

Interdistrict Open Enrollment in Ohio: Participation and Student Outcomes

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Overview

1. Interdistrict open enrollment
2. Ohio's interdistrict open enrollment program
3. District participation
4. Student participation
 - OE students vs. non-OE students
 - Dynamics of participation
5. School and district quality
6. Student outcomes
 - Achievement
 - High school graduation
7. Conclusions

Interdistrict Open Enrollment

- Allows students to attend school in a district other than the one where they live
 - Minnesota implemented first policy in 1988; Ohio close on its heels
- Two main forms of policy
 - Mandatory
 - Voluntary
- Among largest and widespread school choice policies
 - 10 states have both mandatory and voluntary programs
 - 21 states voluntary only
 - 13 states mandatory only
 - Only 7 states with no OE policy

Ohio's Interdistrict Open Enrollment Program

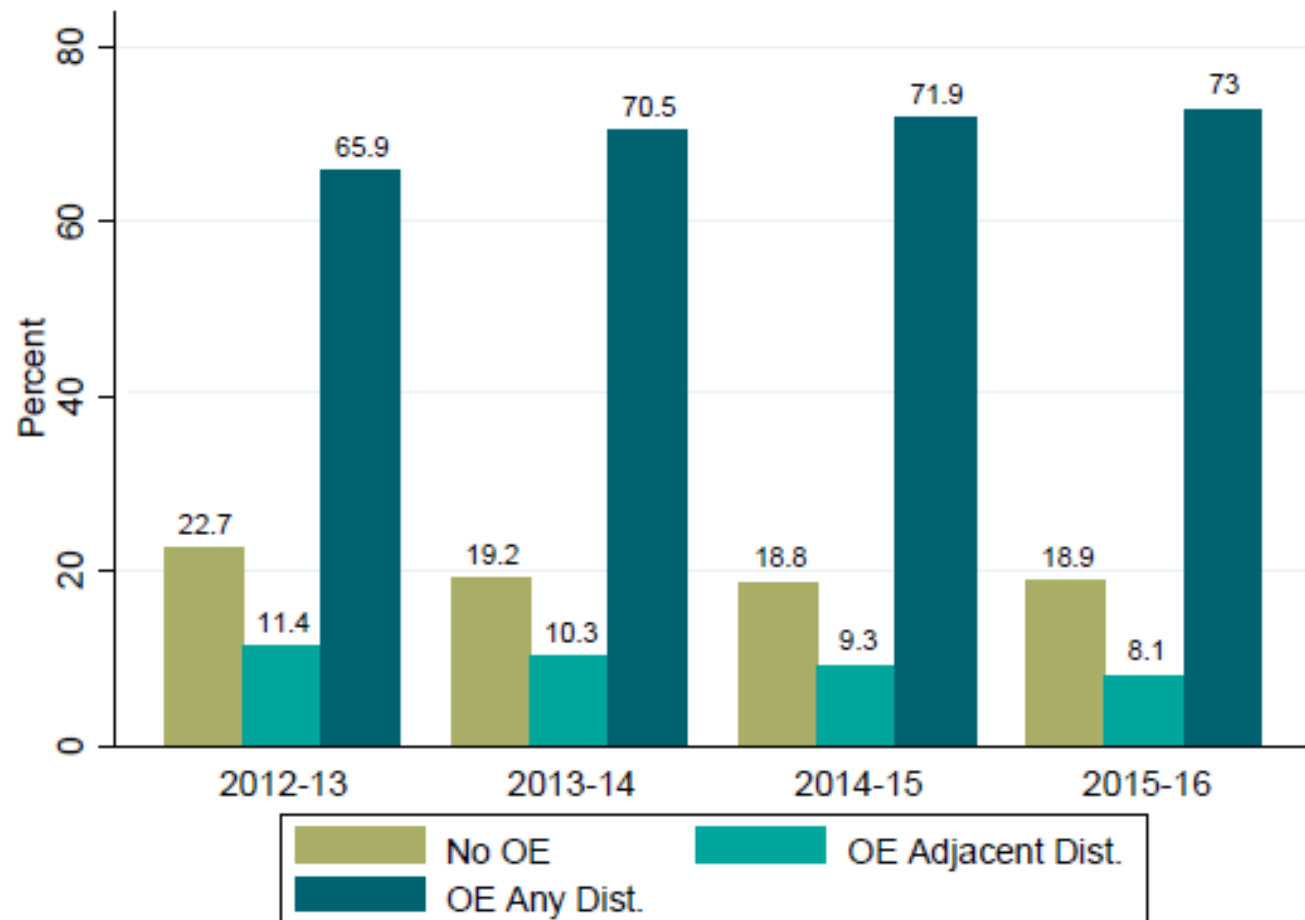
- Among the first programs established
 - Used by more than 72,000 students today
- Voluntary program—Districts can:
 - Refuse all interdistrict transfers
 - Allow transfers from any district
 - Allow transfers from adjacent districts only
- Districts accepting transfers must:
 - Specify capacity by grade, school, and educational program
 - Articulate how transfers will be assigned to schools in the district
 - Not select students on basis of athletic, academic, or artistic ability

Ohio's Interdistrict Open Enrollment Program

- Five more important aspects of policy
 1. Prioritize enrollment of in-district students
 2. Refuse enrollment on basis of disciplinary history
 3. Must maintain “appropriate racial balance”
 4. Resident districts have no transportation responsibilities
 5. State dollars follow student—local funding unaffected

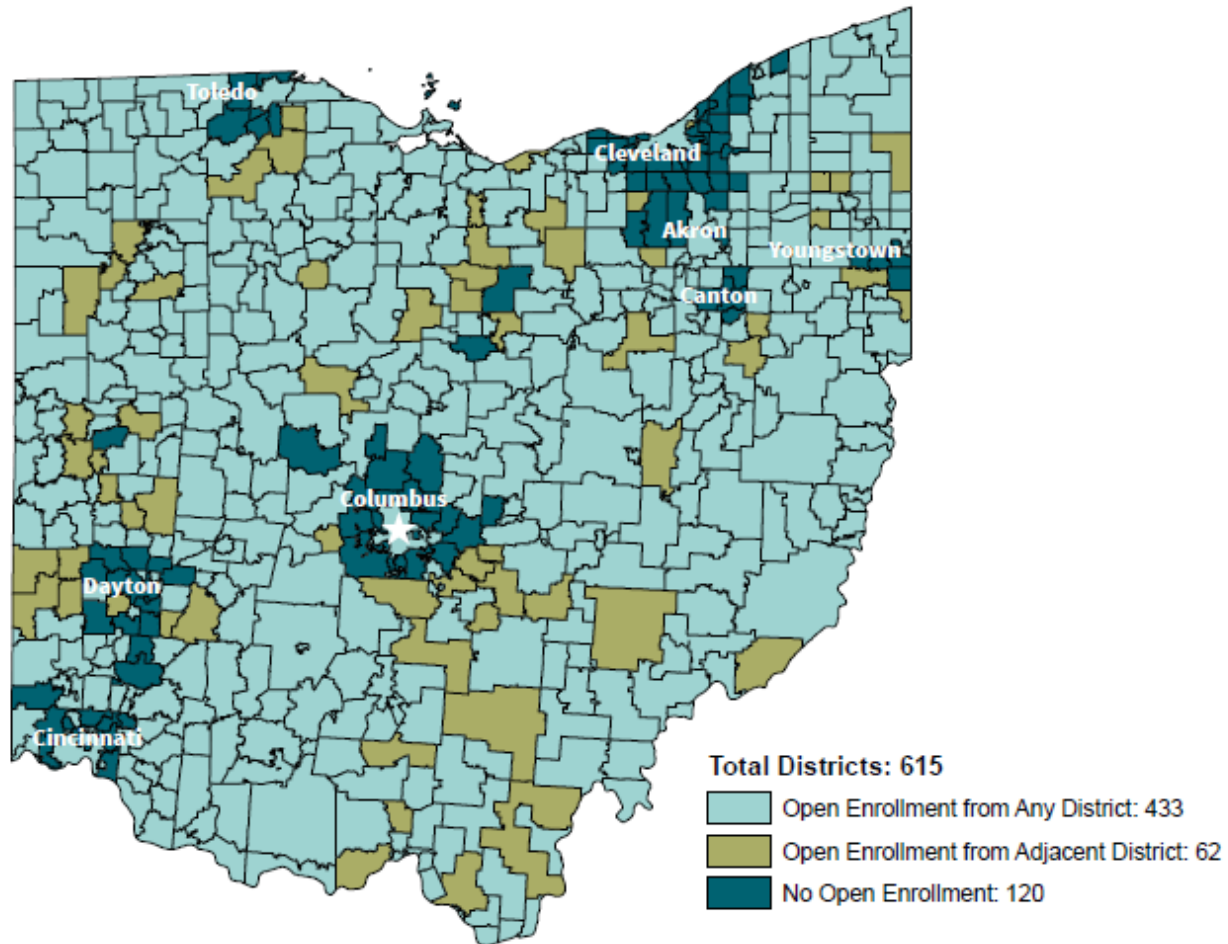
District Participation

- Large and growing majority of districts accept transfers



District Participation

- Nonparticipating districts clustered in suburbs around Ohio's "Big 8" school districts

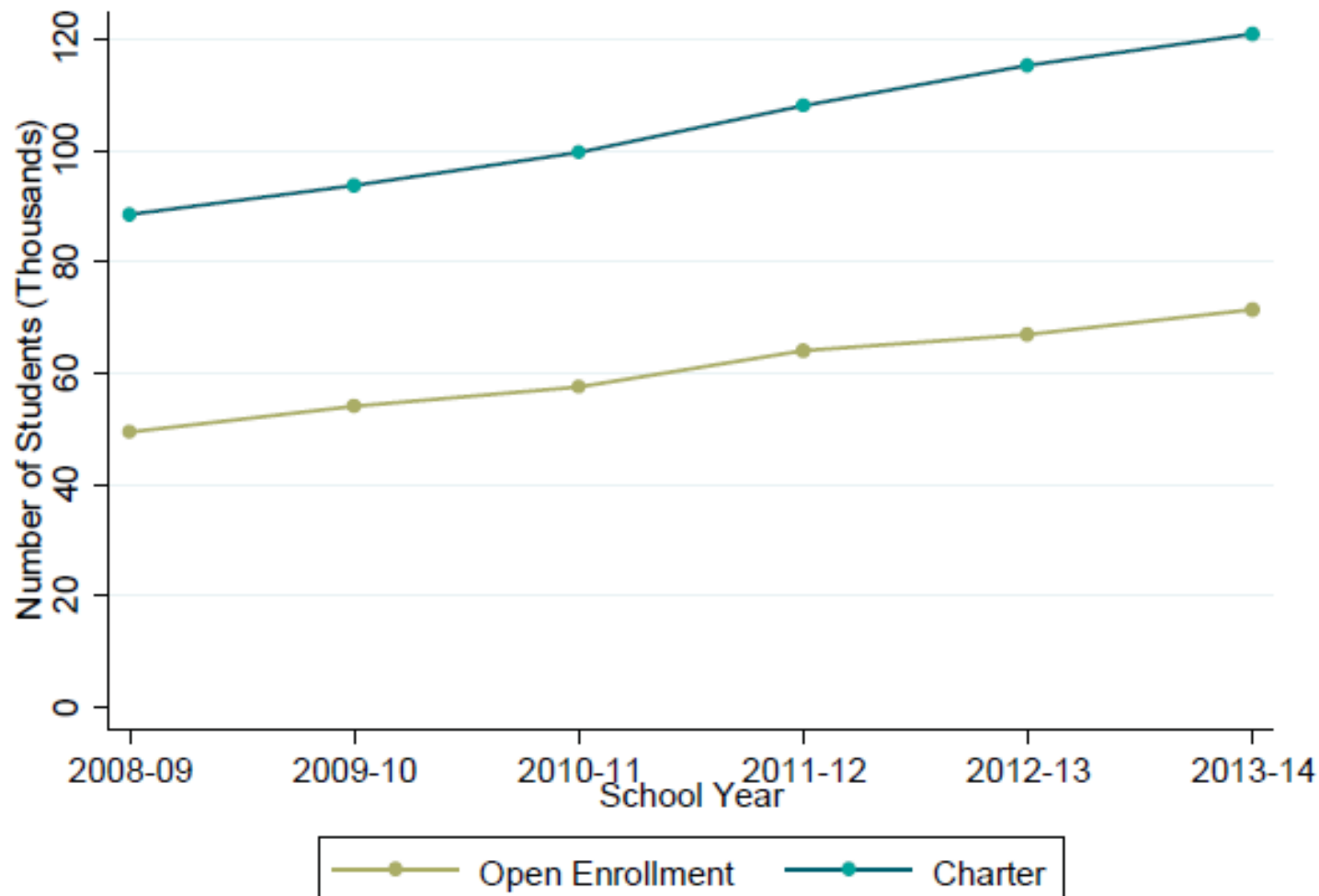


District Participation

- Compared to participating districts, those that opt out are:
 - Larger
 - 4,500 students vs. 2,000 students
 - More affluent
 - 31% economic disadvantage vs. 45%
 - Higher achieving
 - 70th percentile vs. just below 50th percentile
 - More racially and ethnically diverse
 - 74% white vs. 90% white
 - Significantly less diverse than the Big 8 districts they surround
 - 30% white in Big 8 districts

Student Participation

- Growing over time



Student Participation

- Compared to those who attend school in their resident district, students who open enroll are:
 - Disproportionately white
 - 86% vs. 73%
 - More affluent
 - 31% economic disadvantage vs. 42%
 - Somewhat higher achieving
 - 3-4 percentiles
- Racial differences in participation disappear when comparing OEers to non-OEers **in their same district**
 - Suggests that disparities are a product of differential opportunity
 - Other differences are remarkably similar across the two comparisons

Dynamics of Student Participation

- About one-third of OE students were stable in their participation
 - Open enrolled in every year for which we had data
 - Relatively advantaged—socioeconomics and achievement
 - “Consistent” open enrollers
- About two-thirds of OE students were less stable in their participation
 - OE in one or more years and attended school in home district one or more years
 - Less advantaged
 - “Transitory” open enrollers

Changes in District Quality

- Generally transferred to higher quality districts
 - Improvements larger for white students than black students

Characteristic	All Students		White Students		Black Students	
	Attend Dist.	Res. Dist.	Attend Dist.	Res. Dist.	Attend Dist.	Res. Dist.
Graduation rate	92.1	90.3	93.0	91.1	80.3	79.3
Performance Index	96.7	94.3	97.3	95.0	87.1	86.1
Value-added	0.288	0.227	0.300	0.240	0.062	0.098
Achievement Pctile (Reading)	50.7	47.5	51.8	48.4	37.4	35.8

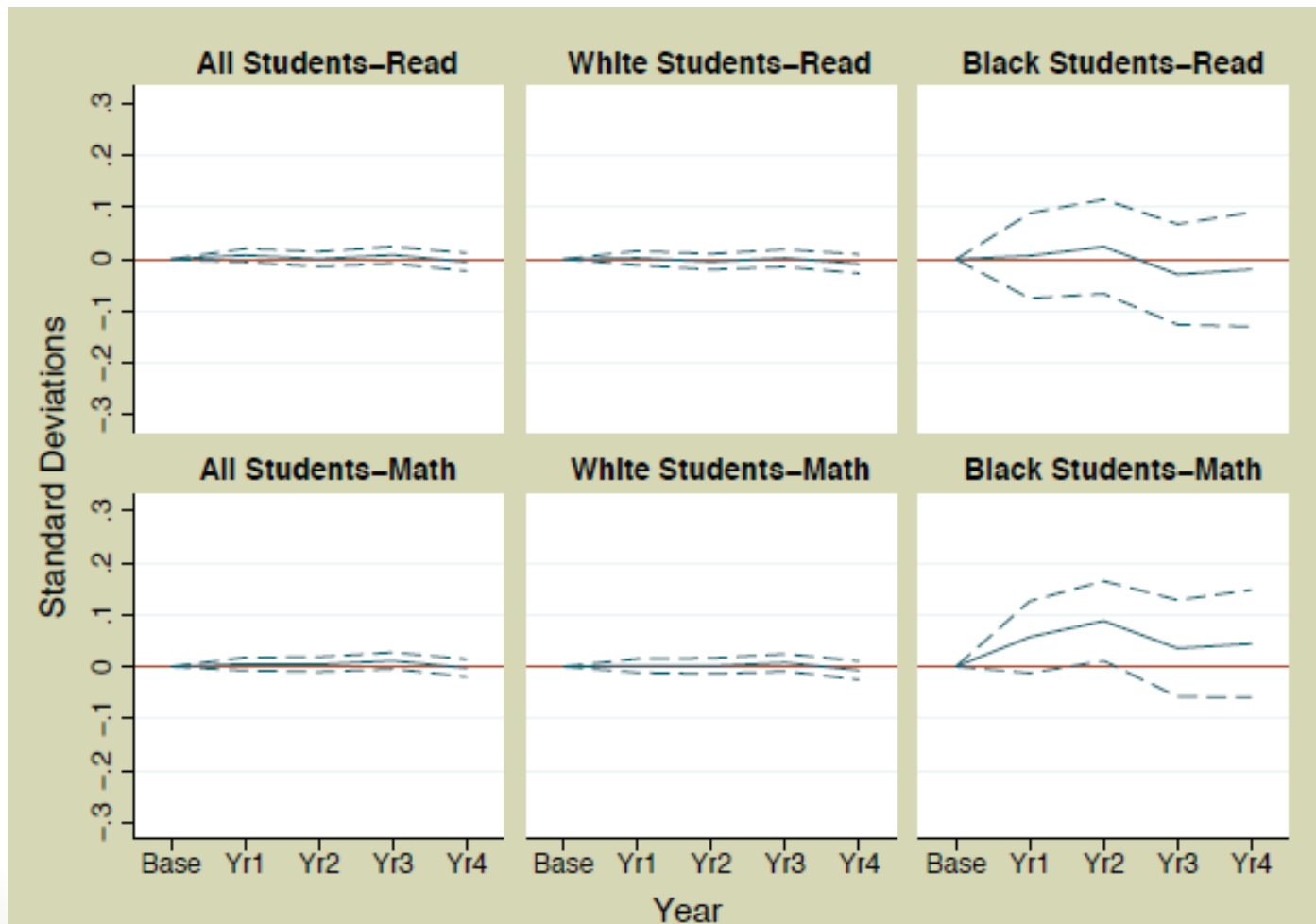
Changes in School Quality

- Difficult to determine
 - Do not know school a student would have attended in home district
- Comparison for transitory participants
 - This year's OE school to last year's home district school
 - No info on consistent participants

Characteristic	All Students		White Students		Black Students	
	OE school	Home Dist Sch.	OE school	Home Dist Sch.	OE school	Home Dist Sch.
Graduation rate	92.1	92.1	93.1	93.1	82.3	82.8
Performance Index	96.9	95.3	97.7	96.4	89.1	86.0
Value-added	0.035	0.294	0.052	0.309	-0.192	0.182
Achievement Pctile (Reading)	46.7	45.8	47.9	47.2	36.3	34.2

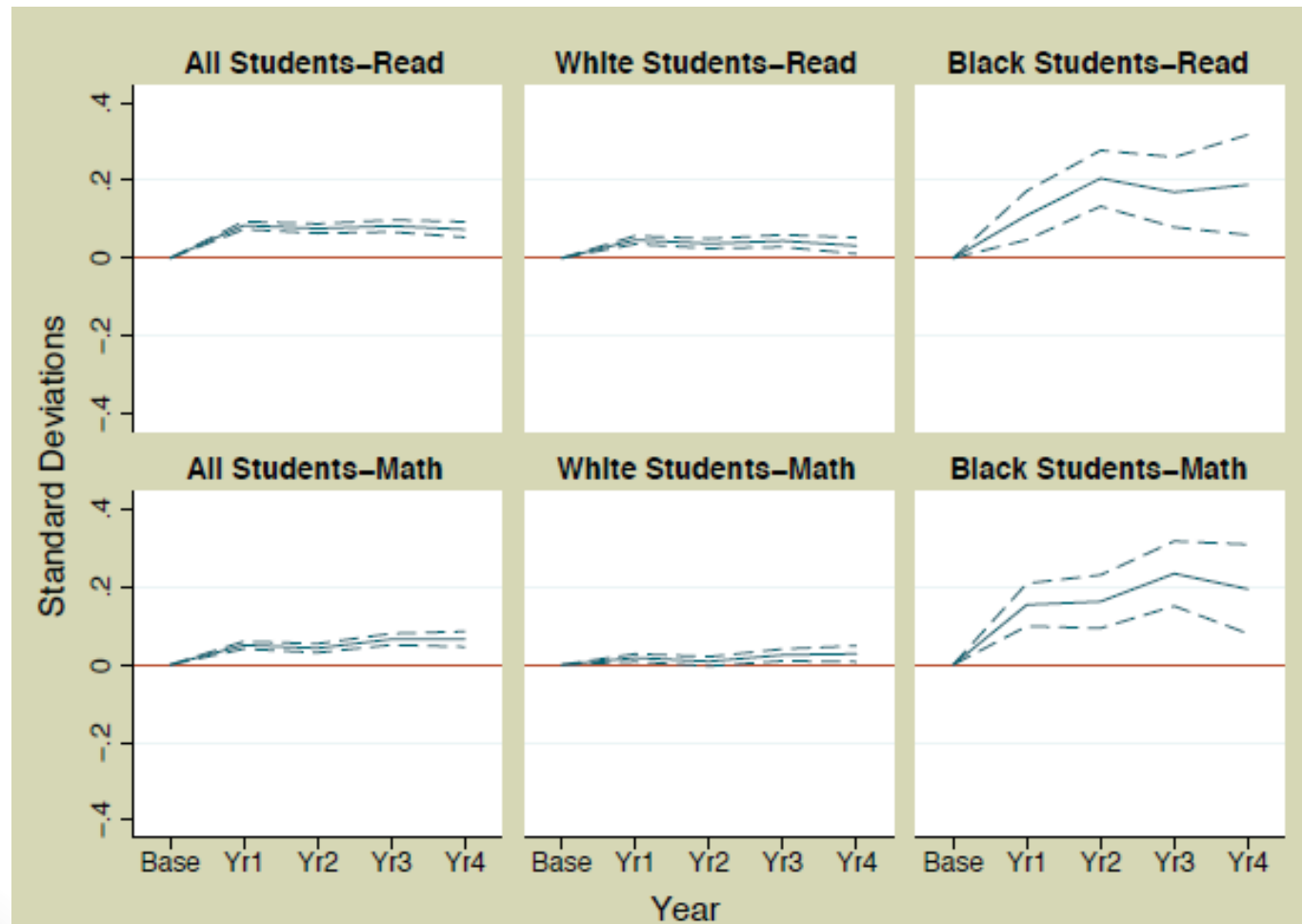
Student Achievement

- Achievement growth of consistent OEers



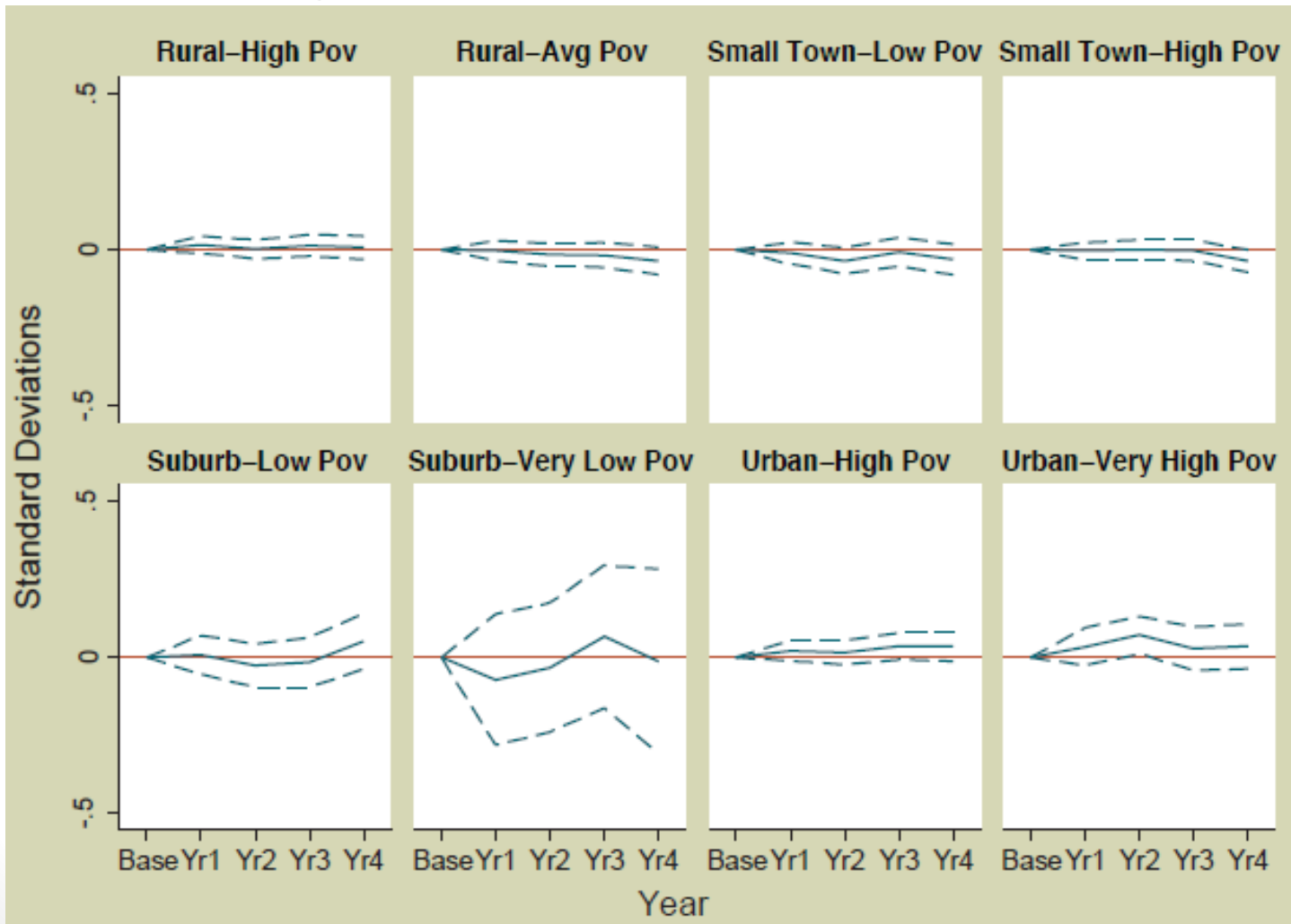
Student Achievement

- Over-time achievement change: Consistent OE vs. non-OE



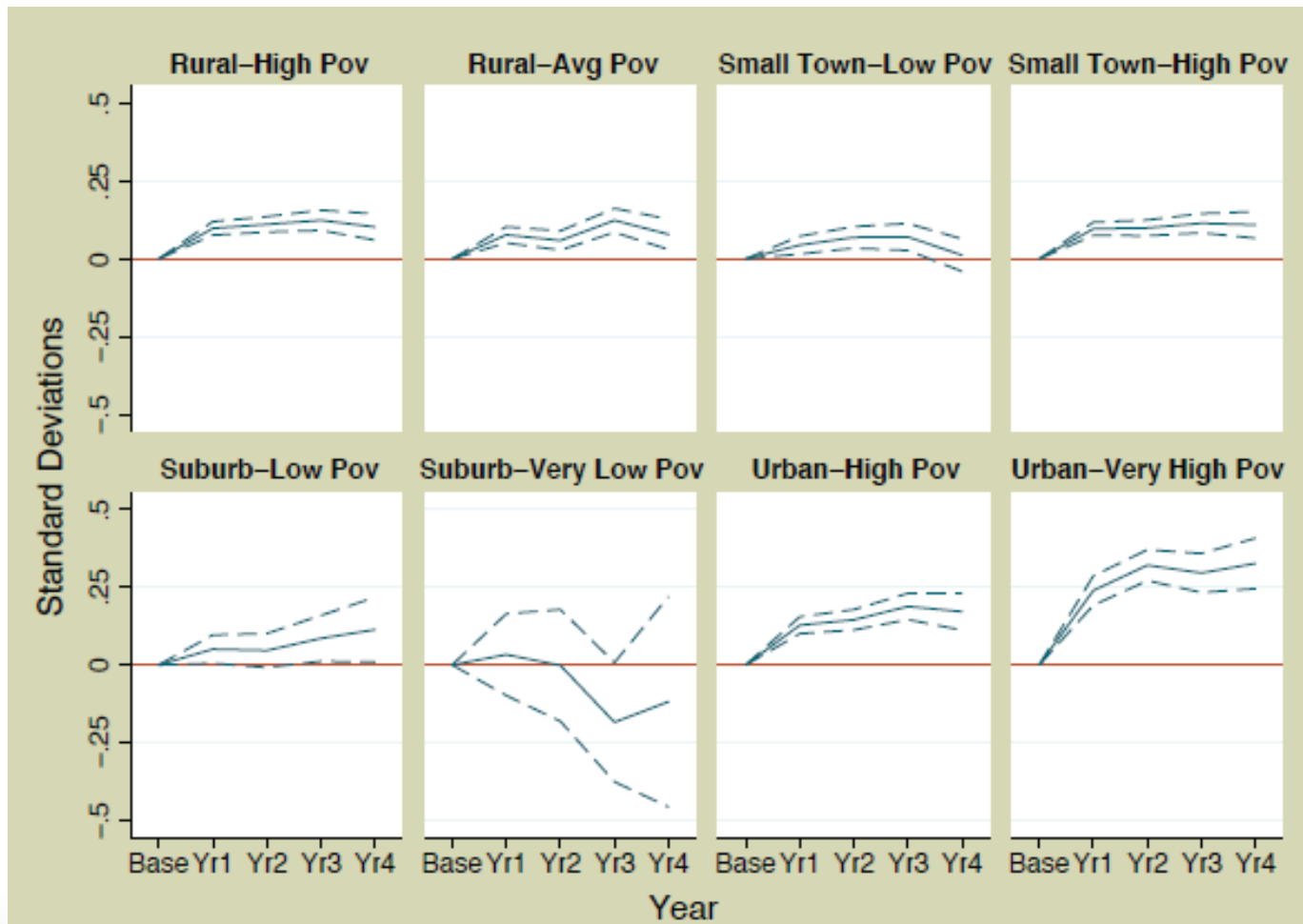
Student Achievement- By Region

- Achievement growth of consistent OEers



Student Achievement- By Region

- Over-time achievement change: Consistent OE vs. non-OE



High School Graduation

- For one cohort of students we compare probability of on-time HS grad for students who did and did not OE in high school
 - First comparison limited to students who OE'd in 8th grade
 - Second comparison limited to students who did not OE in 8th grade
 - Basis of comparison

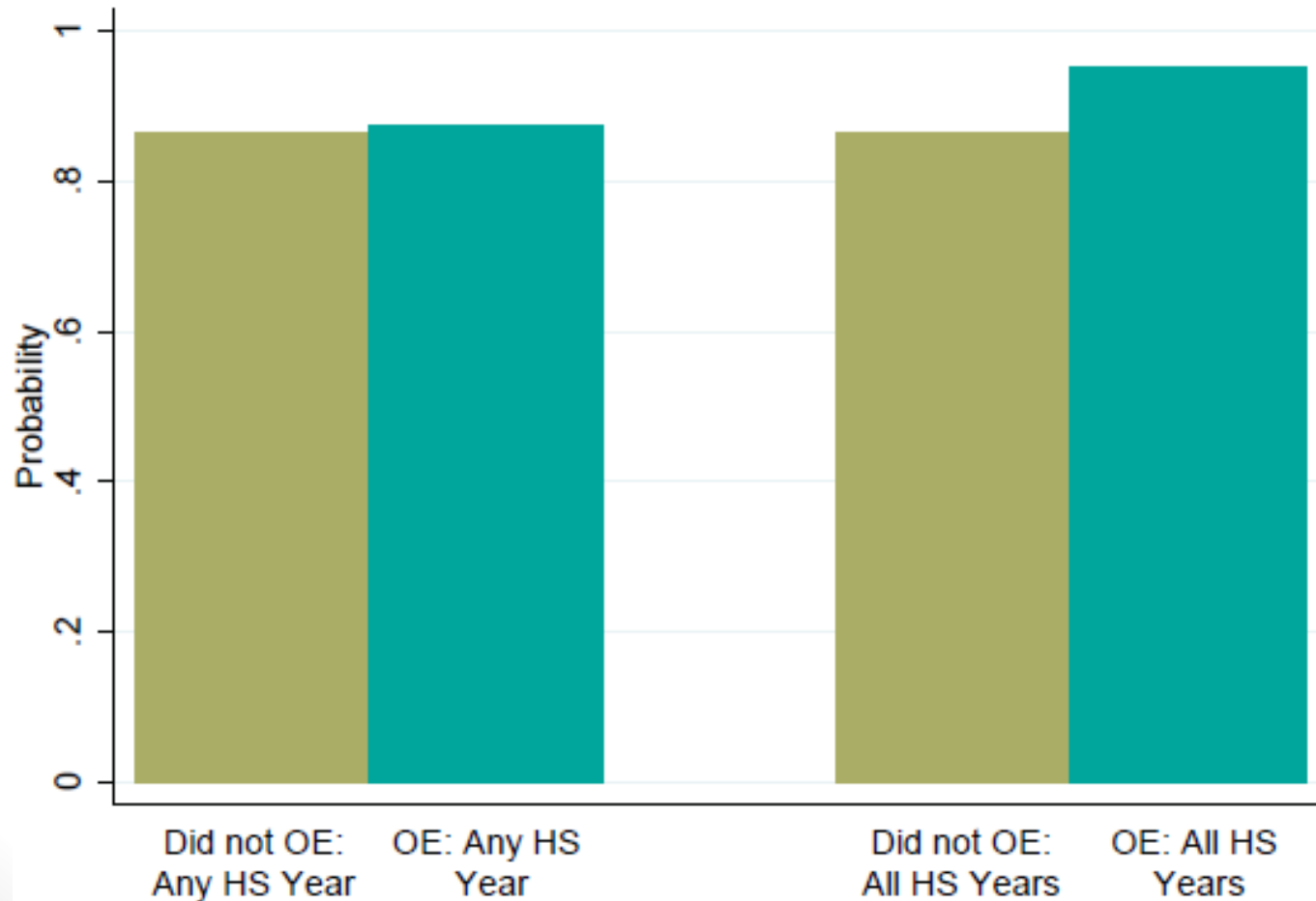
High School Graduation

- Among those who OE'd in 8th grade



High School Graduation

- Among those who did not OE in 8th grade



Conclusions

1. Districts that refuse interdistrict transfers are very different from those that accept transfers
 - More advantaged and located in suburbs surrounding Big 8
2. Students who use open enrollment are relatively advantaged on socioeconomic and achievement dimensions
 - Driven by students who use program consistently
 - Transfer to higher quality districts
 - But not necessarily schools, at least for transitory participants
3. Consistent OEers experience achievement benefits, compared to students who never open enroll
 - Largest for black students and those in high-poverty urban areas
 - Least access to OE
 - Evidence of improvements in HS graduation
 - Preliminary

Thank You!