OHIO CHARTER SCHOOL PERFORMANCE REPORT FOR 2010–11

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EXECUTIVE SUMMARY

With the release of Ohio's state test score data each August, state educators, policymakers, and parents want to know how well the state's large sector of charter schools performed relative to traditional district schools. To help find an answer, the Thomas B. Fordham Institute commissioned Public Impact to conduct a brief analysis of public data from the Ohio Department of Education's website. The analysts compared the performance of charter schools with non-charter public schools in the state's eight major urban districts—the Ohio 8 (Akron, Canton, Cincinnati, Cleveland, Columbus, Dayton, Toledo, and Youngstown), where most charter schools reside. In addition, they compared the performance of several subsets of charter schools, including high-poverty schools and e-schools, among others.

Among the key findings:

- The percentage of urban charter schools that demonstrated both above-expected growth and high performance increased slightly over 2009–10 (from 2.0 to 2.6 percent), even as the standard for making high growth became more rigorous. In contrast, the percentage of high-growth, high-performing district schools decreased by more than half (from 2.0 to 0.8 percent).[1]

- When looking at brick-and-mortar charter and district schools across the Ohio 8, a higher percentage of charters made expected or above-expected growth, but the average of their Performance Index scores was lower than their district counterparts. The Performance Index score is a weighted average of a school's student achievement in all tested subjects in grades three through eight, with the most weight given to students who exceed state standards.

- New criteria that make it more difficult for schools to make either above- or below-expected growth led to an increase in the percentage of Ohio 8 schools—both charter and traditional public schools—making expected growth.

- The highest-performing urban schools from two years ago, including both charters and traditional district schools, largely maintained Performance Index scores above 100 in 2010–11, while most of the lowest-performing schools continued to earn Performance Index scores below 80. Many of these schools, however, including both the highest- and lowest-performers from 2008—09, made expected growth in 2010–11. As noted above, new standards in the state's value-added model that make it more difficult for schools to make above- or below-expected growth are the likely cause of the shift, rather than changes in performance.

[1] Throughout the report, we refer to "high growth" as above-expected growth in Ohio's value-added model. "High performance" refers to a Performance Index score of 100 or above.

- High-poverty schools in the Ohio 8 had disappointing results for both charter and traditional district schools. Most failed to earn a Performance Index score above 80, falling into our lowest grouping, and only one high-poverty school—Dayton Early College Academy, a charter school—made it into the high-performing, high-growth category.

- For the second year in a row, urban charter schools had a slightly higher percentage of students scoring proficient on state tests in reading and math than their Ohio 8 counterparts. But again, too few students, charter or district, were proficient in either subject. In reading, 64 percent of charter students were proficient compared with 62 percent of district students. In math, only 55 percent of charter students were proficient, compared with 53 percent of district students. The state goal is 75 percent proficiency in each subject.

- About the same proportion of charters and traditional district schools in the Ohio 8 received the state's highest ratings (effective, excellent, and excellent with distinction). A higher percentage of charters, however, received the state's lowest rating (academic emergency): 26 percent of charter schools, compared with 18 percent of traditional district schools.

- In Ohio's two largest urban districts, Cleveland and Columbus, charters outperformed or matched the performance of their district counterparts in every subject. In Dayton, charters outperformed their district counterparts in every subject but writing. In the remaining cities, district schools consistently outperformed charters.

- Urban charter schools showed slightly stronger value-added growth than their district counterparts, with 88 percent of charters making expected or above-expected growth in reading, compared with 85 percent of district schools. Similarly, 78 percent of charters made expected or above-expected growth in math, compared with 77 percent of district schools.

- Authorizer type (university, nonprofits, and educational service centers), charter structure (start-up or conversion), and building type (brick-and-mortar or e-school) did not correlate strongly with student outcomes in 2010–11.

The comparisons made here are purely descriptive. To release this information so shortly after the publication of the 2010-11 results, researchers did not take steps to adjust results based on factors such as student composition. For a full description of the report's methods, see Appendix C.

INTRODUCTION

This report compares the 2010–11 performance of Ohio's charter schools with that of comparable district schools around the state in five sections:

- Overall achievement and growth
- Performance trends over time
- Ratings on state accountability systems
- Performance and growth by subject and district
- Performance and growth among subsets of charter schools

The first four sections focus on "brick-and-mortar" charter schools located in Ohio's eight major urban districts (the Ohio 8): Akron, Canton, Cincinnati, Cleveland, Columbus, Dayton, Toledo, and Youngstown. By law, these schools draw their students almost entirely from the large, urban school districts in which they are physically located. To provide a fair comparison, this report compares their performance with the traditional public schools in their district.

The last section of this report compares different types of charter schools statewide to one another, including authorizer type (nonprofit, district, university, or educational service center), original school structure (start-up or conversion), and delivery model (brick-and-mortar or e-school). We also include some comparisons of e-schools with district schools in districts in which students in e-schools resided in Appendix B.

The comparisons made throughout the report are purely descriptive. To release this information so shortly after the publication of the 2010-11 results, researchers did not take steps to adjust results based on factors such as student composition. For a full description of the report's methods, see Appendix C. In lieu of individual explanatory notes on each chart, all chart explanations are in this Appendix.

OVERALL ACHIEVEMENT AND GROWTH

PERFORMANCE INDEX SCORE

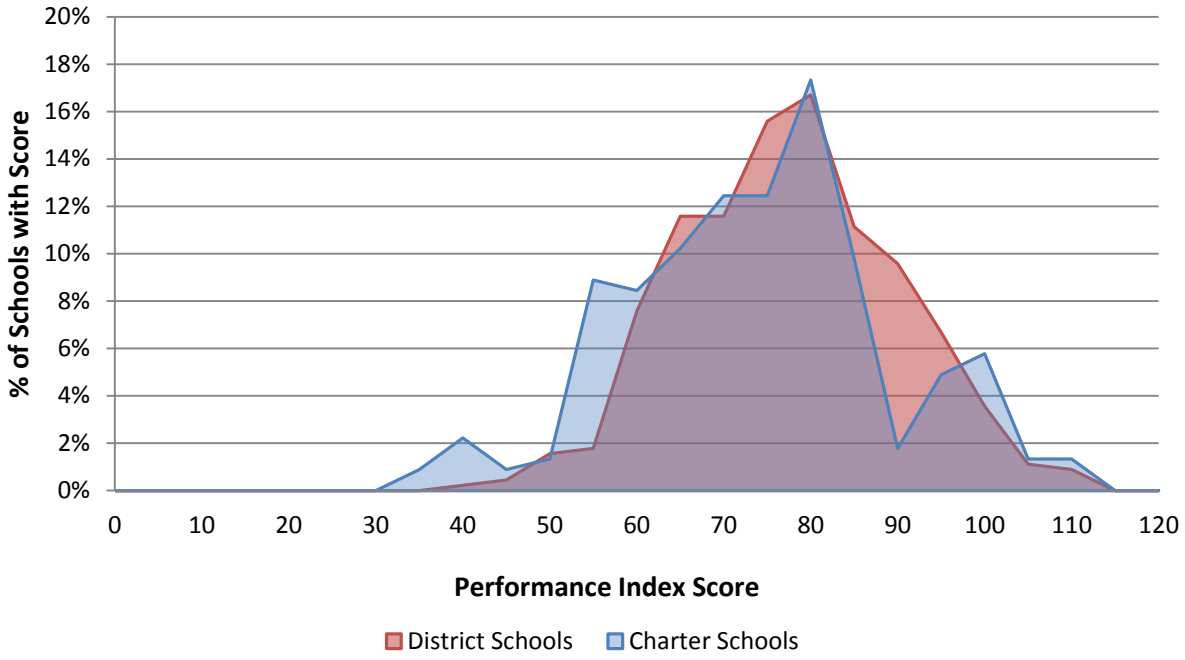
Ohio summarizes school achievement using a "Performance Index" score. This score is a weighted average of a school's student achievement in all tested subjects in grades three through eight, with the most weight given to students who exceed state standards. Performance Index scores can range from 0 to 120. The state has set a goal of 100 for all schools.

Chart 1 compares the distribution of Performance Index scores of brick-and-mortar charters in the Ohio 8 districts to the distribution for traditional schools in those districts. The higher the point on the graph, the higher percentage of schools with that Performance Index score.

As Chart 1 shows, charter schools were overrepresented at both the upper and lower ends of the performance scale. A greater percentage of charter schools than traditional district schools had

Performance Index scores of 100 or better; 8.4 percent of charters were in this high-flying category, compared with 5.6 percent of district schools. The same was true for schools with Performance Index scores of 60 or below. While only 4 percent of district schools fell into this category, 14.2 percent of charters did. Overall, district schools fared a bit better, with an average performance index score of 79.8 compared with an average charter school performance index score of 76.4.[2] See Appendix A for results by city.

CHART 1: DISTRIBUTION OF PERFORMANCE INDEX SCORES, OHIO 8 CHARTER SCHOOLS VS. OHIO 8 DISTRICT SCHOOLS, 2010–11[3]



VALUE-ADDED GROWTH CATEGORIES

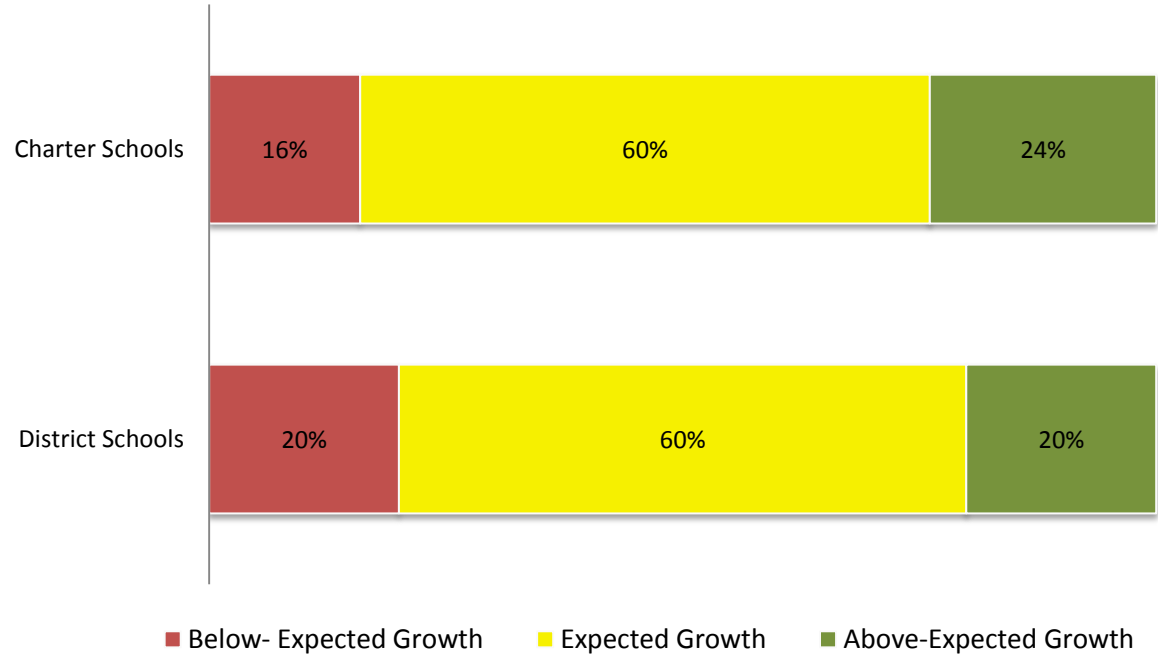
For the fourth year in a row, Ohio also rated each school's "value added": a measure of the growth students made in both reading and math over the course of one year, compared with how much progress the state expected of them. Using this information, Ohio determined if each school made above-expected growth, expected growth or below-expected growth. Value-added scores were available for only some elementary and middle school grades in Ohio.

[2] Averages not weighted for student enrollment.

[3] Schools were sorted into five-point Performance Index score ranges (40.0 to 44.9, 45.0 to 49.9, etc.). Each data point on the chart above indicates the percentage of charter or district schools that fell into that five-point Performance Index range. For example, the highest point of the blue charter curve indicates that 17.3 percent of all charters earned a Performance Index score between 80.0 and 84.9.

Chart 2 shows the percentage of Ohio 8 charter and district schools that fell into these categories in 2010–11. While 60 percent of both charter and traditional district schools made expected growth, charter schools slightly outperformed their district counterparts on growth measures. A smaller percentage of charters, 16 percent, failed to meet growth targets, compared with 20 percent of district schools. And nearly a quarter (24 percent) of charters exceeded academic growth expectations, compared with only one in five district schools. See Appendix A for results by city.

CHART 2: DISTRIBUTION OF OHIO 8 CHARTER SCHOOLS VS. OHIO 8 DISTRICT SCHOOLS BY VALUE-ADDED GROWTH CATEGORY, 2010–11



COMBINED ACHIEVEMENT AND GROWTH

As described above, Ohio's reporting system makes it possible to examine most elementary and middle schools' performance on two dimensions: achievement and growth. Ideally, schools will have high proportions of their students achieving at grade level *and* making measurable progress in test scores over the course of the school year.

Chart 3 compares the performance of charter schools and district schools in the Ohio 8 on both performance and growth dimensions. Each square represents an elementary or middle school (Ohio high schools do not receive a value-added score). The upper-right section of the matrix is the ideal: high achievement *and* high growth. The vertical placement of each square represents a school's achievement; the higher a square, the higher the achievement. The horizontal location of each square represents a school's value-added category only (that is, a square on the left side of a box does not

necessarily have a lower value-added score than one on the right; they are both in the same value-added category).

The bottom performance tier includes schools that had a Performance Index score below 80, which made schools eligible to receive a rating of academic watch or academic emergency in the state's rating system. The upper tier includes schools that had a Performance Index score of 100 or more, the state's goal for all schools. The middle tier includes schools that had a Performance Index score between 80 and 99.9. Blue squares represent Ohio's urban charter schools and red squares represent Ohio 8 district schools.

Chart 3 shows that few schools—charter or district—fell into the ideal upper-right section of achieving both high performance and high growth, but a greater percentage of charter schools earned this designation compared with traditional district schools (see the list of these schools in Table 1, below).

Overall, it is unclear who had the performance advantage. Charters had an edge in growth measures, but district schools tended to have a higher Performance Index score. A greater percentage of charter schools (5.8 percent) than district schools (3.6 percent) met or exceeded growth goals *and* met the state's Performance Index goal of 100. But the percentage of charter and district schools that met or exceeded expected growth targets and received a Performance Index score of 80 or better were virtually the same (39.6 percent of charters and 38.6 percent of traditional district schools).

Among the lowest-performing schools—those with a Performance Index score below 80—a greater number of charters met or exceeded growth targets than did district schools (44.2 percent vs. 41.6 percent, respectively). A greater percentage of low-performing district schools (12.1 percent to 9.0 percent of low-performing charters) achieved better-than-expected gains. See Appendix A for results by city.

CHART 3: OHIO 8 CHARTER SCHOOLS VS. OHIO 8 DISTRICT SCHOOLS, PERFORMANCE INDEX GROWTH IN READING AND MATH, 2010–11

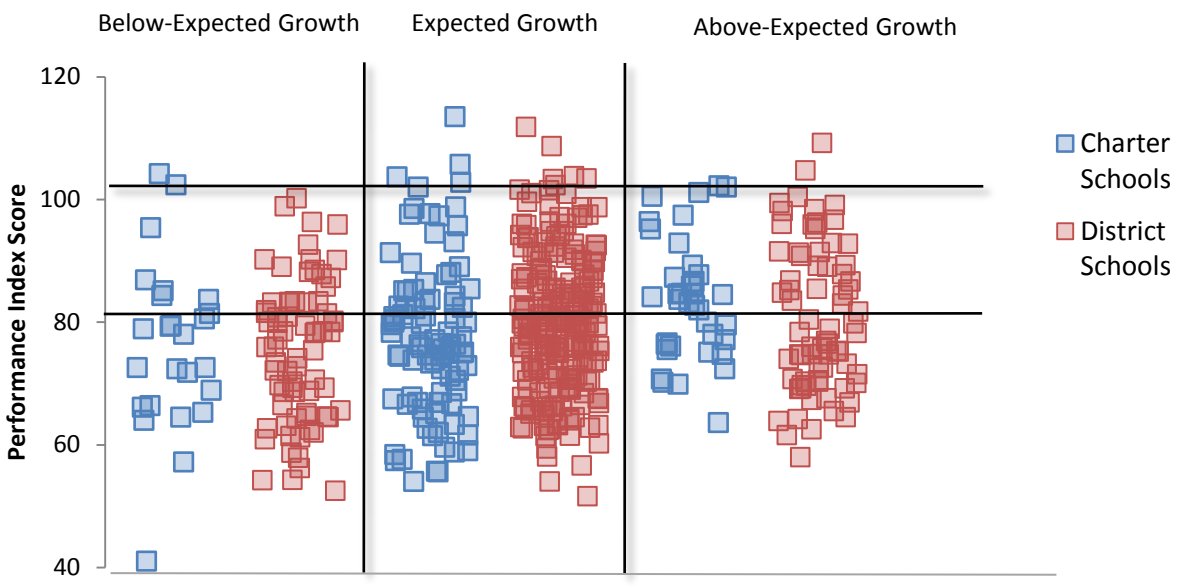


Table 1 shows the names and locations of the highest-performing charter and traditional district schools in the Ohio 8. In 2010–11, these schools had both high growth *and* high achievement. Four charter schools (2.6 percent of all charters) earned this designation, while only three district schools (0.8 percent) did.

TABLE 1: HIGH-PERFORMING SCHOOLS IN OHIO 8 URBAN DISTRICTS, 2010–11

Schools with High Growth and Achievement	
Columbus	
Clinton Elementary School	Columbus Preparatory Academy
Colerain Elementary School	
Cleveland	
Whitney Young School	Constellation Schools: Old Brooklyn-Community Middle
The Intergenerational School	
Dayton	
Dayton Early College Academy	

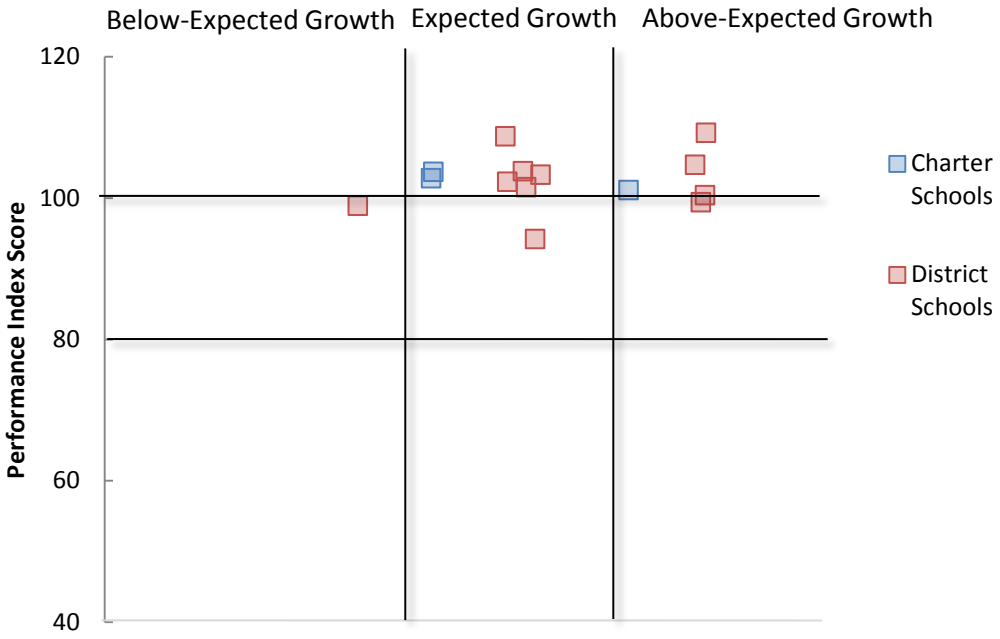
Key:
Charter Schools
District Schools

CHANGE IN PERFORMANCE AMONG PREVIOUSLY HIGH PERFORMERS

One important question to ask is: What happens to very high-performing schools over time? In 2008–09, we have performance and value added data for 124 brick-and-mortar charters in Ohio's eight major urban districts. Three of those charter schools were in the highest-performing group. Performance and growth data are available for 381 Ohio 8 district schools for 2008–09, 11 of which were also in the highest-performing group.

Chart 4 shows that many of those highest performers from 2008–09 demonstrated only expected growth in 2010–11, rather than above-expected growth. The decrease in schools making above-expected growth, however, may reflect changes to the state's value-added system, rather than a drop in school performance. In 2010–11, Ohio adjusted its value-added system so that it is more difficult for schools to make above- or below-expected growth, so we would expect more schools to fall in the middle column.[4] As a result, changes in schools' Performance Index scores may be more telling. The chart shows that the majority of high performers from 2008–09 maintained a Performance Index score above 100, suggesting that they are performing about as well today as they did two years ago.

CHART 4: 2010–11 PERFORMANCE INDEX AND GROWTH IN READING AND MATH FOR 2008–09'S HIGH-PERFORMING, HIGH-GROWTH SCHOOLS, OHIO 8 CHARTER SCHOOLS VS. OHIO 8 DISTRICT SCHOOLS



CHANGE IN PERFORMANCE AMONG PREVIOUSLY LOW PERFORMERS

Also of interest is how previously low-performing schools have fared over time. Chart 5 shows the 2010–11 distribution of Ohio 8 charters and district schools that were considered the lowest performers in 2008–09.

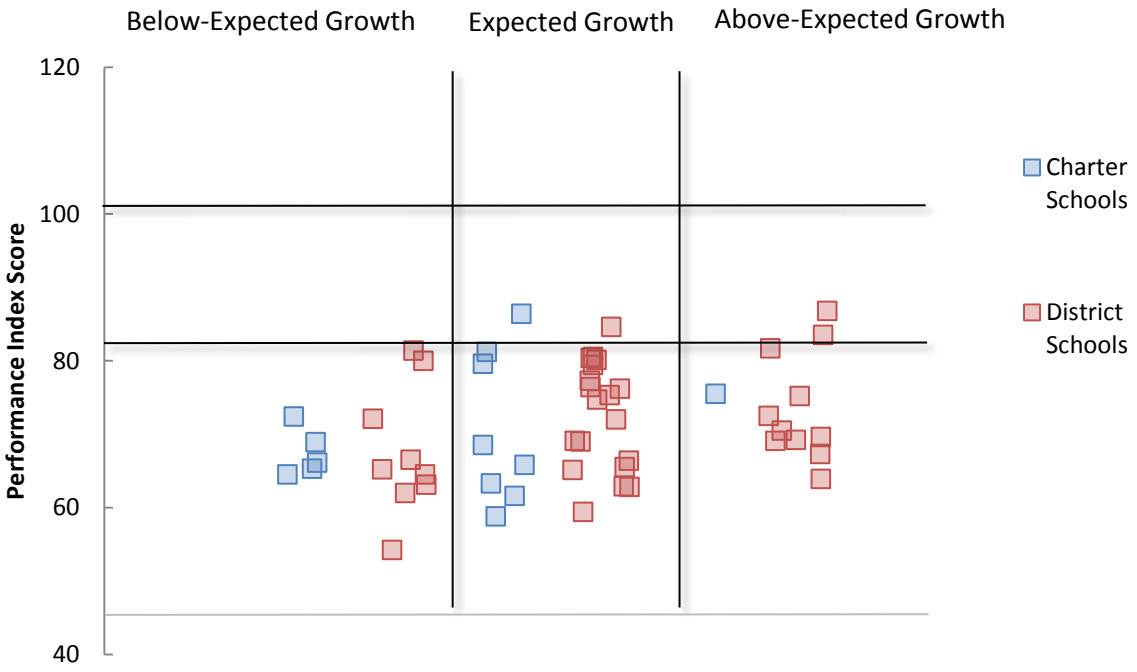
The chart shows that, again, the majority of schools made expected growth in 2010–11. As before, the increase in schools making expected growth may reflect changes to the state's value-added system, rather than an increase in school performance, because the new formula makes it more difficult for schools to make above- or below-expected growth. When we look at schools' Performance Index scores,

[4] The state now requires two standard errors of measurement, instead of one, to place schools in either the "below-expected" or "above-expected" growth designations. Therefore, designations of below- or above-expected growth should be more limited than in years past, with most schools falling in the middle category of expected growth.

we find that the majority of low performers from 2008–09 maintained a Performance Index score below 80 in 2010–11, suggesting that they performed about as poorly in 2010-11 as they did two years ago.

A handful of schools stood out from the pack, however. One charter school and 11 district schools that had been low performers in 2008–09 made above-expected growth in 2010–11.

CHART 5: 2010–11 PERFORMANCE INDEX AND GROWTH IN READING AND MATH FOR 2008–09'S LOW-PERFORMING, LOW-GROWTH SCHOOLS, OHIO 8 CHARTER SCHOOLS VS. OHIO 8 DISTRICT SCHOOLS



CHANGES IN PERFORMANCE AND GROWTH ACROSS ALL OHIO 8 SCHOOLS, 2008–09 TO 2010–11

The charts above show a limited amount of change in performance between 2008–09 and 2010–11 among the highest- and lowest-performing urban charters and Ohio 8 district schools. But how about all of the schools whose performance was somewhere in the middle in 2008–09?

The following charts show the percentage of schools in each of the nine categories for 2008–09 and 2010–11, and the change between the two years. If the percentage of all schools in any category changed by more than five percentage points, it is color-coded. Red reflects a decrease of more than five percentage points, while green represents an increase of more than five percentage points.

Chart 6 shows that the distribution of urban charter schools changed little between 2008–09 and 2010–11. There was one exception, however: A much higher percentage of schools with the lowest performance index scores made expected growth. This finding is consistent with the changes to the

state's value-added model, which make it more difficult for schools to make above- or below-expected growth.

Chart 7 shows a similar trend for traditional district schools. Fewer traditional district schools made above-expected growth, with a higher percentage making expected growth instead.

CHART 6: PERCENTAGE OF SCHOOLS IN EACH PERFORMANCE AND GROWTH CATEGORY, CHANGE FROM 2008–09 TO 2010–11, OHIO 8 CHARTER SCHOOLS

		Below-Expected Growth	Expected Growth	Above-Expected Growth
Performance Index Score	100-120	2008-09: 0.8% 2010-11: 1.3% Change: 0.5 points	2008-09: 1.6% 2010-11: 3.2% Change: 1.6 points	2008-09: 2.4% 2010-11: 2.6% Change: 0.2 points
	80-99	2008-09: 3.2% 2010-11: 4.5% Change: 1.3 points	2008-09: 5.6% 2010-11: 21.4% Change: **15.8 points**	2008-09: 14.5% 2010-11: 12.3% Change: -2.2 points
	<80	2008-09: 16.1% 2010-11: 10.4% Change: **-5.7 points**	2008-09: 25.8% 2010-11: 35.1% Change: **9.3 points**	2008-09: 29.8% 2010-11: 9.1% Change: **-20.7 points**

CHART 7: PERCENTAGE OF SCHOOLS IN EACH PERFORMANCE AND GROWTH CATEGORY, CHANGE FROM 2008–09 TO 2010–11, OHIO 8 CHARTER SCHOOLS

		Below-Expected Growth	Expected Growth	Above-Expected Growth
Performance Index Score	100-120	2008-09: 0.3% 2010-11: 0.3% Change: 0 points	2008-09: 0.5% 2010-11: 2.8% Change: 2.3 points	2008-09: 2.9% 2010-11: 0.8% Change: -2.1 points
	80-99	2008-09: 3.7% 2010-11: 7.4% Change: 3.7 points	2008-09: 8.1% 2010-11: 26.7% Change: **18.6 points**	2008-09: 24.4% 2010-11: 8.3% Change: **-16.1 points**
	<80	2008-09: 11.8% 2010-11: 12.1% Change: 0.3 points	2008-09: 21.3% 2010-11: 30.9% Change: **9.6 points**	2008-09: 27.0% 2010-11: 10.7% Change: **-16.3 points**

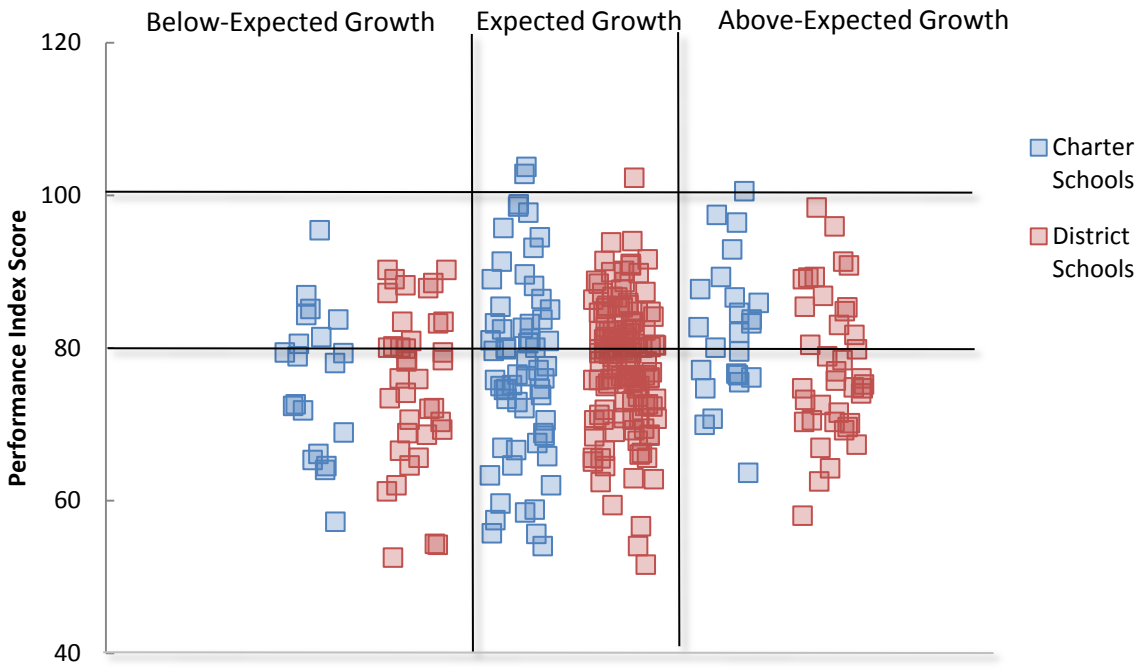
HIGH-POVERTY SCHOOLS

High-poverty schools face unique challenges because they often have difficulty staffing classrooms with top-notch teachers, and students often enter the schools behind grade level. In this section, we focus on high-poverty schools in Ohio's eight major urban districts to see if charter or district schools are demonstrating markedly better success with this student population.

For the purposes of our analysis, we define "high-poverty" schools as schools serving a student population where at least 75 percent of students qualify as economically disadvantaged. In 2010–11, 236 brick-and-mortar charters operated in Ohio's eight major urban districts. Of those schools, 157 charter schools met our definition for high-poverty (67%). Of the 455 traditional district schools operating in the Ohio 8, 246 (54%) met the definition.

Among high-poverty charter schools and high-poverty district schools in the Ohio 8, only one school—a charter school called Dayton Early College Academy—demonstrated both high performance and high growth. Of the four high-poverty schools earning a Performance Index score of 100 or better, three were charter schools. However, more than half of the high-poverty schools (55 percent of charters and 59 percent of district schools) failed to earn a Performance Index score above 80. The largest percentage of schools fell in the lower, middle square of Chart 8: schools that made expected growth, but earned a Performance Index score below 80.

CHART 8: 2010–11 PERFORMANCE INDEX AND GROWTH IN READING AND MATH, HIGH-POVERTY OHIO 8 CHARTER SCHOOLS VS. HIGH-POVERTY OHIO 8 DISTRICT SCHOOLS



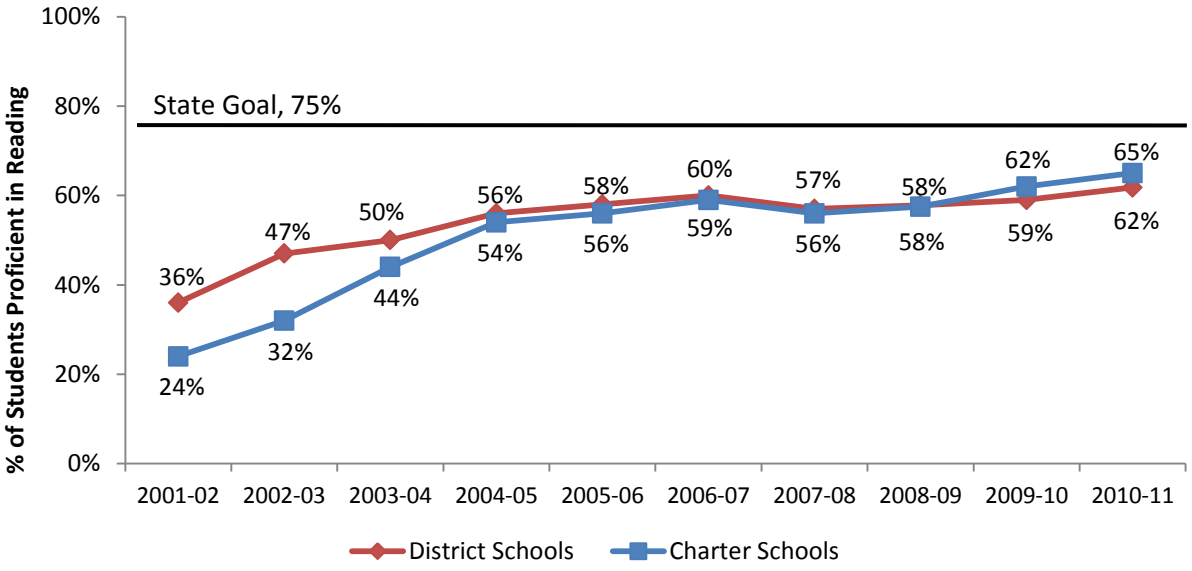
PERFORMANCE TRENDS OVER TIME

To understand the trajectory of student achievement in Ohio's charter schools, it is important to look at long-term trends. Are charter schools in Ohio getting better or worse over time?

Charts 9 and 10 show the percentage of students proficient in reading and math in urban charter schools over time.[5] When student achievement data were first made available by the Ohio Department of Education in 2001–02, urban charter school performance lagged significantly behind that of surrounding district schools. Between 2001–02 and 2005–06, charter school performance in both reading and math rose to the point where it was similar to that of the urban systems in which the charter schools reside.

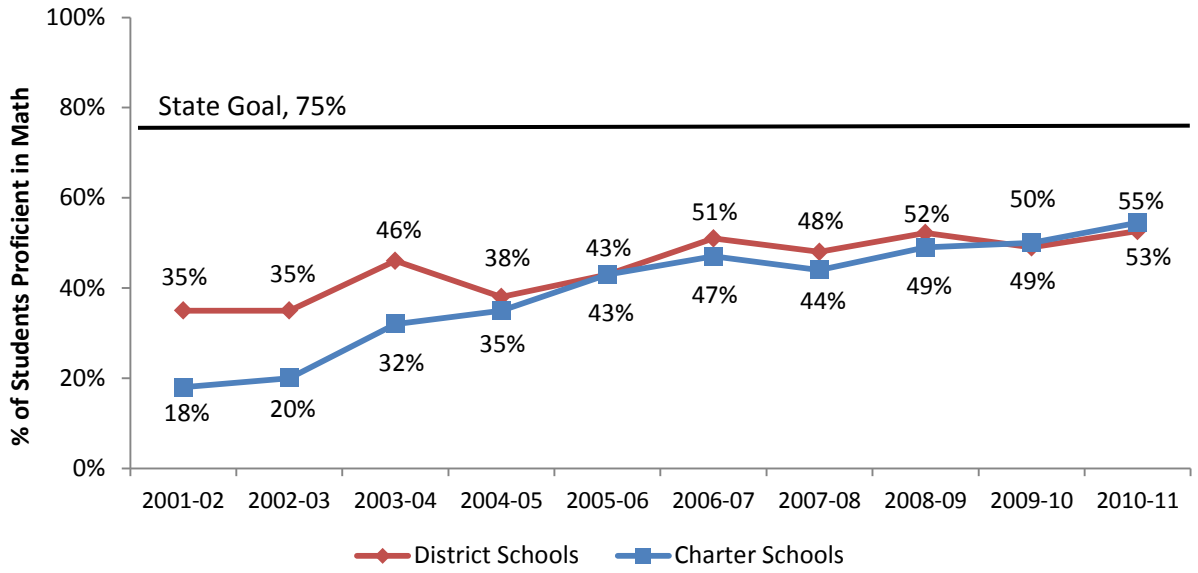
Although performance remains similar, student performance in charter schools has slightly edged out student performance in surrounding district schools in the Ohio 8 over the past two years. On average, 65 percent of students attending a charter school were proficient in reading in 2011, compared with 62 percent in traditional district schools. Math results were similar; 55 percent of charter students were proficient in 2011 compared with 53 percent of students in traditional district schools.

CHART 9: OHIO 8 CHARTER SCHOOL VS. OHIO 8 DISTRICT SCHOOL PERFORMANCE OVER TIME IN READING



[5] Charts 1 and 2 use weighted averages to compare the performance of urban charter schools to the performance of their surrounding district schools. For example, if in 2010–11, 30 percent of charter students were in third grade, then third-graders in district schools would be counted as 30 percent of the district average. Similarly, if 30 percent of charter students were in Akron, then district students in Akron would be counted as 30 percent of the district average as well.

CHART 10: OHIO DISTRICT 8 CHARTER SCHOOL VS. OHIO 8 DISTRICT SCHOOL PERFORMANCE OVER TIME IN MATH



RATINGS ON STATE ACCOUNTABILITY SYSTEMS

Another way to compare performance is to examine how schools fared in state accountability systems. Ohio's accountability system places schools into one of six categories based on four performance measures: 1) whether students are meeting state proficiency benchmarks (state indicators); 2) a school's performance index score; 3) whether the school made Adequate Yearly Progress; and 4) growth (value-added). From best to worst, those performance categories are: excellent with distinction, excellent, effective, continuous improvement, academic watch, and academic emergency.

Charts 11 and 12 show the percentages of Ohio 8 charter and traditional schools in those districts in each performance category in 2010–11.[6] A higher percentage of charter schools were designated as "academic emergency," (26 percent v. 18 percent), although more district schools were categorized as "academic watch" (23 percent v. 17 percent). Charter and district schools had the same percentage of "excellent" schools and schools in "continuous improvement," but a slightly higher percentage of charters were deemed "excellent with distinction," (1 percent v. 2 percent), while a higher proportion traditional district schools were named "effective" (15 percent v. 11 percent).

[6] Some schools were not rated, and are therefore not included in charts 11 and 12.

CHART 11: PERCENTAGES OF OHIO 8 CHARTER SCHOOLS BY PERFORMANCE DESIGNATION, 2010–11

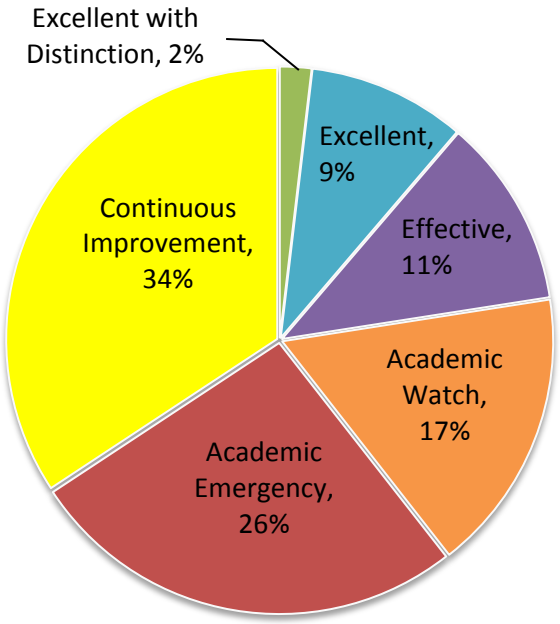
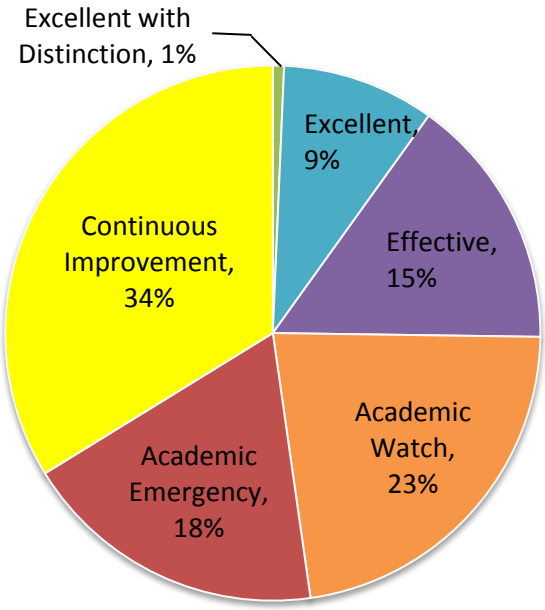


CHART 12: PERCENTAGES OF OHIO 8 DISTRICT SCHOOLS BY PERFORMANCE DESIGNATION, 2010–11



PERFORMANCE AND GROWTH BY SUBJECT AND DISTRICT

PERFORMANCE

Charts 13 through 16 compare the average performance of urban charter schools with the average performance of their counterparts in traditional district schools on state tests in reading, math, science, and writing. These comparisons use weighted averages that take into account the percentage of charter students in each grade and district.[7]

Looking across the Ohio 8 as a group, charters outperformed traditional public schools in every subject except for writing. On average, charter schools in Cleveland and Columbus performed the strongest compared with traditional public schools, with a higher percentage of students passing the state exam in almost every subject. The only exception was writing in Cleveland, where charter students and district students performed the same. These districts account for more than half of all charter students in the Ohio 8.

Dayton's charter schools also performed well compared with traditional schools in the district. On average, the charter pass rate was higher than the comparable pass rate for district schools in every

[7] Each analysis uses weighted averages that take into account the percentage of charter students in each grade and city when comparing their performance with that of district schools. For example, if 30 percent of the charter students in Dayton were in third grade, third-graders in the Dayton Public School District would be counted as 30 percent of the district average as well. Data includes grades three through 10 only.

subject, except for writing. Most notably, the pass rate for Dayton's charter schools was 11 percentage points higher in reading than for the district's traditional schools.

Charters in Toledo and Youngstown trailed their district counterparts in all but one instance (science in Youngstown). In most subjects, however, the difference between charter and district school performance was within 5 percentage points of one another.

Charter school performance was weakest in Akron and Canton, where, on average, the charter school pass rate fell below the pass rate for traditional public schools in their districts in every subject. In Canton, the district enrolling the fewest charter students of the Ohio 8, charter schools trailed their traditional counterparts by as many as 26 percentage points. In Cincinnati, across subjects, a lower percentage of students in the charter schools passed the state exam compared with traditional public schools, although often by a smaller margin than in Akron or Canton.

CHART 13: URBAN CHARTER SCHOOL PERFORMANCE VS. OHIO 8 DISTRICT PERFORMANCE IN READING, 2010–11

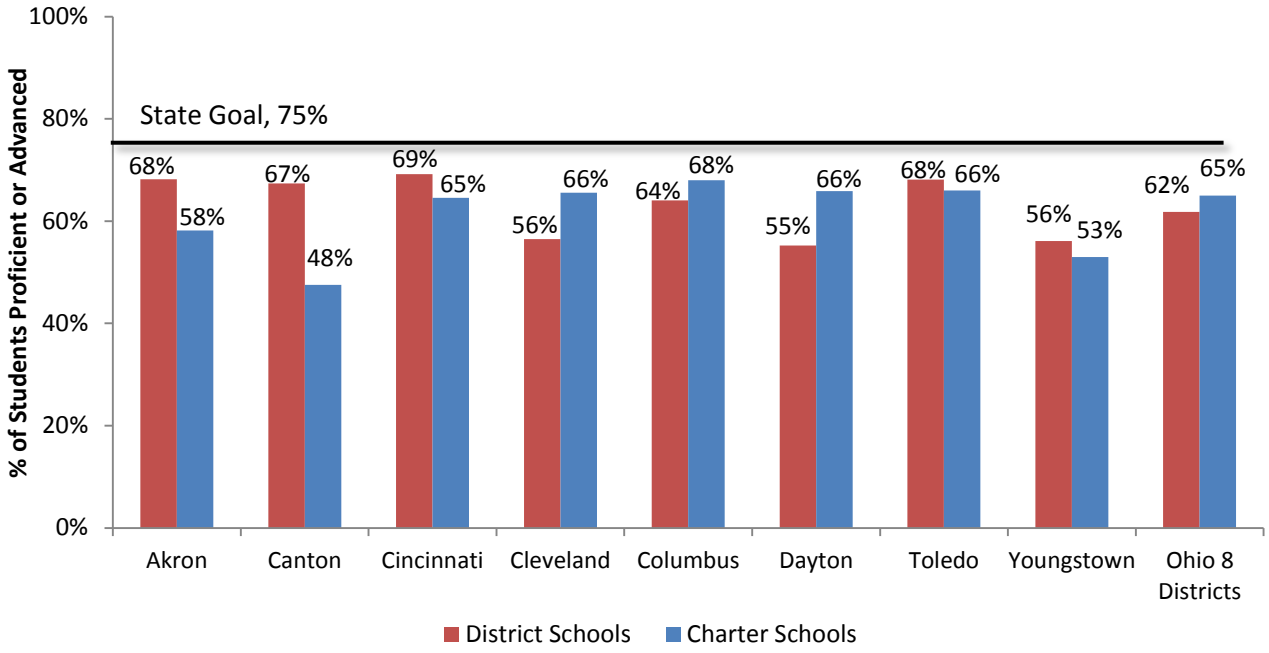


CHART 14: URBAN CHARTER SCHOOL PERFORMANCE VS. OHIO 8 DISTRICT PERFORMANCE IN MATH, 2010–11

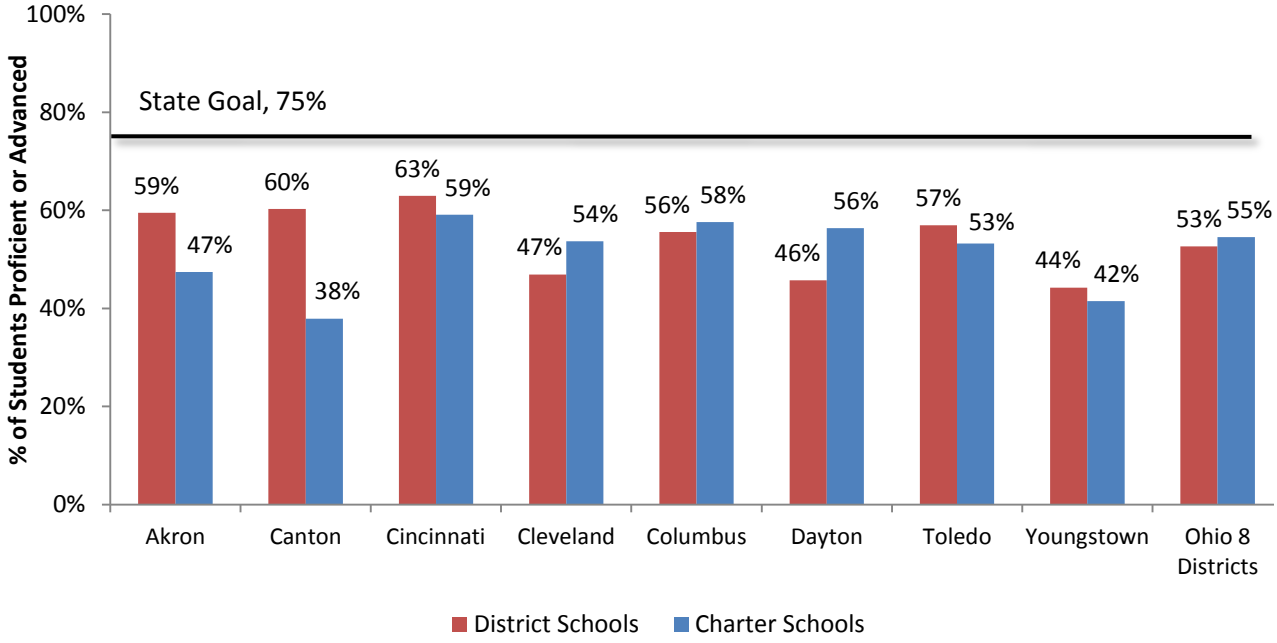


CHART 15: URBAN CHARTER SCHOOL PERFORMANCE VS. OHIO 8 DISTRICT PERFORMANCE IN SCIENCE, 2010–11

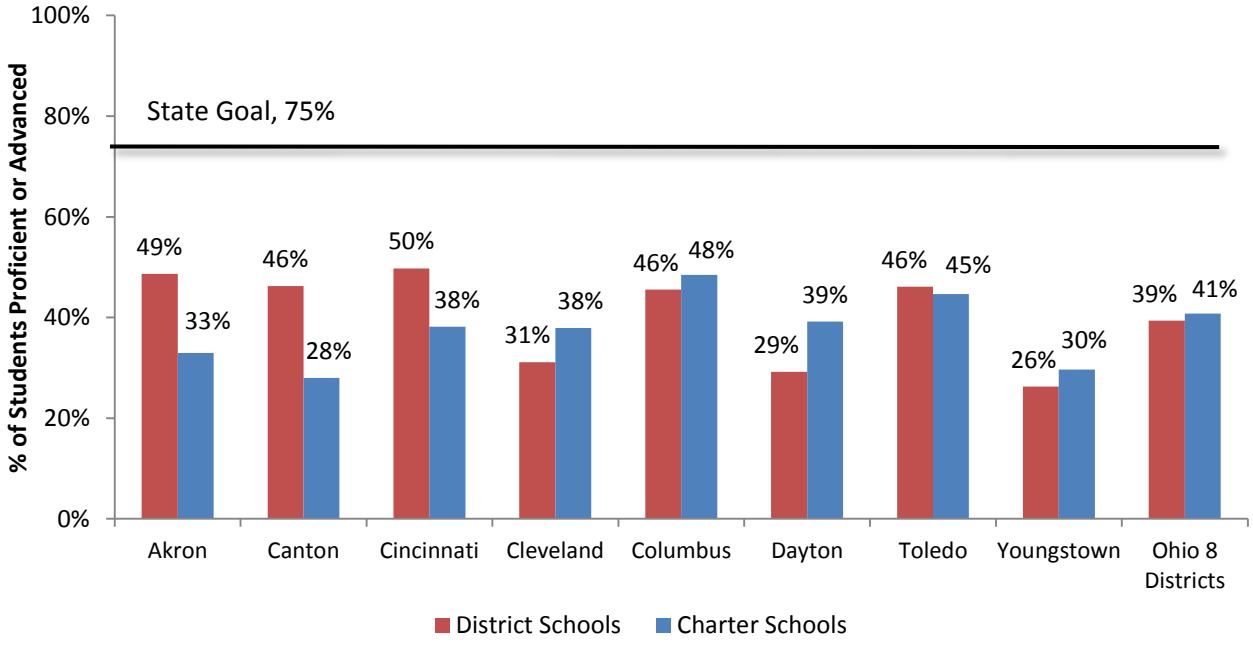
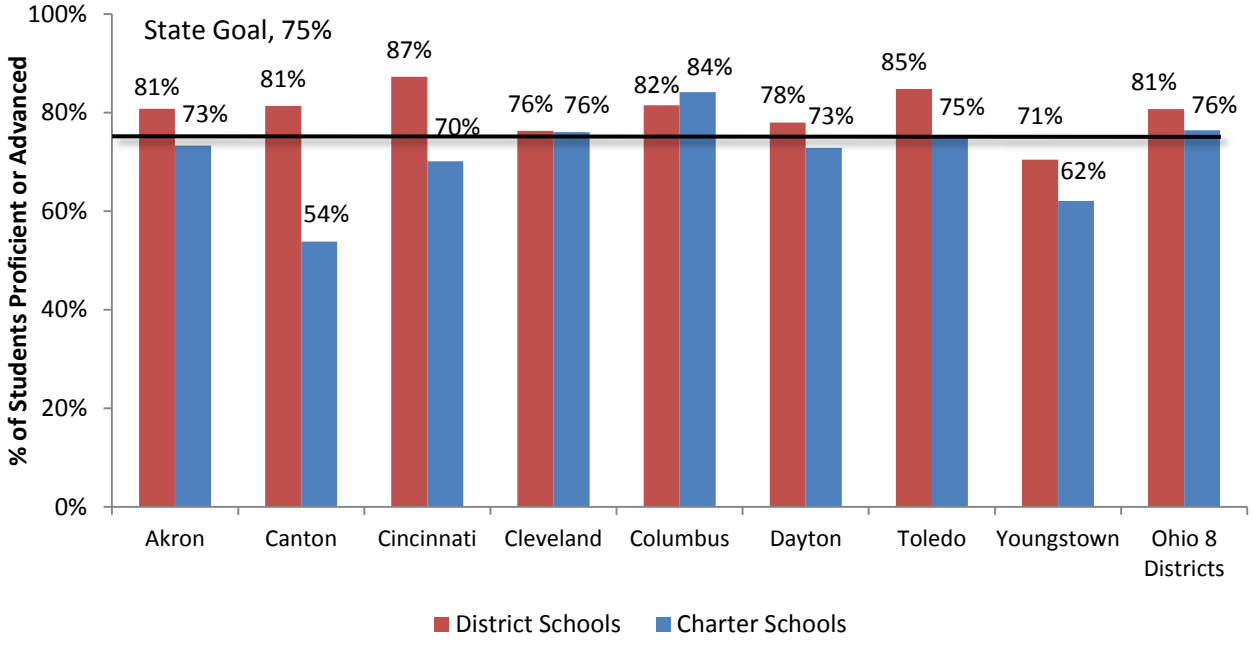


CHART 16: URBAN CHARTER SCHOOL PERFORMANCE VS. OHIO 8 DISTRICT PERFORMANCE IN WRITING, 2010–11



GROWTH

Charts 17 and 18 compare the percentage of charter and district schools in the Ohio 8 making expected or above-expected growth in reading and math. The charts show that about the same proportion of charter and district schools met or exceeded expected growth. Both types of schools were more likely to make expected growth in reading, compared to math.

Looking across districts, Canton's results stand out. All (100 percent) of Canton's charters met or exceeded expected growth in reading; however, there were just two charter schools in Canton. In math, one of those charters made below-expected growth, dropping the proportion of schools meeting or exceeding expected growth to just 50 percent.

CHART 17: URBAN CHARTER SCHOOLS AND OHIO 8 DISTRICT SCHOOLS MAKING EXPECTED OR ABOVE-EXPECTED GROWTH IN READING, 2010–11

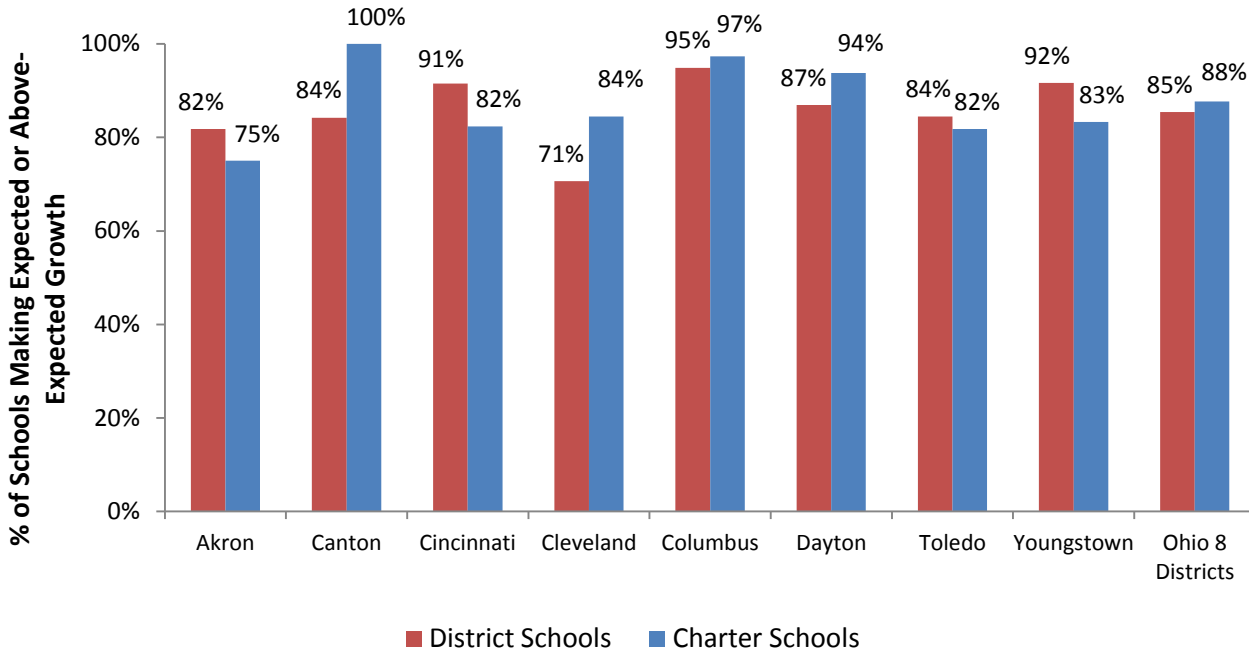
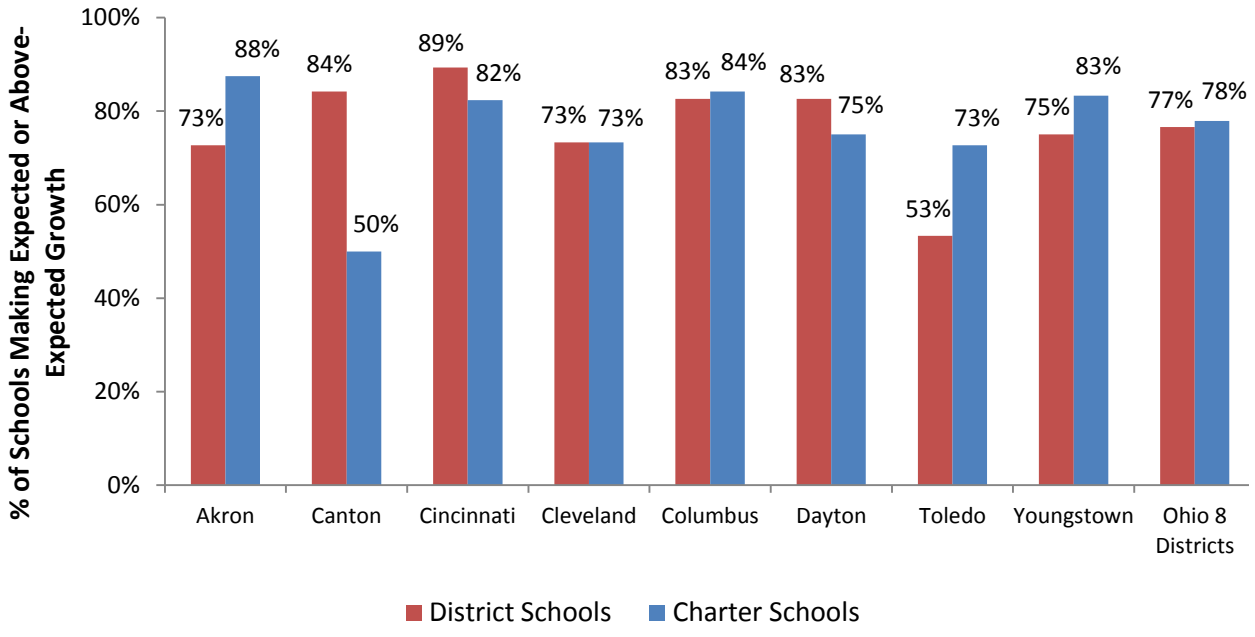


CHART 18: URBAN CHARTER SCHOOLS AND OHIO 8 DISTRICT SCHOOLS MAKING EXPECTED OR ABOVE-EXPECTED GROWTH IN MATH, 2010–11



Performance and Growth among Subsets of Charter Schools

Although this report largely focuses on comparing the performance of brick-and-mortar charter schools in the Ohio 8 with the performance of traditional district schools in those cities, there are both more charters and different types of charters across Ohio. Below, we compare different types of charter schools from across the state with one another. Specifically, we look at three charter school characteristics:

- Authorizer type (nonprofit, district, university, or educational service center)
- Original school structure (start-up or conversion)
- Delivery model (brick-and-mortar or e-school)

Authorizer Type

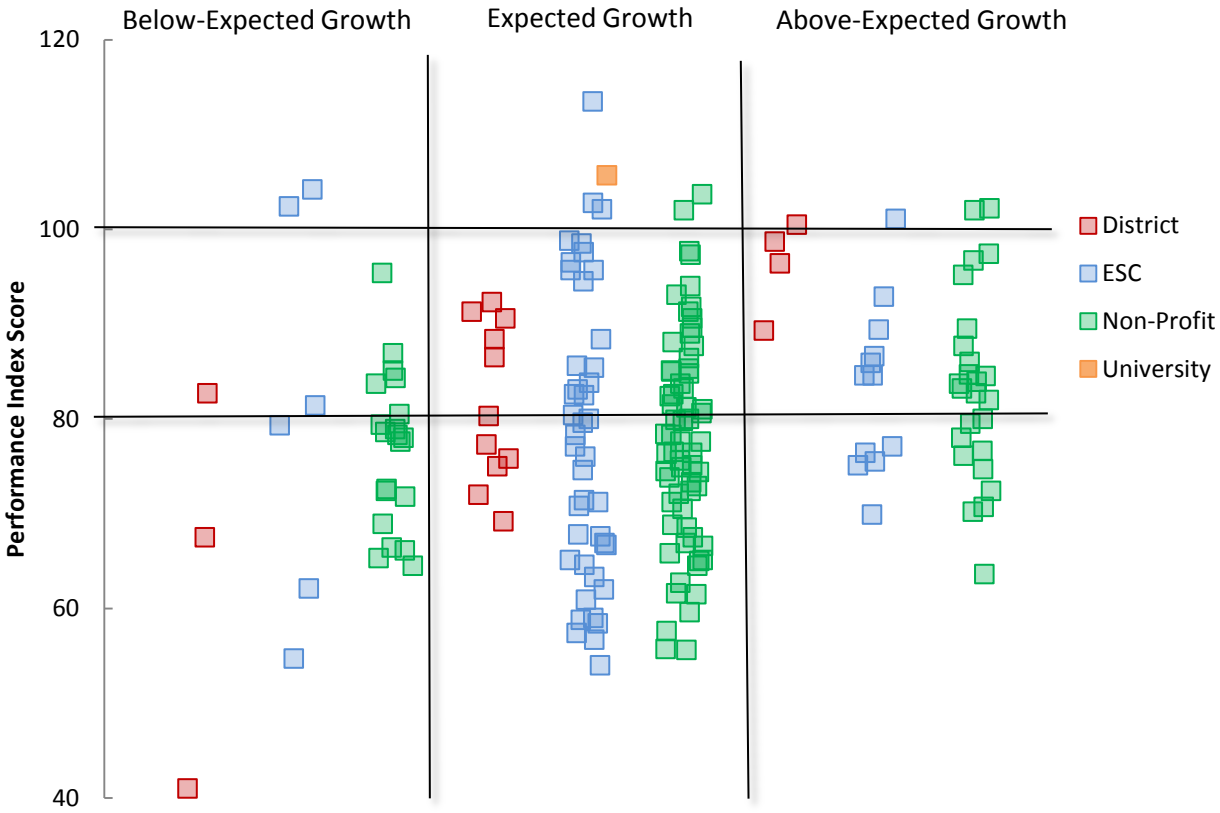
Four different kinds of organizations can authorize charter schools in Ohio:

- A nonprofit (e.g., the Thomas B. Fordham Foundation, Kids Count of Dayton, Inc.)
- A school district
- A university (e.g., Bowling Green State University)
- An educational service center (ESC) that partners with districts and provides support services for them

In 2010–11, nonprofits oversaw the most charter schools in the state (168), followed by ESCs (89), and districts (65). A university serves as an authorizer for only one charter school in Ohio.

Chart 19 compares charter schools based on their authorizer type. Few charters fall into the upper-right section denoting high achievement and growth, but district-, ESC-, and nonprofit-authorized schools all made it into the category. Widening the field a bit to look at charters that met or exceeded growth expectations and earned a Performance Index score of 80 or above, we begin to see some distinctions by authorizer type. A greater percentage of district-authorized schools (56 percent) fall into this group, while only 35 percent of ESC-authorized schools and 39 percent of nonprofits did so. There are many more nonprofit- and ESC-authorized schools (109 and 46, respectively) than district-authorized (only 18), however, so it may be difficult to draw firm conclusions from this edge in performance by district-authorized charters. Average Performance Index scores by authorizer type were within three points of one another. Charters authorized by districts had an average Performance Index score of 81.9 compared with 79.3 for ESC-authorized charters and 78.8 among those chartered by nonprofits.

CHART 19: CHARTER SCHOOLS BY AUTHORIZER TYPE, PERFORMANCE INDEX AND GROWTH IN READING AND MATH, 2010–11

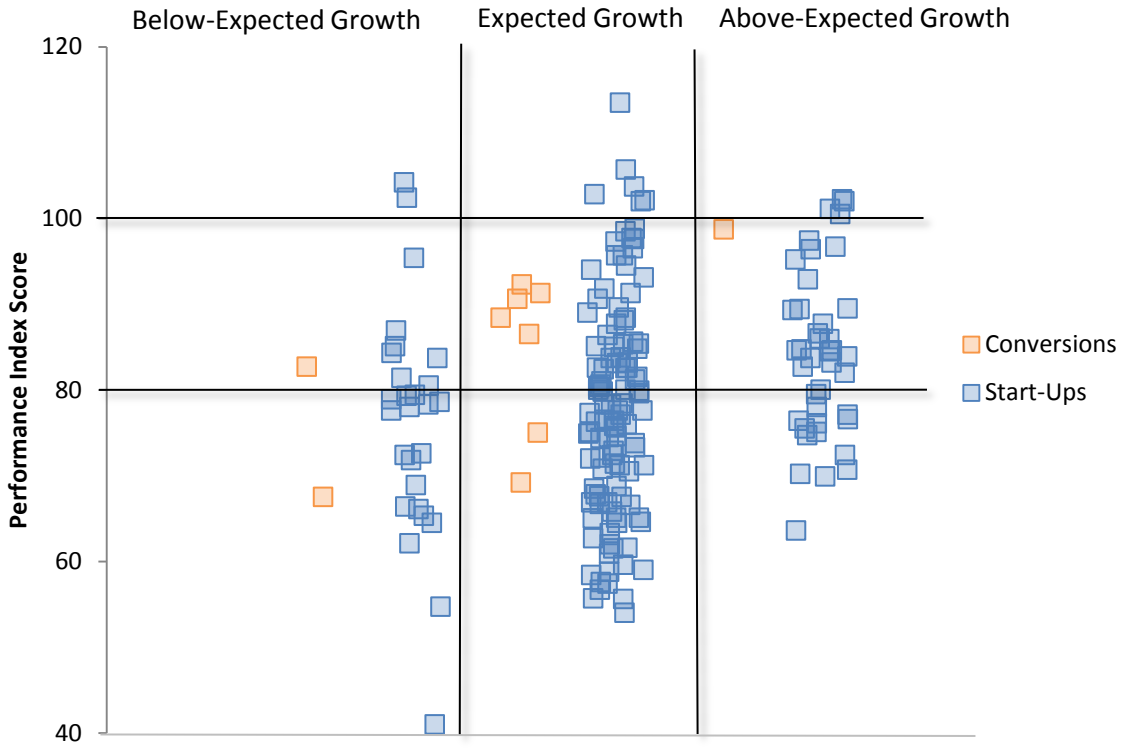


ORIGINAL SCHOOL STRUCTURE

Most charter schools in Ohio open as new schools, often referred to as "start-ups." Sometimes, however, a district school will apply for a charter and convert to a charter school. Statewide, 270 charters were start-ups in 2010–11, while 53 were conversions. The table below shows data only for the 10 conversion schools for which both growth and performance data were available.

Chart 20 shows that no conversion schools made it into the top-right section of high-growth and high-achievement, and none earned a Performance Index score above 100. Half of the conversion charters for which we have data made expected growth and earned a Performance Index score in the 80s. Average Performance Index scores for the 10 conversion charters was 84.2, about five percentage points higher than start-ups, which earned an average Performance Index score of 79.1.

CHART 20: CHARTER SCHOOLS BY ORIGINAL SCHOOL STRUCTURE, PERFORMANCE INDEX AND GROWTH IN READING AND MATH, 2010-11



DELIVERY MODEL

There are two types of delivery model in Ohio. One type, "e-schools" or "virtual schools," provides instruction online to students at home. Students residing in all but three districts in the state enroll in e-schools. The other type of charters are "brick-and-mortar" schools located primarily in Ohio's eight major urban districts, on which this report has focused. By law, these schools draw their students almost entirely from the large, urban school districts in which they are physically located. In 2010–11, 296 brick-and-mortar schools and 27 virtual schools operated in Ohio. Chart 21 represents only those charter schools for which growth and Performance Index score data are available, including 177 brick-and-mortar schools and 11 virtual schools.

Chart 21 shows that all virtual charter schools for which we have data met or exceeded growth expectations. The large majority of brick-and-mortar schools (84 percent) did as well. No virtual schools earned a Performance Index score above 100, and only 6 percent of brick-and-mortar charters did. Forty-two percent of brick-and-mortar charters earned a Performance Index score of 80 or above and met or exceeded growth expectations, compared with 55 percent of virtual charter schools. (See Appendix B for a comparison of e-schools with traditional district schools in districts that enroll e-students.)

CHART 21: CHARTER SCHOOLS BY DELIVERY MODEL, PERFORMANCE INDEX AND GROWTH IN READING AND MATH, 2010–11

Overall, our findings indicate that authorizer type, charter structure, and building type did not correlate strongly with quality in 2010–11.

CONCLUSION

This report has provided numerous descriptive analyses comparing performance of charter schools in the Ohio 8 with traditional district schools in those cities, as well as comparisons among different types of charter schools statewide. The Appendices that follow provide additional detail about performance within individual districts (Appendix A), e-schools (Appendix B) and the methodology used in this report (Appendix C).

Appendix A: District-by-District Performance and Growth

Akron

Chart A1: Distribution of Performance Index Scores, Charter Schools vs. District Schools, Akron, 2010–11

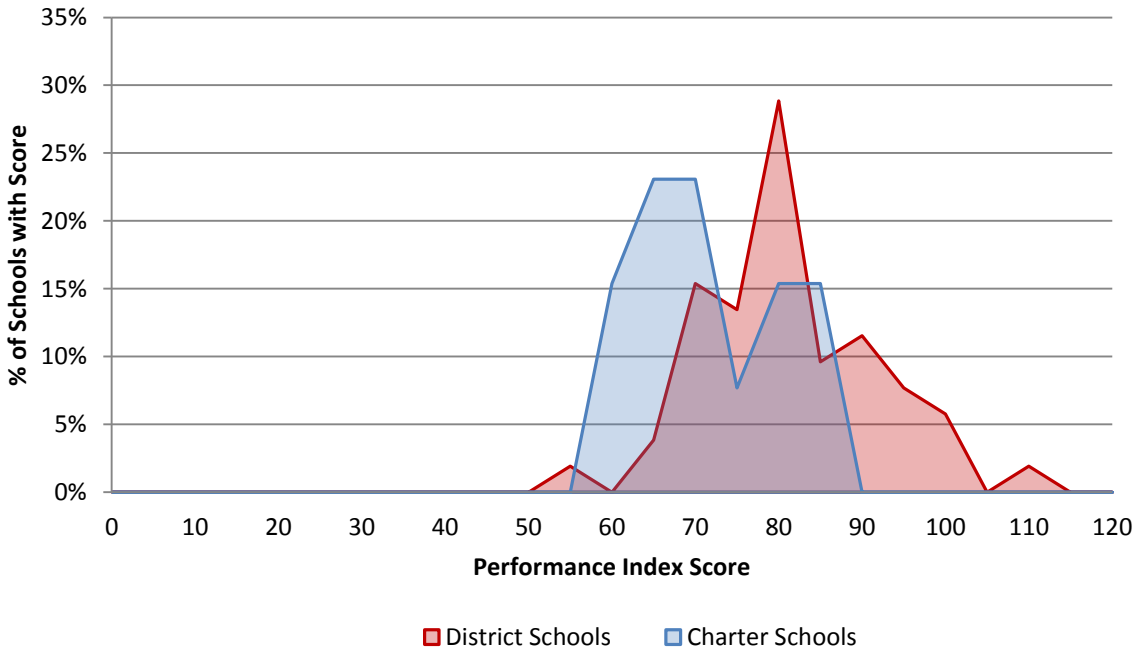


Chart A2: Distribution of Charter Schools vs. District Schools by Value-Added Growth Category, Akron, 2010–11

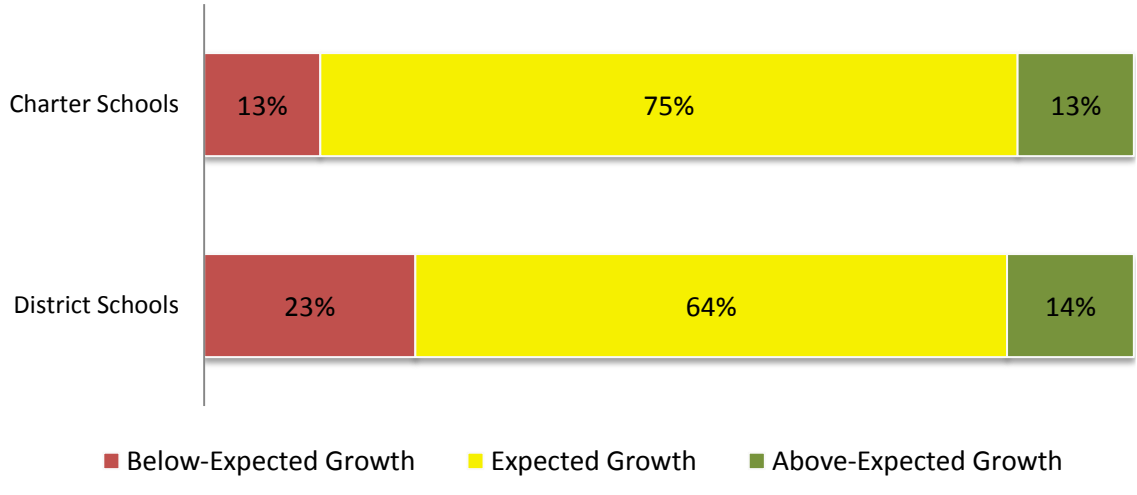


CHART A3: CHARTER SCHOOLS VS. DISTRICT SCHOOLS, PERFORMANCE INDEX GROWTH IN READING AND MATH, AKRON, 2010–11

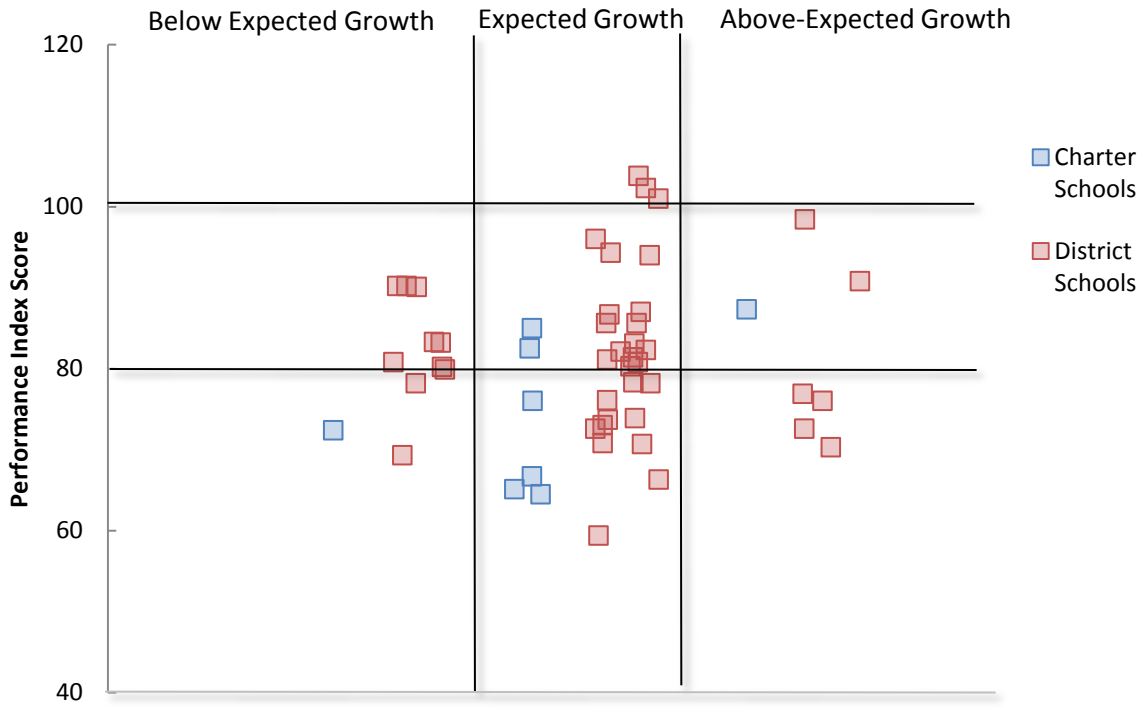


CHART A4: PERCENT OF AKRON CHARTER SCHOOLS BY PERFORMANCE DESIGNATION, 2010–11

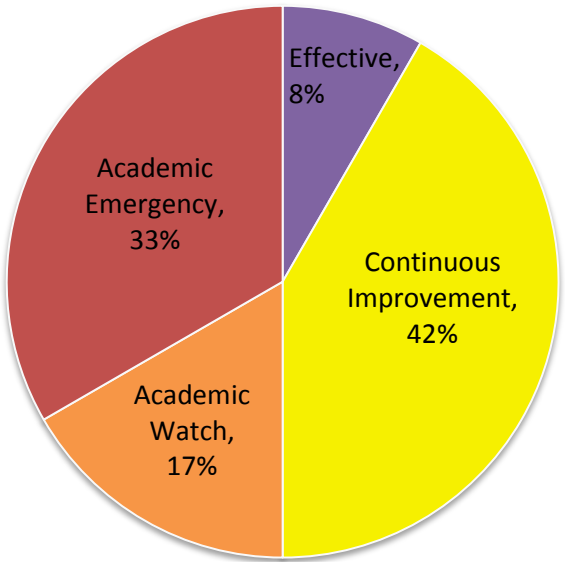
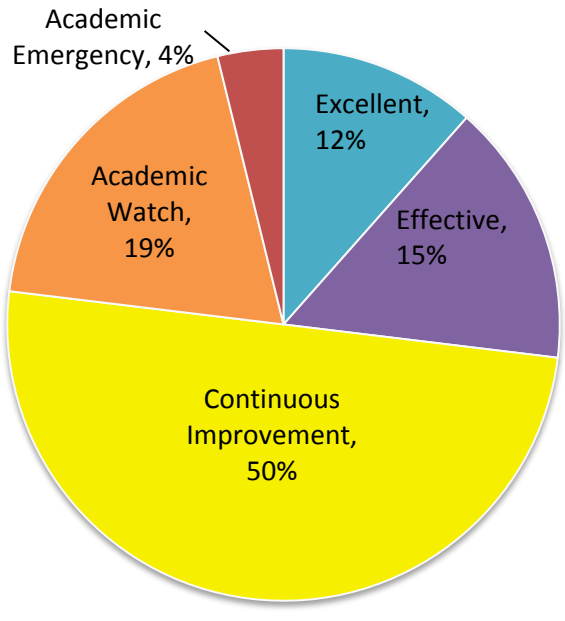


CHART A5: PERCENT OF AKRON DISTRICT SCHOOLS BY PERFORMANCE DESIGNATION, 2010–11



CANTON

CHART A6: DISTRIBUTION OF PERFORMANCE INDEX SCORES, CHARTER SCHOOLS VS. DISTRICT SCHOOLS, CANTON, 2010–11

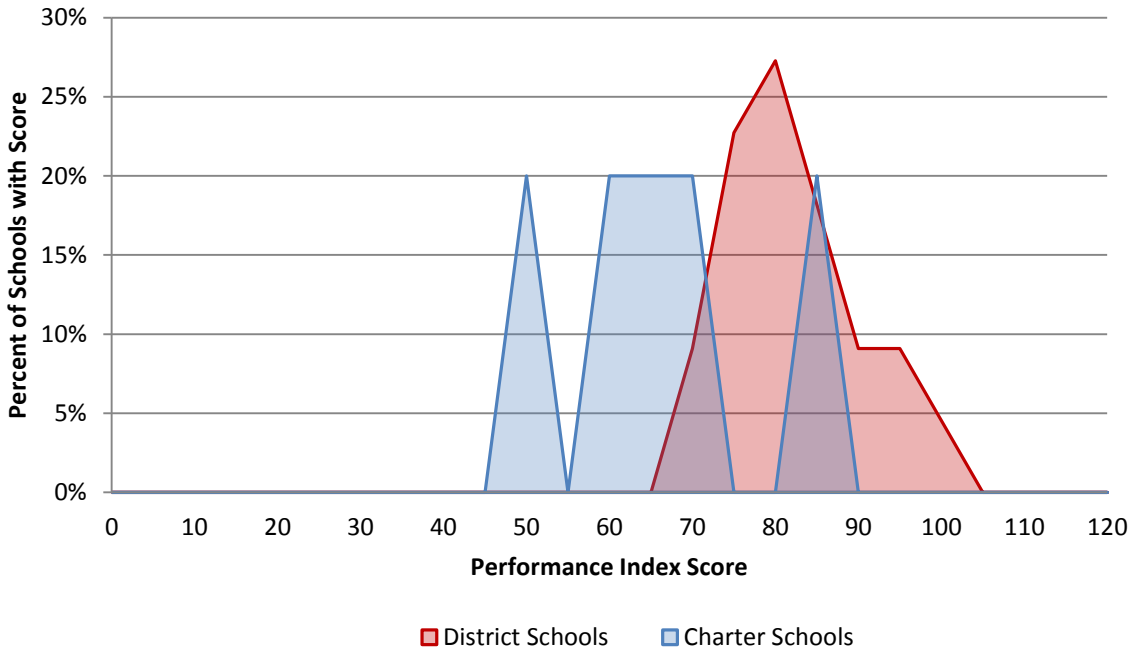


CHART A7: DISTRIBUTION OF CHARTER SCHOOLS VS. DISTRICT SCHOOLS BY VALUE-ADDED GROWTH CATEGORY, CANTON, 2010–11

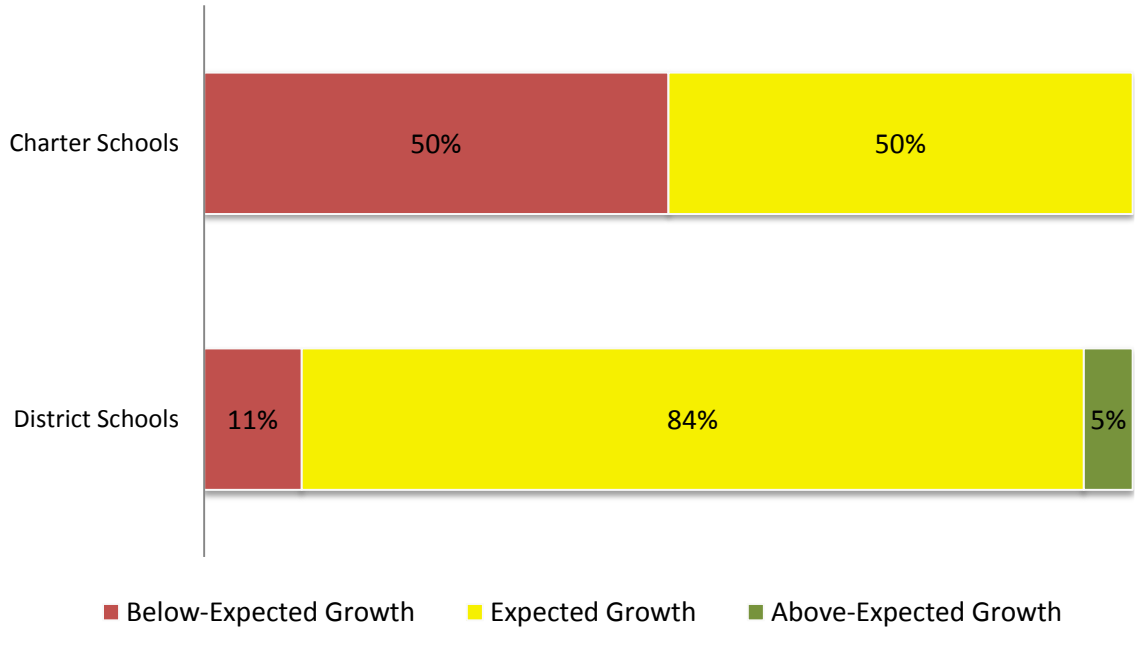


CHART A8: CHARTER SCHOOLS VS. DISTRICT SCHOOLS, PERFORMANCE INDEX GROWTH IN READING AND MATH, AKRON, 2010–11

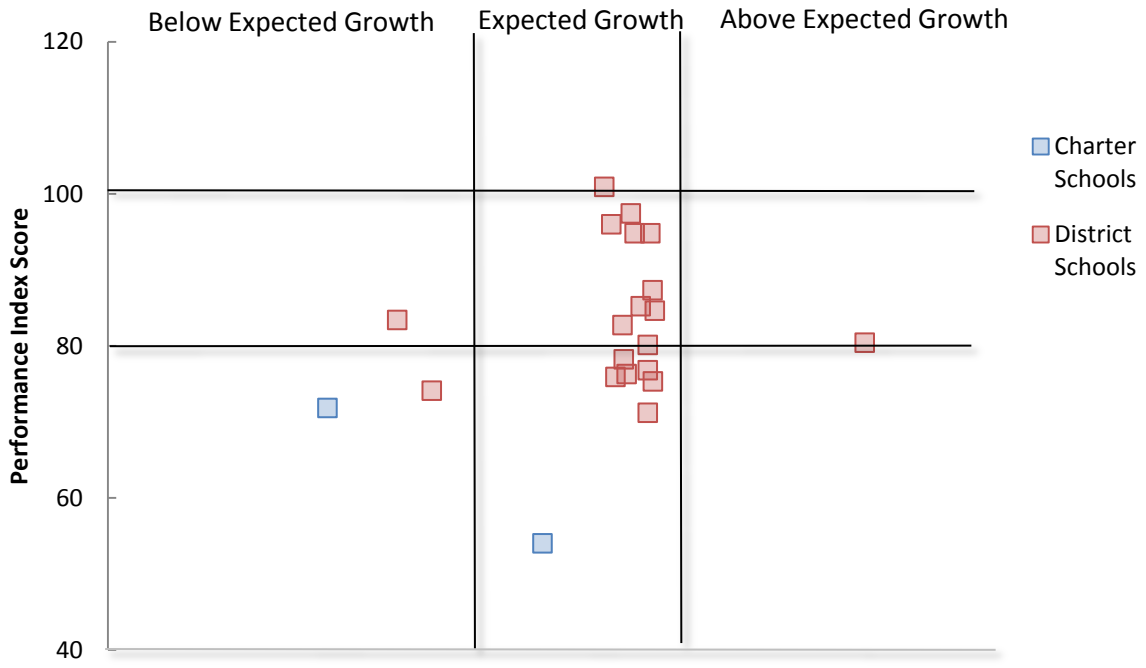


CHART A9: PERCENT OF CANTON CHARTER SCHOOLS BY PERFORMANCE DESIGNATION, 2010–11

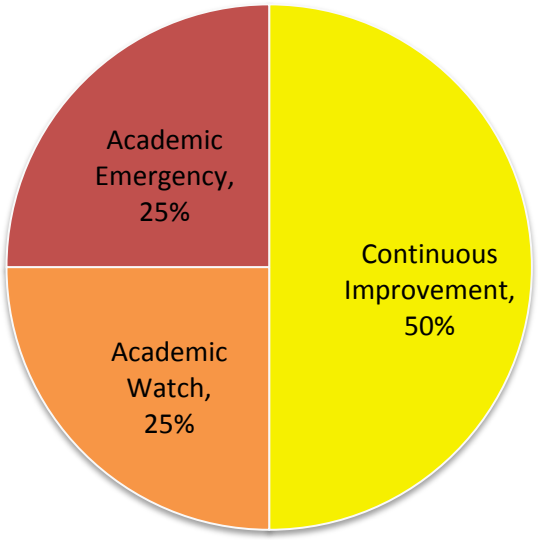
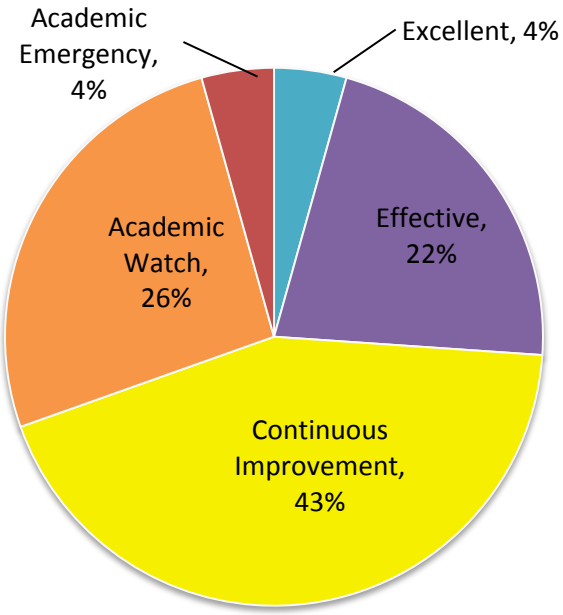


CHART A10: PERCENT OF CANTON DISTRICT SCHOOLS BY PERFORMANCE DESIGNATION, 2010–11



CINCINNATI

CHART A11: DISTRIBUTION OF PERFORMANCE INDEX SCORES, CHARTER SCHOOLS VS. DISTRICT SCHOOLS, CINCINNATI, 2010–11

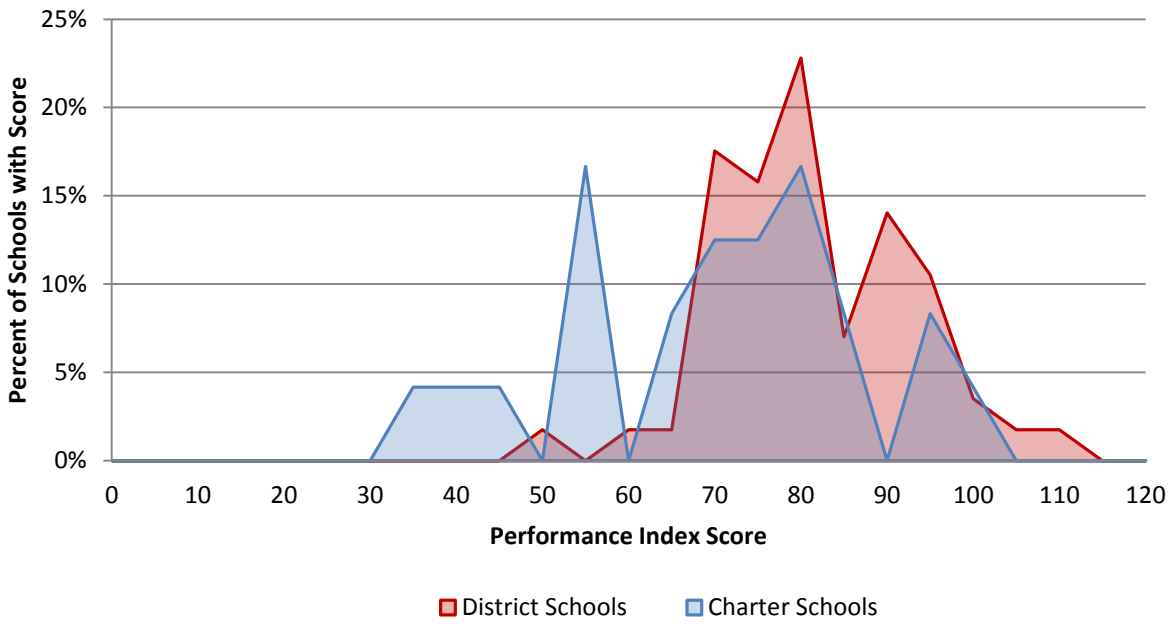


CHART A12: DISTRIBUTION OF CHARTER SCHOOLS VS. DISTRICT SCHOOLS BY VALUE-ADDED GROWTH CATEGORY, CINCINNATI, 2010–11

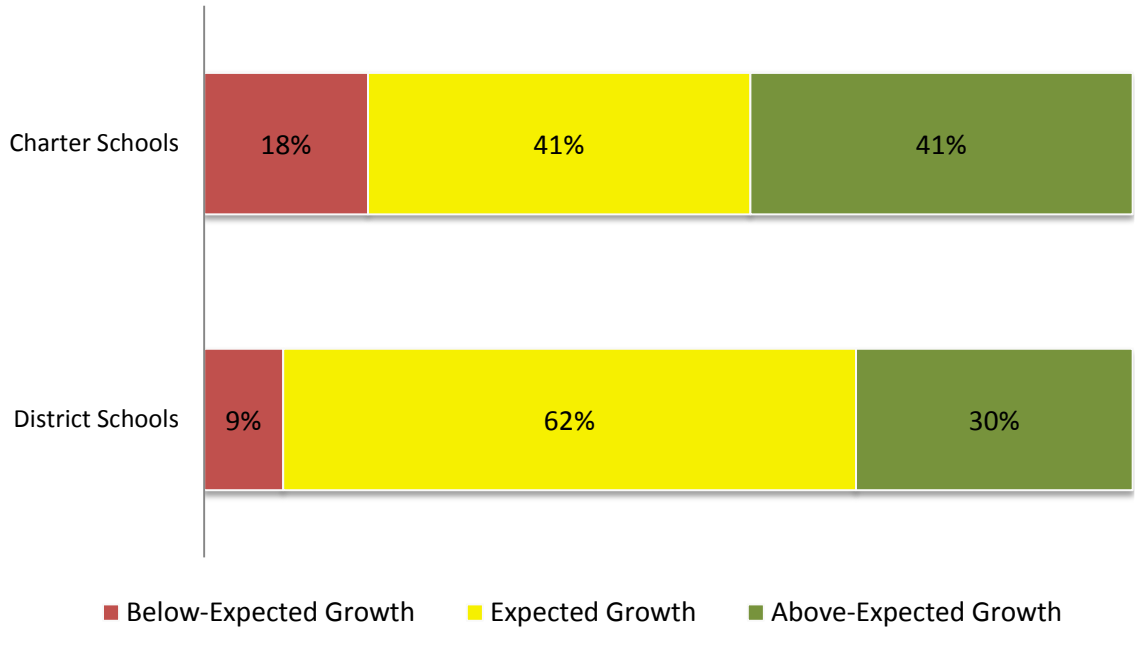


CHART A13: CHARTER SCHOOLS VS. DISTRICT SCHOOLS, PERFORMANCE INDEX GROWTH IN READING AND MATH, CINCINNATI, 2010–11

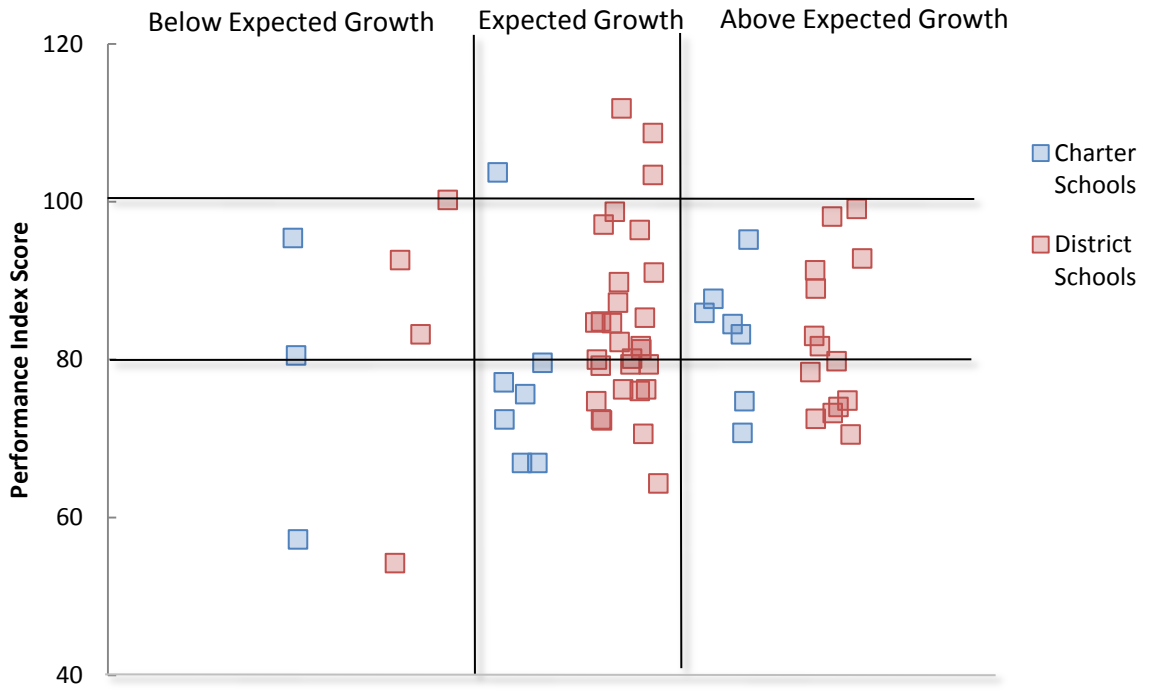


CHART A14: PERCENT OF CINCINNATI CHARTER SCHOOLS BY PERFORMANCE DESIGNATION, 2010–11

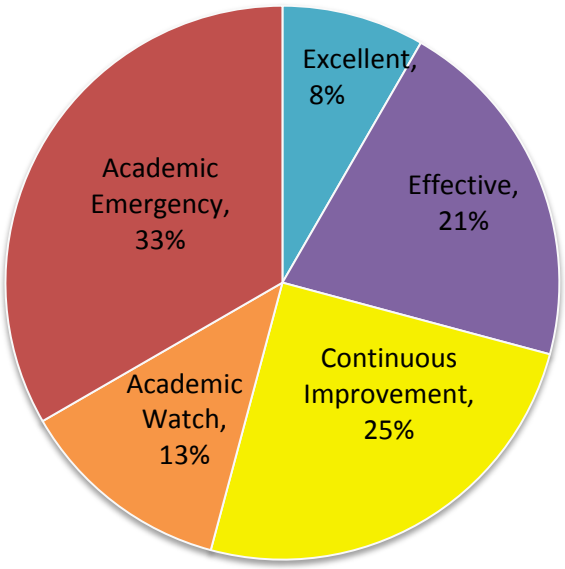
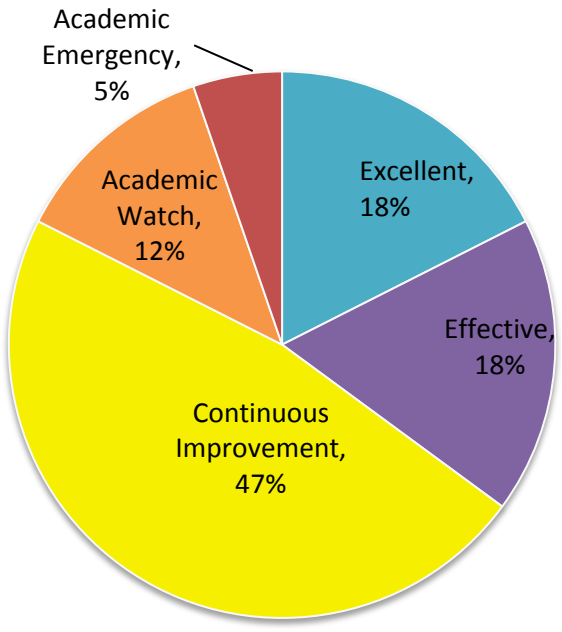


CHART A15: PERCENT OF CINCINNATI DISTRICT SCHOOLS BY PERFORMANCE DESIGNATION, 2010–11



CLEVELAND

CHART A16: DISTRIBUTION OF PERFORMANCE INDEX SCORES, CHARTER SCHOOLS VS. DISTRICT SCHOOLS, CLEVELAND, 2010–11

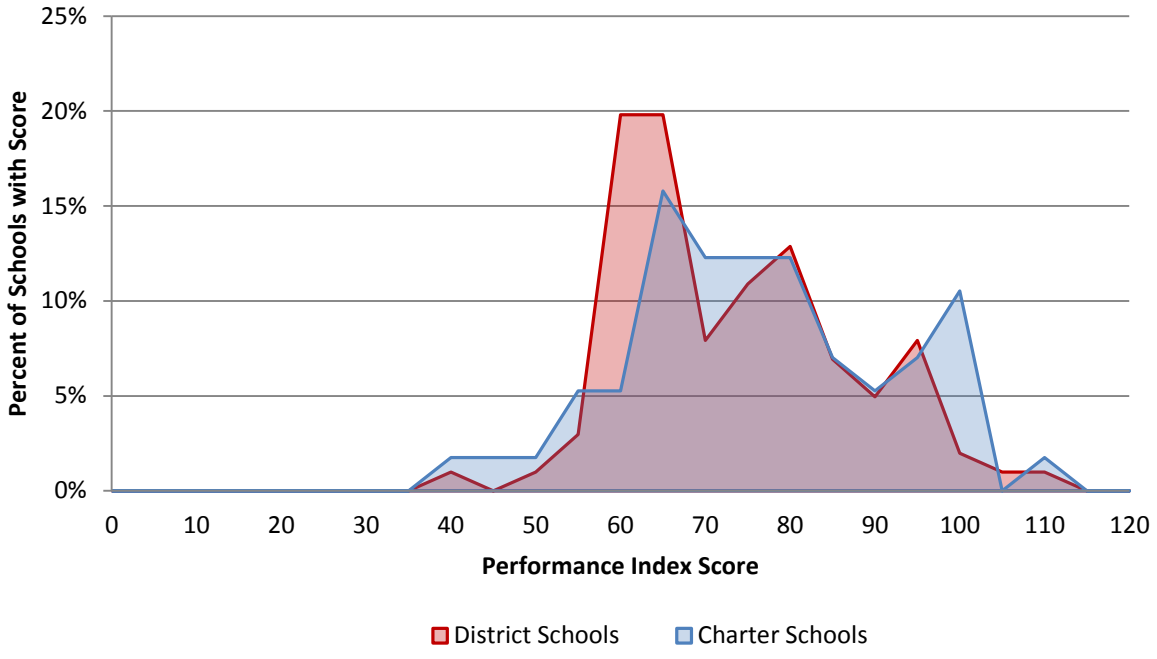


CHART A17: DISTRIBUTION OF CHARTER SCHOOLS VS. DISTRICT SCHOOLS BY VALUE-ADDED GROWTH CATEGORY, CLEVELAND, 2010–11

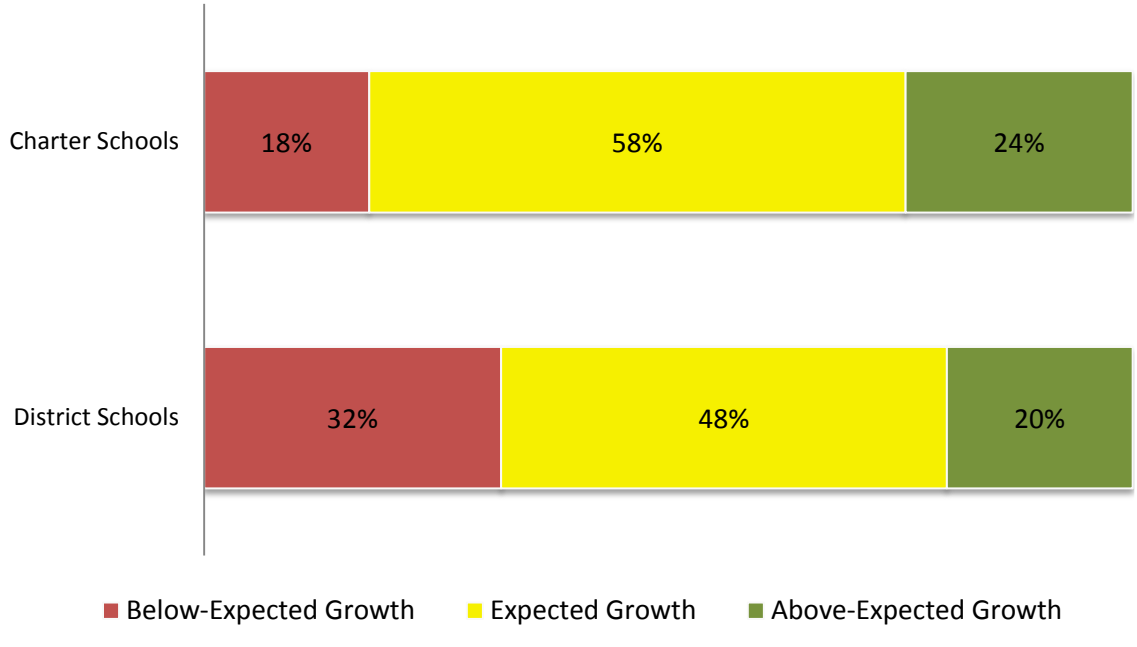


CHART A18: CHARTER SCHOOLS VS. DISTRICT SCHOOLS, PERFORMANCE INDEX GROWTH IN READING AND MATH, CLEVELAND, 2010–11

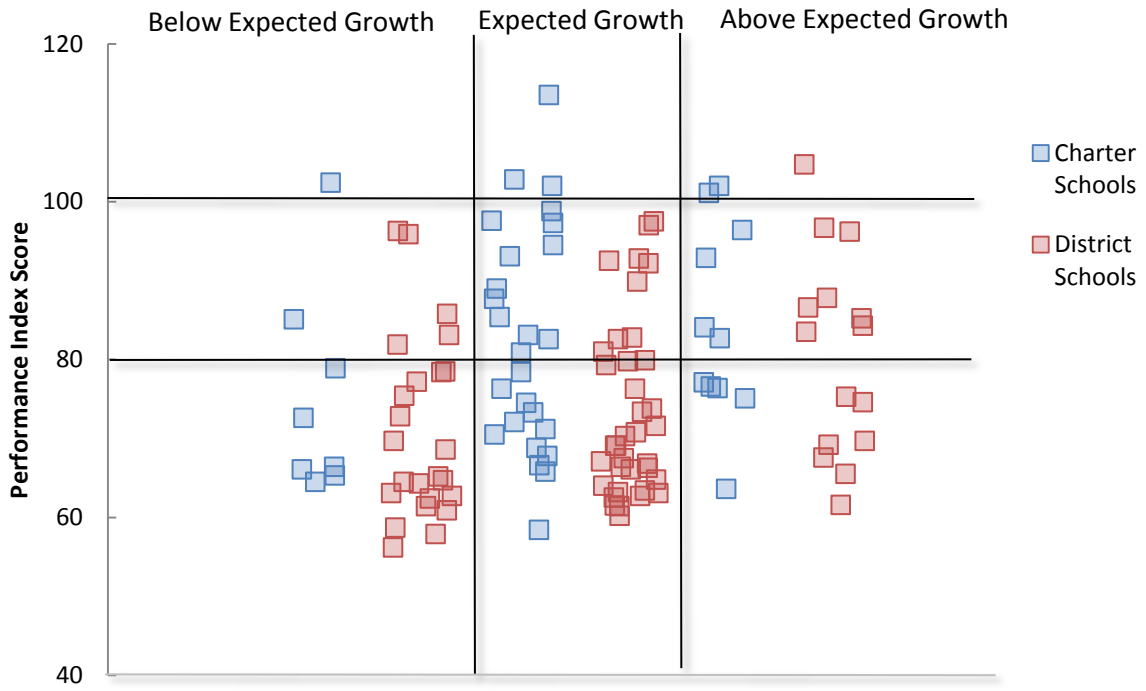


CHART A19: PERCENT OF CLEVELAND CHARTER SCHOOLS BY PERFORMANCE DESIGNATION, 2010–11

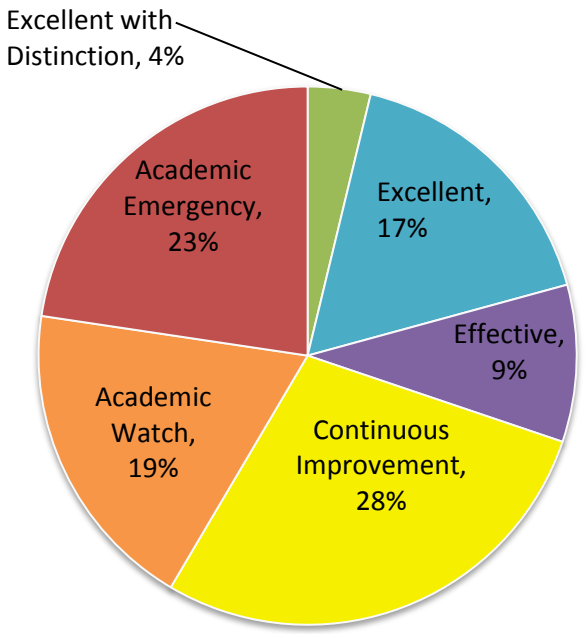
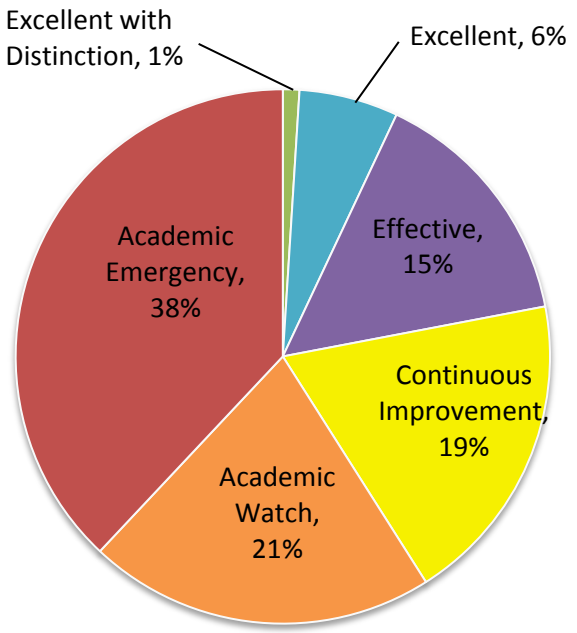


CHART A20: PERCENT OF CLEVELAND DISTRICT SCHOOLS BY PERFORMANCE DESIGNATION, 2010–11



COLUMBUS

CHART A21: DISTRIBUTION OF PERFORMANCE INDEX SCORES, CHARTER SCHOOLS VS. DISTRICT SCHOOLS, COLUMBUS, 2010–11

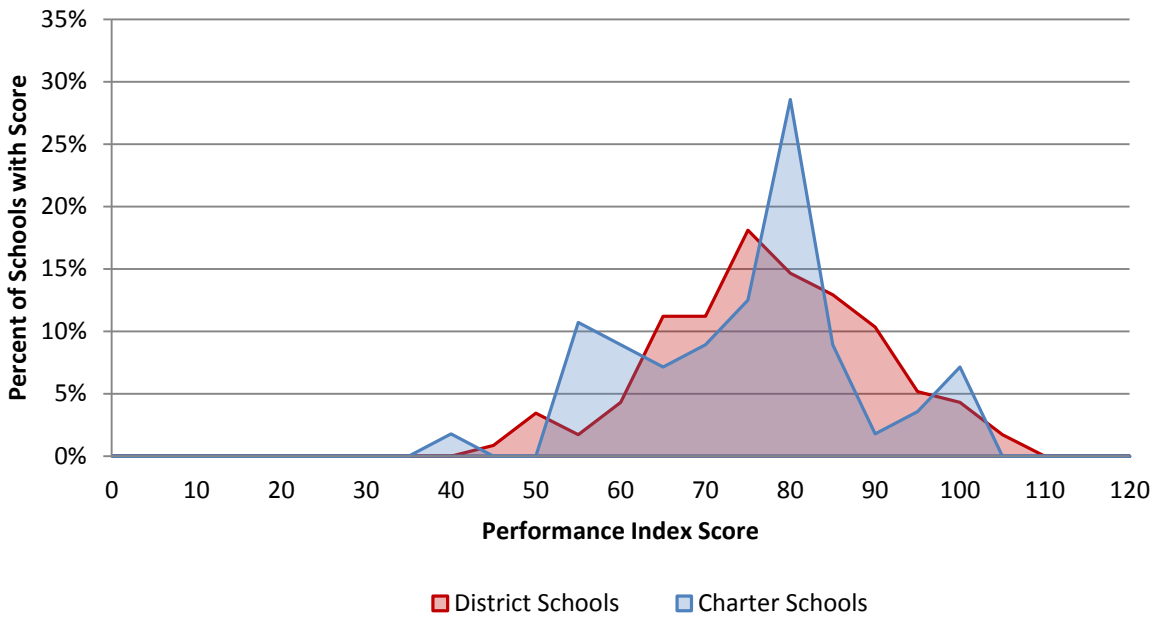


CHART A22: DISTRIBUTION OF CHARTER SCHOOLS VS. DISTRICT SCHOOLS BY VALUE-ADDED GROWTH CATEGORY, COLUMBUS, 2010–11

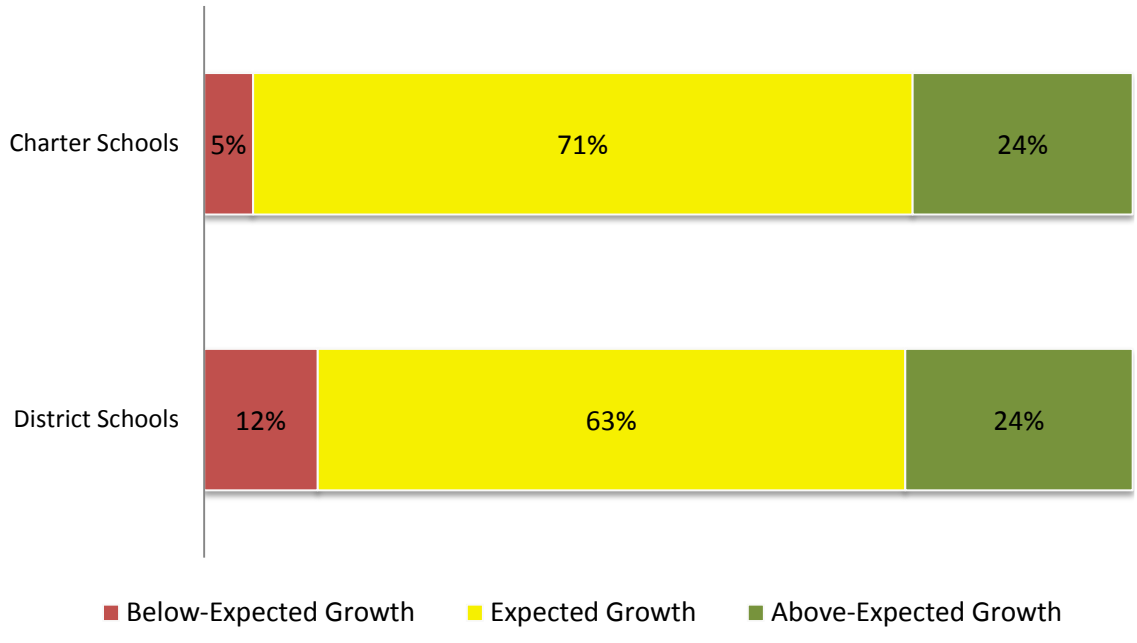


CHART A23: CHARTER SCHOOLS VS. DISTRICT SCHOOLS, PERFORMANCE INDEX GROWTH IN READING AND MATH, COLUMBUS, 2010–11

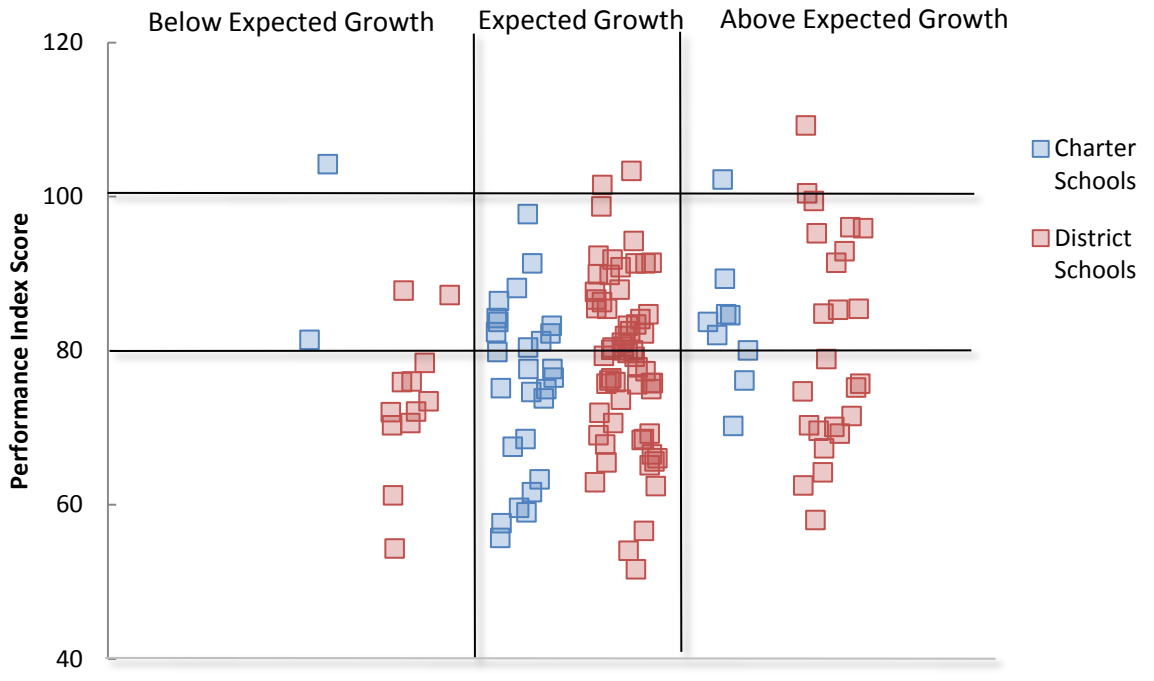


CHART A24: PERCENT OF COLUMBUS CHARTER SCHOOLS BY PERFORMANCE DESIGNATION, 2010–11

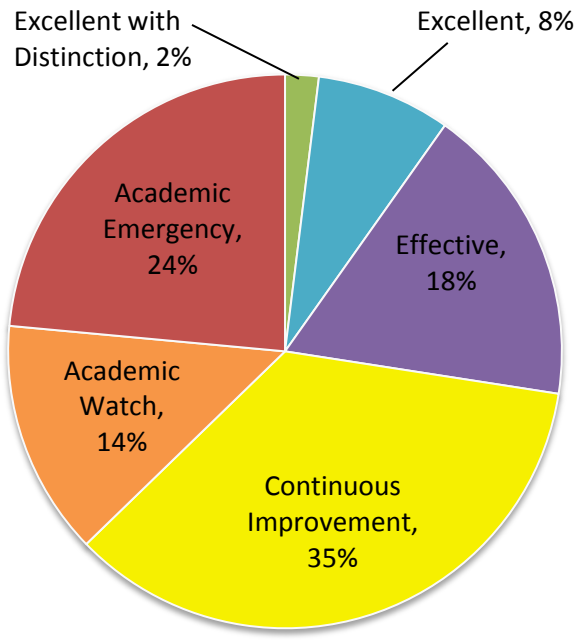
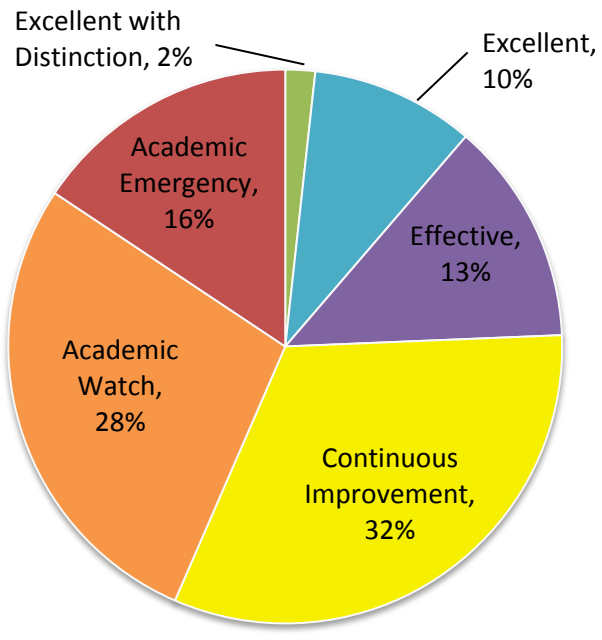


CHART A25: PERCENT OF COLUMBUS DISTRICT SCHOOLS BY PERFORMANCE DESIGNATION, 2010–11



DAYTON

CHART A26: DISTRIBUTION OF PERFORMANCE INDEX SCORES, CHARTER SCHOOLS VS. DISTRICT SCHOOLS, DAYTON, 2010–11

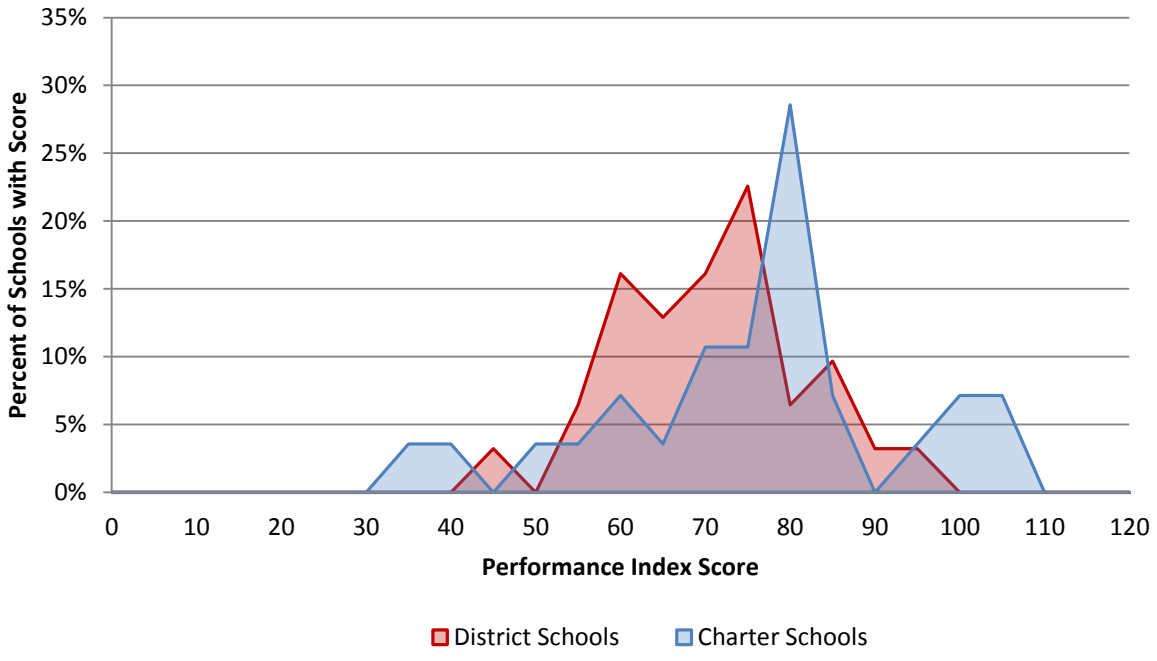


CHART A27: DISTRIBUTION OF CHARTER SCHOOLS VS. DISTRICT SCHOOLS BY VALUE-ADDED GROWTH CATEGORY, DAYTON, 2010–11

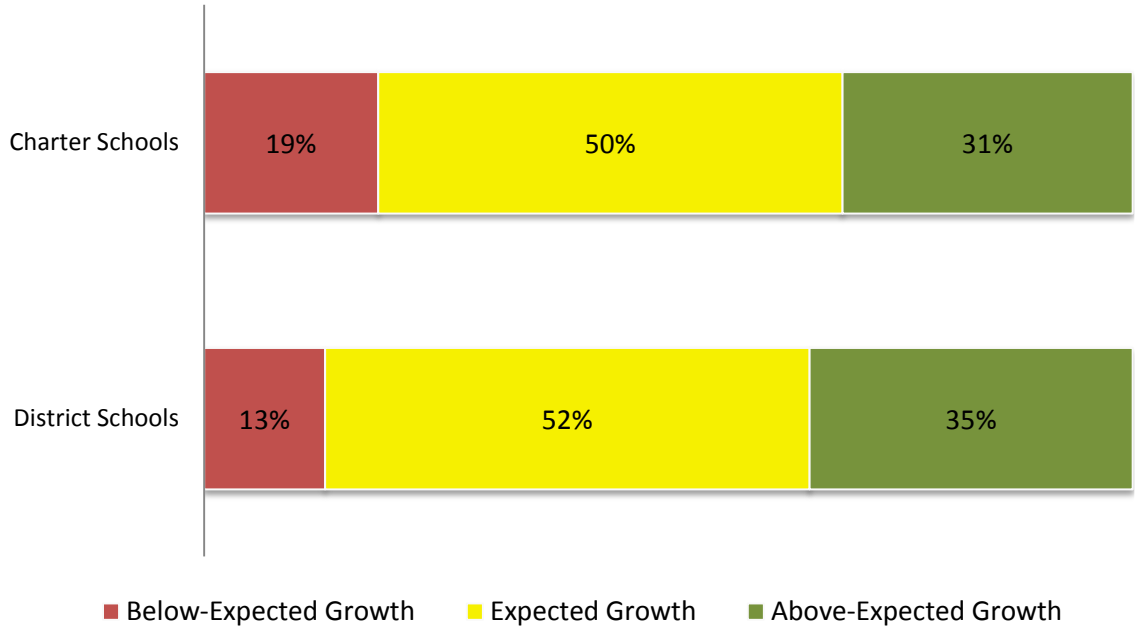


CHART A28: CHARTER SCHOOLS VS. DISTRICT SCHOOLS, PERFORMANCE INDEX GROWTH IN READING AND MATH, DAYTON, 2010–11

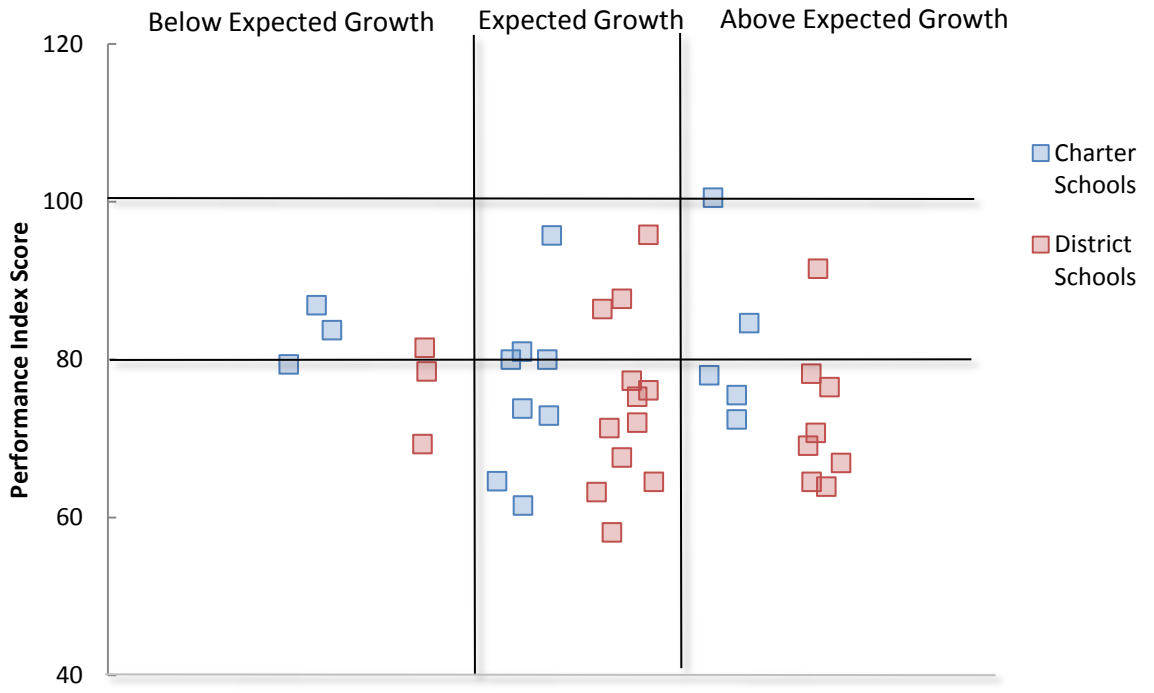


CHART A29: PERCENT OF DAYTON CHARTER SCHOOLS BY PERFORMANCE DESIGNATION, 2010–11

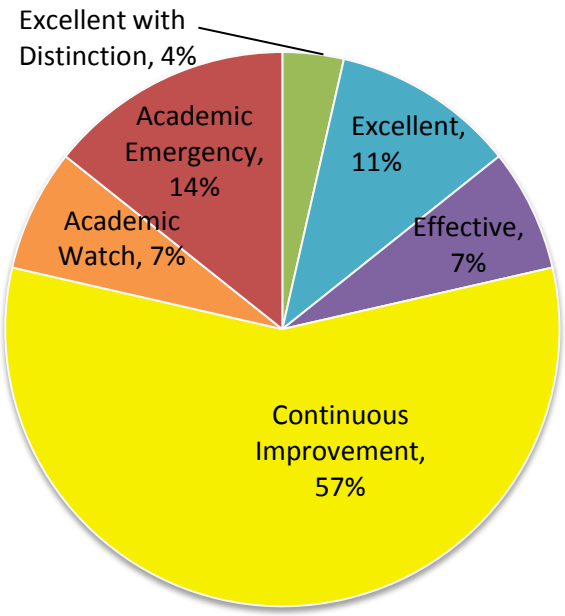
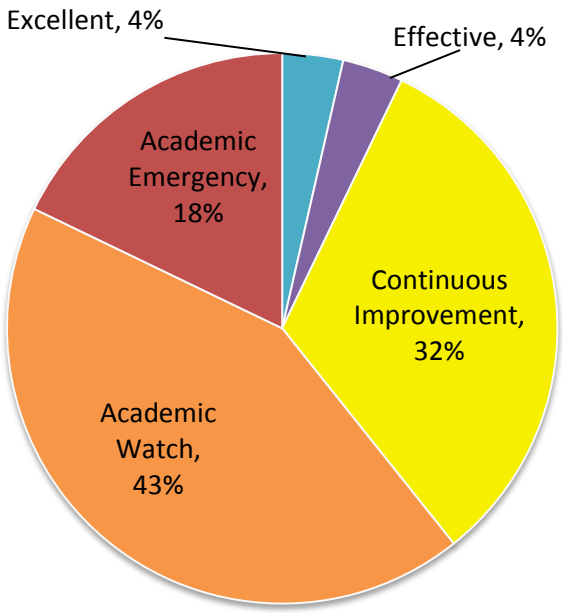


CHART A30: PERCENT OF DAYTON DISTRICT SCHOOLS BY PERFORMANCE DESIGNATION, 2010–11



TOLEDO

CHART A31: DISTRIBUTION OF PERFORMANCE INDEX SCORES, CHARTER SCHOOLS VS. DISTRICT SCHOOLS, TOLEDO, 2010–11

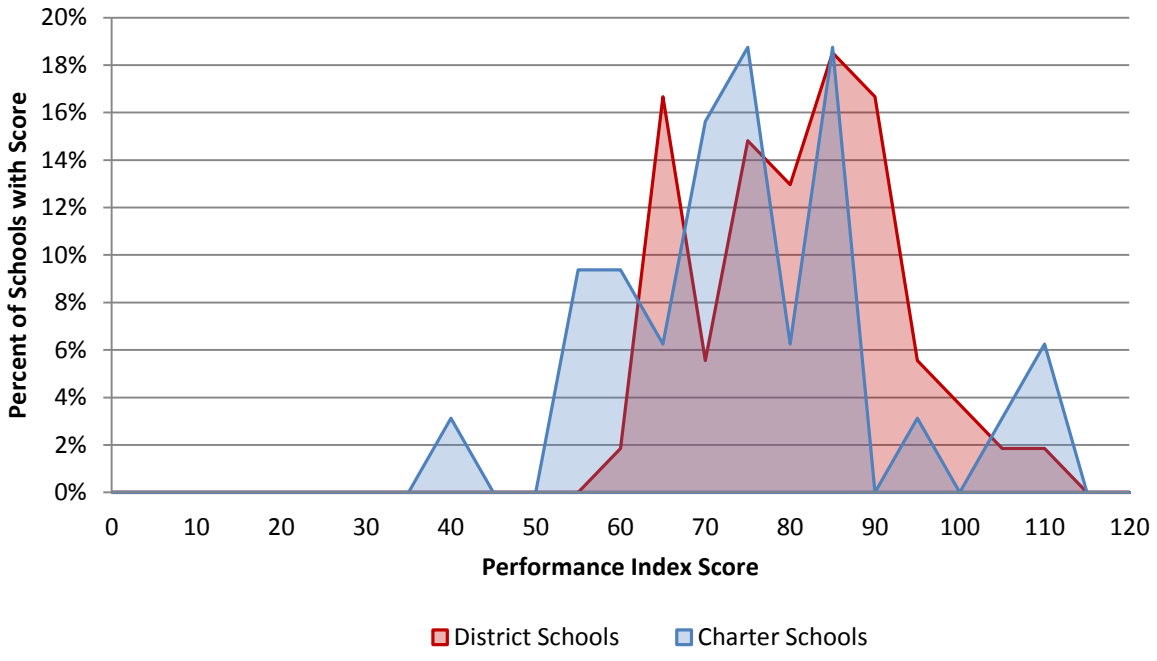


CHART A32: DISTRIBUTION OF CHARTER SCHOOLS VS. DISTRICT SCHOOLS BY VALUE-ADDED GROWTH CATEGORY, TOLEDO, 2010–11

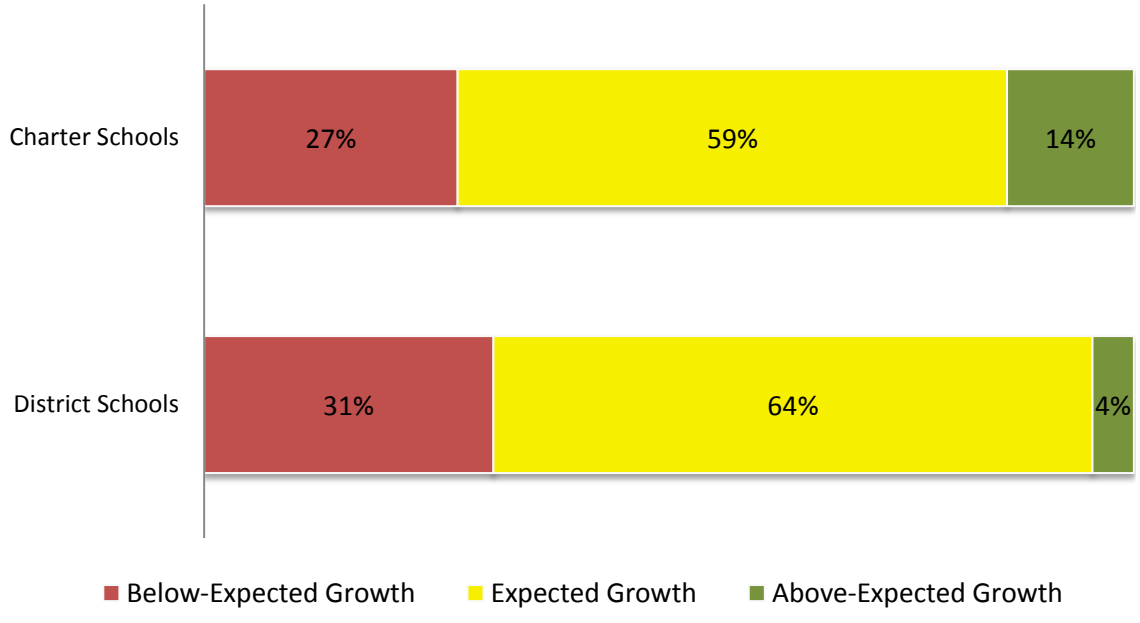


CHART A33: CHARTER SCHOOLS VS. DISTRICT SCHOOLS, PERFORMANCE INDEX GROWTH IN READING AND MATH, TOLEDO, 2010–11

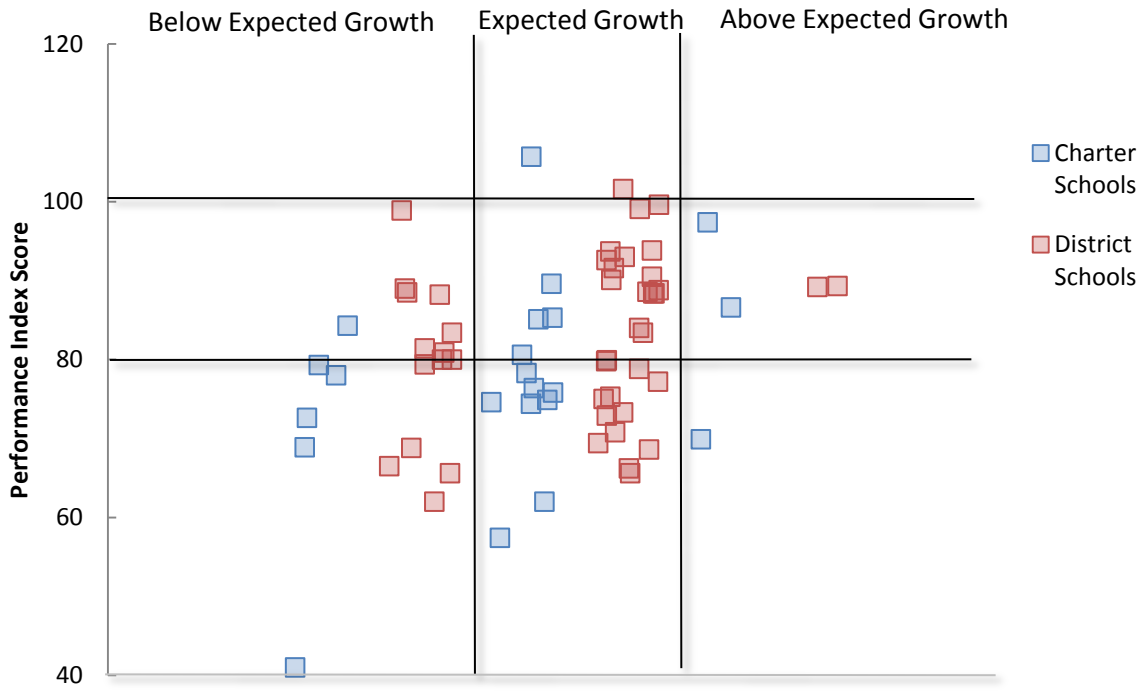


CHART A34: PERCENT OF TOLEDO CHARTER SCHOOLS BY PERFORMANCE DESIGNATION, 2010–11

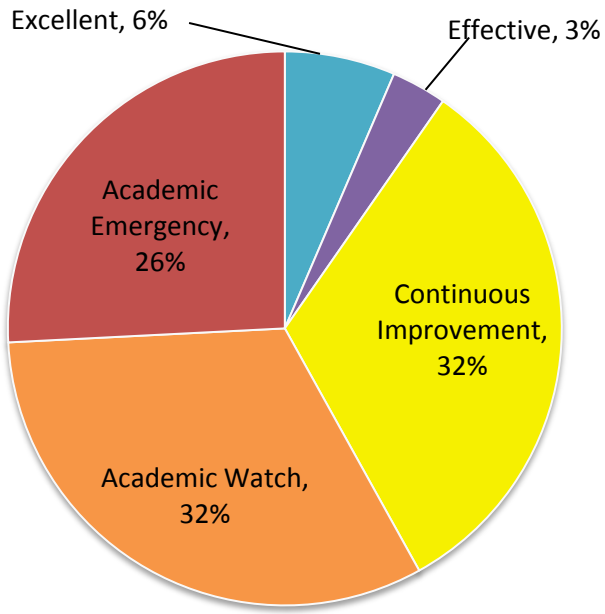
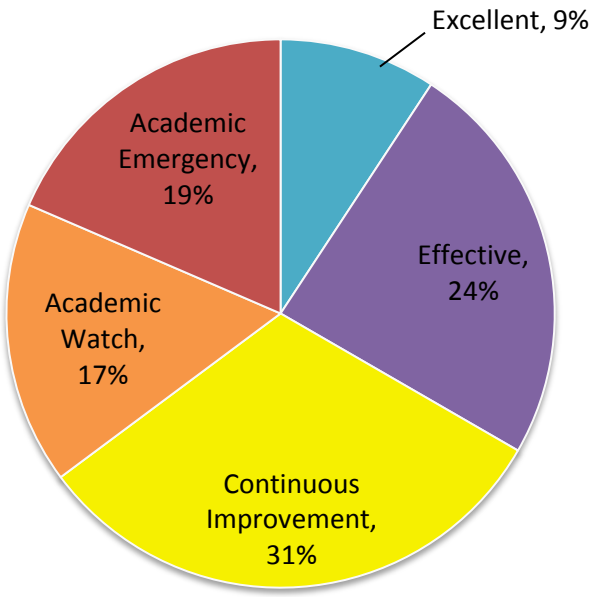


CHART A35: PERCENT OF TOLEDO DISTRICT SCHOOLS BY PERFORMANCE DESIGNATION, 2010–11



YOUNGSTOWN

CHART A36: DISTRIBUTION OF PERFORMANCE INDEX SCORES, CHARTER SCHOOLS VS. DISTRICT SCHOOLS, YOUNGSTOWN, 2010–11

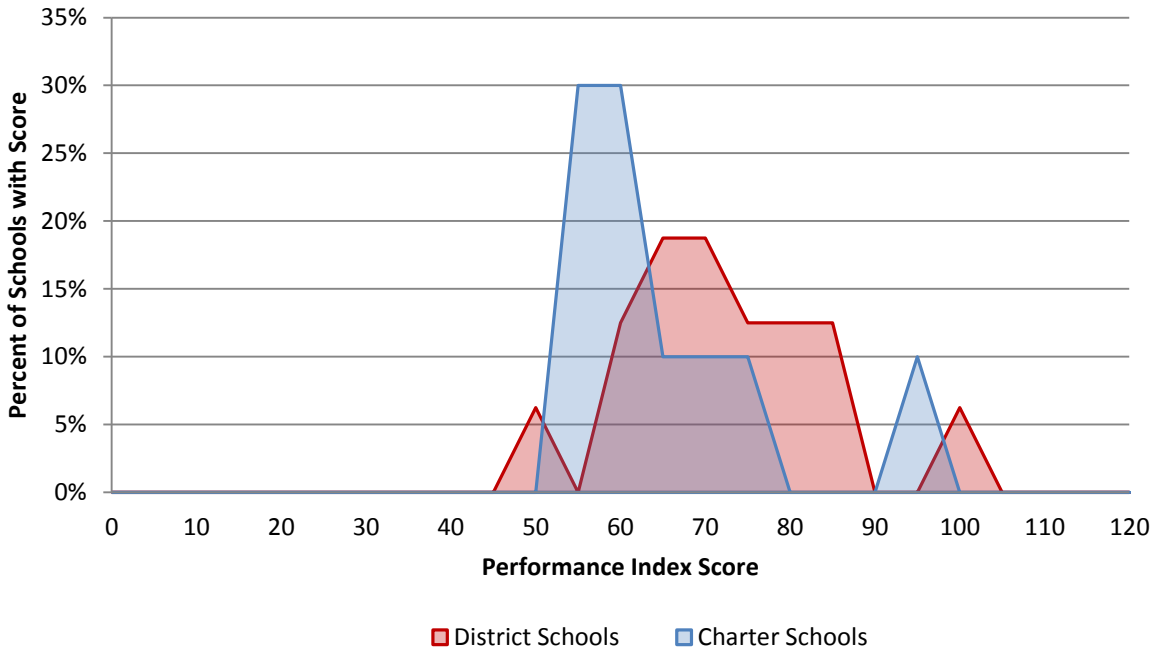


CHART A37: DISTRIBUTION OF CHARTER SCHOOLS VS. DISTRICT SCHOOLS BY VALUE-ADDED GROWTH CATEGORY, YOUNGSTOWN, 2010–11

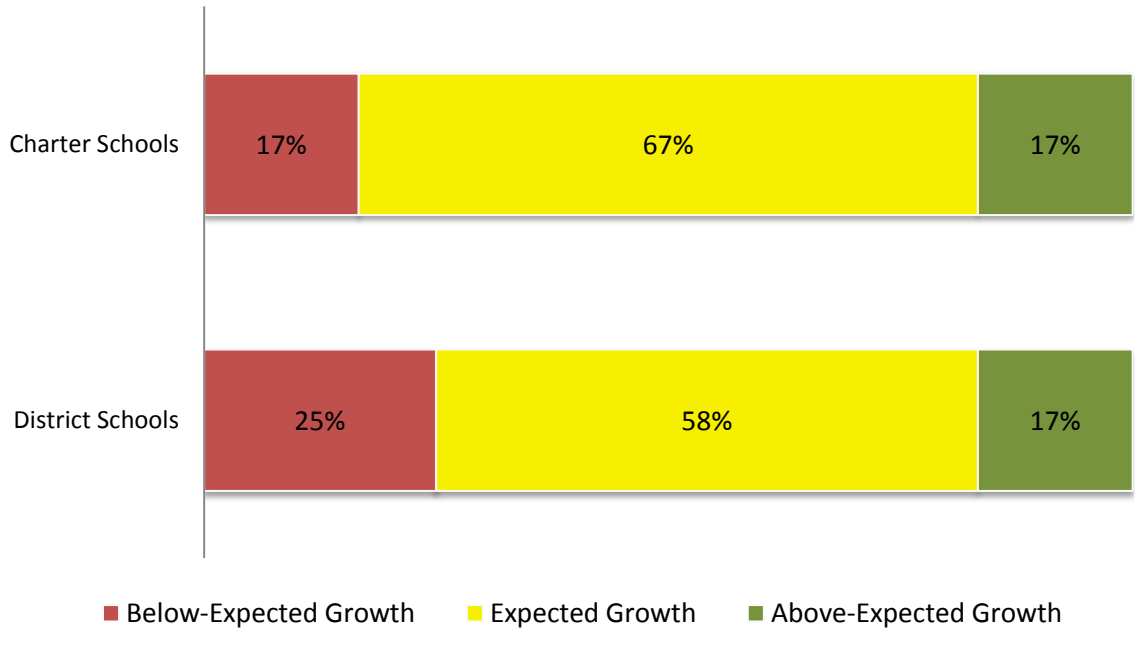


CHART A38: CHARTER SCHOOLS VS. DISTRICT SCHOOLS, PERFORMANCE INDEX GROWTH IN READING AND MATH, YOUNGSTOWN, 2010–11

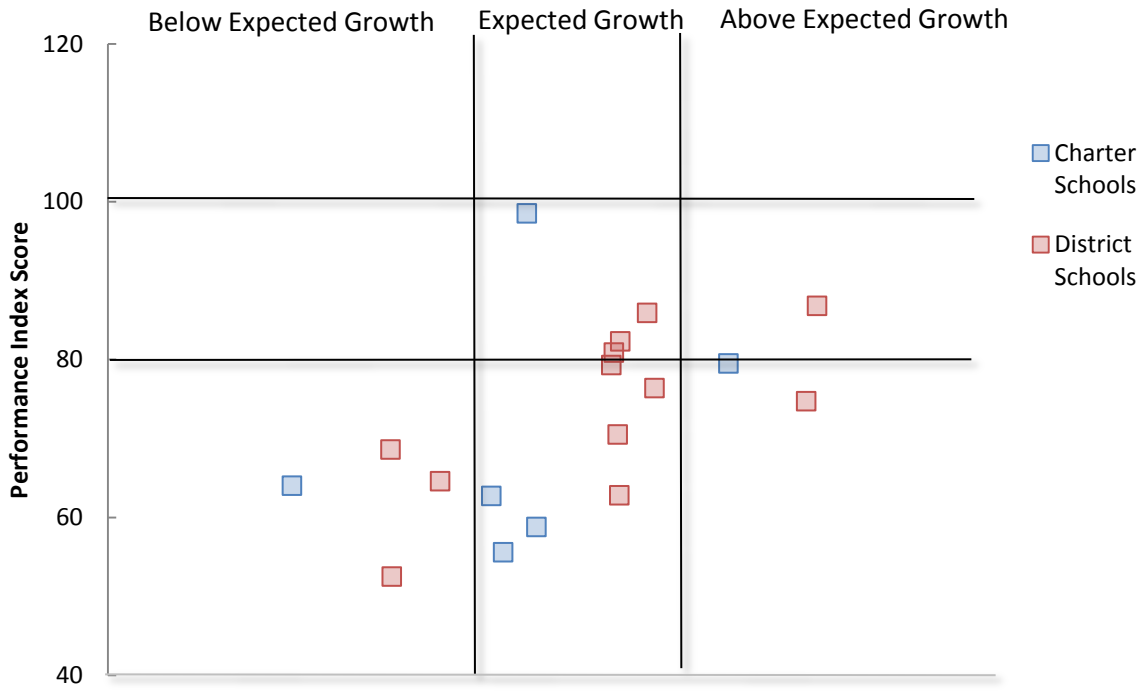


CHART A39: PERCENT OF YOUNGSTOWN CHARTER SCHOOLS BY PERFORMANCE DESIGNATION, 2010–11

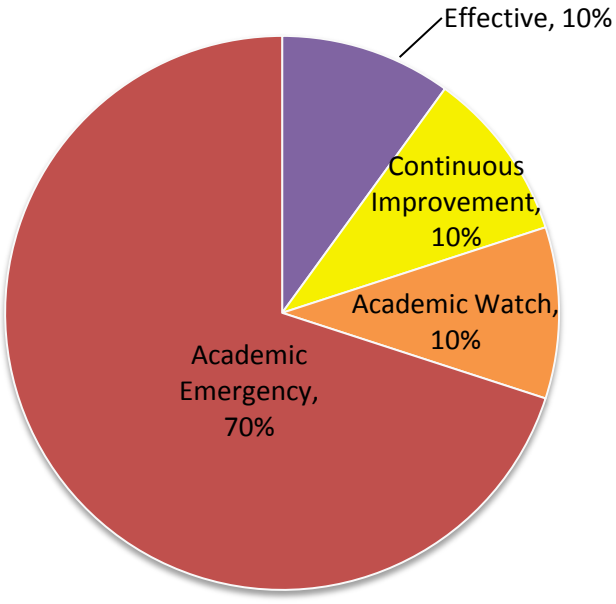
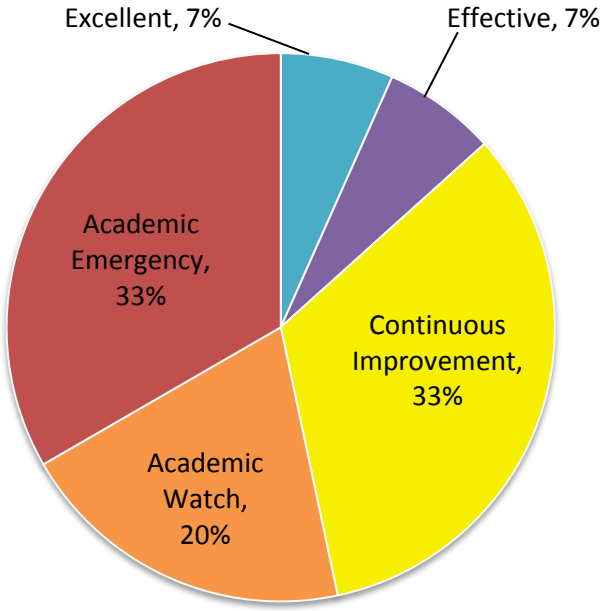


CHART 40: PERCENT OF YOUNGSTOWN DISTRICT SCHOOLS BY PERFORMANCE DESIGNATION, 2010–11



Appendix B: Comparison of Charter E-schools with Districts in which Charter E-school Students Resided

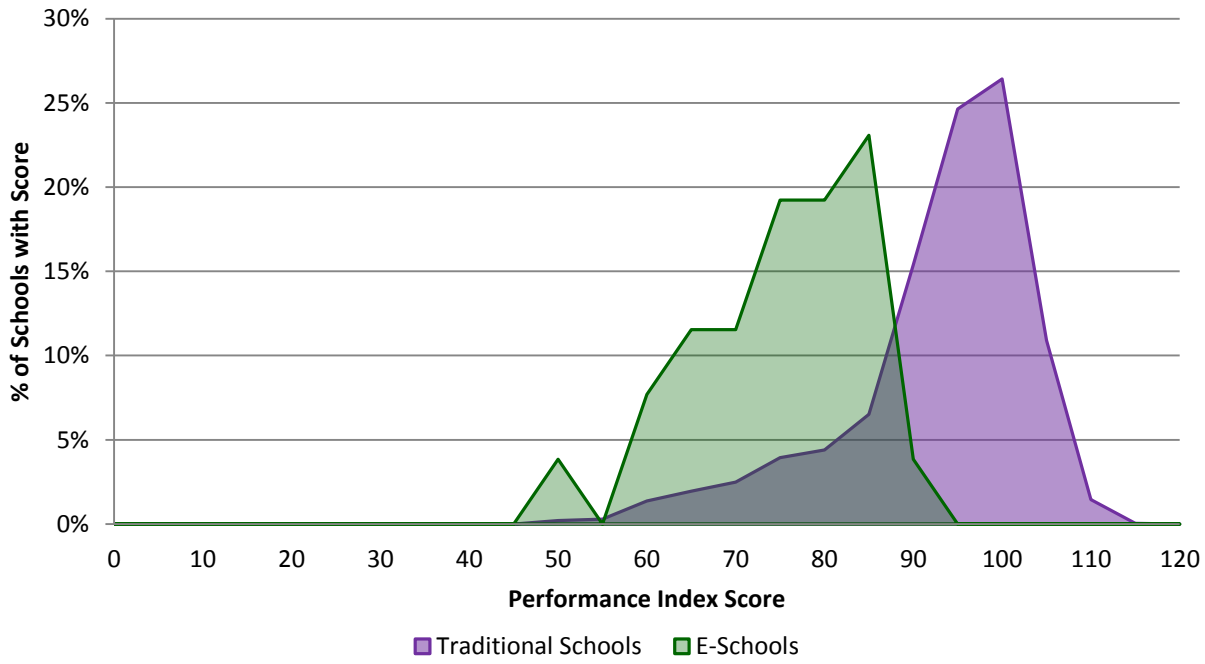
"E-schools" or "virtual schools," provide instruction to students online at home. Twenty-seven charter e-schools operated in Ohio in 2010-11. These schools served students residing in all but three districts across the state.

As throughout the rest of this report, the comparisons made here are purely descriptive. To release this information shortly after the publication of the 2010-11 performance results, researchers did not take steps to adjust results based on factors such as student composition. For a full description of the report's methods, see Appendix C.

Performance Index Score

Chart B1 shows that the distribution of Performance Index Scores for e-schools lagged behind district schools in which charter e-school students resided. While the vast majority of e-schools (85 percent) received a Performance Index Score between 65 and 85, most district schools (77 percent) received a Performance Index score between 90 and 105. In addition, the Performance Index score of the highest-performing district school was 24 points higher than the highest-performing e-school, 116 compared with 92.

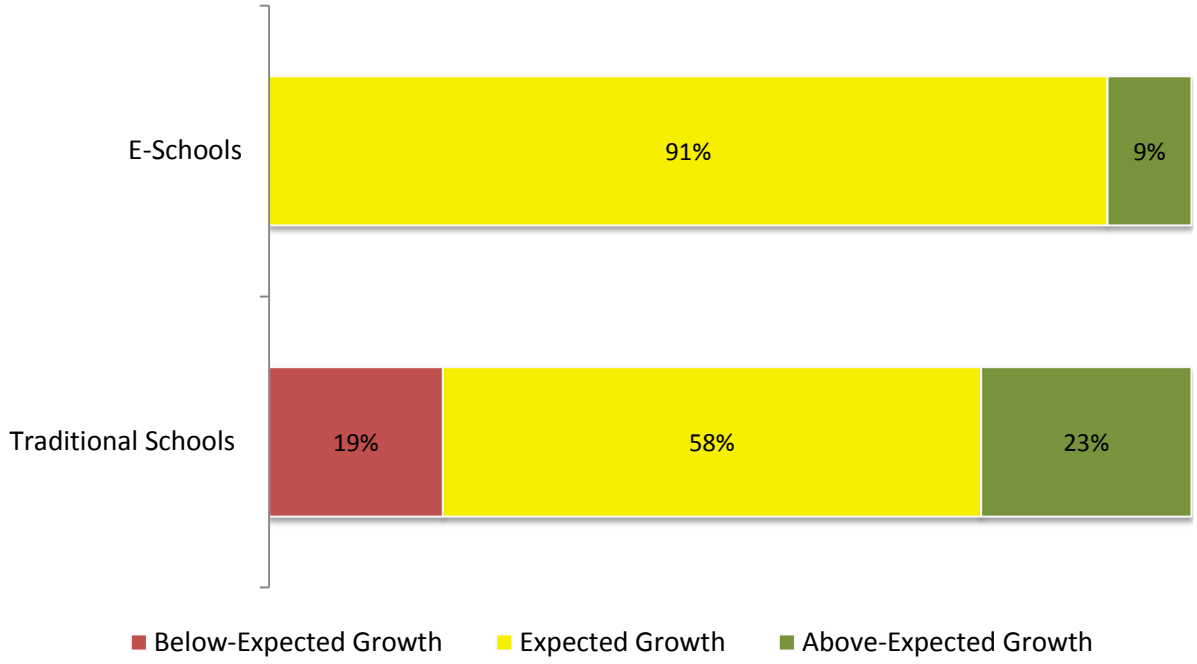
Chart B1: Distribution of Performance Index Scores, Charter E-Schools vs. Districts in which Charter E-school Students Resided, 2010-11



Value-Added Growth Categories

Chart B2 shows the percentage of e-schools and district schools in which charter e-school students resided that fell into each growth category in 2010–11. Growth data were available for 11 e-schools and 2,411 traditional schools. A higher percentage of traditional schools made above-expected growth compared with e-schools (9 percent vs. 23 percent), but no e-schools made less than expected growth, compared with 19 percent of traditional schools.

Chart B2: Distribution of Charter E-Schools vs. District Schools in which E-school Students Resided, by Value-Added Growth Category, 2010–11



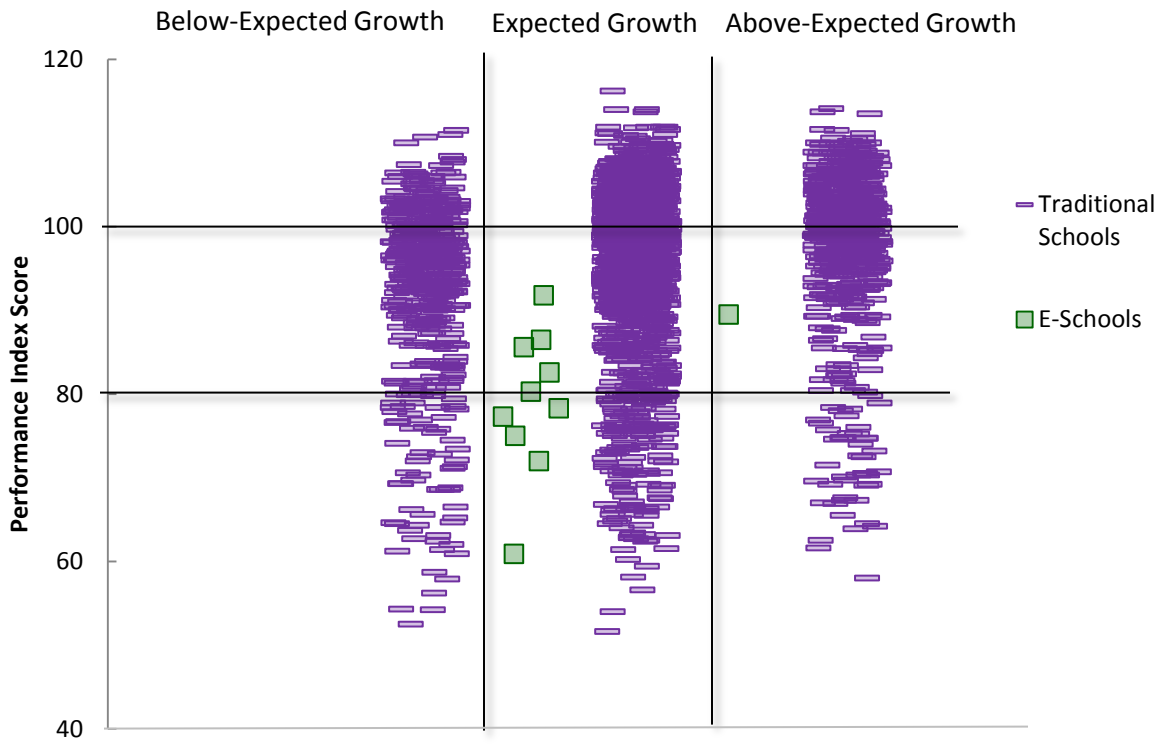
Combined Achievement and Growth

Chart B3 compares the performance of Ohio's e-school charters with that of district schools in districts in which charter e-school students resided. Purple rectangles represent district schools in districts where e-school students resided, and green squares represent e-schools.

Chart B3 shows that almost all of the state's e-schools demonstrated either expected growth and average performance or expected growth and low performance. One e-school, Ohio Virtual Academy, performed markedly better than the rest, achieving above-expected growth and average performance. In contrast, performance results among district schools in districts where e-school students resided were spread across every box.

Twelve percent of district schools (281 schools) in districts where e-school students resided demonstrated both high growth *and* high achievement. No e-schools met the same criteria.

CHART B3: CHARTER E-SCHOOLS VS. DISTRICTS SCHOOLS IN WHICH E-SCHOOL STUDENTS RESIDED, PERFORMANCE INDEX GROWTH IN READING AND MATH, 2010–11



APPENDIX C: METHODOLOGY

DATA SOURCES

All 2010-11 performance data used in this report comes from the Ohio Department of Education: "Download data." Retrieved from http://ilrc.ode.state.oh.us/Downloads.asp.

Enrollment and demographic data also comes from the Ohio Department of Education: "Power user's report." Retrieved from http://ilrc.ode.state.oh.us/Power_Users.asp

CHART 1: DISTRIBUTION OF PERFORMANCE INDEX SCORES, OHIO 8 CHARTER SCHOOLS VS. OHIO 8 DISTRICT SCHOOLS, 2010–11

Chart 1 shows the distribution of schools by their Performance Index scores. For this analysis, schools were sorted into five-point Performance Index score ranges (40.0 to 44.9, 45.0 to 49.9, etc.). Each data point on the chart indicates the percentage of charter or district schools that fell into that five-point Performance Index range. For example, the highest point of the blue charter curve indicates that 17.3 percent of all charters earned a Performance Index score between 80.0 and 84.9.

CHART 2: DISTRIBUTION OF OHIO 8 CHARTER SCHOOLS VS. OHIO 8 DISTRICT SCHOOLS BY VALUE-ADDED GROWTH CATEGORY, 2010–11

Ohio measures growth using a value-added assessment: a measure of how much progress students made in reading and math over the course of one year compared with how much the state would expect them to gain. Schools are classified as making Above-Expected Growth, Expected Growth, or Below-Expected Growth. Chart 2 shows the percentage of charter schools and comparable district schools that fell into each growth category.

CHARTS 3–5, 8, & 19–21: PERFORMANCE INDEX AND GROWTH IN READING AND MATH, 2010–11

Charts 3–5, 8, and 19–21 display how schools were distributed based on their Performance Index scores and value-added classifications. Schools located in the top-right section have Performance Index scores above 99.9, and a value-added classification of Above-Expected Growth. Schools in the middle-center section have Performance Index scores between 80 and 99.9 and a value-added classification of Expected Growth, and schools in the bottom-left section have Performance Index scores below 80 and a value-added classification of Below-Expected Growth.

The vertical location of each square is determined by the Performance Index score of each school. The horizontal location is determined by each school's value-added category. For instance, if a school received a value-added designation of Above-Expected Growth, it would be located in the right column. To help differentiate among squares, random variance was introduced into horizontal coordinates to create space between squares. While the placement of squares into columns is relevant, the horizontal location of squares within sections is irrelevant. That is, a square on the left side of a box does not necessarily have a lower value added than one on the right; they are both in the same value-added category.

The segmentation of Performance Index scores into three categories is based on Ohio's school and district ratings system. Under Ohio's school and district ratings system, schools or districts with a Performance Index score above 99.9 are able to receive a designation of Excellent. Schools or districts with a Performance Index score between 80 and 99.9 can receive a rating of Effective or Continuous Improvement, and schools or districts with Performance Index scores below 80 can receive a rating of Academic Watch or Academic Emergency.

Charts 6 & 7: Percentage of Schools in Each Performance and Growth Category, Change from 2008–09 to 2010–11

Charts 6 & 7 show the change in the percentage of all charter or traditional district schools in the Ohio 8 that fell in each of the nine segments of the chart comparing performance and growth in 2008–09 to 2010–11.

Charts 9 & 10: Urban Charter School Performance Over Time in Reading and Math

Charts 5 and 6 use weighted averages to compare the performance of urban charter schools with the performance of their surrounding district schools. For example, if in 2010–11 30 percent of charter students were in third grade, then third-graders in district schools would be counted as 30 percent of the district average. Similarly, if 30 percent of charter students were in Akron, then students in Akron would be counted as 30 percent of the district average as well.

Chart 11-12: Performance Designations

These charts compare the percentage of schools receiving each designation in the state's accountability system. These results are not weighted.

Charts 13–16: Charter School Performance vs. Non-Charter Performance, 2010–11

These charts compare the performance of charter schools to the performance of their comparable non-charter district schools. Each analysis uses weighted averages that take into account the percent of charter students in each grade and city when comparing their performance to that of district schools. For example, if 30 percent of the charter students in Dayton were in third grade, third-graders in the Dayton City School District would be counted as 30 percent of the district average as well.

Charts 17–18: Charter School Growth vs. Non-Charter Growth, 2010–11

Ohio measures growth using a value-added assessment: a measure of how much progress students made in reading and math over the course of one year compared to how much the state would expect them to gain. It is possible for schools to be classified as making Above-Expected Growth, Expected Growth, or Below-Expected Growth. Charts 17–18 show the percentage of charter schools and comparable district schools that made Above-Expected Growth and Expected Growth.