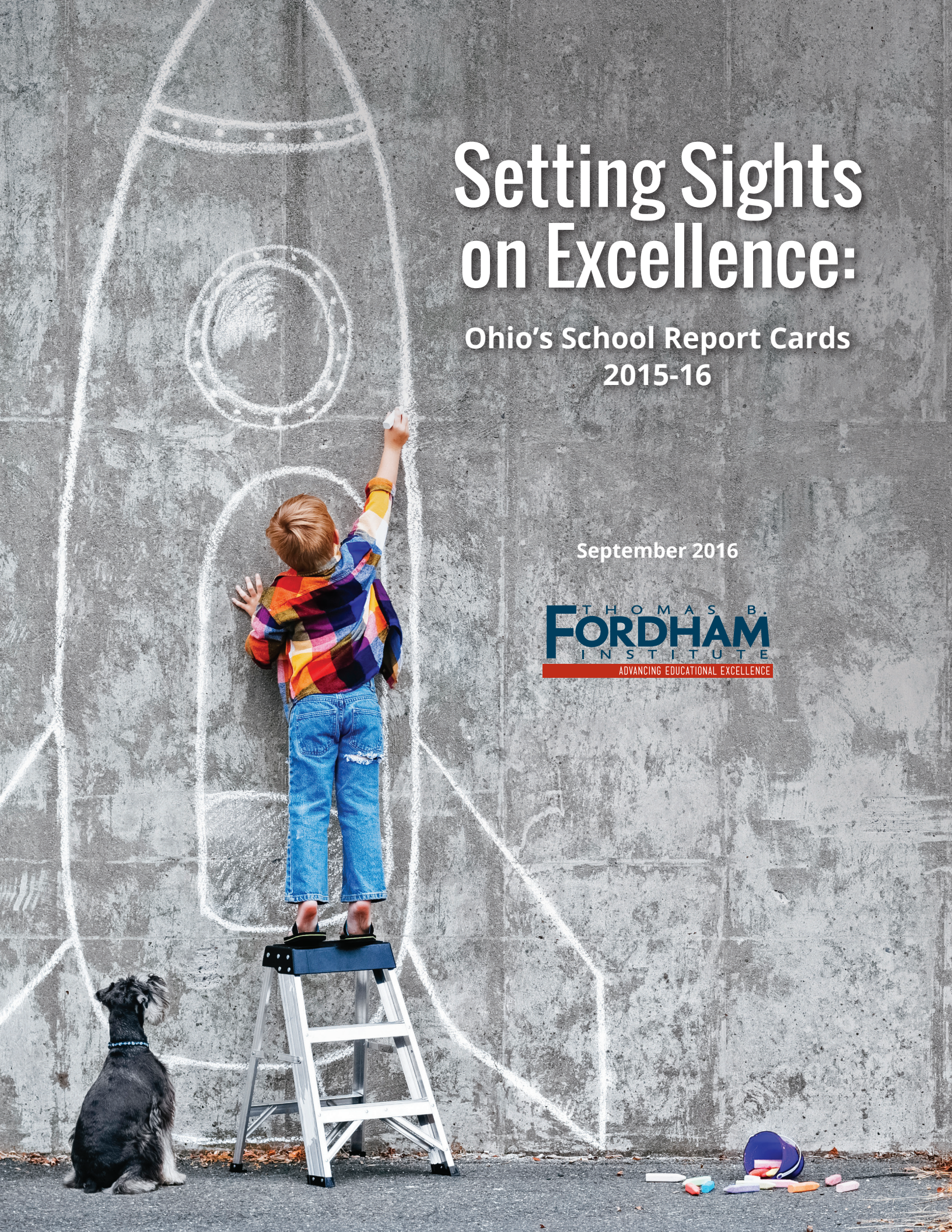

Setting Sights on Excellence:

Ohio's School Report Cards 2015-16

September 2016

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Setting Sights on Excellence: Ohio's School Report Cards, 2015-16

By Aaron Churchill

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1. Introduction

Management expert Peter Drucker once defined leadership as "lifting a person's vision to higher sights." Ohio has set its policy sights on loftier goals for all K-12 students in the form of more demanding expectations for what they should know and be able to do by the end of each grade en route to college and career readiness. That's the plan, anyway.

These higher academic standards include the Common Core in math and English language arts along with new standards for science and social studies. (Together, these are known as Ohio's New Learning Standards.) Aligning with these more rigorous expectations, the state has implemented new assessments designed to gauge whether students are meeting the academic milestones important to success after high school. In 2014-15, Ohio replaced its old state exams with the PARCC assessments and in 2015-16, the state transitioned to exams developed jointly by the American Institutes for Research (AIR) and the Ohio Department of Education.

As the state marches toward higher standards and—one hopes—stronger pupil achievement and school performance, Ohioans are also seeing changes in the way the state reports student achievement and rates its approximately 600 districts and 3,500 public schools. Consider these developments:

As the standards grow more rigorous, pupil proficiency rates have declined. As recently as 2013-14, Ohio would regularly deem more than 80 percent of its students to be "proficient" in core subjects. But these statistics vastly overstated the number of pupils who were mastering math and English content and skills. For instance, the National Assessment of Educational Progress—the "nation's report card"—indicates that just two in five Ohio students meet its stringent standards for proficiency. According to ACT, barely one in three Buckeye pupils reaches all of its college-ready benchmarks. The Ohio Department of Higher Education's most recent statistics find that 32 percent of college-going freshman require remediation in either math or English. But with the implementation of higher standards and new exams, the state now reports more honest proficiency statistics: in 2015-16, roughly 55 to 65 percent of students statewide met Ohio's proficient standard depending on the grade and subject. Although these rates still overstate the fraction of students meeting a college and career ready standard, parents and taxpayers are gaining a truer picture of how many young people meet a high achievement bar.

Higher achievement standards have also meant lower school ratings, particularly on the state's performance index. This key report card component is a measure of overall student achievement within a school and one that is closely related to proficiency rates (and, for better and worse, closely correlated with socio-economics). While lower performance index scores affect schools throughout Ohio, they create special challenges when examining the results of high-poverty urban schools. Under softer standards, a fair number of urban schools maintained a C or higher rating on this measure, but now almost all of them receive a D or F performance index rating. In 2015-16, a lamentable 94 percent of urban schools were assigned one of those low grades. (High-poverty schools also receive near-universal Ds and Fs on a couple other proficiency-based measures.) Because PI ratings yield so little differentiation, policy makers, analysts, and the media need to use extra care lest they label virtually every urban school poor performing. Student achievement is indeed low in high-poverty communities

and we all want to see stronger outcomes for disadvantaged children. But by concentrating on proficiency-based measures, we risk calling some schools failures when they are actually helping their students make up academic ground.

That's where Ohio's "value added" rating kicks in. This measure utilizes student-level data and statistical methods to capture the growth that students make (or don't make) regardless of where they begin on the achievement spectrum. Because value added methods focus on pupil growth instead of point-in-time snapshots of proficiency, they can break the link between demographics and schools' outcomes as measured strictly by achievement. On value added, urban schools can and do perform as well (or as poorly) as their counterparts from posh suburbs. In the present report, we show that 22 percent of Big Eight public schools earned an A or B on the state's value added measure in 2015-16. Given the criticism of Buckeye charter schools, it is even more notable that a greater proportion of urban charters earned A or B value added ratings than did their Big Eight[1] district counterparts (29 to 19 percent). Although the evidence is based on just one year of results, one hopes that these results represent the onset of an era of higher charter performance after major reforms were enacted in 2015.

While value added scores haven't noticeably plummeted or inflated with the rising standards, we should point out some important developments in the measure itself. First, during Ohio's testing transitions, the state has reported value added results based on one-year calculations rather than multi-year averages, as was done prior to 2014-15. Probably as a result, some schools' ratings have swung significantly; for example, Dayton Public Schools received an F on value added in 2014-15 but an A in 2015-16. One year of value added results can't perfectly capture school performance—we need to take into account a longer track record on this report card measure.

Second, Ohio's value added system now includes high schools. Previous value added ratings were based solely on tests from grades four through eight (third grade assessments form the baseline). With the phase out of the Ohio Graduation Tests (OGT) and the transition to high school end-of-course exams, Ohio has been able to expand value added to high schools. (The OGTs were not aligned to grade-level standards, prohibiting growth calculations; EOCs are aligned to the state's new learning standards.) Starting in 2015-16, the state assigns value added ratings at the high school level (though it reported high school results in the year prior). In the absence of value added, analysts were limited to proficiency or graduation rates that can disadvantage high-poverty high schools. With the addition of value added, we gain a richer view of high school performance.

Shifting to higher learning standards, transitioning to new tests, and evolving to more comprehensive school report cards has led to some frustration. To a certain degree, the feedback is understandable—it *has* been a challenging start in the long journey toward academic excellence. In the days ahead, Ohioans should absolutely continue to work together to make sure state standards and accountability policies are as rigorous, coherent, and fair as possible. At the same time, the state should ensure continuity in key policy areas so that we can gauge our progress moving forward.

[1] The Big Eight cities are Akron, Canton, Cincinnati, Cleveland, Columbus, Dayton, Toledo, and Youngstown.

At the end of the day, we should keep the big picture in mind: High standards, properly implemented, help form the foundation for greater student achievement. Several Ohio school leaders appear ready and willing to tackle these challenges. After the report card release, David Taylor, a leader at Dayton Early College Academy, told the *Dayton Daily News*, "We hope that people have the patience to understand that the goal posts moved…We're asking a lot more of our kids and their families. That will require patience and a plan." On the pages of the same newspaper, Scott Inskeep, superintendent of Kettering City Schools, said, "The AIR assessments were tough…We have to get tough, ourselves, and teach to the depth that is needed to assure student success on these tests." Ohio has charted a more rugged course for its students and schools. If state and local leaders can maintain this course—setting sights on excellence—we should begin to see more young people fully prepared to face the challenges of tomorrow.

Acknowledgments

The time and talents of many individuals helped to create this report. The author extends thanks to his Fordham colleagues Chester E. Finn, Jr., Jamie Davies O'Leary, Jessica Poiner, and Chad L. Aldis for their invaluable feedback on earlier drafts of the report. Fordham's Jeff Murray assisted in report production and dissemination and intern Sarah Souders provided timely help by checking the accuracy of the figures and tables. Pavita Singh copyedited the report and Andy Kittles designed the cover. All errors are my own.

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2. Policy background

A. Assessments in flux

The transition to new state exams continued in 2015-16. In spring 2016, the state administered new math and English language arts exams developed by the American Institutes for Research (AIR) and the Ohio Department of Education (ODE). These assessments replaced the PARCC consortium exams, which were administered in math and English language arts in 2014-15. The science and social studies exams, developed by AIR and ODE, remained consistent, having been administered in both 2014-15 and 2015-16. Except for high school students in the class of 2017 who still need to pass the Ohio Graduation Tests (OGT) for graduation, the state's old assessments are now fully phased out. The class of 2018—sophomores in 2015-16—is the first cohort of pupils who must meet the state's new graduation requirements, which include passing the end-of-course exams (or meeting alternative criteria).[2] Table 2.1 displays Ohio's assessment system, which includes exams in grades three to eight and the end-of-course exams in high school. The AIR/ODE assessments are referred to as Ohio State Tests (OST), while OGT refers to the state's old and outgoing graduation exams.

Table 2.1: State assessment system, 2015-16

Subject	Grades	Assessment
Elementary and Middle School		
English language arts	3-8	OST
Math	3-8	OST
Social Studies	4 and 6	OST
Science	5 and 8	OST
High School—End of Course Exams (EOC)		
English language arts I		OST
English language arts II		OST
Algebra I or integrated math I		OST
Geometry or integrated math II		OST
Biology		OST
American history		OST
American government		OST
High School—Ohio Graduation Tests (OGT)		
Reading	11	OGT
Math	11	OGT
Science	11	OGT
Social Studies	11	OGT
Writing	11	OGT

[2] For more on the new graduation requirements, see Ohio Department of Education, "Graduation Requirements 2018 and Beyond."

The transitions in state assessments create difficulties in comparing achievement results over time. Proficiency rates have declined due to the higher standards and new exams; thus, 2015-16 proficiency (or performance index) results shouldn't be compared to years prior to discern academic improvement at a state, district, or school level. Value added ratings from the 2015-16 year should be viewed with some caution, as they are based on estimated gains (or losses) from just one year rather than gains averaged over multiple years.

Test results are reported along five achievement levels. From lowest to highest, these are: limited, basic, proficient, accelerated, and advanced. For pupils who are on a formal acceleration plan in which they take an above-grade-level assessment, the state adds a one-level bonus. In Ohio, reaching the proficient level does not indicate being on track for college and career readiness. However, students who reach the accelerated or advanced levels have met a college- and career-ready benchmark (for more, see pg. 8).[3]

B. Ohio's evolving accountability system

In 2012-13, the state adopted a new A-F school report card system, a concept already in use in several other states. This system has been implemented gradually over several years and most of the graded components are now phased in. The main exception is the single "summative" letter grade for schools, which is slated for 2017-18. With the enactment of a new federal education law (ESSA), the state is currently reviewing its accountability policies and some alterations to report cards are expected in the coming years. The state assigns ratings at both a school and district level; for simplicity, this report often refers to "school report cards," though this phrasing also applies to districts that likewise receive A-F letter grades.

Table 2.2 below shows the components of Ohio's school report cards. While each component offers important information, we believe that the two most critical are the **performance index** (PI) and the **overall value added measure** (VA). This report focuses on these indicators of school performance. We pay particular attention to value added when identifying consistently high- and low-performing urban schools. Once again, it is important to bear in mind that the 2015-16 value added results should be viewed cautiously, as they are based on one-year estimates—a reason why we utilize three years of value added ratings.

The performance index provides a point-in-time snapshot of student achievement within a school. In contrast to measures that focus strictly on student proficiency (e.g., indictors met and gap closing), PI looks at test results along a broader spectrum of achievement. The computation is straightforward: It is a composite score that awards additional weight when students achieve at higher levels. Ohio assigns weights as follows: 0.0—tests not taken; 0.3—limited; 0.6—basic; 1.0—proficient; 1.1—accelerated; 1.2—advanced; 1.3—advanced plus. Based on these weights and the proportion of students in each achievement level, the state calculates a school's PI score. For the 2015-16 year, the PI calculation includes test results in grades three to eight math and ELA, grades four and six social studies, grades five

[3] For more on the interpretation of each achievement level, see Ohio Department of Education, "Reporting Resources: Performance Level Descriptors" and "Reporting Resources: Family Reports Interpretive Guides."

and eight science, and the four math and ELA end-of-course exams. (OGT retakes in eleventh grade and the biology, US history, and US government EOCs are excluded.)

If used in isolation, PI can obscure our view of school performance, as students' absolute achievement is influenced by a myriad of non-school factors. Hence, Ohio's value added measure is essential when evaluating school quality. Using statistical methods and individual student-level data, value added seeks to gauge a school's contribution to student growth over time.[4] By relying on students' prior achievement record—the student serves as her own control—value added weakens the link between demographics and school performance. Analyses of previous years' value added results show almost no correlation between economic disadvantage and value added scores at a school level. In effect, value added creates a fairer metric for accountability—one in which all schools, no matter the background of their students, can perform well (or not) on the measure.

Two details regarding Ohio's value added measure should be noted:

- **Number of years of data:** In 2011-12 and in years prior, the state assigned value added ratings based on one year of results, but in 2012-13 and 2013-14, Ohio began to base these ratings on an average value added score across three years (when available). In 2014-15 and 2015-16, the state shifted back to a one-year estimate due to the transitions in state assessments. Ohio should return to a multi-year score in 2016-17 with continuity in the administration of the OSTs (value-added scores averaged over two years).[5]
- **Grades and subjects included:** Prior to 2014-15, the state used math and ELA exams in grades four to eight to calculate value added scores. (Third grade exam results create a baseline for tracking growth.) In 2014-15, Ohio began reporting value added data at the high school level as well; however, the state did not use those data in school ratings. Starting in 2015-16, the state report cards now include all high school ELA and math EOCs in the value added ratings. This means that, unlike previous years, Ohio high schools now receive value-added ratings. In addition, the state began to incorporate grade five and eight science and grade six social studies assessments into the value added ratings in 2015-16.[6]

[4] In Ohio and a few other states, SAS, an analytics company, performs the value added calculations on behalf of the state. For more details on the value added methods, see Ohio Department of Education, "Technical Documentation of SAS EVAAS Analyses" (2016) and "2015-16 Value Added Progress Dimension" (2016)

[5] State law requires value added to be calculated based on up to a three-year average as data are available (ORC 3302.03).

[6] Ohio calculates value added for the EOCs, science, and social studies based on a student's prior test scores in all tested grades and subjects. Fourth grade social studies results are excluded because the statistical approach used to calculate value added for tests taken in non-consecutive grades requires at least three prior test scores (only two state exams are taken through third grade). For more, see Ohio Department of Education, "URM Modelling Approach for Value Added" (2015).

Table 2.2: Components of Ohio school report cards

Performance Indicator	2012-13	2013-14	2014-15	2015-16	Brief Description
Achievement	Not graded	Not graded	Not graded	Graded	Composite of PI and Indicators Met grades (weighted 75% on PI and 25% on Indicators)
Performance Index	Graded	Graded	Graded	Graded	Weighted measures of student achievement, with more weight given to pupils who achieve at higher levels.
Indicators Met	Graded	Graded	Graded	Graded	Proficiency rate on each grade-subject exam (31 possible indicators). In addition, schools are evaluated on a gifted indicator, yielding 32 total indicators. The indicator includes gifted PI and value added results along with identification and service rates.
Progress	Not graded	Not graded	Not graded	Graded	Composite of the overall and subgroup value-added measures (weighted 55% on overall and 45% on the subgroup results listed below).
Value Added-Overall	Graded	Graded	Graded	Graded	Growth estimate based on gains of all tested students.
Value Added-Gifted	Graded	Graded	Graded	Graded	Growth estimate based on gains of students identified as gifted in math (on math exams), reading (on ELA exams), or superior cognitive (on both math and ELA exams).
Value Added-Students with Disabilities	Graded	Graded	Graded	Graded	Growth estimate based on gains of students with disabilities who do not take alternative assessments.
Value Added-Lowest Achieving	Graded	Graded	Graded	Graded	Growth estimate based on the gains of students within the lowest 20 percent in achievement statewide.
High School Graduation	Graded	Graded	Graded	Graded	Composite of the four- and five-year graduation rates (weighted 60% on four-year and 40% on five-year).
Four-Year Rate	Graded	Graded	Graded	Graded	Percentage of students who earn a diploma within four years of entering ninth grade.
Five-Year Rate	Graded	Graded	Graded	Graded	Percentage of students who earn a diploma within five years of entering ninth grade.
Gap Closing	Graded	Graded	Graded	Graded	Proficiency rates of student subgroups (i.e., students by their race/ethnicity, students with disabilities, and several other subgroups). Also called Annual Measurable Objectives (AMOs).
K-3 Literacy	Not Graded	Not Graded	Graded	Graded	Percentage of K-3 students who go from being not on track to on track in reading proficiency on fall diagnostic tests.
Prepared for Success	Not Graded	Not Graded	Not Graded	Graded	High school measures that include remediation-free rates based on ACT/SAT exams, AP/IB results, and other outcomes.
Overall Grade	Not Graded	Not Graded	Not Graded	Not Graded	Composite of the report card components; overall grades are expected in 2017-18.

C. Data, methodology, and abbreviations

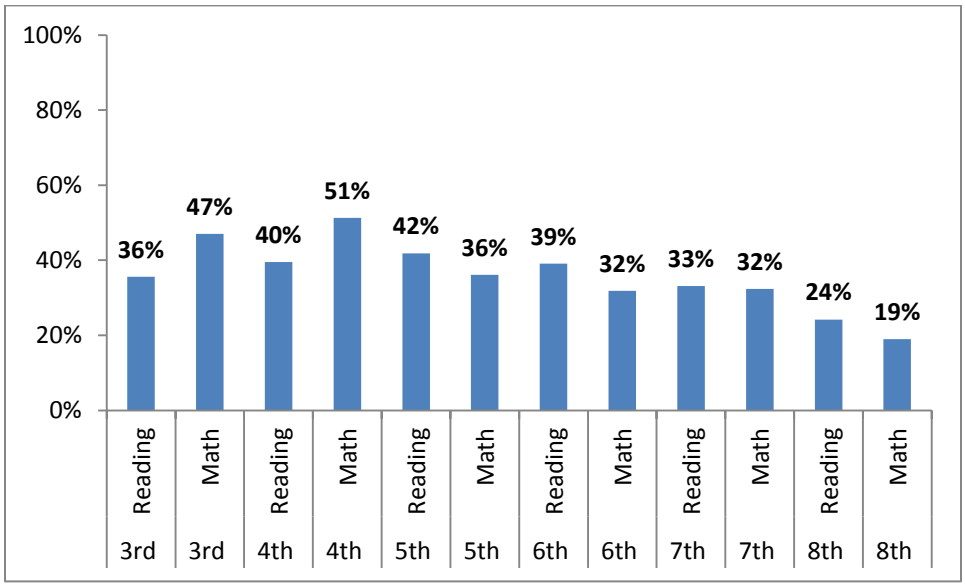
Data

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

Proficiency and college and career readiness

Unlike other states, Ohio has not aligned its "proficiency" benchmarks with rigorous, college- and career-ready (CCR) standards. Readers should therefore be aware that proficiency is not to be interpreted as the percentage of students who are on track or "ready" for college and career. On the student test score reports made available to families, the Ohio Department of Education notes that "the accelerated level of performance suggests that a student is on track for college and career readiness."[7] Figure 2.1 displays Ohio achievement results by the fraction of students reaching **accelerated or advanced** in grades three to eight math and ELA. The results indicate that approximately 30 to 40 percent of Ohio students meet this challenging benchmark (the results in eighth grade appear to be somewhat low). However, because proficiency rates—the proportion of students meeting either proficient, accelerated, or advanced—are the most widely and commonly cited statistic on achievement, this report displays proficiency instead of CCR rates. For statewide proficiency rates, see Figures 3.5 and 3.6.

Figure 2.1: Percent of Ohio students reaching accelerated or advanced levels, grades three to eight



[7] For more on the discrepancy between proficiency and CCR see, Catherine Candisky, "Critics: Ohio's student testing results will be confusing," *Columbus Dispatch* (September 23, 2015). See also Ohio Department of Education, "Understanding Your Student's Test Scores, Spring 2016."

Counting charter schools

To be included as a Big Eight charter school, a charter must be located in the county in which the Big Eight district is located. For example, to identify Cincinnati charters, all charters in Hamilton County are included. (The large majority of Ohio charter schools are located in within the Big Eight districts, not in surrounding communities.) Statewide e-schools are excluded from charter-district comparisons, as their aggregate results cannot be attributed to any particular city. However, it remains critical to gauge e-school performance and their results are reported in Table 3.4. Charter schools classified as "dropout-recovery" are also excluded because they do not receive conventional ratings, including performance index and value added. More precise charter-district comparisons use student-level data instead of school-level results. Using student-level data and statistical methods, the most rigorous and comprehensive analysis of Ohio charter schools to date has been CREDO's 2014 evaluation.[8]

City-level analyses—high- and low-performing schools

In the previous years' reports, we used the A-F performance index and value added ratings to place each urban school into one of three quality tiers—high, medium, or low. As mentioned in the introduction to this report, almost all urban schools are now rated a D or F on performance index. This leaves little room to differentiate high- and low-performing schools on the basis of PI. Other proficiency based measures also suffer from the lack of differentiation, as almost all urban schools receive Fs on Ohio's indicators met and gap closing components.[9] If Ohio weights measures such as these too heavily in its overall rating formula, most urban schools and districts will receive overall D or F letter grades in 2017-18.

This report instead concentrates on the value added measure. Though not without its challenges, value added offers a clearer look at urban school performance, as those results are less contaminated by demographics than the performance index. The value added ratings also offer differentiation in school performance, allowing us to identify schools that have consistently produced strong value added gains and schools that have not. Using the past three years of value added ratings,[10] we identify consistently high- and low-performing Big Eight urban schools. High-performing schools received two years of A ratings and in the third year, a C or above (or were not rated); persistently low-performing schools received three consecutive years of F ratings.

Commonly used abbreviations

American Institutes for Research	AIR	Ohio Graduation Tests	OGT
Career and college readiness	CCR	Performance index	PI
English language arts	ELA	Value Added	VA
End-of-course exams	EOC		
Ohio Achievement Assessments	OAA		

[8] Center for Research on Education Outcomes (CREDO), "Charter School Performance in Ohio" (December 2014).
[9] See Appendix 1 for urban schools' ratings on these report card components.
[10] In 2013-14, Ohio used a three-year average to rate schools on value added. Technically speaking, three years of value added ratings would cover up to five years of results if available for a school (i.e., 2011-12 to 2015-16).

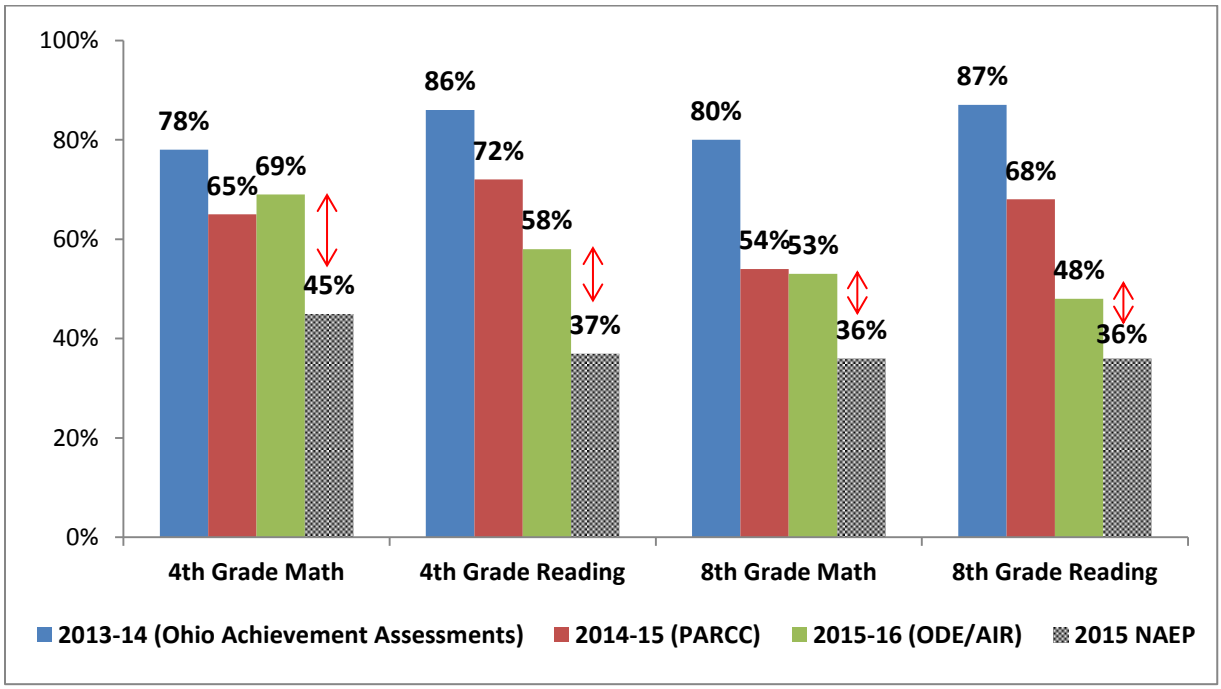
3. Statewide analysis

A. National Assessment of Educational Progress (NAEP)

The National Assessment of Educational Progress (NAEP) is a federal program that's administered every two years in reading and math to a representative sample of fourth- and eighth-grade students. (It's also given to twelfth graders, but so far those results have not been made available at the state level.) Because these exams are administered in all fifty states—it's commonly referred to as the "nation's report card"—analysts can compare results across different states. NAEP also offers the public and policy makers the opportunity to consider achievement trends over time and by various pupil subgroups. Our March 2016 report card analysis, *Facing Facts*, contained several of these analyses. Since no additional NAEP data have been reported for fourth and eighth grades since March, we refer readers to that report. With the exception of a small number of urban districts (including Cleveland) scattered around the country, NAEP does not report data at a school or district level.

It is important, however, to highlight again the rigor of NAEP's proficiency standard vis-à-vis Ohio's own standard for proficiency. Figure 3.1 displays the gap—depicted by the red arrows—between NAEP proficiency on 2015 exams and proficiency on Ohio's fourth- and eighth-grade math and reading tests in 2015-16. Yet the figure also illustrates the higher proficiency standard Ohio has established when compared to the standard under its old assessment program (the OAAs).

Figure 3.1: Ohio student proficiency on 2015 NAEP versus state exams (2013-14 to 2015-16)

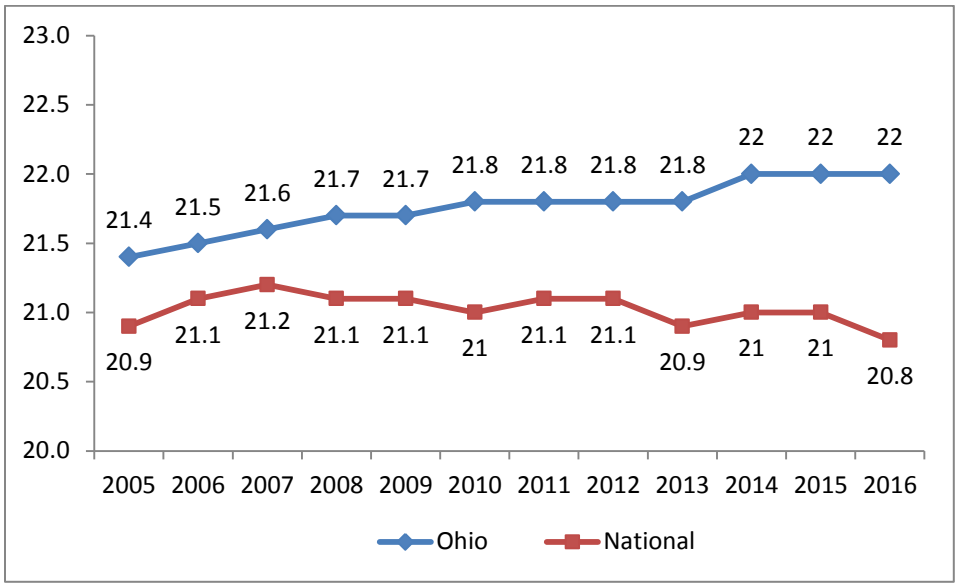


B. College admissions exam: ACT

The ACT is the predominant college entrance exam taken by Ohio high school students. In the graduating class of 2016, 93,659 students took the ACT—roughly three in four graduates.[11] Traditionally, the state has not required students to take college-entrance exams. Starting in spring 2017, however, Ohio will require all eleventh-grade students—the class of 2018—to take either the ACT or SAT.

As Figure 3.2 indicates, the trend for Ohio's ACT composite scores has inched upward over the past decade. In comparison to the national average, the ACT trend for Ohio graduates is somewhat favorable—the national ACT composite score has been remarkably flat since 2005 and slightly declined between 2015 and 2016. Ohio's average ACT scores may dip starting with the class of 2018, as students who would not have taken the ACT voluntarily will be required to do so. The ACT composite scores range from 0 to 36.

Figure 3.2: Average composite ACT score, Ohio and national, class of 2005 to class of 2016

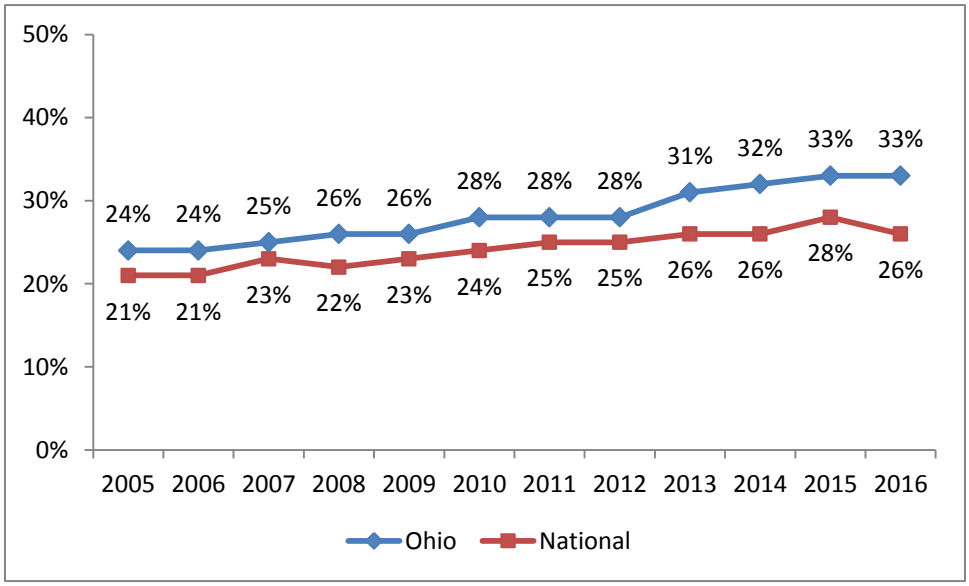


Another way of viewing these scores is whether students meet ACT-defined benchmarks for college readiness.[12] Figure 3.3 shows the percentage of Ohio high school graduates who meet these readiness benchmarks in all four of the ACT subject areas (English, math, reading, and science). The college readiness trend in Ohio and nationally has generally been positive, though the majority of ACT test takers fall short of the readiness targets in all four subjects. According to ACT, just 33 percent of ACT test takers in Ohio's class of 2016 left high school fully prepared for college coursework. The ACT readiness benchmarks are as follows: English—18; math—22; reading—22; science—23. In Ohio, a high school

[11] The College Board reports that 17,253 students in Ohio's class of 2015 took the SAT.
[12] The ACT college readiness benchmarks represent the score that indicates a 50 percent chance of obtaining a B or higher or a 75 percent chance of obtaining a C or higher in the corresponding credit-bearing college course.

graduate can reach remediation-free status if they meet such benchmarks in English, math, and reading.[13]

Figure 3.3: Students meeting college readiness benchmarks in all four ACT subjects, Ohio and national, class of 2005 to class of 2016



As with other testing data, we observe a wide achievement gap between students from disadvantaged backgrounds and their peers. Although ACT does not disaggregate the data by income status, it does report results by race and ethnicity. Figure 3.4 displays the ACT composite score trend in Ohio according to major race and ethnic subgroups (Table 3.1 shows the corresponding statistics). The chart reveals wide ACT test score gaps, which have persisted over the past decade. It is worth noting, however, that every subgroup has made gradual progress on ACT scores over the past ten years.

[13] Ohio has set statewide uniform standards for pupils matriculating into its public universities which, if met, exempt them from remedial coursework in the subject; for more, see Ohio Department of Higher Education, "Uniform Statewide Standards for Remediation Free Status," (May 2016).

Figure 3.4: Average composite ACT score by race/ethnicity in Ohio, class of 2005 to class of 2016

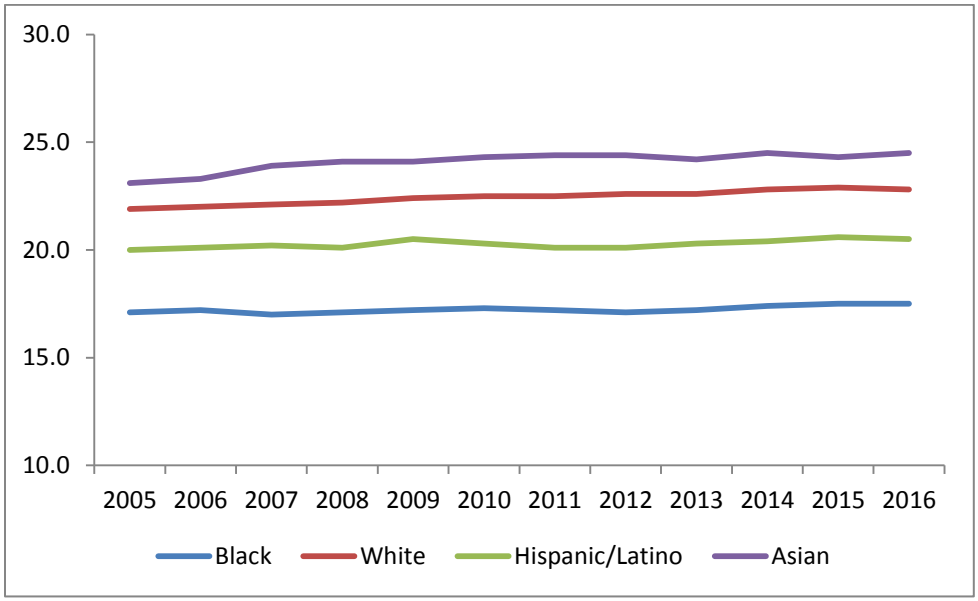


Table 3.1: Average composite ACT score by race/ethnicity in Ohio, class of 2005 to class of 2016

	2005	2006	2007	2008	2009	2010
Black	17.1	17.2	17.0	17.1	17.2	17.3
White	21.9	22.0	22.1	22.2	22.4	22.5
Hispanic/Latino	20.0	20.1	20.2	20.1	20.5	20.3
Asian	23.1	23.3	23.9	24.1	24.1	24.3
	2011	**2012**	**2013**	**2014**	**2016**	**2016**
Black	17.2	17.1	17.2	17.4	17.5	17.5
White	22.5	22.6	22.6	22.8	22.9	22.8
Hispanic/Latino	20.1	20.1	20.3	20.4	20.6	20.5
Asian	24.4	24.4	24.2	24.5	24.3	24.5

C. State exams

In grades three to eight, statewide proficiency rates ranged between 48 and 76 percent depending on grade and subject. Student proficiency on the high school EOCs ranged from 36 to 75 percent, again depending on the content area. Schools have the option of whether to administer the integrated math or the algebra and geometry exams. While these proficiency rates are considerably lower than those reported when Ohio administered the OAAs and OGTs, reaching proficiency still does not signal that a student has met rigorous, college- and career-ready benchmarks (for more, see pg. 8 and 10). The 2015-16 OGT results are omitted because those exams are being phased out and are only given to students retaking the assessments in order to obtain a passing score for graduation.

Figure 3.5: Statewide proficiency in tested subjects, grades three to eight, 2015-16

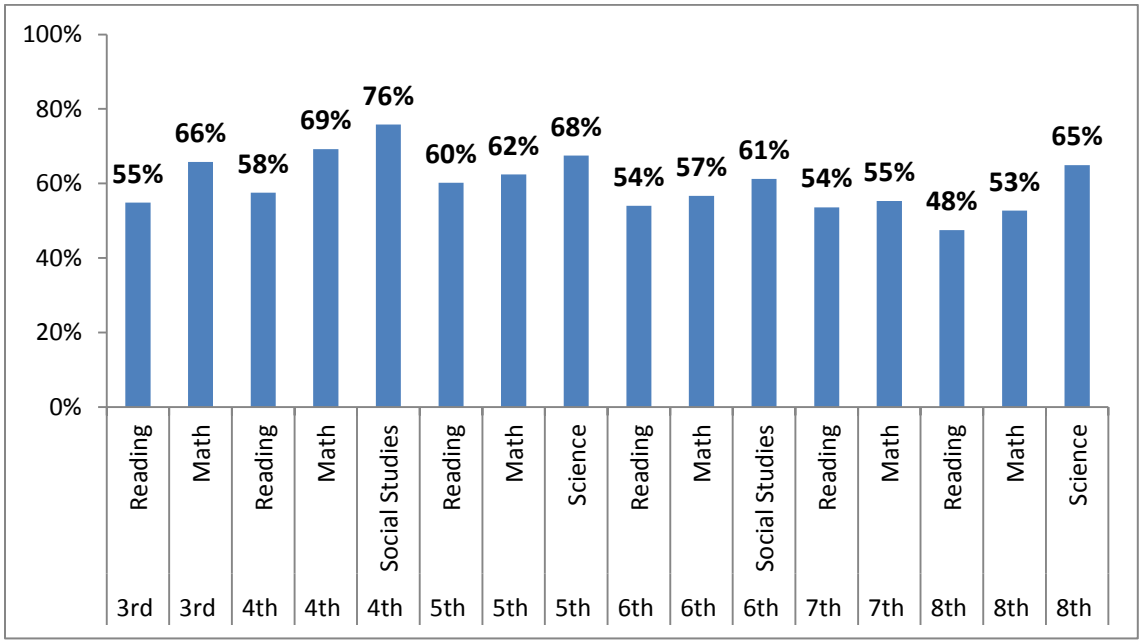
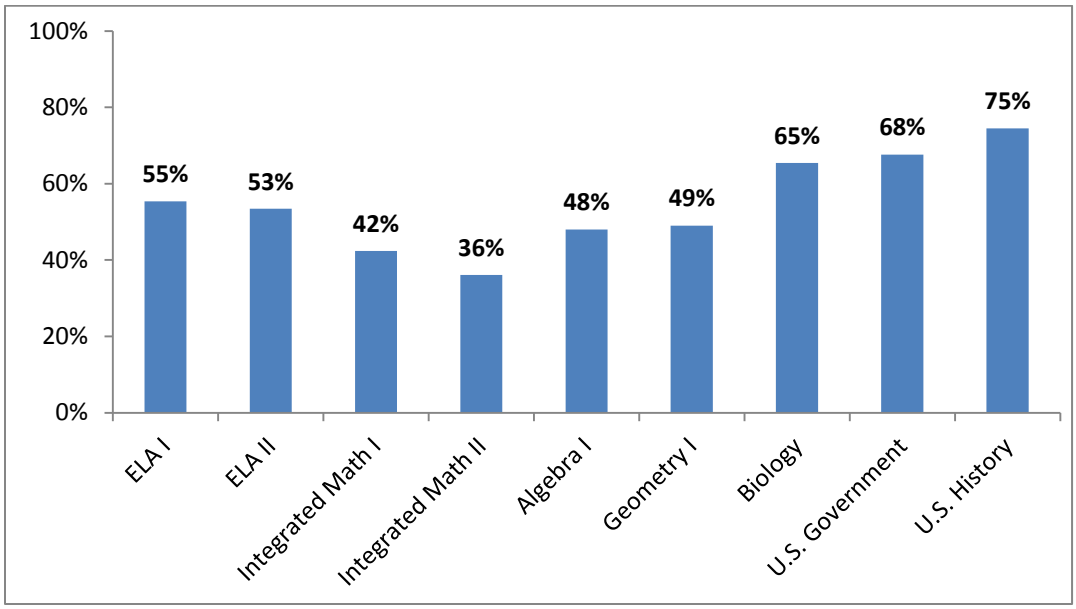
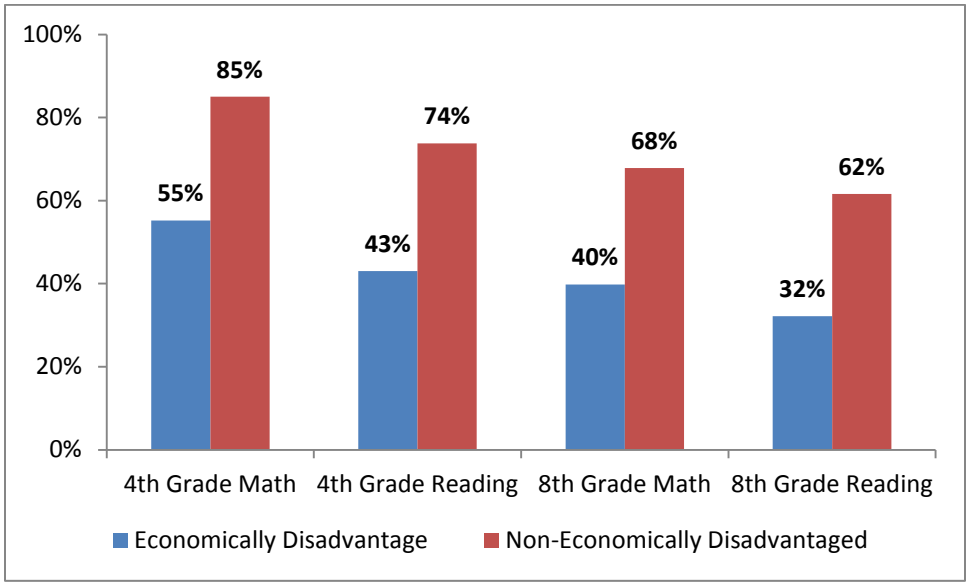


Figure 3.6: Statewide proficiency on high school EOCs, 2015-16



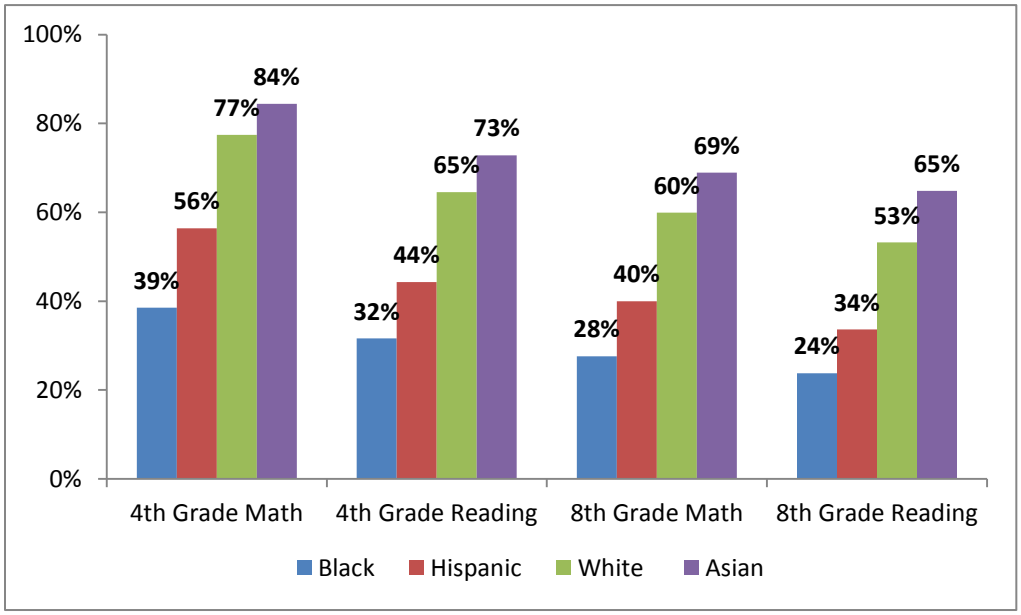
Similar to the ACT results (Figure 3.4), we observe wide achievement gaps when state test results are disaggregated by subgroup. The figures below display proficiency rates for fourth and eighth grade math and ELA by income status and by the major racial and ethnic subgroups. Figure 3.7 indicates a roughly thirty percentage point gap in proficiency between the two income groups. Figure 3.8 displays the disparities across major racial and ethnic groups.

Figure 3.7: Statewide proficiency rates by income status, selected grades and subjects, 2015-16



Note: Ohio, like other states, identifies low-income students based mainly on eligibility for federal free and reduced price meals. However, the federal Community Eligibility Provision program allows certain high-poverty districts to provide subsidized lunch programs to all students. This leads to some *non*-economically disadvantaged students being identified as economically disadvantaged and their scores included in that category. In 2015-16, Ohio reported 50 percent of students as economically disadvantaged.

Figure 3.8: Statewide proficiency rates by race or ethnicity, selected grades and subjects, 2015-16



D. District and school ratings: performance index and value added

Ohio has over six hundred school districts and about 3,500 public schools, both district and charter. Almost all districts and individual schools receive both performance index and value added ratings. The performance index is a gauge of overall student achievement in a school (or district), while value added is a statistical estimate of a school's impact on student growth over time. Figures 3.9 displays the distribution of A-F ratings at the **district level**, while Figure 3.10 shows the ratings at the **school level**.

The rating distributions for the two measures are very different. On the performance index, the overwhelming majority of districts (99 percent) and schools (85 percent) receive ratings in the B to D range; few receive an A or F. Yet the distribution of value added ratings is almost the exact opposite. The majority of districts (79 percent) and schools (67 percent) receive either an A or F, with relatively few entities falling into the B to D range. It must be noted that unbalanced rating distributions do not indicate a flaw in the calculations; however, they do suggest a need to adjust the thresholds at which each grade is assigned (i.e., the "grading scales," some of which are set in state law). For example, state policy makers could raise the benchmark value added score needed to earn an A which would, in turn, likely reduce the number of A ratings (and vice-versa adjust the score at the F threshold, so that fewer schools are deemed "failing" on the measure).

Figure 3.9: Distribution of *district* A-F ratings by performance index (left) and value added (right), 2015-16

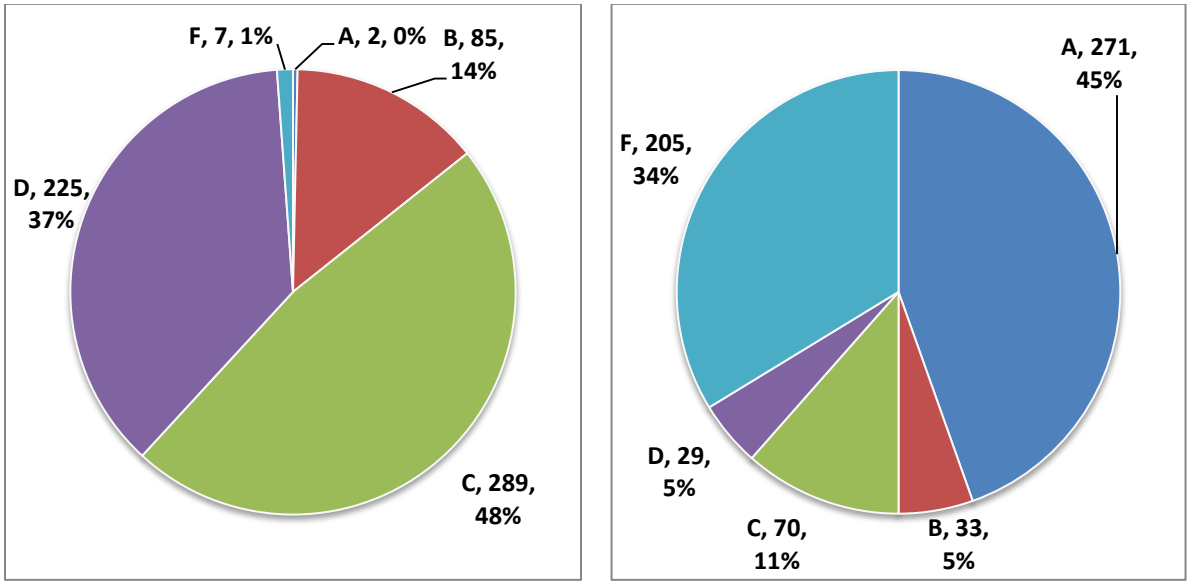
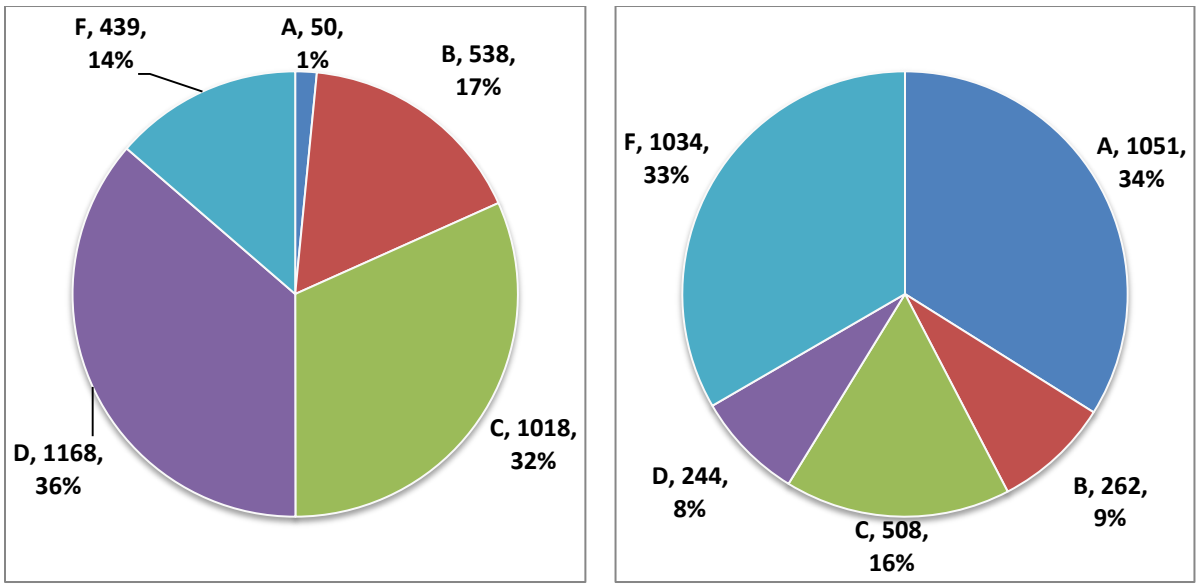


Figure 3.10: Distribution of *school* A-F ratings by performance index (left) and value added (right), 2015-16



With the recent transitions in state assessments, the distribution of A-F ratings has shifted, more in the case of the performance index than in value added. In our 2014-15 report, we noted the lower PI ratings due to the higher performance standards that students must reach to be deemed proficient. These PI ratings continued to decline between 2014-15 and 2015-16, likely due to the higher proficiency benchmarks in ELA (see Figure 3.1) and the phasing out of the third grade reading OAA and tenth grade OGT. Tables 3.2 and 3.3 display the distribution of performance index and value added ratings for past three school years at a district and school level; note again, the changing grade distributions largely reflect the different assessments Ohio has given over this period.

Table 3.2: Percentage of *districts* in each rating category by performance index and value added ratings, 2013-14 to 2015-16

Performance Index				Value Added			
	2013-14	2014-15	2015-16		2013-14	2014-15	2015-16
A	6%	1%	0%	A	47%	36%	45%
B	71%	29%	14%	B	8%	4%	5%
C	19%	56%	48%	C	17%	11%	11%
D	4%	14%	37%	D	6%	4%	5%
F	0%	0%	1%	F	22%	45%	34%

Table 3.3: Percentage of *schools* in each rating category by performance index and value added ratings, 2013-14 to 2015-16

Performance Index				Value Added			
	2013-14	2014-15	2015-16		2013-14	2014-15	2015-16
A	8%	2%	1%	A	38%	35%	34%
B	54%	31%	17%	B	11%	7%	9%
C	21%	37%	32%	C	19%	15%	16%
D	15%	25%	36%	D	8%	8%	8%
F	2%	5%	14%	F	24%	35%	33%

E. E-schools

In 2015-16, more than 30,000 students in Ohio attended statewide online charter schools. Because e-schools draw pupils throughout the state, their results are not included in the Big Eight or city-level sections that follow. Although they enroll many students from these cities, it's impossible to ascribe the entire school's results to any particular city. Table 3.4 displays the key report card ratings for Ohio's statewide e-schools, including their performance index and value added ratings (and scores). The value added ratings are low, as are their performance index scores (with the exception of Connections Academy, whose PI score tracks with the state average).[14] Statewide e-schools are defined by the state and can be distinguished from smaller online schools that tend to serve only an individual district's students or pupils from a region of Ohio.[15]

Table 3.4: Statewide e-school performance, 2015-16

School Name	Enrollment	PI Rating	PI Score	VA Rating
Alternative Education Academy	1,628	D	60.6	F
Buckeye On-Line School for Success	902	D	64.1	F
Electronic Classroom of Tomorrow	15,407	F	54.0	F
Insight School of Ohio	1,209	F	56.1	F
Ohio Connections Academy	3,355	D	80.3	F
Ohio Virtual Academy	9,178	D	73.1	F
Provost Academy	124	NR	NR	NR
Virtual Community School of Ohio	844	D	60.3	F

Note: The statewide average PI score in 2015-16 was 81.4. Four statewide e-schools are classified as "dropout recovery" schools and are not displayed in the table above.

[14] Rigorous research by CREDO, "Online Charter School Study," (2015) and June Ahn, "Enrollment and Achievement in Ohio's Virtual Charter Schools" Thomas B. Fordham Institute (2016) find that online students lose significant academic ground after they transfer to an e-school.

[15] See Ohio Department of Education, "Directory of Community Schools, Sponsors, and Operators: List of E-schools."

4. The Big Eight

Ohio's large urban districts are commonly known as the Big Eight and consist of Akron, Canton, Cincinnati, Cleveland, Columbus, Dayton, Toledo, and Youngstown. State law officially recognizes this group of districts, and it generally restricts start-up charter schools to locating within these jurisdictions (as well as certain other "challenged" districts). The schools in the Big Eight, both charter and district, enroll disproportionate numbers of low-income and minority students relative to districts statewide. As depicted in Figures 3.7 and 3.8 above, students from disadvantaged subgroups lag behind the state as a whole on academic proficiency—the well documented achievement gap. This disparity should be kept in mind when viewing the achievement results of Ohio's urban districts.

A. Student achievement

Figures 4.1 through 4.4 display proficiency rates for the Big Eight cities in fourth and eighth grade math and English language arts. Results displayed here are for students attending district-operated schools. (Urban charter students are not included, though their achievement results are similar to district students as indicated in Figure 4.6 below.) In all the Big Eight districts, proficiency rates fell below the statewide average in fourth- and eighth-grade math and ELA. Across these grades and subjects, no one city appears to outperform the others by way of proficiency. Eighth grade proficiency rates appear to be low relative to fourth grade, but this also reflects the statewide pattern (see Figure 3.5). Figure 4.5 displays the performance index scores for the Big Eight districts. This chart indicates that Cincinnati slightly led the group in overall student achievement, with Cleveland and Dayton school districts trailing somewhat behind (as has been true in previous years).

Figure 4.1: Proficiency rates across the Big Eight urban districts, fourth-grade math, 2015-16

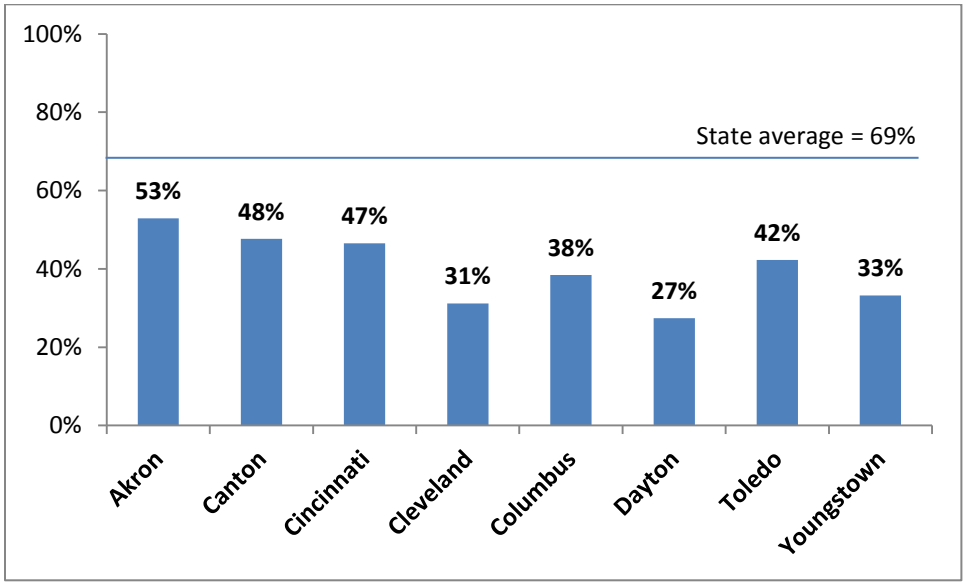


Figure 4.2: Proficiency rates across the Big Eight urban districts, fourth-grade ELA, 2015-16

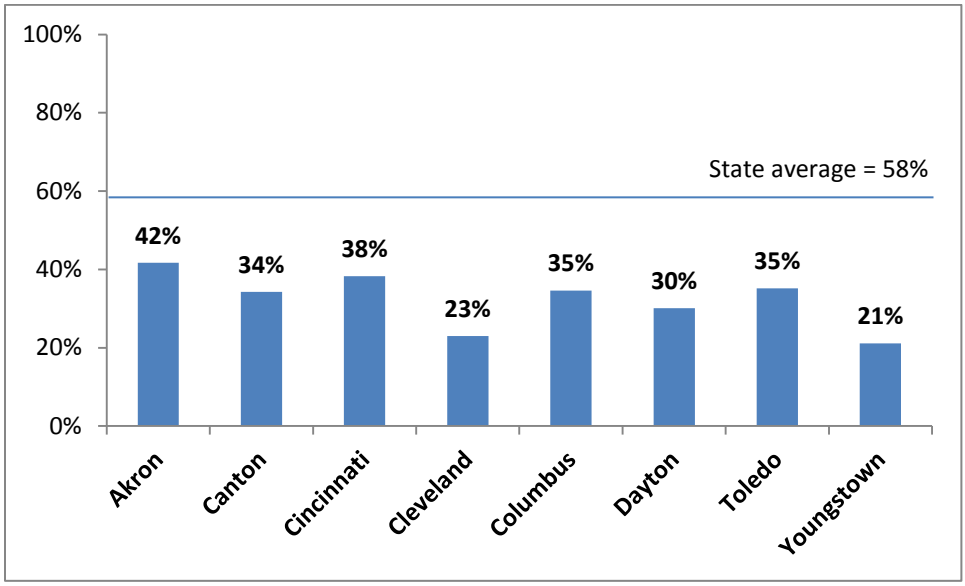


Figure 4.3: Proficiency rates across the Big Eight urban districts, eighth-grade math, 2015-16

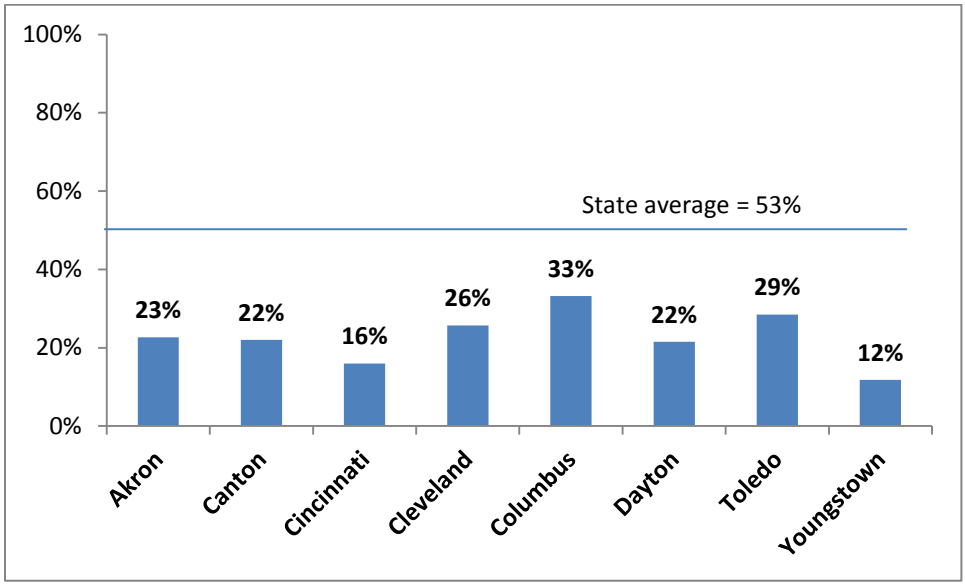


Figure 4.4: Proficiency rates across the Big Eight urban districts, eighth-grade ELA, 2015-16

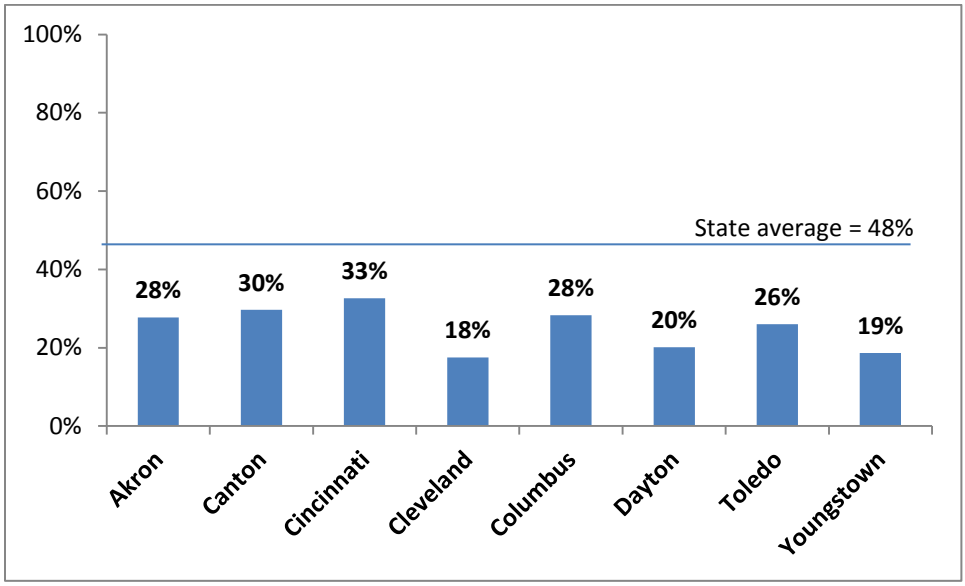
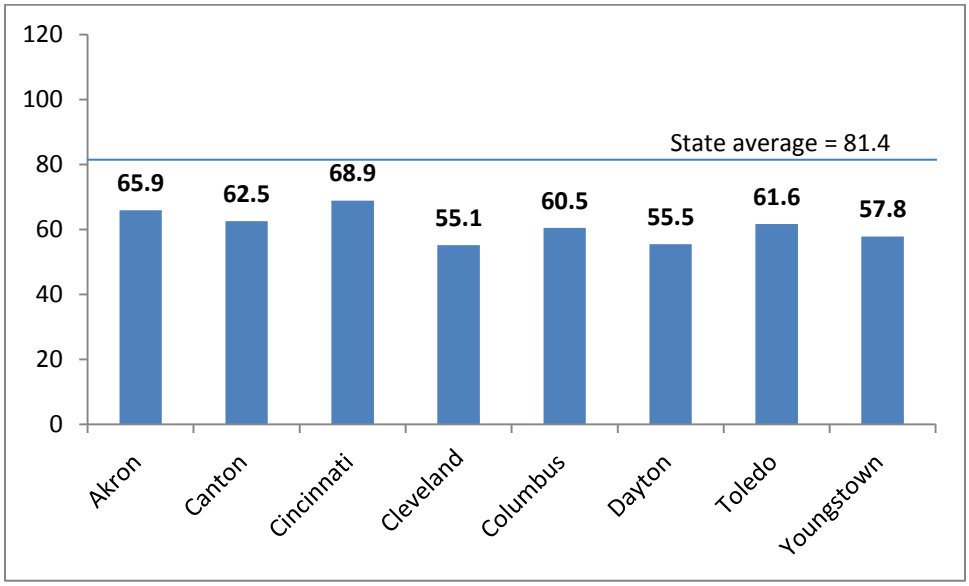


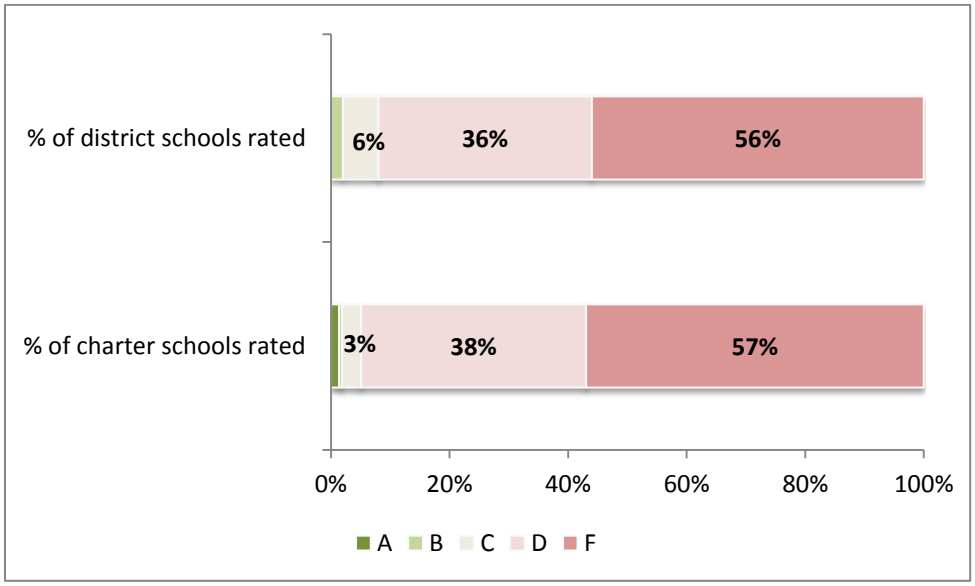
Figure 4.5: Performance index scores across the Big Eight urban districts, 2015-16



B. School performance

Next, we bring in urban charter schools and examine their performance vis-à-vis district-operated public schools. Given the lower achievement in Ohio's urban communities compared to the statewide averages, it is not surprising to see most urban schools, regardless of sector, receiving low ratings on the performance index (94 percent were assigned a D or F in 2015-16). When comparing the performance index grades across the two sectors, we observe almost the same pattern. On Ohio's other proficiency-based measures—indicators met and gap closing—virtually all urban schools receive an F and few differences emerge between charter and district-run schools (see Appendix 1).

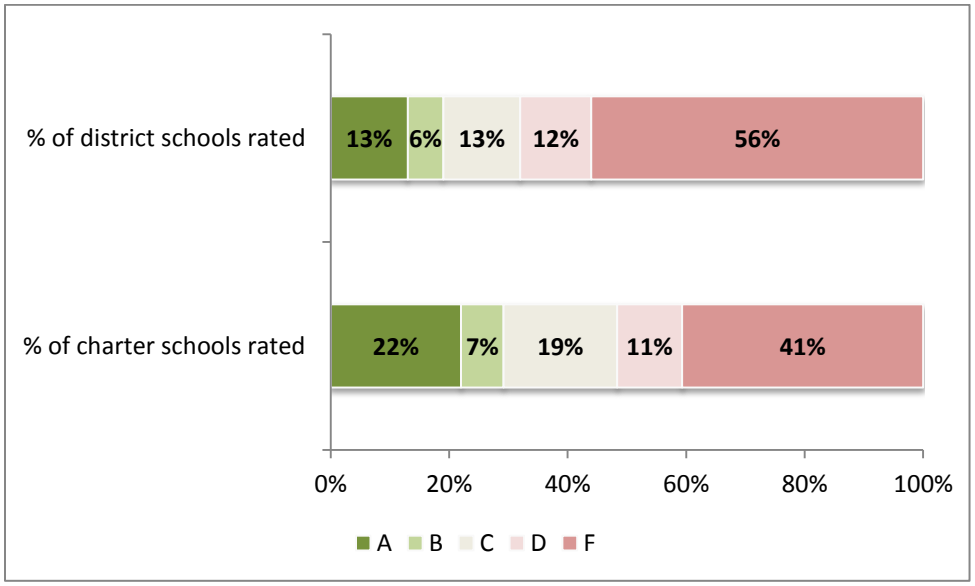
Figure 4.6: Performance index ratings of Big Eight district and charter schools



Note: Number of charter schools = 216; number of district schools = 410.

On the state's value added measure, 19 percent of Big Eight district schools and 29 percent of charters received an A or B rating. However, 68 percent of district schools and 52 percent of charters received a D or F rating. In 2015-16, it appears that charter sector slightly outperformed comparable district schools on value added (though the results were reversed in 2014-15).[16]

Figure 4.7: Value added ratings of Big Eight district and charter schools



Note: Number of charter schools = 209; number of district schools = 406.

[16] See *Facing Facts: Ohio's School Report Cards in a Time of Rising Expectations* (pg. 28).

C. High- and low-performing schools

Out of approximately 500 eligible Big Eight schools,[17] we discovered twenty-five high-performing schools. Such schools earned an A rating on value added for at least two of the past three years and a C or higher in the third year (or went unrated in the third). More than half of these schools are charters—fourteen of them—while the rest are operated by traditional districts. Columbus led the Big Eight with fourteen high-performing schools and Akron came in second with five. Five of the Big Eight cities had at least one school on this distinguished list; absent were Canton, Cincinnati, and Toledo. Table 4.2 displays thirty-two persistently underperforming schools on the value added measure (three consecutive years of F ratings).

Table 4.1: High-performing schools, Big Eight cities

School Name	Metro Area	District or Charter	Enrollment
Akron Preparatory School	Akron	Charter	263
Findley Community Learning Center	Akron	District	502
Forest Hill Community Learning Center	Akron	District	385
Glover Community Learning Center	Akron	District	338
Rimer Community Learning Center	Akron	District	251
Cleveland Entrepreneurship Preparatory School	Cleveland	Charter	295
Entrepreneurship Preparatory - Woodland Hills Campus	Cleveland	Charter	269
Northeast Ohio College Preparatory School	Cleveland	Charter	553
Clinton Elementary School	Columbus	District	456
Columbus Arts & Technology Academy	Columbus	Charter	537
Columbus Collegiate Academy	Columbus	Charter	215
Columbus Collegiate Academy - West	Columbus	Charter	218
Cornerstone Academy Community	Columbus	Charter	657
Fairwood Alternative Elementary School	Columbus	District	318
Graham Expeditionary Middle School	Columbus	Charter	128
Horizon Science Academy Columbus Middle School	Columbus	Charter	452
KIPP: Journey Academy	Columbus	Charter	734
Midnimo Cross Cultural Community School	Columbus	Charter	99
Noble Academy-Columbus	Columbus	Charter	316
Ohio Avenue Elementary School	Columbus	District	345
Ridgeview Middle School	Columbus	District	538
Salem Elementary School	Columbus	District	352
Charity Adams Earley Girls Academy	Dayton	District	397
Dayton Early College Academy	Dayton	Charter	446
M L King Elementary School	Youngstown	District	454

[17] To be eligible as a high-performing school, schools must have had at least two years of value added ratings in the past three years. (A school could receive two As and no rating in the third year and still be deemed high performing.) Only schools with value added ratings in the past three years can be considered low performing. Generally, only high schools containing grades 7-12 were included in this analysis.

Table 4.2: Low-performing schools, Big Eight cities

School Name	Metro Area	District or Charter	Enrollment
Bridges Learning Center	Akron	District	72
Edge Academy	Akron	Charter	254
Leggett Community Learning Center	Akron	District	383
Aiken High School	Cincinnati	District	627
Cincinnati College Preparatory Academy	Cincinnati	Charter	981
Cincinnati Learning Schools	Cincinnati	District	211
Horizon Science Academy-Cincinnati	Cincinnati	Charter	343
Hughes STEM High School	Cincinnati	District	944
Robert A. Taft Information Technology High School	Cincinnati	District	696
Western Hills University High School	Cincinnati	District	1034
Woodward Career Technical High School	Cincinnati	District	971
Adlai Stevenson School	Cleveland	District	430
Alfred Benesch	Cleveland	District	376
Andrew J Rickoff	Cleveland	District	477
Bolton	Cleveland	District	346
Denison	Cleveland	District	375
Garfield Elementary School	Cleveland	District	554
H Barbara Booker Elementary School	Cleveland	District	380
Kenneth W Clement	Cleveland	District	200
Marion C Seltzer Elementary School	Cleveland	District	360
Village Preparatory School	Cleveland	Charter	424
William C Bryant Elementary School	Cleveland	District	407
Northtowne Elementary School	Columbus	District	325
Performance Academy Eastland	Columbus	Charter	304
Shady Lane Elementary School	Columbus	District	463
Edwin Joel Brown PreK-8 School	Dayton	District	431
Fairview PreK-8 School	Dayton	District	478
Arlington Elementary School	Toledo	District	420
East Broadway Elementary School	Toledo	District	450
Horizon Science Academy Toledo	Toledo	Charter	550
East High School	Youngstown	District	1,217
Summit Academy Secondary - Youngstown	Youngstown	Charter	249

5. By city

The following sections offer a deeper dive analysis into the Big Eight cities' student enrollment, proficiency in comparison to other districts in the same county, and a comparison of school performance between the city's charter and district schools. Lastly, the city's high- and low-performing schools are listed.

A. Akron

Most students in Akron attended a district-operated school (73 percent), while 13 percent enrolled in a charter school, either brick and mortar or online, in 2015-16. Another 7 percent of students attended school in another district via open enrollment, while 5 percent attended a nonpublic school through one of Ohio's voucher programs.

Table 5.1: Student enrollment in Akron, 2015-16

School Option	Enrollment	Share of Enrollment
District	19,713	73%
Charter (Brick and Mortar)	2,456	9%
Charter (Online)	1,035	4%
Voucher (EdChoice, Autism, or Jon Peterson)	1,455	5%
Interdistrict Open Enrollment	1,952	7%
Other	601	2%
Total	**27,212**	**100%**

Note: The table does not include non-voucher students who attended nonpublic schools or students who were homeschooled. According to report cards, "other" refers to students attending another district by means other than open enrollment. State report cards display the number of online students by district but do not show their academic results separately.

Figures 5.1 to 5.4 display the proficiency rates for Akron City Schools and other districts in Summit County. Scores are displayed for selected grades in English language arts and math. The charts show the varying levels of student achievement within Summit County; in Akron, for example, 42 percent of students reached proficiency in fourth-grade ELA, while almost every student in Manchester Local reached that same benchmark (98 percent).

Figure 5.1: Percent proficient in Akron and Summit County districts, fourth-grade ELA

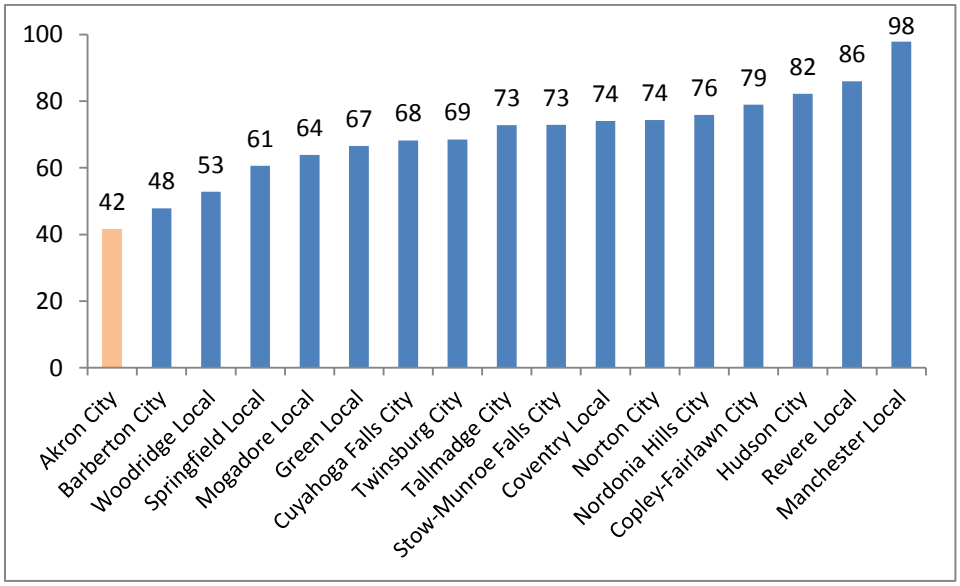


Figure 5.2: Percent proficient in Akron and Summit County districts, fourth-grade math

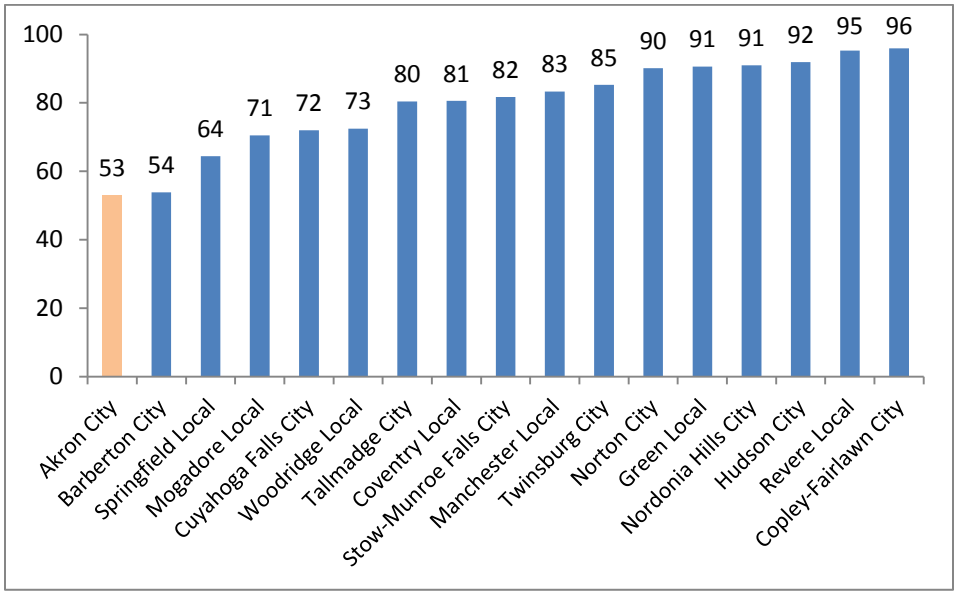


Figure 5.3: Percent proficient in Akron and Summit County districts, eighth-grade ELA

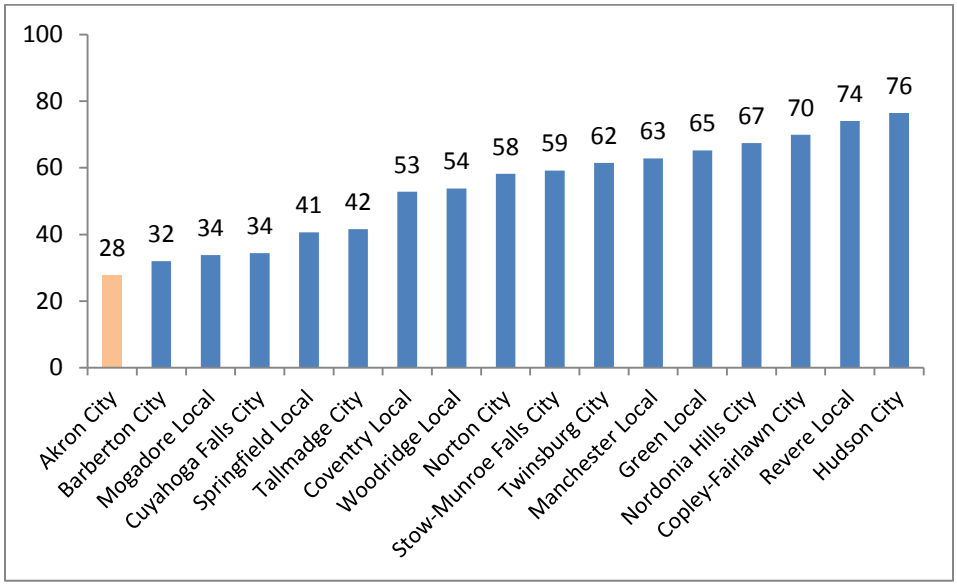
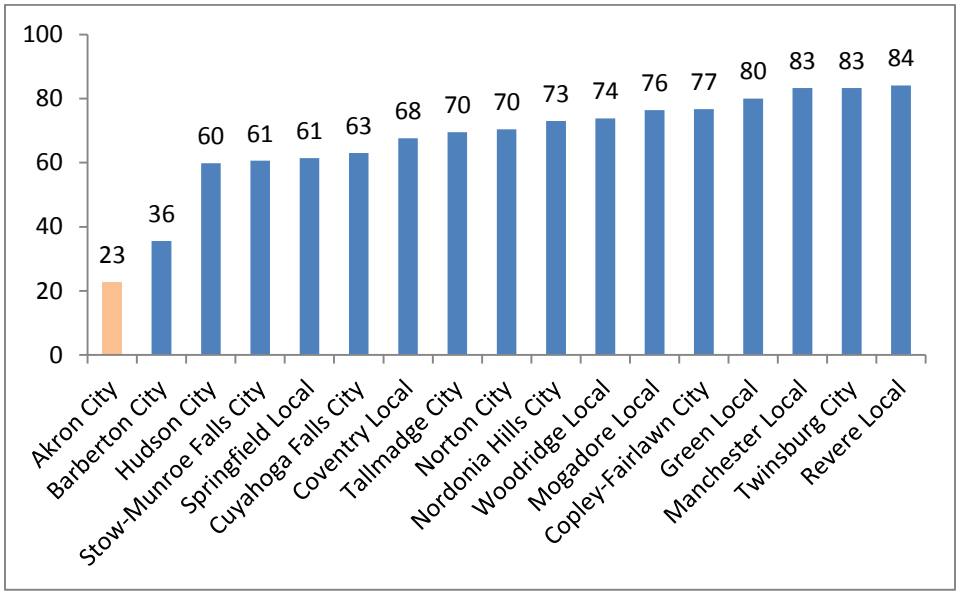
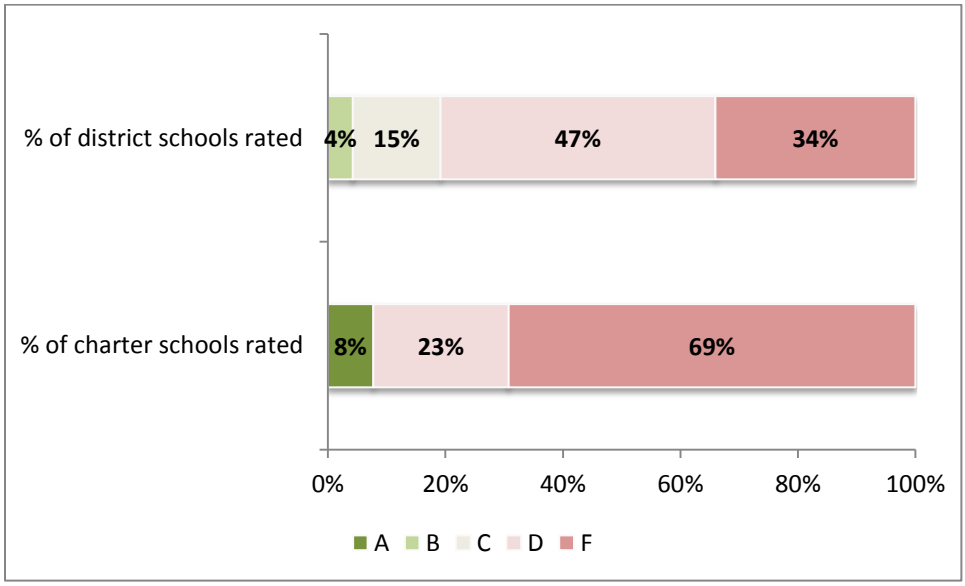


Figure 5.4: Percent proficient in Akron and Summit County districts, eighth-grade math



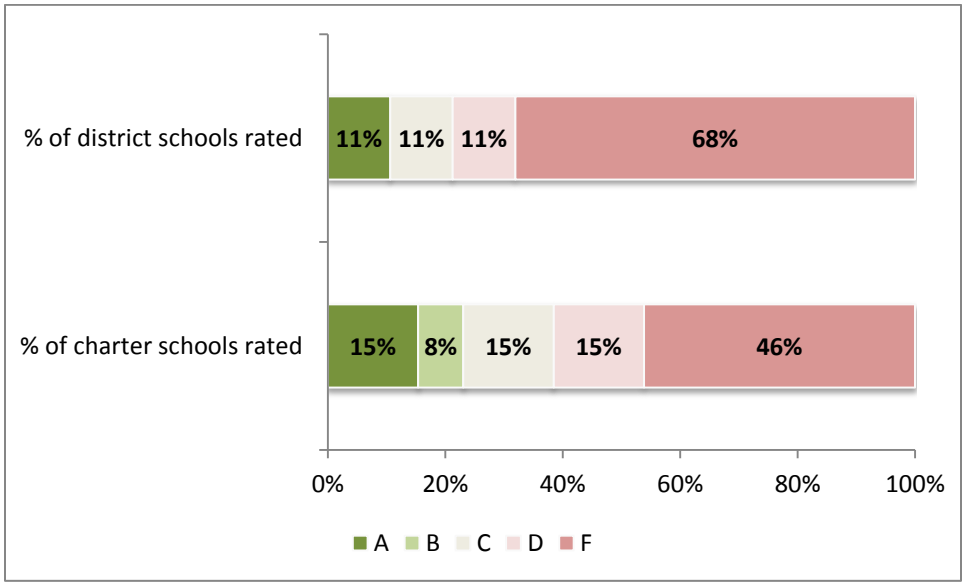
The charts below show comparisons of charter and district student performance in Akron. The performance index measure shows that a greater proportion of charter schools received a D or F rating than district schools (92 to 81 percent). On the value added measure, charter schools slightly outperformed the district (23 percent of charters were A or B versus 11 percent district).

Figure 5.5: Performance index ratings of Akron district and charter schools



Note: Number of charter schools = 13; number of district schools = 47

Figure 5.6: Value added ratings of Akron district and charter schools



Note: Number of charter schools = 13; number of district schools = 47

Table 5.2 shows Akron's consistently high-performing schools on the value added measure. We identify four district-operated schools and one charter school that met the criteria for a high-performing school. Together, these schools enrolled 1,739 students. Based on value added ratings over the past three years, two district schools and one charter were identified as persistently low-performing.

Table 5.2: High-performing schools in Akron

School Name	District or Charter	2013-14 VA Grade	2014-15 VA Grade	2015-16 VA Grade	2015-16 Enrollment
Akron Preparatory School	Charter	A	A	B	263
Findley Community Learning Center	District	A	A	C	502
Forest Hill Community Learning Center	District	A	A	C	385
Glover Community Learning Center	District	B	A	A	338
Rimer Community Learning Center **	District	A	A	A	251

Note: Schools listed above earned an A on value added for two of the past three years and a C or above in the third year.

Table 5.3: Low-performing schools in Akron

School Name	District or Charter	2013-14 VA Grade	2014-15 VA Grade	2015-16 VA Grade	2015-16 Enrollment
Bridges Learning Center	District	F	F	F	72
Edge Academy	Charter	F	F	F	254
Leggett Community Learning Center	District	F	F	F	383

Note: Schools listed above received an F on value added for three of the past three years.

B. Canton

Most Canton students attended a district-operated school (80 percent), while 9 percent enrolled in a charter school—either a brick and mortar or online charter. Another 3 percent of students attended a school in another district via open enrollment, while 5 percent attended a nonpublic school through one of Ohio's voucher programs.

Table 5.4: Student enrollment in Canton, 2015-16

School Option	Enrollment	Share of Enrollment
District	8,542	80%
Charter (Brick and Mortar)	636	6%
Charter (Online)	289	3%
Voucher (EdChoice, Autism, or Jon Peterson)	547	5%
Interdistrict Open Enrollment	359	3%
Other	298	3%
Total	**10,671**	**100%**

Note: This figure does not include non-voucher students who attended nonpublic schools or students who were homeschooled. According to report cards, "other" refers to students attending another district by means other than open enrollment. State report cards display the number of online students by district but do not show their academic results separately.

Figures 5.7 to 5.10 display the proficiency rates for Canton City Schools and other districts in Stark County. Selected grades are displayed in English language arts and math. The varying levels of student achievement across Stark County districts are shown. In Canton, for example, 34 percent of students reached proficiency in fourth-grade ELA, while 81 percent of students in Lake Local school district reached that same benchmark.

Figure 5.7: Percent proficient in Canton and Stark County districts, fourth-grade ELA

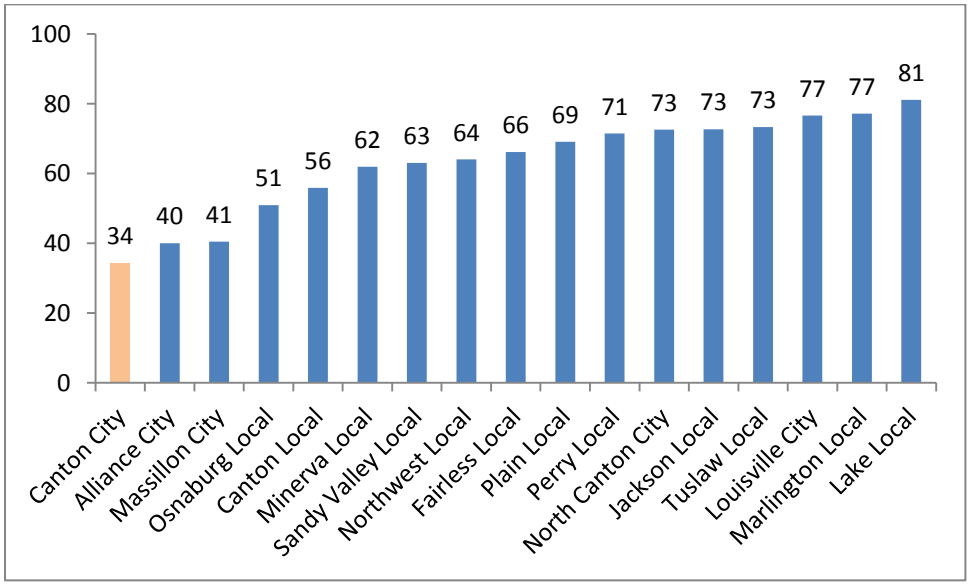


Figure 5.8: Percent proficient in Canton and Stark County districts, fourth-grade math

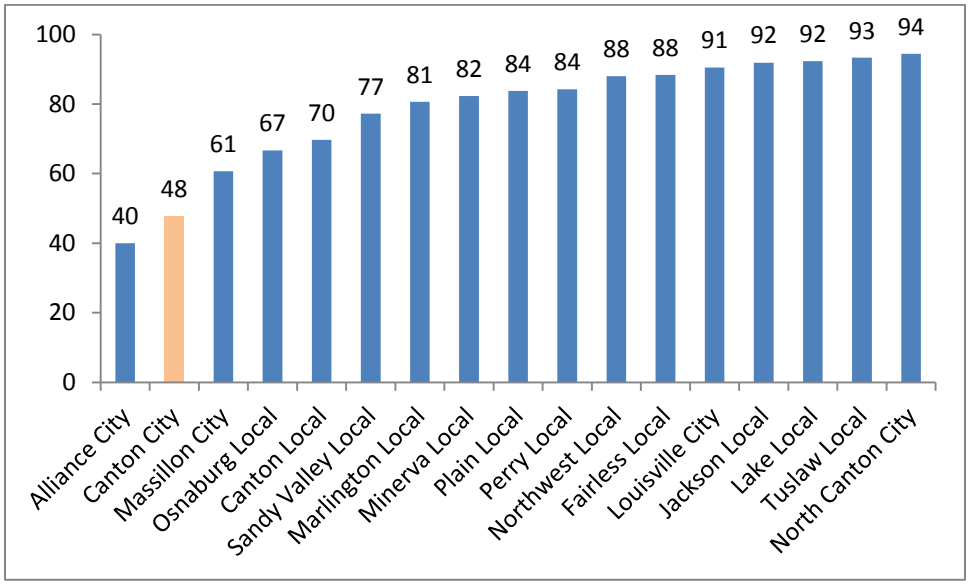


Figure 5.9: Percent proficient in Canton and Stark County districts, eighth-grade ELA

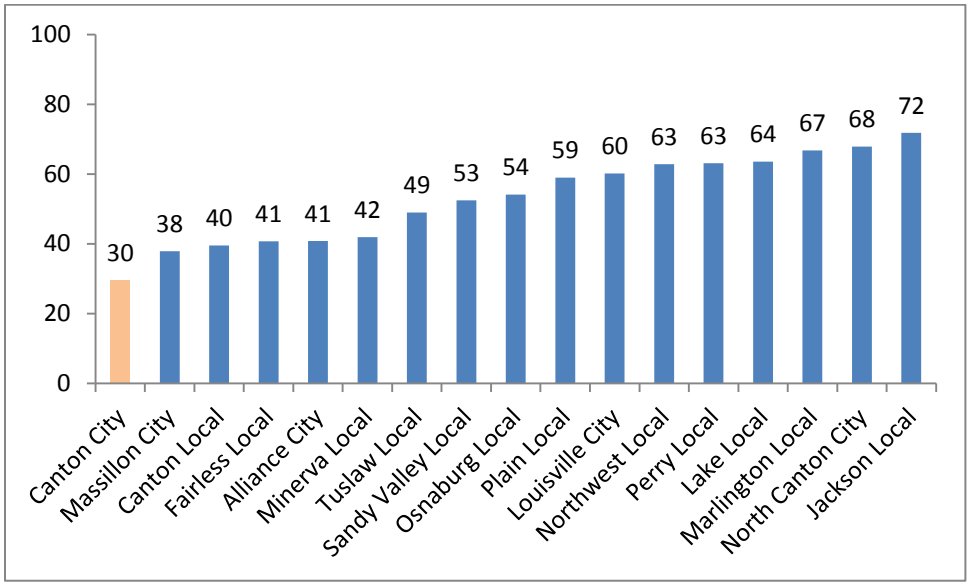
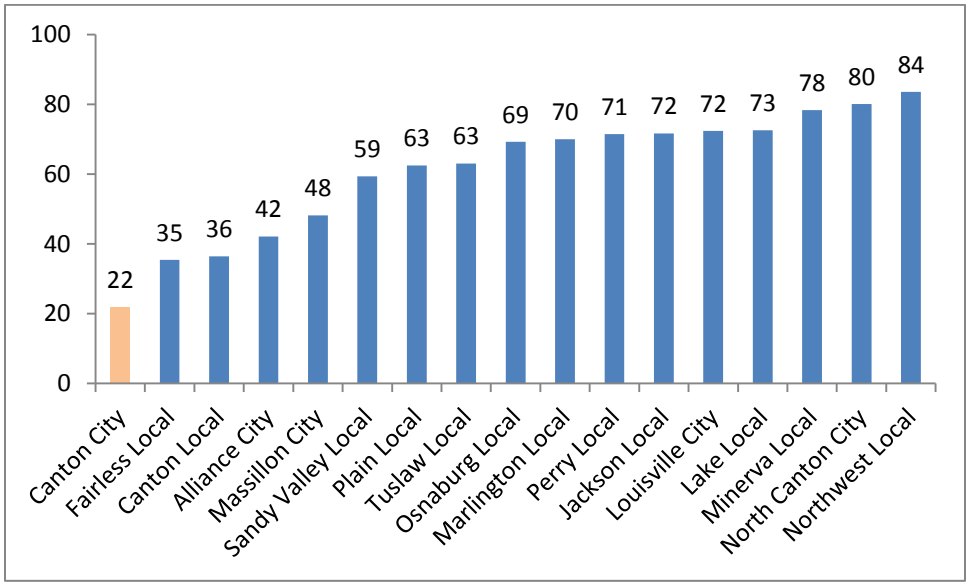
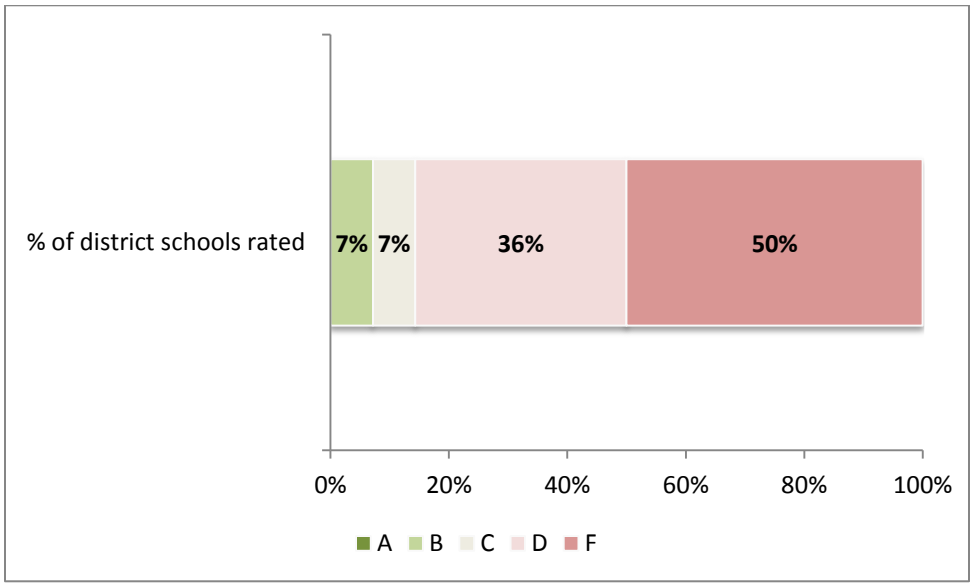


Figure 5.10: Percent proficient in Canton and Stark County districts, eighth-grade math



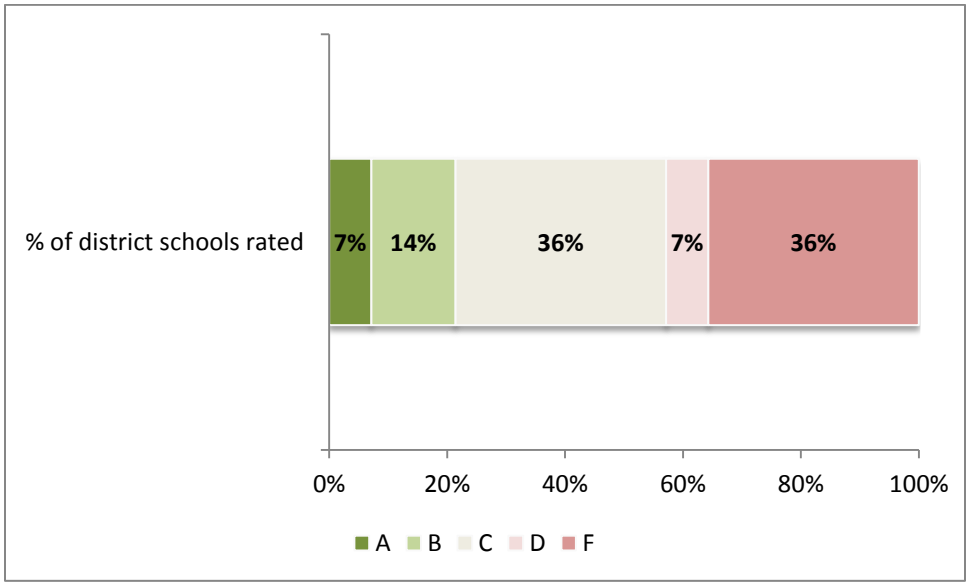
Canton has just four non-dropout recovery charters schools, so no comparison of sector performance is made. Two charter schools earned an A or B on value added, one earned a C, while the fourth received a D rating. All four charters received a D or F on the performance index. The charts below display the distribution of the city's district schools along the two key report card measures. Canton did not have any public schools that met the criteria for either a consistently high- or low-performing school.

Figure 5.11: Performance index ratings of Canton district schools



Note: Number of district schools = 14

Figure 5.12: Value added ratings of Canton district schools



Note: Number of district schools = 14

C. Cincinnati

Table 5.5 shows the breakdown of Cincinnati student enrollment for the 2015-16 school year. The table shows that most students attended a district-operated school (71 percent), while 16 percent enrolled in a charter school, either brick and mortar or online. Just 1 percent of Cincinnati students attended another district via open enrollment, while 10 percent attended a nonpublic school through one of Ohio's voucher programs.

Table 5.5: Student enrollment in Cincinnati, 2015-16

School Option	Enrollment	Share of Enrollment
District	32,330	71%
Charter (Brick and Mortar)	6,188	14%
Charter (Online)	943	2%
Voucher (EdChoice, Autism, or Jon Peterson)	4,800	10%
Interdistrict Open Enrollment	443	1%
Other	1,088	2%
Total	**45,792**	**100%**

Note: This figure does not include non-voucher students who attended nonpublic schools or students who were homeschooled. According to report cards, "other" refers to students attending another district by means other than open enrollment. State report cards display the number of online students by district but do not show their academic results separately.

Figures 5.13 to 5.16 display the proficiency rates for Cincinnati and the other districts in Hamilton County. Selected scores are displayed in English language arts and math. The charts show the varying levels of student achievement; in Cincinnati, for example, 38 percent of student reached proficiency in fourth-grade ELA, while 94 percent of fourth graders in Madeira City reached that same benchmark.

Figure 5.13: Percent proficient in Cincinnati and Hamilton County districts, fourth-grade ELA

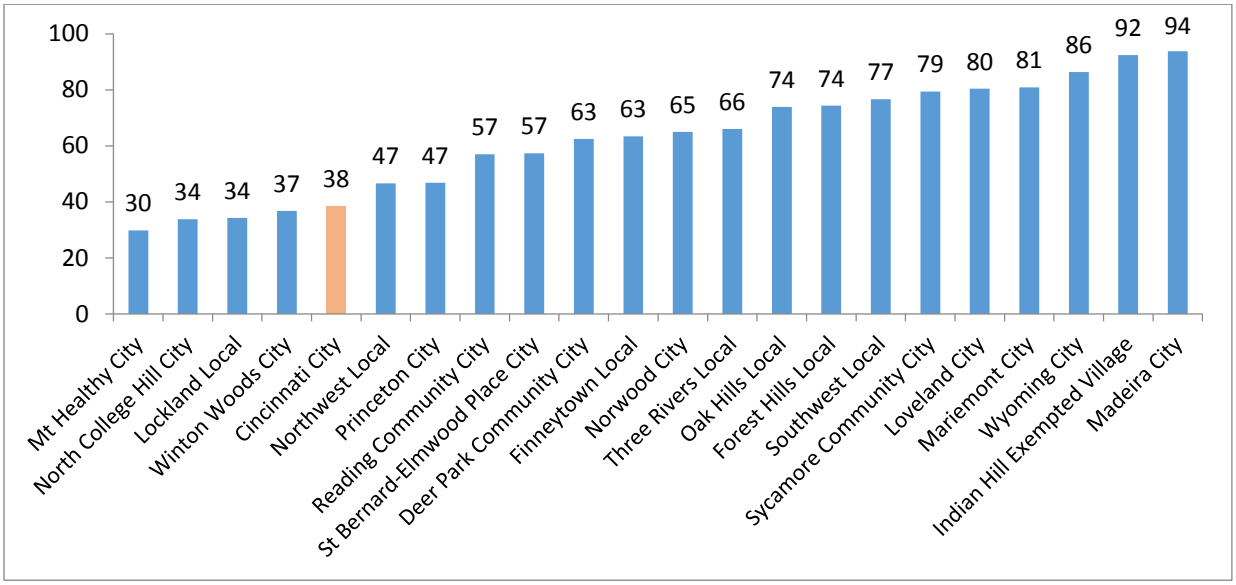


Figure 5.14: Percent proficient in Cincinnati and Hamilton County districts, fourth-grade math

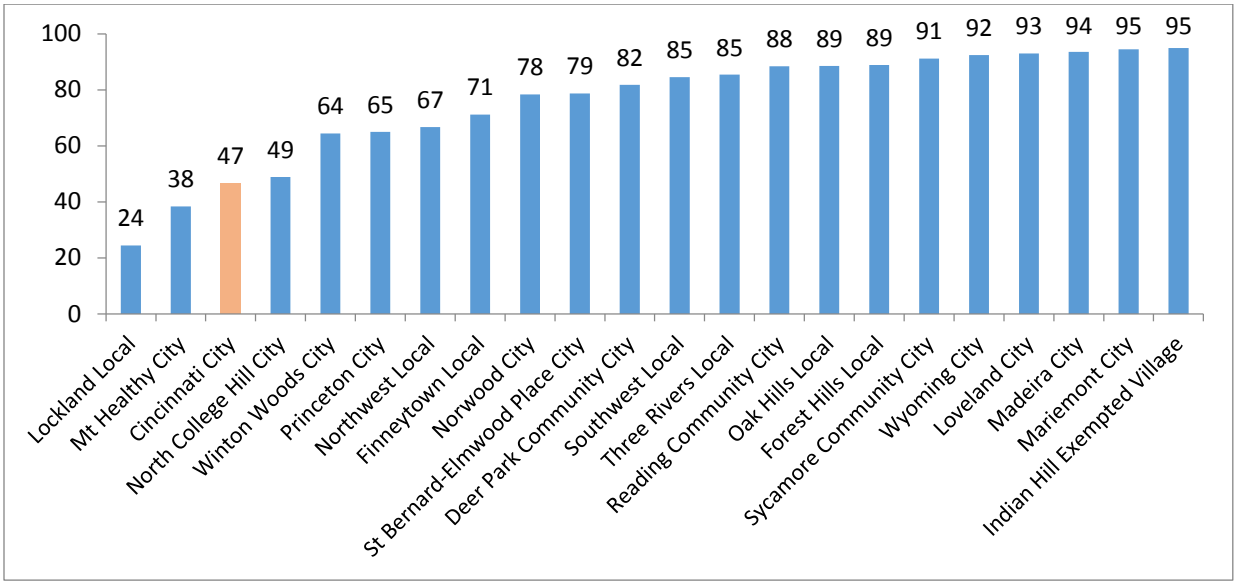


Figure 5.15: Percent proficient in Cincinnati and Hamilton County districts, eighth-grade ELA

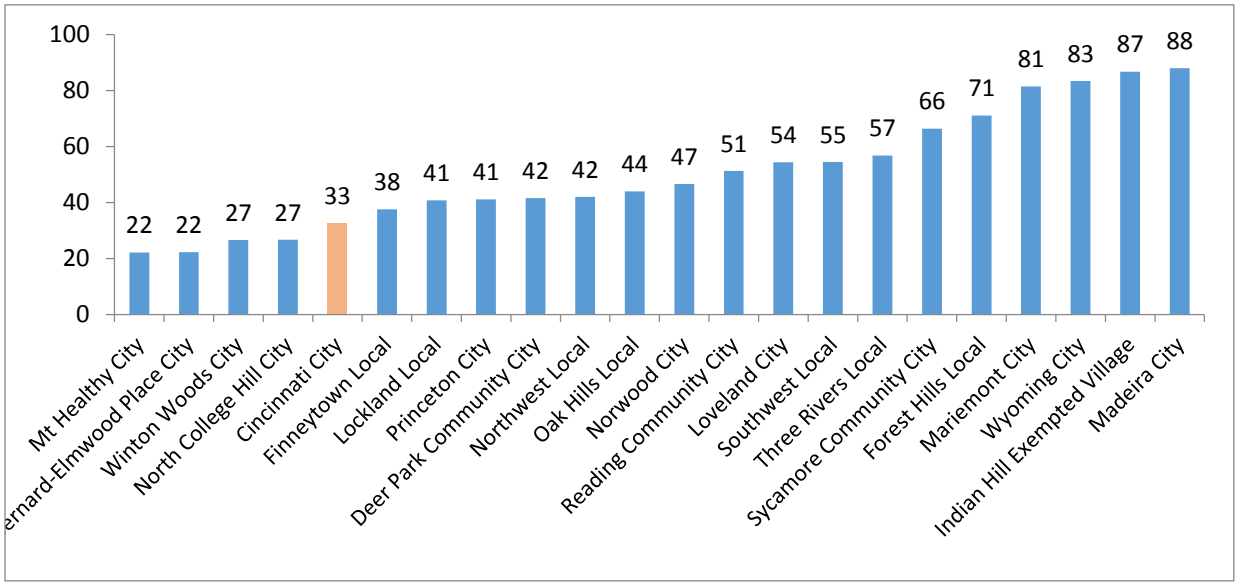
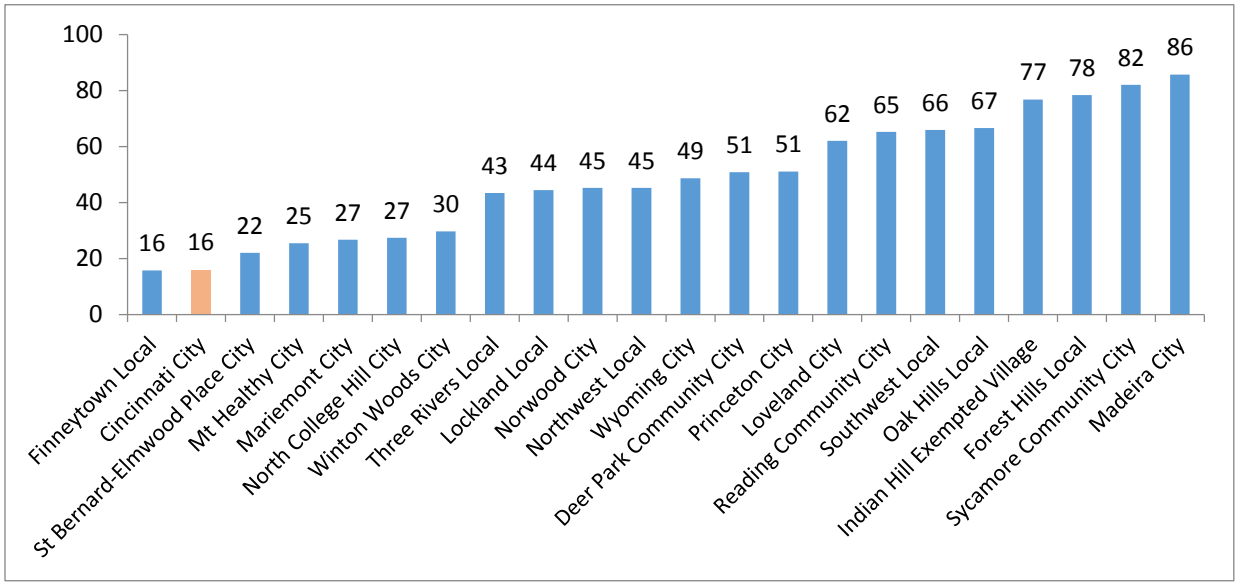
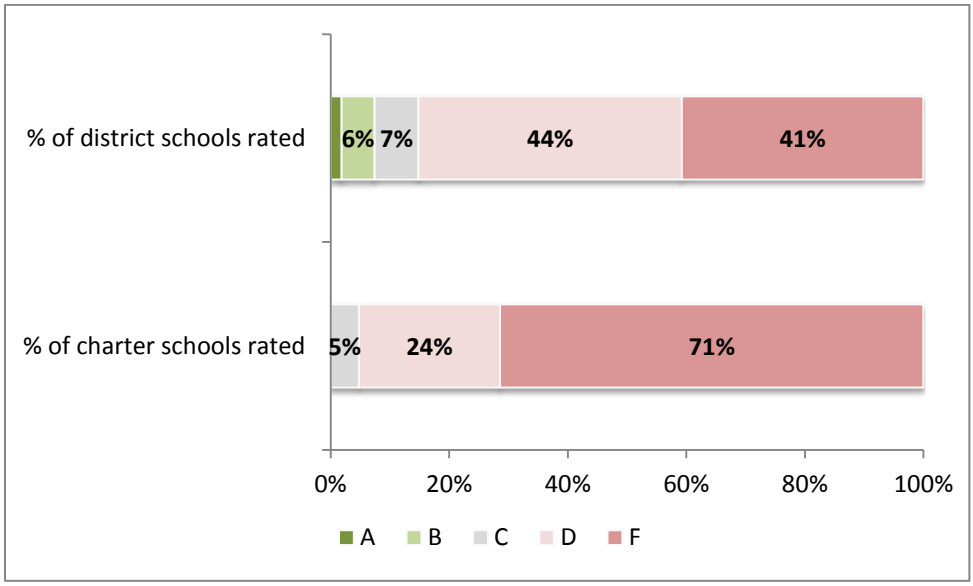


Figure 5.16: Percent proficient in Cincinnati and Hamilton County districts, eighth-grade math



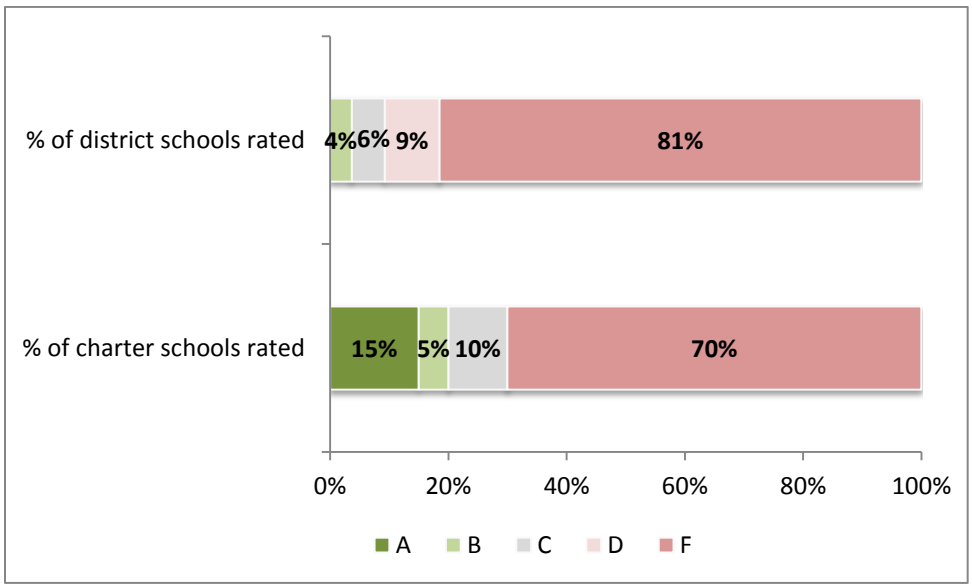
The charts below display the ratings of Cincinnati's public schools by sector. The performance index measure indicates that the district outperformed the city's charter sector. Fifteen percent of district schools were rated C or above versus 5 percent of charters, and there were a smaller proportion of F-rated district schools. On the value added measure, charter schools outperformed the district in 2015-16 (20 percent of charters were A or B rated versus 4 percent district).

Figure 5.17: Performance index ratings of Cincinnati district and charter schools



Note: Number of charter schools = 21; number of district schools = 54

Figure 5.18: Value added ratings of Cincinnati district and charter schools



Note: Number of charter schools = 20; number of district schools = 54

Cincinnati did not have any public schools that met the criteria for a consistently high-performing school. Table 5.6 displays the public schools in Cincinnati that have persistently underperformed on the value added measure. Three of the schools are charter and five are district operated. Taken together, these eight schools enrolled 5,807 students in 2015-16.

Table 5.6: Low-performing schools in Cincinnati

School Name	District or Charter	2013-14 VA Grade	2014-15 VA Grade	2015-16 VA Grade	2015-16 Enrollment
Aiken High School	District	F	F	F	627
Cincinnati College Preparatory Academy	Charter	F	F	F	981
Cincinnati Learning Schools	Charter	F	F	F	211
Horizon Science Academy-Cincinnati	Charter	F	F	F	343
Hughes STEM High School	District	F	F	F	944
Robert A. Taft Information Technology High School	District	F	F	F	696
Western Hills University High School	District	F	F	F	1034
Woodward Career Technical High School	District	F	F	F	971

Note: Schools listed above received an F on value added for three of the past three years. Cincinnati district high schools have typically spanned grades 7-12 allowing for value added calculations in previous years (using grades 7 and 8 results).

D. Cleveland

Table 5.7 shows the breakdown of Cleveland enrollment for the 2015-16 school year. The table shows that the majority of students attended a district-operated school (58 percent), while another 27 percent enrolled in a charter school, either brick and mortar or online. Few Cleveland students—just 1 percent—enrolled in another district via open enrollment and 12 percent used a voucher to attend a nonpublic school.

Table 5.7: Student enrollment in Cleveland, 2015-16

School Option	Enrollment	Share of Enrollment
District	36,308	58%
Charter (Brick and Mortar)	15,174	24%
Charter (Online)	1,803	3%
Voucher (Cleveland, Autism, or Jon Peterson)	7,367	12%
Interdistrict Open Enrollment	465	1%
Other	1,267	2%
Total	**62,384**	**100%**

Note: This figure does not include non-voucher students who attended nonpublic schools or students who were homeschooled. According to report cards, "other" refers to students attending another district by means other than open enrollment. State report cards display the number of online students by district but do not show their academic results separately.

Figures 5.19 to 5.22 display the proficiency rates for Cleveland school district and other districts in Cuyahoga County. Selected scores are displayed in English language arts and math. The charts demonstrate the varying levels of student achievement between districts within the county. In Cleveland, for example, just 23 percent of student reached proficiency in fourth-grade ELA, while upwards of 90 percent of students in Solon, Rocky River, and Beachwood school districts met that threshold.

Figure 5.19: Percent proficient in Cleveland and Cuyahoga County districts, fourth-grade ELA

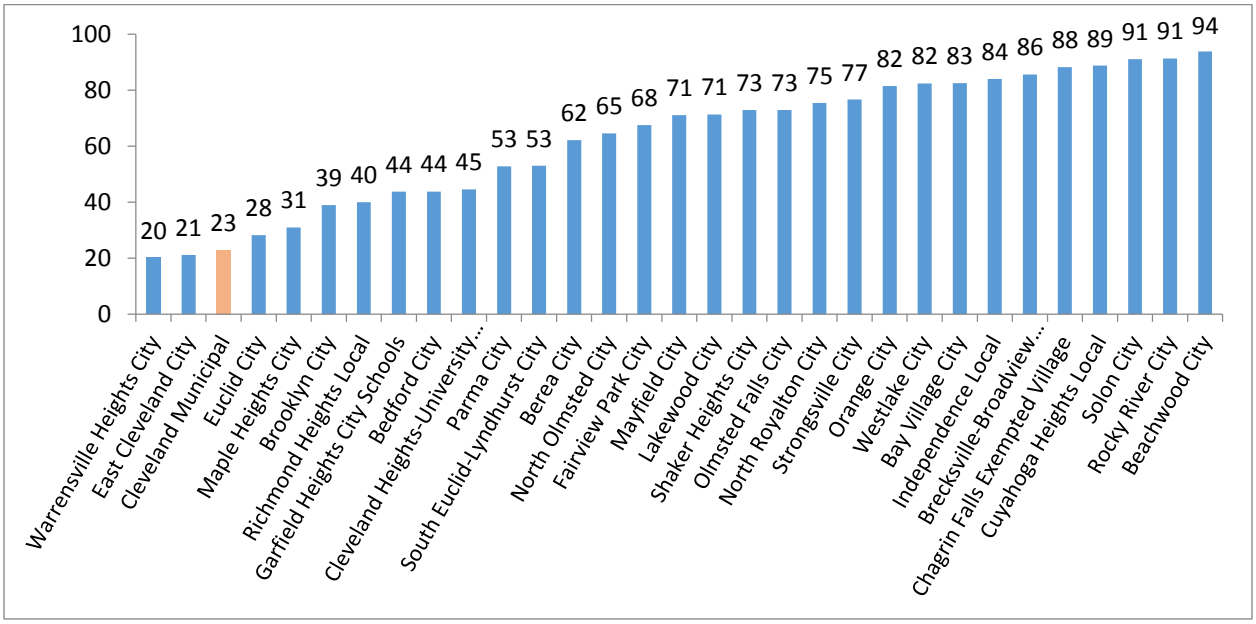


Figure 5.20: Percent proficient in Cleveland and Cuyahoga County districts, fourth-grade math

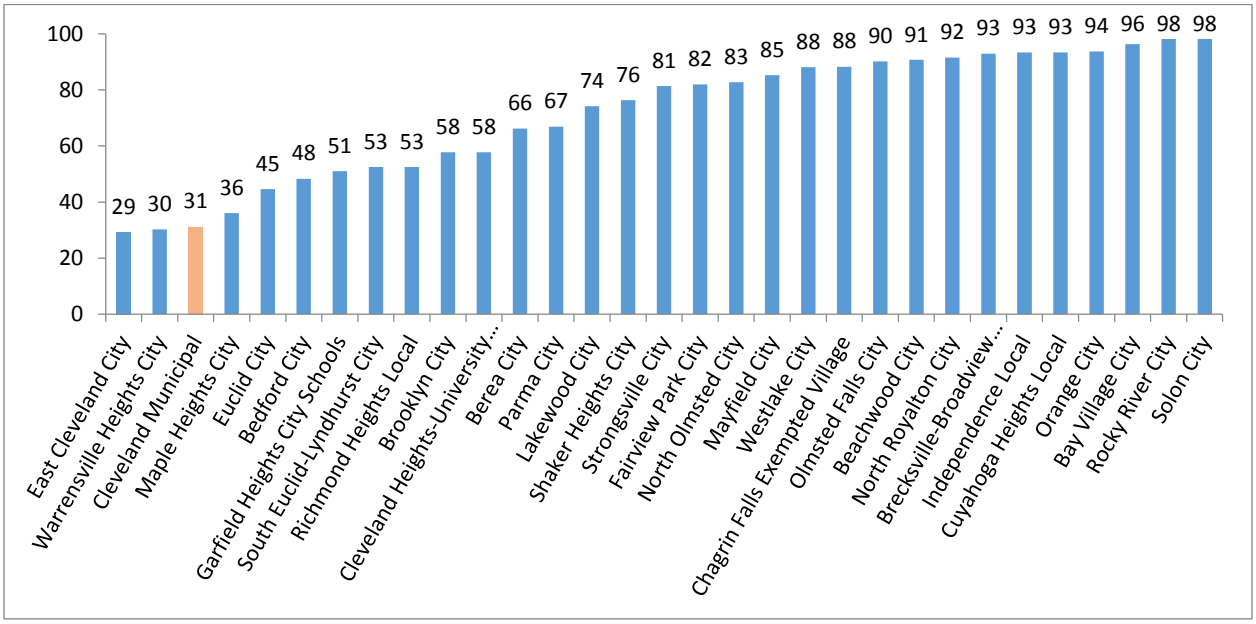


Figure 5.21: Percent proficient in Cleveland and Cuyahoga County districts, eighth-grade ELA

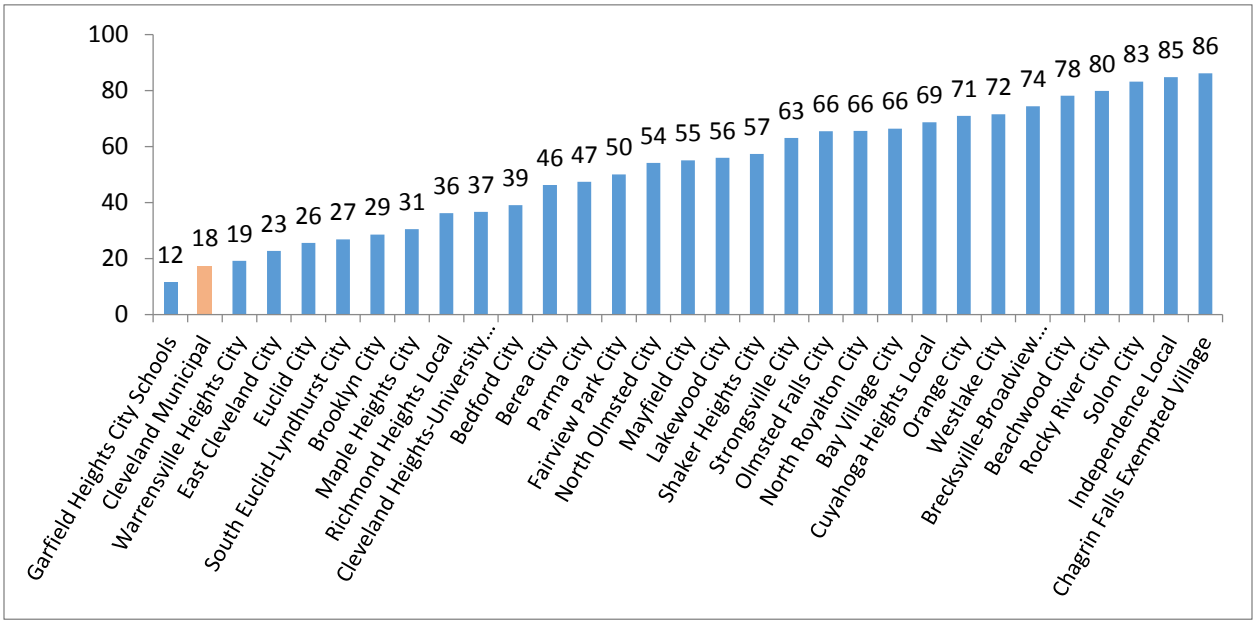
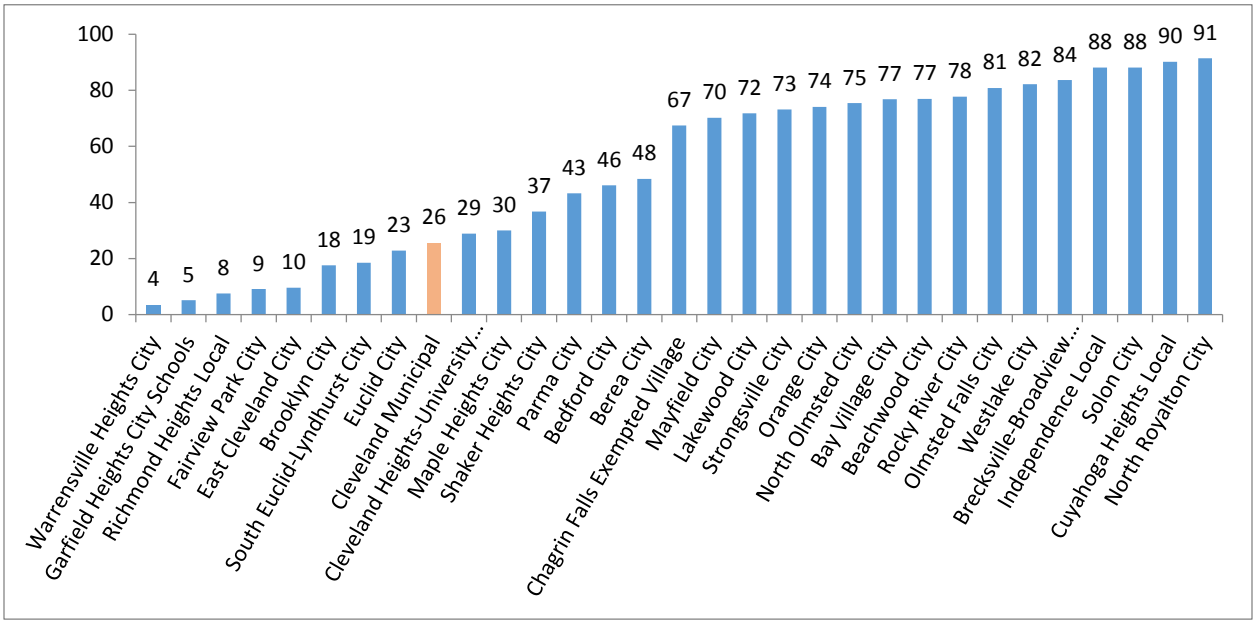
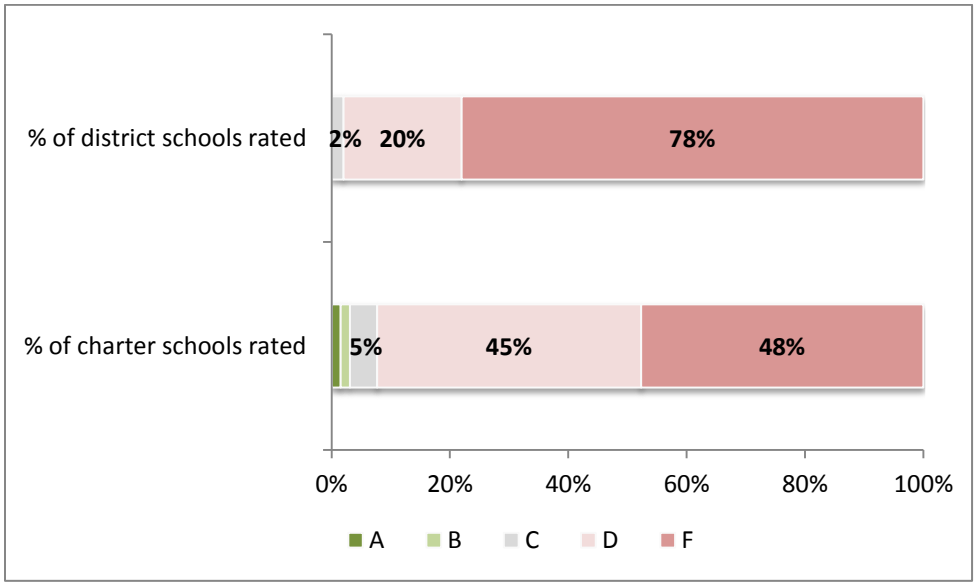


Figure 5.22: Percent proficient in Cleveland and Cuyahoga County districts, eighth-grade math



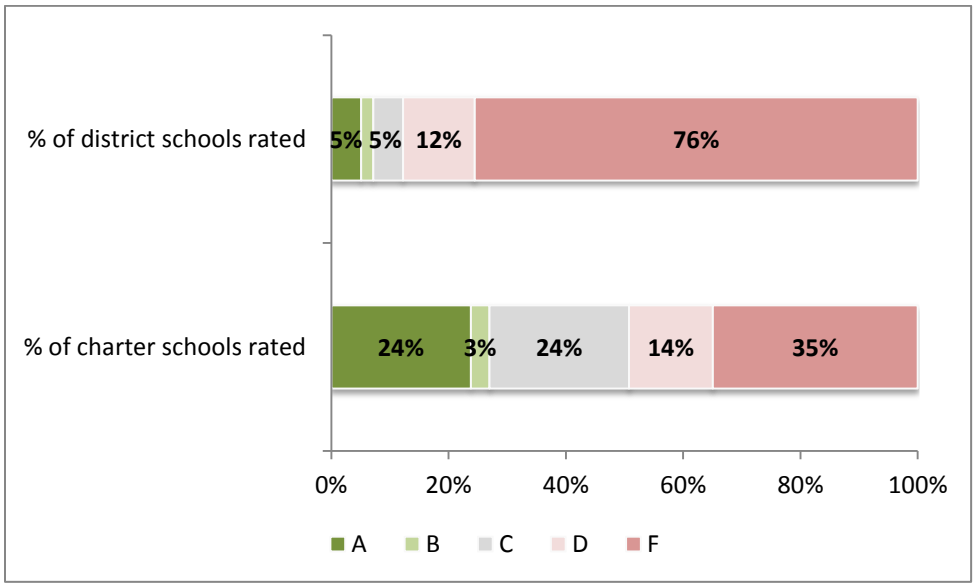
The charts below compare the performance of Cleveland's charter and district sectors along the performance index and value added measure. Not surprisingly, schools in both sectors struggled on the performance index, with 98 percent of district schools receiving a D or F versus 93 percent of charters. District schools, however, received a higher proportion of Fs relative to charters. On the value added measure, charter schools outperformed the district, as 27 percent of charters were A or B rated compared to 7 percent of district schools.

Figure 5.23: Performance index ratings of Cleveland district and charter schools



Note: Number of charter schools = 65; number of district schools = 100

Figure 5.24: Value added ratings of Cleveland district and charter schools



Note: Number of charter schools = 63; number of district schools = 98

Table 5.8 lists the high-performing schools located in Cleveland: All three are charter schools and together they enroll 1,117 students. Meanwhile, Table 5.9 displays the persistently low-performing schools in the city: Ten of the schools are operated by the district and one is a charter school. Taken together, the low-performing schools enrolled 4,329 students in 2015-16.

Table 5.8: High-performing schools in Cleveland

School Name	District or Charter	2013-14 VA Grade	2014-15 VA Grade	2015-16 VA Grade	2015-16 Enrollment
Cleveland Entrepreneurship Preparatory School **	Charter	A	A	A	295
Entrepreneurship Preparatory School - Woodland Hills Campus **	Charter	A	A	A	269
Northeast Ohio College Preparatory School	Charter	A	A	C	553

Note: Schools listed above earned an A on value added for two of the past three years and a C or above in the third year.

Table 5.9: Low-performing schools in Cleveland

School Name	District or Charter	2013-14 VA Grade	2014-15 VA Grade	2015-16 VA Grade	2015-16 Enrollment
Adlai Stevenson School	District	F	F	F	430
Alfred Benesch	District	F	F	F	376
Andrew J Rickoff	District	F	F	F	477
Bolton	District	F	F	F	346
Denison	District	F	F	F	375
Garfield Elementary School	District	F	F	F	554
H Barbara Booker Elementary School	District	F	F	F	380
Kenneth W Clement	District	F	F	F	200
Marion C Seltzer Elementary School	District	F	F	F	360
Village Preparatory School	Charter	F	F	F	424
William C Bryant Elementary School	District	F	F	F	407

Note: Schools listed above received an F on value added for three of the past three years.

E. Columbus

Table 5.10 shows that two in three students in Columbus attended a district-operated school (66 percent), while 25 percent enrolled in a charter school, either brick and mortar or online. Just 1 percent of Columbus students attended another district via open enrollment, while 6 percent attended a nonpublic school through a voucher program.

Table 5.10: Student enrollment in Columbus, 2015-16

School Option	Enrollment	Share of Enrollment
District	47,608	66%
Charter (Brick and Mortar)	15,113	21%
Charter (Online)	2,792	4%
Voucher (EdChoice, Autism, or Jon Peterson)	4,793	6%
Interdistrict Open Enrollment	898	1%
Other	1,346	2%
Total	**72,550**	**100%**

Note: This figure does not include non-voucher students who attended nonpublic schools or students who were homeschooled. According to report cards, "other" refers to students attending another district by means other than open enrollment. State report cards display the number of online students by district but do not show their academic results separately.

Figures 5.25 to 5.28 display the student proficiency rates for Columbus City Schools and other districts in Franklin County. Selected rates are displayed in English language arts and math. The figures show the varying levels of student achievement within the county; in Columbus, for example, 35 percent of student reached proficiency in fourth-grade ELA, while the overwhelming majority of students in Upper Arlington met that achievement level (86 percent).

Figure 5.25: Percent proficient in Columbus and Franklin County districts, fourth-grade ELA

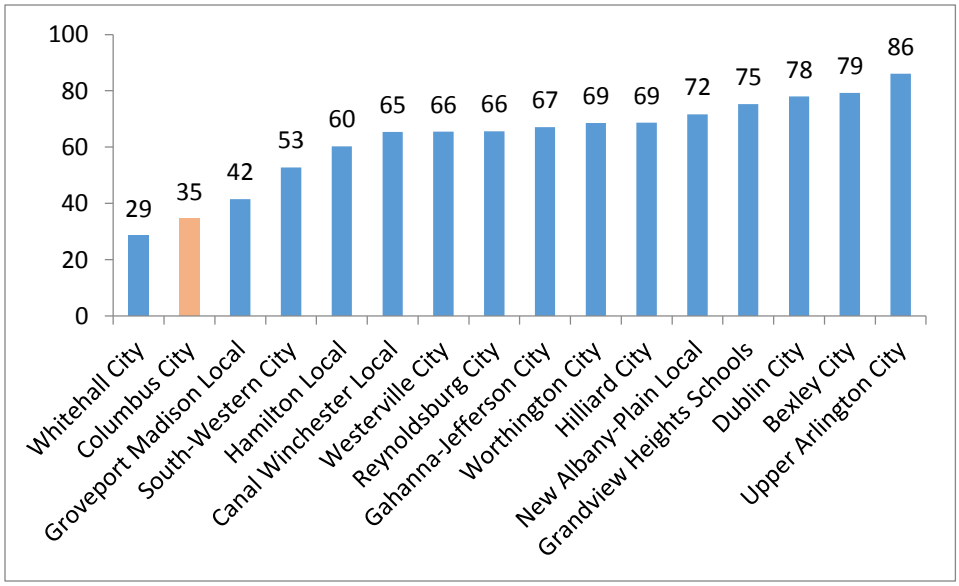


Figure 5.26: Percent proficient in Columbus and Franklin County districts, fourth-grade math

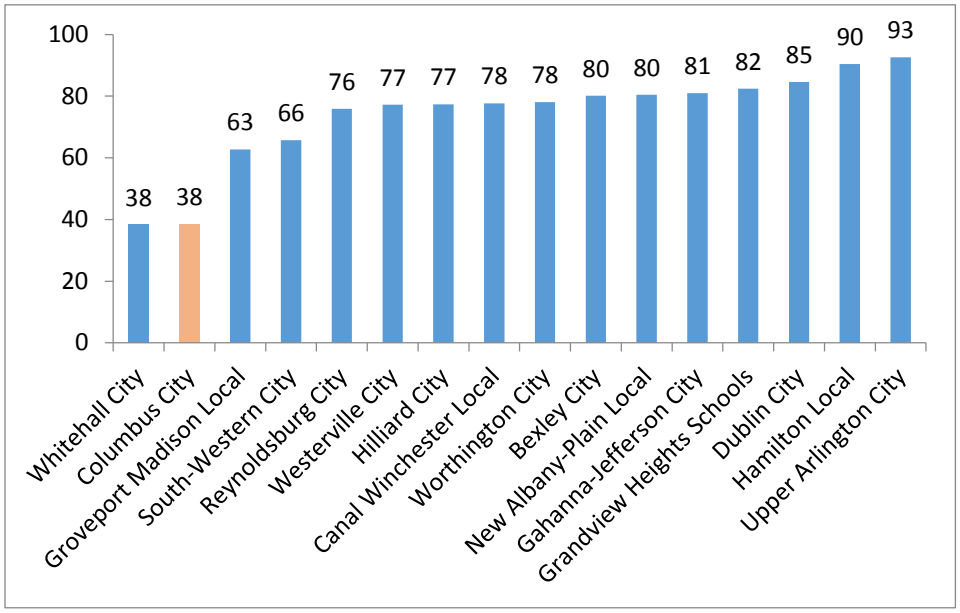


Figure 5.27: Percent proficient in Columbus and Franklin County districts, eighth-grade ELA

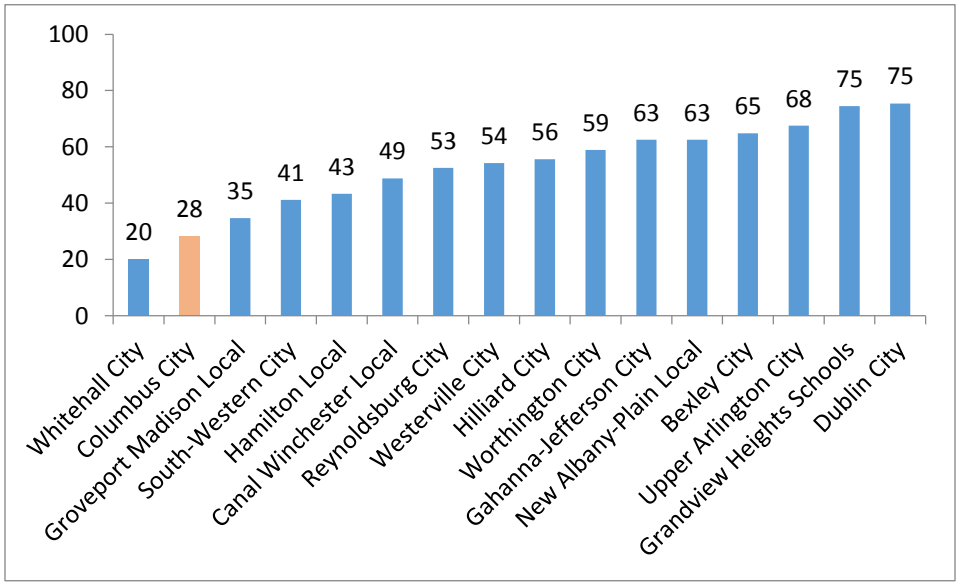
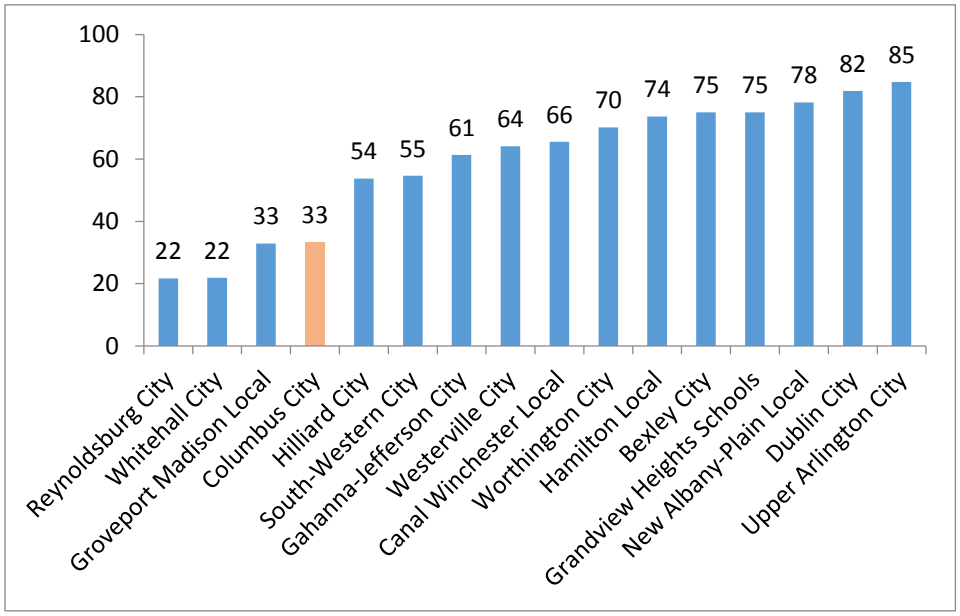
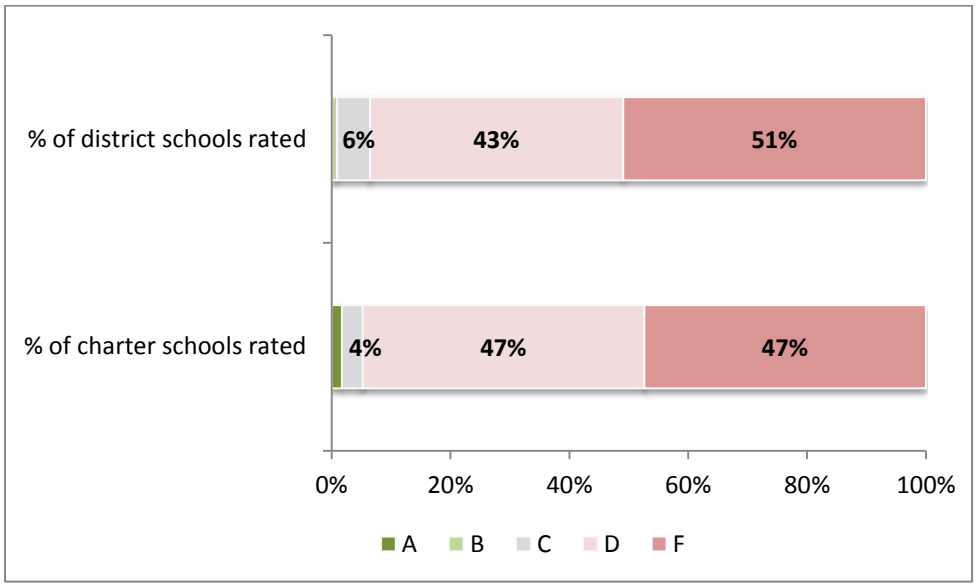


Figure 5.28: Percent proficient in Columbus and Franklin County districts, eighth-grade math



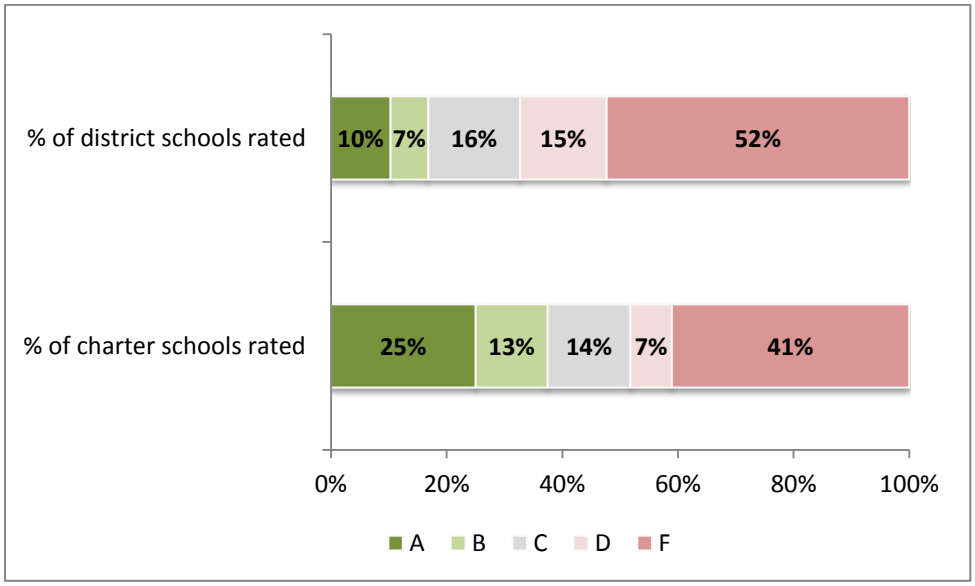
The charts below show comparisons of charter and district performance in Columbus. Across the sectors, performance was virtually identical on the performance index: 94 percent of both district and charter schools were rated a D or F. On the value added measure, charter schools outperformed the district (38 percent of charters were A or B rated versus 17 percent of district schools).

Figure 5.29: Performance index ratings of Columbus district and charter schools



Note: Number of charter schools = 57; number of district schools = 108

Figure 5.30: Value added ratings of Columbus district and charter schools



Note: Number of charter schools = 56; number of district schools = 107

Table 5.11 and 5.12 list the high- and low-performing schools in Columbus as identified by their value added ratings over the past three years. Of the Big Eight cities, Columbus had the most high-performing schools—fourteen of them—together enrolling 5,365 students in 2015-16. Table 5.12 displays three Columbus schools that have received F ratings in each of the past three school years.

Table 5.11: High-performing schools in Columbus

School Name	District or Charter	2013-14 VA Grade	2014-15 VA Grade	2015-16 VA Grade	2015-16 Enrollment
Clinton Elementary School	District	A	A	C	456
Columbus Arts & Tech. Academy	Charter	A	A	C	537
Columbus Collegiate Academy **	Charter	A	A	A	215
Columbus Collegiate Academy - West	Charter	A	A	B	218
Cornerstone Academy Community **	Charter	A	A	A	657
Fairwood Alternative Elementary	District	A	A	C	318
Graham Expeditionary Middle School	Charter	A	B	A	128
Horizon Science Academy Columbus Middle	Charter	A	C	A	452
KIPP: Journey Academy **	Charter	A	A	A	734
Midnimo Cross Cultural School **	Charter	A	A	A	99
Noble Academy-Columbus	Charter	A	C	A	316
Ohio Avenue Elementary School	District	A	A	C	345
Ridgeview Middle School **	District	A	A	A	538
Salem Elementary School **	District	A	A	A	352

Note: Schools listed above earned an A on value added for two of the past three years and a C or above in the third year.

Table 5.12: Low-performing schools in Columbus

School Name	District or Charter	2013-14 VA Grade	2014-15 VA Grade	2015-16 VA Grade	2015-16 Enrollment
Northtowne Elementary School	District	F	F	F	325
Performance Academy Eastland	Charter	F	F	F	304
Shady Lane Elementary School	District	F	F	F	463

Note: Schools listed above received an F on value added for three of the past three years.

F. Dayton

Table 5.13 shows that just over half of Dayton students attended a district-operated school (54 percent), while 28 percent enrolled in a charter school, either brick and mortar or online. Another 4 percent of students attended another district via open enrollment, while 11 percent attended a nonpublic school through one of Ohio's voucher programs.

Table 5.13: Student enrollment in Dayton, 2015-16

School Option	Enrollment	Share of Enrollment
District	12,746	54%
Charter (Brick and Mortar)	5,619	24%
Charter (Online)	979	4%
Voucher (EdChoice, Autism, or Jon Peterson)	2,461	11%
Interdistrict Open Enrollment	869	4%
Other	737	3%
Total	**23,411**	**100%**

Note: This figure does not include non-voucher students who attended nonpublic schools or students who were homeschooled. According to report cards, "other" refers to students attending another district by means other than open enrollment. State report cards display the number of online students by district but do not show their academic results separately.

Figures 5.31 to 5.34 display the proficiency rates in Dayton Public Schools and other Montgomery County districts. Selected grades are displayed in English language arts and math. The charts show the varying levels of student achievement within the county. In Dayton, for example, 30 percent of students reached proficiency in fourth-grade ELA, while nearly nine in ten Oakwood students met that same achievement benchmark (89 percent).

Figure 5.31: Percent proficient in Dayton and Montgomery County districts, fourth-grade ELA

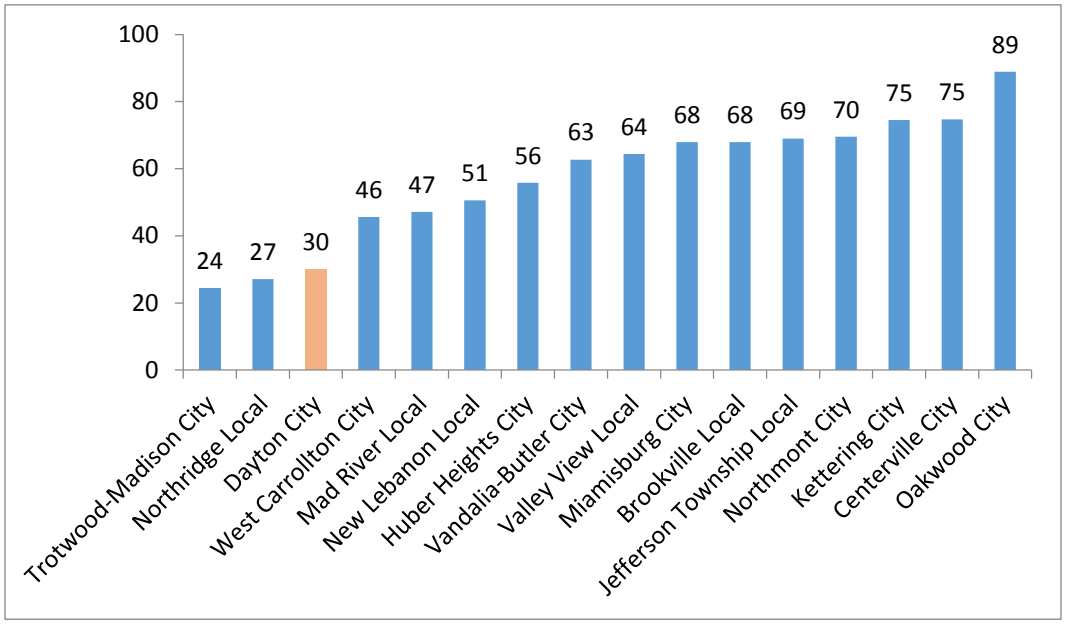


Figure 5.32: Percent proficient in Dayton and Montgomery County districts, fourth-grade math

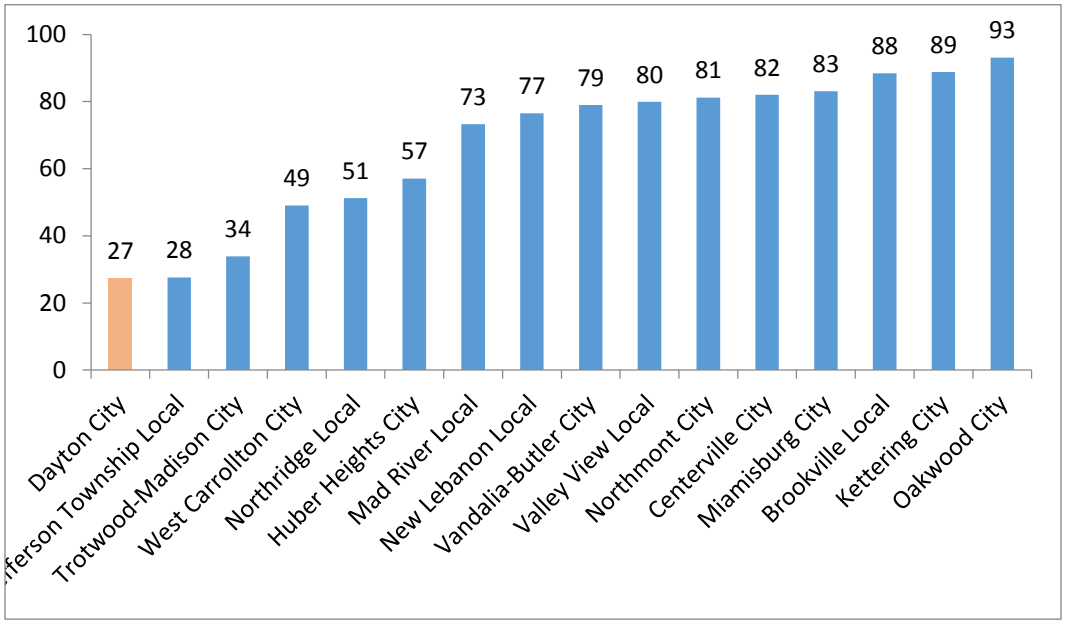


Figure 5.33: Percent proficient in Dayton and Montgomery County districts, eighth-grade ELA

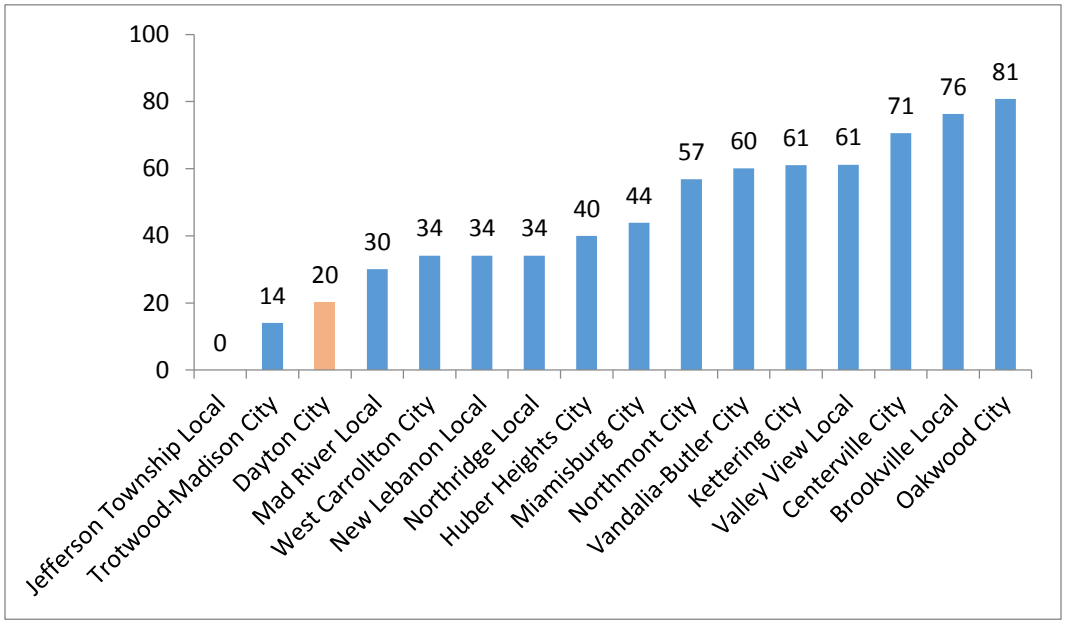
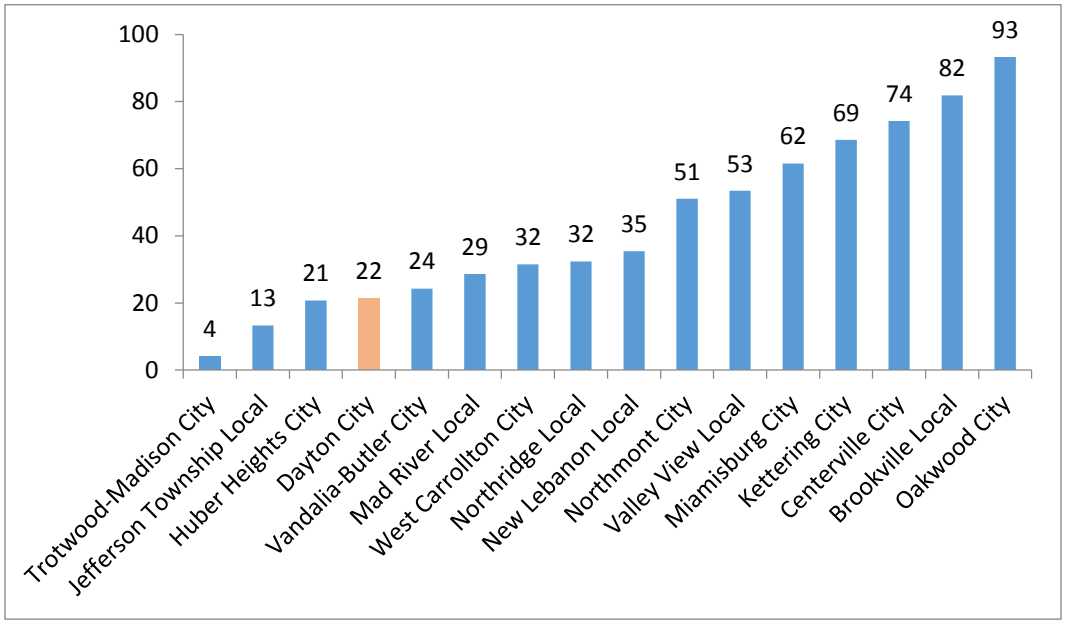
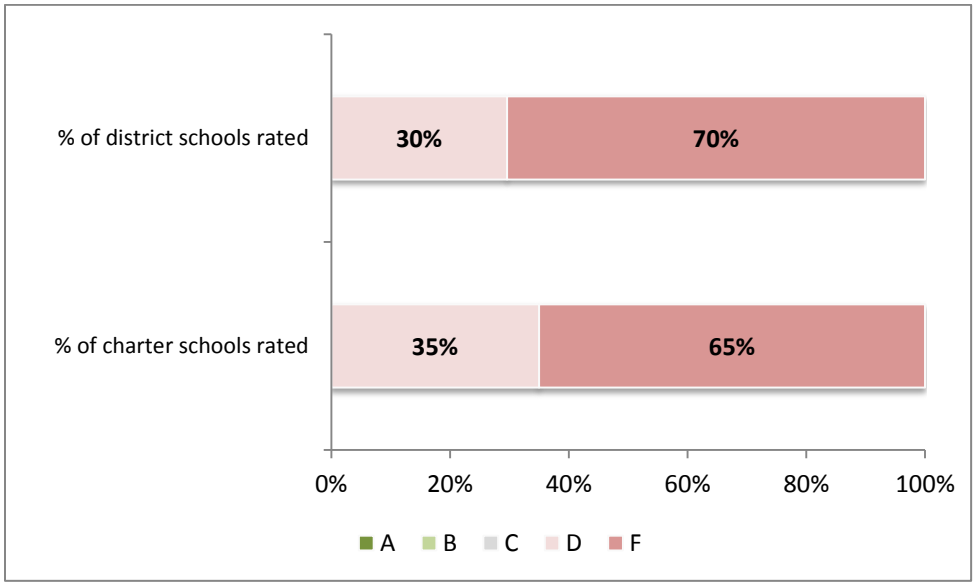


Figure 5.34: Percent proficient in Dayton and Montgomery County districts, eighth-grade math



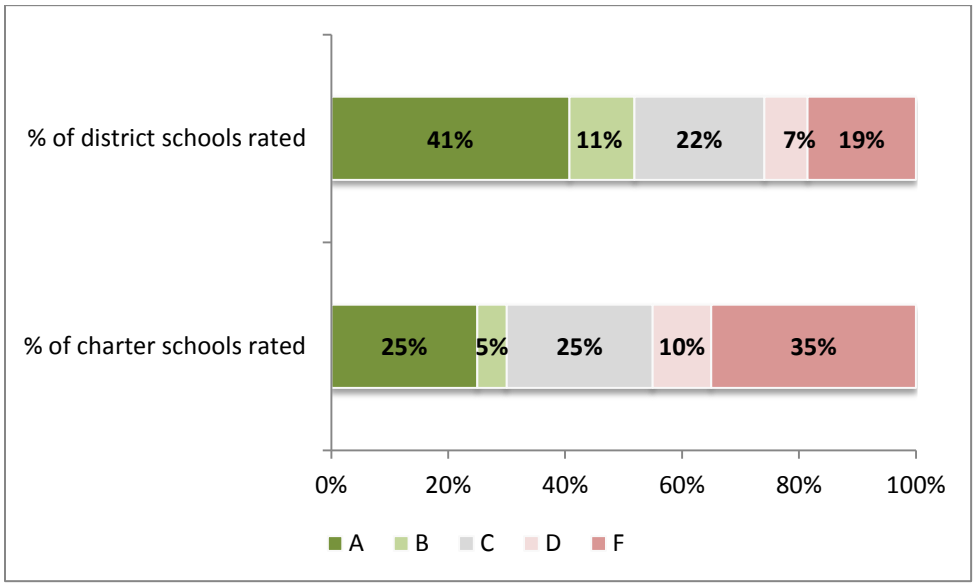
The charts below compare the performance of charter and district schools in Dayton. Schools across both sectors struggled on the performance index measure; in fact, no public school in Dayton was awarded a grade of C or above. On the value added measure, district schools outperformed the charter sector in 2015-16: 52 percent of district schools were A or B rated versus 30 percent charter.

Figure 5.35: Performance index ratings of Dayton district and charter schools



Note: Number of charter schools = 20; number of district schools = 27

Figure 5.36: Value added ratings of Dayton district and charter schools



Note: Number of charter schools = 20; number of district schools = 27

The tables below list Dayton schools that have performed well (or poorly) over the past three years on the state's value added measure. Two schools—one district and one charter—met the criteria for a high-performing school, while two district schools have received three consecutive years of F ratings.

Table 5.14: High-performing schools in Dayton

School Name	District or Charter	2013-14 VA Grade	2014-15 VA Grade	2015-16 VA Grade	2015-16 Enrollment
Charity Adams Earley Girls Academy	District	A	C	A	397
Dayton Early College Academy	Charter	A	NR	A	446

Note: Schools listed above earned an A on value added for two of the past three years and a C or above in the third year. DECA was the only urban school to be deemed high performing based on two A ratings but no rating in a third year.

Table 5.15: Low-performing schools in Dayton

School Name	District or Charter	2013-14 VA Grade	2014-15 VA Grade	2015-16 VA Grade	2015-16 Enrollment
Edwin Joel Brown PreK-8 School	District	F	F	F	431
Fairview PreK-8 School	District	F	F	F	478

Note: Schools listed above received an F on value added for three of the past three years.

G. Toledo

The table below shows that most students attended a district-operated school (63 percent), while 27 percent enrolled in a charter school, either brick and mortar or online. Another 7 percent of Toledo students attended a nonpublic school through one of Ohio's voucher programs, while just 1 percent attended another district via open enrollment.

Table 5.16: Student enrollment in Toledo, 2015-16

School Option	Enrollment	Share of Enrollment
District	21,052	63%
Charter (Brick and Mortar)	8,299	25%
Charter (Online)	712	2%
Voucher (EdChoice, Autism, or Jon Peterson)	2,238	7%
Interdistrict Open Enrollment	440	1%
Other	537	2%
Total	**33,278**	**100%**

Note: This figure does not include non-voucher students who attended nonpublic schools or students who were homeschooled. According to report cards, "other" refers to students attending another district by means other than open enrollment. State report cards display the number of online students by district but do not show their academic results separately.

Figures 5.37 to 5.40 display the student proficiency rates in Toledo and other districts in Lucas County. Selected scores are displayed in English language arts and math. The charts show the varying levels of student achievement across the districts within Lucas County. In Toledo, for example, just 35 percent of students reached proficiency in fourth-grade ELA, while 93 percent of fourth-graders in Ottawa Hills Local met the same benchmark.

Figure 5.37: Percent proficient in Toledo and Lucas County districts, fourth-grade ELA

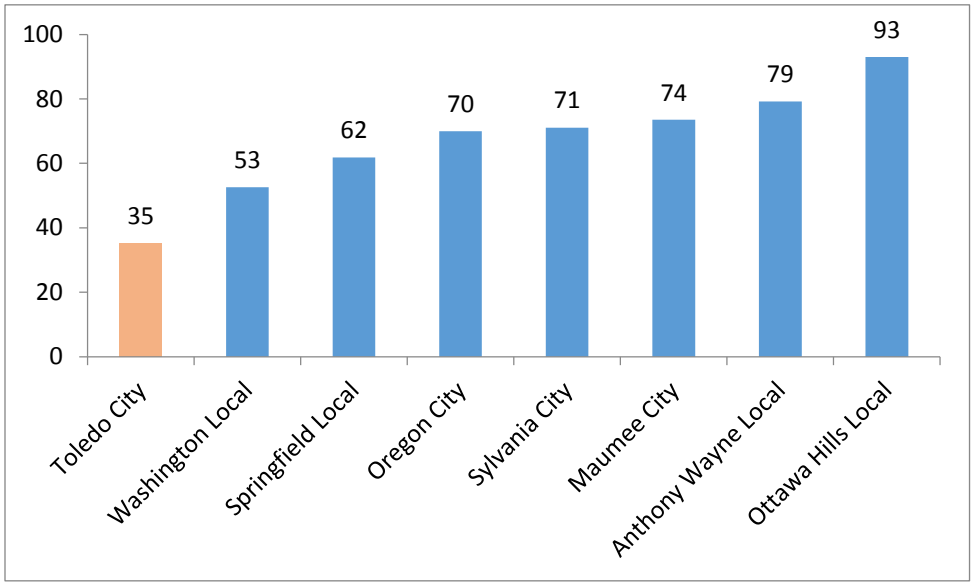


Figure 5.38: Percent proficient in Toledo and Lucas County districts, fourth-grade math

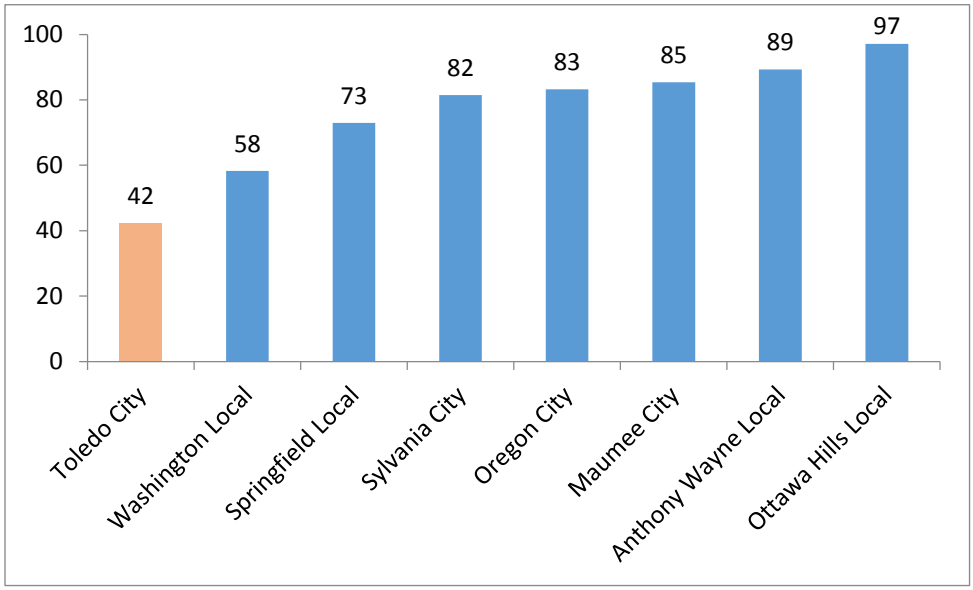


Figure 5.39: Percent proficient in Toledo and Lucas County districts, eighth-grade ELA

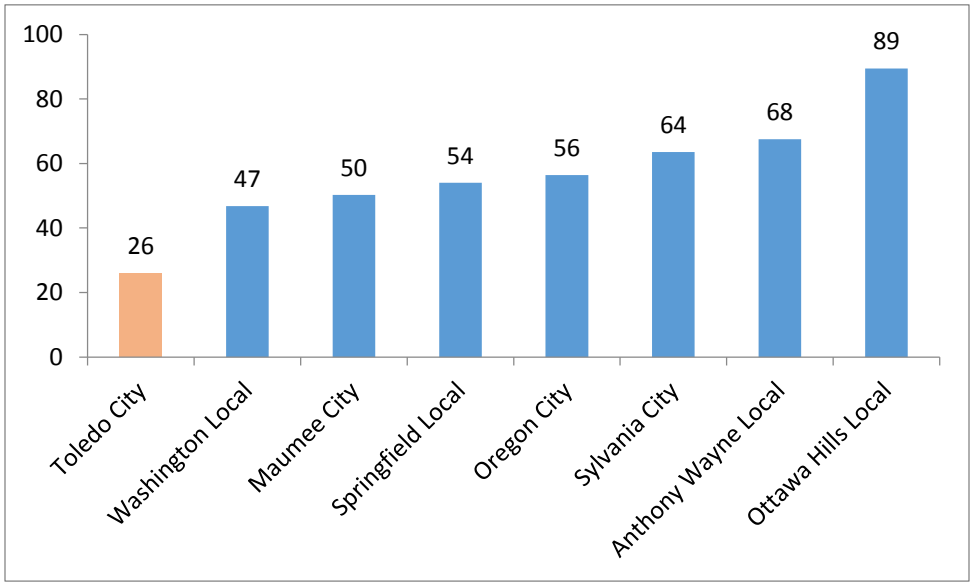
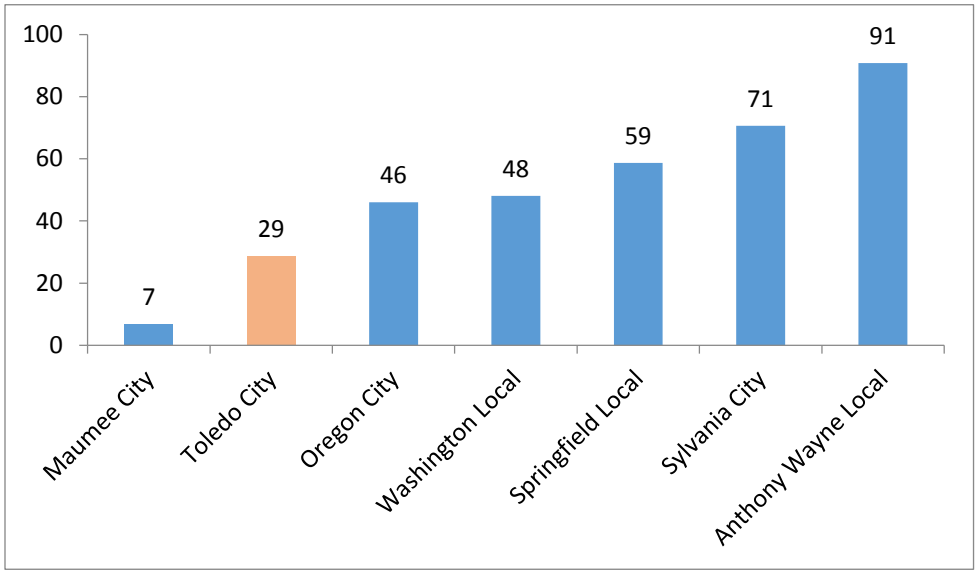


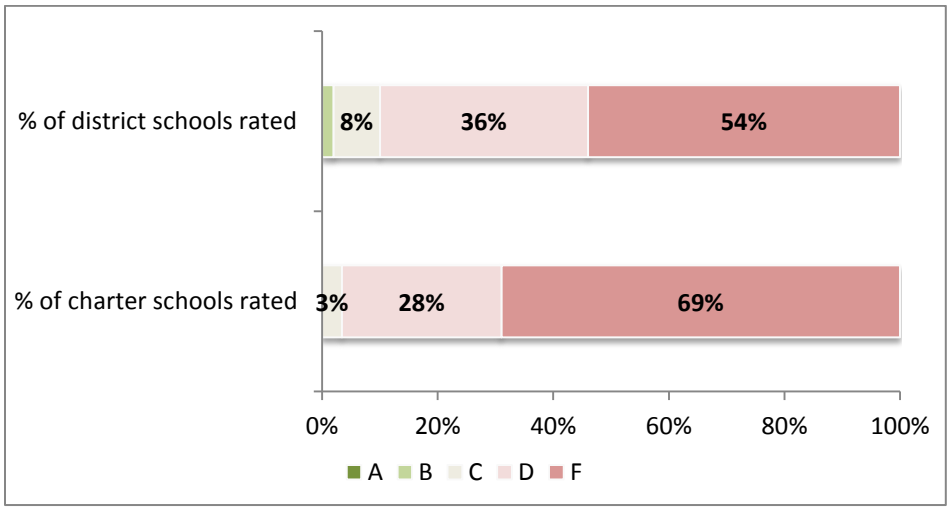
Figure 5.40: Percent proficient in Toledo and Lucas County districts, eighth-grade math



Note: The state reports no eighth-grade math data for Ottawa Hills Local.

On the performance index measure, 90 percent of Toledo's district schools were rated a D or F compared to 97 percent of charter schools. The value added measure indicates that in 2015-16, the district outperformed the city's charter sector in 2015-16: 53 percent of district schools were rated an A or B rated compared to 23 percent of Toledo's charters.

Figure 5.41: Performance index ratings of Toledo district and charter schools



Note: Number of charter schools = 29; number of district schools = 50

Figure 5.42: Value added ratings of Toledo district and charter schools

Note: Number of charter schools = 26; number of district schools = 49

Toledo did not have any public schools that met the consistently high performing criteria. Table 5.17 lists two district and one charter school that were rated an F on value added for the past three years.

Table 5.17: Low-performing schools in Toledo

School Name	District or Charter	2013-14 VA Grade	2014-15 VA Grade	2015-16 VA Grade	2015-16 Enrollment
Arlington Elementary School	District	F	F	F	420
East Broadway Elementary School	District	F	F	F	450
Horizon Science Academy Toledo	Charter	F	F	F	550

Note: Schools listed above received an F on value added for three of the past three years.

H. Youngstown

Of the Big Eight cities, Youngstown is the only one in which only a plurality rather than a majority of students attended a district school (48 percent). Twenty-four percent of students attended a charter school, either brick and mortar or online. Another 14 percent of students attended another district via open enrollment—the highest proportion among the Big Eight. Meanwhile, another 12 percent attended a nonpublic school through one of Ohio's voucher programs.

Table 5.18: Student enrollment in Youngstown, 2015-16

School Option	Enrollment	Share of Enrollment
District	4,792	48%
Charter (Brick and Mortar)	2,047	21%
Charter (Online)	310	3%
Voucher (EdChoice, Autism, or Jon Peterson)	1,223	12%
Interdistrict Open Enrollment	1,415	14%
Other	160	2%
Total	**9,947**	**100%**

Note: This figure does not include non-voucher students who attended nonpublic schools or students who were homeschooled. "Other" refers to students attending another district by means other than open enrollment. State report cards display the number of online students by district but do not show their academic results separately.

Figures 5.43 to 5.46 display the student proficiency rates for Youngstown City Schools and districts in Mahoning County. Selected scores are displayed in English language arts and math. The charts reveal the varying levels of student achievement at a district level. In Youngstown, for example, 21 percent of students reached proficiency in fourth-grade ELA, while 93 percent of students in South Range Local met that achievement level.

Figure 5.43: Percent proficient in Youngstown and Mahoning County districts, fourth-grade ELA

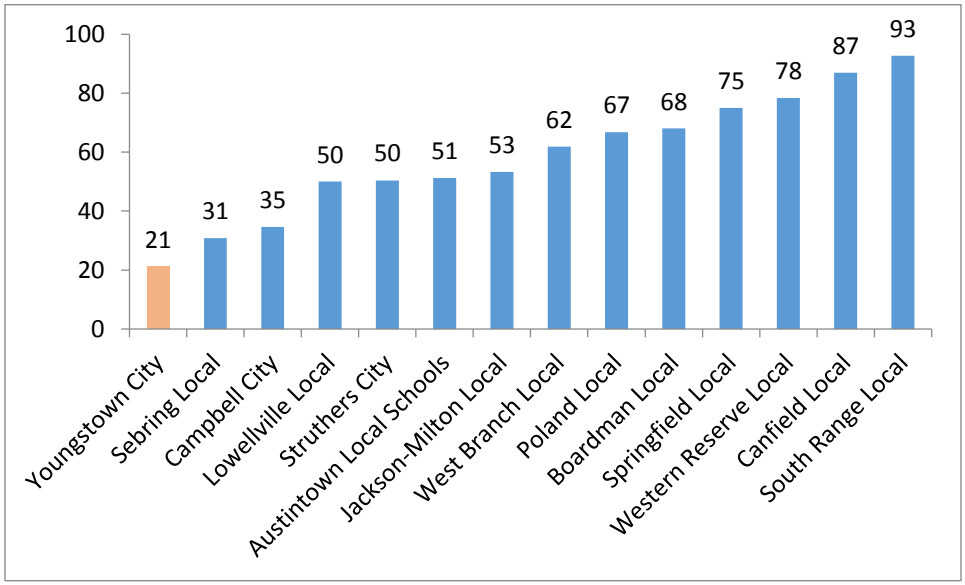


Figure 5.44: Percent proficient in Youngstown and Mahoning County districts, fourth-grade math

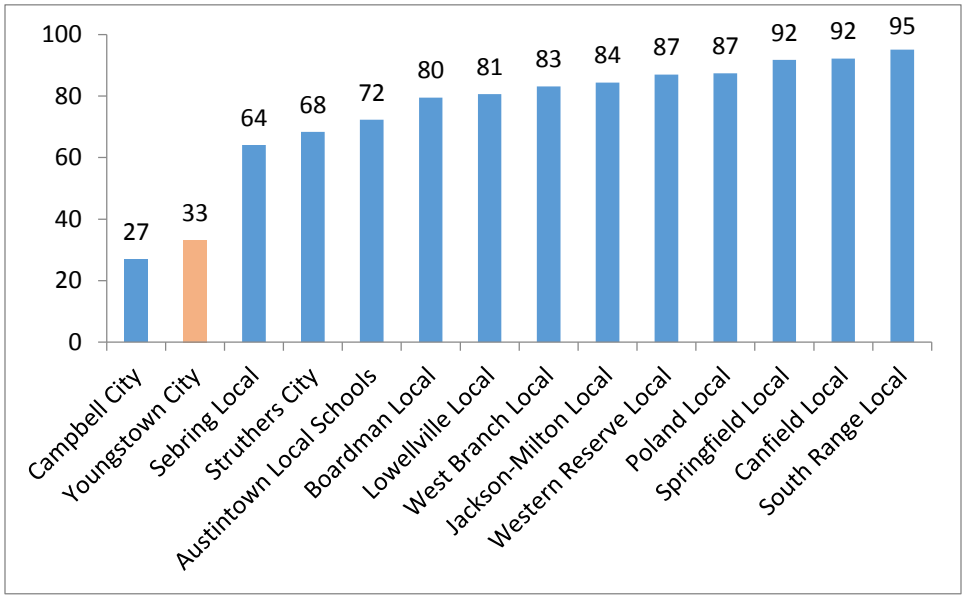


Figure 5.45: Percent proficient in Youngstown and Mahoning County, eighth-grade ELA

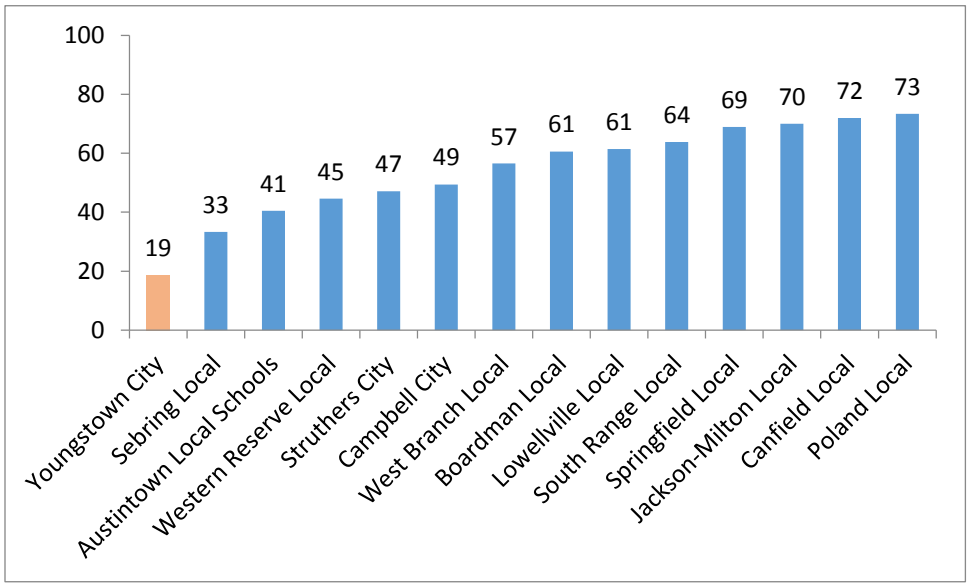
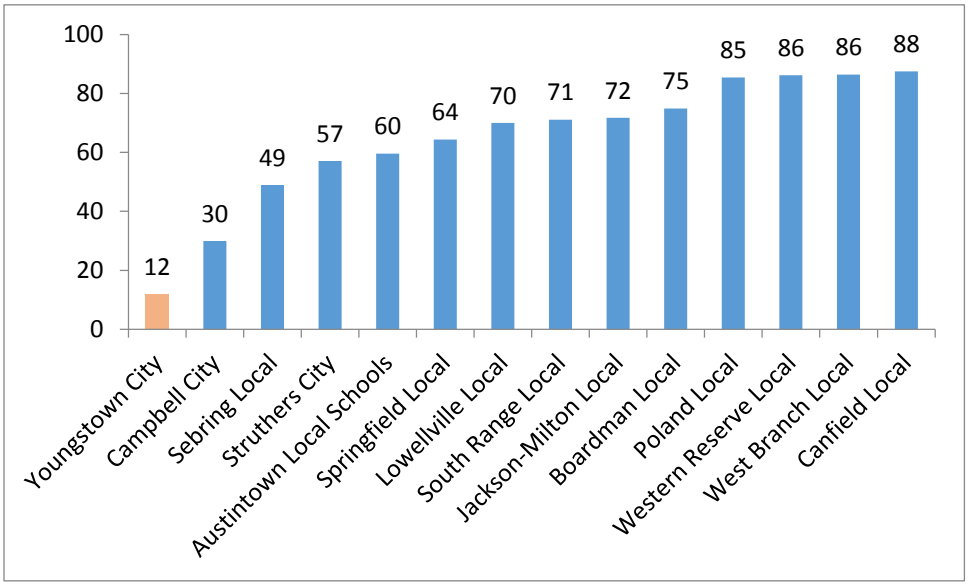
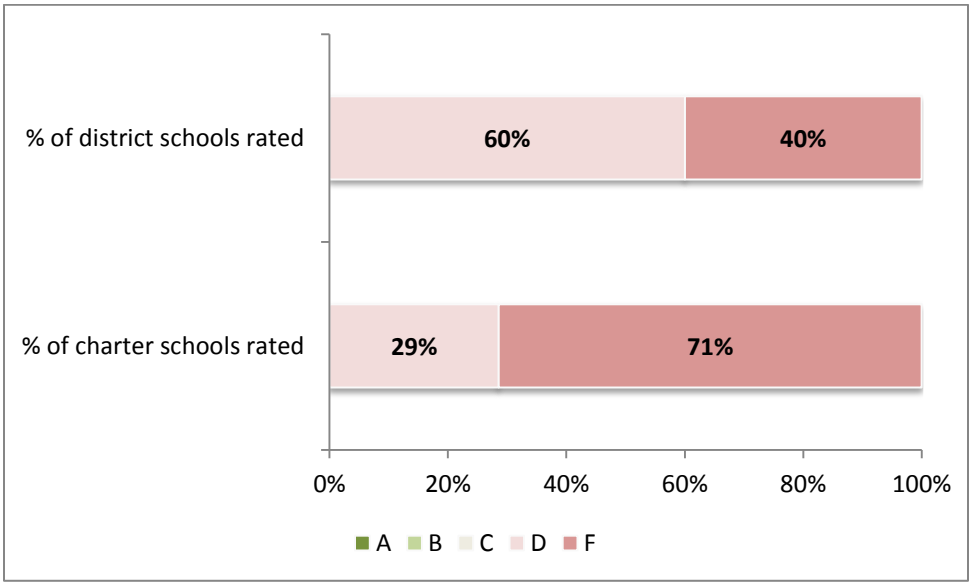


Figure 5.46: Percent proficient in Youngstown and Mahoning County districts, eighth-grade math



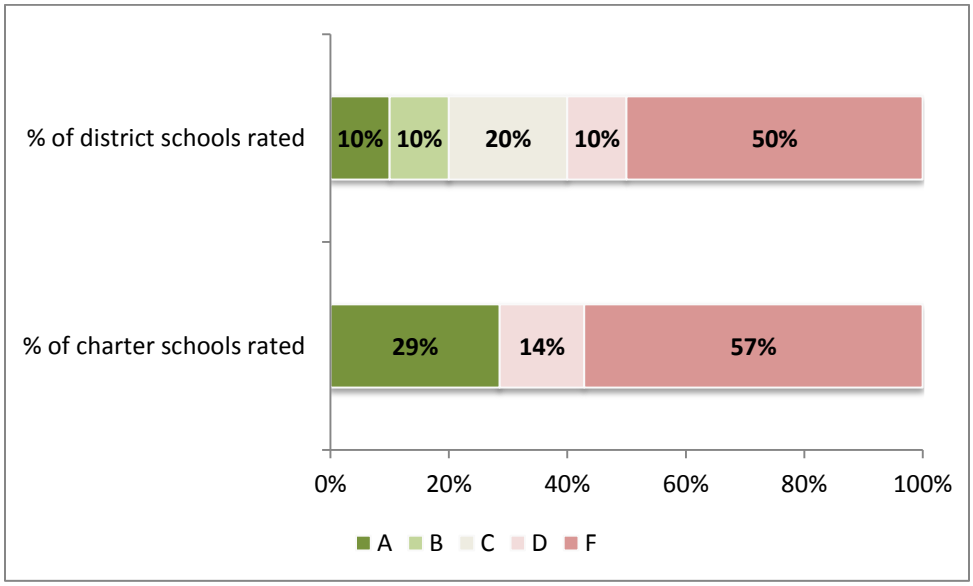
The charts below compare the performance of charter and district schools in Youngstown. As in Dayton, all public schools in Youngstown received either a D or F on the state's performance index measure. On the value added measure, 29 percent of charters earned an A or B rating versus 20 percent of district-operated schools. Both sectors in Youngstown have a relatively small number of schools, so it is difficult to draw any conclusion on overall sector performance.

Figure 5.47: Performance index ratings of Youngstown district and charter schools



Note: Number of charter schools = 7; number of district schools = 10

Figure 5.48: Value added ratings of Youngstown district and charter schools



Note: Number of charter schools = 7; number of district schools = 10

Table 5.19 displays one Youngstown school that met the criteria for a high-performing school, while table 5.20 shows two schools that have persistently underperformed on the state's value added measure.

Table 5.19: High-performing schools in Youngstown

School Name	District or Charter	2013-14 VA Grade	2014-15 VA Grade	2015-16 VA Grade	2015-16 Enrollment
M L King Elementary School	District	A	A	B	454

Note: Schools listed above earned an A on value added for two of the past three years and a C or above in the third year.

Table 5.20: Low-performing schools in Youngstown

School Name	District or Charter	2013-14 VA Grade	2014-15 VA Grade	2015-16 VA Grade	2015-16 Enrollment
East High School	District	F	F	F	1,217
Summit Academy Secondary - Youngstown	Charter	F	F	F	249

Note: Schools listed above received an F on value added for three of the past three years.

Appendix 1: Ratings of Big Eight schools on indicators met and gap closing

While the focus of the report was on the state's performance index and value added measures, the ratings from two other report card components are also worth displaying: indicators met and gap closing. Akin to the performance index, these components are also based on proficiency rates.[18] (Indicators met focuses on schoolwide proficiency rates, while gap closing zeros in on the proficiency of student subgroups.) Table A1 shows that almost all urban schools—both district and charter—received Fs on these measures in 2015-16; low ratings on these components is predictable given the correlation between proficiency and demographics. Since nearly every high-poverty school receives an F rating on these measures, they provide virtually no basis for differentiating performance across urban schools.

Table A1: Ratings on indicators met and gap closing, Ohio Big Eight public schools

Indicators Met					Gap Closing				
	District		Charter			District		Charter	
School Rating	N of schools	% of schools	N of schools	% of schools	School Rating	N of schools	% of schools	N of schools	% of schools
A	4	1%	4	2%	**A**	1	0%	3	2%
B	3	1%	0	0%	**B**	2	0%	1	1%
C	1	0%	1	0%	**C**	3	1%	0	0%
D	11	3%	4	2%	**D**	4	1%	2	1%
F	393	95%	204	96%	**F**	399	98%	193	97%
Total	412	100%	213	100%	**Total**	409	100%	199	100%

Appendix 2: **Charter-district comparisons**

In the city analyses, the side-by-side comparisons between district and charter sector performance were based on the number of schools rated in each category. (For example, see Figures 4.6 and 4.7.) While this comparison benefits from its simplicity, no adjustment is made for school enrollment. The tables below display the results by the number of schools in each rating category and also adjusted for enrollment—i.e., the number of students attending a school by its rating. The results are not appreciably different. It is again worth emphasizing that district-charter comparisons of performance are most precise when using individual student-level data instead of school-level data.

[18] The performance index is different in that it assigns weights when students reach higher levels; meanwhile, gap closing and indicators met focus strictly on the proficiency bar.

Table A2: Overall Big Eight district-charter performance

Schools									Students								
Value Added					Performance Index				Value Added					Performance Index			
	District		Charter		District		Charter			District		Charter		District		Charter	
School Rating	N	%	N	%	N	%	N	%	School Rating	N	%	N	%	N	%	N	%
A	54	13%	46	22%	1	0%	3	1%	A	22728	12%	15102	25%	438	0%	1166	2%
B	23	6%	15	7%	8	2%	1	0%	B	10587	6%	4003	7%	5973	3%	321	1%
C	52	13%	40	19%	24	6%	7	3%	C	20721	11%	10218	17%	10363	5%	2921	5%
D	48	12%	23	11%	149	36%	82	38%	D	19937	11%	5726	9%	64681	34%	29328	47%
F	229	56%	85	41%	228	56%	123	57%	F	114114	61%	26275	43%	107907	57%	28182	46%
Total	406	100%	209	100%	410	100%	216	100%	Total	188087	100%	61324	100%	189362	100%	61918	100%

Table A3: Akron district-charter performance

Schools									Students								
Value Added					Performance Index				Value Added					Performance Index			
	District		Charter		District		Charter			District		Charter		District		Charter	
School Rating	N	%	N	%	N	%	N	%	School Rating	N	%	N	%	N	%	N	%
A	5	11%	2	15%	0	0%	1	8%	A	1618	8%	297	14%	0	0%	126	6%
B	0	0%	1	8%	2	4%	0	0%	B	0	0%	263	12%	832	4%	0	0%
C	5	11%	2	15%	7	15%	0	0%	C	2382	12%	307	14%	2669	13%	0	0%
D	5	11%	2	15%	22	47%	3	23%	D	1328	7%	240	11%	8572	42%	659	31%
F	32	68%	6	46%	16	34%	9	69%	F	15014	74%	1042	48%	8269	41%	1364	63%
Total	47	100%	13	100%	47	100%	13	100%	Total	20342	100%	2149	100%	20342	100%	2149	100%

Table A4: Canton district-charter performance

Schools									Students								
Value Added					Performance Index				Value Added					Performance Index			
	District		Charter		District		Charter			District		Charter		District		Charter	
School Rating	N	%	N	%	N	%	N	%	School Rating	N	%	N	%	N	%	N	%
A	1	7%	1	25%	0	0%	0	0	A	278	4%	217	31%	0	0%	0	0%
B	2	14%	1	25%	1	7%	0	0	B	655	10%	220	32%	278	4%	0	0%
C	5	36%	1	25%	1	7%	0	0	C	1806	28%	154	22%	196	3%	0	0%
D	1	7%	1	25%	5	36%	1	25%	D	318	5%	106	15%	1685	26%	217	31%
F	5	36%	0	0%	7	50%	3	75%	F	3489	53%	0	0%	4387	67%	480	69%
Total	14	100%	4	100%	14	100%	4	100%	Total	6546	100%	697	100%	6546	100%	697	100%

Table A5: Cincinnati district-charter performance

Schools									Students								
Value Added					Performance Index				Value Added					Performance Index			
	District		Charter		District		Charter			District		Charter		District		Charter	
School Rating	N	%	N	%	N	%	N	%	School Rating	N	%	N	%	N	%	N	%
A	0	0%	3	15%	1	2%	0	0%	A	0	0%	531	8%	438	1%	0	0%
B	2	4%	1	5%	3	6%	0	0%	B	981	3%	194	3%	4161	12%	0	0%
C	3	6%	2	10%	4	7%	1	5%	C	1621	5%	513	8%	2546	8%	528	8%
D	5	9%	0	0%	24	44%	5	24%	D	2724	8%	0	0%	11833	35%	2273	33%
F	44	81%	14	70%	22	41%	15	71%	F	28306	84%	5509	82%	14654	44%	4076	59%
Total	54	100%	20	100%	54	100%	21	100%	Total	33632	100%	6747	100%	33632	100%	6877	100%

Table A6: Cleveland district-charter performance

Schools									Students								
Value Added					Performance Index				Value Added					Performance Index			
	District		Charter		District		Charter			District		Charter		District		Charter	
School Rating	N	%	N	%	N	%	N	%	School Rating	N	%	N	%	N	%	N	%
A	5	5%	15	24%	0	0%	1	2%	A	2056	5%	4971	27%	0	0%	367	2%
B	2	2%	2	3%	0	0%	1	2%	B	787	2%	402	2%	0	0%	321	2%
C	5	5%	15	24%	2	2%	3	5%	C	1304	3%	3876	21%	640	2%	677	4%
D	12	12%	9	14%	20	20%	29	45%	D	3720	10%	2114	11%	8639	22%	9538	51%
F	74	76%	22	35%	78	78%	31	48%	F	29947	79%	7153	39%	29472	76%	7786	42%
Total	98	100%	63	100%	100	100%	65	100%	Total	37814	100%	18516	100%	38751	100%	18689	100%

Table A7: Columbus district-charter performance

Schools									Students								
Value Added					Performance Index				Value Added					Performance Index			
	District		Charter		District		Charter			District		Charter		District		Charter	
School Rating	N	%	N	%	N	%	N	%	School Rating	N	%	N	%	N	%	N	%
A	11	10%	14	25%	0	0%	1	2%	A	5256	11%	5532	32%	0	0%	673	4%
B	7	7%	7	13%	1	1%	0	0%	B	3986	8%	2186	13%	456	1%	0	0%
C	17	16%	8	14%	6	6%	2	4%	C	6937	14%	1858	11%	2424	5%	1045	6%
D	16	15%	4	7%	46	43%	27	47%	D	6930	14%	1113	6%	20152	41%	10254	59%
F	56	52%	23	41%	55	51%	27	47%	F	26231	53%	6606	38%	26601	54%	5364	31%
Total	107	100%	56	100%	108	100%	57	100%	Total	49340	100%	17295	100%	49633	100%	17336	100%

Table A8: Dayton district-charter performance

Schools									Students								
Value Added					Performance Index				Value Added					Performance Index			
	District		Charter		District		Charter			District		Charter		District		Charter	
School Rating	N	%	N	%	N	%	N	%	School Rating	N	%	N	%	N	%	N	%
A	11	41%	5	25%	0	0%	0	0%	A	5090	37%	1571	26%	0	0%	0	0%
B	3	11%	1	5%	0	0%	0	0%	B	1873	14%	604	10%	0	0%	0	0%
C	6	22%	5	25%	0	0%	0	0%	C	2918	21%	1860	30%	0	0%	0	0%
D	2	7%	2	10%	8	30%	7	35%	D	999	7%	214	4%	4146	30%	3407	56%
F	5	19%	7	35%	19	70%	13	65%	F	2798	20%	1861	30%	9532	70%	2703	44%
Total	27	100%	20	100%	27	100%	20	100%	Total	13678	100%	6110	100%	13678	100%	6110	100%

Table A9: Toledo district-charter performance

Schools									Students								
Value Added					Performance Index				Value Added					Performance Index			
	District		Charter		District		Charter			District		Charter		District		Charter	
School Rating	N	%	N	%	N	%	N	%	School Rating	N	%	N	%	N	%	N	%
A	20	41%	4	15%	0	0%	0	0%	A	8193	38%	1392	18%	0	0%	0	0%
B	6	12%	2	8%	1	2%	0	0%	B	1851	9%	134	2%	246	1%	0	0%
C	9	18%	7	27%	4	8%	1	3%	C	2870	13%	1650	21%	1888	9%	671	8%
D	6	12%	4	15%	18	36%	8	28%	D	3122	14%	1788	23%	7146	33%	2198	27%
F	8	16%	9	35%	27	54%	20	69%	F	5517	26%	2908	37%	12318	57%	5253	65%
Total	49	100%	26	100%	50	100%	29	100%	Total	21553	100%	7872	100%	21598	100%	8122	100%

Table A10: Youngstown district-charter performance

Schools									Students								
Value Added					Performance Index				Value Added					Performance Index			
	District		Charter		District		Charter			District		Charter		District		Charter	
School Rating	N	%	N	%	N	%	N	%	School Rating	N	%	N	%	N	%	N	%
A	1	10%	2	29%	0	0%	0	0%	**A**	237	5%	591	30%	0	0%	0	0%
B	1	10%	0	0%	0	0%	0	0%	**B**	454	9%	0	0%	0	0%	0	0%
C	2	20%	0	0%	0	0%	0	0%	**C**	883	17%	0	0%	0	0%	0	0%
D	1	10%	1	14%	6	60%	2	29%	**D**	796	15%	151	8%	2508	48%	782	40%
F	5	50%	4	57%	4	40%	5	71%	**F**	2812	54%	1196	62%	2674	52%	1156	60%
Total	10	100%	7	100%	10	100%	7	100%	**Total**	5182	100%	1938	100%	5182	100%	1938	100%