

URBAN SCHOOL PERFORMANCE REPORT:

*An analysis of Ohio Big Eight Charter and District School
performance with a special analysis of Cyber Schools*

2007-08

PUBLIC IMPACT



EXECUTIVE SUMMARY

With the release of Ohio's state test score data each fall, one of the questions that arises is how well the state's large sector of charter schools has performed relative to their counterparts in traditional districts. The Thomas B. Fordham Institute commissioned Public Impact to conduct a brief analysis of the 2007-08 data in this report.

Using public data from the Ohio Department of Education's website, the analysts compared the performance of urban charter schools with that of non-charter public schools in the state's eight largest districts (Akron, Canton, Cincinnati, Cleveland, Columbus, Dayton, Toledo, and Youngstown), where most charter schools reside. Separately, they compared the performance of charter e-schools (also called virtual schools) with that of non-charter public schools statewide.

Among the key findings:

- In the state's new value-added assessment system, which tracks student growth, urban charter schools were more likely to achieve Above Expected Growth (26.8 percent) than were non-charter Ohio 8 schools (21.8 percent).
- Ohio 8 non-charter public schools were more likely to achieve Below Expected Growth (54.0 percent vs. 45.5 percent).
- Across the eight largest urban districts, overall performance levels across all grade levels were similar. Just under 6 in 10 of students in both types of schools were proficient in reading in 2007-08. In math, less than half of students were proficient in both sectors.
- In both subjects, urban schools – both charter and non-charter – continued to fall substantially below the state goal of 75 of proficiency.
- Very few urban schools achieved both Above Expected Growth and the top tier on the state's Performance Index (scoring 100 or above), with just 1.6 percent of schools in both sectors falling into that desired category.
- Urban charter high school students were somewhat more likely (69 percent vs 63 percent) to be proficient in math, but much less likely (54 percent vs 76 percent) to make the mark in reading than their non-charter peers.
- The percentage of non-charter urban schools making Adequate Yearly Progress (AYP), the federally mandated standard of performance, fell in 2007-08, while the percentage of urban charter schools making AYP stayed steady. Similar percentages -- less than a third of both charter and non-charter urban schools -- made AYP.
- In the state rating system, only 19 percent of urban non-charter schools were rated Excellent or Effective, compared with just 12 percent of urban charter schools. Almost half of Ohio 8 district schools were in the Academic Emergency or Academic Watch categories, compared with over 64 percent of urban charter schools. In both cases, the percentage of schools in these troubled categories rose significantly from 2006-07 levels.

INTRODUCTION

This report compares the 2007-08 performance of Ohio's charter schools with that of comparable district schools around the state in four sections:

- Overall achievement and progress
- Performance trends over time
- Ratings in federal and state accountability systems
- Top Performers

For 2007-08, we track achievement across two types of charter schools in the Buckeye State. First are "e-schools" or "virtual schools," meaning they provide instruction to students primarily online. These schools serve students from districts across the state. The other type of charters are "brick and mortar" schools located primarily in Ohio's eight largest urban districts; Akron, Canton, Cincinnati, Cleveland, Columbus, Dayton, Toledo, and Youngstown.

These two sets of charter schools – e-schools and urban "brick-and-mortar" schools – draw from different segments of Ohio's student population. E-schools can enroll students from across the state, while urban charter schools, by law, draw their students almost entirely from the large urban school districts in which they are physically located.

As a result of this difference, this report compares e-school performance to that of non-charter public schools statewide, and urban charter school performance to that of the urban school districts in which these schools are located. In research parlance, this provides us with an "apples-to-apples" comparison of student achievement.

OVERALL ACHIEVEMENT AND PROGRESS

Urban Elementary and Middle Schools

In 2007-08, Ohio's reporting system makes it possible to examine elementary and middle school performance on two dimensions: achievement and progress. Ideally, schools will have high proportions of their students achieving at grade level *and* their students will be making measurable progress or growth in test scores over the course of the school year.

Ohio summarizes school achievement using a "Performance Index." This score averages a school's student achievement in all tested subjects in grades 3-8, with the most weight given to students who exceed state standards. The Performance Index runs on a scale from 0 to 120, with 100 being the goal.

For the first time in 2007-08, Ohio also rates each school's "value added": 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. Using this information Ohio determines if each school made Above Expected Growth, Expected Growth or Below Expected Growth.

Chart 1 compares the performance of Ohio’s urban charter schools on both of these dimensions with that of non-charter schools in the eight largest school districts. The upper-right section of the chart is the ideal: high achievement **and** high progress. The size of each blue bubble indicates the percentage of urban charter schools in each section, and the size of each red bubble indicates the percentage of Ohio 8 district schools in each section.

Chart 1: Urban Charter School vs. Ohio 8 District School Performance Index and Growth in Reading and Math, 2007-08

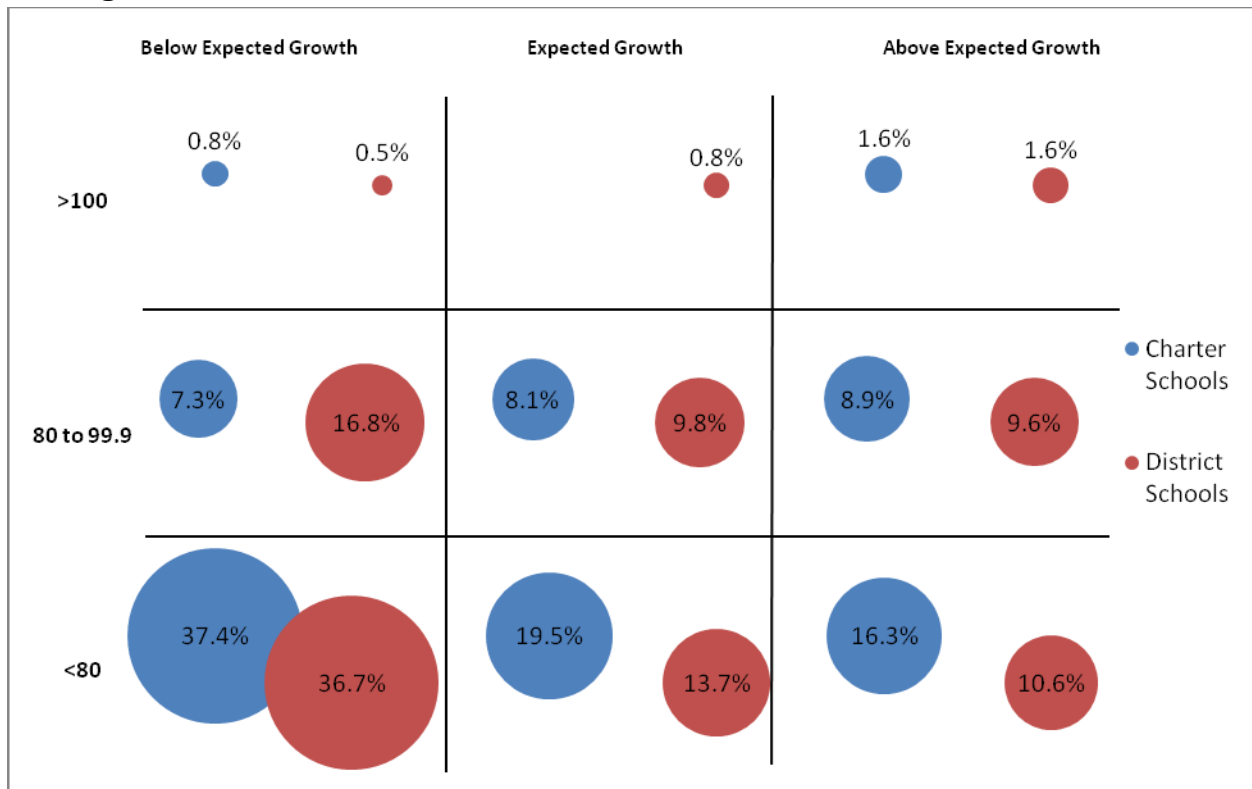


Chart 1 makes clear that most urban schools – both charter and district – fall into the lower tier of the state’s Performance Index, with charter schools more likely to fall in this category (73.2 vs. 61.0 percent). On growth, district schools were more likely to achieve Below Expected Growth (54.0 percent) than were charter schools (45.5 percent). Charter schools were more likely to fall into the Above Expected Growth category (26.8 vs. 21.8 percent).

Among schools in the lower tier of the Performance Index, most also exhibited Below Expected Growth, which suggests that they are not on track to move up to a higher tier of performance in the future. Urban charter schools in this low-performing tier, however, are more likely than their district peers to exhibit Above Expected or Expected Growth. Some 49 percent of these charter schools made Expected or Above Expected Growth, compared to 40 percent of district schools.

One enduring challenge in Ohio and elsewhere is that schools serving high populations of low-income students tend to have lower student performance. Ohio’s new value-added system makes it

possible to identify specific schools – both charter and non-charter that are on their way to “beating the odds” with high levels of student progress for children in poverty.

Table 1 shows those schools, both district and charter, that made above expected growth and had a student population that was least 80% economically disadvantaged. The right hand column lists schools that are already beating the odds, achieving a Performance Index that is 80 or higher. The middle column shows schools that are still below 80 on the Performance Index, but making promising gains with above expected growth.

Table 1: Schools with Above Average Achievement and Progress serving at Least 80% Economically Disadvantaged Students, 2007-08.

District	Schools	
	Above Average Progress	Above Average Achievement and Progress
Akron City School District	Goodrich Middle Goodyear Middle Innes Middle Kent Middle Perkins Middle Rankin Elem.	Rankin Elem.
Canton City School District	McGregor Elem. Barbara F. Schreiber Elem. The Aspire Academy	Mc Gregor Elem. Barbara F. Schreiber Elem. The Aspire Academy
Cincinnati City School District	Frederick Douglass Elem. Hoffman Elem. John P. Parker Elem. Parham Elem. V.L.T. Academy Alliance Academy of Cincinnati Orion Academy King Academy Community School International College Preparatory Academy Phoenix Community Learning Ctr. Horizon Science Academy-Cinn.	Hoffman Elem. King Academy Community Phoenix Community Learning Ctr. Horizon Science Academy-Cinn.
Cleveland Municipal School District	Clara E. Westropp Clark School Cleveland School of Arts (Dike Campus) Memorial School Pinnacle Academy Madison Community Marcus Garvey Academy Cleveland Lighthouse Community Iowa-Maple Elem. Walton School	Clara E. Westropp Cleveland School of Arts (Dike Campus) Madison Community
	Columbus Spanish Immersion Elem. Buckeye Middle Colerain Elem. Dominion Middle Duxberry Park Alternative Elem.	Columbus Spanish Immersion Elem. Colerain Elementary Dominion Middle Duxberry Park Alternative Elem. Easthaven Elementary

Columbus City School District

East Columbus Elem.
 Easthaven Elem.
 Eastmoor Middle
 Arts Impact Middle
 Franklin Alternative Middle
 Indian Springs Elem.
 Indianola Math, Science and Technology Middle
 Johnson Park Middle
 Ecole Kenwood Alternative Elem.
 Lincoln Park Elem.
 Monroe Alternative Middle
 North Linden Elem.
 Oakmont Elem.
 Ridgeview Middle
 Starling Middle
 Wedgewood Middle
 Westmoor Middle
 Woodward Park Middle
 Innis Elem.
 Liberty Elem.
 Mifflin Alternative Middle
 Avalon Elem.
 Welcome Center @ Mifflin M.S.
 South Scioto Academy
 International Acad. of Columbus

Arts Impact Middle (Aims)
 Franklin Alternative Middle
 Indian Springs Elem.
 Johnson Park Middle
 Ecole Kenwood Alternative Elem.
 Monroe Alternative Middle
 Ridgeview Middle
 Westmoor Middle
 Woodward Park Middle
 Avalon Elem.

Dayton City School District

Belle Haven Elem.
 Fairview Middle
 Kemp @ Grant Elem.
 Charles L Loos Elem.
 Stivers School For The Arts H.S.
 City Day Community
 Horizon Science Academy- Dayton
 N. Dayton School of Science & Discovery

Stivers School for the Arts H.S.
 Horizon Science Academy-Dayton

Toledo City School District

Lake Erie Academy
 Winter-field Venture Academy

Lake Erie Academy
 Winterfield Venture Academy

Youngstown City School District

P. Ross Berry Middle
 Volney Rodgers Junior H.S.
 Williamson Elem.
 Summit Academy Middle

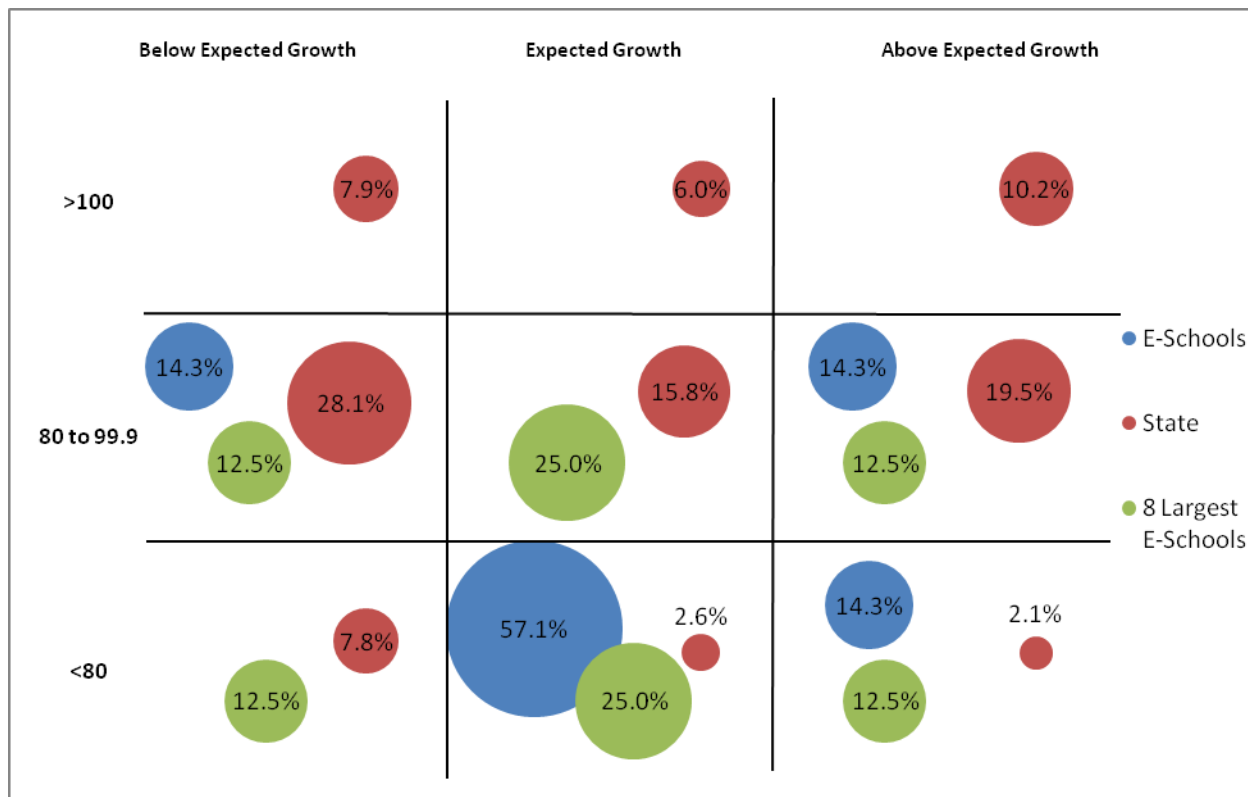
■ district schools
 ■ charter schools

Elementary and Middle Charter E-Schools vs. Schools Statewide

Chart 2 shows a comparison of the state’s charter e-schools and district schools statewide on achievement and progress. Ohio has 38 charter e-schools serving 21,817 students (a full fourth of the state’s charter population). Of these, 31 are sponsored by traditional school districts. Green bubbles show the percentage of the state’s eight large charter e-schools – those with enrollment greater than 500 – in each section. The size of each blue bubble indicates the percentage of other

(smaller) e-schools in each section, and the size of each red bubble indicates the percentage of schools statewide in each section.

Chart 2: E-School vs. Statewide Performance Index and Growth in Reading and Math, 2007-08



Smaller charter e-schools clustered significantly in the lower Performance Index tier, in Expected Growth, with fully 57.1 percent of these schools in that section of Chart 2. No charter e-schools of any size were in the top tier of performance, compared with 24.1 percent of public schools statewide. Public schools statewide were also more likely than charter e-schools to achieve Above Expected Growth. The state’s eight large e-schools did somewhat better than smaller e-schools on the Performance Index, though they were much more likely than their smaller counterparts to achieve Below Expected Growth.

High Schools

Value added scores are only available for elementary and middle school grades in Ohio. As a result, it is only possible to examine student achievement in the state’s high schools, not progress. Chart 3 shows how two types of charter high schools, dropout recovery and other charter schools compared to their home district high schools.

District high schools outperformed dropout recovery charter schools in reading and math by 19 and 23 percentage points respectively. While district high schools performed better than other

charter schools in reading, by 23 points, other charter high schools performed better in math by 6 points.

Chart 3: Dropout Recovery and Urban Charter Schools Performance vs. Ohio 8 District Performance on the OGT, 2007-08

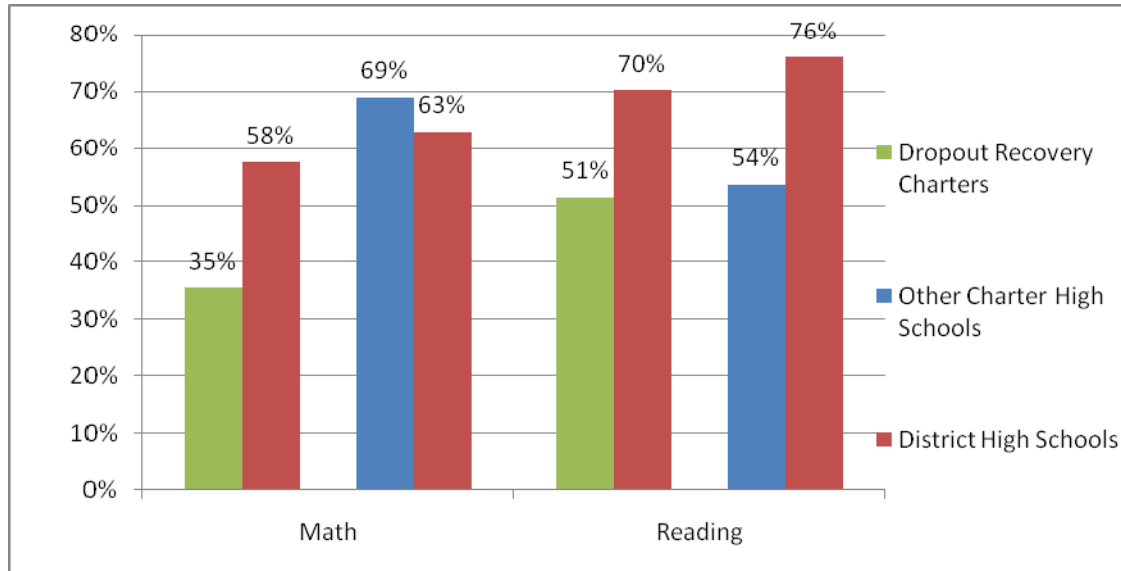
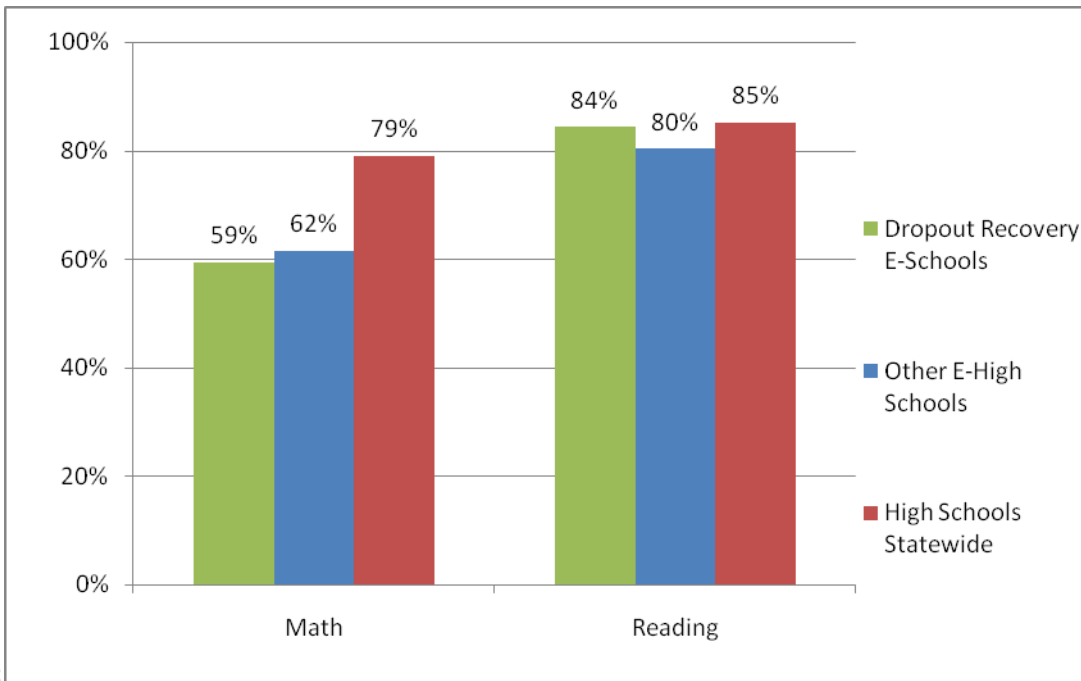


Chart 4 shows two types of e-schools, dropout recovery e-schools, and other e-schools performed on the OGT in reading and math. In both reading and math non-charter high schools statewide performed better than dropout recover e-schools and other e-schools. In math, non-charter high schools statewide outperformed e-schools and dropout recovery e-schools by 17 points and 20 points, respectively. In reading, non-charter high schools statewide outperformed e-schools by 5 points and dropout recovery e-schools by 1 point. Interestingly, dropout recovery e-schools outperformed other e-schools in reading by 5 points. In math, other e-schools outperformed dropout recovery e-schools by 3 points.

Chart 4: Dropout Recovery E-Schools and Other E-Schools Performance vs. Statewide Performance on the OGT, 2007-



08

URBAN CHARTER SCHOOL VS. OHIO DISTRICT SCHOOL PERFORMANCE OVER TIME

To understand the trajectory of student achievement in Ohio’s charter schools, it is important to look at long term trends. Charts 5 and 6 examine how the performance of students in Ohio 8 charter schools and districts has changed over time. This comparison uses weighted averages that take into account the percent of charter students in each grade and district when comparing their performance to that of district schools. For example, if 30 percent of the charter students in Dayton were in 3rd grade, 3rd graders in Dayton City School District would be counted as 30 percent of the district average as well. For a more detailed explanation, see Appendix 2.

In 2001-02, urban charter school performance lagged that of the surrounding districts substantially. Between 2001-02 and 2007-08, charter school performance in both reading and math has risen to the point where it is now very similar to that of the urban systems where the charter schools reside. Urban charter school proficiency rates in reading are now 1.6 points below the weighted district average; in math, they are 4 points lower.

Analyzing only statewide performance in reading and math does not reflect the variation that exists between charter schools in different districts and in their performance in different subject areas. Charts A1 – A6 in Appendix 1 compare the performance of charter schools to the performance of the surrounding district schools in reading, math, writing, science and citizenship.

Chart 5: Urban Charter School vs. Ohio 8 District School Performance over Time in Reading

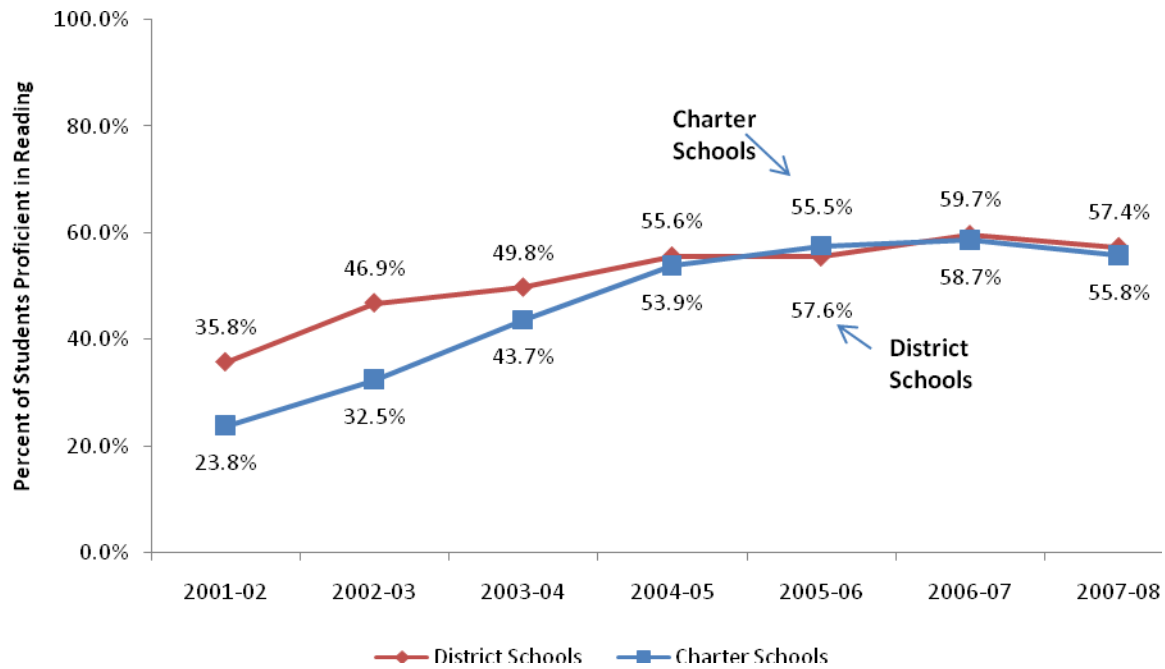
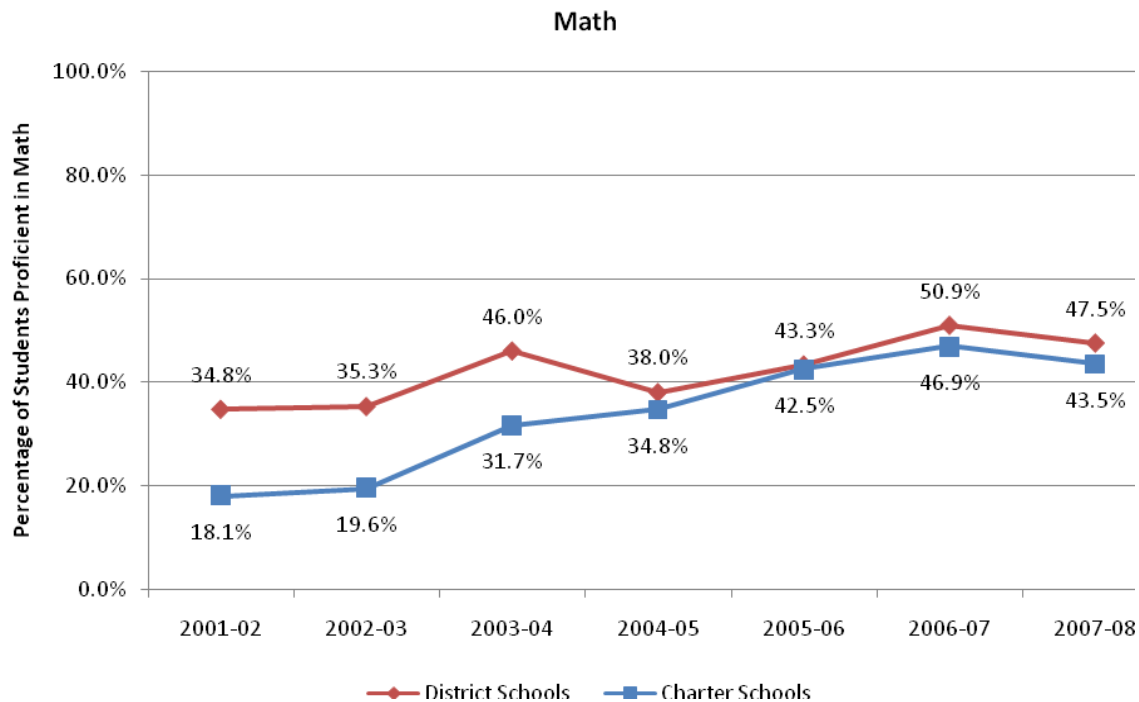


Chart 6: Urban Charter School vs. Ohio 8 District School Performance over Time in Math



URBAN CHARTER SCHOOLS VS. OHIO 8 DISTRICT SCHOOL PERFORMANCE IN FEDERAL AND STATE ACCOUNTABILITY SYSTEMS

Another way to compare performance is to examine how schools fared in federal and state accountability systems. Each year, Ohio determines whether each school made Adequately Yearly Progress (AYP) according to the federal No Child Left Behind Act. AYP calculates if specific subgroups at a school made sufficient progress towards state goals in reading and math. For a school to achieve AYP all subgroups must make adequate yearly progress in both reading and math. Charts 7 and 8 show the percentages of Ohio 8 charter and district schools, respectively, that made AYP in 2007-08. Some 31.4 percent of Ohio 8 district schools made AYP, vs. 28.5 percent of urban charter schools, a gap of about 3 percentage points. The district percentage is down markedly from 2006-07, when 38 percent of district schools made AYP. The charter percentage increased slightly, from 28 percent.

Chart 7: Percent of Charter Schools in Ohio 8 Making AYP in 2007-08

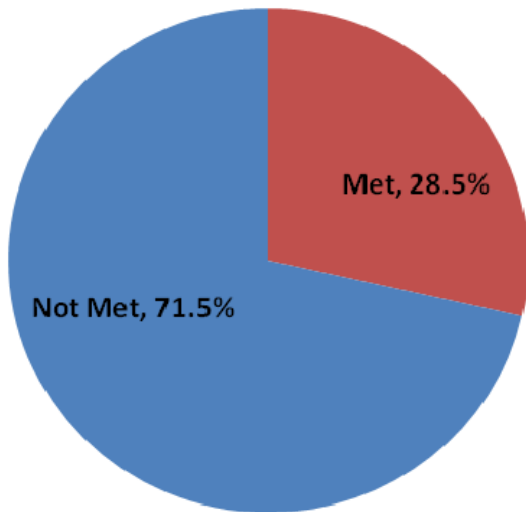
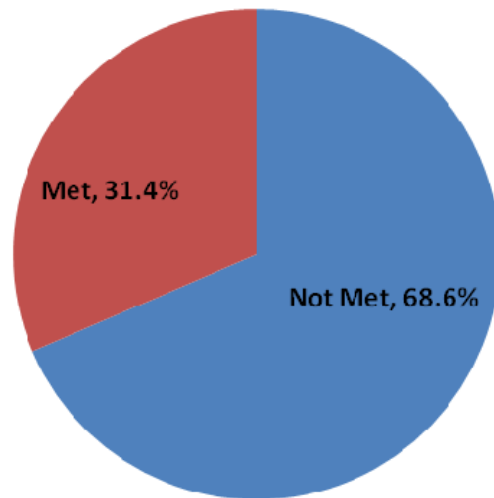


Chart 8: Percent of District Schools in Ohio 8 Making AYP in 2007-08



Charts 9 and 10 show the percentages of e-schools and schools statewide that made AYP. While 64.2 percent of schools statewide made AYP, less than half that portion (31.4 percent) of the state's charter e-schools achieved this federal benchmark.

Chart 9: Percent of E-Schools Making AYP, 2007-08

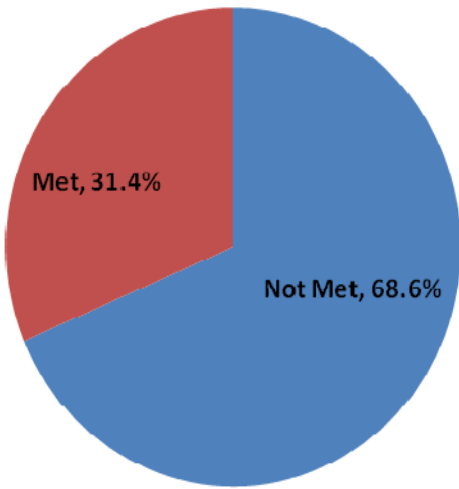
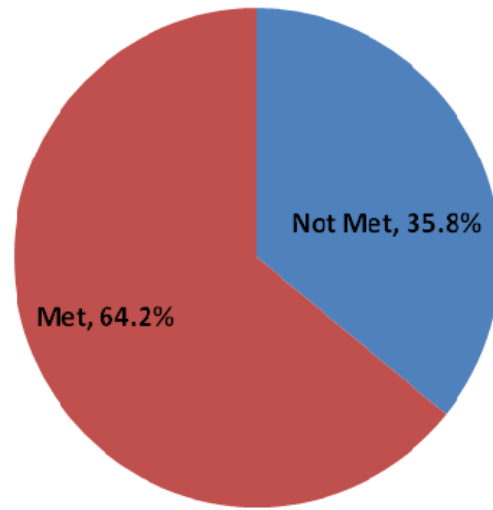


Chart 10: Percent of Schools Statewide Making AYP, 2007-08



Ohio’s own accountability system also places schools into one of six categories based on a range of performance measures. Charts 11 and 12 show the percentages of Ohio 8 charter and district schools, respectively, that fell into different state categories in 2007-08. Nineteen percent of Ohio 8 district schools were rated Excellent or Effective, compared with 12 percent of urban charter schools. Almost half of Ohio 8 district schools were in the Academic Emergency or Academic Watch categories, compared with over 64 percent of urban charter schools. In both sectors, the percentage of schools in these troubled categories increased between 2006-07 and this year, with rates up from 43 percent for urban non-charter schools and 58 percent for urban charter schools.

Chart 11: Percent of Urban Charter Schools by Performance Designation, 2007-08

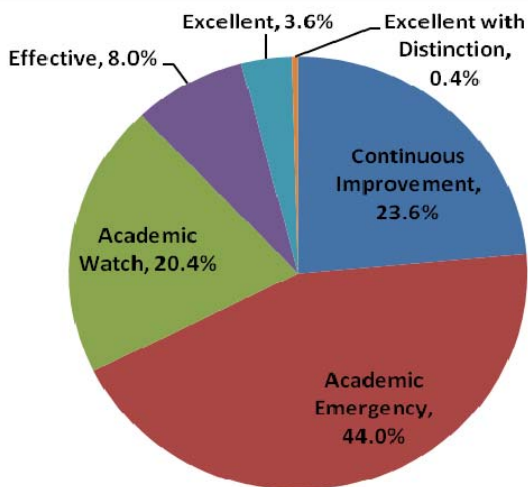
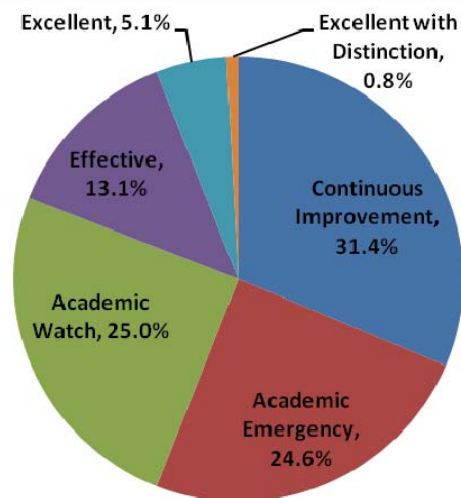


Chart 12: Percent of District Schools in Ohio 8 by Performance Designation, 2007-08



Charts 13 and 14 show the percent of e-schools and schools statewide with each performance designation. Among e-schools, only 7.7 percent were rated Effective, with no e-schools in the Excellent category. Statewide, about 7 in 10 schools were at the Effective or Excellent level. Some 61.6 percent of e-schools were in Academic Watch or Emergency, versus only 13.3 percent of public schools statewide.

Chart 13: Percent of E-Schools by Performance Designation, 2007-08

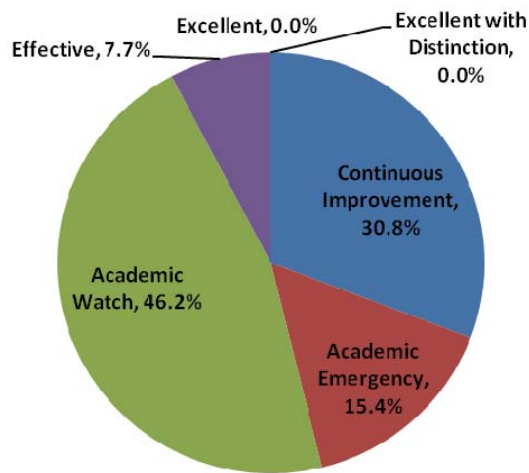
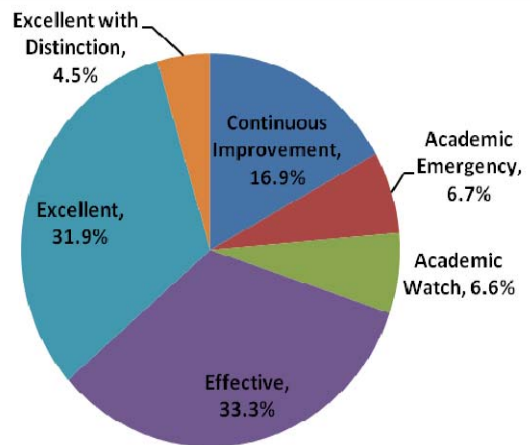


Chart 14: Percent of State Schools by Performance Designation, 2007-08



TOP PERFORMERS

Looking only at average performance masks the fact that there is a wide range of performance within the charter and district sectors. Charts 15 and 16 illustrate how well the *best* schools – charter and non-charter – performed within Ohio’s largest eight districts in 2007-08. The charts compare the percentage of students proficient in the top 5 charter schools in each district with the percentage proficient in the top 5 district schools.

In most urban districts the top performing charter schools still lag somewhat behind the top performing district schools on average. Top performing charter schools in Cincinnati, Cleveland, Columbus, Dayton and Toledo surpassed the state goal of 75% of students meeting state standards in reading, and top performing charter schools in Cincinnati, Cleveland, Columbus and Toledo surpassed the state goal of 75% of students meeting standards in math. These charts show that while urban schools in general – both charter and non-charter – tend to lag behind Ohio’s state goal of 75% proficiency, top urban performers in both sectors often meet or exceed the state’s goal.

Chart 15: Performance of the Top 5 Charter Schools and the Top 5 District Schools in Ohio 8 Cities in Reading, 2007-08

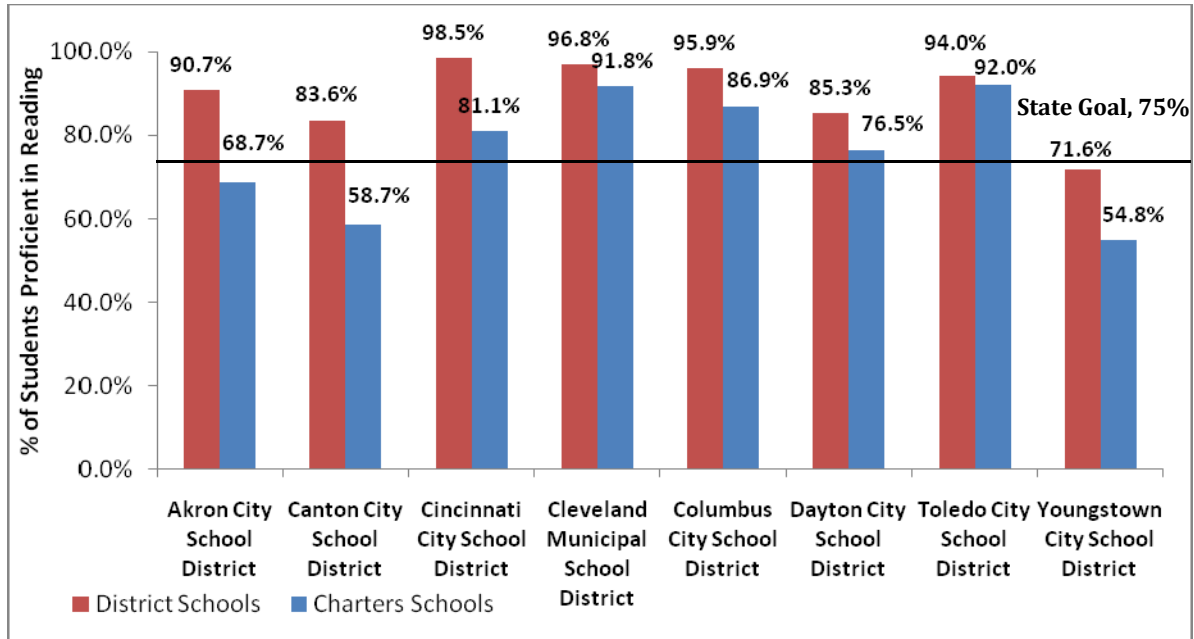
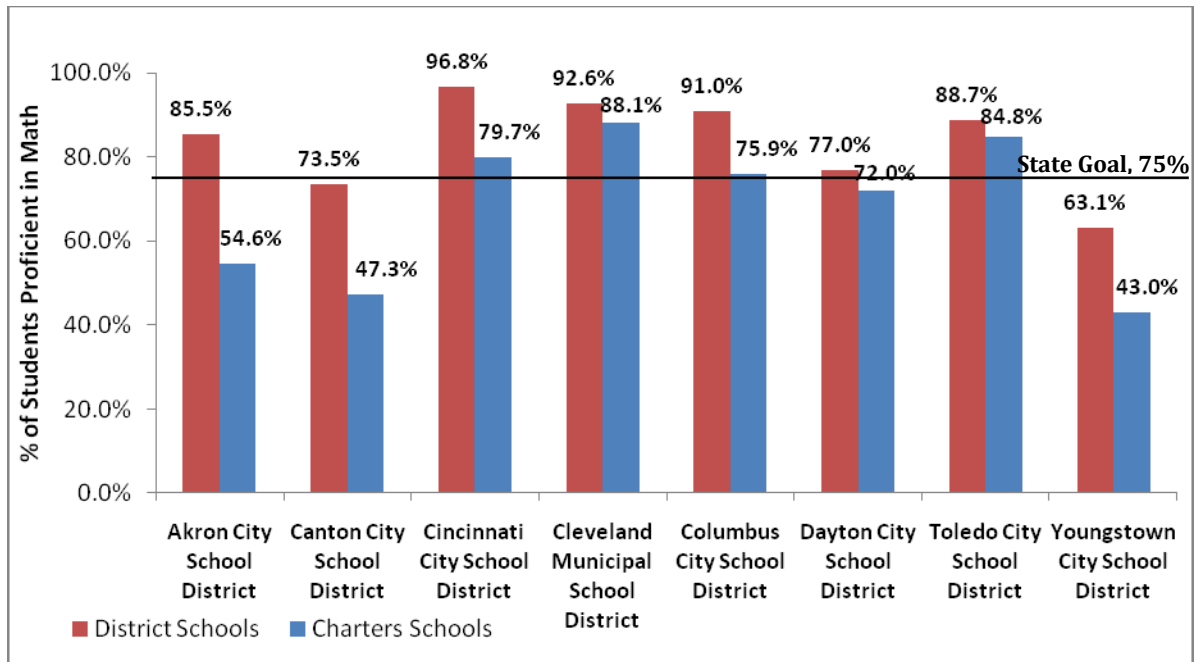


Chart 16: Performance of the Top 5 Charter Schools and the Top 5 District Schools in Ohio 8 Cities in Math, 2007-08



Another way to compare charter and non-charter performance at the top of the range is to ask whether charter schools are over-represented, under-represented, or evenly represented among top-ranked public schools in a district.

Charts 17 & 18 show the percent of charter schools in the top 10% of schools in reading and math. Charter schools are over-represented among the best public schools in a district if more than 10% of charter schools are in the top 10% of all schools. Charter schools are over represented in reading in Dayton where 14 percent of charters are in the top 10 percent and in Cleveland where 12 percent of charters are among the top 10 percent. Charter schools in Dayton and Cleveland are also over represented among the best public schools in math. In math 14% of Dayton charter schools are among the best public schools, and in Cleveland 11% of charters are among the top 10 percent.

What this information makes clear is that whatever the overall performance of charter schools in the state, a significant number of charter schools are performing very well. A challenge for state policymakers and educators is to capitalize on their success by learning from their strategies and by replicating these schools in other locations in need of school improvement.

Chart 17: Percent of Charter Schools in the Top 10% of All Public Schools in Reading, 2007-08

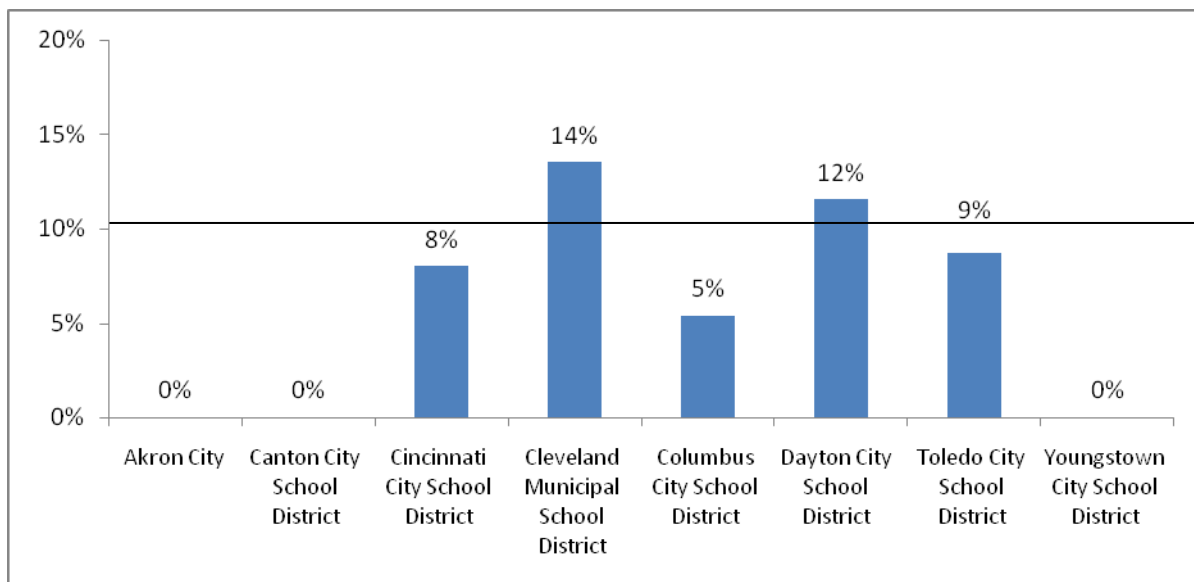
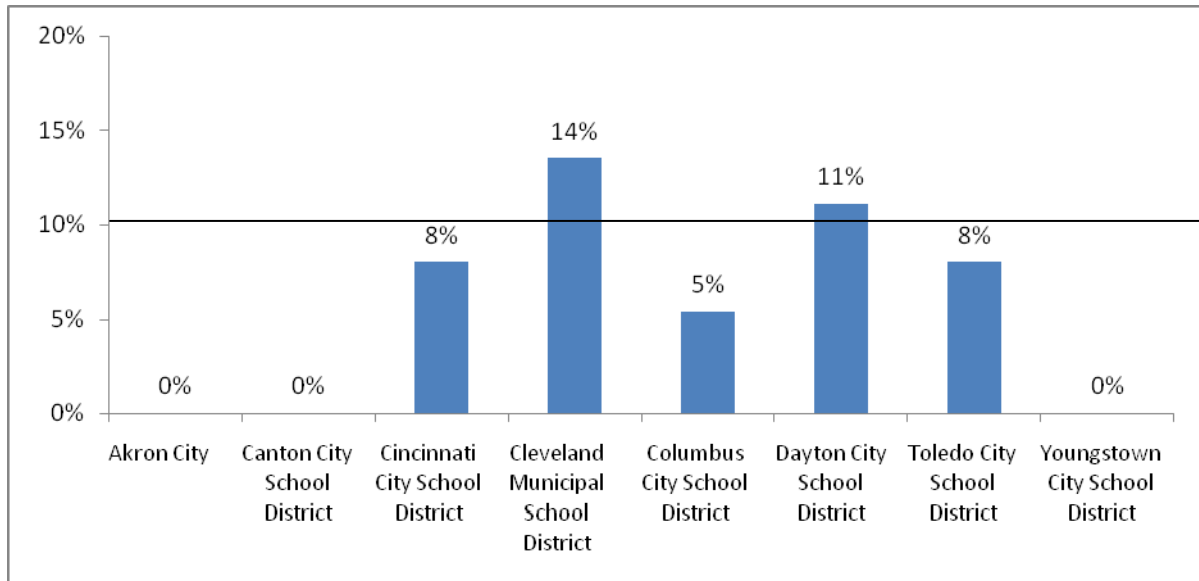


Chart 18: Percent of Charter Schools in the Top 10% of All Public Schools in Math, 2007-08



APPENDIX 1:

DISTRICT-BY-DISTRICT AND SUBJECT-BY-SUBJECT CHARTER SCHOOL PERFORMANCE VS. OHIO 8 DISTRICT PERFORMANCE

Charts A1 – A5 compare the performance of charter schools located in the Ohio 8 districts to the performance of their district counterparts on state tests in reading, math, science, writing and citizenship. These comparisons use weighted averages that take into account the percent of charter students in each grade and district when comparing their performance to that of district schools. For example, if 30 percent of the charter students in Dayton were in 3rd grade, 3rd graders in Dayton City School District would be counted as 30 percent of the district average as well.

In the eight districts as a group, district schools out-performed charter schools, . In reading 55.8 percent of charter students were proficient vs. 57.4 percent of district students. In math, 43.5 percent of charter students were proficient, compared with 47.5 percent of district students. In science, 30.9 percent of charter students were proficient, compared with 37.9 percent of district students. In writing, 66.8 percent of charter students were proficient vs. 68.8 percent in district schools. In citizenship 29.6 percent of students were proficient compared with 38.1 percent of students in district schools.

In two cities, Dayton and Cleveland, charter students outperformed district students in reading and math. In Dayton, charter student performance was higher by 12.4 percentage points in reading and 13 percentage points in math. In Cleveland, charter performance was higher by about three percentage points in reading and two percentage points in math. The relatively large number of charter students in Dayton causes the Dayton results to be weighted more heavily in the comparison across all eight districts.

Chart A1: Urban Charter School Performance vs. Ohio 8 District Performance in Reading, 2007-08

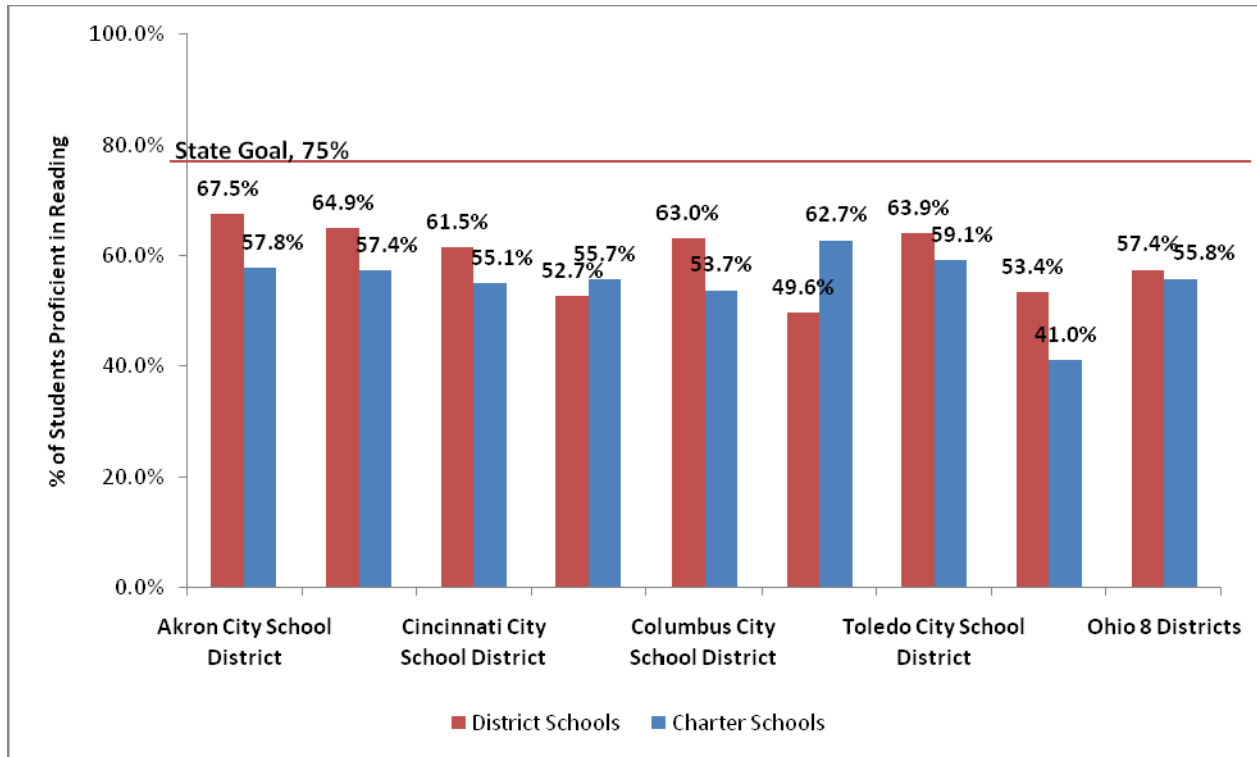


Chart A2: Urban Charter School Performance vs. Ohio 8 District Performance in Math, 2007-08

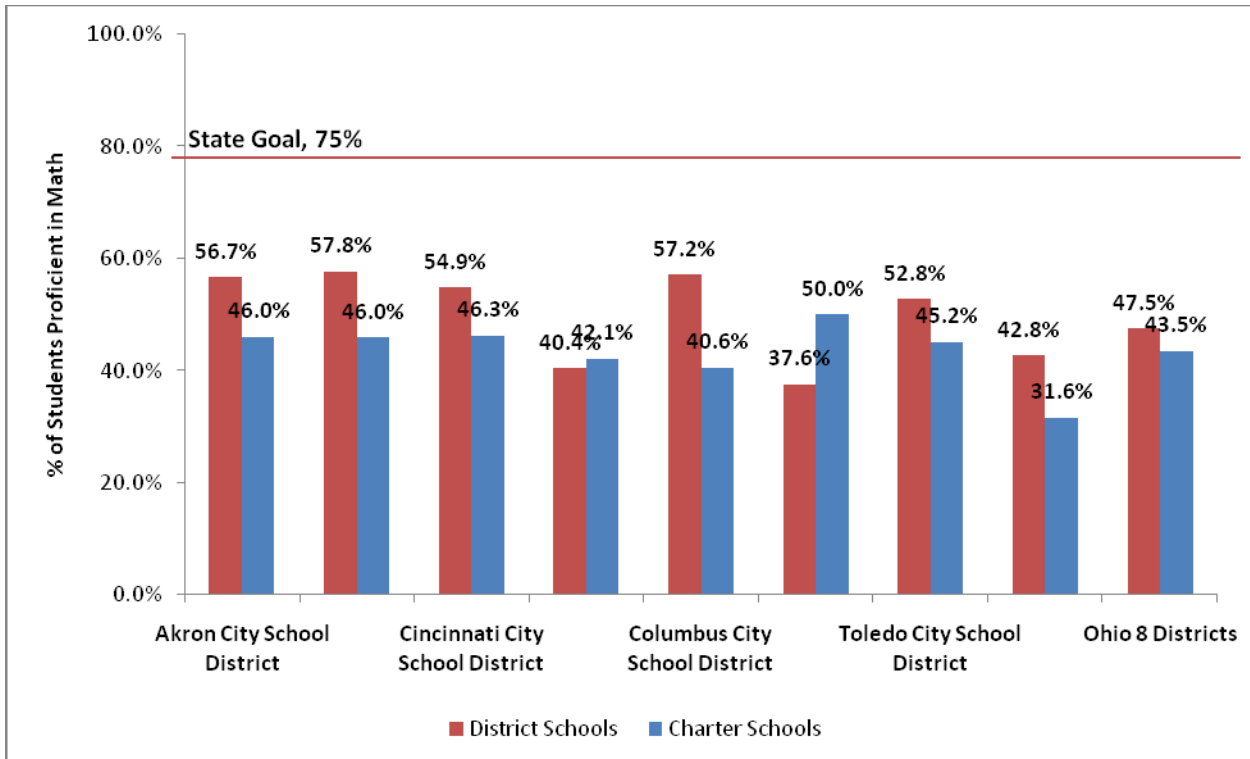


Chart A3: Urban Charter School Performance vs. Ohio 8 District Performance in Science, 2007-08

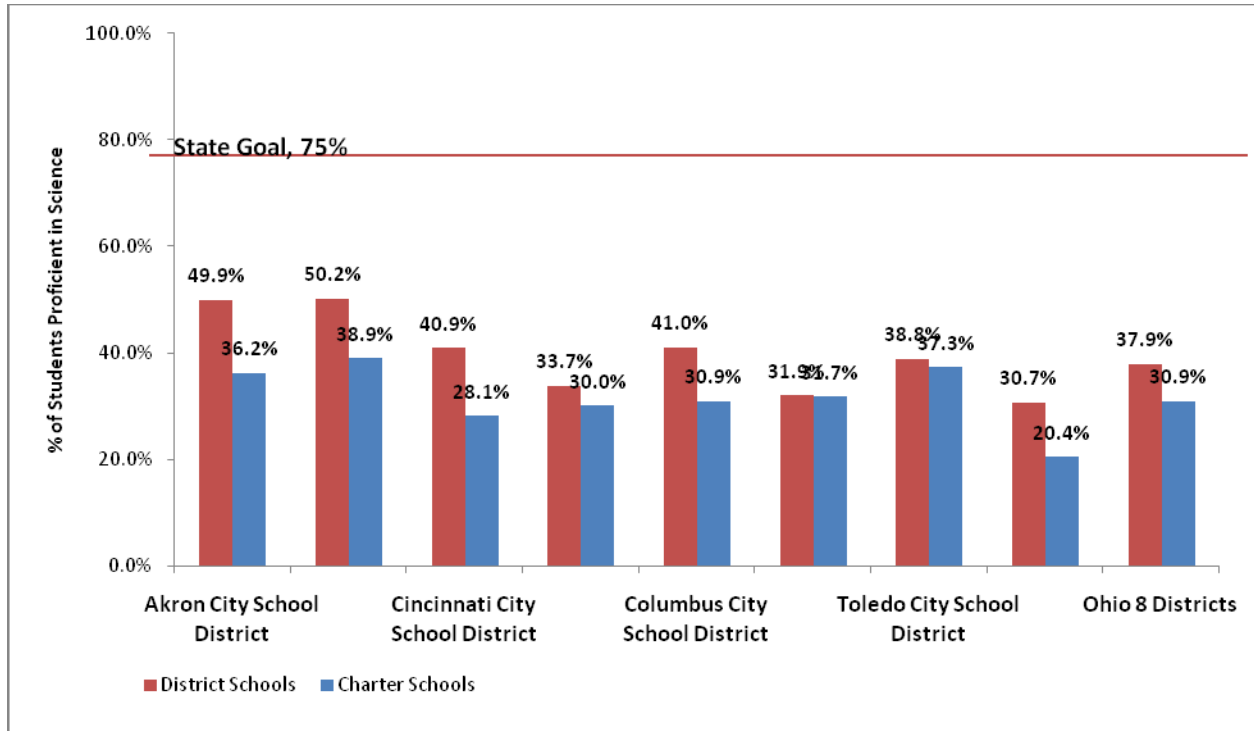


Chart A4: Urban Charter School Performance vs. Ohio 8 District Performance in Writing, 2007-08

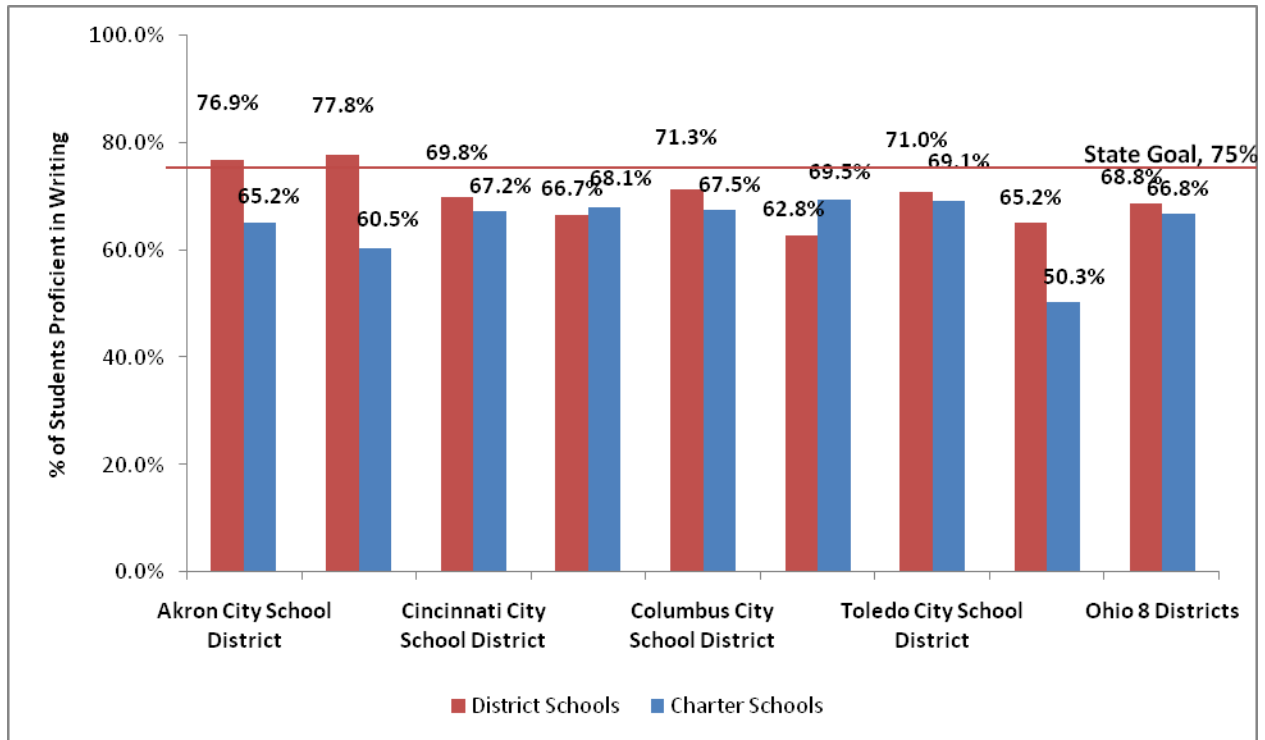
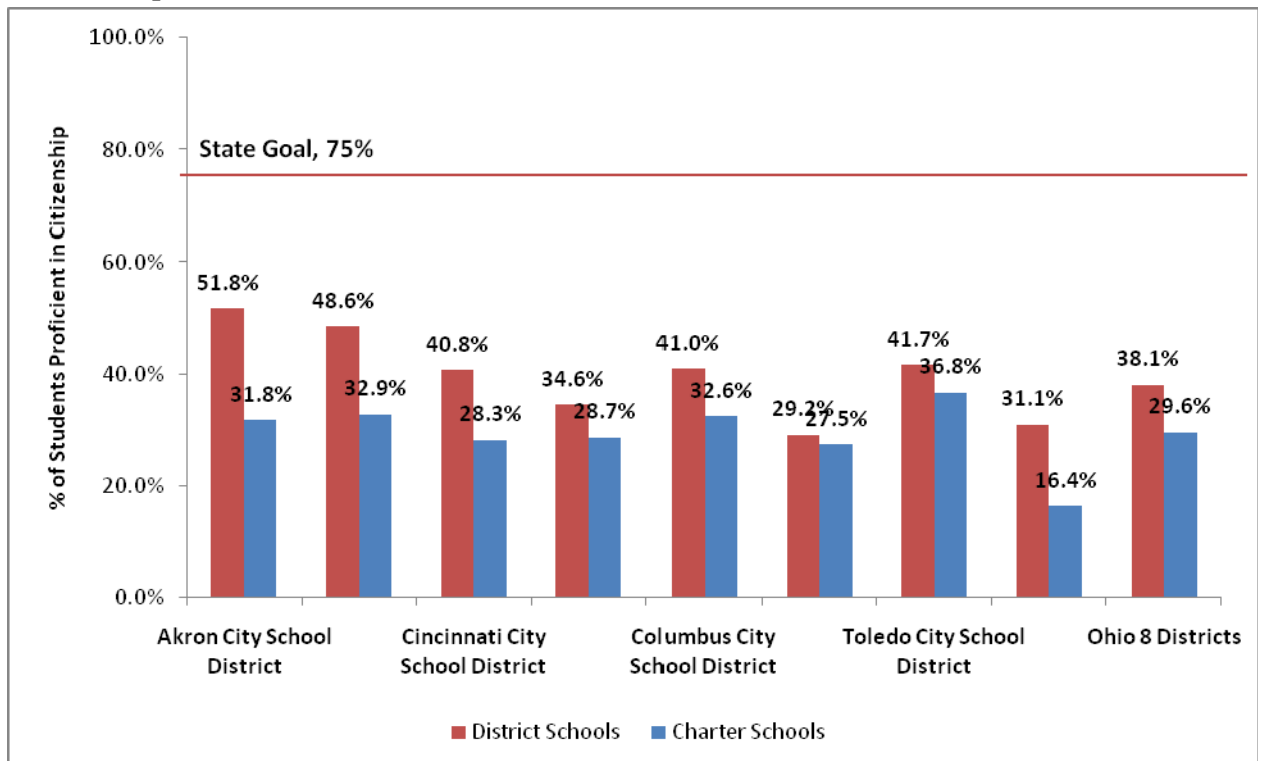


Chart A5: Urban Charter School Performance vs. Ohio 8 District Performance in Citizenship, 2007-08



While achievement scores measure student proficiency, value-added scores measure how much students have grown over the course of the year. Ohio uses the value-added system to determine whether students have made above expected growth, expected growth, or below expected growth in reading and math. Charts A6 & A7 compare the percentage of charter schools making expected to above expected growth, to the percentage of district schools making expected to above expected progress in reading and math.

In every city analyzed, charter schools were more likely to make expected to above expected growth in reading by margins ranging from 37 percentage points to five percentage points. Overall, 54 percent of charter schools made expected to above expected progress compared with 40 percent of district schools.

In math results were slightly more mixed. Charter schools were more likely to make expected to above expected growth in five of the eight urban districts, by margins ranging from 32 percentage points to 8 percentage points. Across the 8 districts, 63 percent of charter schools vs. 55 percent of district schools made expected to above expected progress.

Chart A6: Urban Charter School Growth vs. Ohio 8 District Growth in Reading, 2007-08

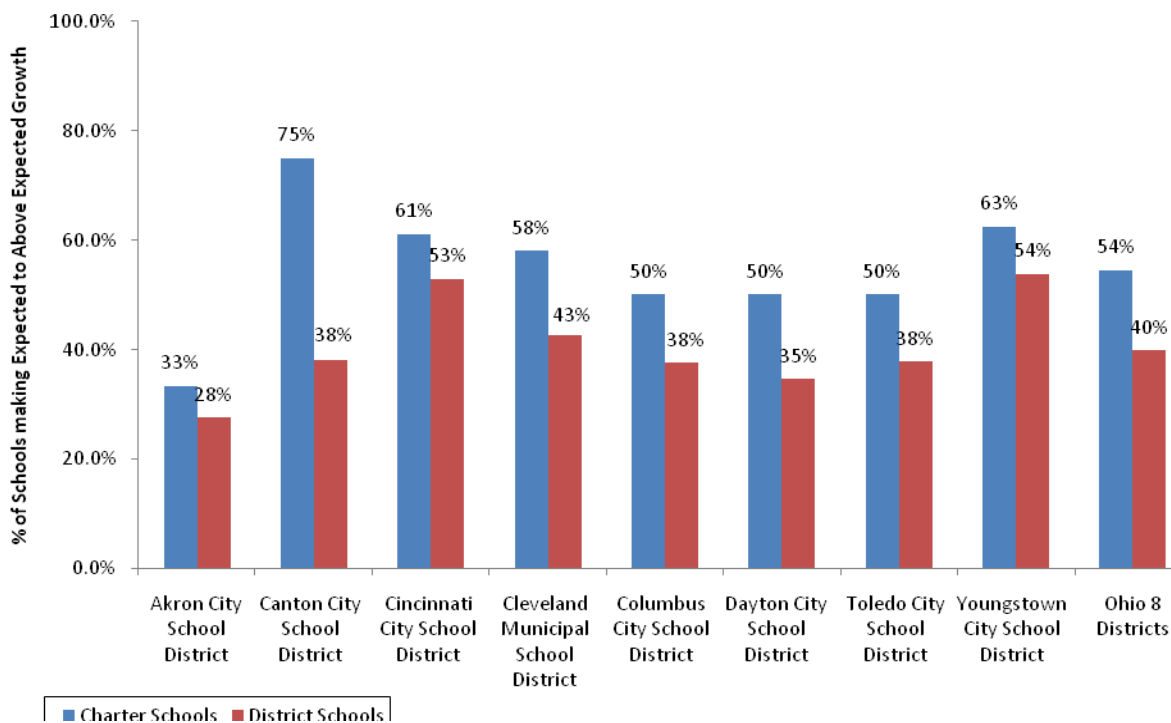
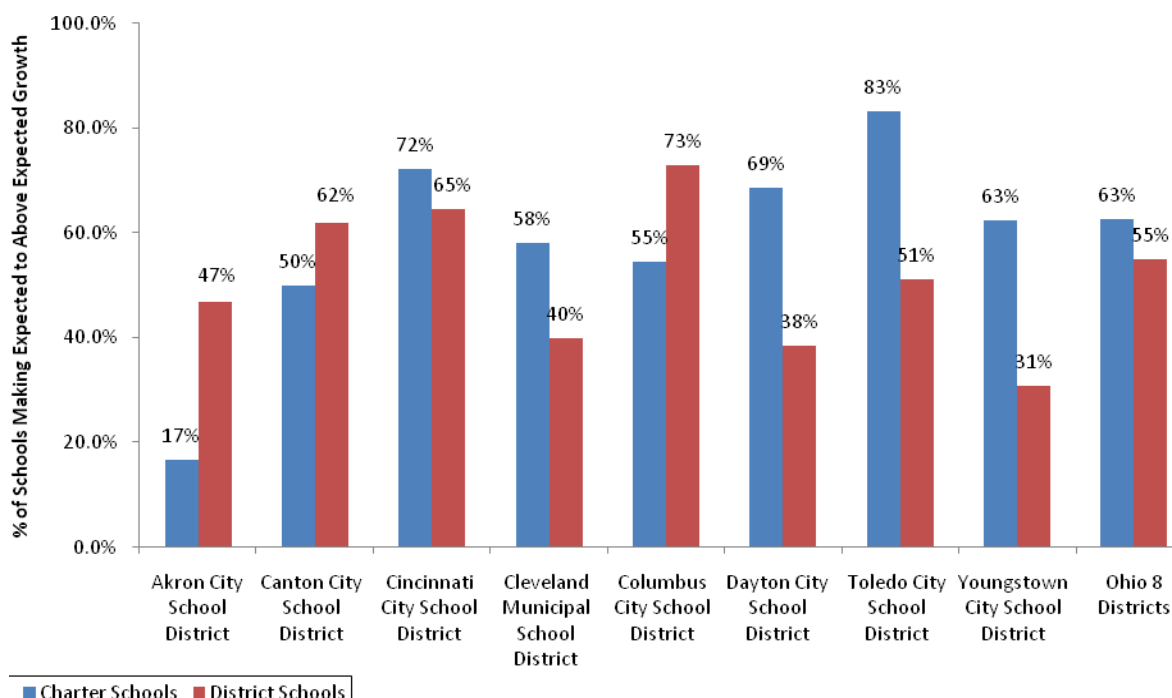


Chart A7: Charter School Growth vs. Ohio 8 District Growth in Math, 2007-08



SUBJECT-BY-SUBJECT CHARTER E-SCHOOL PERFORMANCE VS. STATE WIDE PERFORMANCE

Chart A8 compares the performance of students in charter e-schools to the performance of students statewide. Unlike regular charter schools, e-schools cannot be compared to the districts where they are located because they have the unique opportunity to enroll students throughout the state. Among the 38 charter e-schools currently operating in Ohio, only 8 serve more than 500 students. These are represented in Chart A8 by the green bars.

In 2007-08, charter e-school students outperformed schools statewide in writing. In writing, 69 percent of students in e-schools were proficient compared with 40 percent of students in state schools. In all other subjects, however, e-school performance lagged behind schools statewide by.

The state’s largest e-schools outperformed other e-schools in science, citizenship and writing. In science, 53 percent of large e-school students were proficient, compared with 44 percent in smaller e-schools. In citizenship 47 percent were proficient compared with 45 percent in smaller e-schools and in writing 71 percent were proficient compared with 69 percent in smaller e-schools. Large e-schools lagged behind smaller e-schools in math and reading by two percentage points in reading, and less than one point in math. Like smaller e-schools, large e-schools were outscored by state schools in all subjects except writing.

Chart A8: E-school Performance vs. Statewide Performance, 2007-08

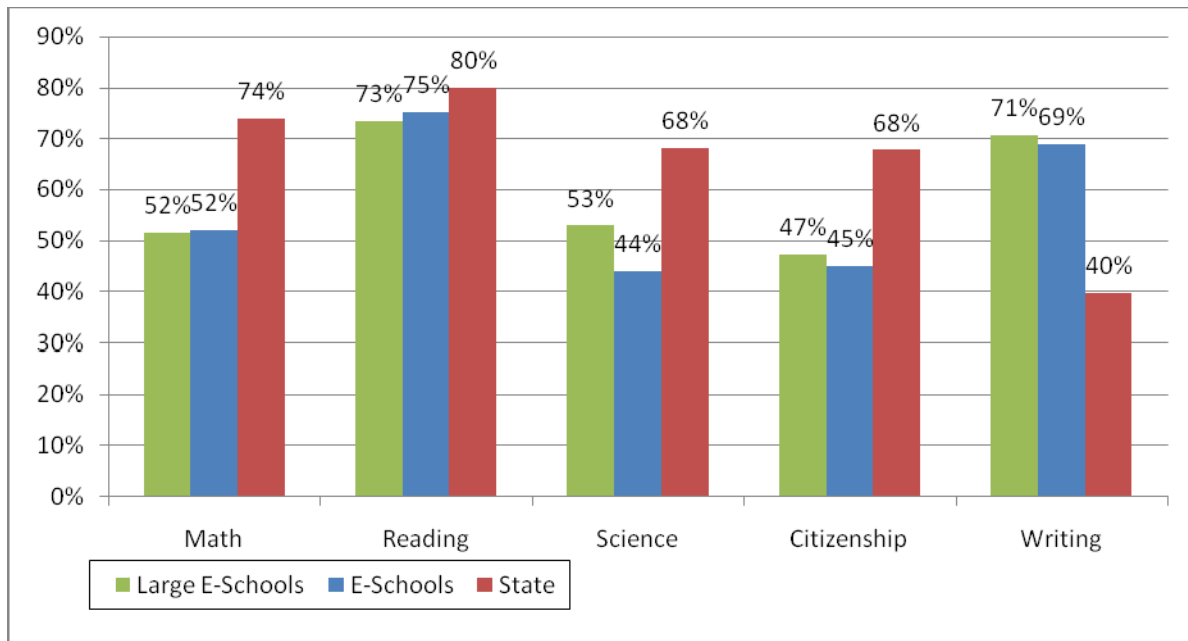
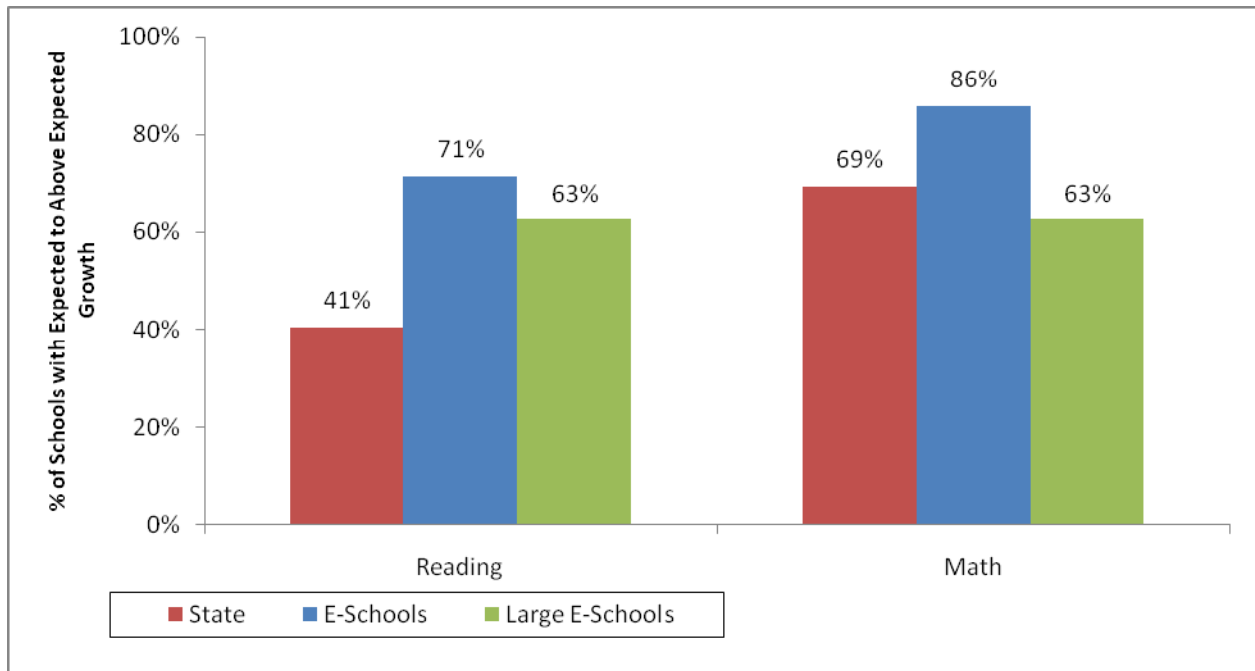


Chart A9 shows the percentage of e-schools, large e-schools and state schools that made expected to above expected value-added gains. Compared with the state, charter e-schools had a higher percentage of schools making expected to above expected growth in both reading and math. In reading, 71% of charter e-schools made expected to above expected growth compared with 41% of state schools. In math, 86% of e-schools vs. 69% of state schools made expected to above expected growth.

Among the state’s largest e-schools, 63% made expected to above expected growth in reading and in math. This was higher than schools statewide in reading, but lower than those schools in math. Compared to smaller e-schools, fewer of the state’s largest e-schools made expected to above expected growth in both reading and math.

Chart A9: E-school Growth vs. Statewide Growth in Reading and Math 2007-08



APPENDIX 2:

METHODOLOGY

Chart 1 & 2: Performance Index and Growth in Reading and Math, 2007-08

Charts 1 and 2 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 size of each blue bubble indicates the percentage of charter schools in each section, and the size of each red bubble indicates the percentage of non-charter schools in each section. For instance, in Chart 1, the blue bubble in the top right section is labeled 20% because 20% of charter schools have a Performance Index greater than 99.9 and a value-added classification of *Above Expected Growth*. While the placement of bubbles into sections is relevant, the location of bubbles within sections is irrelevant.

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*.

Table 1: Schools with Above Average Achievement and Progress Serving at least 80% Economically Disadvantaged Students, 2007-08

In this table, above average achievement are defined as any school with a Performance Index score above 80. 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* and schools or districts with a Performance Index score between 80 and 99.9 can receive a rating of *Effective* or *Continuous Improvement*. Above average progress is defined as any school with a value-added classification of *Above Expected Growth*.

Schools in the left column have a value-added classification of *Above Expected Growth*. Schools in the right column have a Performance Index score above 80 *and* a value-added classification of *Above Expected Growth*.

A student population of at least 80% economically disadvantaged students was used as the definition of a highly disadvantaged school based on the distribution of economically disadvantaged students within Ohio's public schools. Statewide, the median student population in 2006-07 was 33.5% economically disadvantaged. Schools whose student population was 80% economically disadvantaged were in the top 11th percentile of schools statewide, meaning they had more economically disadvantaged students than 89% of all Ohio schools.

Charts 3 & 4: Charter School Performance vs. Statewide Performance on the OGT in Reading and Math, 2007-08

Values presented in Charts 3 and 4 represent the percentage of students passing the OGT on their first attempt; therefore, only OGT data from students in the 10th grade is included in these analyses. OGT data on 11th graders is excluded from these analyses.

In charts 3 and 4 the performance of students in special dropout recovery charter schools is separated from the performance of students in traditional charter high school programs. Dropout recovery schools are designed to serve students who had previously dropped out of high school. Because the student population of these schools is likely to be very different than the population in a traditional high school it is best to analyze the performance of these schools separately.

Chart 3 uses weighted averages to compare the performance of charter schools to district schools. For example, if 30% of charter high school students attended schools in Akron city, then Akron city district students would be counted as 30% of district average as well. Separate weightings were used for dropout recovery schools and traditional charter high schools. Because e-high schools enroll students statewide, chart 4 does not require weighting.

Charts 5 & 6: 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 to the performance of their surrounding district schools. For example, if in 2003-04 30% of charter students were in 3rd grade, then 3rd graders in district schools would be counted as 30% of the district average. Similarly, if 30% of charter students were in Akron city, then Akron city district students would be counted as 30% of the district average as well.

Charts 15 & 16: Performance of the Top 5 Charter Schools and the Top 5 District Schools in Ohio 8 cities in Reading and Math, 2007-08

Charts 15 and 16 only present the performance of the top 5 schools in each city. Unlike other comparisons of charter and district performance, these charts do not utilize weighted averages.

Charts 17 & 18: Percent of Charters Schools in the Top 10% of all Public Schools in Reading and Math, 2007-08

To identify schools in the top 10% for each city, all public schools, both district and charter, are arranged according to their performance on reading and math assessments. For instance, if there are 130 public schools in Akron city school district (100 district, 30 charter), then the 13 schools with the highest percentage of students proficient in reading would be considered the top 10% of all public schools in reading.

Theoretically, charter schools should make up 3 of these schools (10% of 30) and district schools should make up 10 of these schools (10% of 100). Therefore, charter schools would be over represented among the top 10% if more than 3 (10%) of charter schools are in the top 10% of public schools in a district.

Charts A1 – A5: Urban Charter School Performance vs. Ohio 8 District Performance, 2007-08

These charts compare the performance of Ohio’s urban charter schools to the performance of their surrounding district schools. Each analysis uses weighted averages that take into account the percent of charter students in each grade and district when comparing their performance to that of district schools. For example, if 30 percent of the charter students in Dayton were in 3rd grade, 3rd graders in Dayton City School District would be counted as 30 percent of the district average as well.

Charts A6 & A7: Urban Charter Schools Growth vs. Ohio 8 District Growth, 2007-08

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 A6 and A7 show the percentage of urban charter schools and surrounding district schools that made *Above Expected Growth* and *Expected Growth*.