

Ohio Student Mobility Research Project

Toledo Area Profile

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Summary

Student mobility is the phenomenon of students in grades K-12 changing schools for reasons other than customary promotion from elementary to middle school and middle to high school. This change may happen during the school year or over the summer. Mobility has consequences for schools, students, communities, and public policy. Research has found that students who change schools most frequently have worse educational outcomes.

In 2011, Community Research Partners and the Thomas B. Fordham Institute entered into a partnership to conduct research on student mobility in Ohio. The research analyzes more than five million student records over two school years to provide a picture of student mobility for all Ohio public districts and buildings and public charter schools, with in-depth analysis for the Columbus, Cleveland, Cincinnati, Dayton, and Toledo areas.

The Toledo Area Profile

The Toledo Area Profile focuses on the mobility of 22,277 Toledo Public Schools (TPS) students and that of the more than 76,000 students in the other 26 public districts, 34 physical charter schools, and e-charter schools in an approximate 30 mile radius of TPS (the research does not include schools and students outside of Ohio). For analysis purposes, Toledo Area districts are divided into Ring 1—those adjacent to TPS and/or within Lucas County—and Ring 2, the remaining districts.

Magnitude of mobility

The magnitude of mobility examines *how many* students change schools, both during the school year and between school years, and is measured in two ways: 1) cohort stability and 2) churn.

Cohort stability: measures retention of students over time

How many students from an October 1 cohort remained continuously enrolled in a building or district over two school years?

In the least stable Toledo Area districts, about one of every three students in a school at the beginning of a school year is not in that same building at the end of a second school year. The most stable districts lose fewer than one in ten students.

Grades K-7 building stability

- **Toledo Public Schools.** Sixty-four percent of a cohort of students in grades K-7 remained in the same TPS building over two years, the lowest rate of the 14 Toledo Area Ring 1 districts.
- **Other less stable districts.** Of the Toledo Area Ring 1 districts, only the Washington district had a building stability rate below 70% for grades K-7.
- **Most stable districts.** Ottawa Hills was the only Ring 1 district with a building stability rate of 90% or greater for grades K-7.

Grades 8-11 building stability

- **Toledo Public Schools.** Only 49% percent of a cohort students in grades 8-11 remained in the same TPS building over two years, the lowest stability rate of the 14 Toledo Area Ring 1 districts.
- **Other less stable districts.** No other Toledo Area Ring 1 district had a building stability rate of 70% or less for grades 8-11.
- **Most stable districts.** Ottawa Hills and Sylvania had building stability rates of 90% or greater for grades 8-11.

Charter school stability

- Only six of the 39 largest physical charter schools in the Toledo Area had stability rates of 70% or more, while 16 schools had rates of less than 50%, losing half or more of their students over two years. The least stable charter schools are primarily dropout recovery schools.

Churn: measures movements into and out of a building or district

What are the number and rate of total school year moves (admissions and withdrawals) for each district and building during a school year?

There were more than 8,000 admissions to and withdrawals from schools in the 14 Toledo Area Ring 1 districts during the 2010-2011 school year. For most of these districts, churn in grades K-8 resulted in a net gain of students (more admissions than withdrawals), while the churn in grades 9-12 produced a net loss of students (more withdrawals than admissions).

District churn

- **Toledo Public Schools.** The TPS K-8 churn rate (16.5%) and the 31.1% churn rate for grades 9-12 were the highest among the 14 Ring 1 districts. The 25 TPS buildings with the most churn had rates ranging from 34% to 149%. The building with the most churn was Scott High School.
- **Other high churn districts.** No other Toledo Area Ring 1 districts had a grade K-12 churn rate of 20% or more.
- **Lowest churn districts.** The Ottawa Hills and Anthony Wayne districts had the least churn among the Ring 1 districts, with K-12 rates of below 5.0%.

Charter school building churn

- Only six of the 33 largest physical charter schools in the Toledo Area had churn rates below 10%, while seven schools had rates of greater than 50%. The charter schools with the greatest churn (97-180%) were primarily dropout recovery schools.

Mobility Patterns

Mobility patterns show the movement of students between school districts and buildings and between public districts and charter schools, as well as the characteristics of origin and destination schools. The analysis includes: 1) district and building mobility patterns, 2) report card ratings of origin and destination schools, and 3) inter-district open enrollment analysis.

Mobility patterns: districts and buildings that exchange students

How many unique students did pairs of districts have in common (i.e. a student was enrolled in both at some point in time) over two school years? What was the direction of movement (origin and destination) between these districts?

Over two school years, the 27 public districts in the Toledo Area exchanged 4,773 students. Another 7,052 students were exchanged between public districts and charter schools (both physical and e-charters). The largest numbers of exchanges were between districts in close proximity to each other, but TPS also exchanged students with other Major Urban districts across the state.

Toledo Public Schools

Over two school years, 6,776 unique students transferred between TPS and another Ohio district or charter school. Of these, 39% moved to or from another district; 56% moved to or from a physical charter school; and 5% moved to or from an e-charter school. During this time period, 2,870 students made a non-promotional change of schools within the TPS district.

- **Toledo Public Schools exchanges with other districts.** Over two school years, 2,656 students were enrolled in a TPS school and in one of the 30 Ohio public districts that exchanged the most students with TPS. In these exchanges, 1,094 students entered TPS from another district, and 1,562 students left TPS for another district. The districts that exchanged at least 200 students with TPS were Washington, Springfield Local, and Sylvania.
- **Toledo Public Schools exchanges with charters.** Over two school years, 4,574 students were exchanged between TPS schools and 30 charter schools. Ninety-three percent of these exchanges were from TPS to a physical charter school, and only 7% were with e-charters.

- **Toledo Public Schools exchanges with buildings in other districts.** The largest numbers of TPS inter-district building moves occurred at the high school level. Only 10 of the top 30 exchanges involved elementary schools. TPS Start, Bowsher, and Rogers high schools exchanged a total of at least 50 students each with high schools in the Washington, Springfield Local, Maumee, and Sylvania districts.
- **Exchanges among Toledo Public Schools buildings.** Of the 2,870 TPS students who changed schools within the TPS district over two years, 71% occurred among students in grades K-4. Of the 30 TPS buildings that exchanged the most students, Rosa Parks Elementary was the most frequent receiving school, followed by Picket Elementary and Spring Elementary. The most frequent sending schools were Glenwood Elementary, Martin Luther King Academy for Boys, and Lagrange Elementary.

Other Toledo Area districts

- **Exchange patterns among districts.** Over two years, there were 2,392 student exchanges among the 25 largest Toledo Area districts (excluding TPS). The Springfield Local, Washington, and Sylvania districts had the most inter-district exchanges, with Washington and Sylvania exchanging 124 students.

Origin and destination report card ratings

What is the performance rating of the destination school of mobile students, compared to the rating of the school of origin?

For students who moved into, out of, or within the TPS district, the report card rating of the student's destination school, when compared to that of the school of origin, varied based on the types of buildings or districts involved in the move:

- **Exiting Toledo Public Schools for another district.** Fifty-six percent went to a school with a rating similar to (the same or one rating higher or lower) than that of their school of origin; 44% went to a school with a rating two or more ratings higher.
- **Entering Toledo Public Schools from another district.** Fifty-four percent went to a school with a rating similar to (the same or one rating higher or lower) than that of their school of origin; 44% went to a school with a rating two or more ratings lower.
- **Exiting Toledo Public Schools for a charter school.** Fifty-seven percent went to a school with a rating similar to (the same or one rating higher or lower) than that of their school of origin; 35% went to a school with a rating two or more ratings lower.
- **Changing schools within Toledo Public Schools.** Sixty-eight percent went to a school with a rating similar to (the same or one rating higher or lower) than that of their school of origin.

Open enrollment

How many students are enrolled in a district, which is not their district of residence, through open enrollment?

As of school year 2010–2011, there was a mix of districts adjacent to TPS, including some that accept open enrollment districts, but most that did not. However, many districts in the Toledo Area—particularly those in Ring 2—do permit open enrollment (Map 9). Three pairs of Toledo Area districts had at least 50 students who resided in one district, but attended school in another district through inter-district open enrollment: Toledo residence to Oregon enrollment (145), Toledo to Northwood (82), and Washington to Toledo (62).

Mobility and the student

The analysis of mobility and TPS student characteristics and achievement examines differences in: (1) demographics of mobile and non-mobile student groups, (2) demographics of students who left the district based on the type of destination school, and (3) proficiency test scores based on mobility status.

Student characteristics and mobility status

How do stable TPS students differ from those who move within the district? How do students staying in the district differ from those leaving? How do students leaving the district differ from those entering?

- **Movers between Toledo Public Schools buildings.** Compared to stable TPS students, those who move between TPS buildings are more likely to be black, economically disadvantaged, homeless, or have a disability.
- **Outgoing and incoming students.** Compared to outgoing TPS students, incoming students are more likely to be black, economically disadvantaged, or an immigrant.

Student characteristics and destination of outgoing students

How do the characteristics of outgoing TPS students differ based on their destination school?

- **Race.** Compared to other racial groups, black students are more likely to move to a physical charter school or a district outside of Ohio; white students are more likely to move to another Ohio district, an e-charter, or a district outside of Ohio; and Hispanic students are more likely to move to physical charter or e-charter.
- **Economic disadvantage.** Economically disadvantaged TPS students are more likely than those who are not economically disadvantaged to move to a physical charter.
- **Limited English Proficiency.** LEP students are more likely than those who are not LEP to move to a district outside of Ohio.

Student mobility and proficiency test passage

What is the 2-year mobility history of 3rd grade and 8th grade students who took the 2011 proficiency tests? What is the relationship of mobility history and proficiency test scores?

Mobility history and test scores

The average test scores and passage rates of 3rd and 8th grade OAA tests are lower for students with at least 1 during academic year move or 2+ total moves over the past two years (Figures 1, 2). However, there is no clear indication that more moves are related to lower scores and rates.

Statistical modeling compared mean test scores for mover groups. For the TPS student groups analyzed, the low p-values for all factors indicate that the number of school changes over two years is an independent predictor of test scores. There is a statistically significant relationship between more school moves and lower test scores, although not as strong for 8th grade reading and math. Economic disadvantage and race are also independent predictors of test scores.

Mobility and achievement test roll-up level

An impact of student mobility is that mobile students may not meet the enrollment criteria—continually enrolled in a building or district from October 31 until the spring achievement testing date—for counting their test scores in a building’s or district’s performance rating. Instead, their test score is “rolled up” and counts only for the district or state rating. Among the Toledo Area Ring 1 districts, Toledo has the highest percentage of students whose achievement test scores are rolled up to the state (8.7%), the fourth highest among the 15 Major Urban districts.

Statewide context

To provide context for the data in the Toledo Area Profile, Table i includes comparison data on key district demographics and selected mobility measures for the 15 public school districts classified by ODE as “Major Urban,” as well as for all public districts and all public charter schools in the state.

Table i. Ohio Major Urban Districts: District and student characteristics, school year 2010–2011 (SY 2011)

	Rating	Average daily enrollment	Enroll. chg. since SY 2001 (%)	Economic disadvan. (%)	Minority race or ethnicity (%)	Two-year district stability rate, Oct. 2009–May 2011 (%)		Two-year building stability rate, Oct. 2009–May 2011 (%)		One-year churn rate, school year 2010–2011 (%)		Test roll-up to state (4) (%)
						Grades K–7	Grades 8–11	Grades K–7	Grades 8–11	Grades K–8	Grades 9–12	
All Ohio public school districts (1)	-	1,637,230	-6.2	43.1	23.3	85.9	81.5	80.8	78.0	9.5 (2)	9.1 (2)	4.5
All Major Urban districts	-	244,396	-39.6	82.6	70.1	77.6	70.0	64.3	60.5	16.5 (2)	22.7 (2)	9.1
Akron	C	22,603	-25.3	84.7	59.5	81.5	77.1	68.9	66.2	12.3	18.2	4.3
Canton	C	9,750	-18.3	80.6	51.8	82.0	80.2	68.1	74.6	15.6	21.3	5.6
Cincinnati	B	32,009	-20.3	69.7	75.8	77.6	72.2	65.0	58.7	16.2	15.2	8.1
Cleveland	D	43,202	-40.2	>95.0	85.4	76.5	66.1	54.7	57.7	16.2	30.8	7.1
Cleveland Hts.-Univ. Hts.	C	5,907	-14.3	61.3	83.0	79.4	72.1	73.8	66.9	15.8	22.7	14.2
Columbus	C	49,616	-22.0	81.9	73.0	76.5	70.4	67.4	61.8	18.5	23.5	10.1
Dayton	C	14,174	-31.1	92.5	74.8	78.5	71.5	68.8	64.8	18.2	19.4	7.9
East Cleveland	D	3,182	-43.7	88.5	>95.0	69.1	62.6	64.6	61.6	23.9	22.9	10.2
Euclid	C	5,793	-4.3	66.0	83.6	77.1	76.8	68.6	72.8	16.9	16.4	7.3
Hamilton (Butler County)	C	9,444	<0.1	69.2	24.6	80.7	74.9	68.4	66.2	18.7	22.4	8.2
Lorain	C	7,585	-26.3	84.5	72.0	77.2	71.8	60.4	53.9	19.8	25.6	8.5
Springfield (Clark County)	B	7,398	-24.2	76.3	37.9	81.3	69.7	64.7	51.4	14.5	24.0	6.1
Toledo	C	22,277	-39.4	76.6	60.0	74.9	60.1	63.5	49.0	16.5	31.1	8.7
Warren	D	5,368	-20.9	75.2	53.8	79.0	71.2	63.0	65.5	15.5	18.8	5.3
Youngstown	D	6,088	-42.5	91.9	83.1	74.3	65.3	60.5	55.3	20.4	27.4	8.2
All Ohio public charter schools	-	113,698	-	75.0	60.8	-	-	50.6 (3)		27.2 (2,3)		13.7
E-charters	-	3,3052	-	64.7	21.0	-	-	44.2 (3)		129.9 (2,3)		30.8

Source: Ohio Department of Education; CRP analysis of ODE enrollment records

Note: District rating A+=Excellent with Distinction, A=Excellent, B=Effective, C=Continuous Improvement, D=Academic Watch, F=Academic Emergency.

(1) Public school district data in this table do not include the island districts or College Corner.

(2) Median of churn rates

(3) Churn rates for grades K-11 or K-12

(4) Among spring 2011 math achievement assessment test-takers in grades 3 to 8 reported by district (or charter school), the percentage whose scores were rolled up to state level; i.e., student was not continuously enrolled in district (or charter school) since last day of October for same academic year.

1.0 Introduction

1.1 What is student mobility?

Student mobility is the phenomenon of students in grades K-12 changing schools for reasons other than customary promotion from elementary school to middle school or from middle school to high school. This non-promotional school change can occur during the school year or in the summer between school years. It may involve residential change, school change, or both.

Students may change schools for reasons that are considered positive, such as when a family moves to a better school, neighborhood, or job. In fact, the current education policy environment sends a strong message to parents that school choice—which typically involves school change—is good. Community-based charter schools and school voucher programs are examples of school choice policy initiatives. The federal No Child Left Behind Act of 2001 (NCLB) requires that school districts provide students in schools identified as “In School Improvement,” based on trends in proficiency test passage rates, with the opportunity to transfer to a school not designated as “In School Improvement.”

1.2 The importance of understanding student mobility

Student mobility has consequences for schools, students, communities, and public policy. Research has found that students who change schools more frequently are likely to have worse educational outcomes. Highly mobile students are also more likely to be those with other risk factors—low income, special education, homelessness, or an unstable home environment. School changes worsen the learning and achievement problems of these at-risk children.

High student mobility puts a stress on teachers and administrators who must continually focus on incorporating new students into the building and classroom. Stable students in schools with high mobility also suffer from the disruptions to the classroom environment and the slower instructional pace necessary to accommodate new students. School districts face increased administrative costs from student mobility, including costs related to student records transfer and transportation.

There are community impacts of high student mobility that reach beyond the school. Neighborhoods and school districts with low performing schools and unstable school populations are disincentives to home ownership and economic development. Investments in school-based initiatives to improve attendance, academic achievement, and graduation rates are less effective if students move from school to school, dropping in and out of programs.

Finally, student mobility has important consequences for state and local education policy. A better understanding of how mobility impacts schools and students has implications for accountability measurement, education funding, and curriculum and instruction.

1.3 The Ohio Student Mobility Research Project

History of the project

In 2011, Community Research Partners (CRP) and the Thomas B. Fordham Institute (Fordham) entered into a partnership to conduct research on student mobility in Ohio. Fordham, a national leader in advancing educational excellence through quality research, commentary, and advocacy, wanted to build on their recent research on student mobility in the Dayton area and examine student mobility throughout the state. CRP brought to the project its experience in undertaking research on student mobility in the Columbus City Schools (CCS) and in processing and analyzing student-level records from the Ohio Department of Education (ODE).

In June 2011, Fordham provided CRP with a planning grant to develop a workable research plan. ODE provided CRP with student-records from the Education Management Information System (EMIS). Beginning with the 2008-2009 school year, EMIS has included unique student identifiers that enable tracking of individual students over time as they enter and exit public districts and public

charter schools in Ohio. With assistance from ODE staff in understanding and using the EMIS data, CRP analyzed student records for Franklin County districts. The outcome of the planning phase was a design for a large-scale study of student mobility in Ohio, to be conducted by CRP. Work on the project began in February 2012.

Project funders

The diverse set of project funders is indicative of the importance of the issue of student mobility. Funders are supporting the Ohio Student Mobility Research because of their interest in understanding: 1) the patterns of student mobility in Ohio or in a local community, 2) the impact of mobility on students and schools, and/or 3) the implications of mobility for state and local public policy. In addition to Fordham, funders include: The Siemer Institute for Family Stability, The Nord Family Foundation, The Cleveland Foundation, KnowledgeWorks, KidsOhio.org, American Federation of Teachers/Ohio Federation of Teachers, School Choice Ohio, United Way of Central Ohio, United Way of Greater Toledo, and The Columbus Foundation.

Research components

CRP and Fordham are not aware of other research that has examined student mobility at the scale, scope, and level of detail of the Ohio Student Mobility Research. The research employs descriptive and analytic statistics—presented in spreadsheets, visualizations, and reports—to provide a picture of student mobility for all Ohio public school districts and buildings and public charter schools, with in-depth analysis for five large urban regions (Columbus, Cleveland, Cincinnati, Dayton, Toledo).

The research also addresses several state policy issues of interest to Fordham: 1) open enrollment patterns, 2) “non-counters” profile (students whose test scores do not count in district performance ratings), and 3) monthly enrollment profiles of public districts. The project did not include collecting qualitative data from students, families, school personnel, or other stakeholders to determine why students change schools or the impact of student mobility.

About the data

As would be expected when undertaking such complex research, CRP made a number of decisions, in consultation with Fordham and ODE, about data analysis methods, definitions, and parameters. There are also a number of caveats about the data that are important to understand. These are described below.

The dataset

The dataset includes ODE EMIS files (student standing, student attributes, and student achievement tests) with 2.1 million unique students in grades K-12 during the 2009-10 and 2010-11 school years. (about five million instances of enrollment). The following were excluded from the analysis dataset:

- Non-instructional relationship between student and district, i.e. district provides only supportive services to student or has a residual reporting requirement for student
- Zero days in attendance over entirety of enrollment record
- Educational Service Centers
- Preschools and preschool students
- Foreign exchange students
- Kindergarten withdrawals
- Island Districts and College Corner, which are very small or geographically isolated

In school year 2010-11, the 1.79 million unique students included:

- 1.66 million students in 612 public school districts and 3,293 public school buildings
- 81,800 students in 313 “bricks and mortar,” or physical, public charter schools

- 48,900 students in 26 accredited e-charters, a subset of charter schools
- 1,500 students in state schools for the deaf and blind
- 93,400 students in 71 vocational schools

Definitions

Charter schools. Ohio public charter schools (called “community schools” by ODE) include “bricks and mortar” schools that have school buildings and accredited e-charters, where teaching is done on-line. For brevity and clarity in this report, these two types of charter schools are referred to as: 1) *physical charter schools* and 2) *e-charter schools*.

School year. For most of the analysis, a school year is defined as beginning on October 1 (the official fall enrollment count date for Ohio schools) and ending on May 15. This was done to accommodate the various starting and ending dates of schools across the state.

Mobility-related terms. Report sections 3.0, 4.0, and 5.0 begin with definitions and other information related to the mobility measures used in this report.

Local context

The research scope and timeline did not include collecting information on unique situations in local districts or charter schools, not always evident in the EMIS dataset, which may contribute to or explain mobility rates and patterns. These may include: 1) competitive magnet or alternative schools that only admit students at the beginning of the school year, 2) school building demolition, renovation, or new construction that result in large numbers of students changing buildings; 3) starting, ending, or moving special programs (programs for students with disabilities, LEP students); 4) grade realignment (changing a school from K-5 to K-8); or 5) special purpose schools, (dropout recovery, welcome/transition schools) that by design involve students moving in and out throughout the year. CRP and Fordham hope that discussion of the research by local education stakeholders will provide this additional context for the data analysis.

Reliability of student identification numbers

This research is only possible because ODE has unique statewide student identifiers (SSID) that enable tracking students across public schools and districts. However, there is anecdotal evidence from district staff and others familiar with student recordkeeping that a new identifier is sometimes assigned to a student who enrolls in a new district. Because ODE records do not include student names, it was not possible for CRP to determine the extent to which this is happening; however, ODE data staff believes that it involves a very small number of cases.

The school attendance data controversy

As this report is being written, the State Auditor is examining student attendance data for districts across Ohio. It is alleged that some school staff withdrew students they knew to be still enrolled, deleted their absences, and then re-enrolled them, for the purpose of improving school ratings. This practice would increase a school’s attendance rate, and only the test scores of students who have been continually enrolled from October through the spring proficiency test dates are counted in a school’s overall test-passage rate.

This does not, however, impact the Ohio Student Mobility Research for the following reasons:

1. Student attendance records were not used for the research.
2. For the purposes of calculating building churn rates, a student who was withdrawn and then readmitted to the same building in less than 30 days was treated as continuously enrolled rather than as an exit/reentry event. It was assumed that this was an administrative action and not a school move.
3. Analysis of the relationship of mobility to proficiency test scores is based on individual student records. Building-level test passage rates were not used.

In addition, this research includes a profile of “non-counters”—students whose test scores do not count in building or district report cards—which can help to inform this important dialogue.

Caveats about accuracy

CRP has been very careful in collecting, analyzing and presenting data to prepare the Ohio Student Mobility Research Project report. However, the project did not include authenticating the data provided by ODE. If careful readers of the report discover data errors or typographical errors, CRP welcomes this feedback and will publish corrections to the report.

The Toledo Area Profile

This report is a mobility profile of students in the Toledo Area. It focuses on the mobility of Toledo Public Schools (TPS) students and how students move within the district and between and among 26 districts and 34 physical charter schools within an approximate 30 mile radius of TPS. The analysis includes:

- **Magnitude of mobility:** stability of students within districts and buildings (cohort stability) and numbers of movements into and out of districts and buildings (churn).
- **Mobility patterns:** origin and destination of movement between buildings and districts.
- **Mobility and students:** the relationship of mobility to student demographic characteristics and student achievement.

Additional data

- **Appendix.** Additional detailed data on student mobility for individual Toledo Area districts, buildings, and charter schools can be found in the appendix of this report.
- **Online spreadsheets.** Excel spreadsheets with mobility data for every public district, building, and charter school in Ohio can be found at: www.researchpartners.org.
- **Profile reports for other urban areas.** Profile reports for the Cleveland, Columbus, Cincinnati, and Dayton areas are available at: www.researchpartners.org.

2.0 The Toledo Area

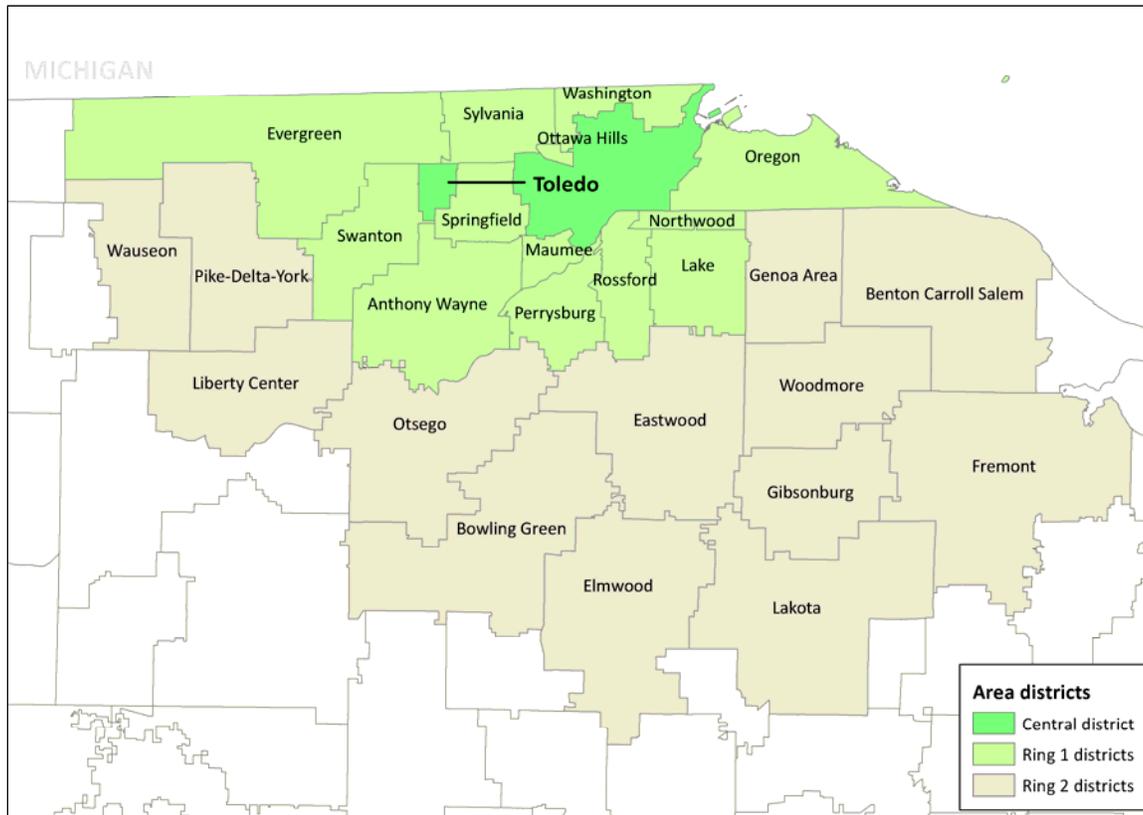
The Toledo Area, as defined for the student mobility research, is the geographic area that includes all public school districts and all physical public charter schools within approximately 30-miles of the central district, Toledo Public Schools (the research does not include schools and students outside of Ohio) (Map 1; Table 1). Portions of the analysis also include students within the Toledo Area who attend e-charter schools.

For the purpose of data analysis, the 26 districts are divided into:

- **Ring 1:** districts adjacent to TPS and/or within Lucas County
- **Ring 2:** the remainder of the districts, which are farther from the TPS district

Most of the analysis in this report is focused on the central urban district and the Ring 1 districts; however data about all districts in the Toledo Area can be found in the appendix and in on-line spreadsheets at www.researchpartners.org.

Map 1. School districts in the Toledo Area



Note: In the maps of this report, district outlines are based on U.S. Census TIGER files.

Table 1. Number of public districts and school buildings in the Toledo Area, school year 2010–2011

	Public districts	Buildings in public districts	Public charter schools
Toledo Public Schools (TPS)	1	56	30
Ring 1 (districts within same county or adjacent to TPS)	13	76	3
Ring 2 (other districts within 30 miles of TPS)	13	57	1

Note: See Section 1 for types of schools included and excluded

2.1 Toledo Area schools at a glance

Toledo Public Schools: student characteristics

TPS is the fifth largest district in Ohio and has had a 39% loss in enrollment over ten years (Table 2). In school year 2010-11, nearly two-thirds of TPS students were a minority race or ethnicity, including 44.6% black, 8.8% Hispanic, and 0.6% Asian students. Three out of four students were economically disadvantaged (eligible for Free and Reduced Price Lunch Program); 0.03% were immigrants; 1.5% had limited English proficiency (LEP); and 16% had a disability. Of the more than 800 homeless students in Toledo Area districts in school year 2010, 40% were enrolled in TPS.

Among children ages 5–17 living within the TPS district boundaries, 8,101 (19.5%) lived in a different house than they did one year prior. About 1 in 5 children residing within the district and enrolled in grades 1–12 were enrolled in a private school. (American Community Survey 2010)

Other Toledo Area districts: student characteristics

The following are characteristics of the 26 Ring 1 and Ring 2 districts (excluding TPS) in the Toledo Area for school year 2010-2011 (Table 2 and Appendix):

- Two districts had economic disadvantage rates above 50% (Fremont and Washington).
- No districts had LEP rates above 5%.
- In no districts did minority students make up more than half of the student population.
- Springfield Local Local had the second largest number of homeless students (203) after TPS.

Table 2. Toledo Area: Student characteristics, school year 2010–2011

School district	Enrollment (1)	Enrollment change since SY 2001 (%)	Economic disadvantage (%)	Minority (%)	Limited English Prof. (%)	Homeless
All districts in Toledo Area	86,552	-14.5	44.4	27.1	1.1	841
All Ring 1 districts	63,888	-16.8	46.7	31.4	1.2	713
Toledo	22,277	-39.4	76.6	60.0	1.5	338
Sylvania	7,312	-3.4	18.0	14.4	1.6	-
Washington	6,618	-4.1	53.3	22.1	1.3	-
Perrysburg	4,597	13.2	12.0	11.9	0.8	-
Anthony Wayne	4,348	32.8	12.9	8.0	0.3	-
Springfield Local-Lucas County	3,958	17.6	36.2	31.1	1.0	203
Oregon	3,875	7.2	41.0	15.7	0.5	134
Maumee	2,688	-6.7	31.7	16.0	0.9	21
Rossford	1,852	-4.0	46.4	10.9	0.0	-
Lake-Wood County	1,674	-1.2	38.7	15.8	1.4	-
Swanton	1,371	-12.1	43.5	7.4	0.0	17
Evergreen	1,328	4.6	29.4	8.4	0.0	-
Northwood	1,013	7.7	42.6	15.1	0.0	-
Ottawa Hills	977	1.2	NA	15.7	1.3	-
All Ring 2 districts	22,664	-7.3	37.9	15.3	1.1	128
Toledo Area physical charter schools	10,159	-	69.8	72.4	-	-
Toledo Area students in e-charter schools	1,148	-	62.5	28.1	-	-

Source: Ohio Department of Education

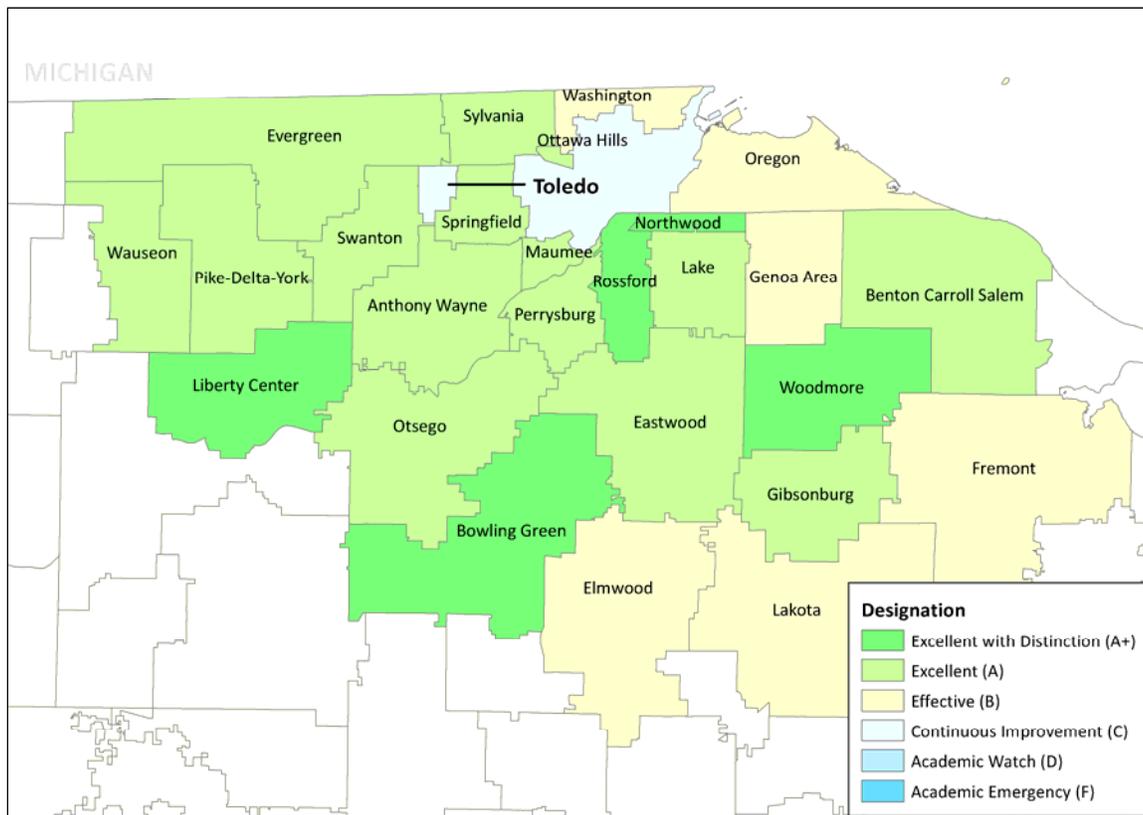
Note: (1) For e-charters, enrollment is October 1 enrollment of students residing in Toledo Area districts; for all other districts, figure is average daily enrollment.

Toledo Area districts: school performance designations

ODE assigns annual report card ratings to school buildings and districts based on student performance and progress. In this report, rating letters of A+ to F are used to represent the six-level state performance designation system for school districts and buildings (Map 2 legend).

- Among the 27 Toledo Area districts, 20 had the two highest designations (Excellent or Excellent with Distinction) for school year 2010–2011. No districts had the lowest two designations of Academic Watch or Academic Emergency.
- TPS had a rating of Continuous Improvement, as did 8 of the other 15 Major Urban school districts (see Table i) in Ohio. Only Springfield Local City and Cincinnati City were more highly rated).
- Of the 56 TPS school buildings in operation, none had the highest state report card designation, while five had the second highest designation. Nineteen had the two lowest designations.

Map 2. Toledo Area districts: ODE report card designations, school year 2010–2011



Source: Ohio Department of Education

Voucher holders

The Ohio Educational Choice Scholarship Program (EdChoice) provides students from underperforming public schools with the opportunity to attend participating private schools. Students currently attending—or who will be assigned to—a public school in their resident district that has been rated in Academic Emergency or Academic Watch for two of the past three years are eligible to apply. Students currently attending a charter school whose home school is an eligible school are also eligible.

In school year 2010-2011, there were 1,639 voucher holders whose district of residence was a Toledo Area district. All were residents of the TPS district.

Vouchers were used at 24 Toledo Area private schools (Table 3). These figures were prior to adoption of the state 2011-2012 budget, which tripled the number of vouchers available to Ohio students.

Table 3. School of attendance of Toledo Area EdChoice voucher holders, school year 2010–2011

School of attendance of voucher holders	Number of vouchers	School of attendance of voucher holders	Number of vouchers
Central Catholic	329	St Ursula Academy	34
CCMT Catholic School	278	Our Lady Of Perpetual Help	28
Toledo Christian	132	St Pius X	21
Gesu	129	St Catherine	20
Emmanuel Christian School	89	St John	19
Blessed Sacrament	80	Zion Lutheran	15
Notre Dame Academy	71	Regina Coeli	14
Cardinal Stritch High/Kateri Catholic Academy Oregon Campus	70	Mary Immaculate	13
St Patrick Of Heatherdowns	65	Christ The King	< 10
St Francis De Sales	63	St Joan of Arc	< 10
St John's Jesuit	52	St. Benedict Catholic School	< 10
Toledo Islamic Academy	41	Toledo Junior Academy	< 10

Source: Ohio Department of Education

3.0 Magnitude of mobility

3.1 Section overview and key concepts

This section of the report examines how many students change schools, both during the school year and between school years. The school year is defined as the period from October 1 (the date that districts report enrollment to ODE) and May 15. Promotional moves (elementary to middle school; middle school to high school) are not included in these calculations. The magnitude of mobility is measured in two ways: (1) cohort stability and (2) churn. Both are calculated at the district and building levels.

This report provides an overview of the magnitude of mobility in Toledo Area schools. Additional cohort stability and churn data for districts, buildings, and charter schools can be found in the Appendix and in online spreadsheets www.researchpartners.org.

Cohort stability: measures retention of students over time

How many students from an October 1 cohort remained continuously enrolled in a building or district over two school years?

- **School District Cohort Stability:** The number and percent of students enrolled on October 1, 2009, who remained continuously enrolled in the same district at three subsequent points in time: May 15, 2010; October 1, 2010; and May 15, 2011.
- **School Building Cohort Stability:** The number and percent of students enrolled on October 1, 2009, who remained continuously enrolled in the same building at three subsequent points in time: May 15, 2010; October 1, 2010; and May 15, 2011.

Data notes

- A student who changed buildings within a district over two school years, but remained consistently enrolled in the district, is considered a stable student in the district-level stability calculation.
- Some building cohort instability is the result of changes in district programming that moves groups of students (e.g. LEP students) from one building to another.
- The analysis did not capture students who moved out of, and back into, a district or building during a school year (between October 1 and May 15)

Churn rate: measures movements into and out of a building or district

What is the number and rate of total school year moves (admissions and withdrawals) for each district and building during two school years?

- **District churn rate:** The sum of all instances of district admissions and withdrawals that occur after October 1 and before May 15, as a percent of October 1 student enrollment for school year 2010-2011.
- **Building churn rate:** The sum of all instances of building admissions and withdrawals that occur after October 1 and before May 15, as a percent of October 1 student enrollment for school years 2010-2011.

Data notes

- A student's building enrollment Start Date that was fewer than 30 days following the Withdrawal Date from the same building was treated as continuous enrollment rather than an exit/reentry event.
- Because churn measures moves, individual students can be counted multiple times, each time they leave a district or building, and each time they enter a district or building, during a school year.

3.2 Student cohort stability

How many students from an October 1 cohort remained continuously enrolled in a building or district over two school years?

School district stability for Toledo Area districts grades K-7

In the least stable Toledo Area districts, about one of every three students in a school at the beginning of a school year is not in that same building at the end of a second school year. The most stable districts lose fewer than one in ten students.

Toledo Public Schools

- Of the TPS October 2009 grades K–7 cohort, 74.9% of the students remained in the district over two years, and 63.5% remained in the same TPS building over two-years (Map 3).
- Compared to the 15 districts designated as Major Urban by ODE, TPS had the 3rd lowest district K–7 stability rate (Table i). Canton City School was most stable, with a rate of 82.0%, while East Cleveland Schools were the least stable, with a rate of 69.1%

Other Toledo Area districts

- Other than Toledo, no other Toledo Area Ring 1 district that had a grades K-7 district stability rate below 70%. Ottawa Hills, Oregon, Anthony Wayne, Perrysburg, Maumee, and Sylvania were the most stable districts, with district stability rates of 90% or above.
- Among Toledo Area districts with 50% or more economically disadvantaged students, Fremont had the highest district stability rate (87.1%) and building stability rate (77.8%) for grades K–7.

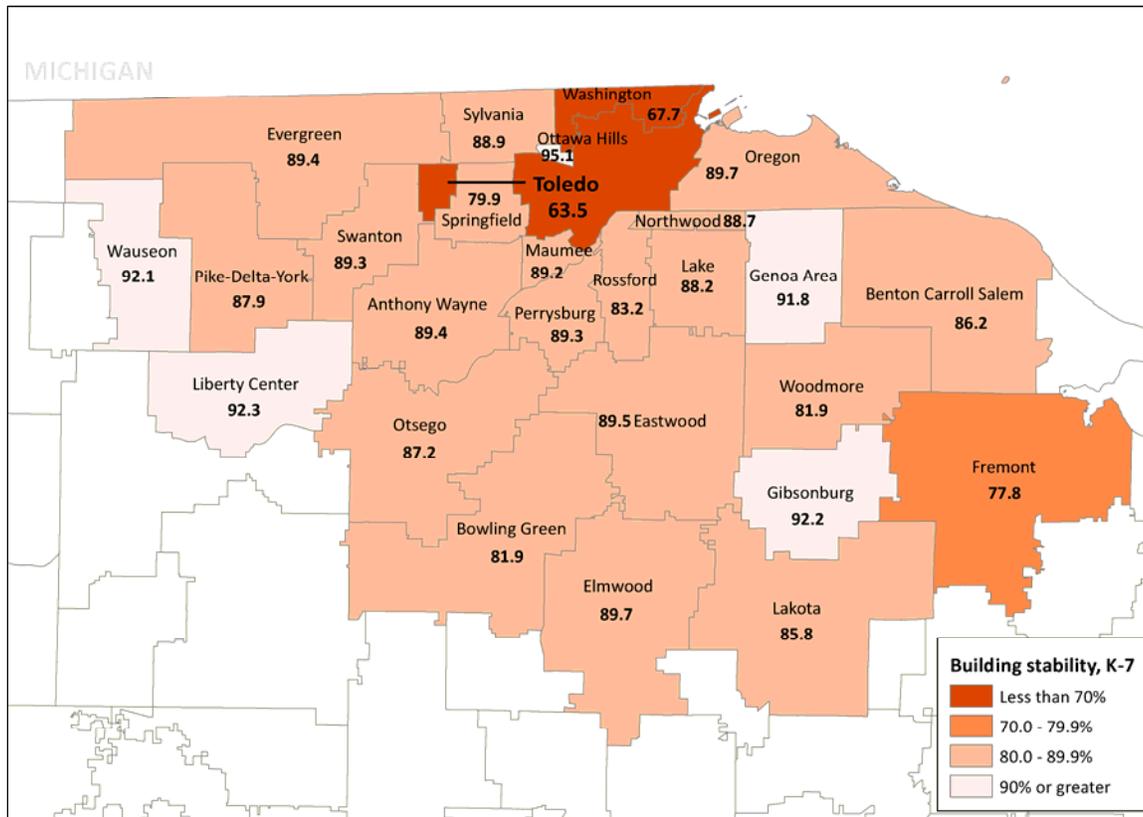
Table 4. Toledo Area Ring 1 Districts: Two-year district and building stability for grades K–7

Districts	District Rating	District stability		Building stability (1)	
		October 2009 district cohort	In same district May 2011 (%)	October 2009 building cohort	In same building May 2011 (%)
Ottawa Hills	A	598	95.3	513	95.1
Oregon	B	2,358	92.0	2,059	89.7
Anthony Wayne	A	2,745	91.5	2,034	89.4
Evergreen	A	735	89.8	658	89.4
Swanton	A	800	89.5	609	89.3
Perrysburg	A	2,860	91.5	2,507	89.3
Maumee	A	1,501	90.5	1,315	89.2
Sylvania	A	4,301	91.3	3,763	88.9
Northwood	A+	538	89.0	398	88.7
Lake	A	973	88.8	726	88.2
Rossford	A+	1,070	85.8	959	83.2
Springfield Local	A	2,474	83.8	2,159	79.9
Washington	B	3,908	86.4	3,188	67.7
Toledo	C	16,317	74.9	14,423	63.5

Source: CRP analysis of ODE enrollment records

(1) Excluded from the building cohort are students who would be expected to be promoted to a different building in year 2.

Map 3. Toledo Area: Two-year building stability rate for grades K–7, October 2009–May 2011



Source: CRP analysis of ODE enrollment records.

School district stability grades 8–11

Toledo Public Schools

- TPS district and building two-year stability rates (60.1% and 49.0%, respectively) for grades 8–11 were lower than corresponding stability rates for grades K–7 (Table 5).
- Compared to the 15 districts designated as Major Urban by ODE, TPS had the lowest district grades 8-11 stability rate (Table i). Canton City Schools were the most stable, with a rate of 80.2%.

Other Toledo Area districts

- No Toledo Area Ring 1 district had a district stability rate for grades 8-11 that was below 75%. Ottawa Hills and Sylvania had grades 8-11 district stability rates of 90% or greater.
- Of the Ring 2 districts, none had district stability rates for grades 8-11 that were below 75%, and there were also no Ring 2 districts with grades 8-11 stability rates above 90%.

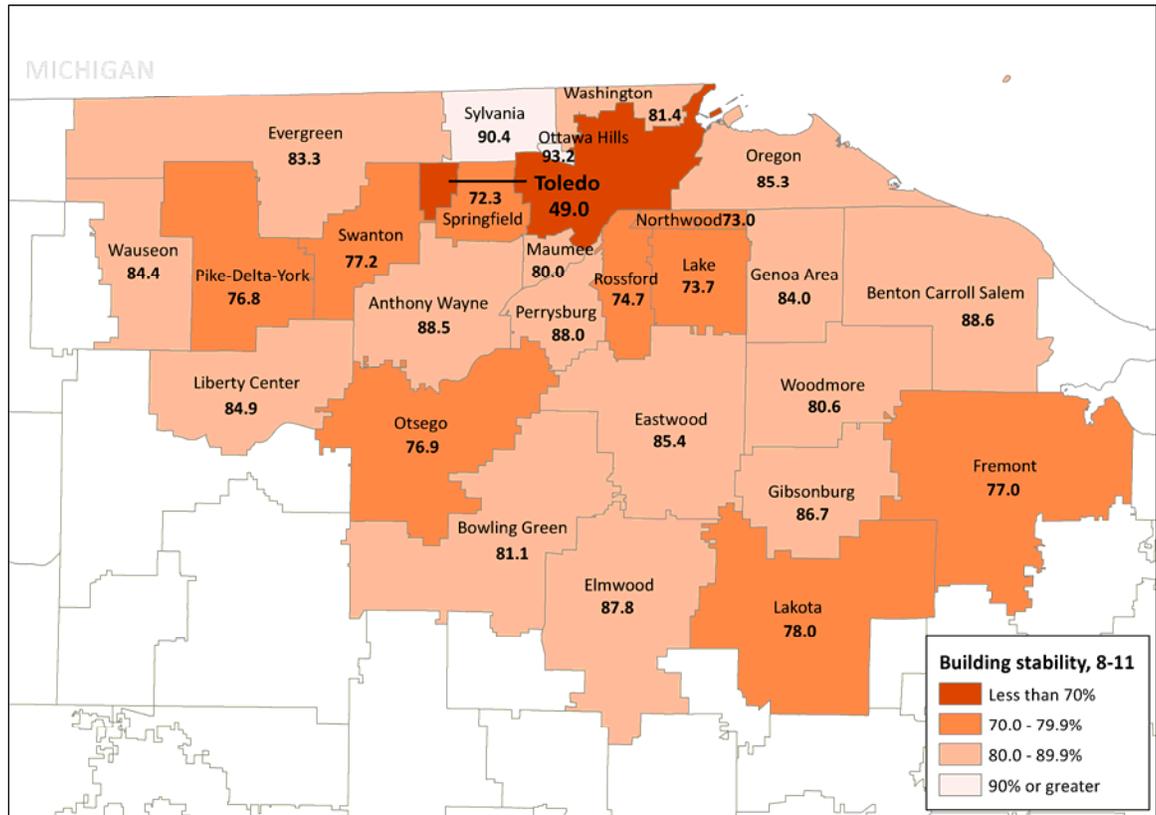
Table 5. Toledo Area Ring 1 Districts: Two-year district and building stability for grades 8–11

Districts	District rating	District stability		Building stability (1)	
		October 2009 district cohort	In same district May 2011 (%)	October 2009 building cohort	In same building May 2011 (%)
Ottawa Hills	A	310	93.2	310	93.2
Sylvania	A	2,490	90.4	1,892	90.4
Anthony Wayne	A	1,346	88.7	962	88.5
Perrysburg	A	1,332	87.9	980	88.0
Oregon	B	1,240	86.9	928	85.3
Evergreen	A	401	86.3	305	83.3
Washington	B	2,114	82.3	1,584	81.4
Maumee	A	891	82.9	644	80.0
Swanton	A	413	79.4	312	77.2
Rossford	A+	539	79.8	379	74.7
Lake-Wood County	A	490	78.4	338	73.7
Northwood	A+	315	76.5	230	73.0
Springfield Local	A	1,062	76.1	772	72.3
Toledo	C	7,908	60.1	5,668	49.0

Source: CRP analysis of ODE enrollment records

(1) Excluded from the building cohort are students who would be expected to be promoted to a different building in year 2.

Map 4. Toledo Area: Two-year building stability rate for grades 8–11, October 2009–May 2011



Source: CRP analysis of ODE enrollment records

Building stability for Toledo Public Schools

TPS building stability rates range from 80% or more for the most stable schools (Table 6), to less than 50% for the least stable schools (Table 7).

Table 6. TPS: 30 most stable school buildings, October 2009–May 2011

School building	Grade range	Rating	Oct. 2009 cohort	In same building, May 2011 (%)
Ottawa River Elementary School	K-8	B	405	89.1
Beverly Elementary School	K-6	A	297	81.5
Old West End Academy Elementary School	K-8	B	286	81.1
Toledo Technology Academy High School	9-12	A	139	80.6
Harvard Elementary School	K-6	B	338	80.5
Grove Patterson Academy Elementary School	K-8	B	354	79.4
Byrnedale Middle School	7-8	C	283	76.7
Elmhurst Elementary School	K-5	A	312	75.0
Hawkins Elementary School	K-5	C	371	72.8
Arlington Elementary School	K-6	B	374	72.2
Crossgates Elementary School	K-6	B	333	72.1
Oakdale Elementary School	K-6	C	411	71.8
Longfellow Elementary School	K-5	B	505	70.9
Toledo Early College High School	9-12	A	178	69.7
Burroughs Elementary School	K-6	C	381	69.6
Birmingham Elementary School	K-8	C	316	68.4
Whittier Elementary School	K-5	C	441	67.6
DeVeaux Middle School	6-8	C	672	67.4
Riverside Elementary School	K-6	D	346	67.3
Ella P. Stewart Academy for Girls	K-5	D	178	66.9
Larchmont Elementary School	K-6	B	322	65.8
Raymer Elementary School	K-6	C	403	65.8
Bowsher High School	9-12	B	1,027	64.6
Edgewater Elementary School	K-5	B	190	64.2
Glendale-Feilbach Elementary School	K-6	C	398	63.8
East Broadway Middle School	7-8	C	241	63.1
Navarre Elementary School	K-6	C	362	62.4
Robinson Middle School	6-8	F	291	61.2
Old Orchard Elementary School	K-5	B	194	60.8
Garfield Elementary School	K-6	C	360	60.3

Source: CRP analysis of ODE enrollment records

Note: Table 6 is limited to school buildings with average daily enrollment of at least 50 students in school year 2010–2011.

Table 7. TPS: 30 least stable school buildings, October 2009–May 2011

School building	Grade range	Rating	Oct. 2009 cohort	In same building, May 2011 (%)
Navarre Elementary School	K-6	C	362	62.4
Robinson Middle School	6-8	F	291	61.2
Old Orchard Elementary School	K-5	B	194	60.8
Garfield Elementary School	K-6	C	360	60.3
Leverette Middle School	7-8	D	222	59.0
McKinley Elementary School	K-5	C	260	58.1
McTigue Middle School	6-8	D	379	57.5
Pickett Elementary School	K-5	F	288	56.6
Start High School	9-12	A	1,207	55.6
Sherman Elementary School	K-6	F	325	54.2
Marshall Elementary School	K-5	D	200	54.0
Chase STEM Academy	K-6	C	193	53.4
Keyser Elementary School	K-5	D	303	52.8
Glenwood Elementary School	K-5	F	223	52.5
Waite High School	9-12	C	920	51.6
East Side Central Elementary School	K-6	C	400	51.5
Reynolds Elementary School	K-5	D	405	51.4
Westfield Elementary School	K-5	D	279	49.8
Walbridge Elementary School	K-5	B	214	49.5
Lagrange Elementary School	K-6	F	292	48.3
Rosa Parks Elementary School	K-5	F	226	46.9
Spring Elementary School	K-6	F	303	46.2
Rogers High School	9-12	B	829	45.6
Woodward High School	9-12	D	664	45.5
Samuel M. Jones at Gunckel Park Middle School	6-8	F	275	42.9
Fulton Achievement Center	1-12	NA	140	42.1
Business Technology and Industry Academy	9-12	F	14	28.6
Martin Luther King Academy for Boys Elementary School	K-5	C	235	18.7
Allied Health Academy	9-12	F	19	5.3
Scott High School	9-12	NA	568	1.4

Source: CRP analysis of ODE enrollment records

Note: Table 7 is limited to school buildings with average daily enrollment of at least 50 students in school year 2010–2011.

Stability for charter schools

Stability rates for many of the public charter schools in the Toledo Area were low (Table 8). Only six of the largest charter schools had stability rates of 70% or more, while 16 schools had rates of less than 50%. The least stable charter schools are primarily dropout recovery schools

Table 8. Toledo Area: Stability rates for charter schools, October 2009–May 2011

School <i>e-charters in italics</i> *Dropout recovery school (District location if other than CCS)	Grade range	Rating	Econ. disadv. (%)	Oct. 2009 cohort	In same building, May 2011 (%)
The Autism Academy Of Learning	K-12	NA	80.6	43	93.0
Autism Model School (Washington)	K-12	NA	47.8	79	88.6
Toledo School For The Arts	6-12	A	35.4	457	87.5
Madison Avenue School of Arts	K-5	D	55.2	312	75.3
Bennett Venture Academy	K-8	C	80.2	650	72.9
Summit Academy Secondary School - Toledo	8-12	D	79.0	66	72.7
Wildwood Environmental Academy (Springfield Local)	K-12	C	50.4	156	69.2
Eagle Academy	K-12	D	52.0	223	69.1
Clay Avenue Community School	K-12	D	67.1	330	67.0
Summit Academy Community School-Toledo	K-10	F	76.9	162	65.4
Winterfield Venture Academy	K-8	D	91.9	586	64.7
Imani Learning Academy	K-8	D	84.9	152	62.5
Central Academy of Ohio	K-12	C	98.3	52	61.5
<i>Alternative Education Academy</i>	K-12	D	62.1	99	60.6
Knight Academy	5-8	C	41.4	78	59.0
Horizon Science Academy Toledo	K-12	C	73.7	248	58.9
<i>Ohio Connections Academy, Inc</i>	K-12	B	53.7	85	57.6
Toledo Preparatory Academy	6-12	F	-	86	57.0
<i>Ohio Virtual Academy</i>	K-12	B	58.4	708	56.1
L. Hollingworth School for Talented and Gifted	K-8	C	88.5	84	54.8
<i>Electronic Classroom Of Tomorrow</i>	K-12	C	75.3	247	52.6
<i>Buckeye OnLine School for Success</i>	K-12	C	56.1	87	51.7
Lake Erie Academy	K-8	F	94.7	148	50.7
Aurora Academy	K-8	C	97.9	140	48.6
Horizon Science Academy-Springfield Local	K-12	B	87.4	241	47.3
Toledo Preparatory and Fitness Academy	K-8	A	89.1	111	46.8
Bridge Academy of Ohio	K-5	C	84.8	92	44.6
Star Academy of Toledo	K-12	C	94.1	204	41.2
<i>Treca Digital Academy*</i>	K-12	D	70.2	71	40.8
Meadows Choice Community	K-9	D	93.6	172	39.0
The Maritime Academy of Toledo	5-12	D	74.7	212	34.4
Polly Fox Academy Community School*	7-12	F	96.9	69	30.4
Achieve Career Preparatory Academy*	9-12	F	97.1	181	26.5
Victory Academy of Toledo	K-8	F	95.3	145	23.4
Phoenix Academy Community School*	7-12	F	26.5	382	21.7
Eagle Learning Center (Oregon)*	9-12	F	-	100	15.0
Life Skills Center Of Toledo*	9-12	D	92.3	213	9.9
Glass City Academy*	11-12	C	-	105	7.6
Northpointe Academy	K-12	D	-	69	0.0

Source: CRP analysis of ODE enrollment records

Note: Table 8 is limited to charter schools with average daily enrollment of at least 50 students in school year 2010-2011, and in operation during both school years 2009-2010 and 2010-2011.

3.3 Churn rate

What is the number and rate of total school year moves (admissions and withdrawals) for each district and building during a school year?

District churn rate for Toledo Area districts

There were more than 8,000 admissions to and withdrawals from schools in the 14 Toledo Area Ring 1 districts during the 2010-2011 school year. For most of these districts, churn in grades K-8 resulted in a net gain of students (more admissions than withdrawals), while the churn in grades 9-12 produced a net loss of students (more withdrawals than admissions).

Toledo Public Schools

- Among all of the Toledo Area Ring 1 districts, TPS had the greatest gap between the grades K-8 churn rate (16.5%) and the rate for grades 9-12 (31.1%) (Table 9).
- Compared to the 15 districts designated as Major Urban by ODE (Table i), TPS had the 8th highest grades K-8 churn rate and the highest grades 9-12 churn rate. Akron City Schools had the lowest grades K-8 churn rate (12.3%), while East Cleveland City Schools had the greatest churn, with a rate of 23.9% for grades K-8. Cincinnati City Schools had the lowest churn rate for grades 9-12 (15.2%).

Other Toledo Area Districts

- No Ring 1 districts had churn rates of more than 20% for either grades K-8 or grades 9-12. Ottawa Hills and Anthony Wayne had churn rates of less than 5% for grades K-8 and grades 9-12.
- In the Toledo Area (Rings 1 and 2), more than half of all districts (16 of 27) have a higher churn rate for grades K-8 than for grades 9-12 (see Maps 5 and 6).

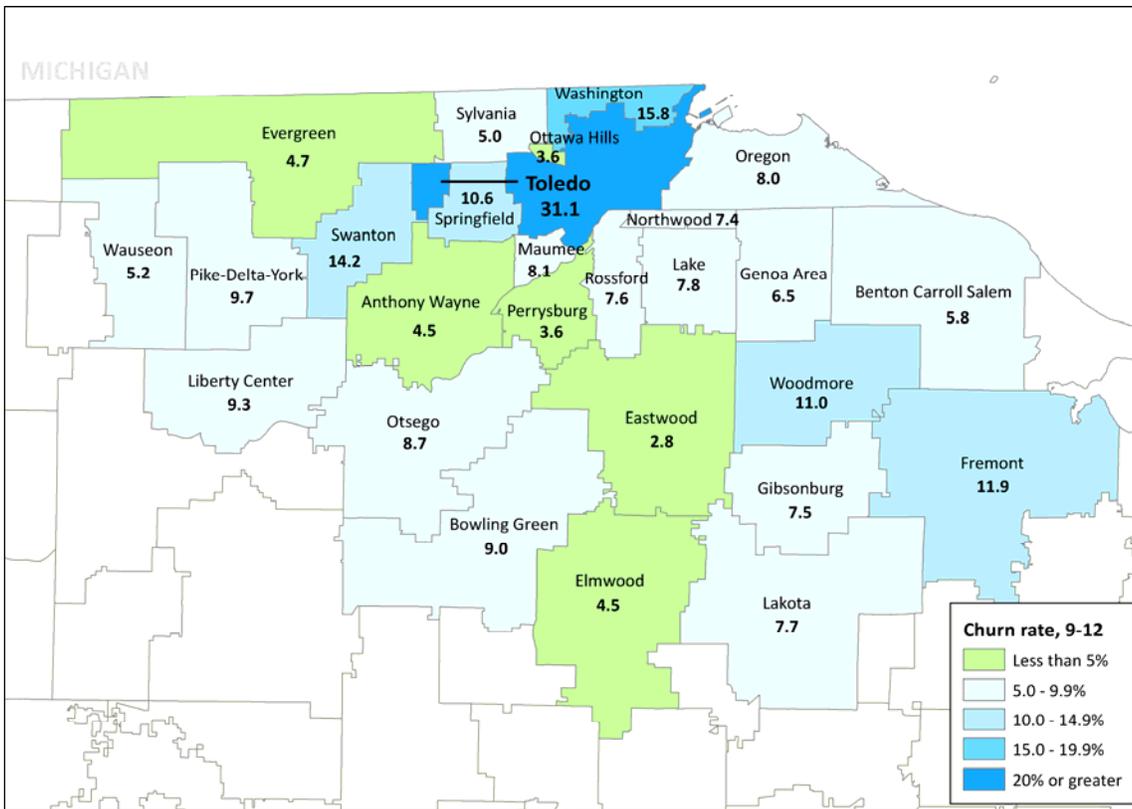
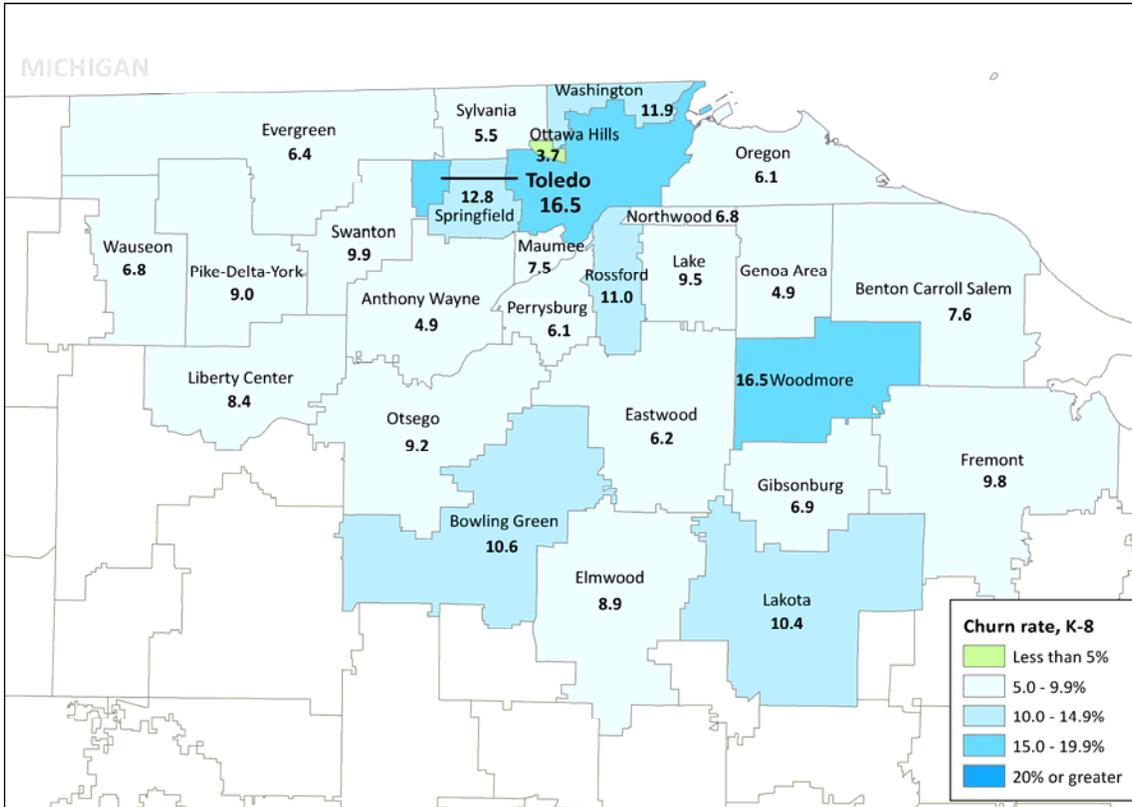
Table 9. Toledo Area Ring 1 Districts: One-year churn rates, grades K-8 and 9-12, school year 2010-2011

District	Grades K-8				Grades 9-12				K-12 churn rate (%)
	Oct. 2010 enroll.	Admits	Withdrawals	Churn rate (%)	Oct. 2010 enroll.	Admits	Withdrawals	Churn rate (%)	
Ottawa Hills	694	17	9	3.7	305	3	8	3.6	3.7
Anthony Wayne	3,033	76	72	4.9	1,299	26	32	4.5	4.8
Sylvania	4,954	137	133	5.5	2,496	40	86	5.0	5.3
Perrysburg	3,243	103	96	6.1	1,273	12	34	3.6	5.4
Evergreen	830	28	25	6.4	385	5	13	4.7	5.8
Oregon	2,656	92	71	6.1	1,252	21	79	8.0	6.7
Northwood	651	23	21	6.8	270	11	9	7.4	6.9
Maumee	1,737	77	53	7.5	850	18	51	8.1	7.7
Lake	1,109	51	54	9.5	423	16	17	7.8	9.0
Rossford	1,233	81	55	11.0	489	14	23	7.6	10.0
Swanton	906	50	40	9.9	395	24	32	14.2	11.2
Springfield Local	2,776	162	192	12.8	966	41	61	10.6	12.2
Washington	4,552	265	278	11.9	2,088	103	226	15.8	13.1
Toledo	17,068	1,044	1,768	16.5	6,781	492	1,618	31.1	20.6
Total Ring 1	45,442	2,206	2,867		19,272	826	2,289		

Source: CRP analysis of ODE enrollment records

Note: Grade is based on a student's highest grade level during school year 2010-2011.

Maps 5 and 6. Toledo Area: One-year district churn rate for grades K-8 and 9-12, school year 2010-2011



Source: CRP analysis of ODE enrollment records

Building churn rate for Toledo Public Schools

The TPS schools with the lowest churn rates are specialty or magnet schools (Table 10). TPS buildings with the highest churn rates have school year admissions and withdrawals equivalent to one-third to more than one-half of total enrollment (Table 11).

Table 10. TPS: 25 lowest building churn rates, school year 2010–2011

School building	Grade range	Rating	Econ. Disadv. (%)	Oct. 2010 enroll.	Churn rate (%)
Grove Patterson Academy Elementary School	K-8	B	49.1	382	3.9
Allied Health Academy	9-12	F	86.3	263	4.2
Old West End Academy Elementary School	K-8	B	76.2	293	5.1
Toledo Early College High School	9-12	A	44.3	202	5.4
Business Technology and Industry Academy	9-12	F	85.5	290	8.3
Ottawa River Elementary School	K-8	B	58.8	487	8.8
Elmhurst Elementary School	K-5	A	31.8	354	9.6
Harvard Elementary School	K-6	B	49.7	395	9.9
Toledo Technology Academy High School	9-12	A	51.5	181	10.5
Whittier Elementary School	K-5	C	75.9	499	14.0
Beverly Elementary School	K-6	A	34.7	338	14.8
Glendale-Feilbach Elementary School	K-6	C	66.0	438	14.8
Longfellow Elementary School	K-5	B	71.8	579	15.4
Oakdale Elementary School	K-6	C	86.7	449	16.9
Burroughs Elementary School	K-6	C	83.0	437	18.3
Crossgates Elementary School	K-6	B	53.5	390	18.5
Edgewater Elementary School	K-5	B	79.1	192	19.8
Arlington Elementary School	K-6	B	76.6	429	20.0
Byrnedale Middle School	7-8	C	63.0	578	20.1
Larchmont Elementary School	K-6	B	65.9	409	20.8
Old Orchard Elementary School	K-5	B	81.6	235	23.4
DeVeaux Middle School	6-8	C	71.8	851	23.5
Hawkins Elementary School	K-5	C	65.7	469	25.4
Birmingham Elementary School	K-8	C	94.7	334	25.7
Bowsher High School	9-12	B	50.8	1,430	27.3

Source: CRP analysis of ODE enrollment records

Note: Tables 10 and 11 are limited to school buildings with average daily enrollment of at least 50 students in school year 2010–2011.

Table 11. TPS: 25 highest building churn rates, school year 2010–2011

School building	Grade range	Rating	Econ. Disadv. (%)	Oct. 2010 enroll.	Churn rate (%)
Leverette Middle School	7-8	D	98.6	405	33.8
Garfield Elementary School	K-6	C	90.7	353	34.3
McTigue Middle School	6-8	D	78.4	534	34.6
East Broadway Middle School	7-8	C	91.4	459	35.1
Navarre Elementary School	K-6	C	94.9	429	35.7
Start High School	9-12	A	51.8	1,390	36.5
Woodward High School	9-12	D	84.3	760	36.8
Rosa Parks Elementary School	K-5	F	96.6	252	36.9
Marshall Elementary School	K-5	D	97.2	206	37.9
Riverside Elementary School	K-6	D	98.7	385	38.4
Rogers High School	9-12	B	60.9	836	39.5
Martin Luther King Academy for Boys Elementary	K-5	C	97.9	243	41.6
Chase STEM Academy	K-6	C	94.1	196	42.3
Waite High School	9-12	C	81.4	1,152	43.0
Pickett Elementary School	K-5	F	99.1	372	43.8
Walbridge Elementary School	K-5	B	96.5	245	48.6
Glenwood Elementary School	K-5	F	97.6	300	50.0
East Side Central Elementary School	K-6	C	95.8	392	50.0
Lagrange Elementary School	K-6	F	99.3	281	51.2
Sherman Elementary School	K-6	F	98.9	343	51.6
Spring Elementary School	K-6	F	98.4	310	51.6
Samuel M. Jones at Gunckel Park Middle School	6-8	F	97.5	354	54.5
Westfield Elementary School	K-5	D	99.0	275	61.1
Fulton Achievement Center	1-12	NA	92.8	105	72.4
Scott High School	9-12	NA	84.0	205	149.3

Building churn rate for physical charter schools

Physical charter schools in the Toledo Area (Table 12) range from very high—primarily dropout recovery schools—to those with rates below 15%. Overall, many of these schools are more stable than are TPS schools

Table 12. Toledo Area: Churn rates for physical charter schools, school year 2010–2011

School (District location if other than TPS) *Dropout recovery school	Grade range	Rating	Econ. disadv. (%)	Oct. 2010 enroll.	Churn rate
Toledo School For The Arts	6-12	A	35.4	542	1.5
The Autism Academy Of Learning	K-12	NA	80.6	53	1.9
Autism Model School (Washington)	K-12	NA	47.8	89	7.9
Central Academy of Ohio	K-12	C	98.3	61	8.2
Madison Avenue School of Arts	K-5	D	55.2	406	8.6
Summit Academy Secondary School - Toledo	8-12	D	79.0	79	8.9
Bennett Venture Academy	K-8	C	80.2	739	10.6
Imani Learning Academy	K-8	D	84.9	186	10.8
Bridge Academy of Ohio	K-5	C	84.8	90	11.1
Clay Avenue Community School	K-12	D	67.1	354	11.6
Summit Academy Community School-Toledo	K-10	F	76.9	164	12.8
Winterfield Venture Academy	K-8	D	91.9	619	15.3
Horizon Science Academy-Springfield Local	K-12	B	87.4	251	16.7
Aurora Academy	K-8	C	97.9	143	18.9
Wildwood Environmental Academy (Springfield Local)	K-12	C	50.4	290	19.0
Toledo Preparatory and Fitness Academy	K-8	A	89.1	97	21.6
L. Hollingworth School for Talented and Gifted	K-8	C	88.5	183	22.4
Eagle Academy	K-12	D	52.0	287	23.3
Northpointe Academy	K-12	D	-	284	23.6
Horizon Science Academy Toledo	K-12	C	73.7	273	26.7
Knight Academy	5-8	C	41.4	191	27.2
The Maritime Academy of Toledo	5-12	D	74.7	225	28.9
Meadows Choice Community	K-9	D	93.6	155	40.6
Star Academy of Toledo	K-12	C	94.1	186	43.0
Lake Erie Academy	K-8	F	94.7	207	45.4
Toledo Preparatory Academy	6-12	F	-	107	49.5
Victory Academy of Toledo	K-8	F	95.3	100	63.0
Achieve Career Preparatory Academy*	9-12	F	97.1	236	72.9
Polly Fox Academy Community School*	7-12	F	96.9	127	96.9
Glass City Academy*	11-12	C	-	166	134.9
Eagle Learning Center (Oregon)*	9-12	F	-	120	135.0
Phoenix Academy Community School*	7-12	F	26.5	717	138.6
Life Skills Center Of Toledo*	9-12	D	92.3	190	180.5

Source: CRP analysis of ODE enrollment records

Note: Table 12 is limited to charter schools with average daily enrollment of at least 50 students in school year 2010-2011.

4.0 Mobility patterns

4.1 Section overview and key concepts

This section of the report examines the patterns of student movement between school districts and buildings and between public districts and charter schools, as well as the characteristics of origin and destination schools. The analysis of mobility patterns includes: (1) district and building mobility patterns, (2) report card ratings of origin and destination schools, and (3) inter-district open enrollment analysis.

This report provides an overview of mobility patterns among Toledo Area schools. Additional mobility pattern data for districts, buildings, and charter schools can be found in the Appendix and online spreadsheets www.researchpartners.org.

Mobility patterns: districts and buildings that exchange students

How many unique students did pairs of buildings or districts have in common (i.e. a student was enrolled in both at some point in time) over two school years? What was the direction of movement (origin and destination) between these districts and buildings?

- **District mobility patterns:** The number of unique students enrolled in two school districts, or a district and a charter school, at some point over two school years (2009-2010 and 2010-2011).
- **Building mobility patterns:** The number of unique students enrolled in two school buildings at some point over two school years (2009-2010 and 2010-2011), including buildings within the same district and buildings in different districts

Data notes

- The mobility patterns analysis includes all combinations of: public school districts and buildings, physical charter schools, and e-charter schools. Vocational schools are excluded. A small percentage of results from dual enrollment; however, most involve non-overlapping enrollment periods.
- A student is counted only once, even if they move between a pair of schools more than once.

Origin and destination ratings: report card rating of schools that exchange students

What is the performance rating of the destination school of mobile students, compared to that of the school of origin?

- **Origin and destination performance ratings:** The school year 2010-2011 state report card rating of the origin and destination schools for the most recent move of students who changed schools during a two school year period (2009-2010 and 2010-2011).

Data notes

- Statewide, 20% of students who withdraw from an Ohio public school have no enrollment destination information in EMIS the following October.

Inter-district open enrollment

How many students are enrolled in a district, which is not their district of residence, through open enrollment?

- **Open enrollment, incoming:** Number and percent of students attending a school in a district through open enrollment policy.
- **Open enrollment, outgoing:** Number and percent of public school students residing in a district, but attending a different district through open enrollment policy.

Data notes

- Open enrollment is the most common reason, but not the only reason, that a student may reside in one district, but attend another.

4.2 District mobility patterns

How many unique students did pairs of districts have in common (i.e. a student was enrolled in both at some point in time) over two school years? What was the direction of movement (origin and destination) between these districts?

District mobility patterns between TPS and other districts

Over two school years, the 44 public districts in the Toledo Area exchanged 4,773 students. The largest numbers of exchanges were between districts in close proximity to each other, but TPS also exchanged students with other Major Urban districts, including Dayton and Cleveland. Five Toledo Area districts exchanged at least 100 students with TPS. The largest number of exchanges (more than 200) were with the Washington, Springfield Local, and Sylvania districts (Table 13; Maps 7 and 8).

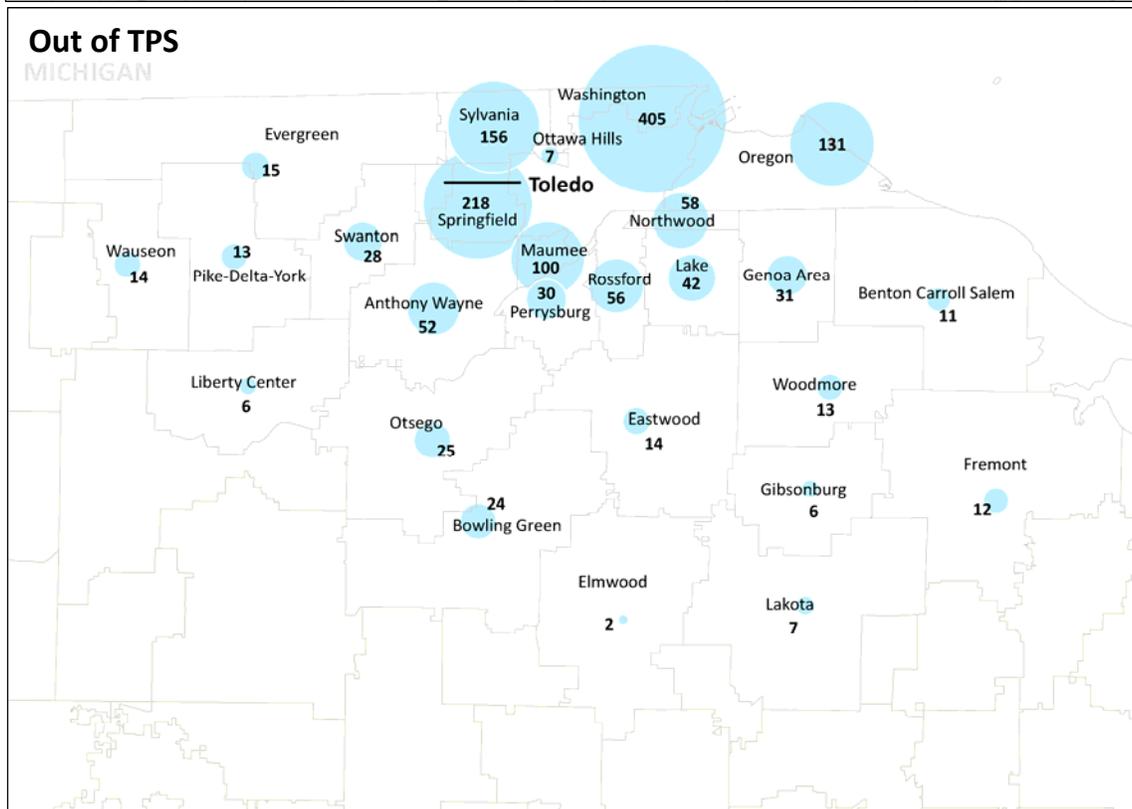
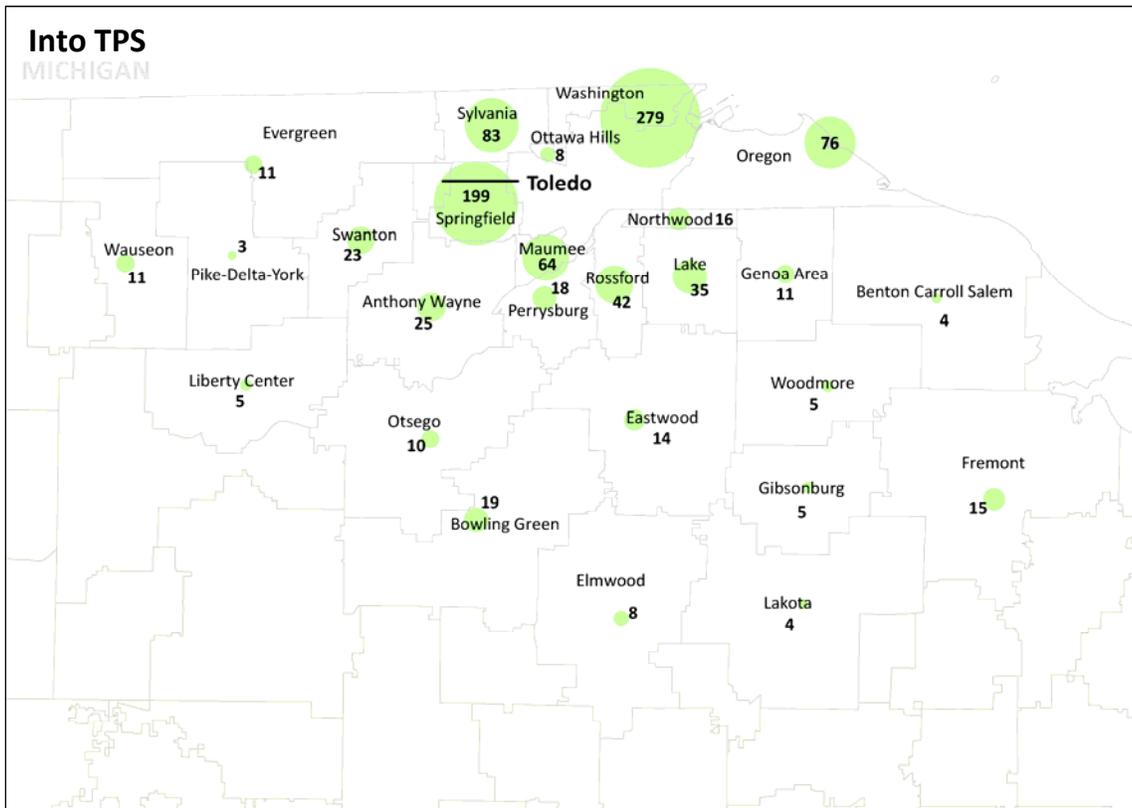
Table 13. Top 30 districts that exchanged students with TPS, October 2009–May 2011

District	Location	District rating	Econ. Disadv. (%)	Total students exchanged	Grades K–7		Grades 8–11	
					To TPS	From TPS	To TPS	From TPS
Washington	Ring 1	B	53.3	684	196	292	83	113
Springfield Local	Ring 1	A	36.2	417	161	173	38	45
Sylvania	Ring 1	A	18.0	239	60	119	23	37
Oregon	Ring 1	B	41.0	207	56	94	20	37
Maumee	Ring 1	A	31.7	164	47	78	17	22
Rossford	Ring 1	A+	46.4	98	33	45	9	11
Columbus	Other Ohio	C	81.9	83	32	21	20	10
Anthony Wayne	Ring 1	A	12.9	77	16	42	9	10
Lake	Ring 1	A	38.7	77	29	33	6	9
Northwood	Ring 1	A+	42.6	74	7	45	9	13
Swanton	Ring 1	A	43.5	51	13	14	10	14
Perrysburg	Ring 1	A	12.0	48	11	23	7	7
Bowling Green	Ring 2	A+	34.4	43	16	17	3	7
Genoa Area	Ring 2	B	32.5	42	6	24	5	7
Otsego	Ring 2	A	28.4	35	8	21	2	4
Cleveland	Other Ohio	D	95.5	32	6	8	6	12
Eastwood	Ring 2	A	19.1	28	10	11	4	3
Fremont	Ring 2	B	58.7	27	12	6	3	6
Evergreen	Ring 1	A	29.4	26	7	12	4	3
Wauseon	Ring 2	A	38.5	25	7	13	4	1
Dayton	Other Ohio	C	92.5	22	13	6	0	3
Findlay	Other Ohio	A	41.0	22	11	8	3	0
Lima	Other Ohio	C	80.8	20	4	6	5	5
Fostoria	Other Ohio	C	76.1	19	9	5	1	4
Sandusky	Other Ohio	C	75.6	18	5	8	2	3
Woodmore	Ring 2	A+	23.9	18	4	10	1	3
Pike-Delta-York	Ring 2	A	37.8	16	2	9	1	4
Ottawa Hills	Ring 1	A	-	15	7	6	1	1
Benton Carroll Salem	Ring 2	A	30.8	15	3	9	1	2
Napoleon Area	Other Ohio	A	38.9	14	3	6	3	2
Total top 30 districts				2,656	794	1,164	300	398

Source: CRP analysis of ODE enrollment records

Notes: Grade is the student's highest grade level during school year 2009–10. A student may have been enrolled in another district, charter school, or outside the Ohio public system between the periods of enrollment in the districts paired above. For example, a student who moves from TPS to Washington to Springfield Local schools would be included in two pairs: TPS/Washington and TPS/Springfield Local. Totals include only those students for whom grade level is available for school year 2009–10.

Maps 7 and 8. Students moving between TPS and another district in the Toledo Area, October 2009–May 2011



Source: CRP analysis of ODE enrollment records

District mobility patterns among Toledo Area districts

Over two years, there were 2,392 student exchanges among the 25 largest Toledo Area districts (excluding TPS) (Table 14). The Springfield Local, Washington, and Sylvania districts had the most inter-district exchanges, with Washington and Sylvania exchanging 124 students.

Table 14. Toledo Area largest 25 districts (excluding TPS): Students exchange between pairs of districts, October 2009–May 2011

DESTINATION DISTRICT																									
ORIGIN DISTRICT	Anthony Wayne	Benton Carroll Salem	Bowling Green	Eastwood	Elmwood	Evergreen	Fremont	Genoa Area	Gibsonburg	Lake-Wood	Lakota	Liberty Center	Maumee	Northwood	Oregon	Otsego	Perrysburg	Pike-Delta-York	Rossford	Springfield Local	Swanton	Sylvania	Washington	Wauseon	Woodmore
Anthony Wayne		1	4	-	2	12	-	5	1	2	-	3	11	-	1	4	21	5	2	13	24	9	7	3	1
Benton Carroll Salem	1		-	1	1	-	8	8	3	4	2	-	-	1	10	-	-	-	6	1	4	3	1	-	7
Bowling Green	9	-		15	21	1	5	-	1	4	2	4	2	2	-	31	22	1	13	5	1	-	6	-	-
Eastwood	2	2	11		-	-	-	7	1	7	2	1	-	2	6	3	4	-	10	-	-	3	1	-	1
Elmwood	-	-	26	7		-	1	-	1	-	11	-	-	1	1	-	1	1	1	1	3	-	-	-	1
Evergreen	1	-	-	-	-		-	-	-	-	-	4	1	-	-	1	1	5	1	2	9	5	2	16	-
Fremont	1	8	3	1	-	1		-	13	1	10	1	1	-	2	2	-	2	1	1	1	4	1	-	8
Genoa Area	-	8	-	1	1	-	-		-	8	-	1	-	1	6	-	2	-	4	2	-	-	3	-	13
Gibsonburg	1	3	-	1	1	-	21	-		1	4	1	-	-	6	-	1	1	-	-	-	-	-	-	5
Lake-Wood	5	-	3	8	3	2	1	17	-		1	1	2	11	15	3	6	-	15	6	-	4	7	-	6
Lakota	-	1	6	-	7	-	7	-	7	1		-	-	-	-	4	1	-	-	4	-	-	5	-	4
Liberty Center	3	-	-	-	-	3	-	1	-	-	-		1	-	4	1	-	14	1	-	4	1	1	7	2
Maumee	14	-	6	2	-	2	-	-	1	-	-	-		-	1	2	6	3	4	18	5	11	14	1	1
Northwood	1	1	-	-	2	1	-	1	-	9	2	-	3		19	1	3	1	12	3	-	2	4	1	1
Oregon	9	2	1	3	3	-	1	15	1	22	3	-	2	16		-	6	-	15	9	5	8	17	-	-
Otsego	5	-	48	5	4	-	4	1	1	4	3	3	-	-	6		2	-	4	5	2	2	6	5	-
Perrysburg	12	-	8	2	-	2	1	3	-	5	-	-	9	-	8	2		3	10	20	4	8	3	1	-
Pike-Delta-York	4	-	2	-	-	10	-	3	-	1	-	12	4	-	1	-	3		1	4	17	5	1	21	-
Rossford	3	-	6	9	4	-	1	4	-	5	1	2	6	8	6	1	21	-		5	-	1	14	-	2
Springfield Local	21	4	4	1	1	7	6	2	-	5	-	6	18	3	9	5	21	8	12		20	54	58	5	3
Swanton	9	1	1	-	-	14	-	4	1	-	-	2	6	-	8	-	3	14	1	4		3	7	10	1
Sylvania	10	3	3	-	-	1	1	1	3	2	1	-	13	2	8	4	8	4	2	34	6		44	-	3
Washington	10	4	12	8	3	1	1	1	-	9	1	1	12	5	14	-	5	-	8	35	5	80		-	2
Wauseon	-	-	-	1	-	5	-	1	-	-	-	5	-	-	4	-	1	18	2	2	3	2	2		-
Woodmore	1	5	-	5	-	-	1	7	3	2	2	-	-	9	6	-	1	-	1	3	1	-	4	-	

Source: CRP analysis of ODE enrollment records

District mobility patterns between Toledo Public Schools and charter schools

Over two years, the 30 largest charter schools exchanged a total of 4,574 students with TPS schools. Eight charter schools exchanged at least 150 students with TPS, led by Phoenix Academy Community School (854) and Achieve Career Preparatory Academy (245). Two e-charters were among the top ten charter schools that exchanged students with TPS (Table 15). For both grades K-7 and 8-11, more students went to charter schools from TPS (2,701) than came to TPS charter schools from TPS (1,873).

Table 15. Top 30 charter schools in students exchanged with TPS, October 2009–May 2011

Charter school <i>e-charters in italics</i> *Dropout recovery school	Rating	Econ. disadv. (%)	Total students exchanged	Grades K–7		Grades 8–11	
				To TPS	From TPS	To TPS	From TPS
Phoenix Academy Community School*	F	26.5	854	8	55	136	655
Achieve Career Preparatory Academy*	F	95.5	245	0	1	72	172
Bennett Venture Academy	C	80.2	222	102	76	43	1
Life Skills Center Of Toledo*	D	92.3	222	0	0	36	186
Winterfield Venture Academy	D	91.9	212	119	62	31	0
<i>Ohio Virtual Academy</i>	B	55.3	177	38	54	33	52
Horizon Science Academy-Springfield Local	B	87.4	177	53	91	32	1
Star Academy of Toledo	C	94.1	168	86	66	14	2
The Maritime Academy of Toledo	D	74.7	143	31	41	45	26
<i>Electronic Classroom Of Tomorrow</i>	C	76.9	134	17	19	21	77
Glass City Academy*	C	-	131	0	0	7	124
Horizon Science Academy Toledo	C	73.7	130	0	0	70	60
Madison Avenue School of Arts	D	55.2	119	63	56	0	0
Eagle Academy	D	52.0	118	38	72	7	1
Clay Avenue Community School	D	67.1	117	75	42	0	0
Academy Of Business & Tech	NA	-	115	99	0	15	1
Northpointe Academy	D	-	113	26	75	8	4
Horizon Science Academy Toledo Downtown	D	92.2	111	27	83	0	1
Polly Fox Academy Community School*	F	95.5	103	2	3	14	84
Knight Academy	C	41.4	98	13	71	12	2
Victory Academy of Toledo	F	95.5	96	47	36	13	0
Lake Erie Academy	F	94.7	96	48	48	0	0
Imani Learning Academy	D	84.9	94	50	35	9	0
Meadows Choice Community	D	93.6	94	41	39	13	1
Aurora Academy	C	95.5	92	43	41	8	0
Paul Laurence Dunbar Academy	NA	-	86	58	15	11	2
L. Hollingworth School for Talented and Gifted	C	88.5	85	20	65	0	0
Englewood Peace Academy	NA	-	84	69	2	13	0
Wildwood Environmental Academy	C	50.4	72	18	35	4	15
Toledo School For The Arts	A	35.4	66	2	43	13	8
Total top 30 charter schools			4,574	1,193	1,226	680	1,475

Source: CRP analysis of ODE enrollment records

Note: Grade is based on a student's highest grade level during school year 2009–2010.

TPS mobility patterns summary: other districts and charters

Over two school years, 6,776 unique students transferred between TPS and another Ohio district or charter school (Table 16). Of these:

- 39% moved to or from another district
- 56% moved to or from a physical charter school
- 5% moved to or from an e-charter school

The largest number of moves to and from other districts or charters occurred among 9th grade students (986), followed by 8th grade (621), kindergarten (579), and 1st grade (521).

Table 16. Students moving into or out of TPS by grade and origin/destination type, Oct. 2009–May 2011

Grade	Another public district		Physical charter school		E-charter school	
	To TPS	From TPS	To TPS	From TPS	To TPS	From TPS
All grades	905	1,726	1,345	2,458	93	249
K	108	211	124	118	7	11
1	102	180	103	122	3	11
2	92	157	98	130	5	7
3	70	153	105	126	2	8
4	69	144	82	124	5	7
5	51	135	88	196	4	11
6	57	141	100	159	9	9
7	67	112	117	118	8	23
8	45	142	208	176	12	38
9	65	142	134	549	23	73
10	53	94	58	275	7	22
11	34	32	48	208	6	13
12	11	13	26	111	1	7
NA	81	70	54	46	1	9

Source: CRP analysis of ODE enrollment records

Note: Grade is based on a student's highest grade level during school year 2009–2010; NA- grade level not available.

4.3 Building mobility patterns

How many unique students did pairs of buildings have in common (i.e. a student was enrolled in both at some point in time) over two school years? What was the direction of movement (origin and destination) between these buildings?

Exchanges between Toledo Public Schools buildings and buildings in other districts

Because of their size, the largest numbers of TPS inter-district building moves occurred at the high school level. Only ten of the top exchange pairs involved elementary schools. TPS Start, Bowsher, and Rogers high schools exchanged a total of at least 50 students each with high schools in the Washington, Springfield Local Local, Maumee, and Sylvania districts (Table 17). DeVeaux Middle School was the only other TPS school to exchange at total of at least 50 students with schools in other districts—those being the Washington and Springfield Local districts

Table 17. TPS and other districts: Building pairs that exchanged the most students, October 2009–May 2011

TPS school building (X)	Rating Bldg. X	School building in another district (Y)	District of Building Y	Rating Bldg. Y	Students exchanged
Start High	A	Whitmer High	Washington	B	60
Waite High	C	Clay High	Oregon	B	33
McTigue Middle	D	Springfield Local Middle	Springfield Local-Lucas County	A	32
Bowsher High	B	Whitmer High	Washington	B	24
Rogers High	B	Springfield Local High	Springfield Local-Lucas County	A	22
Rogers High	B	Whitmer High	Washington	B	21
Scott High	NA	Whitmer High	Washington	B	19
DeVeaux Middle	C	Jefferson Junior High	Washington	A+	19
Hawkins Elementary	C	Dorr Street Elementary	Springfield Local-Lucas County	A	18
Byrnedale Middle	C	Springfield Local Middle	Springfield Local-Lucas County	A	18
Bowsher High	B	Springfield Local High	Springfield Local-Lucas County	A	17
Woodward High	D	Whitmer High	Washington	B	17
DeVeaux Middle	C	Washington Junior High	Washington	B	17
Whittier Elementary	C	Greenwood Elementary	Washington	B	16
Bowsher High	B	Maumee High	Maumee	A	15
Waite High	C	Whitmer High	Washington	B	15
Start High	A	Springfield Local High	Springfield Local-Lucas County	A	14
DeVeaux Middle	C	Whitmer High	Washington	B	14
Crossgates Elementary	B	Springfield Local Middle	Springfield Local-Lucas County	A	13
Longfellow Elementary	B	Greenwood Elementary	Washington	B	12
DeVeaux Middle	C	Springfield Local Middle	Springfield Local-Lucas County	A	12
Longfellow Elementary	B	Meadowvale Elementary	Washington	B	12
Reynolds Elementary	D	Holland Elementary	Springfield Local-Lucas County	B	11
Rogers High	B	Sylvania Southview High	Sylvania	A	11
Navarre Elementary	C	Hiawatha Elementary	Washington	A	11
Keyser Elementary	D	Dorr Street Elementary	Springfield Local-Lucas County	A	10
Oakdale Elementary	C	Coy Elementary	Oregon	B	10
Oakdale Elementary	C	Lake Elementary	Lake-Wood County	B	10

Source: CRP analysis of ODE enrollment records

Note: Limited to pair exchanging at least 10 unique students over two school years

Exchanges between Toledo Public Schools buildings and charter schools

Over two years, the TPS buildings and the charter schools that exchanged the most students exchanged a total of 1,534 students (Table 18). Of the exchanges in Table 18, 83% involved exchanges between a TPS high school or middle school and a dropout recovery charter school, and only 2% were with an e-school. Phoenix Academy Community School exchanged 844 students with nine TPS high schools and middle schools.

Table 18. TPS and charter schools: 30 building pairs that exchanged the most students, October 2009–May 2011

CCS school building (X)	Rating Bldg. X	Charter school (Y)		Rating Bldg. Y	Students exchanged
		<i>E-charter in italics</i>	*Dropout recovery school		
Start High School	A	Phoenix Academy Community School*		F	192
Waite High School	C	Phoenix Academy Community School*		F	167
Rogers High School	B	Phoenix Academy Community School*		F	105
Bowsher High School	B	Phoenix Academy Community School*		F	104
Woodward High School	D	Phoenix Academy Community School*		F	103
Scott High School	NA	Phoenix Academy Community School*		F	94
Woodward High School	D	Life Skills Center Of Toledo*		D	62
Scott High School	NA	Achieve Career Preparatory Academy*		F	61
Scott High School	NA	Life Skills Center Of Toledo*		D	57
Woodward High School	D	Achieve Career Preparatory Academy*		F	45
Scott High School	NA	Glass City Academy*		C	39
Waite High School	C	Eagle Learning Center*		F	33
East Broadway Middle School	C	Phoenix Academy Community School*		F	32
Reynolds Elementary School	D	Winterfield Venture Academy		D	30
DeVeaux Middle School	C	Bennett Venture Academy		C	30
Bowsher High School	B	Life Skills Center Of Toledo*		D	29
East Side Central Elementary School	C	Aurora Academy		C	28
Pickett Elementary School	F	Star Academy of Toledo		C	27
Waite High School	C	<i>Electronic Classroom Of Tomorrow</i>		C	27
Waite High School	C	Achieve Career Preparatory Academy*		F	26
Whittier Elementary School	C	Bennett Venture Academy		C	26
Woodward High School	D	Glass City Academy*		C	26
Keyser Elementary School	D	Winterfield Venture Academy		D	25
Woodward High School	D	Horizon Science Academy Toledo		C	25
McTigue Middle School	D	Winterfield Venture Academy		D	25
Waite High School	C	Life Skills Center Of Toledo*		D	24
Leverette Middle School	D	Phoenix Academy Community School*		F	24
Birmingham Elementary School	C	Eagle Academy		D	23
DeVeaux Middle School	C	Phoenix Academy Community School*		F	23
Rogers High School	B	Achieve Career Preparatory Academy*		F	22
					1534

Source: CRP analysis of ODE enrollment records

Exchanges between Toledo Public Schools buildings

Over the two school years, 2,870 TPS students made a non-promotional change of school within the TPS district. Of these, 71% occurred among students in grades K-4. Of the exchanges in Table 19, Rosa Parks Elementary was the most frequent receiving school, followed by Pickett Elementary and Spring Elementary. The most frequent sending schools were Glenwood Elementary, Martin Luther King Academy for Boys, and Lagrange Elementary.

Table 19. TPS buildings: 30 building pairs that exchanged the most students, October 2009–May 2011

TPS building (X)	Rating of building X	TPS building (Y)	Rating of building Y	Students exchanged
Martin Luther King Academy for Boys Elementary	C	Pickett Elementary	F	85
Ella P. Stewart Academy for Girls	D	Martin Luther King Academy for Boys Elementary	C	54
Sherman Elementary	F	Spring Elementary	F	51
Bowsher High	B	Rogers High	B	49
Glenwood Elementary	F	Rosa Parks Elementary	F	48
Walbridge Elementary	B	Westfield Elementary	D	44
East Side Central Elementary	C	Raymer Elementary	C	43
East Side Central Elementary	C	Navarre Elementary	C	41
Glenwood Elementary	F	Pickett Elementary	F	35
Leverette Middle	D	Robinson Middle	F	35
Glenwood Elementary	F	Martin Luther King Academy for Boys Elementary	C	34
Lagrange Elementary	F	Sherman Elementary	F	32
Martin Luther King Academy for Boys Elementary	C	Rosa Parks Elementary	F	32
Marshall Elementary	D	Walbridge Elementary	B	31
Pickett Elementary	F	Rosa Parks Elementary	F	31
Glenwood Elementary	F	Grove Patterson Academy Elementary	B	30
Riverside Elementary	D	Spring Elementary	F	29
Lagrange Elementary	F	Spring Elementary	F	28
Longfellow Elementary	B	Whittier Elementary	C	27
Byrnedale Middle	C	Samuel M. Jones at Gunckel Park Middle	F	26
DeVeaux Middle	C	Robinson Middle	F	25
Glenwood Elementary	F	Lagrange Elementary	F	25
Lagrange Elementary	F	Pickett Elementary	F	25
Marshall Elementary	D	Westfield Elementary	D	25
Lagrange Elementary	F	Rosa Parks Elementary	F	24
Navarre Elementary	C	Raymer Elementary	C	24
Pickett Elementary	F	Sherman Elementary	F	24
Robinson Middle	F	Samuel M. Jones at Gunckel Park Middle	F	24
Bowsher High	B	Start High	A	23
Chase STEM Academy	C	Rosa Parks Elementary	F	23

Source: CRP analysis of ODE enrollment records

4.4 Origin and destination performance ratings

What is the performance rating of the destination school of mobile students, compared to the rating of the school of origin?

Tables 20-25 display the school year 2010–2011 state report card performance rating of the origin school and destination school for the most recent move a student made over a two school year period, where one of the schools was in the TPS district. Green table cells denote a destination school that is at least two ratings higher than the origin school, and orange cells denote a destination that is at least two ratings lower than the origin schools. These tables exclude school changes involving a building with no rating available.

Exiting Toledo Public Schools for another district

Of the 1,638 students over two years who exited TPS for another district, 43.8% moved to a school with a performance rating at least two ratings *higher* than their TPS school of origin, while fewer than 1% moved to a school with a rating two or more ratings *lower* than their school of origin.

Table 20. Rating of origin and destination buildings for students exiting TPS for another district, Oct. 2009–May 2011

Rating of ORIGIN TPS school	Rating of DESTINATION school in other Ohio district					
	A+	A	B	C	D	F
Excellent with Distinction (A+)	0	0	0	0	0	0
Excellent (A)	4	67	66	4	2	0
Effective (B)	32	200	181	15	1	3
Continuous Improvement (C)	64	290	305	26	1	1
Academic Watch (D)	21	104	88	13	14	5
Academic Emergency (F)	9	53	51	6	8	4

Source: CRP analysis of ODE enrollment records

Entering Toledo Public Schools from another district

Of the 825 students over two years who entered TPS from another district, 1.0% moved to a TPS school with a performance rating at least two ratings *higher* than their school of origin, while 44.7% moved to a TPS school with a rating two or more ratings *lower* than their school of origin.

Table 21. Rating of origin and destination buildings for students entering TPS from another district, Oct. 2009–May 2011

Rating of ORIGIN school in other Ohio district	Rating of DESTINATION TPS school					
	A+	A	B	C	D	F
Excellent with Distinction (A+)	0	4	11	23	9	3
Excellent (A)	0	37	90	157	51	12
Effective (B)	0	36	89	141	60	37
Continuous Improvement (C)	0	2	8	11	6	6
Academic Watch (D)	0	0	4	4	3	8
Academic Emergency (F)	0	0	0	2	7	4

Source: CRP analysis of ODE enrollment records

Exiting Toledo Public Schools for a charter school

Of the 2,354 students over two years who left TPS for a charter school, 7.6% moved to a charter school with a performance rating at least two ratings *higher* than their TPS school of origin, while 35.3% moved to a charter school with a rating two or more ratings *lower* than their school of origin.

Table 22. Rating of origin and destination buildings for students exiting TPS for a public charter school (including e-charters), October 2009–May 2011

Rating of ORIGIN TPS school	Rating of DESTINATION charter school					
	A+	A	B	C	D	F
Excellent with Distinction (A+)	0	0	0	0	0	0
Excellent (A)	0	8	15	50	22	199
Effective (B)	0	36	39	121	99	208
Continuous Improvement (C)	0	16	63	184	189	252
Academic Watch (D)	0	10	65	107	166	167
Academic Emergency (F)	0	3	21	65	174	75

Entering Toledo Public Schools from a charter school

Of the 1,210 students over two years who entered TPS from a charter school, 25.6% moved to a TPS school with a performance rating at least two ratings *higher* than their school of origin, while 9.6% moved to a TPS school with a rating two or more ratings *lower* than their school of origin.

Table 23. Rating of origin and destination buildings for students entering TPS from a public charter school (including e-charters), October 2009–May 2011

Rating of ORIGIN charter school	Rating of DESTINATION TPS school					
	A+	A	B	C	D	F
Excellent with Distinction (A+)	0	0	0	0	0	0
Excellent (A)	0	2	9	8	12	6
Effective (B)	0	16	23	23	19	20
Continuous Improvement (C)	0	45	66	146	60	51
Academic Watch (D)	0	29	87	157	120	75
Academic Emergency (F)	0	21	74	54	56	31

Moving between Toledo Public Schools buildings

Of the 2,755 students over two years who moved from one TPS building to another, 14.7% moved to a building with a performance rating at least two ratings *higher* than their TPS school of origin, while 16.9% moved to a building with a rating two or more ratings *lower* than their school of origin.

Table 24. Rating of origin and destination buildings for students changing schools within the TPS district, October 2009–May 2011

Rating of ORIGIN TPS school	Rating of DESTINATION TPS school					
	A+	A	B	C	D	F
Excellent with Distinction (A+)	0	0	0	0	0	0
Excellent (A)	0	12	45	32	16	17
Effective (B)	0	31	141	146	76	89
Continuous Improvement (C)	0	14	174	351	187	235
Academic Watch (D)	0	12	117	168	79	145
Academic Emergency (F)	0	5	60	198	158	247

Summary of destination performance ratings

Table 25. Summary: Rating of destination buildings for TPS students changing schools, October 2009–May 2011

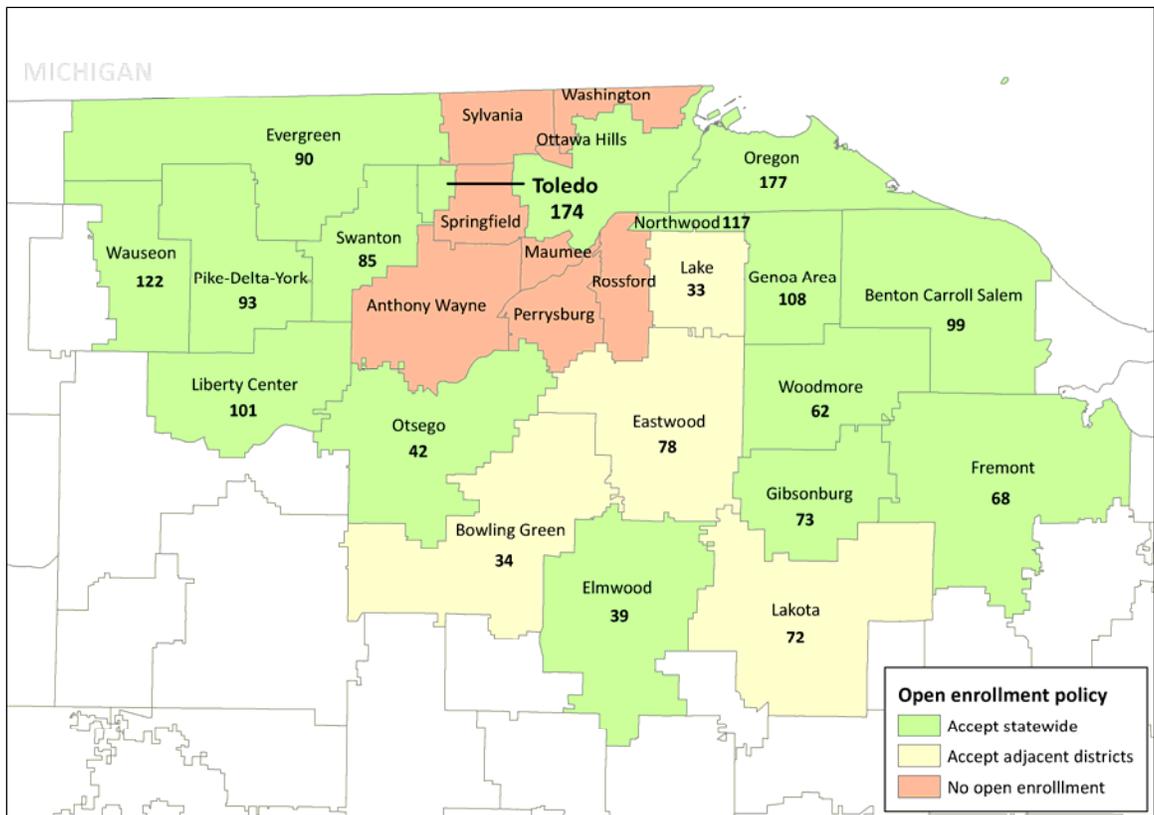
Type of move	Number of student movers	Rating of destination school compared to school of origin		
		2 or more ratings lower (% of movers)	Same rating or 1 rating higher/lower (% of movers)	2 or more ratings higher (% of movers)
Exiting TPS for another district	1,638	0.7	55.5	43.8
Entering TPS from another district	825	44.7	54.3	1.0
Exiting TPS for a charter school	2,354	35.3	57.1	7.6
Entering TPS from a charter school	1,210	9.6	64.8	25.6
Changing schools within TPS	2,755	16.9	68.4	14.7

4.5 Open enrollment

How many students are enrolled in a district, which is not their district of residence, through open enrollment?

As of school year 2010–2011, there was a mix of districts adjacent to TPS, including some that accept open enrollment districts, but most that did not. However, many districts in the Toledo Area—particularly those in Ring 2—do permit open enrollment (Map 9). Three pairs of Toledo Area districts had at least 50 students who resided in one district, but attended school in another district through inter-district open enrollment: Toledo residence to Oregon enrollment (145), Toledo to Northwood (82), and Washington to Toledo (62).

Map 9. Open enrollment patterns of Toledo Area districts and total incoming students through open enrollment, school year 2010–2011



Source: CRP analysis of ODE enrollment records

5.0 Mobility and the student

5.1 Section overview and key concepts

This section of the report examines the relationship of mobility and student characteristics and achievement for TPS students. The analysis includes: (1) differences in demographic characteristics of mobile and non-mobile student groups, (2) differences in demographics of students who left the district based on the type of destination school, and (3) differences in proficiency test scores based on mobility status.

Student characteristics and mobility status

How do stable TPS students differ from those who move within the district? How do students staying in the district differ from those leaving? How do students leaving the district differ from those entering?

- The demographic characteristics of TPS student groups based on their mobility status over a one-year period from October 1, 2009 to October 1, 2010, and statistical differences between these groups.

Data notes

- Demographic characteristics are from ODE student records and include race, grade, economic disadvantage, homeless, immigrant, LED, disability

Student characteristics and destination of outgoing students

How do the characteristics of outgoing TPS students differ based on their destination school?

- The demographic characteristics of TPS students who left the district from October 1, 2009 to October 1, 2010, based on their destination school type.

Data notes

- Demographic characteristics are from ODE student records and include race, grade, economic disadvantage, homeless, immigrant, LED, disability.
- Destination schools include another Ohio district, physical charter school, e-charter school, district outside of Ohio, and other (includes expulsion, court order, private school, vocational school, dropout, early graduation, medical, death, and unknown—the largest group)

Student mobility and proficiency test passage

What is the 2-year mobility history of 3rd grade and 8th grade students who took the 2011 proficiency tests? What is the relationship of mobility history and proficiency test scores?

- **Mobility history:** Amount and type of student mobility of 3rd and 8th grade proficiency test takers during the two-year period preceding the school year 2011 test period.
- **Proficiency test passage:** Statistical analysis of the relationship between the mobility history of student groups and student attributes and proficiency on state achievement tests.

Data notes

- Mobility history includes: total school building changes (non-promotional), number of districts attended, number of community schools attended, and within school year withdrawal/reentry to same school.
- Mover groups include: 0 moves, 1 summer-only move, 1 during school year move, 2 moves, 3+ moves. Students in the 2-moves and 3+ moves groups have at least one school year move, but may have a combination of summer and school year moves.

5.2 Student characteristics and mobility status

How do stable TPS students differ from those who move within the district? How do students staying in the district differ from those leaving? How do students leaving the district differ from those entering?

Table 26 compares the enrollment and mobility status of TPS students on October 1, 2009, and on October 1, 2010. Statistical tests found the following significant differences between these groups:

- **Movers between Toledo Public Schools buildings.** Compared to stable TPS students, those who move between TPS buildings are more likely to be black, economically disadvantaged, homeless, or have a disability.
- **Outgoing and incoming students.** Compared to outgoing TPS students, incoming students are more likely to be black, economically disadvantaged, or an immigrant.

Stable TPS students were fairly evenly distributed across grade levels (7-9% in each grade), although 11% of stable students were in grade 9. The following was the grade distribution of mover groups:

- **Movers between Toledo Public Schools buildings.** Seventy-three percent of students who moved between TPS buildings were in grades K-4.
- **Outgoing students.** Nearly one in four students who left the district was in grade 8 or 9.
- **Incoming students.** Nineteen percent of all incoming students were in grade 9, and another 22% were in grades K and 1.

5.3 Student characteristics and destination of outgoing students

How do the characteristics of outgoing TPS students differ based on their destination school?

Statistical tests found the following significant differences between groups of students leaving the TPS district, based on their destination school (Table 26):

- **Race.** Compared to other racial groups, black students are more likely to move to a physical charter school or a district outside of Ohio; white students are more likely to move to another Ohio district, an e-charter, or a district outside of Ohio; and Hispanic students are more likely to move to physical charter or e-charter.
- **Economic disadvantage.** Economically disadvantaged TPS students are more likely than those who are not economically disadvantaged to move to a physical charter.
- **LEP.** LEP students are more likely than those who are not LEP to move to a district outside of Ohio.

Stable TPS students were fairly evenly distributed across grade level (7-9% in each grade), although 11% of stable students were in grade 9. The following was the grade distribution of mover groups based on their destination school:

- **Other Ohio district.** Sixty-three percent of TPS students who moved to another Ohio district were in grades K-5.
- **Physical charter.** More than one in three TPS students who moved to a physical charter was in grades 5 or 9.
- **E-students.** More than one-half of TPS students who moved to an e-charter were in grades 7-9, with 28% in grade 9.
- **District outside of Ohio.** Twenty-three percent of all TPS students who moved to a district outside of Ohio were in grades K-1, and another 11% were in grade 9.

Table 26. Characteristics of TPS students by mobility status and destination, Oct. 1, 2009 to Oct. 1, 2010

	Characteristics of non-mobile and mobile TPS students				Characteristics of outgoing TPS students by destination				
	Stayed in district		Incoming (entered the district)	Outgoing (left the district)	Other Ohio district	Physical charter school	E-charter school	District outside of Ohio	Other or NA (3)
	Stable student (1)	Move between TPS buildings (2)							
All	17,369	1,948	2,251	4,679	1,076	1,414	103	356	1,730
Race									
Black	42.0	61.9	47.3	45.3	25.5	56.4	12.6	41.6	51.2
White	41.8	22.4	32.7	34.7	50.7	22.6	56.3	37.9	32.5
Hispanic	9.2	9.3	8.8	10.5	12.0	10.7	17.5	10.1	9.0
Asian	0.7	0.1	1.1	1.0	1.6	0.5	1.0	1.7	0.9
Other	6.2	6.4	10.1	8.6	10.2	9.8	12.6	8.7	6.4
Grade SY 2009-2010									
K	9.7	16.3	12.1	9.1	13.6	6.2	9.7	12.1	8.0
1	8.8	14.8	9.7	7.4	10.4	6.5	2.9	10.7	5.8
2	8.3	14.0	8.7	6.7	9.9	7.1	2.9	8.1	4.5
3	8.8	15.8	7.8	6.4	9.3	6.9	1.9	5.9	4.6
4	8.1	11.9	6.5	6.5	8.6	7.0	3.9	12.1	3.8
5	8.1	6.6	6.1	8.7	9.4	11.3	3.9	7.9	6.6
6	7.9	4.7	7.4	7.9	8.6	8.6	8.7	8.4	6.7
7	7.7	5.2	6.7	6.1	6.9	5.7	13.6	8.7	4.9
8	7.5	0.3	18.7	8.6	8.0	6.1	11.7	4.8	11.7
9	11.1	6.3	7.4	17.4	9.1	22.8	28.2	11.2	18.7
10	7.7	2.9	5.5	7.6	4.7	6.6	7.8	5.6	10.5
11	6.3	1.2	3.6	7.6	1.5	5.2	4.9	4.5	14.2
Economic Disadvantage									
No	19.8	3.5	13.9	22.2	19.9	13.2	16.5	25.3	30.8
Yes	80.2	96.5	86.1	77.8	80.1	86.8	83.5	74.7	69.2
Homeless									
No	96.2	88.2	91.2	91.9	90.3	92.2	91.3	89.3	93.2
Yes	3.8	11.8	8.8	8.1	9.7	7.8	8.7	10.7	6.8
Immigrant									
No	99.9	99.9	98.8	99.4	99.2	99.2	100.0	99.7	99.5
Yes	0.1	0.1	1.2	0.6	0.8	0.8	0.0	0.3	0.5
LEP									
No	98.2	99.0	98.5	98.0	98.9	97.9	98.1	94.9	98.2
Yes	1.8	1.0	1.5	2.0	1.1	2.1	1.9	5.1	1.8
Disability									
No	79.3	68.8	81.3	78.2	79.4	81.5	84.5	82.0	73.6
Yes	20.7	31.2	18.7	21.8	20.6	18.5	15.5	18.0	26.4

Source: CRP and OSU-Center for Statistical Consulting analysis of ODE enrollment records.

(1) Stable student: did not move or a promotional move only (i.e. elementary to middle school, middle school to high school)

(2) Does not include promotional moves

(3) Includes expulsion, court order, private school, vocational school, home school, dropout, early graduation, medical, death, and unknown, which is the largest group

5.4 Student mobility and proficiency test passage

What is the 2-year mobility history of 3rd grade and 8th grade students who took the 2011 proficiency tests? What is the relationship of mobility history and proficiency test scores?

Mobility history of test takers

Of the 3,315 third- and eighth-grade TPS students who took the Ohio Achievement Assessment (OAA) tests in spring 2011, about one-in-three third-grade test takers and one-in-four 8th-grade test takers made at least one non-promotional move during the previous two school years (Table 27).

Table 27. TPS: Mobility history of OAA test-takers in spring 2011

Mobility type and amount	3rd grade		8th grade	
	#	%	#	%
Test-takers	1,806	100.0	1,509	100.0
Total school changes over two school years				
0 moves	1,208	66.9	1,112	73.7
1 summer-only move	216	12.0	170	11.3
1 during school year move	211	11.7	150	9.9
2 moves	128	7.1	61	4.0
3+ moves	43	2.4	16	1.1

Source: CRP analysis of ODE enrollment records

Mobility history and economic disadvantage

In general, a higher percentage of the mobile spring 2011 test-takers were economically disadvantaged than were those who did not change schools during the previous two years.

Table 28. TPS: Economic disadvantage and mobility history of OAA test-takers in spring 2011

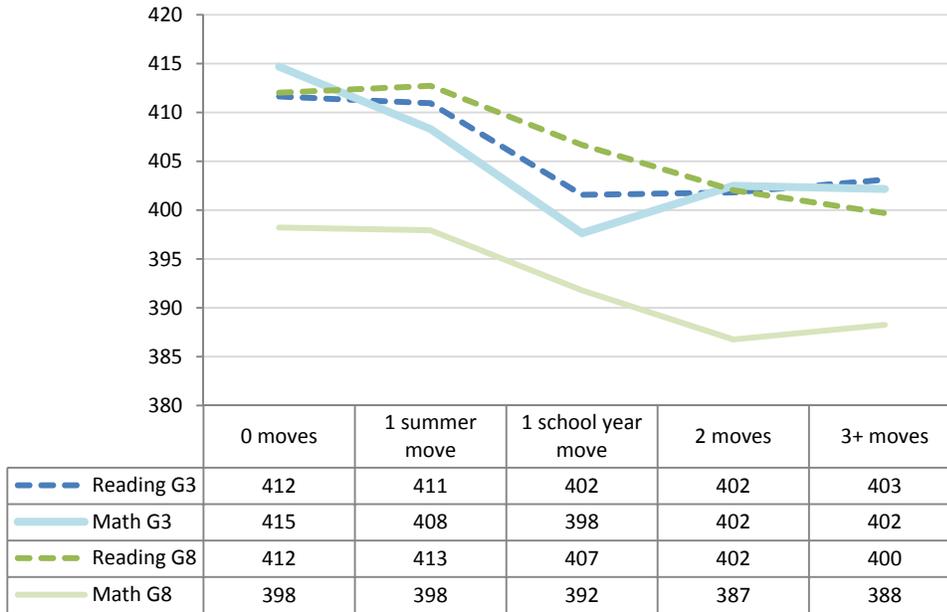
Total non-promotional moves over two school years	3rd grade test			8th grade test		
	Total test-takers	Economic Disadvantage		Total test-takers	Economic Disadvantage	
		# of test takers	% of test takers		# of test takers	% of test takers
0 moves	1,208	969	80.2	1,112	923	83.0
1 summer move	211	202	95.7	150	140	93.3
1 during school year move	216	198	91.7	170	135	79.4
2 moves	128	126	98.4	61	60	98.4
3+ moves	43	42	97.7	16	15	93.8

Source: CRP analysis of ODE enrollment records

Mobility history and test scores

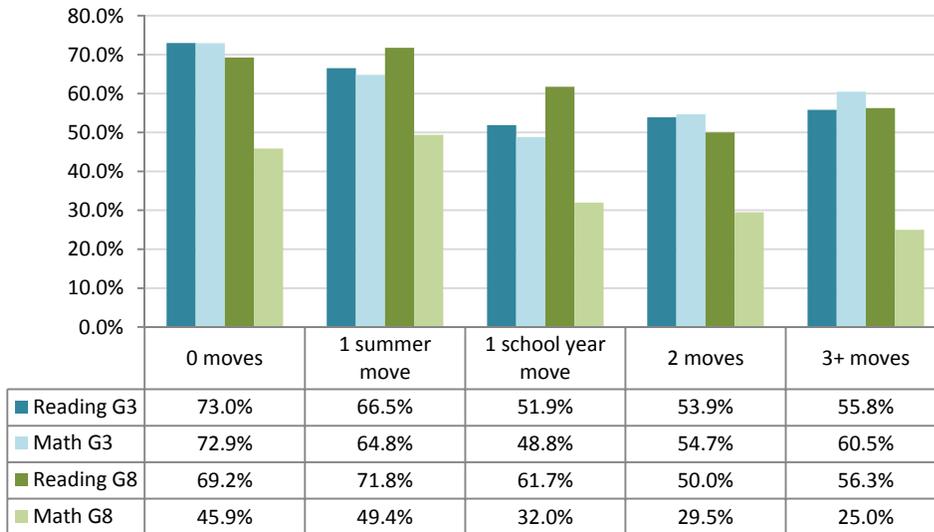
The average test scores and passage rates of 3rd and 8th grade OAA tests are lower for students with at least 1 school year move or 2+ total moves over the past two years (Figures 1, 2). However, there is no clear indication that more moves are related to lower scores and rates.

Figure 1. TPS: Average scores on spring 2011 OAA tests by two-year mobility history



Source: CRP and OSU-Center for Statistical Consulting analysis of ODE enrollment records

Figure 2. TPS: Passage rates on spring 2011 OAA tests by two-year mobility history



Source: CRP analysis of ODE enrollment records

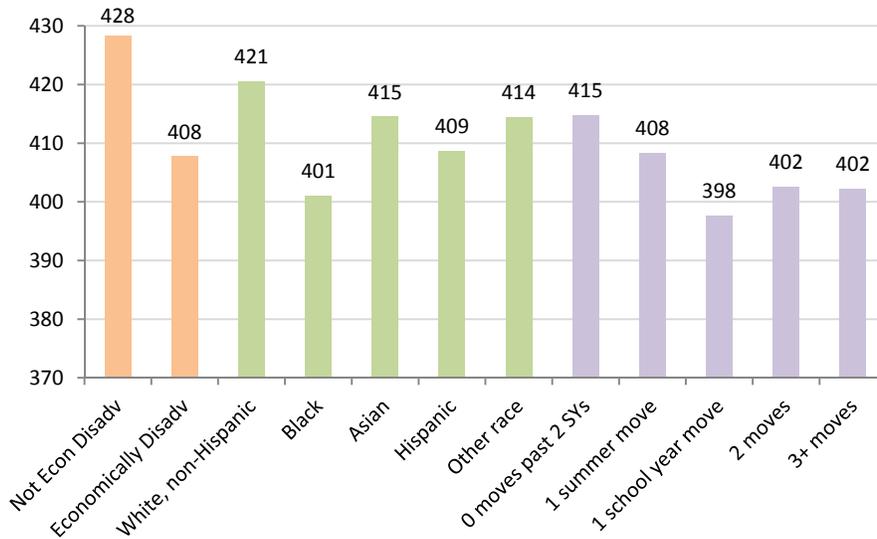
Summary: relationship of mobility, student characteristics, and test scores

Average test scores

Figure 3 shows the average scores on the spring 2011 3rd grade math test for selected student groups. Scores were highest for the following TPS student groups:

- Not economically disadvantaged
- Non-Hispanic white
- Had no school moves over the past two years

Figure 3. TPS: Average scores on 3rd grade math test by student groups, spring 2011



Source: CRP and OSU-Center for Statistical Consulting analysis of ODE enrollment records

Statistical modeling

Table 28 shows the results of statistical tests of differences between groups in test scores based on the following factors: economic disadvantage, race or ethnicity, or number of moves over the past two years. The p-values on the table are for the test of whether there is a significant difference in scores due to each factor *after all other factors have been adjusted for*. If the p-value is small ($p \leq 0.05$), the factor is very important in predicting the test scores.

For the TPS student groups analyzed, the low p-values for all factors indicate that the number of school changes over two years is an independent predictor of test scores. There is a statistically significant relationship between more school moves and lower test scores, although not as strong for 8th grade reading and math. Economic disadvantage and race are also independent predictors of test scores.

Table 29. TPS: Significance of relationship of factors to test scores on selected OAA tests, spring 2011

Factor	Grade 3 Reading	Grade 3 Mathematics	Grade 8 Reading	Grade 8 Mathematics
Economic disadvantage status	<.0001	<.0001	<.0001	<.0001
Race or ethnicity category	<.0001	<.0001	<.0001	<.0001
Total number of school changes over past 2 school years	<.0001	<.0001	0.0026	0.0003

Source: CRP and OSU-Center for Statistical Consulting analysis of ODE enrollment records

The statistical modeling also examined the differences in test scores based on the number of moves, and whether a move was in the summer or school year (Table 30). The following were found to be significant differences in mover groups:

- **Grade 3 math test scores.** All school year mover groups and summer movers have lower mean test scores than those of the 0-mover group. The group that moved one time during the school year also has lower mean scores than does the one summer mover group.
- **Grade 3 reading test scores.** Groups with one or two school year moves have lower mean test scores than those of the 0-mover group. The group with two moves also has lower mean scores than does the one summer mover group.
- **Grade 8 math test scores.** Groups with one or two school year moves have lower mean test scores than those of the 0-mover group. The groups with one school year move or two moves also have lower mean scores than do the one summer mover group.
- **Grade 8 reading test scores.** The only difference between groups is for the two move group, which has a lower mean test score than does the 0-mover group.

Table 30. Significant differences in mean test scores of TPS students by number of moves over two school years preceding spring 2011 OAA tests

Grade	0 moves	1 move, summer	1 move, school year	2 moves	3+ moves
Grade 3 Math					
0 moves					
1 move, summer	yes (1)				
1 move, school year	yes	yes			
2 moves	yes	no	no		
3 or more moves	yes	no	no	no	
Grade 3 Reading					
0 moves					
1 move, summer	no				
1 move, school year	yes	yes			
2 moves	yes	yes	no		
3 or more moves	no	no	no	no	
Grade 8 Math					
0 moves					
1 move, summer	no				
1 move, school year	yes	no			
2 moves	yes	yes	no		
3 or more moves	no	no	no	no	
Grade 8 Reading					
0 moves					
1 move, summer	no				
1 move, school year	no	no			
2 moves	yes	no	no		
3 or more moves	no	no	no	no	

Source: CRP and OSU-Center for Statistical Consulting analysis of ODE enrollment records

(1) “yes” indicates p-value of ≤ 0.05 in tests of difference between groups

5.5 Mobility and achievement test roll-up level

An impact of student mobility is that mobile students may not meet the enrollment criteria—continually enrolled in a building or district from October 31 until the spring achievement testing date—for counting their test scores in a building’s or district’s performance rating. Instead, their test score is “rolled up” and counts only for the district or state rating.

- Among the Toledo Area Ring 1 districts, Toledo has the highest percentage of students whose achievement test scores are rolled up to the state (Table 31).
- The TPS figure (8.7%) is the fourth highest among the Major Urban districts, with Cleveland (14.2%) and East Cleveland (10.2%) having higher percentages of state-only accountability among test takers. Akron (4.3%) and Warren (5.3%) had the lowest roll-up percentages.

Table 31. Toledo Area Ring 1 districts: Roll-up for OAA test-takers in grades 3 to 8, spring 2011 test period

District	District rating	Econ. Disadv. (%)	Test-takers	Percentage of tests rolled up to district or state accountability		
				Building	District	State
Toledo	C	76.6	10,446	87.0	4.3	8.7
Washington	B	53.3	2,991	94.6	0.5	4.9
Springfield	A	36.2	1,858	94.8	0.4	4.7
Rossford	A+	46.4	814	94.8	0.6	4.5
Swanton	A	43.5	626	95.5	0.0	4.5
Oregon	B	41.0	1,858	95.1	0.4	4.5
Lake	A	38.7	761	95.8	0.0	4.2
Maumee	A	31.7	1,192	96.2	0.0	3.8
Perrysburg	A	12.0	2,164	97.0	0.1	2.9
Northwood	A+	42.6	452	97.3	0.0	2.7
Sylvania	A	18.0	3,420	97.6	0.5	1.9
Anthony Wayne	A	12.9	2,125	98.1	0.0	1.8
Ottawa Hills	A	-9.0	501	98.2	0.0	1.8
Evergreen	A	29.4	553	97.3	2.5	0.2

Source: CRP analysis of ODE enrollment records

Appendices

Appendix A. Toledo Area public school districts

Appendix B. Toledo Area public school buildings

Appendix C. Toledo Area public charter schools

The appendix provides basic mobility measures and demographics for all districts and schools in the Cincinnati Area. Additional data fields—including the component values used to calculate stability and churn rates—can be found in online spreadsheets at www.researchpartners.org.

Appendix A. Toledo Area public school districts, school year 2010–2011 (unless noted)

Toledo Area public school districts alphabetical by name within Ring1 and Ring 2		District attributes							District cohort stability, Oct. 1, 2009– May 15, 2011		Building cohort stability, Oct. 1, 2009– May 15, 2011		Churn rate, Oct. 1, 2010– May 15, 2011		Achievement test roll-up to state level for spring 2011 math test-takers, grades 3–8	Students residing in district but attending charter school		Inter-district open enrollment	
Ring	District	Rating	Average daily enrollment	Enrollment change since school year 2000–2001	Economic disadvantage	Minority race or ethnicity	Limited English Proficiency	Grade 3 reading proficiency, spring assessment	Grades K-7	Grades 8-11	Grades K-7	Grades 8-11	Grades K-8	Grades 9-12		In bricks and mortar public charter school	In public e-charter school	OUT: Residing in district but enrolling in other district	IN: Attending district through open enrollment
			#	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%
1	Anthony Wayne	A	4,348	32.8	12.9	8.0	0.3	95.9	91.5	88.7	89.4	88.5	4.9	4.5	1.8	0.5	1.1	0.6	0.0
1	Evergreen	A	1,328	4.6	29.4	8.4	0.0	89.3	89.8	86.3	89.4	83.3	6.4	4.7	0.2	0.3	1.3	4.9	7.2
1	Lake-Wood County	A	1,674	-1.2	38.7	15.8	1.4	87.5	88.8	78.4	88.2	73.7	9.5	7.8	4.2	1.1	1.2	4.1	2.1
1	Maumee	A	2,688	-6.7	31.7	16.0	0.9	91.9	90.5	82.9	89.2	80.0	7.5	8.1	3.8	1.8	1.6	0.8	0.0
1	Northwood	A+	1,013	7.7	42.6	15.1	0.0	83.3	89.0	76.5	88.7	73.0	6.8	7.4	2.7	1.6	1.7	1.7	12.1
1	Oregon	B	3,875	7.2	41.0	15.7	0.5	87.5	92.0	86.9	89.7	85.3	6.1	8.0	4.5	2.8	1.1	1.2	4.3
1	Ottawa Hills	A	977	1.2	<5.0	15.7	1.3	98.5	95.3	93.2	95.1	93.2	3.7	3.6	1.8	0.5	0.3	0.2	0.0
1	Perrysburg	A	4,597	13.2	12.0	11.9	0.8	92.8	91.5	87.9	89.3	88.0	6.1	3.6	2.9	0.5	1.2	0.3	0.0
1	Rossford	A+	1,852	-4.0	46.4	10.9	0.0	74.6	85.8	79.8	83.2	74.7	11.0	7.6	4.5	0.9	1.6	1.9	0.0
1	Springfield-Lucas County	A	3,958	17.6	36.2	31.1	1.0	90.9	83.8	76.1	79.9	72.3	12.8	10.6	4.7	2.4	1.3	0.8	0.0
1	Swanton	A	1,371	-12.1	43.5	7.4	0.0	80.5	89.5	79.4	89.3	77.2	9.9	14.2	4.5	0.7	2.3	5.4	6.2
1	Sylvania	A	7,312	-3.4	18.0	14.4	1.6	91.0	91.3	90.4	88.9	90.4	5.5	5.0	1.9	2.0	1.5	0.3	0.0
1	Toledo	C	22,277	-39.4	76.6	60.0	1.5	69.0	74.9	60.1	63.5	49.0	16.5	31.1	8.7	25.2	2.2	0.9	0.7
1	Washington	B	6,618	-4.1	53.3	22.1	1.3	84.2	86.4	82.3	67.7	81.4	11.9	15.8	4.9	3.8	1.7	1.0	0.0
2	Benton Carroll Salem	A	1,830	-11.4	30.8	6.8	0.0	88.5	89.6	89.8	86.2	88.6	7.6	5.8	2.2	0.3	1.2	2.5	5.4
2	Bowling Green	A+	2,936	-9.4	34.4	18.9	0.9	88.4	87.0	83.0	81.9	81.1	10.6	9.0	4.6	0.2	2.1	2.0	1.1
2	Eastwood	A	1,662	-10.8	19.1	7.7	0.0	92.7	90.2	87.3	89.5	85.4	6.2	2.8	2.8	0.3	1.2	1.2	4.9
2	Elmwood	B	1,248	0.3	38.1	<5.0	0.0	82.8	89.9	88.9	89.7	87.8	8.9	4.5	2.4	0.0	1.1	1.6	3.1
2	Fremont	B	4,270	-6.5	58.7	35.6	4.8	76.2	87.1	79.6	77.8	77.0	9.8	11.9	2.9	1.5	1.7	5.7	1.6
2	Genoa Area	B	1,499	-10.5	32.5	9.1	0.0	79.1	92.6	86.9	91.8	84.0	4.9	6.5	2.5	0.5	1.7	2.5	7.5
2	Gibsonburg	A	1,025	-3.3	35.9	12.6	0.0	88.6	92.3	87.9	92.2	86.7	6.9	7.5	2.9	0.0	0.6	3.2	7.1
2	Lakota-Sandusky County	B	1,025	-20.1	48.1	5.2	0.0	71.8	86.8	80.3	85.8	78.0	10.4	7.7	4.2	0.2	2.6	12.9	6.9
2	Liberty Center	A+	1,200	8.6	33.7	<5.0	0.0	92.4	92.4	86.4	92.3	84.9	8.4	9.3	3.2	0.3	1.5	3.4	8.5
2	Otsego	A	1,602	0.0	28.4	7.4	0.0	88.8	88.6	79.6	87.2	76.9	9.2	8.7	3.5	0.2	4.0	2.9	2.7
2	Pike-Delta-York	A	1,311	-16.7	37.8	8.2	0.0	92.4	88.0	81.2	87.9	76.8	9.0	9.7	4.4	0.0	2.0	9.4	7.0
2	Wauseon	A	1,968	-0.6	38.5	19.1	2.0	93.2	92.6	86.9	92.1	84.4	6.8	5.2	3.4	0.0	1.4	4.9	6.3
2	Woodmore	A+	1,088	-9.6	23.9	8.8	0.0	92.7	82.7	80.6	81.9	80.6	16.5	11.0	4.3	0.7	1.1	6.3	5.4

Appendix B. Toledo Area public school buildings, school year 2010–2011 (unless noted)

Toledo Area public school buildings alphabetical by district and school name		District attributes					Mobility measures	
District	School building	Grade range	Rating	Average daily enrollment	Economic disadvantage	Minority race or ethnicity	Two-year building cohort stability	One-year churn rate
				#	%	%	%	%
Anthony Wayne	Anthony Wayne High School	9-12	A	1,443	12.7	6.4	88.5	4.5
Anthony Wayne	Anthony Wayne Junior High School	7-8	B	668	13.6	9.1	90.3	5.8
Anthony Wayne	Fallen Timbers Middle School	5-6	A+	746	13.1	8.7	91.8	3.2
Anthony Wayne	Monclova Elementary School	K-4	A	612	8.0	9.4	87.6	5.0
Anthony Wayne	Waterville Primary School	K-4	A	405	15.0	9.5	91.3	4.3
Anthony Wayne	Whitehouse Primary School	K-4	A	474	16.7	8.1	87.6	6.6
Benton Carroll Salem	Carroll Elementary School	K-5	A	137	28.6	8.9	86.5	7.5
Benton Carroll Salem	Graytown Elementary School	K-5	B	120	19.2	10.0	86.1	6.7
Benton Carroll Salem	Oak Harbor High School	9-12	A	597	27.8	6.1	88.6	5.8
Benton Carroll Salem	Oak Harbor Middle School	6-8	A	449	30.7	8.0	90.2	6.2
Benton Carroll Salem	R C Waters Elementary School	K-5	A+	415	37.0	8.5	86.1	8.4
Benton Carroll Salem	Rocky Ridge Elementary School	K-5	B	113	40.2	<5.0	74.5	16.1
Bowling Green	Bowling Green High School	9-12	A	976	26.1	15.9	81.1	9.0
Bowling Green	Bowling Green Middle School	7-8	A+	482	33.0	17.1	92.2	6.4
Bowling Green	Conneaut Elementary School	K-6	A	473	18.8	15.2	90.1	7.1
Bowling Green	Crim Elementary School	K-6	B	268	56.9	29.6	69.6	30.2
Bowling Green	Kenwood Elementary School	K-6	A	462	38.6	20.3	81.2	14.6
Bowling Green	Milton Elementary School	K-6	B	115	65.0	17.2	68.8	18.5
Bowling Green	Ridge Elementary School	K-6	B	144	68.2	36.7	72.7	31.4
Eastwood	Eastwood I High School	9-12	A	603	15.2	8.8	85.4	2.8
Eastwood	Eastwood Middle School	6-8	A	366	24.5	9.4	93.0	4.9
Eastwood	Luckey Elementary School	K-5	A	252	22.2	<5.0	87.4	10.6
Eastwood	Pemberville Elementary School	K-5	A	290	20.0	7.7	92.5	7.7
Eastwood	Webster Elementary School	K-5	A	151	14.8	6.0	80.9	2.0
Elmwood	Elmwood Elementary School	PK-4	B	464	44.2	5.7	89.8	10.7
Elmwood	Elmwood High School	9-12	A	404	29.4	<5.0	87.8	4.5
Elmwood	Elmwood Middle School	5-8	B	381	40.1	5.3	89.6	6.8
Evergreen	Evergreen Elementary School	PK-5	A	601	32.0	10.8	86.9	7.4
Evergreen	Evergreen High School	9-12	A	442	26.7	6.7	83.3	4.7
Evergreen	Evergreen Middle School	6-8	B	276	27.9	6.8	95.7	4.4
Fremont	Atkinson Elementary School	K-6	B	366	66.5	38.4	76.1	11.9
Fremont	Croghan Elementary School	K-6	B	331	70.3	44.2	73.7	16.4
Fremont	Fremont Middle School	7-8	B	585	59.4	36.1	87.1	8.2
Fremont	Fremont Ross High School	9-12	B	1,325	47.6	31.5	77.0	11.9
Fremont	Hayes Elementary School	K-6	B	362	69.7	43.8	70.4	13.6
Fremont	Lutz Elementary School	K-6	B	348	49.6	25.4	85.9	4.4
Fremont	Otis Elementary School	K-6	B	363	70.3	42.9	78.9	16.3
Fremont	Stamm Elementary School	K-6	B	426	73.9	42.2	75.4	15.3
Fremont	Washington Elementary School	K-6	A	163	35.7	14.5	76.8	14.6
Genoa Area	Allen Elementary School	3-5	B	331	33.5	9.7	92.0	4.9
Genoa Area	Brunner Elementary School	K-2	NA	306	33.4	9.8	89.9	4.7
Genoa Area	Genoa Area High School	9-12	A	514	28.0	9.8	84.0	6.5
Genoa Area	Genoa Area Middle School	6-8	B	349	37.3	9.0	93.2	5.2
Gibsonburg	Gibsonburg High School	9-12	A	324	30.1	11.3	86.7	7.6
Gibsonburg	Gibsonburg Middle School	6-8	A	257	39.6	17.6	95.9	8.8
Gibsonburg	James J Hilfiker Elementary School	PK-5	A	443	38.1	10.9	90.5	5.8
Lake	Lake Elementary School	2-5	B	465	45.3	18.3	86.6	11.1
Lake	Lake High School	9-12	A	556	36.0	14.7	73.7	7.8

Toledo Area public school buildings alphabetical by district and school name		District attributes					Mobility measures	
District	School building	Grade range	Rating	Average daily enrollment	Economic disadvantage	Minority race or ethnicity	Two-year building cohort stability	One-year churn rate
				#	%	%	%	%
Lake	Lake Middle School	6-8	A+	406	39.8	16.3	90.4	8.1
Lake	Walbridge Elementary School	K-1	NA	248	30.7	13.3	87.8	8.6
Lakota	Lakota Central Elementary School	2-5	C	301	52.2	9.0	86.3	9.7
Lakota	Lakota High School	9-12	B	333	41.9	<5.0	78.0	7.7
Lakota	Lakota Middle School	6-8	B	224	50.5	5.1	91.0	13.7
Lakota	Lakota West Elementary School	PK-1	NA	168	49.8	<5.0	76.3	7.4
Liberty Center	Liberty Center Elementary School	K-4	A	415	37.9	6.2	92.3	6.9
Liberty Center	Liberty Center High School	9-12	A	437	25.1	5.9	84.9	9.8
Liberty Center	Liberty Center Middle School	5-8	A+	348	39.5	<5.0	92.3	10.1
Maumee	Fairfield Elementary School	K-5	A	287	29.3	12.3	92.1	7.7
Maumee	Fort Miami Elementary School	K-5	A	285	33.8	12.4	90.1	9.1
Maumee	Gateway Middle School	6-8	A	593	34.3	15.8	91.4	5.6
Maumee	Maumee High School	9-12	A	944	24.7	14.0	80.0	8.1
Maumee	Union Elementary School	K-5	B	271	46.5	32.6	84.9	13.2
Maumee	Wayne Trail Elementary School	K-5	A	308	35.4	14.9	86.3	4.4
Northwood	Lark Elementary School	PK-1	NA	138	47.8	12.6	74.6	14.6
Northwood	Northwood High School	9-12	B	353	29.9	15.4	73.0	7.4
Northwood	Northwood Middle School	5-8	A+	313	49.2	16.6	89.5	5.1
Northwood	Olney Elementary School	2-4	A	210	50.7	16.3	94.1	4.3
Oregon	Clay High School	9-12	B	1,211	36.0	16.5	85.3	8.0
Oregon	Coy Elementary School	K-5	B	502	49.6	16.8	85.5	7.2
Oregon	Eisenhower Middle School	6-8	B	460	35.7	12.7	92.3	5.4
Oregon	Fassett Middle School	6-8	B	494	47.3	20.8	91.4	7.6
Oregon	Jerusalem Elementary School	K-5	A	281	44.5	12.9	90.7	9.2
Oregon	Starr Elementary School	K-5	B	617	42.4	16.0	93.2	5.5
Oregon	Wynn Elementary School	K-5	B	291	41.5	10.2	83.1	7.5
Otsego	Grand Rapids Elementary School	PK-5	A	378	36.2	10.9	85.6	14.4
Otsego	Haskins Elementary School	PK-5	A	318	19.4	<5.0	85.7	4.6
Otsego	Otsego High School	9-12	A	540	26.1	6.8	76.9	8.7
Otsego	Otsego Junior High	6-8	A	366	31.5	10.8	91.0	8.4
Ottawa Hills	Ottawa Hills Elementary School	K-6	A	499	<5.0	17.4	94.6	4.0
Ottawa Hills	Ottawa Hills High School	7-12	A	478	<5.0	13.8	94.2	3.4
Perrysburg	Fort Meigs Elementary School	K-5	A+	557	8.4	16.0	92.3	5.6
Perrysburg	Frank Elementary School	K-5	A+	465	14.0	12.1	88.3	7.7
Perrysburg	Perrysburg High School	9-12	A	1,382	9.2	10.6	88.0	3.7
Perrysburg	Perrysburg Junior High School	6-8	A	1,080	12.4	12.4	89.0	4.8
Perrysburg	Toth Elementary School	K-5	A	529	12.9	8.0	88.3	5.6
Perrysburg	Woodland Elementary School	K-5	A	584	19.0	14.3	88.8	9.4
Pike-Delta-York	Delta Elementary School	K-4	B	488	40.8	8.6	87.0	10.2
Pike-Delta-York	Pike-Delta-York High School	9-12	A	429	32.9	8.3	76.8	9.7
Pike-Delta-York	Pike-Delta-York Middle School	5-8	A	393	39.3	9.7	88.9	7.5
Rossford	Eagle Point Elementary School	K-6	A	320	41.3	11.0	78.4	10.9
Rossford	Glenwood Elementary School	K-6	A	439	59.3	13.6	81.1	16.5
Rossford	Indian Hills Elementary School	K-6	A+	235	41.7	11.5	89.3	7.3
Rossford	Rossford High School	9-12	A	603	42.8	9.2	74.7	7.6
Rossford	Rossford Junior High School	7-8	A+	253	43.9	9.5	90.5	10.4
Springfield	Crissey Elementary School	K-5	A	422	37.5	22.1	82.2	8.6
Springfield	Dorr Street Elementary School	K-5	A	495	49.1	34.4	73.6	19.1
Springfield	Holland Elementary School	K-5	B	541	44.6	38.3	76.9	17.8
Springfield	Holloway Elementary School	K-5	A	413	40.8	37.6	76.7	17.4

Toledo Area public school buildings alphabetical by district and school name		District attributes					Mobility measures	
District	School building	Grade range	Rating	Average daily enrollment	Economic disadvantage	Minority race or ethnicity	Two-year building cohort stability	One-year churn rate
				#	%	%	%	%
Springfield	Springfield High School	9-12	A	1,165	21.3	28.0	72.3	10.6
Springfield	Springfield Middle School	6-8	A	922	40.6	31.0	87.3	11.3
Swanton	Crestwood Elementary School	K-2	NA	289	50.6	7.9	86.5	10.2
Swanton	Park Elementary School	3-5	B	303	45.6	6.2	88.7	11.1
Swanton	Swanton High School	9-12	A	455	37.7	10.4	77.2	14.2
Swanton	Swanton Middle School	6-8	A	324	43.4	9.2	92.5	8.6
Sylvania	Central Elementary School	K-5	A	542	9.1	17.0	92.0	4.1
Sylvania	Highland Elementary School	K-5	A	642	<5.0	7.1	92.6	4.1
Sylvania	Hill View Elementary School	K-5	B	415	33.8	10.9	88.5	11.7
Sylvania	Maplewood Elementary School	K-5	A	362	16.9	10.1	91.5	6.9
Sylvania	Stranahan Elementary School	PK-5	B	473	28.7	21.7	83.3	10.1
Sylvania	Sylvan Elementary School	K-5	B	334	24.9	18.8	85.2	4.4
Sylvania	Sylvania Arbor Hills Junior High School	6-8	A	554	28.6	14.8	89.8	6.6
Sylvania	Sylvania Mccord Junior High School	6-8	A	608	12.0	10.9	88.3	4.2
Sylvania	Sylvania Northview High School	9-12	A	1,213	13.0	9.1	91.1	4.4
Sylvania	Sylvania Southview High School	9-12	A	1,239	19.2	19.8	89.7	5.8
Sylvania	Sylvania Timberstone Junior High School	6-8	A	549	19.4	19.3	92.0	5.7
Sylvania	Whiteford Elementary School	K-5	A	382	20.8	16.5	81.3	8.2
Toledo	Allied Health Academy	9-12	F	260	86.3	>95.0	5.3	4.2
Toledo	Arlington Elementary School	K-6	B	422	76.6	39.9	72.2	20.0
Toledo	Beverly Elementary School	K-6	A	332	34.7	16.9	81.5	14.8
Toledo	Birmingham Elementary School	K-8	C	328	94.7	44.5	68.4	25.7
Toledo	Bowsher High School	9-12	B	1,341	50.8	51.3	64.6	27.3
Toledo	Burroughs Elementary School	K-6	C	430	83.0	52.2	69.6	18.3
Toledo	Business Technology and Industry Academy	9-12	F	278	85.5	>95.0	28.6	8.3
Toledo	Byrnedale Middle School	7-8	C	562	63.0	42.8	76.7	20.1
Toledo	Chase STEM Academy	K-6	C	202	94.1	80.5	53.4	42.3
Toledo	Crossgates Elementary School	K-6	B	366	53.5	45.0	72.1	18.5
Toledo	DeVeaux Middle School	6-8	C	821	71.8	47.7	67.4	23.5
Toledo	East Broadway Middle School	7-8	C	435	91.4	48.7	63.1	35.1
Toledo	East Side Central Elementary School	K-6	C	389	>95.0	54.8	51.5	50.0
Toledo	Edgewater Elementary School	K-5	B	192	79.1	24.6	64.2	19.8
Toledo	Ella P. Stewart Academy for Girls	K-5	D	273	>95.0	>95.0	66.9	29.1
Toledo	Elmhurst Elementary School	K-5	A	345	31.8	20.7	75.0	9.6
Toledo	Fulton Achievement Center	1-12	NA	126	92.8	76.9	42.1	72.4
Toledo	Garfield Elementary School	K-6	C	343	90.7	49.6	60.3	34.3
Toledo	Glendale-Feilbach Elementary School	K-6	C	217	66.0	55.4	63.8	14.8
Toledo	Glenwood Elementary School	K-5	F	296	>95.0	92.8	52.5	50.0
Toledo	Grove Patterson Academy Elementary School	K-8	B	372	49.1	62.9	79.4	3.9
Toledo	Harvard Elementary School	K-6	B	394	49.7	35.7	80.5	9.9
Toledo	Hawkins Elementary School	K-5	C	471	65.7	51.1	72.8	25.4
Toledo	Keyser Elementary School	K-5	D	323	94.3	80.6	52.8	28.0
Toledo	Lagrange Elementary School	K-6	F	275	>95.0	87.7	48.3	51.2
Toledo	Larchmont Elementary School	K-6	B	392	65.9	35.9	65.8	20.8
Toledo	Leverette Middle School	7-8	D	374	>95.0	75.5	59.0	33.8
Toledo	Longfellow Elementary School	K-5	B	370	71.8	38.8	70.9	15.4
Toledo	Marshall Elementary School	K-5	D	215	>95.0	51.1	54.0	37.9
Toledo	Martin Luther King Academy for Boys Elem. School	K-5	C	257	>95.0	>95.0	18.7	41.6
Toledo	McKinley Elementary School	K-5	C	287	93.5	91.2	58.1	32.6
Toledo	McTigue Middle School	6-8	D	514	78.4	73.7	57.5	34.6

Toledo Area public school buildings alphabetical by district and school name		District attributes					Mobility measures	
District	School building	Grade range	Rating	Average daily enrollment	Economic disadvantage	Minority race or ethnicity	Two-year building cohort stability	One-year churn rate
				#	%	%	%	%
Toledo	Navarre Elementary School	K-6	C	399	94.9	48.1	62.4	35.7
Toledo	Oakdale Elementary School	K-6	C	455	86.7	39.8	71.8	16.9
Toledo	Old Orchard Elementary School	K-5	B	237	81.6	73.6	60.8	23.4
Toledo	Old West End Academy Elementary School	K-8	B	288	76.2	>95.0	81.1	5.1
Toledo	Ottawa River Elementary School	K-8	B	493	58.8	19.6	89.1	8.8
Toledo	Pickett Elementary School	K-5	F	374	>95.0	92.5	56.6	43.8
Toledo	Raymer Elementary School	K-6	C	429	90.3	43.1	65.8	30.6
Toledo	Reynolds Elementary School	K-5	D	372	93.6	82.2	51.4	33.3
Toledo	Riverside Elementary School	K-6	D	376	>95.0	60.1	67.3	38.4
Toledo	Robinson Middle School	6-8	F	408	>95.0	>95.0	61.2	32.0
Toledo	Rogers High School	9-12	B	768	60.9	79.8	45.6	39.5
Toledo	Rosa Parks Elementary School	K-5	F	240	>95.0	94.0	46.9	36.9
Toledo	Samuel M. Jones at Gunckel Park Middle School	6-8	F	315	>95.0	83.3	42.9	54.5
Toledo	Scott High School	9-12	NA	124	84.0	>95.0	1.4	149.3
Toledo	Sherman Elementary School	K-6	F	353	>95.0	88.3	54.2	51.6
Toledo	Spring Elementary School	K-6	F	292	>95.0	87.3	46.2	51.6
Toledo	Start High School	9-12	A	1,271	51.8	48.4	55.6	36.5
Toledo	Toledo Early College High School	9-12	A	209	44.3	51.0	69.7	5.4
Toledo	Toledo Technology Academy High School	9-12	A	166	51.5	30.5	80.6	10.5
Toledo	Waite High School	9-12	C	1,019	81.4	48.2	51.6	43.0
Toledo	Walbridge Elementary School	K-5	B	230	>95.0	63.3	49.5	48.6
Toledo	Westfield Elementary School	K-5	D	263	>95.0	67.1	49.8	61.1
Toledo	Whittier Elementary School	K-5	C	221	75.9	41.9	67.6	14.0
Toledo	Woodward High School	9-12	D	706	84.3	78.1	45.5	36.8
Washington	Greenwood Elementary School	K-6	B	442	71.5	37.0	81.1	20.7
Washington	Hiawatha Elementary School	K-6	A	333	54.4	19.8	56.3	18.6
Washington	Jackman Elementary School	K-6	B	436	58.0	22.2	82.9	15.3
Washington	Jefferson Junior High School	7	A+	525	55.6	24.3	-	11.5
Washington	Mcgregor Elementary School	K-6	A	392	53.1	20.4	84.2	12.0
Washington	Meadowvale Elementary School	K-6	B	554	56.4	25.4	81.3	13.8
Washington	Monac Elementary School	K-6	B	457	53.2	21.5	83.5	10.9
Washington	Shoreland Elementary School	K-6	B	586	52.4	14.6	85.1	12.5
Washington	Washington Junior High School	8	B	489	54.2	19.8	0.0	12.1
Washington	Wernert Elementary School	PK-6	B	369	67.2	27.5	81.0	13.3
Washington	Whitmer High School	9-12	B	2,030	44.5	20.0	81.4	15.8
Wauseon	Wauseon Elementary School	3-5	A	436	45.3	22.5	93.6	8.6
Wauseon	Wauseon High School	9-12	A	665	29.4	16.6	84.4	5.2
Wauseon	Wauseon Middle School	6-8	A	442	43.6	17.0	91.7	5.7
Wauseon	Wauseon Primary School	K-2	NA	424	40.6	22.1	90.9	6.3
Woodmore	Woodmore Elementary School	K-6	A+	532	28.9	9.4	80.5	18.1
Woodmore	Woodmore High School	7-12	C	556	19.1	8.7	82.6	11.1

Appendix C. Toledo Area public charter schools, school year 2010–2011 (unless noted)

Toledo Area public charter schools alphabetical by school name		District attributes					Mobility measures	
District of location	School *denotes dropout recovery school	Grade range	Rating	Average daily enrollment	Economic disadvantage	Minority race or ethnicity	Two-year building cohort stability	One-year churn rate
				#	%	%	%	%
Toledo	Achieve Career Preparatory Academy*	9-12	F	252	>95.0	95.0	26.5	72.9
Toledo	Aurora Academy	K-8	C	135	>95.0	48.6	48.6	18.9
Washington	Autism Model School	K-12	NA	80	47.8	31.2	88.6	7.9
Toledo	Bennett Venture Academy	K-8	C	655	80.2	48.1	72.9	10.6
Toledo	Bridge Academy of Ohio	K-5	C	83	84.8	20.9	44.6	11.1
Toledo	Central Academy of Ohio	K-12	C	53	>95.0	21.4	61.5	8.2
Toledo	Clay Avenue Community School	K-12	D	334	67.1	93.5	67.0	11.6
Toledo	Eagle Academy	K-12	D	293	52.0	52.4	69.1	23.3
Oregon	Eagle Learning Center*	9-12	F	127	<5.0	27.4	15.0	135.0
Toledo	Glass City Academy*	11-12	C	137	<5.0	88.4	7.6	134.9
Toledo	Horizon Science Academy Toledo	K-12	C	257	73.7	80.9	58.9	26.7
Toledo	Horizon Science Academy-Springfield	K-12	B	245	87.4	77.9	47.3	16.7
Toledo	Imani Learning Academy	K-8	D	189	84.9	>95.0	62.5	10.8
Toledo	Knight Academy	5-8	C	190	41.4	73.2	59.0	27.2
Toledo	L. Hollingworth School for Talented and Gifted	K-8	C	213	88.5	70.6	54.8	22.4
Toledo	Lake Erie Academy	K-8	F	215	94.7	>95.0	50.7	45.4
Toledo	Life Skills Center Of Toledo*	9-12	D	213	92.3	85.2	9.9	180.5
Toledo	Madison Avenue School of Arts	K-5	D	383	55.2	88.0	75.3	8.6
Toledo	Meadows Choice Community	K-9	D	147	93.6	49.6	39.0	40.6
Fremont	North Central Academy-Fremont	9-12	C	46	29.4	24.4	-	100.0
Toledo	Northpointe Academy	K-12	D	336	<5.0	>95.0	0.0	23.6
Toledo	Phoenix Academy Community School*	7-12	F	756	26.5	52.9	21.7	138.6
Toledo	Polly Fox Academy Community School*	7-12	F	120	>95.0	69.3	30.4	96.9
Toledo	Star Academy of Toledo	K-12	C	2,453	94.1	90.3	41.2	43.0
Toledo	Summit Academy Community School-Toledo	K-10	F	171	76.9	53.1	65.4	12.8
Toledo	Summit Academy Secondary School - Toledo	8-12	D	77	79.0	48.8	72.7	8.9
Toledo	The Autism Academy Of Learning	K-12	NA	51	80.6	53.9	93.0	1.9
Toledo	The Maritime Academy of Toledo	5-12	D	224	74.7	66.1	34.4	28.9
Toledo	Toledo Preparatory Academy	6-12	F	116	<5.0	>95.0	57.0	49.5
Toledo	Toledo Preparatory and Fitness Academy	K-8	A	95	89.1	87.0	46.8	21.6
Toledo	Toledo School For The Arts	6-12	A	581	35.4	31.6	87.5	1.5
Toledo	Victory Academy of Toledo	K-8	F	90	>95.0	>95.0	23.4	63.0
Springfield	Wildwood Environmental Academy	K-12	C	288	50.4	31.1	69.2	19.0
Toledo	Winterfield Venture Academy	K-8	D	554	91.9	86.8	64.7	15.3

