

Section IV: Statewide Analysis

1. Key findings

- Statewide, 1.73 million students attended a public K-12 school in 2011-12. Over 109,000, or six percent of all public school students, attended a charter school. Approximately 300,000 students attended a non-public K-12 school.¹
- Statewide proficiency rates exceeded the goal of 75 percent proficient in all grades and subjects (reading and math only) except fifth and seventh grade math.
- Nearly half, 290 out of 610, public school districts met the state goal of having a performance index over 100. Six percent, 19 out of 307, charter schools met the state goal of having a performance index over 100.
- Almost two-thirds, 387 out of 610, public districts were rated excellent or above. Of charter schools, 30 out of 302 (10 percent) were rated excellent or above.

2. Enrollment

Overall enrollment in Ohio's public schools (charter and traditional schools together) has remained flat. In 2002-03, the state had 1.75 million public school students and in 2011-12, there were 1.73 million, as Figure 4.1 shows. Charter enrollment tripled during the past ten years. In 2002-03, there were 34,000 charter students, and in 2011-12, there were 109,000 charter students. Yet, the statewide number of students who attend a traditional public school still far exceeds charter school students: In 2011-12, there were 1.6 million traditional district students, compared to 109,000 charter students. About 40 percent of charter students (41,000 students) are residents of Cincinnati, Cleveland, Columbus, or Dayton.

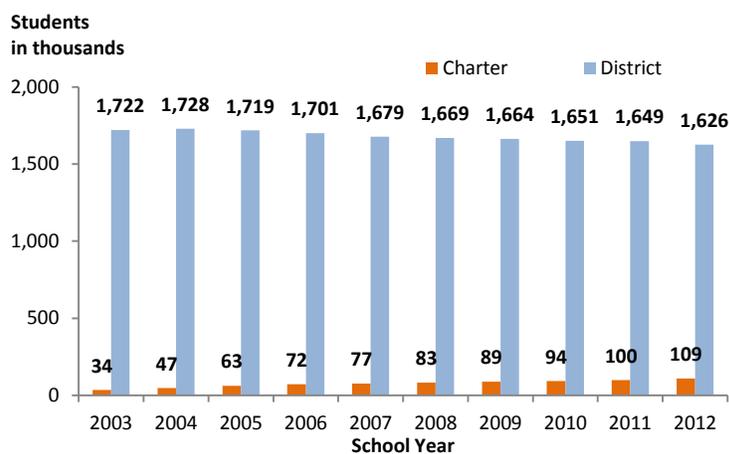


Figure 4.1. Ohio K-12 public school enrollment, charter versus district schools, 2002-03 to 2011-12.

¹ Ohio Department of Education, "Enrollment Data: October 2011 Fall Enrollment Headcount," <http://ode.state.oh.us/GD/Templates/Pages/ODE/ODEDetail.aspx?page=3&TopicRelationID=3&ContentID=12261&Content=128420>.

3. Proficiency Rates

Approximately 750,000 students in grades 3-8 and 125,000 students in tenth grade participated in Ohio’s March 2012 standardized exams. (Students in grades K-2 and 9 do not take a statewide standardized exam; students in grades 11-12 only take the exam if they do not test proficient or above in grade 10.)²

Figure 4.2 shows the percentage of students who scored proficient or above (the “proficiency rate”) in reading and math. This includes students whose scores fall into the top three achievement bands: proficient, accelerated, and advanced. Statewide reading proficiency rates were higher than math rates in every grade except third by three to nine percentage points. For all grades and subjects, except fifth and seventh grade math, the proficiency rate exceeded the statewide goal of 75 percent proficiency.

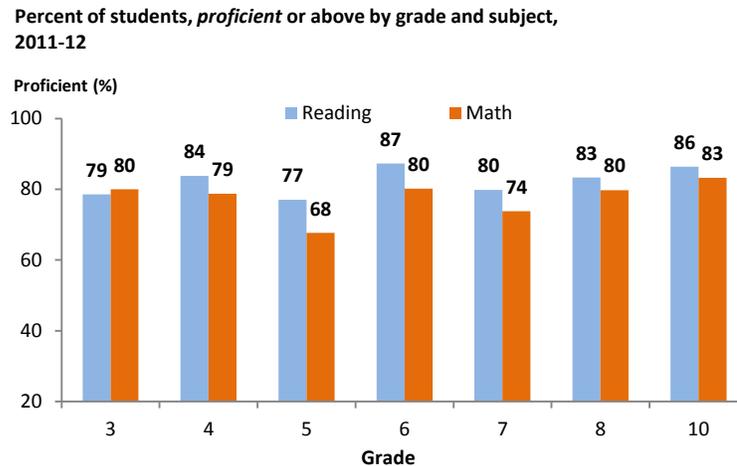


Figure 4.2. Test results on OAA (grades 3-8) and OGT (grade 10), math and reading, 2011-12. Percentage of students scoring proficient or above. **Note:** The statewide goal for proficiency in grades 3-8 and 10 is 75 percent.

4. Performance Index

Performance index (PI) is a measure of aggregate student achievement in a school building or school district. It’s a weighted average of proficiency rates, with greater weight given to students who perform at higher performance levels.

Figure 4.3 shows the statewide distribution of PI scores by traditional school district and charter school, which are known as local educational agencies (LEAs). The chart indicates that nearly all traditional public school districts achieved a PI of greater than 90 (566 out of 610, or 93 percent), and nearly half (290 out of 610) had a PI over 100. Ohio charter schools, as a group,

² Ohio Department of Education, “Statistical Summaries and Item Analysis Reports: May 2012 Grade 3-8 OAA Statistical Summary & March 2012 OGT Statistical Summary,” <http://www.ode.state.oh.us/GD/Templates/Pages/ODE/ODEDetail.aspx?page=3&TopicRelationID=1143&ContentID=9479&Content=131427>.

perform worse, with only 63 achieving a PI of greater than 90 (21 percent), and only 6 percent achieving a PI of 100 (19 out of 307).

Distribution of performance index scores

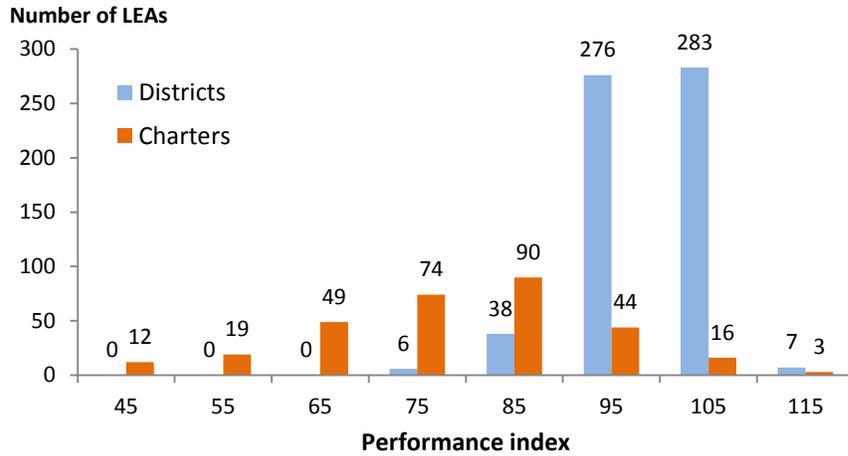


Figure 4.3. Distribution of performance index scores for traditional public school districts and charter schools, 2011-12. Performance index is broken into intervals of 10, with the middle number shown (e.g., interval: 70-79.9 would be shown with a 75 shown on the axis). **Note:** Statewide goal for district-wide performance index is 100.

Ohio school districts vary in enrollment size (anywhere from 164 to 50,000 students). Therefore, it is important also to look at the percentage distribution of students who attend an LEA by PI score. Figure 4.4 shows the percentage of students (district and charter) who attend an LEA whose PI falls within a given interval of 10 (e.g., 70 to 79.9). Nearly half of district students (48 percent) attend a district rated above 100. Meanwhile, only 5 percent of charter students attend a school with a PI of greater than 100.

Distribution of students by their LEA's performance index

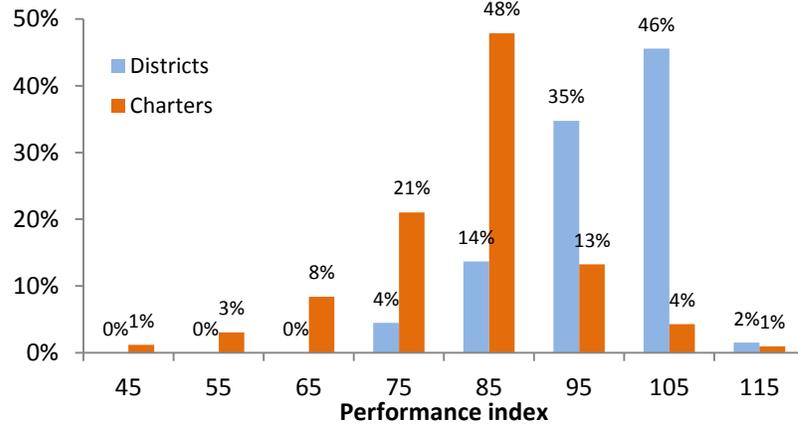


Figure 4.4. Comparison of percentage of students in traditional districts or charter schools, by the LEA's performance index score, 2011-12. Performance index is broken into intervals of 10, with the middle number shown (e.g., interval: 70-79.9 would be shown as 75 on the horizontal axis).

5. Value-Added Growth

Ohio designates schools as “below,” “met,” or “above” to indicate whether a district or building has provided less than (below), equal to (met), or more than (above) a year’s worth of student growth. In contrast to the PI, which measures raw student achievement, value-added is a measure of the impact that a school has on student learning. Value-added is calculated through a statistical model based on students’ current and past test scores. Value-added is calculated for only grades 4-8, so school buildings that span only grades 9-12 or K-3 have no value-added rating.

Figure 4.5 (A) shows how LEAs (charter and traditional school districts) are distributed across Ohio’s three value-added growth categories. Approximately half of both district (303 out of 610, 50 percent) and charter schools (120 out of 226, 54 percent) received the met value-added designation.

Figure 4.5(B) compares the percentage of students who attended a traditional district by each value-added category versus charter school. Showing the percentage of students accounts for the enrollment size of the district or charter school. Of charter school students, 48 percent attended a below-rated charter school, while 41 percent of district students attend an above-rated school district.

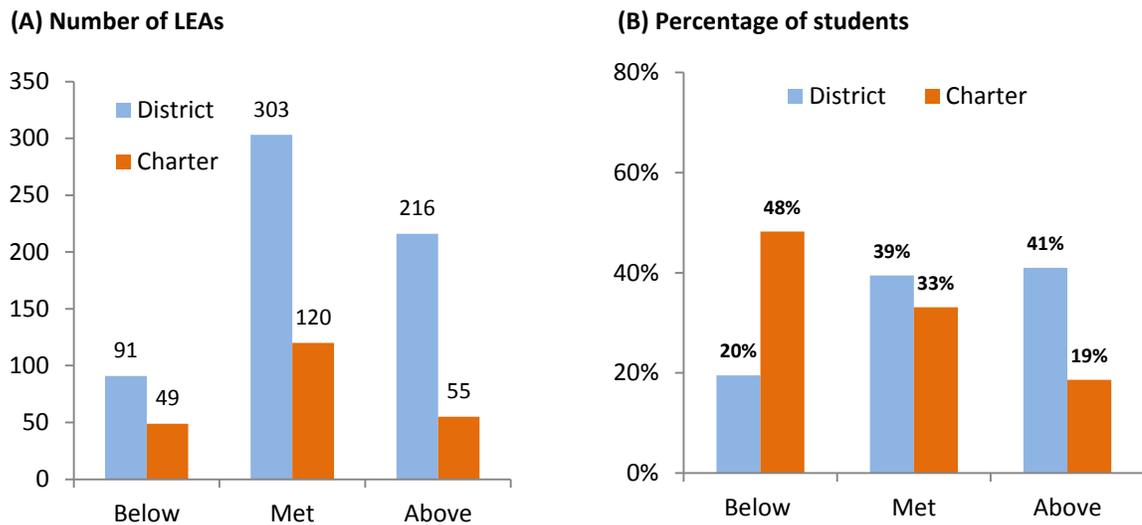


Figure 4.5. Comparison of traditional public school districts and charter schools by (A) number of districts by value-added designation and (B) percentage of students attending a district or charter school, by value-added designation, 2011-12.

6. Ratings

Based on multiple academic performance indicators, including the PI and value-added designation, Ohio gives each charter school and school district an overall academic rating. There are six rating categories (from lowest to highest): academic emergency, academic watch, continuous improvement, effective, excellent, and excellent with distinction.

Figure 4.6 (A) shows the number of LEAs that received each of the school ratings, broken down into traditional district and charter schools. Nearly two-third of traditional districts received an excellent or excellent with distinction rating (387 out of 610, 64 percent). Only one in ten of charter schools received an excellent or excellent with distinction rating (30 out of 302).

Figure 4.6(B) shows the percentage of students who attend an LEA, by the state designation of the LEA they attend. Most traditional public school students attend a district rated excellent or excellent with distinction (61 percent). Meanwhile, only 8 percent of charter school students attend a charter rated excellent or excellent with distinction school.

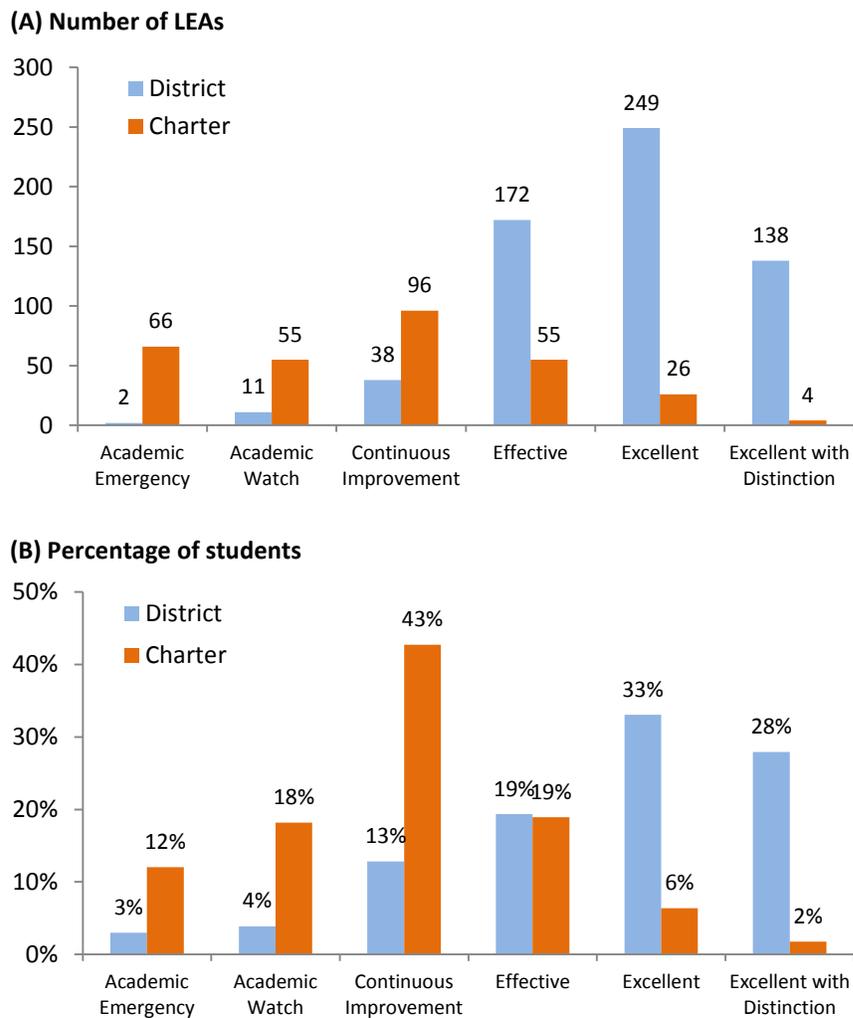


Figure 4.6. Comparison of traditional public school districts and charter schools by (A) number of districts by state rating and (B) percentage of students attending a traditional school district or charter by state rating, 2011-12.