381
Dunbar High School	District	1	12	8.3	79.4	Not Met	--	Academic Watch	535
E. J. Brown PreK-8 School	District	0	15	0.0	60.9	Not Met	Below	Academic Emergency	437
Eastmont Park PreK-8 School	District	1	15	6.7	78.9	Not Met	Met	Academic Watch	480
Edison PreK-8 School	District	1	15	6.7	65.9	Not Met	Below	Academic Emergency	469
Fairview PreK-8 School	District	0	15	0.0	63.0	Not Met	Below	Academic Emergency	446
Gardendale Academy	District	0	1	0.0	56.6	Not Met	--	Not Rated	58
Gorman School @ Jackson Center	District	0	1	0.0	66.8	Not Met	--	Not Rated	52
Horace Mann PreK-8 School	District	6	15	40.0	89.4	Not Met	Met	Continuous Improvement	475
Kemp PreK-8 School	District	1	15	6.7	65.9	Not Met	Met	Academic Emergency	432
Kiser PreK-8 School	District	1	15	6.7	69.4	Not Met	Met	Academic Emergency	476
Longfellow Alternative School	District	4	10	40.0	52.9	Not Met	--	Academic Watch	304
Louise Troy PreK-8 School	District	0	15	0.0	61.4	Not Met	Met	Academic Emergency	339
Meadowdale High School	District	0	12	0.0	72.4	Not Met	--	Academic Watch	567
Meadowdale PreK-8 School	District	1	15	6.7	65.4	Not Met	Below	Academic	517



School Name	School Type	State Indicators Met	State Indicators Apply	Percent State Indicators Met	Performance Index	Adequate Yearly Progress	Value Added Growth	Preliminary Report Card Rating	Enrollment
								Emergency	
River's Edge Montessori PreK-8 School	District	1	15	6.7	68.7	Not Met	Below	Academic Emergency	545
Rosa Parks PreK-8 School	District	0	15	0.0	62.7	Not Met	Met	Academic Emergency	404
Ruskin PreK-8 School	District	1	15	6.7	76.1	Not Met	Met	Academic Watch	500
Stivers School For The Arts	District	14	17	82.4	98.1	Not Met	Met	Effective	889
Thurgood Marshall High School	District	0	12	0.0	78.8	Not Met	--	Academic Watch	648
Valerie PreK-8 School	District	7	15	46.7	86.9	Met	Below	Continuous Improvement	478
Westwood PreK-8 School	District	0	15	0.0	58.1	Not Met	Met	Academic Emergency	367
Wogaman PreK-8 School	District	0	15	0.0	64.6	Not Met	Below	Academic Emergency	468
World of Wonder PreK-8 School	District	3	15	20.0	76.2	Not Met	Met	Academic Watch	490
Wright Brothers PreK-8 School	District	2	15	13.3	81.6	Not Met	Met	Continuous Improvement	494
City Day Community School	Charter	2	15	13.3	70.4	Not Met	Below	Academic Watch	160
Dayton Early College Academy, Inc	Charter	14	17	82.4	99.1	Not Met	Below	Effective	411
Dayton Leadership Academies-Dayton Liberty Campus	Charter	3	15	20.0	72.5	Not Met	Met	Academic Watch	330
Dayton Leadership Academies-Dayton View Campus	Charter	1	15	6.7	75.4	Not Met	Below	Academic Emergency	483
Dayton Technology Design High School	Charter	3	12	25.0	78.6	Not Met	--	Continuous Improvement	138
Emerson Academy	Charter	3	15	20.0	89.2	Not Met	Above	Effective	733
General Chappie James Leadership Academy	Charter	0	2	0.0	--	Not Met	--	Not Rated	104
Horizon Science Academy Dayton Downtown	Charter	4	12	33.3	80.9	Met	Met	Continuous Improvement	171
Horizon Science Academy Dayton High School	Charter	4	17	23.5	84.0	Not Met	Met	Continuous Improvement	196
Horizon Science Academy-Dayton	Charter	3	10	30.0	83.1	Not Met	Met	Continuous Improvement	151
Klepinger Community School	Charter	1	15	6.7	61.5	Not Met	Met	Academic	434

School Name	School Type	State Indicators Met	State Indicators Apply	Percent State Indicators Met	Performance Index	Adequate Yearly Progress	Value Added Growth	Preliminary Report Card Rating	Enrollment
								Emergency	
Life Skills Center of Dayton	Charter	0	12	0.0	71.8	Not Met	--	Continuous Improvement	315
Miami Valley Academies	Charter	7	19	36.8	84.4	Met	Met	Continuous Improvement	164
Miamisburg Secondary Academy	Charter	0	7	0.0	72.5	Not Met	--	Academic Watch	95
Mound Street Health Careers Acadmy	Charter	1	7	14.3	81.3	Not Met	--	Continuous Improvement	133
Mound Street IT Careers Academy	Charter	4	7	57.1	98.5	Not Met	--	Effective	86
Mound Street Military Careers Academy	Charter	5	7	71.4	99.3	Not Met	--	Effective	65
North Dayton School Of Science & Discovery	Charter	1	15	6.7	75.6	Not Met	Met	Academic Watch	523
Pathway School of Discovery	Charter	11	15	73.3	95.2	Not Met	Met	Effective	785
Richard Allen Academy	Charter	3	6	50.0	85.9	Met	Met	Continuous Improvement	117
Richard Allen Academy II	Charter	6	10	60.0	86.3	Met	Above	Effective	484
Richard Allen Preparatory	Charter	1	1	100.0	--	Met	--	Not Rated	224
Summit Academy Community School - Dayton	Charter	0	15	0.0	65.2	Not Met	Met	Academic Emergency	104
Summit Academy Transition High School Dayton	Charter	2	12	16.7	82.9	Met	--	Continuous Improvement	71
Tech Con Institute	Charter	0	7	0.0	--	Not Met	--	Academic Emergency	53
The ISUS Institute of Construction Technology	Charter	0	2	0.0	--	Not Met	--	Not Rated	42
The ISUS Institute of Health Care	Charter	0	7	0.0	--	Met	--	Continuous Improvement	67
The ISUS Institute of Manufacturing	Charter	0	2	0.0	103.3	Met	--	Not Rated	31
Trotwood Fitness & Prep Acad	Charter	5	15	33.3	83.1	Not Met	Above	Effective	332