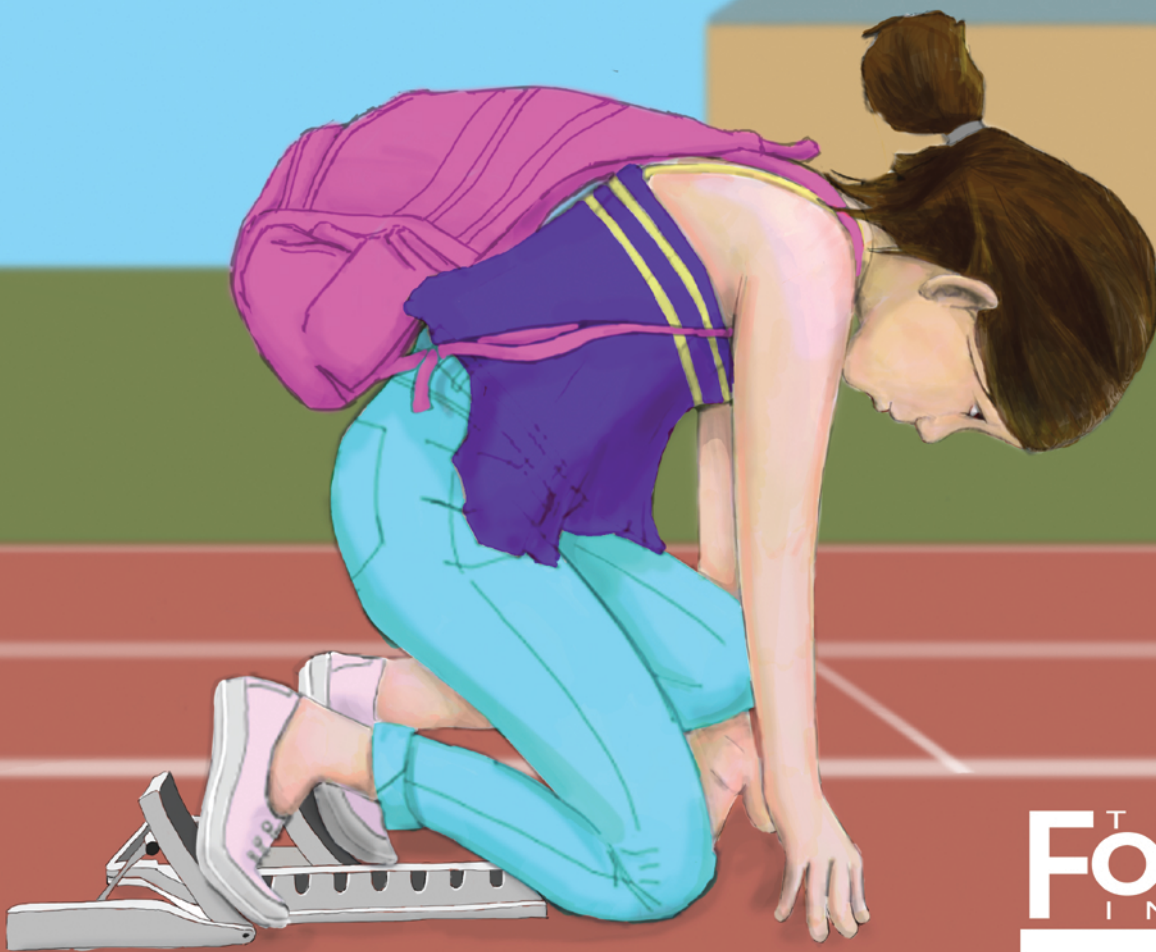# POISED FOR PROGRESS

ANALYSIS OF OHIO'S SCHOOL REPORT CARDS 2013-14

SEPTEMBER 2014

THOMAS B. **FORDHAM** INSTITUTE

ADVANCING EDUCATIONAL EXCELLENCE

POISED FOR PROGRESS

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By Aaron Churchill

CONTENTS

SUMMARY

Heated debate has erupted over changes to Ohio's new standards, assessments, and accountability policies. Most significantly, the state's adoption of the Common Core State Standards in English language arts and mathematics has triggered efforts to roll back the new standards and the assessments associated with them. In addition to the Common Core, the state is undertaking other bold but controversial reforms, including the Third Grade Reading Guarantee—aimed at improving early literacy—and evaluations of teachers and principals that factor in student achievement.

These policy reforms reflect a shifting paradigm in K-12 education. For years, it was assumed that schools would provide an adequate education for all students. Since the early 2000s, prodded by federal law, states adopted policies whereby students have been required to meet "proficiency" benchmarks on state tests. This policy framework has moved the achievement needle forward: Disadvantaged students, for one, have demonstrated gains over the past decade on national assessments.

Yet the academic standards in Ohio and in many states across the nation remained too low, and student outcomes mediocre. The minimum expectations for what students should know and be able to do failed to match the demands of colleges and employers. As a result, Ohio and other states are raising academic expectations: "adequacy" and "proficiency" in K-12 education are passé. In its place, a new paradigm aims to ready students for college and career.

None of these big reforms—from Common Core to new assessments to clearer accountability for schools and educators—are stress-free, without complication, or uncontentious. These reforms demand more of schools and teachers; for example, under Ohio's new learning standards, educators must have a deeper grasp of content and use richer instructional techniques. Parents will need a clearer understanding of why new learning standards are needed and how their school is progressing against them. Lawmakers will require patience and nerves of steel to hold the course.

In this report, we set aside the rancor and anxieties and take a wider-angle look at the performance of public schools and students, at the cusp of Ohio's college-and-career-ready era. Stepping back, we observe too many students who do not meet national benchmarks for solid performance in reading and math—subjects crucial to success in college and beyond. For instance, just 39 percent of eighth-grade students reached proficiency on the reading portion of the nationally administered NAEP exams in 2013. Just 32 percent of Ohio's graduates taking the ACT achieved a state-defined college "remediation free" score. It's no surprise, then, that 40 percent of Ohio's freshman who enter an in-state public college required some form of remediation in math or English.

When we examine state-assessment results from 2013-14, we discover literally thousands of students from the state's neediest communities who struggle with basic literacy and numeracy skills. In Dayton, Fordham's hometown, roughly half of its students fell short of Ohio's (soft) definition of proficiency. The test results from other urban areas were just as disheartening.

Urban public schools face massive educational challenges, and only a handful of them display signs that they can lift achievement. Some of these schools operate within the traditional district system. Within

the Big Eight school districts, we identify forty-eight high-quality schools, defined as those that receive solid state ratings in both performance index scores (student achievement) and value-added (student gains, measured over time). Meanwhile, many other high-quality schools are public charters: Encouragingly, we discovered thirty-three such charter schools located in the Big Eight urban areas. As you'll see in this report, there's a good mix of high-quality charter and district-run urban schools.

Unhappily, high-quality urban schools of any variety—district or charter—are not the norm. When we approximate the proportion of high-quality seats in Ohio's cities (i.e., the proportion of students that attend high-quality schools), we see that only 15 percent or so of public-school seats are high-quality. In fact, the chart below shows that there is a far greater percentage of low-quality seats, either district or charter, than high-quality ones.

Chart*: Percentage of high- and low-quality seats in public schools, district and charter, across the Ohio Big Eight urban areas for 2013-14*
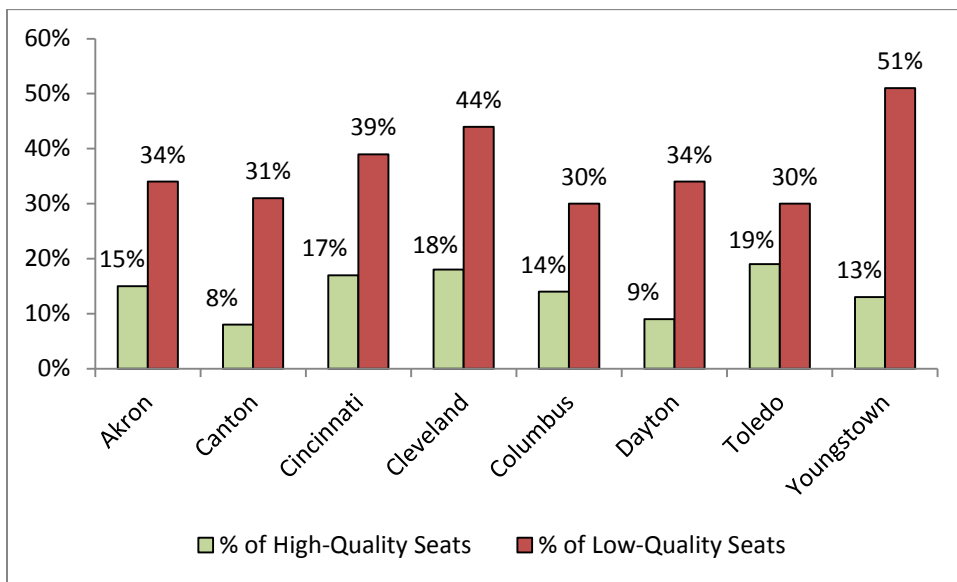
Note: The sum of high- and low-quality seats does not equal 100 percent; the medium-quality tier is not displayed.

These statistics paint an overall portrait of the public-school landscape of each urban area. It is not a pretty one—and surely unsatisfying for anyone who worries about educating disadvantaged children. In Ohio's urban areas, it is safe to say that far more students languish in a low-quality public school than thrive in a high-quality one.

But what about charter schools? Are they contributing high-quality seats in these areas? In Cleveland and Columbus, the answer is yes: In Columbus, 32 percent of its charter students attended a high-quality school in 2013-14. In Cleveland, the figure is 28 percent. The charter-school sectors of Youngstown, Dayton, and Cincinnati offer a more-modest percentage of high-quality seats: Respectively, 22, 20, and 18 percent of their charter students attended a solid charter in those cities. Meanwhile, the charter schools in Akron, Toledo, and Canton provide few good charter-school options.

Despite the encouraging signs of growth in quality charter schools, particularly in Columbus and Cleveland, all of the Big Eight urban areas are plagued with low-quality charter schools. We approximate that Cincinnati had the highest percentage of low-quality charter-school seats (52 percent), while 34 percent of Cleveland's charter-school seats were low-quality and Columbus stood at 23 percent.

Meantime, to those who defend the monopoly of the traditional public school district, rest assured, low-quality schools plague urban districts just as much—if not more—than these cities' charter-school sectors. In Cleveland, 51 percent of district-school seats were low quality; and in Columbus, 33 percent. Even Cincinnati Public Schools—generally regarded as one of the healthier Big Eight districts—had 36 percent low-quality seats.

Poised for Progress shows that Ohio policymakers and educators have much hard work ahead of them. In the coming year, the Buckeye State will set a new baseline for achievement—one based on rigorous standards and assessments. There will be inevitable practical, technical, and political challenges associated with these changes. The assessments are unknown. The school-report cards remain unsettled. Proficiency rates will fall, providing a more sobering—but honest view of student achievement. Meantime, policymakers have to dramatically grow the number of high-quality seats in urban communities through whatever means possible—charter, district, or private-school choice. They also have the unpleasant task of pruning the number of seats available in low-quality schools of all types.

Ohio is poised for positive change. But many tough challenges lie ahead. It is incumbent on adults to buckle down and problem solve in the coming days. If responsible adults can do this, more Ohio students will enjoy a brighter future

ACKNOWLEDGMENTS

I.   INTRODUCTION

The report is organized as follows: First, it begins with introductory matters. These include an outline of the state's school-rating system, an approach to understanding overall school quality in urban areas (both district and charter), and a brief description of the changes that lie ahead with the Common Core and PARCC assessments. Second, it provides an overview of state-level enrollment trends and results on national (NAEP and ACT) and statewide assessments (OAA and OGT). In this section, we also identify the state's top-fifty urban public schools—an honor roll of "Schools of Achievement" and "Schools of Impact." Third, the report takes a deep-dive into the school performance, both district and charter, within the Big Eight urban areas: Akron, Canton, Cincinnati, Cleveland, Columbus, Dayton, Toledo, and Youngstown. In these sections, we identify each city's high-quality public schools—schools that provide high-quality seats.

School ratings

In last year's report-card analysis, *Parsing Performance,* we discussed some of the recent changes to Ohio's accountability system, most notably the switch to an A-F school-grading system. The report-card components, displayed in table 1.1, are designed to provide a coherent and holistic view of student and school performance, so that outside observers of a school or district (e.g., parents, taxpayers, policymakers) can make informed decisions. School-shopping parents, for instance, may want to focus on the achievement metrics: Would their child be attending a school with other high-achievers? Meantime, it might be desirable for policymakers to focus on the value-added rating of a school: Are Ohio's schools impactful—that is, are they contributing to student learning gains?

Two report-card components stand out as the keys to understanding overall school quality: the performance index and the overall value-added rating. The performance index is a composite score that places additional weight on higher test scores, similar to how we calculate a grade point average. It provides a point-in-time snapshot of *student* achievement within a school.[1] Yet the performance index, if used in isolation, can obscure our view of *school* performance. (It is settled fact that students from well-off families typically achieve at higher levels than less-advantaged students in the U.S.) That is one reason why the value-added measure is also essential. Using statistical methods, value-added provides an estimate of a school's impact on achievement, tracked over time and separate of other factors.[2]

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[1] Test scores are classified into six achievement levels. In an ascending order, they are limited, basic, proficient, accelerated, advanced, and advanced plus.

[2] High school value-added scores are slated to be reported in 2014-15 and to be graded starting in 2015-16. The state's value-added index score, which is referred to throughout the report, is the estimated average gain for a school (reported in Normal Curve Equivalent units) divided by the standard error.

Table 1.1. Components of Ohio's school report cards

Performance Indicator	2012-13	2013-14	Description
Achievement			Student performance on state tests
Indicators Met	Graded	Graded	Across tested grades and subjects—there are up to 24 combinations—the percentage of students who reach proficiency. In grades 3-8 and 10, 80 percent of students must reach proficiency in a given grade or subject exam to meet that "indicator"; 85 percent is required for eleventh grade. (In 2012-13, the proficiency standard was 75 percent.)
Performance Index	Graded	Graded	A weighted measure of achievement, with more weight given to students who achieve at higher performance levels.
Progress			A statistical estimate of a school's impact on achievement gains over time. Includes results for students in grades 4-8.
Value-Added: Overall	Graded	Graded	Estimate based on the average gain of all tested students
Value-Added: Gifted	Graded	Graded	Estimate based on the average gain of students identified as gifted in math, reading, or superior cognitive.
Value-Added: Students with Disabilities	Graded	Graded	Estimate based on the average gain of students with a disability and not taking an alternate assessment.
Value-Added: Lowest Achieving	Graded	Graded	Estimate based on the average gain of students within the lowest 20 percent in achievement.
High School Graduation			Percentage of students who earn a diploma within four or five years after entering ninth-grade for the first time.
4-Year Graduation Rate	Graded	Graded	
5-Year Graduation Rate	Graded	Graded	
Annual Measurable Objectives (AMOs)	Graded	Graded	Student performance of student subgroups (e.g., race and ethnic groups, economically disadvantaged).
K-3 Literacy	-	Graded	Percentage of K-3 students who go from being not-on-track to on-track in reading proficiency on annual diagnostic exams administered in the Fall.
Prepared for Success	-	-	High-school performance measures that include college-admissions test results, AP/IB participation and results, and other metrics.
Overall Grade	-	-	Composite grade, slated to become a graded component starting in 2015-16.

Sources: Adapted from Ohio Department of Education, "Understanding Ohio's New Local Report Card System" and "Timeline – A-F Report Card." Notes: Dashes indicate that the report-card component was not graded; all of these components are scheduled to receive a letter grade in 2016. At the time of the writing of this report, the K-3 Literacy grades had not been released for 2013-14 due to problems with data reporting.

Throughout this report, we also display student proficiency rates. A proficiency rate is another gauge of *student* achievement—the percentage of students who reach proficient or above—but unlike the performance index, the proficiency rate does not award additional weight to higher scores. Proficiency is more like a "pass-fail" grade for a school than a GPA score. For the purposes of appraising school quality, we exclude the proficiency-based report-card measure (i.e., "indicators met"). However, we do report proficiency rates on a state- and district-level, so that readers can get a general sense of student achievement.

Counting quality seats in the Big Eight

Because achievement has persistently languished in urban areas, policymakers have paid special attention to big-city school reform. In Cleveland, for example, Ohio lawmakers worked together to pass the "Cleveland Reform Plan" in 2012, which changed many of the district's archaic school-staffing policies. Further back, the state enacted its first voucher program in 1995—exclusively for Cleveland students—to help needy inner-city students transfer from a public to a private school. Meanwhile, state policymakers have designed Ohio's charter-school policies around improving urban education. In fact, brick-and-mortar charter schools, with some exceptions, are largely restricted to locating in urban areas.

These education reforms, from charters to vouchers to district overhauls, have all promised to expand educational opportunity, improve school performance, and ultimately lift student achievement. To examine city-wide school performance, we conduct a seats analysis to calculate the number of students who attend high-quality (or low-quality) schools.[3] What does the supply of high-quality-schools look like for each city—and how many students do these schools educate? How many students attend a mediocre school? And how many are stuck in dreadful schools? Shedding light on these fundamental questions about a city's public-school environment is vital, so that state and city leaders can grasp how many good schools must be created, or present ones expanded, to give every student the academic opportunities she need.

To conduct the analysis, we utilize the performance-index and value-added measures from the report cards and weight them as equally important when appraising the overall school quality. Here's how it works, using Dayton's results as an example. First, we situate each public school that receives both ratings into a matrix that combines its performance-index and value-added letter grade.[4] For example, across Dayton's public schools—district and charter—two schools received a B-A rating combination (B on performance index and A on value-added). Next, we sum the number of students who were enrolled across the schools with each letter-grade combination. In the instance of Dayton's B-A rated schools, 436 students attended those two schools in 2013-14.

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[3] Private schools do not receive state report cards and are excluded from the city-level analyses.
[4] Naturally, most high-schools in Ohio are excluded from the seats analysis since they do not presently receive a value-added rating (see footnote 2).

Table 1.2. Number of quality schools (left) and quality seats (right) in Dayton

		Performance Index				
		A	B	C	D	F
Value Added	A	0	1	2	2	0
	B	0	0	2	4	0
	C	0	0	3	10	1
	D	0	0	0	3	0
	F	0	2	1	8	4

		Performance Index				
		A	B	C	D	F
Value Added	A	0	436	1117	809	0
	B	0	0	645	1357	0
	C	0	0	1602	3869	87
	D	0	0	0	1169	0
	F	0	1416	325	2686	1605

Next, we classify each letter-grade combination into the high-, medium-, or low-quality category (respectively, the green-, gray-, and red-shaded cells). Then we sum the students who attend schools within each quality rating category. In Dayton, there were 1,553 students, or 9 percent of public-school students who attended a high-quality school last year (see table 1.3). We also slice the data by charter and district schools: 1,135 students went to a high-quality charter, whereas 418 students attended a high-quality district school in Dayton. Equating school enrollment figures with the number of seats available, we determine that approximately 9 percent of public-school seats are high-quality in Dayton (20 percent high-quality in its charter sector and 4 percent in its district).

Table 1.3. Summary statistics of schools and seats, by quality and sector, in Dayton[5]

	All Public Schools			Charter Schools			District Schools		
	Schools	Seats	% of Seats	Schools	Seats	% of Seats	Schools	Seats	% of Seats
High Quality	3	1,553	9%	2	1,135	20%	1	418	4%
Medium Quality	23	9,698	57%	10	2,857	50%	12	6,306	58%
Low Quality	17	5,872	34%	7	1,680	30%	11	4,192	38%
TOTAL	43	17,123	100%	18	5,672	100%	24	10,916	100%

We recognize the limits to our seat-counting approach. For one, the number of students enrolled in high-quality schools only approximates the supply of high (or low) quality seats, since enrollment does not necessarily equal the capacity of a school facility. For future analyses of city-level school quality, it would be worth trying to adjust for the capacity of each school-building facility. Secondly, difficulties arise because some charters draw students from different districts. For example, our quality seats approach does not account for charter students who attend a statewide e-school. (For more on charter-enrollment problems, see the "Notes on the data" section below.) Finally, reasonable people can debate which report-card components should be included—and their weight—in a school-quality system. Some might also argue that non-test-based indicators like "character development" or "grit" should be included in quality determinations. These are all important elements of a school; however, achievement results and learning gains, as measured by state assessments, remain core dimensions of school quality.

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[5] The tables exclude seven schools that did not receive value-added scores (all containing high-school grade levels), nine dropout-recovery schools, three schools receiving no value-added or performance-index ratings, and students who attended a statewide e-school. One STEM school was excluded from the charter-district breakdown.

Peering into the future

The state will administer new assessments—the PARCC exams—for the first time in 2014-15. (Pilot tests were given to over 100,000 Ohio students in spring 2014.) In alignment with the increased rigor and deeper content of the Common Core, the PARCC exams are expected to be more challenging than the state tests administered in recent years. They will require students to solve complex problems, write analytically, and demonstrate a deeper command of content than the mostly multiple-choice state tests of the recent past. In addition, PARCC has stated its intention to create a "proficiency" cut-score that signifies being on-track toward "college-and-career readiness."[6] This is a significant change from Ohio's outgoing definition of "proficiency," which generally signaled that a student had attained basic math and reading skills.

As Ohio ratchets up its standards and assessments, proficiency rates are expected to fall. This is a natural adjustment due to the switch from the previously cozy notions of proficiency under Ohio's old education standards to "college-and-career-ready" standards. Figure 1.1 suggests how substantial proficiency-rate declines might be when Ohio administers PARCC in 2014-15. It displays fourth- and eighth-grade proficiency rates in math and reading, as measured by NAEP and by state assessment. We see a large gap between NAEP and OAA proficiency rates—mostly due to a more-rigorous definition of proficiency on NAEP.[7] If NAEP is any indication, schools across Ohio should expect proficiency-rate declines on the magnitude of 30 to 40 percentage points next year.[8]

Figure 1.1. NAEP proficiency versus OAA proficiency rates

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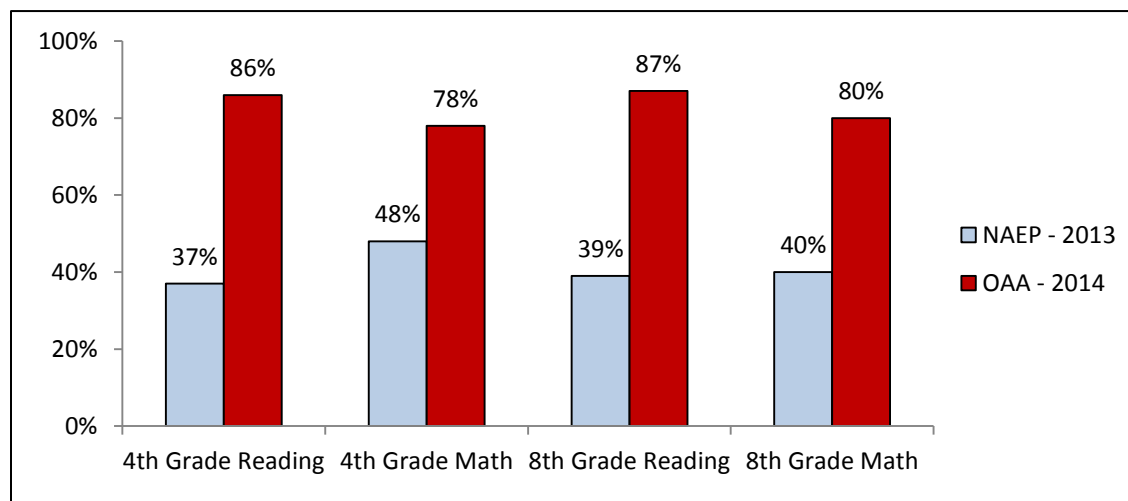
[6] PARCC will determine performance-level cut scores in Summer 2015. For more information, see Partnership for Assessment of Readiness for College and Careers, "PARCC College- and Career-Ready Determination Policy in English Language Arts/Literacy and Mathematics & Policy-Level Performance Level Descriptors."

[7] For example, the OAA defines math proficiency as "adequate progress … to solve familiar problems"; in contrast, NAEP states that proficient is "solid academic performance … over challenging subject matter."

[8] New York and Kentucky, for example, recently implemented new state assessments designed to emulate the rigor of the Common Core. Proficiency rates, predictably, fell across the board. See Javier C. Hernandez, "Test Scores Sink as New York Adopts Tougher Benchmarks," *The New York Times*, August 7, 2013 and Andrew Ujifusa, "Scores Drop on Kentucky's Common Core-Aligned Tests," *Education Week*, November 2, 2012.

The switch to higher standards and tougher assessments have led lawmakers to declare a one-year "safe harbor" from accountability for schools and districts in the upcoming school year (2014-15). These provisions include the following:

- Test results from the 2014-15 year will not be counted for state sanctions (e.g., a school becoming voucher eligible or a district going into state receivership for low ratings).
- No overall school or district rating will be issued. Prior to the "safe harbor," schools were slated to receive an overall letter grade in 2014-15.
- A school district and its teachers union can agree not to use test results from 2014-15 for teacher evaluations.

In 2014-15, Ohio will be setting a new baseline for achievement—one based on rigorous standards and assessments. Given the sweeping changes associated with Ohio's new learning standards—not to mention, the technical and political challenges of implementing a brand-new statewide test—a one-year safe harbor is reasonable policy for now. But policymakers will have to resist calls to further delay accountability in the years to follow.

* * *

Notes on the data

The data for this report primarily come from the Ohio Department of Education (ODE). The school-rating data can be found at ODE's website (http://reportcard.education.ohio.gov/). Charter-school data pose complications with respect to enrollment and especially its relation to school ratings. Charter enrollment come from various sources, and the one used depends on the analysis.

For *enrollment*: Statewide charter-school enrollments are based on October headcounts (figures 2.1 and 2.2). For city-level charter enrollments, the District Payment Reports are used to calculate the number of charter students who would have otherwise attended the city's traditional school district (e.g., see figure 3.1 for Akron). The payment reports adjust for the fact that some charters draw from multiple districts, not just the one in which it is geographically located. This phenomenon is most apparent with statewide e-schools, which draw students from many school districts.

For the *quality charter seats* analysis, the report-card enrollment statistics are used for each charter school (e.g., table 1.2 above). This does not adjust for the number of students in a given charter who come from this-or-that school district. For the purpose of a city-level quality analysis, it would have been cumbersome, if not impossible, to try to slice enrollment by students' district of residence and then tie school-level results to any particular group of students. (As a hypothetical situation, one would not know whether a Columbus-area charter school's rating is more reflective of its Columbus City School students or those who enroll from other districts.) That being said, most urban-area charter schools in Ohio draw students overwhelmingly from the big-city district in their area. We note throughout that students attending statewide e-schools are excluded in the quality-seats calculations, as are students attending dropout-recovery charter schools, which do not receive conventional ratings. Finally, some caution should be exercised when viewing charter versus district results—one requires a student-level analysis to make clearer cross-sector comparisons.

II.   STATEWIDE ANALYSIS

1. Enrollment

Ohio has approximately 1.7 million students in its K-12 public-school system. Most students attend a traditional district school: In 2013-14, roughly 1,609,000 students were educated in a district-run school. District enrollment has somewhat declined over the past ten years, as figure 2.1 shows. About 100,000 fewer students attend a district school in 2013-14 compared to 2004-05. Public charter school enrollment has increased—nearly doubling—during this period, from 63,000 to 122,000 students.

Figure 2.1. Ohio public-school enrollment, district and charter, 2004-05 to 2013-14
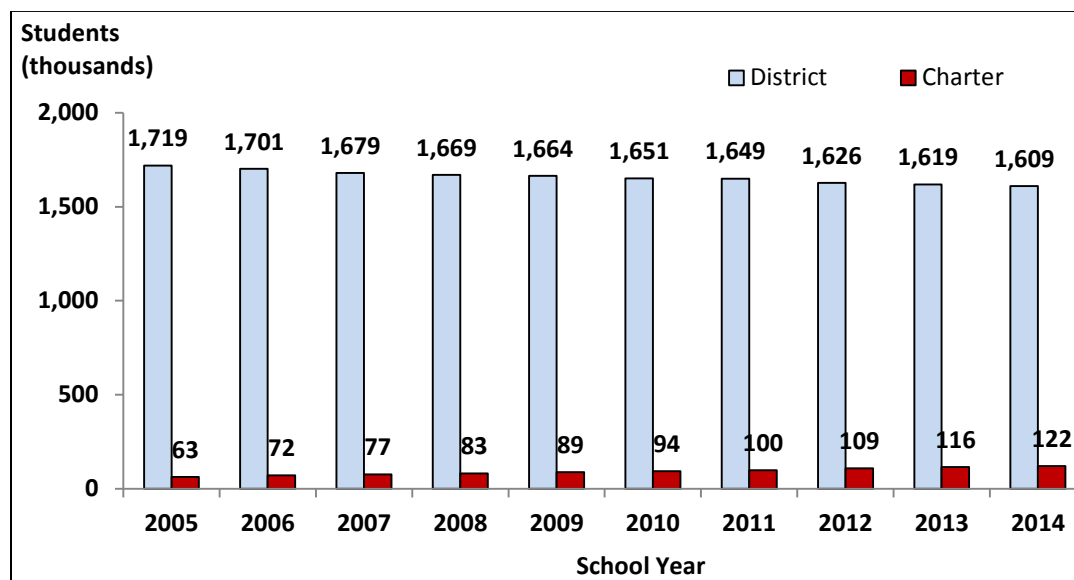
E-School Enrollment

Within its charter-school sector, Ohio has twenty-five online schools, 300 brick-and-mortar charter schools, and ninety dropout-recovery charters (a few of which are also online schools). Twelve of the online schools are "statewide" e-schools that enroll students from anywhere in the state. The other e-schools are local online schools, authorized by a school district or regional Educational Service Center. These local digital schools typically enroll students from only the authorizing district and/or districts nearby. As figure 2.2 displays, the enrollment in statewide e-schools has boomed, more than doubling in the past ten years, and has outpaced the enrollment growth of physical charters.[9] In 2013-14, e-school students comprised nearly one-third of Ohio's charter-school population. Figure 2.3 shows that two major statewide e-schools, the Electronic Classroom of Tomorrow and Ohio Virtual Academy, have driven e-school growth in Ohio.

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[9] The overall e-school enrollment trend is difficult to track due to the closure of several local "digital academies" during the past decade. Figure 2.2 shows only the enrollment of statewide e-schools, which accounts for the overwhelming majority of e-school enrollment—97 percent in 2013-14.

Figure 2.2. Enrollment in statewide e-schools in Ohio, 2004-05 to 2013-14
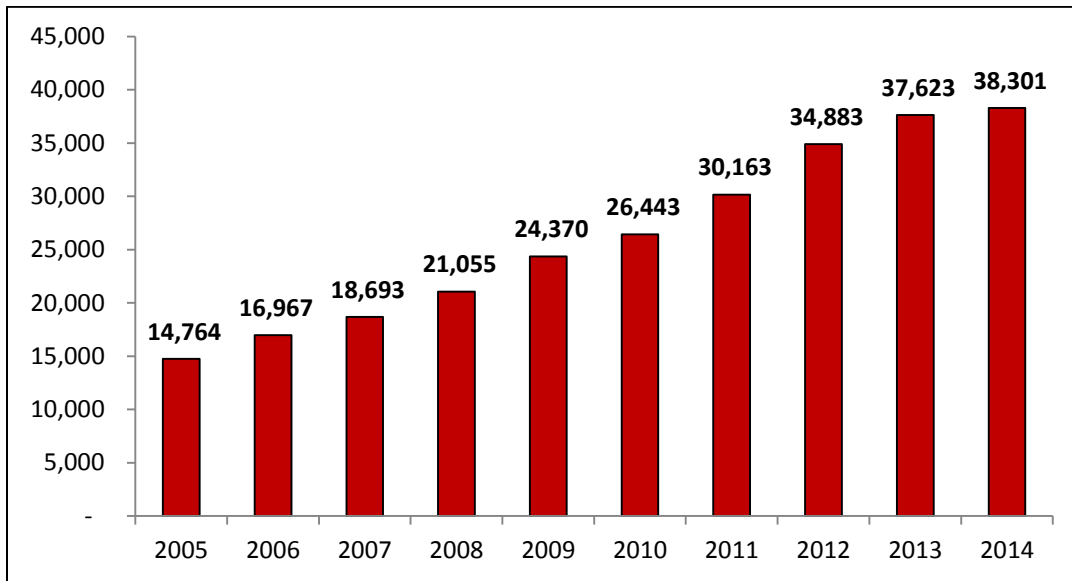
Figure 2.3. Enrollment trend of Ohio's largest e-schools, 2004-05 to 2013-14
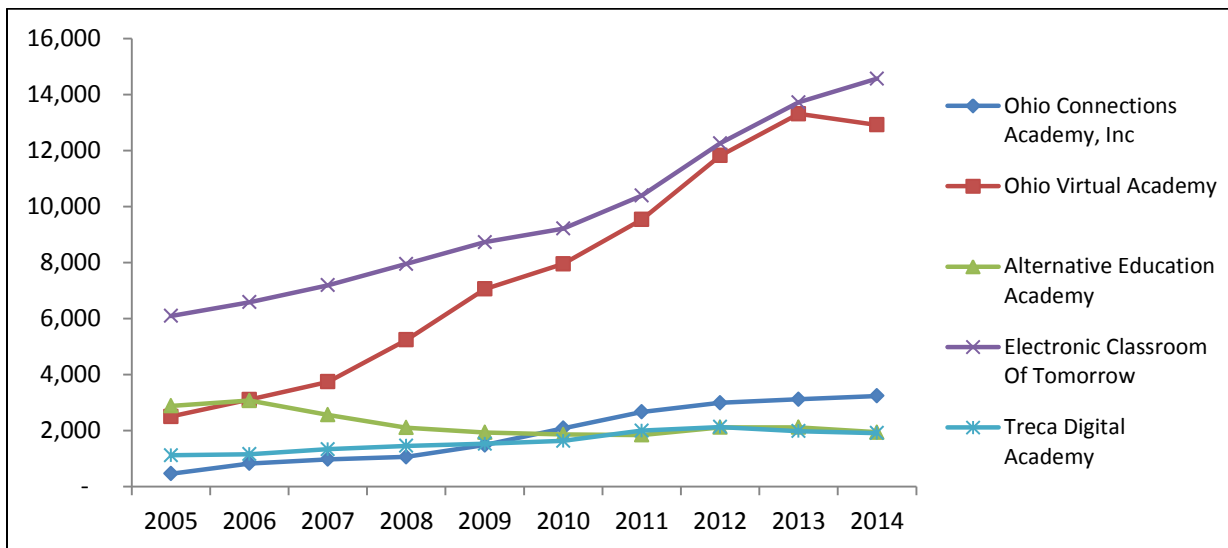
Big Eight Charter School Enrollment

Most of Ohio's physical charter schools are located in its Big Eight urban areas. Some of that is a function of state law, which generally restricts physical charters to locating within these communities. (There are some exceptions however.) The cities with the largest shares of charter-school students are Cleveland, Dayton, Toledo, and Youngstown, all of which have 30 percent or more of their public-school students attending a charter (physical or an e-school). Meanwhile, as figure 2.4 shows, less than 15 percent of public-school students attend a charter in Akron and Canton. In the cases of Cleveland, Dayton, and Youngstown, the traditional district has historically underperformed, providing one explanation for those cities' relatively large charter-school sectors.

Figure 2.4. Charters as share of overall public-school enrollment in Ohio Big Eight cities, 2013-14
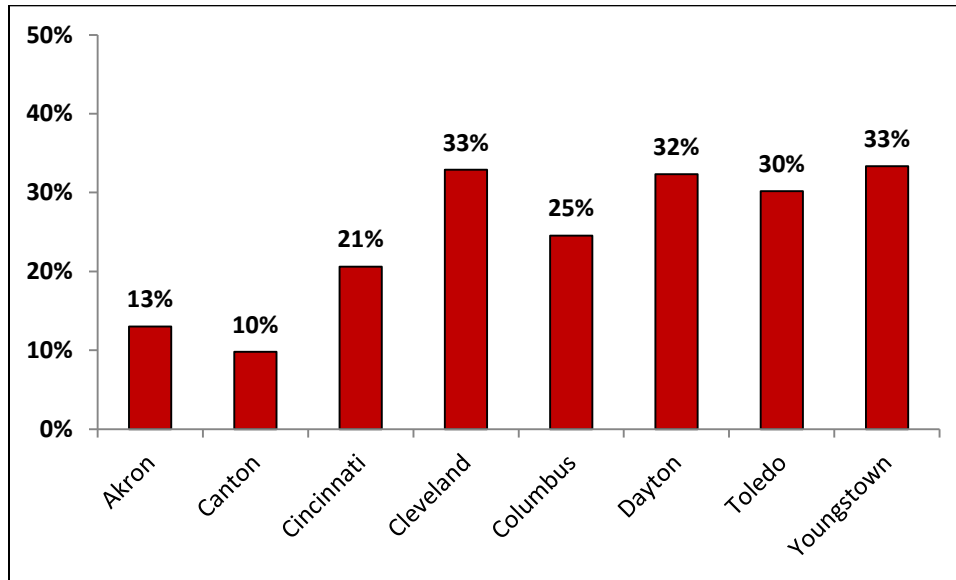
District Enrollment

As figure 2.1 showed, district enrollment has somewhat declined over the past decade. Moreover, enrollment in urban traditional districts has fallen substantially (e.g., figure 6.1 for Cleveland and figure 9.1 for Toledo). However, enrollment has grown rapidly in dozens of other districts, and table 2.1 displays the ten fastest-growing school districts in Ohio. High-growth districts tend to be suburban and lower poverty. On the other hand, other districts have experienced large enrollment declines. Table 2.2 displays the ten districts that have lost the most students over the past decade; they tend to be either rural or urban districts with higher levels of poverty.

Table 2.1. Ten fastest-growing school districts in Ohio, 2004-05 to 2013-14

District	County	Enrollment 2005	Enrollment 2014	Percentage Change	2013 Typology
Olentangy Local	Delaware	9,452	18,095	91.4%	Suburban/Very Low Poverty
Licking Heights Local	Licking	2,192	3,709	69.2%	Suburban/Low Poverty
Avon Local	Lorain	2,679	4,181	56.1%	Suburban/Very Low Poverty
Monroe Local School District	Butler	1,666	2,547	52.9%	Suburban/Low Poverty
New Albany-Plain Local	Franklin	3,187	4,732	48.5%	Suburban/Very Low Poverty
Springboro Community City	Warren	4,498	5,830	29.6%	Suburban/Very Low Poverty
Canal Winchester Local	Franklin	2,810	3,638	29.5%	Suburban/Low Poverty
Bloom-Carroll Local	Fairfield	1,539	1,900	23.5%	Small Town/Low Poverty
Jonathan Alder Local	Madison	1,823	2,229	22.3%	Small Town/Low Poverty
Big Walnut Local	Delaware	2,584	3,146	21.7%	Suburban/Low Poverty

Table 2.2. Ten fastest-declining school districts in Ohio, 2004-05 to 2013-14

District	County	Enrollment 2005	Enrollment 2014	Percentage Change	2013 Typology
Warrensville Heights City	Cuyahoga	2,811	1,453	-48.3%	Urban/High Poverty
Jefferson Township Local	Montgomery	727	377	-48.1%	Small Town/High Poverty
East Cleveland City	Cuyahoga	4,697	2,439	-48.1%	Urban/High Poverty
Bettsville Local	Seneca	238	126	-47.1%	Rural/high Poverty
Youngstown City Schools	Mahoning	9,016	5,197	-42.4%	Urban/High Poverty
Cleveland Municipal	Cuyahoga	64,182	37,112	-42.2%	Urban/Very High Poverty
Ledgemont Local	Geauga	677	428	-36.8%	Rural/Average Poverty
Mansfield City	Richland	5,585	3,558	-36.3%	Urban/High Poverty
Edison Local	Jefferson	2,482	1,583	-36.2%	Rural/High Poverty
Windham Exempted Village	Portage	925	594	-35.8%	Rural/High Poverty

Notes: The table does not display the two districts with the largest percentage declines, Put-In-Bay and College Corner. Both are atypical districts—Put-In-Bay is an "island district" with an annual enrollment typically under 30 students; College Corner School District crosses state lines with Indiana. In June 2014, Bettsville Local merged with neighboring Old Fort Local School District. District "typologies" are defined by the Ohio Department of Education based on a variety of socio-economic characteristics of each district.

2. Student Performance

National Exams - NAEP

The National Assessment of Educational Progress (NAEP) is given biannually in reading and math to a representative sample of fourth- and eighth-grade students. Because the exam is administered nationwide, NAEP is one of the best ways to compare academic performance across states. (NAEP does not report data on a district- or school-level, with the exception of a few large urban areas, including Cleveland.) Ohio's rank relative to other states falls somewhere between ninth and seventeenth in the nation, depending on the grade, subject, and year. As table 2.3 shows, Ohio's rankings in reading fell slightly from 2011 and 2013, while its math rankings somewhat improved.

Table 2.3. Ohio national rankings on NAEP, 2011 and 2013

	Fourth Grade		Eighth Grade	
	Reading	Math	Reading	Math
2011	T-14	T-13	T-16	T-12
2013	T-17	T-9	T-17	T-7

Note: Ranking includes all fifty states plus the District of Columbia. "T" indicates a tie in the rankings.

In terms of trends over time, Ohio's average NAEP score in math has increased since 2003, as has generally been the case across the nation. Meanwhile, the state's average reading score on NAEP has remained largely flat over the past decade. Figure 2.5 displays the trend in Ohio's eighth-grade scores for math and figure 2.6 displays the reading trend from 2003 to 2013, with the national averages shown for context. NAEP scores are reported on a scale of 0 to 500.

Figure 2.5. Average eighth-grade NAEP math scores in Ohio and national, 2003 to 2013
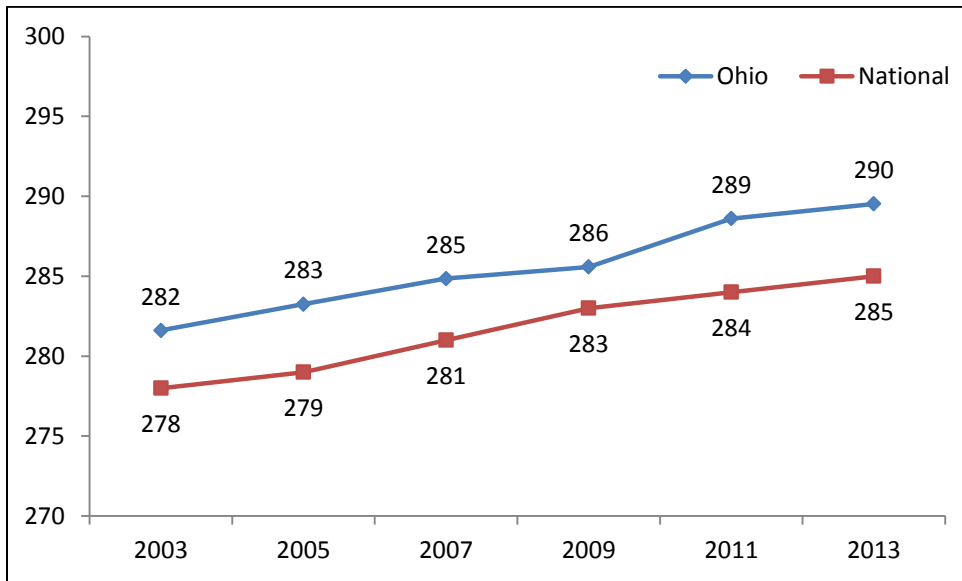
Figure 2.6. Average eighth-grade NAEP reading scores in Ohio and national, 2003 to 2013
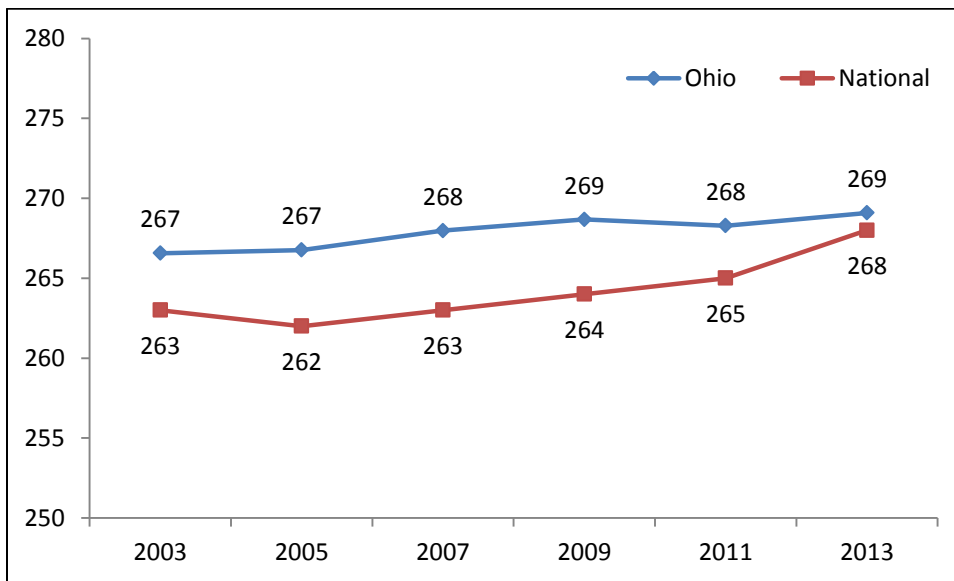
National Exams - ACT

The ACT is the predominant college-entrance exam for Ohio high-school students. For the graduating class of 2014, 91,089 students in Ohio took the ACT, up from 80,732 students taking the ACT for the class of 2005. ACT scores have risen slightly over the past decade, a trend that compares somewhat favorably relative to the national trend in ACT scores. As figure 2.7 shows, the average composite score in Ohio has gone from 21.4 for the graduating class of 2005 to 22.0 for the graduating class of 2014. Average ACT scores slightly increased across all four subject areas that ACT tests (figure 2.8). ACT scores range from 0 to 36. To put the composite ACT scores into context, students in the 25th to 75th

percentiles of admitted freshman at Ohio State University score between 27 and 31; for Kent State University it ranges between 21 and 26.

Figure 2.7. Average composite ACT score in Ohio and national, class of 2005 to class of 2014
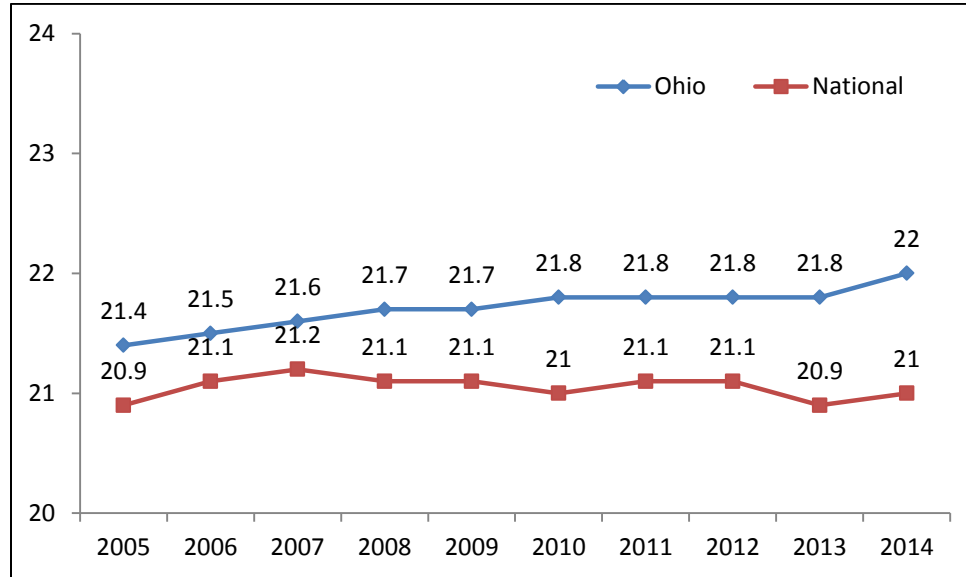
Figure 2.8. Average ACT scores by subject area in Ohio, class of 2005 to class of 2014
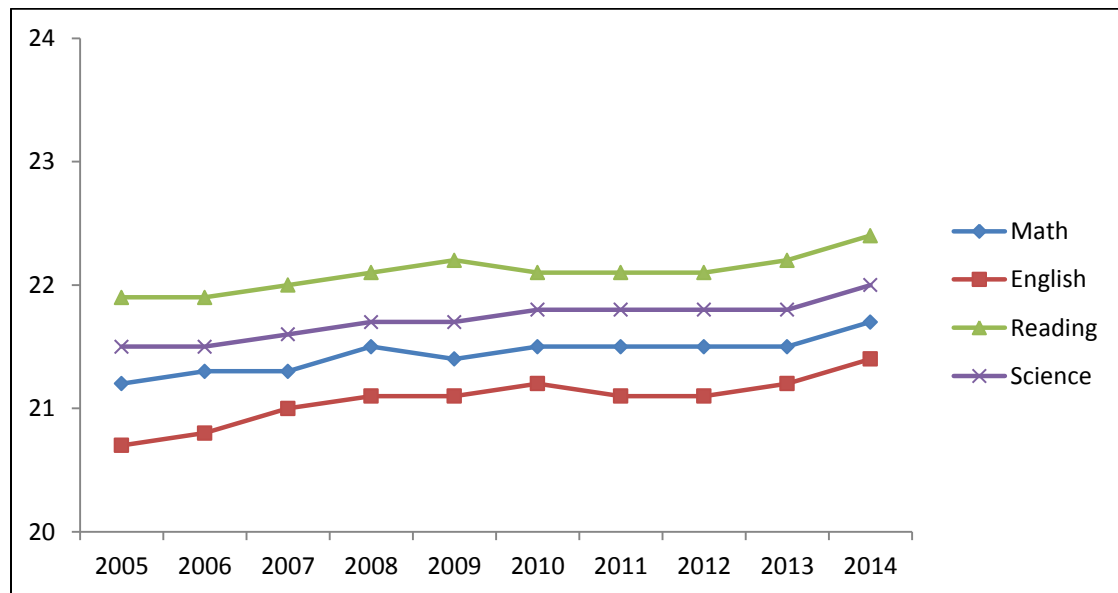
State Exams – OAA and OGT

Statewide proficiency rates in reading and math on Ohio's state assessments range between 68 percent (fifth-grade math) and 89 percent (tenth-grade reading). Figure 2.9 displays 2013-14 proficiency rates across grades three through eight (Ohio Achievement Assessments) and grade ten (Ohio Graduation Tests). The year-to-year changes from 2012-13 to 2013-14 in statewide proficiency were fairly small: The

largest change in math and reading proficiency was no more than three percentage points. The variation in student proficiency rates across grades and subjects does not necessarily indicate that students achieve at higher or lower levels on a given assessment. (The difficulty level of the test might drive the variation.) However, the statewide proficiency rates do provide a benchmark for interpreting the city-level proficiency data; for instance, we should expect fifth-grade proficiency results to be uniformly depressed in comparison to other grade-level results. Figure 2.9 also suggests that the state did not make any major adjustments to the OAA and OGT between 2012-13 and 2013-14. Proficiency rates will fall with the PARCC assessments beginning in 2014-15.

Figure 2.9. Math and reading proficiency rates in Ohio, grades 3-8 and 10, 2013-14
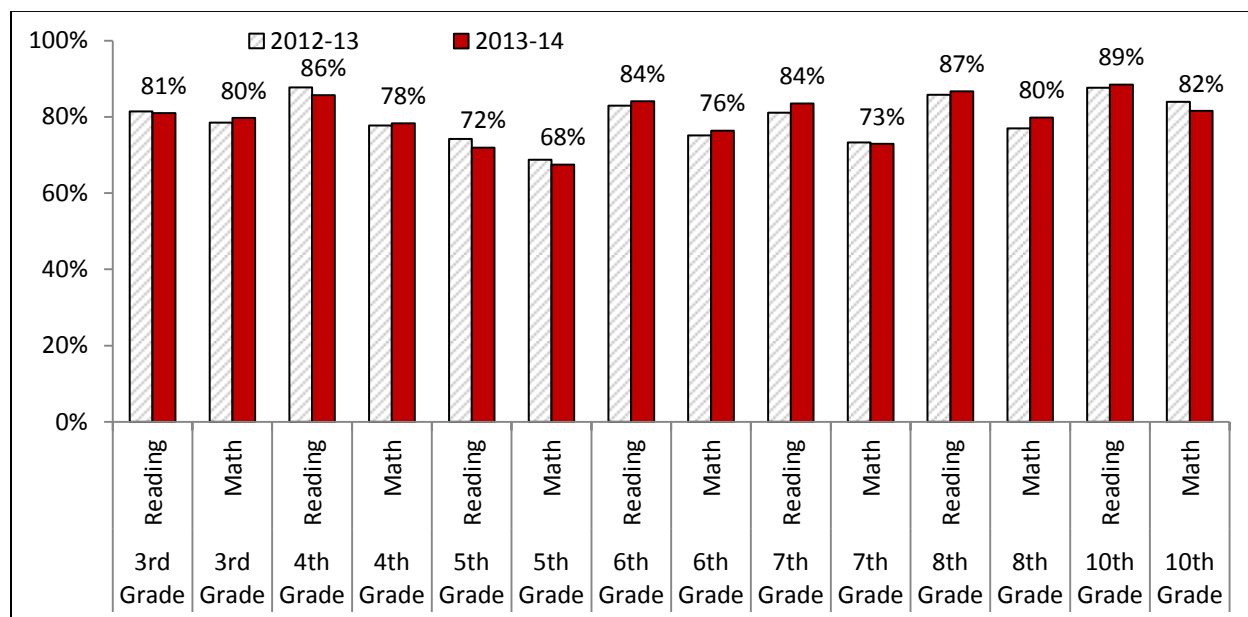
Note: *The numbers displayed on the chart are 2013-14 proficiency rates. The statewide proficiency-rate standard in these grades and subjects is 80 percent.*

The statewide proficiency-rate statistics mask significant differences in achievement across student subgroups. Students from disadvantaged families tend to perform worse on state tests, as do students from historically underserved minority groups. For example, figures 2.10 and 2.11 illustrate the proficiency-rate gaps across racial groups in fourth and eighth grade math and reading. In fourth-grade, the proficiency gap between White and Black students on state assessments is 23 percentage points in reading and 33 points in math.

Figure 2.10. Fourth grade math and reading proficiency rates in Ohio, by race, 2013-14
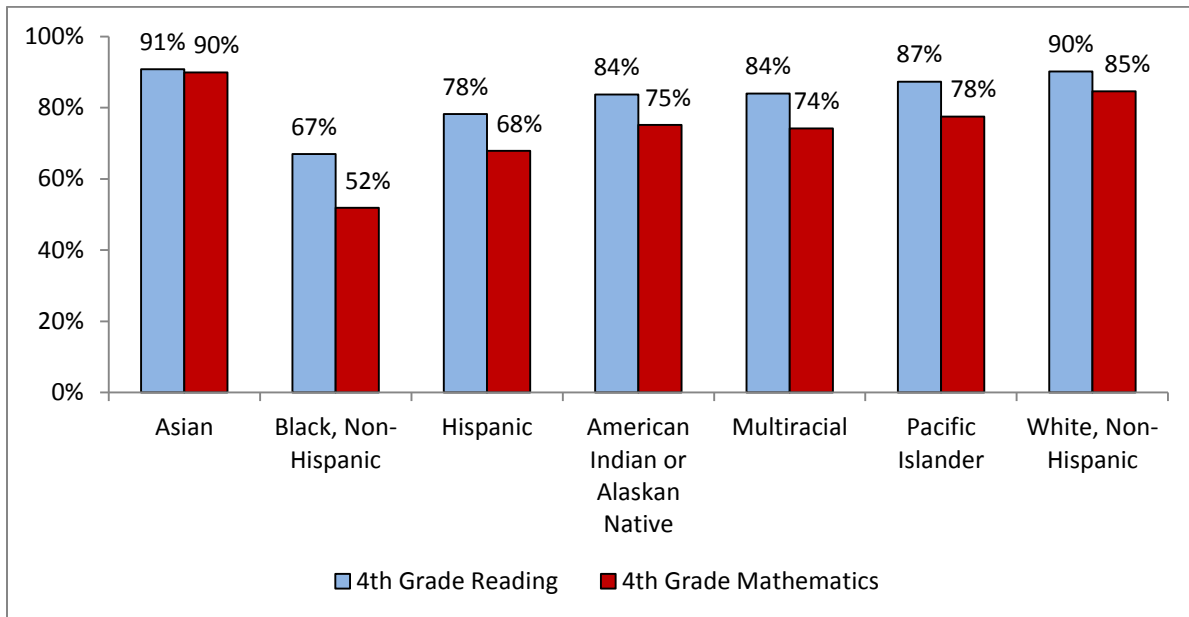
Figure 2.11. Eighth grade math and reading proficiency rates in Ohio, by race, 2013-14
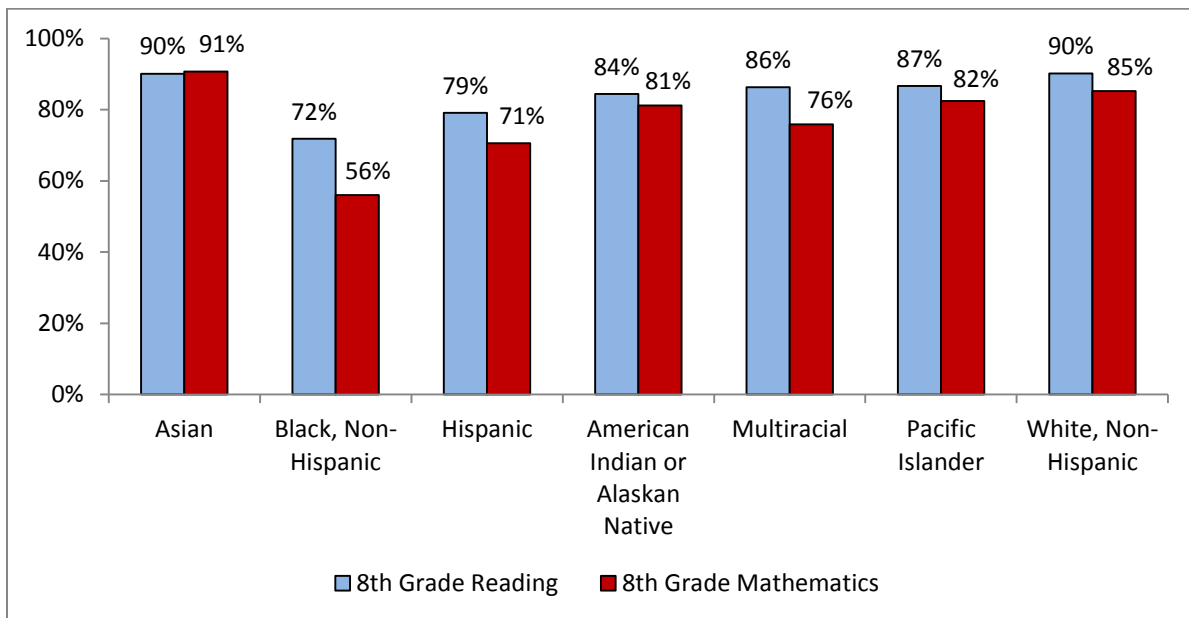
3. School Performance

Ohio has over 3,400 public schools. As figure 2.12 shows, the majority of these schools received a solid performance-index rating of a B or higher (62 percent). The performance-index grades largely reflect the fact that, statewide, the large majority of students reach the state's benchmarks for proficiency (see figure 2.9). Among the schools that received a value-added rating, 49 percent of them received a B or above in 2013-14, while 32 percent of them received a D or F. As figure 2.12 shows, school-level value-

added ratings tend to gravitate toward the margins of the rating system—either an A or F—while performance-index ratings cluster in the middle ratings (either a B or C).

Figure 2.12. Distribution of school-level A-F ratings, by performance index (left) and by value-added (right), 2013-14
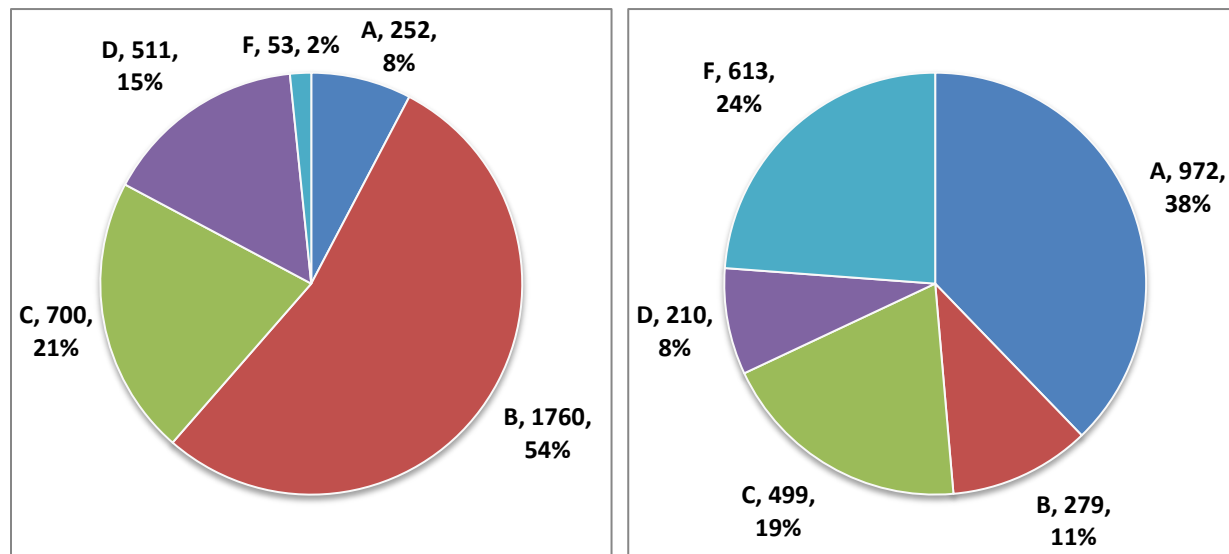
Notes: *The number of schools receiving a performance-index grade (n = 3,276) does not equal the number of schools receiving a value-added grade (n = 2,573). Value-added ratings are only given to schools that contain a grade level between four and eight; performance-index scores are given to schools containing a grade level between three and eight or grade ten.*

The students and schools in Ohio's urban areas struggle mightily in comparison to their counterparts in suburban and higher-wealth rural parts of the state. Table 2.4 displays the performance of Ohio's large urban school districts and charters in 2013-14. The overall performance of the Big Eight districts is weak—mostly Ds and Fs in the two key report-card components. Among these districts, Cincinnati City Schools leads in overall student performance: It was the only urban district to receive a "C" for its performance-index rating. Notably, Toledo Public Schools received an overall "A" rating for value-added in 2013-14, indicating some decent progress. Meanwhile, achievement—and value-added gains—in Cleveland, Columbus, Dayton, and Youngstown school districts continue to lag.

Table 2.4. Overview of urban charter schools and traditional school districts in Ohio, 2013-14

Charter				District			
City Charters	PI Score	PI Grade	Value-Added Grade	% of Students in High Quality Seats	District	PI Score	PI Grade	Value-Added Grade	% of Students in High Quality Seats
Akron	77.4	D	N/A	6%	Akron City	83.5	D	F	16%
Canton	69.3	D	N/A	0%	Canton City	83.8	D	F	10%
Cincinnati	80.3	D	N/A	18%	Cincinnati City	86.9	C	F	17%
Cleveland	83.0	D	N/A	28%	Cleveland Metropolitan	76.1	D	F	12%
Columbus	83.0	D	N/A	32%	Columbus City	79.8	D	F	8%
Dayton	82.6	D	N/A	20%	Dayton City	75.2	D	F	4%
Toledo	80.6	D	N/A	5%	Toledo City	82.8	D	A	26%
Youngstown	74.2	D	N/A	22%	Youngstown City	77.7	D	F	9%

Table 2.4 shows that student achievement in charters, on the whole, generally mirrors that of urban school districts. The average performance-index score for charters, weighted by their enrollment, is the same letter grade as the traditional district (with the exception of Cincinnati).[10]

However, some cross-sector differences in overall quality begin to emerge when we look at the number of high-quality seats, which incorporates value-added ratings. As figure 2.13 shows, the Cleveland and Columbus charter-school sectors perform the best among the Big Eight charter sectors in terms of providing high-quality seats. In Cleveland, for example, around 28 percent of charter students attended a high-quality school (compared to just 13 percent of district students); in Columbus 32 percent of charter-school seats were high-quality compared to just 8 percent for the district. However, the charter-school sectors in other cities—Akron, Canton, and Toledo—generally offer less-than-stellar options for the students in their city.

Across both sectors, district and charter, there are far too many low-quality seats (see "Summary," p. 2). But as figure 2.14 shows, in every Big Eight city, save for Cincinnati, the district-school sectors have a somewhat higher percentage of low-quality seats. In Cleveland and Youngstown school districts, the proportion of low-quality seats stood above 50 percent for 2013-14, compared to 34 and 39 percent low-quality seats in their respective charter-school sectors.

Figure 2.13. *High-quality* **seats in charter versus district sectors in the Ohio Big Eight, 2013-14**

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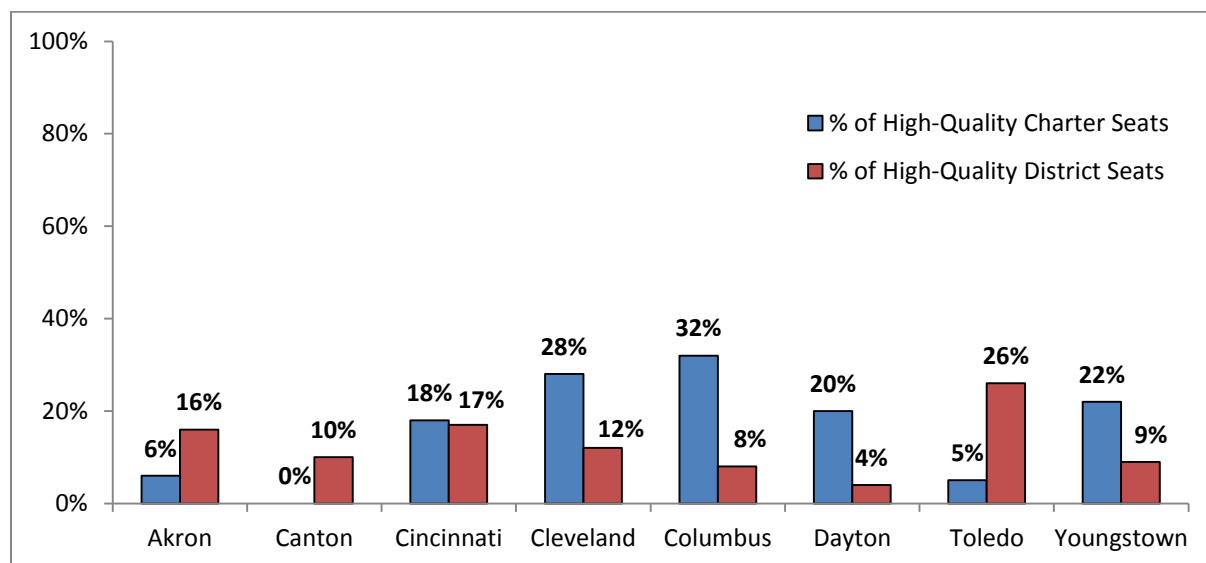
[10] Given the technical nature of value-added statistics, it seemed perilous to average value-added results charter schools and then compare them to the district-level value-added grade. (A district's value-added score is not equivalent to the average value-added scores across school buildings.) Thus, I insert "N/A" in the charter value-added column.

19

Figure 2.14. *Low-quality* **seats in charter versus district sectors in the Ohio Big Eight, 2013-14**
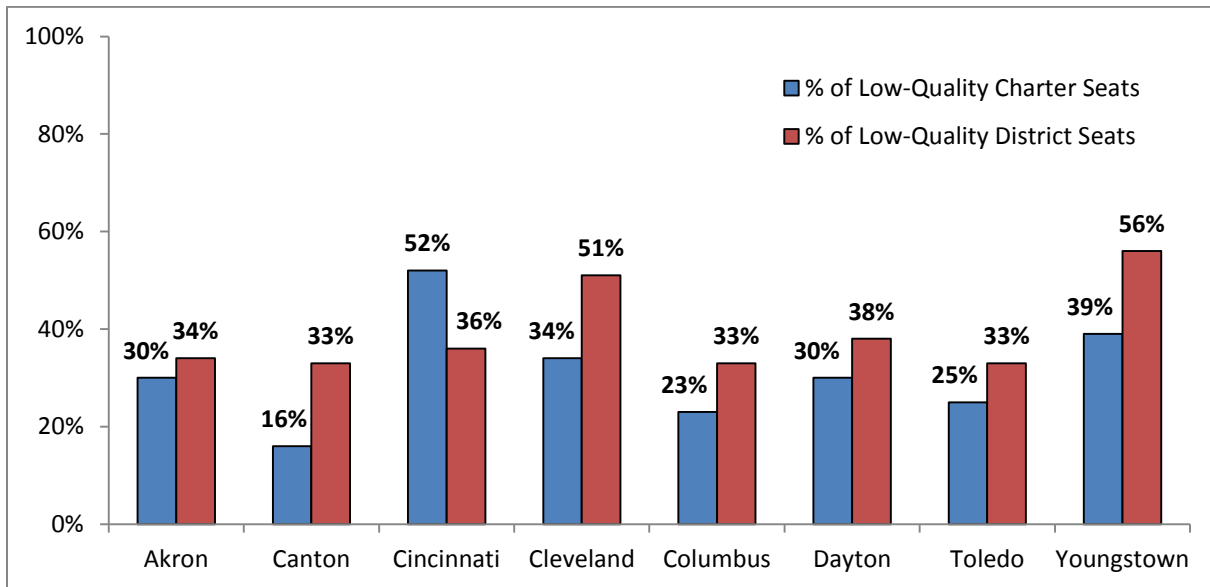
A growing number of students in Ohio's urban areas attend a statewide e-school. In Columbus alone, over 2,400 students attended a statewide e-school in 2013-14; in Cleveland, roughly 1,900 students enrolled in an e-school. It is impossible to sort out the performance of urban students and non-urban students from an e-school's report card. But as e-schools have become a major presence in Ohio's public-school system (and charter-school universe), we report their performance for 2013-14. Four of the e-schools received a "C" for performance-index—and Ohio Connections Academy topped the rankings with respect to student achievement. Online schools' value-added ratings remain low, which raises some questions about their academic effectiveness or whether value-added accurately captures their contributions to student learning.

Table 2.5. Statewide e-school performance in Ohio, 2013-14

Building Name	Performance Index Score 2013-14	Letter Grade of Performance Index	Letter Grade of Overall Value-Added
Ohio Connections Academy, Inc	94.6	C	F
Ohio Virtual Academy	88.3	C	F
Insight School of Ohio	85.4	C	D
Buckeye On-Line School for Success	85.2	C	F
Virtual Community School Of Ohio	82.1	D	F
Electronic Classroom Of Tomorrow	81.8	D	F
Alternative Education Academy	74.4	D	F
Mosaica Online of Ohio	--	NR	NR
Provost Academy Ohio	--	NR	NR

Notes: Mosaica Online and Provost Academy were startups for 2013-14. Three statewide e-schools were approved as dropout-recovery charter schools and, as such, did not receive conventional school ratings. For a listing of e-schools see Ohio Department of Education, "List of e-schools."

4. Great Urban Public Schools

Parents in urban communities, philanthropic organizations, and policymakers should know which urban public schools are producing exemplary results. The following tables contain our "honor roll" of great urban public schools: Table 2.6 shows the top twenty-five urban schools based on performance-index scores; these urban "Schools of Achievement" have students who perform well on state assessments. Eight of the twenty-five schools are charters. Table 2.7 displays the top twenty-five urban schools based on value-added index scores. These urban "Schools of Impact," fifteen of which are charter, make large contributions to student learning measured by state-assessment results collected over time. Some of these schools are "schools of choice," be they a public charter school or an intra-district magnet school. Most—although not all of the schools—enroll mainly economically disadvantaged students.

Table 2.6. Urban "Schools of Achievement" in Ohio, 2013-14

School Name	Metropolitan Area	PI Score	% ED
Hyde Park Elementary	Cincinnati	117.4	17%
Columbus Preparatory Academy	Columbus	114.9	52%
Clinton Elementary School	Columbus	114.1	26%
Menlo Park Academy	Cleveland	113.7	<5%
John Hay Early College High School	Cleveland	113.6	>95%
Walnut Hills High School	Cincinnati	113.2	21%
Akron Early College High School	Akron	113.0	>95%
Greater Summit County Early Learning Center	Akron	111.1	28%
Kilgour Elementary School	Cincinnati	110.9	18%
John Hay School of Science & Medicine	Cleveland	109.6	>95%
Metro Early College High School	Columbus	108.2	29%
Dayton Regional STEM School	Dayton	107.7	25%
Columbus Alternative High School	Columbus	107.3	52%
Arts & College Preparatory Academy	Columbus	106.9	58%
Akron STEM High School	Akron	106.5	>95%
John Hay School of Architecture & Design	Cleveland	106.5	>95%
Fairview-Clifton German Language School	Cincinnati	105.9	21%
Constellation Schools: Puritas Community Elementary	Cleveland	104.9	82%
Toledo Technology Academy High School	Toledo	104.7	45%
Constellation Schools: Old Brooklyn Community Elementary	Cleveland	104.5	49%
King Elementary School	Akron	104.4	>95%
Toledo School For The Arts	Toledo	104.3	35%
Youngstown Early College	Youngstown	104.0	>95%
Elmhurst Elementary School	Toledo	104.0	36%
Constellation Schools: Westpark Community Elementary	Cleveland	103.7	56%

Notes: The state's performance-index scale is from 0 to 120. The statewide average for PI is 95.0; statewide average for economic disadvantaged (ED) students is 49 percent. All district schools in Akron, Cleveland, Dayton, and Youngstown report 95 percent or more ED students because all of their students are eligible for Free and Reduced Price Lunch. Hence, the actual percentage of ED students enrolled in those district-run schools is not necessarily reflected in the >95% figure. Charter schools are shaded in blue.

Table 2.7. Urban "Schools of Impact" in Ohio, 2013-14

School Name	Metropolitan Area	Value-Added Score	% ED
Clark School	Cleveland	18.5	>95%
Cleveland Arts and Social Sciences Academy	Cleveland	18.4	45%
Cleveland Entrepreneurship Preparatory School	Cleveland	16.6	>95%
Columbus Global Academy	Columbus	15.2	84%
Entrepreneurship Preparatory School - Woodland Hills Campus	Cleveland	15.1	>95%
Columbus Preparatory Academy	Columbus	14.9	52%
KIPP: Journey Academy	Columbus	11.3	>95%
Horizon Science Academy Columbus Middle School	Columbus	10.8	>95%
North Linden Elementary School	Columbus	10.0	91%
Evanston Academy Elementary School	Cincinnati	9.7	>95%
Columbus Collegiate Academy	Columbus	9.2	>95%
Lake Erie College Preparatory School	Cleveland	8.8	87%
Elmhurst Elementary School	Toledo	8.7	36%
King Elementary School	Akron	8.4	>95%
Columbus Arts & Technology Academy	Columbus	8.3	95%
Pickett Elementary School	Toledo	8.1	>95%
Horizon Science Academy-Cleveland Middle School	Cleveland	8.1	62%
King Academy Community School	Cincinnati	8.1	>95%
Klepinger Community School	Dayton	7.9	>95%
Lincoln Park Elementary School	Columbus	7.9	>95%
Winterfield Venture Academy	Toledo	7.8	92%
University of Cleveland Preparatory School	Cleveland	7.7	83%
Pinnacle Academy	Cleveland	7.7	93%
Broadleigh Elementary School	Columbus	7.2	87%
Findley Community Learning Center	Akron	7.2	>95%

Notes: Statewide value-added index scores (school-level) range from –24.3 to 22.1, with an average score of 0.98. The statewide average for economically disadvantaged (ED) students is 49 percent. All district schools in Akron, Cleveland, Dayton, and Youngstown report 95 percent or more ED students because all of their students are eligible for Free and Reduced Price Lunch. Hence, the actual percentage of ED students enrolled in those district-run schools is not necessarily reflected in the >95% figure. Charter schools are shaded in blue.

III.   AKRON PUBLIC SCHOOLS – District and Charter

1. Enrollment

Charter-school enrollment in Akron has remained steady at roughly 3,200 students for the past four years. The share of public-school students attending a charter was 13 percent in 2013-14, the second-lowest share of charter students in the Ohio Big Eight. Only Canton has a smaller charter-school sector. As figure 3.1 displays, enrollment in Akron Public Schools (APS) has gradually fallen during the past decade. The district's enrollment losses have been due more to non-charter factors (e.g., general population loss; students leaving APS for another district or for a private school) than to the charter growth. From 2004-05 to 2013-14, APS lost approximately 5,800 students, while during the same period, the number of Akron charter students gained just 1,200 students.

Figure 3.1. Akron public-school enrollment, district and charter (physical, e-school, dropout recovery), 2004-05 to 2013-14
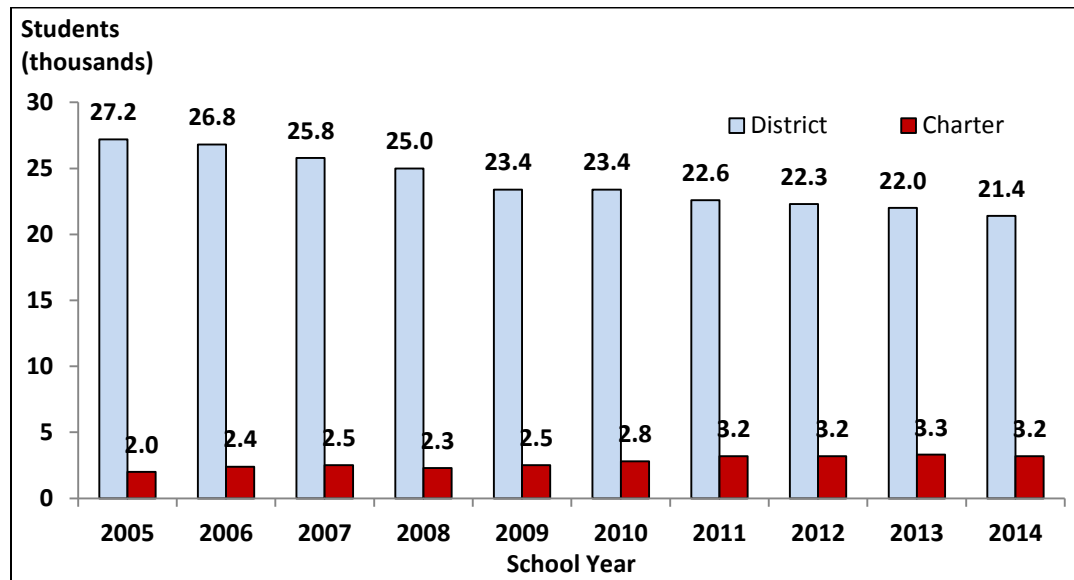
2. Student Performance

The one-year changes in proficiency rates were small for the district from 2012-13 to 2013-14. Third-grade reading and math slightly improved: a three percentage point increase in reading and five points in math. Student proficiency rates in tenth grade somewhat declined, by three points in reading and nine points in math. Other grade-level proficiency-rate changes were mixed across math and reading (fifth-grade) or flat in reading and slightly lower in math (sixth through eighth grade). The state expects that 80 percent of a school or district's students reach proficiency in grades three through eight and ten in math and reading. The district's proficiency rates fell short of that standard in all of the grade-level exams displayed in figure 3.2.

Figure 3.2. Student proficiency in grades 3-8 and 10, Akron Public Schools, 2013-14
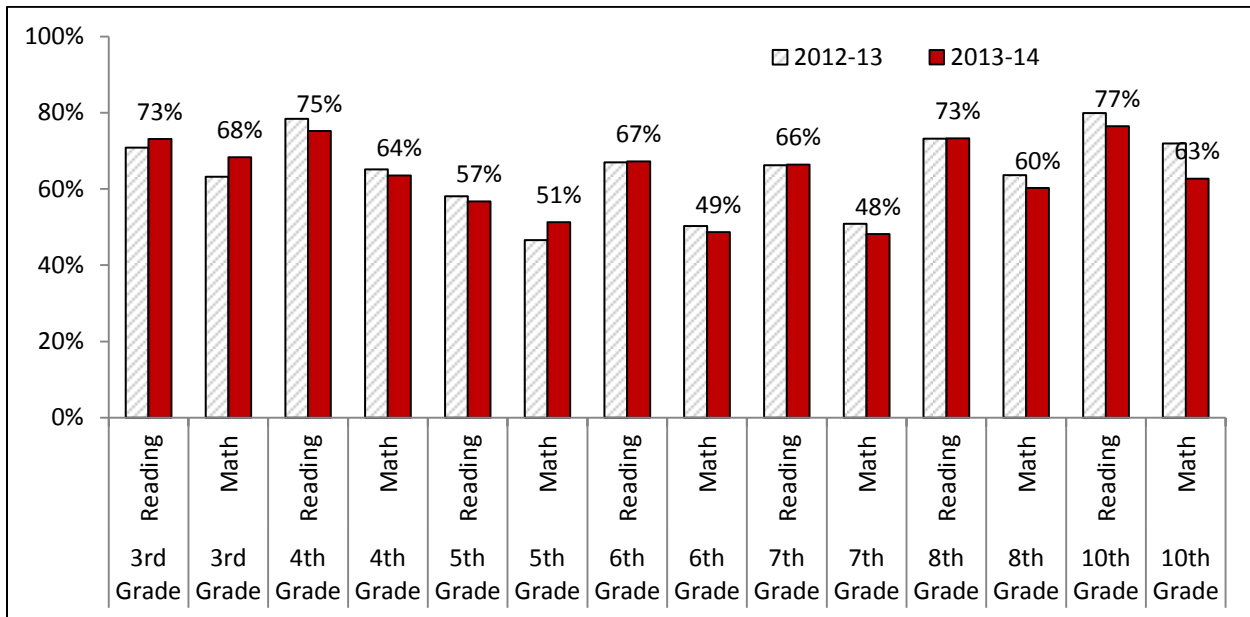
Note: The numbers displayed on the chart are 2013-14 proficiency rates. Ohio's goal for this year was for 80 percent of students to reach proficiency.

3. School Performance

Elementary and middle schools, containing a grade between four and eight, receive both performance-index and value-added ratings. The performance-index is a status measure of student achievement, while value-added is an estimate of a school's impact on student growth over time.

Table 3.1 displays the number of schools in Akron (district and charter) that receive each combination of letter grades. Eight schools in Akron are overall high-quality, while twenty-one schools received low-quality school ratings. Across all public schools, 15 percent of Akron's public-school seats were high quality; 34 percent were low-quality seats in 2013-14. There are relatively few charter schools in Akron, and the area has only one high-quality charter, serving 113 students.

Table 3.1. Number of quality schools (left) and quality seats (right) in Akron, 2013-14

		Performance Index				
		A	B	C	D	F
Value Added	A	0	4	1	13	0
	B	0	2	0	2	0
	C	1	0	1	8	1
	D	0	0	0	3	1
	F	0	1	5	11	0

		Performance Index				
		A	B	C	D	F
Value Added	A	0	1516	378	5464	0
	B	0	754	0	530	0
	C	113	0	241	2389	98
	D	0	0	0	438	45
	F	0	518	2346	3153	0

Note: Green shading denotes overall high quality; gray shading, medium quality; red shading, low quality

Table 3.2. Summary of schools and seats in Akron, by quality and sector, 2013-14

	All Public Schools			Charter Schools			District Schools		
	Schools	Seats	% of Seats	Schools	Seats	% of Seats	Schools	Seats	% of Seats
High Quality	8	2,761	15%	1	113	6%	7	2,648	16%
Medium Quality	25	9,142	51%	7	1,228	64%	18	7,914	49%
Low Quality	21	6,080	34%	5	573	30%	16	5,507	34%
TOTAL	54	17,983	100%	13	1,914	100%	41	16,069	100%

Note: Tables exclude nine schools that did not receive value-added scores, five dropout-recovery schools, two schools not receiving either value-added or performance-index scores, and students attending a statewide e-school.

Figure 3.3. Charter versus district sectors by the percentage of low- and high-quality seats, 2013-14
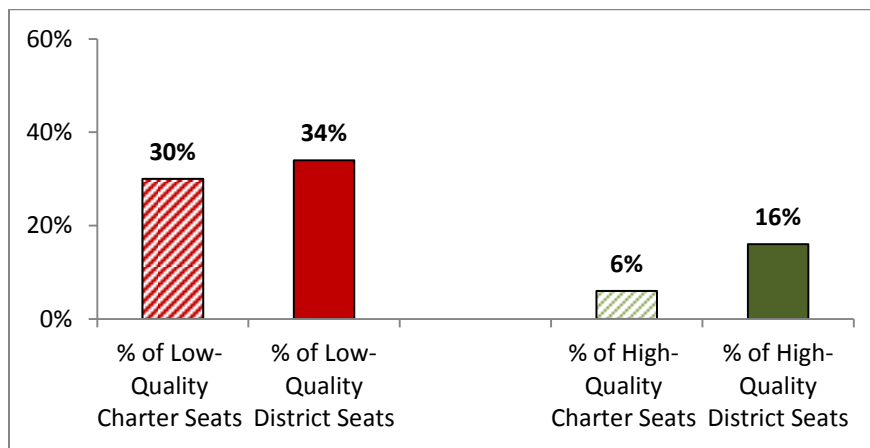
4. Top Schools in Akron

The "Schools of Achievement" are the top-five Akron schools ranked by performance-index scores (PI), or overall student achievement on state tests. The "Schools of Impact" are the top-five schools by their value-added scores (VA), or students' learning gains attributable to the school. Charters are shaded in blue; high schools (grades 9-12) are included in the PI rankings but not value-added.

Table 3.3. Top-five schools ranked by performance index and value-added index scores, 2013-14

Schools of Achievement	PI Score	PI Rating
Akron Early College High School	113.0	A
Greater Summit County Early Learning Center	111.1	A
Akron STEM High School	106.5	B
King Elementary School	104.4	B
Miller-South Visual Performing Arts	103.5	B

Schools of Impact	VA Score	VA Rating
King Elementary School	8.39	A
Findley Community Learning Center	7.23	A
Akros Middle School	6.75	A
Rimer Community Learning Center	5.05	A
Summit Academy Akron Middle School	4.99	A

IV.   CANTON PUBLIC SCHOOLS – District and Charter

1. Enrollment

In comparison to Ohio's other big cities, public-school enrollment in Canton has changed relatively little over the past decade. The traditional district has lost some enrollment—from 10,500 in 2004-05 to 9,200 in 2013-14—but its losses are small in comparison to the massive enrollment declines in districts like Cleveland or Toledo. Approximately 10 percent of Canton's public-school students attend a charter school, the smallest percentage of students in charters across the state's Big Eight cities.

Figure 4.1. Canton public-school enrollment, district and charter (physical, e-school, dropout recovery), 2004-05 to 2013-14
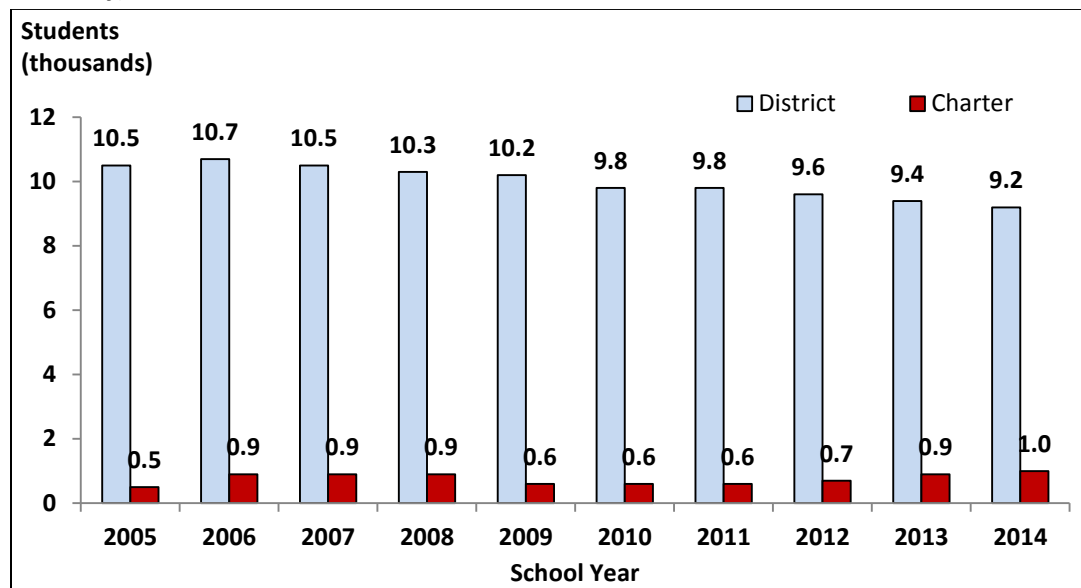
2. Student Performance

Overall, student proficiency rates dipped somewhat in Canton City Schools from 2012-13 to 2013-14. In both math and reading, proficiency declined slightly in fourth through sixth grades. In eighth grade, proficiency rates slightly increased; in reading, by five percentage points and in math, by three points. In third and tenth grade, proficiency rates remained virtually flat, and in seventh-grade, one-year proficiency changes were mixed across reading and math. The state expects that 80 percent of a school or district's students reach proficiency in grades three through eight and ten in math and reading. The district's proficiency rates fell short of that standard in all of the grade-level exams displayed in figure 4.2.

Figure 4.2. Proficiency in grade 3-8 and 10, Canton City Schools, 2013-14
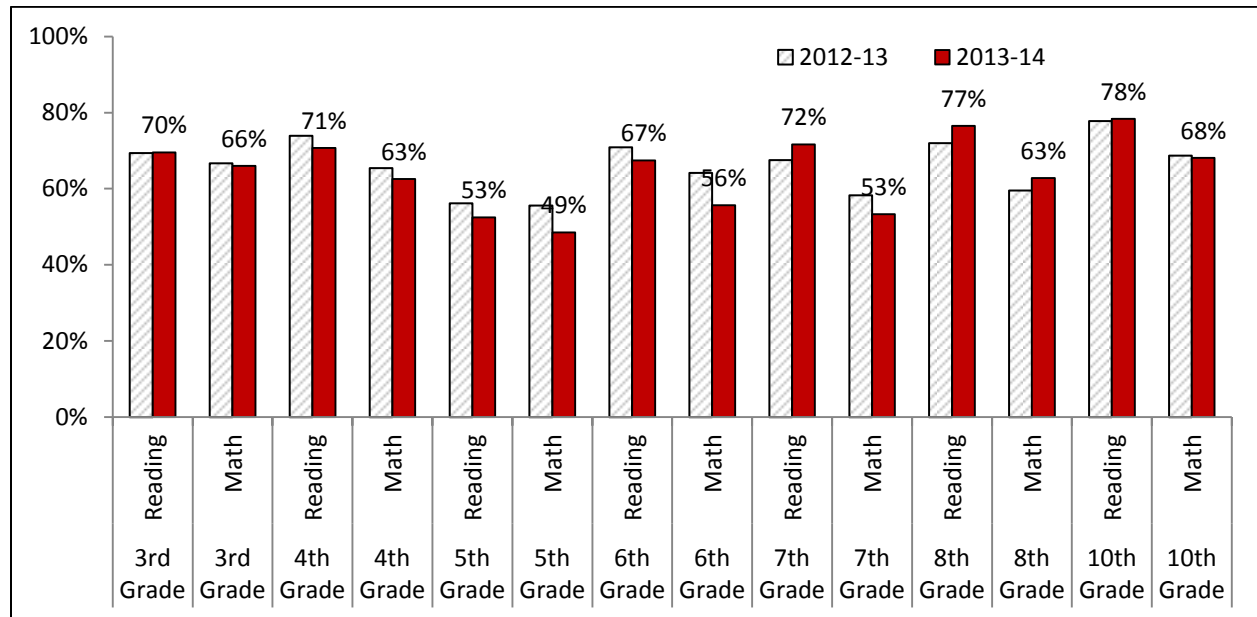
Note: The numbers displayed on the chart are 2013-14 proficiency rates. Ohio's goal for this year was for 80 percent of students to reach proficiency.

3. School Performance

Elementary and middle schools, containing a grade between four and eight, receive both performance-index and value-added ratings. The performance-index is a status measure of student achievement, while value-added is an estimate of a school's impact on student growth over time.

Canton has just two schools that attained high-quality status, receiving solid ratings on both value-added and performance index. Meanwhile, seven schools were low-quality as table 4.1 shows. When it came to high- and low-quality seats, just 8 percent of Canton's public-school seats were high-quality, while 31 percent were low-quality. Canton's charter-school sector is small—the smallest of the Big Eight urban areas—and the city does not yet have an overall high-quality charter school.

Table 4.1. Number of quality schools (left) and quality seats (right) in Canton, 2013-14

		Performance Index				
		A	B	C	D	F
Value Added	A	0	0	0	3	0
	B	0	2	2	4	0
	C	0	2	1	6	0
	D	0	0	0	1	0
	F	0	0	1	5	0

		Performance Index				
		A	B	C	D	F
Value Added	A	0	0	0	917	0
	B	0	641	445	969	0
	C	0	458	300	1600	0
	D	0	0	0	272	0
	F	0	0	440	1630	0

Note: Green shading denotes overall high quality; gray shading, medium quality; red shading, low quality

Table 4.2. Summary of schools and seats in Canton, by quality and sector, 2013-14

	All Public Schools			Charter Schools			District Schools		
	Schools	Seats	% of Seats	Schools	Seats	% of Seats	Schools	Seats	% of Seats
High Quality	2	641	8%	-	-	0%	2	641	10%
Medium Quality	18	4,689	61%	5	924	84%	13	3,765	57%
Low Quality	7	2,342	31%	1	177	16%	6	2,165	33%
TOTAL	27	7,672	100%	6	1,101	100%	21	6,571	100%

Note: Tables exclude four schools not receiving value-added scores, two dropout-recovery schools, one school not receiving either value-added or performance-index rating, and students who attended a statewide e-school.

Figure 4.3. Charter versus district sectors by the percentage of low- and high-quality seats, 2013-14

4. Top Schools in Canton

The "Schools of Achievement" are the top-five Canton schools ranked by performance-index scores (PI), or overall student achievement on state tests. The "Schools of Impact" are the top-five schools by their value-added scores (VA), or students' learning gains attributable to the school. Charters are shaded in blue; high schools (grades 9-12) are included in the PI rankings but not value-added.

Table 4.3. Top-five schools ranked by performance index and value-added index scores, 2013-14

Schools of Achievement	PI Score	PI Rating
Canton Arts Academy @ Summit	103.0	B
Portage Collab Montessori Middle School	103.0	B
Mason Elementary School	98.8	B
Canton City Early College Academy	96.3	B
Worley Elementary School	89.7	C

Schools of Impact	VA Score	VA Rating
Clarendon Elementary School	3.79	A
Fairmount Elementary School	2.58	A
Believe To Achieve-Cleveland	2.57	A
Canton College Preparatory School	1.99	B
Gibbs Elementary School	1.76	B

V.   CINCINNATI PUBLIC SCHOOLS – District and Charter

1.   Enrollment

Roughly 21 percent of public-school students in Cincinnati attended a charter school in 2013-14. As figure 5.1 displays, charter enrollment growth has been relatively slow. That being said, charter enrollment still reached a ten-year high in 2013-14 with just over 8,000 students from Cincinnati attending a charter. Meanwhile, enrollment in Cincinnati Public Schools has steadily declined over the past decade, though enrollment jumped slightly from 2012-13 to 2013-14.

Figure 5.1. Cincinnati public-school enrollment, district and charter (physical, e-school, dropout recovery), 2004-05 to 2013-14
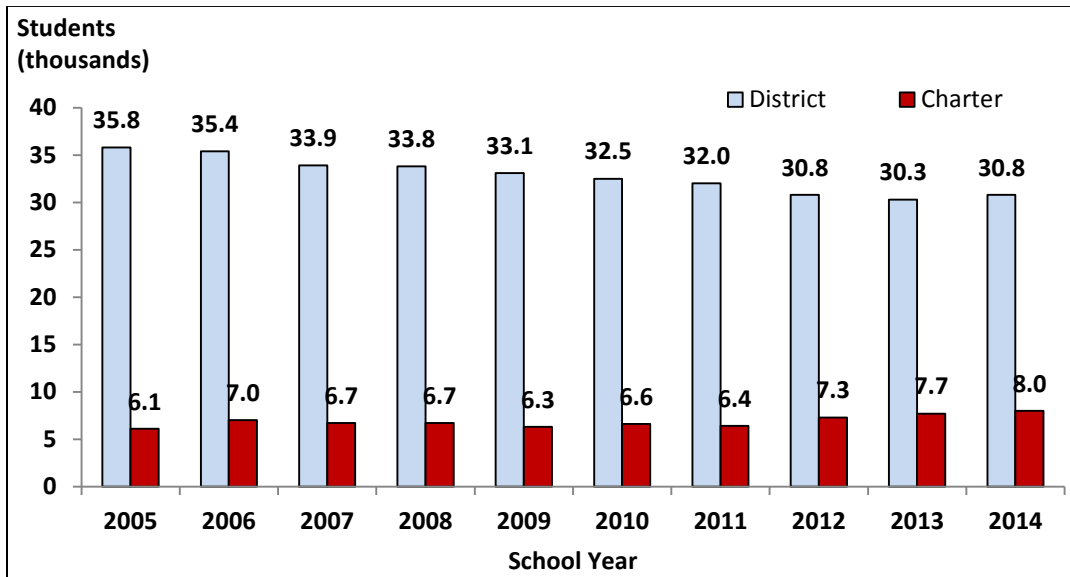
2.   Student Performance

Student proficiency rates were mostly flat across grades and subjects from 2012-13 to 2013-14 for those who attended Cincinnati Public Schools. The largest year-over-year changes in proficiency were in sixth-grade reading (up 4 percentage points) and seventh-grade math (down 4 points). The state expects that 80 percent of a school or district's students reach proficiency in grades three through eight and ten in math and reading. The district's proficiency rates fell short of that standard in all of the grade-level exams, except for tenth-grade reading, displayed in figure 5.2.

Figure 5.2. Proficiency in grades 3-8 and 10, Cincinnati Public Schools, 2013-14
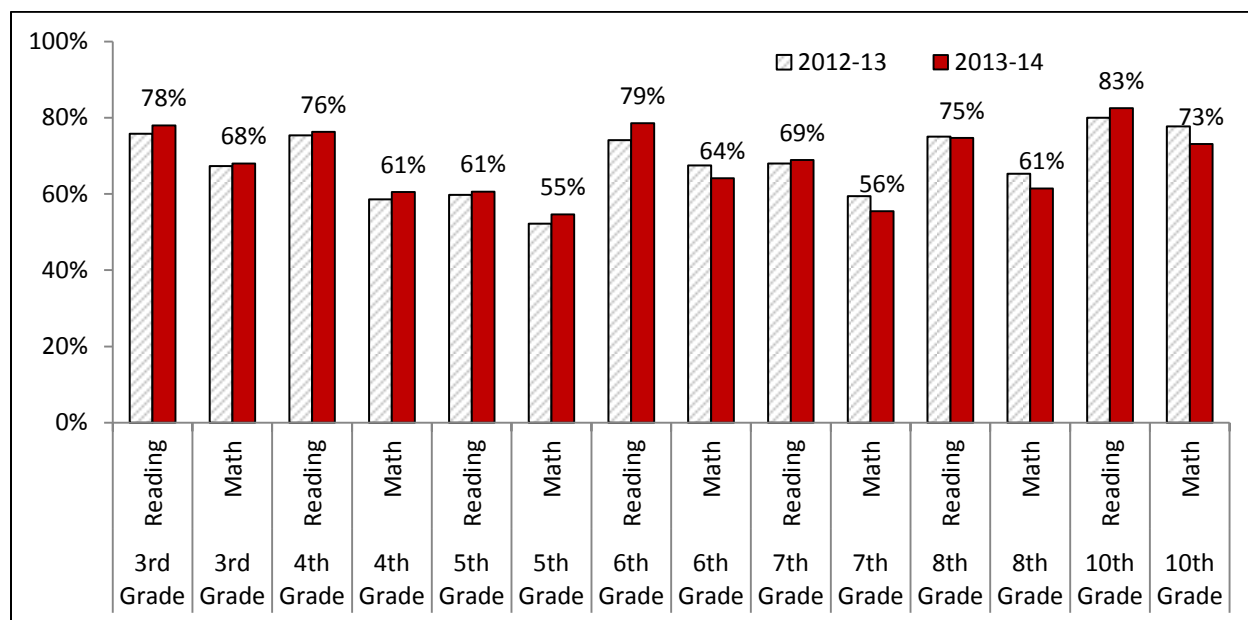
Legend: ☐ 2012-13 ■ 2013-14

Grade / Subject	2013-14 Proficiency
3rd Grade Reading	78%
3rd Grade Math	68%
4th Grade Reading	76%
4th Grade Math	61%
5th Grade Reading	61%
5th Grade Math	55%
6th Grade Reading	79%
6th Grade Math	64%
7th Grade Reading	69%
7th Grade Math	56%
8th Grade Reading	75%
8th Grade Math	61%
10th Grade Reading	83%
10th Grade Math	73%

Note: The numbers displayed on the chart are 2013-14 proficiency rates. Ohio's goal for this year was for 80 percent of students to reach proficiency.

3. School Performance

Elementary and middle schools, containing a grade between four and eight, receive both performance-index and value-added ratings. The performance-index is a status measure of student achievement, while value-added is an estimate of a school's impact on student growth over time.

Approximately 17 percent of Cincinnati's public-school students attended a high-quality school in 2013-14. Eleven of the high-quality schools in Cincinnati were traditional-district schools, while four of them were charters. Around half of Cincinnati's public-school students attended a school of medium quality, while 39 percent of them attended a low-quality school. Within the charter-school sector, over half of its students attended an overall low-quality school, the highest such percentage for charter-school sectors in the Big Eight (see figure 2.14).

Table 5.1. Number of quality schools (left) and quality seats (right) in Cincinnati, 2013-14

		Performance Index				
		A	B	C	D	F
Value Added	A	0	3	9	10	0
	B	1	1	1	2	0
	C	1	2	5	8	0
	D	0	0	0	4	1
	F	1	4	2	22	0

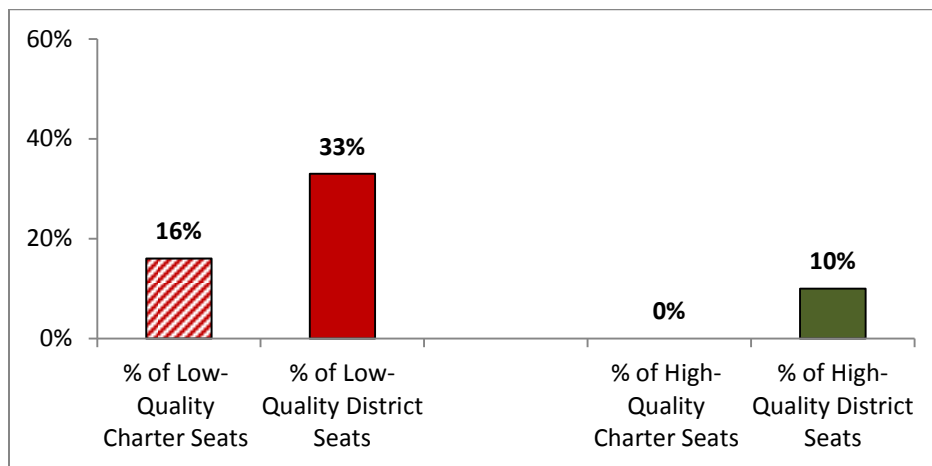|		Performance Index				
		A	B	C	D	F
Value Added	A	0	1497	3356	4151	0
	B	661	671	250	242	0
	C	232	1174	2037	2766	0
	D	0	0	0	1461	223
	F	2416	3251	1257	11733	0

Note: Green shading denotes overall high quality; gray shading, medium quality; red shading, low quality

Table 5.2. Summary of schools and seats in Cincinnati, by quality and sector, 2013-14

	All Public Schools			Charter Schools			District Schools		
	Schools	Seats	% of Seats	Schools	Seats	% of Seats	Schools	Seats	% of Seats
High Quality	15	6,417	17%	4	1,265	18%	11	5,152	17%
Medium Quality	33	16,287	44%	8	2,106	30%	25	14,181	47%
Low Quality	29	14,674	39%	11	3,709	52%	18	10,965	36%
TOTAL	77	37,378	100%	23	7,080	100%	54	30,298	100%

Note: Tables exclude three schools not receiving value-added ratings, seven dropout-recovery schools, two schools not receiving ratings in value-added or performance index, and students who attend a statewide e-school.

Figure 5.3. Charter versus district sectors by the percentage of low- and high-quality seats, 2013-14

4. Top Schools in Cincinnati

The "Schools of Achievement" are the top-five Cincinnati schools ranked by performance-index scores (PI), or overall student achievement on state tests. The "Schools of Impact" are the top-five schools by their value-added scores (VA), or students' learning gains attributable to the school. Charters are shaded in blue; high schools (grades 9-12) are included in the PI rankings but not value-added.

Table 5.3. Top-five schools ranked by performance index and value-added index scores, 2013-14

Schools of Achievement	PI Score	PI Rating
Hyde Park Elementary	117.4	A
Walnut Hills High School	113.2	A
Kilgour Elementary School	110.9	A
Fairview-Clifton German Language School	105.9	B
Sands Montessori Elementary School	102.2	B
Schools of Impact	VA Score	VA Rating
Evanston Academy Elementary School	9.70	A
King Academy Community School	8.05	A
Cincinnati College Preparatory Academy East	6.88	A
Phoenix Community Learning Ctr	6.88	A
Winton Hills Academy Elementary School	6.34	A

VI. CLEVELAND PUBLIC SCHOOLS – District and Charter

1. Enrollment

Public-school enrollment in Cleveland has been declining for decades. In 1980, over 86,000 students attended Cleveland Metropolitan School District. (There were no public charters at that time.) Fast-forward nearly thirty-five years: Cleveland's public-school landscape is far different. Cleveland's overall public-school enrollment has fallen to 55,000 students. Of these students, approximately one-third of them, over 18,000 youngsters, attended a charter school, while 37,000 students attended the district. As a share of the public-school population, Cleveland charter enrollment ties Youngstown as tops among Ohio's Big Eight cities (see figure 2.4). In absolute numbers, Cleveland has the largest charter student population, just ahead of Columbus.

Figure 6.1. Cleveland public-school enrollment, district and charter (physical, e-school, dropout recovery), 2004-05 to 2013-14
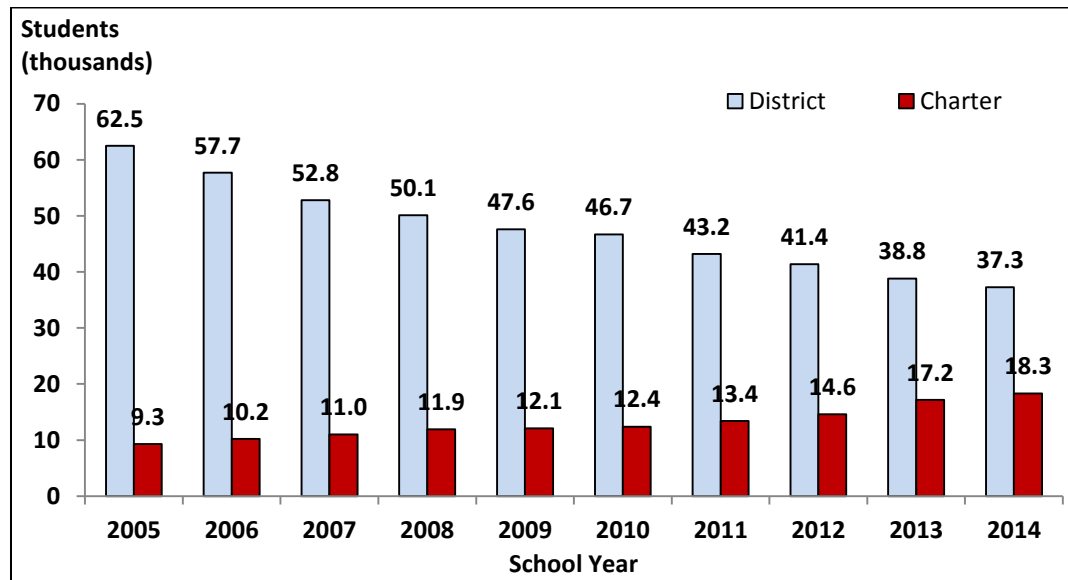
2. Student Performance

Proficiency for students who attend Cleveland's traditional district schools showed signs of improvement in some grades and subjects. Most noticeably, in grades six through eight, proficiency rates increased across both math and reading, with only one exception (eight-grade reading, which remained flat). The largest one-year increases in the middle-school grades were by 5 percentage points in sixth-grade math and 8 points in eighth-grade math. However, in the lower grades, the year-over-year changes were less positive. In third-grade, for example, proficiency rates fell by small amounts in both subject areas. In comparison to the other Big Eight districts, student achievement in Cleveland is among the lowest—similar to Dayton and Youngstown, the other Big Eight laggards. The state expects that 80 percent of a school or district's students reach proficiency in grades three through eight and ten in math and reading. The district's proficiency rates fell well short of that standard in all of the grade-level exams displayed in figure 6.2.

32

Figure 6.2. Proficiency in grades 3-8 and 10, Cleveland Metropolitan School District, 2013-14
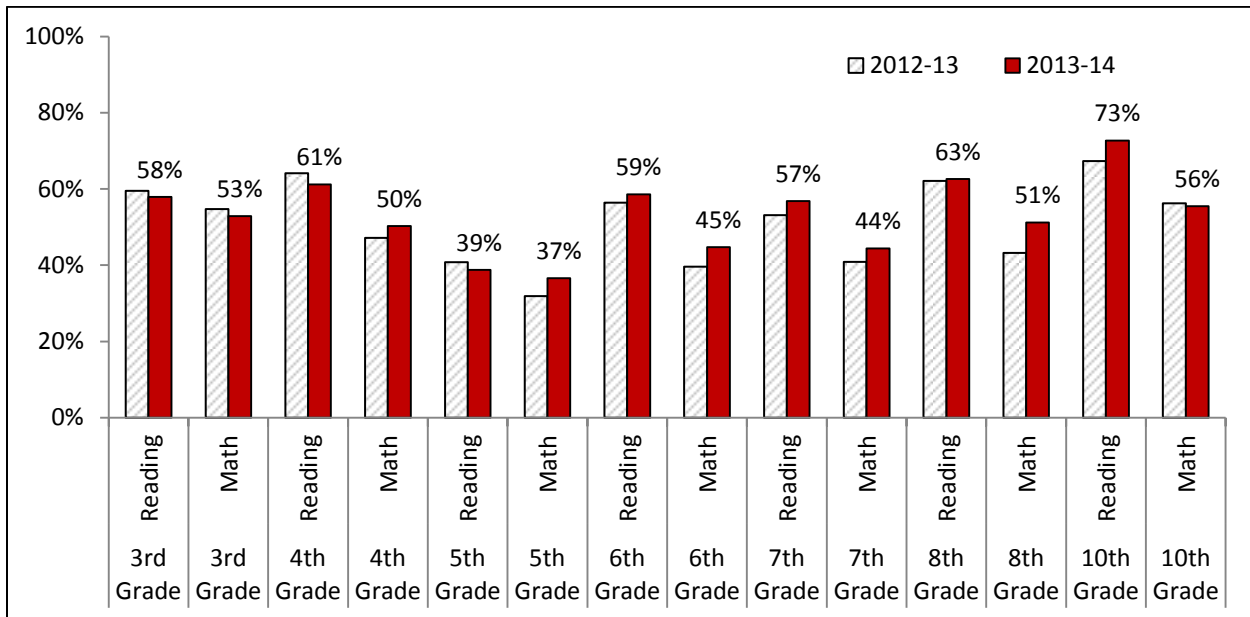
	3rd Grade Reading	3rd Grade Math	4th Grade Reading	4th Grade Math	5th Grade Reading	5th Grade Math	6th Grade Reading	6th Grade Math	7th Grade Reading	7th Grade Math	8th Grade Reading	8th Grade Math	10th Grade Reading	10th Grade Math
2013-14	58%	53%	61%	50%	39%	37%	59%	45%	57%	44%	63%	51%	73%	56%

Legend: ☐ 2012-13   ■ 2013-14

Note: The numbers displayed on the chart are 2013-14 proficiency rates. Ohio's goal for this year was for 80 percent of students to reach proficiency.

3. School Performance

Elementary and middle schools, containing a grade between four and eight, receive both performance-index and value-added ratings. The performance-index is a status measure of student achievement, while value-added is an estimate of a school's impact on student growth over time.

Cleveland's public-school system has twenty-two high-quality schools, which together enroll nearly 8,000 students. But as table 6.2 shows, only 18 percent of public-school students attended these high-quality schools in 2013-14. Far more of Cleveland's students attended low-quality (44 percent) and medium-quality schools (38 percent). A considerably greater proportion of Cleveland's charter-school students attend a high-quality school (26 percent) in comparison to district students (13 percent). These statistics suggest that the city's charter-school sector is outperforming the district in providing high-quality seats for Cleveland students.

Table 6.1. Number of quality schools (left) and quality seats (right) in Cleveland, 2013-14

		Performance Index				
		A	B	C	D	F
Value Added	A	0	5	14	8	0
	B	0	3	2	9	0
	C	0	1	8	21	4
	D	1	4	0	7	2
	F	0	3	5	27	11

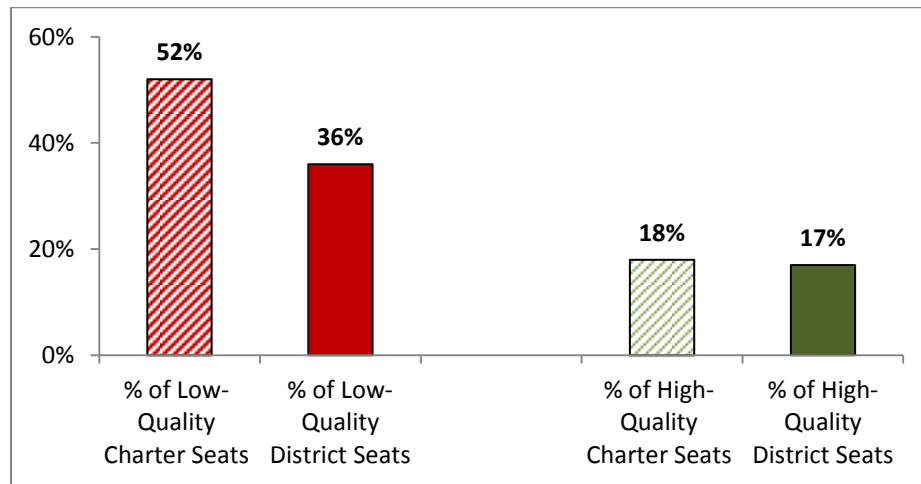|		Performance Index				
		A	B	C	D	F
Value Added	A	0	1561	4813	2203	0
	B	0	1373	321	2932	0
	C	0	186	2182	5829	1438
	D	339	1107	0	1832	414
	F	0	883	2224	9254	3712

Note: Green shading denotes overall high quality; gray shading, medium quality; red shading, low quality

Table 6.2. Summary of schools and seats in Cleveland, by quality and sector, 2013-14

	All Public Schools			Charter Schools			District Schools		
	Schools	Seats	% of Seats	Schools	Seats	% of Seats	Schools	Seats	% of Seats
High Quality	22	7,747	18%	13	4,614	28%	9	3,133	12%
Medium Quality	57	15,982	38%	30	6,357	38%	27	9,625	37%
Low Quality	56	18,874	44%	20	5,652	34%	36	13,222	51%
TOTAL	135	42,603	100%	63	16,623	100%	72	25,980	100%

Note: Tables exclude thirty-one schools that did not receive value-added scores, eleven dropout-recovery schools, three schools not receiving value-added or performance index grades, and students attending a statewide e-school.

Figure 6.3. Charter versus district sectors by the percentage of low- and high-quality seats, 2013-14

4. Top Schools in Cleveland

The "Schools of Achievement" are the top-five Cleveland schools ranked by performance-index scores (PI), or overall student achievement on state tests. The "Schools of Impact" are the top-five schools by their value-added scores (VA), or students' learning gains attributable to the school. Charters are shaded in blue; high schools (grades 9-12) are included in the PI rankings but not value-added.

Table 6.3. Top-five schools ranked by performance index and value-added index scores, 2013-14

Schools of Achievement	PI Score	PI Rating
Menlo Park Academy	113.7	A
John Hay Early College High School	113.6	A
John Hay School of Science & Medicine	109.6	A
John Hay School of Architecture & Design	106.5	B
Constellation Schools: Puritas Community Elementary	104.9	B

Schools of Impact	VA Score	VA Rating
Clark School	18.5	A
Cleveland Arts and Social Sciences Academy	18.4	A
Cleveland Entrepreneurship Preparatory School	16.6	A
Entrepreneurship Preparatory School - Woodland Hills Cam	15.1	A
Lake Erie College Preparatory School	8.8	A

VII. COLUMBUS PUBLIC SCHOOLS – District and Charter

1. Enrollment

Unlike the other Big Eight cities, Columbus' public-school population has remained steady throughout the past decade. In 2004-05, the city had approximately 65,000 students and in 2013-14, it had roughly the same number. The number of Columbus students who enroll in charters has steadily increased during the past decade. In 2004-05, just 5,400 students attended a public charter school; in 2013-14, triple that number were enrolled in a charter—over 16,000 students. Meantime, Columbus City Schools—the largest district in the state—has lost about 10,000 students since 2004-05. The school district, however, has not lost significant enrollment over the past four years, remaining flat at roughly 49,500 students.

Figure 7.1. Columbus public-school enrollment, district and charter (physical, e-school, dropout recovery), 2004-05 to 2013-14
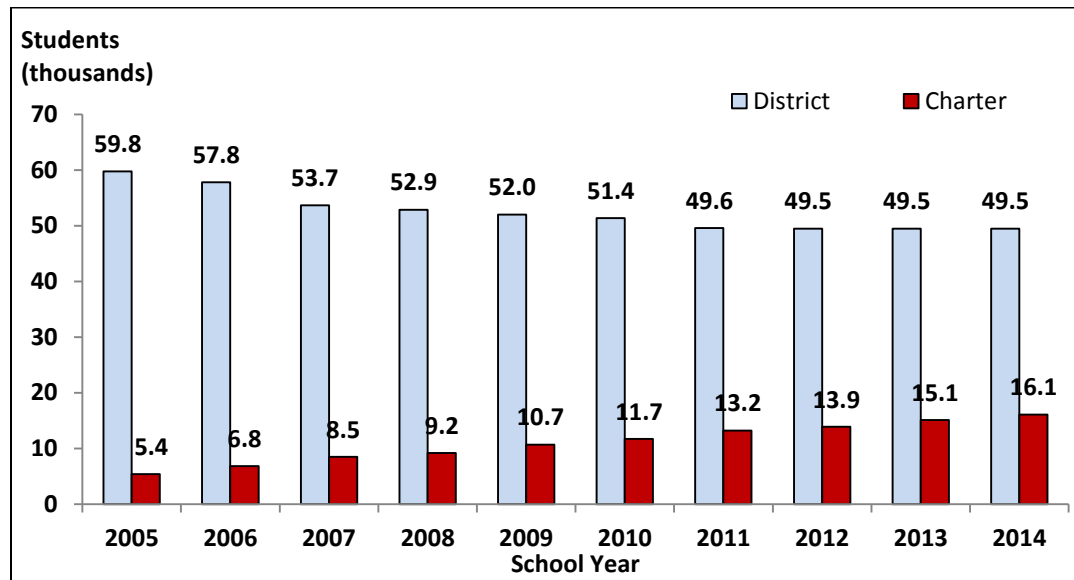
2. Student Performance

One-year student proficiency-rate changes were a mixed bag for Columbus City Schools, the city's traditional school district. In fourth through seventh grade and tenth, the changes in proficiency were mixed in math and reading. For example, in fourth grade math, proficiency slightly increased, while in reading it dipped in comparison to 2012-13. Proficiency rates climbed somewhat in both third- and eighth-grade math and reading. The state expects that 80 percent of a school or district's students reach proficiency in grades three through eight and ten in math and reading. The district's proficiency rates fell short of that standard in all of the grade-level exams, except tenth-grade reading, displayed in figure 7.2.

35

Figure 7.2. Proficiency in grades 3-8 and 10, Columbus City Schools, 2013-14
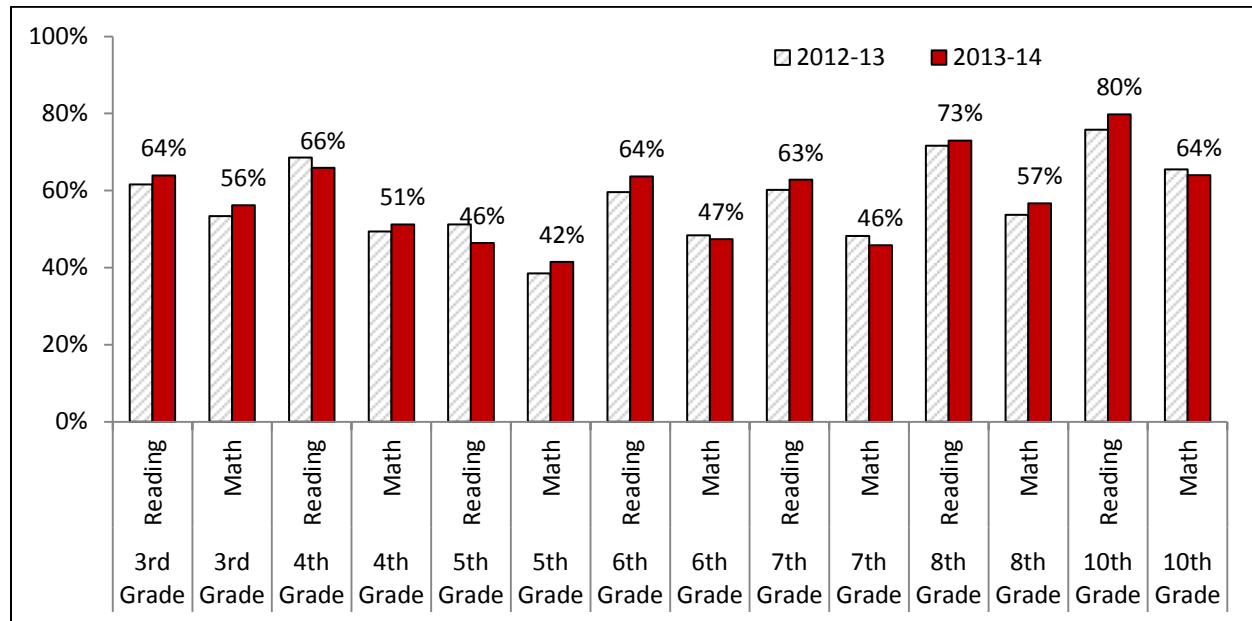
Note: The numbers displayed on the chart are 2013-14 proficiency rates. Ohio's goal for this year was for 80 percent of students to reach proficiency.

3. School Performance

Elementary and middle schools, containing a grade between four and eight, receive both performance-index and value-added ratings. The performance-index is a status measure of student achievement, while value-added is an estimate of a school's impact on student growth over time.

About 30 percent of Columbus public school students—more than 15,000 of them—attended a low-quality school last year. Meanwhile, as table 7.2 indicates, just 14 percent of public-school seats were high-quality. A greater proportion of charter-school seats in Columbus were high-quality compared to the district (32 percent versus 8 percent); like Cleveland's charter-school sector, charters in Columbus are also showing signs of growth in the number of high-quality seats.

Table 7.1. Number of quality schools (left) and quality seats (right) in Columbus, 2013-14

		Performance Index				
		A	B	C	D	F
Value Added	A	2	3	13	23	2
	B	0	0	4	14	0
	C	0	3	8	21	3
	D	0	0	4	8	4
	F	1	0	3	26	2

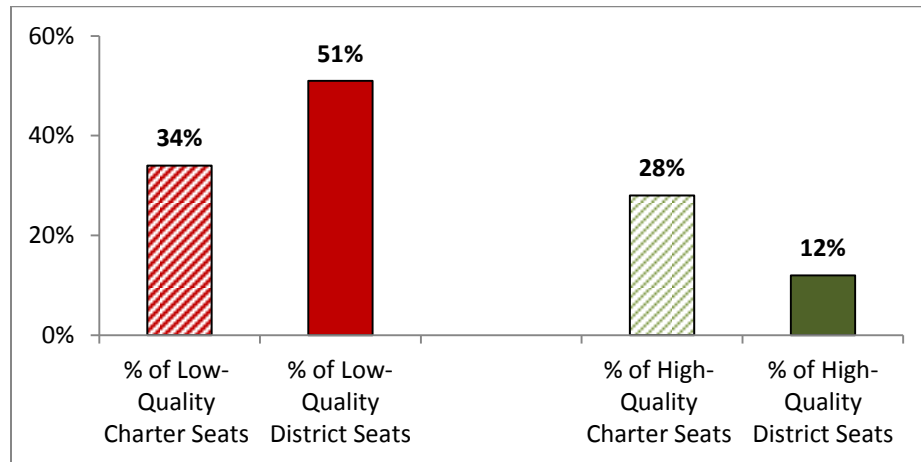|		Performance Index				
		A	B	C	D	F
Value Added	A	1047	1641	4812	8533	210
	B	0	0	1815	4752	0
	C	0	943	3396	6880	373
	D	0	0	1898	2893	638
	F	515	0	1296	10121	661

Note: Green shading denotes overall high quality; gray shading, medium quality; red shading, low quality

Table 7.2. Summary of schools and seats in Columbus, by quality and sector, 2013-14

	All Public Schools			Charter Schools			District Schools		
	Schools	Seats	% of Seats	Schools	Seats	% of Seats	Schools	Seats	% of Seats
High Quality	18	7,500	14%	11	4,230	32%	7	3,270	8%
Medium Quality	80	28,942	55%	22	5,796	44%	57	22,631	58%
Low Quality	46	15,982	30%	13	3,009	23%	33	12,973	33%
TOTAL	144	52,424	100%	46	13,035	100%	97	38,874	100%

Note: Tables exclude twenty-six schools that did not receive value-added scores, fourteen dropout-recovery schools, one school not receiving either value-added or performance index ratings, and students who attended a statewide e-school. One STEM school is excluded from the charter and district breakdown.

Figure 7.3. Charter versus district sectors by the percentage of low- and high-quality seats, 2013-14
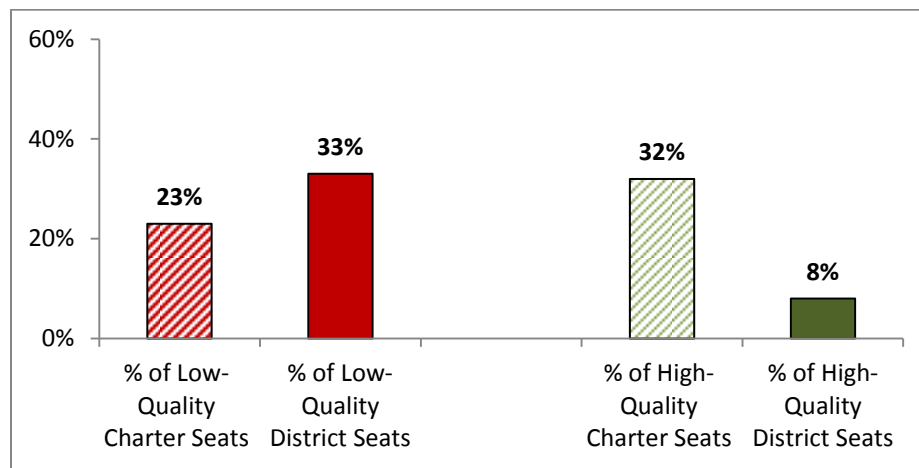
4. Top Schools in Columbus

The "Schools of Achievement" are the top-five Columbus schools ranked by performance-index scores (PI), or overall student achievement on state tests. The "Schools of Impact" are the top-five schools by their value-added scores (VA), or students' learning gains attributable to the school. Charters are shaded in blue; high schools (grades 9-12) are included in the PI rankings but not value-added.

Table 7.3. Top-five schools ranked by performance index and value-added index scores, 2013-14

Schools of Achievement	PI Score	PI Rating
Columbus Preparatory Academy	114.9	A
Clinton Elementary School	114.1	A
Metro Early College High School	108.2	A
Columbus Alternative High School	107.3	B
Arts & College Preparatory Academy	106.9	B

Schools of Impact	VA Score	VA Rating
Columbus Global Academy	15.21	A
Columbus Preparatory Academy	14.90	A
KIPP: Journey Academy	11.32	A
Horizon Science Academy Columbus Middle Scho	10.84	A
North Linden Elementary School	10.05	A

VIII.   DAYTON PUBLIC SCHOOLS – District and Charter

1. Enrollment

Charter-school enrollment has remained flat over the past decade, fluctuating in a narrow range between 5,800 to 6,500 students. Last year, 32 percent of Dayton public school students attended a charter. Dayton Public Schools, the city's traditional school district, has lost enrollment. In 2013-14, the district enrolled 13,600 students down 3,100 students in comparison to 2004-05. As figure 8.1 shows, the district's losses within the past ten years cannot be attributed to widespread growth in charter schools in Dayton, but are due to other factors affecting district enrollment.

Figure 8.1. Dayton public-school enrollment, district and charter (physical, e-school, dropout recovery), 2004-05 to 2013-14
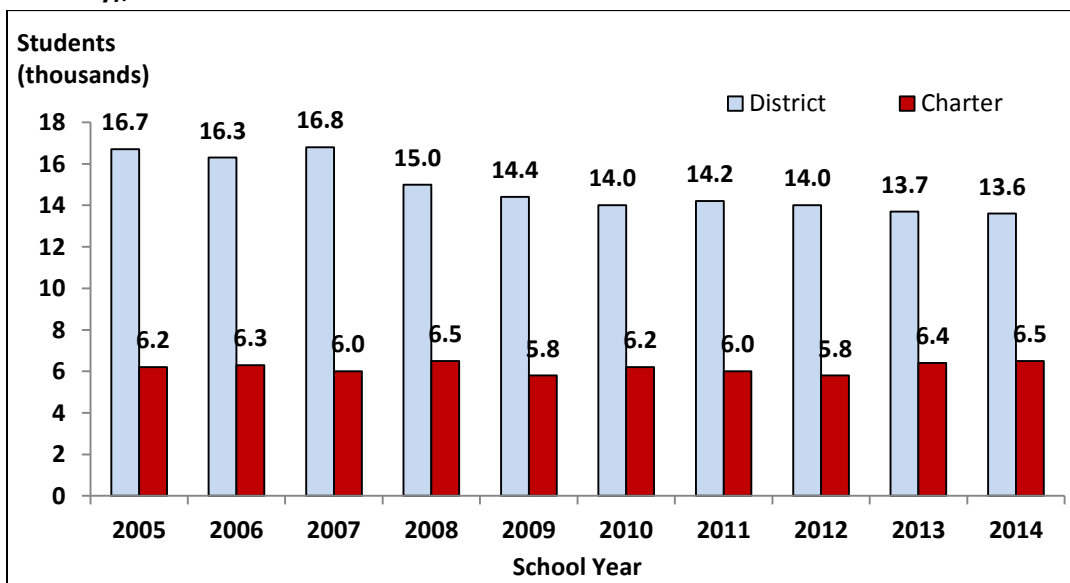
2. Student Performance

Student proficiency for those who attend Dayton Public Schools ranks among the lowest in the Big Eight districts. Fourth-grade reading and math proficiency rates are the lowest of the Big Eight districts (57 and 40 percent, respectively). In other grades and subjects, proficiency rates are similar with Cleveland. In a bright spot, the year-to-year changes in proficiency climbed slightly across both subjects in third, sixth, and eighth grade. The state expects that 80 percent of a school or district's students reach proficiency in grades three through eight and ten in math and reading. The district's proficiency rates fell short of that standard in all of the grade-level exams displayed in figure 8.2. Fifth-grade math proficiency—28 percent—was the lowest proficiency rate reported across any grade in math and reading in the Big Eight districts.

Figure 8.2. Proficiency in grades 3-8 and 10, Dayton Public Schools, 2013-14
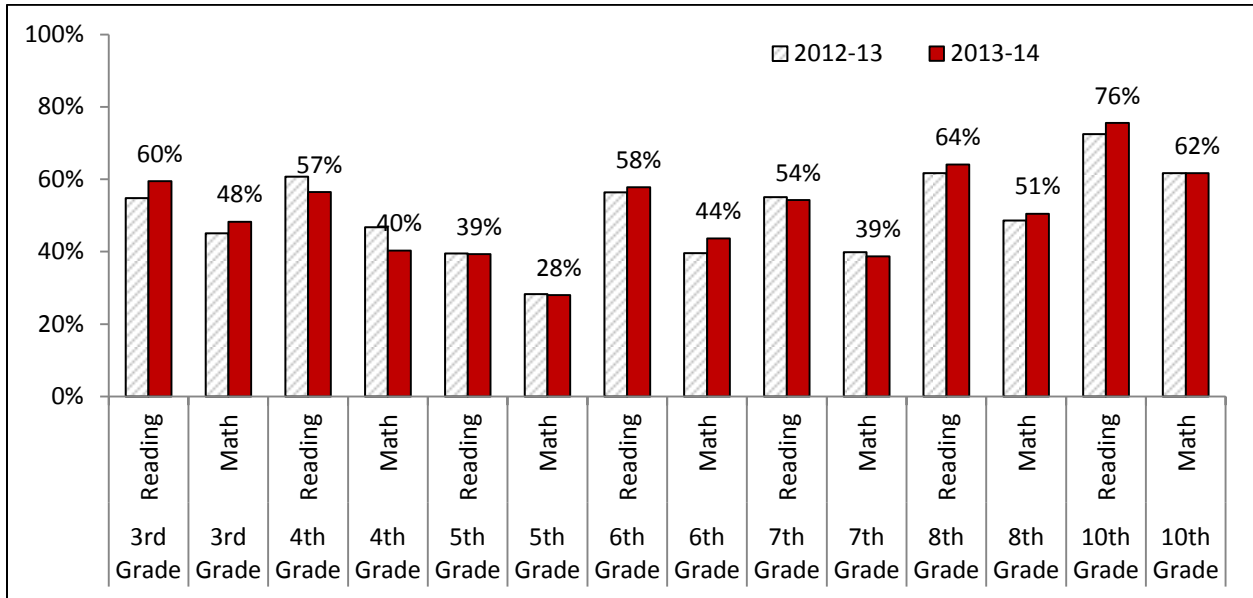
Note: The numbers displayed on the chart are 2013-14 proficiency rates. Ohio's goal for this year was for 80 percent of students to reach proficiency.

3. School Performance

Elementary and middle schools, containing a grade between four and eight, receive both performance-index and value-added ratings. The performance-index is a status measure of student achievement, while value-added is an estimate of a school's impact on student growth over time.

Just under 10 percent of Dayton's public-school students attended one of the city's three high-quality schools last year. In other words, only one-in-ten of Dayton's public-school seats were high-quality. Meanwhile, 34 percent of the city's seats were low-quality. There is a greater proportion of high-quality seats in Dayton's charter sector (20 percent), while just 4 percent of district seats were high-quality. Charters and district schools had similar percentages of low-quality seats in Dayton (30 percent and 38 percent, respectively).

Table 8.1. Number of quality schools (left) and quality seats (right) in Dayton, 2013-14

		Performance Index				
		A	B	C	D	F
Value Added	A	0	1	2	2	0
	B	0	0	2	4	0
	C	0	0	3	10	1
	D	0	0	0	3	0
	F	0	2	1	8	4

		Performance Index				
		A	B	C	D	F
Value Added	A	0	436	1117	809	0
	B	0	0	645	1357	0
	C	0	0	1602	3869	87
	D	0	0	0	1169	0
	F	0	1416	325	2686	1605

Note: Green shading denotes overall high quality; gray shading, medium quality; red shading, low quality

Table 8.2. Summary of schools and seats in Dayton, by quality and sector, 2013-14

	All Public Schools			Charter Schools			District Schools		
	Schools	Seats	% of Seats	Schools	Seats	% of Seats	Schools	Seats	% of Seats
High Quality	3	1,553	9%	2	1,135	20%	1	418	4%
Medium Quality	23	9,698	57%	10	2,857	50%	12	6,306	58%
Low Quality	17	5,872	34%	7	1,680	30%	11	4,192	38%
TOTAL	43	17,123	100%	18	5,672	100%	24	10,916	100%

Note: Tables exclude seven schools that did not receive value-added scores, nine dropout-recovery schools, three schools receiving no value-added or performance-index ratings, and students who attended a statewide e-school. One STEM school was excluded from the charter-district breakdown.

Figure 8.3. Charter versus district sectors by the percentage of low- and high-quality seats, 2013-14
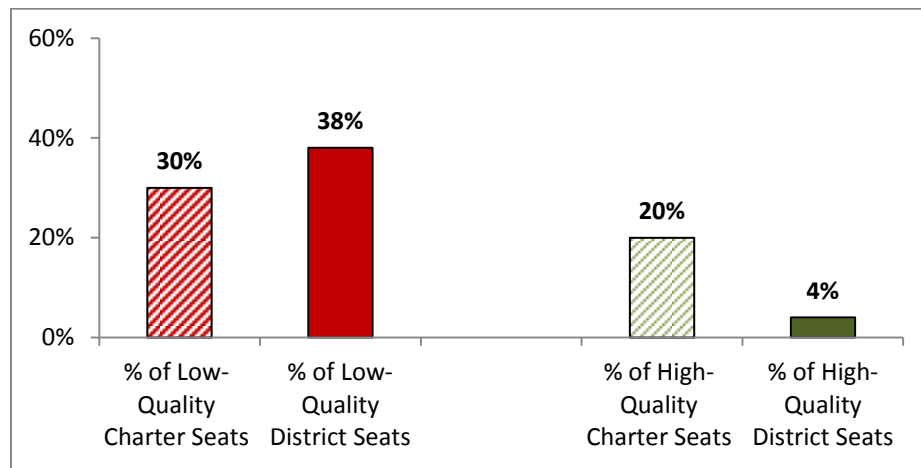
4. Top Schools in Dayton

The "Schools of Achievement" are the top-five Dayton schools ranked by performance-index scores (PI), or overall student achievement on state tests. The "Schools of Impact" are the top-five schools by their value-added scores (VA), or students' learning gains attributable to the school. Charters are shaded in blue; high schools (grades 9-12) are included in the PI rankings but not value-added.

Table 8.3. Top-five schools ranked by performance index and value-added index scores, 2013-14

Schools of Achievement	PI Score	PI Rating
Dayton Regional STEM School	107.7	B
Stivers School For The Arts	98.4	B
Dayton Early College Academy, Inc	97.4	B
DECA PREP	95.9	C
Pathway School of Discovery	95.5	C

Schools of Impact	VA Score	VA Rating
Klepinger Community School	7.91	A
Charity Adams Earley Girls Academy	6.54	A
Emerson Academy	4.75	A
Kemp PreK-6 School	3.77	A
Dayton Early College Academy, Inc	2.15	A

IX.   TOLEDO PUBLIC SCHOOLS – District and Charter

1.   Enrollment

Public-school enrollment in Toledo has sharply declined over the past decade. Ten years ago, public-school enrollment stood at 38,700, while in 2013-14 enrollment was 30,800. Charter enrollment, however, has increased over the past ten years, from just 5,500 students in 2004-05 to 9,300 students in 2013-14. On the other hand, enrollment in Toledo Public Schools has fallen from 33,200 to 21,500 students over this period. Last year, 30 percent of Toledo's public-school students attended a charter school.

Figure 9.1. Toledo public-school enrollment, district and charter (physical, e-school, dropout recovery), 2004-05 to 2013-14
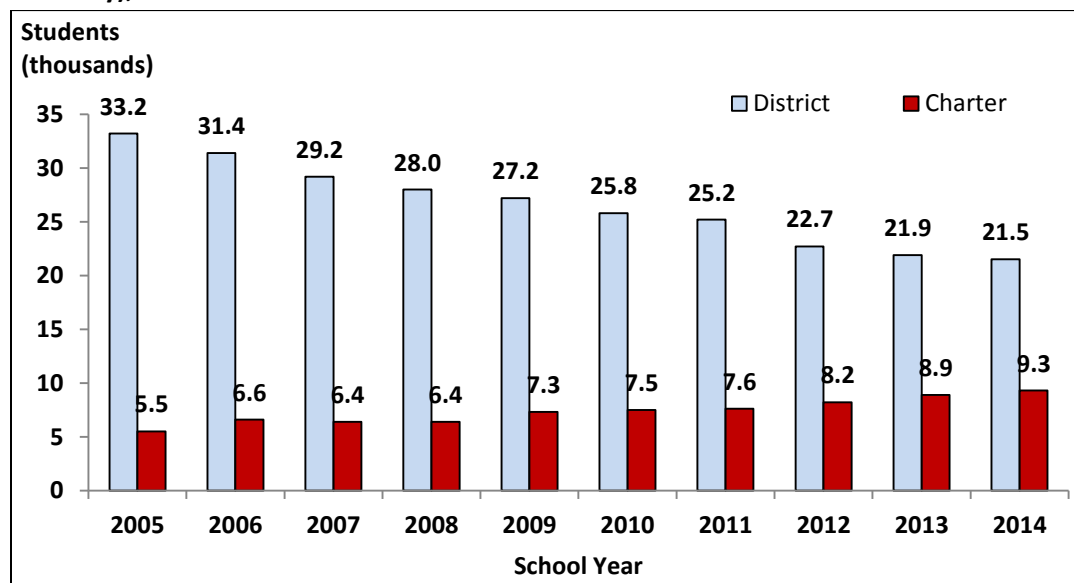
2.   Student Performance

Student proficiency in Toledo's traditional district somewhat improved in the subjects and grades displayed in figure 9.2. In grades three, six, and eight, proficiency rates climbed in both math and reading; in grades four, five, and seven the one-year changes in proficiency improved in one of the subject areas. In tenth grade, reading proficiency was flat and in math, slightly lower. The most noticeable one-year changes were in sixth through eighth-grade reading, which went up by three to five percentage points. No grade level in Toledo Public Schools experienced a proficiency-rate decline in both subjects from 2012-13 to 2013-14. The state expects that 80 percent of a school or district's students reach proficiency in grades three through eight and ten in math and reading. The district's proficiency rates fell short of that standard in all of the grade-level exams, except tenth-grade reading, displayed in figure 9.2.

Figure 9.2. Proficiency in grades 3-8 and 10, Toledo Public Schools, 2013-14
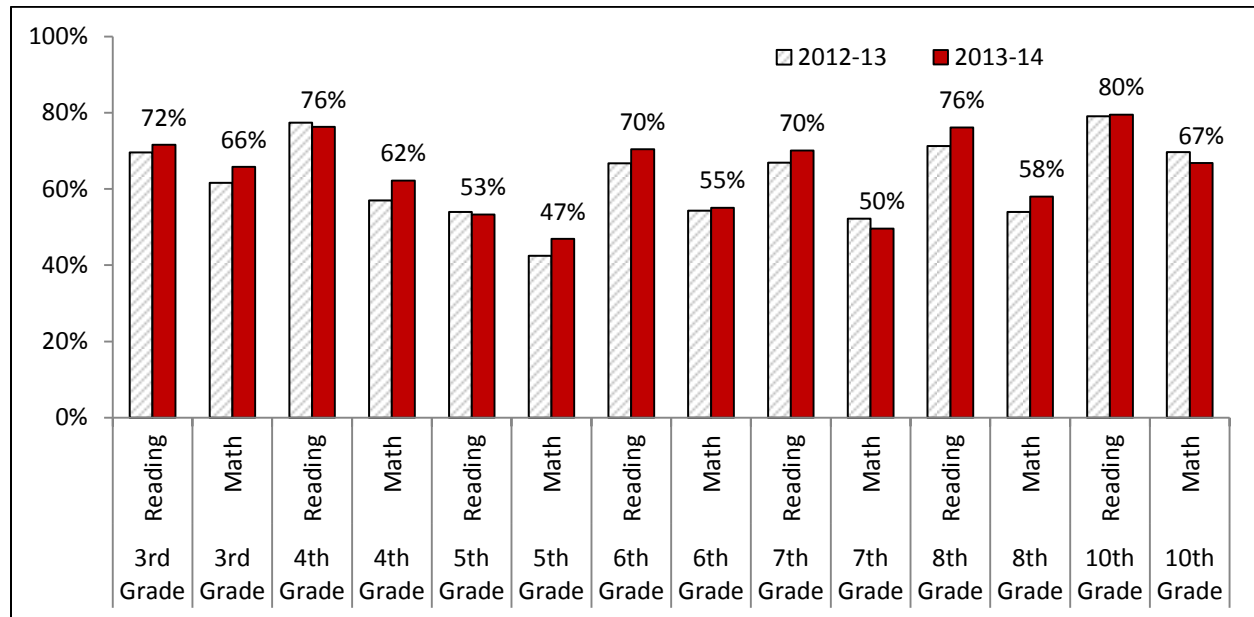
Note: The numbers displayed on the chart are 2013-14 proficiency rates. Ohio's goal for this year was for 80 percent of students to reach proficiency.

3. School Performance

Elementary and middle schools, containing a grade between four and eight, receive both performance-index and value-added ratings. The performance-index is a status measure of student achievement, while value-added is an estimate of a school's impact on student growth over time.

Nineteen percent of Toledo's public-school students attended a high-quality school in 2013-14, the highest percentage of high-quality seats among the Big Eight urban areas. Toledo Public Schools, the traditional school district, operated nine of the city's high-quality schools, while two were charter schools. As figure 9.3 shows, the charter schools in Toledo provided relatively few high-quality seats (5 percent) compared to the district (26 percent).

Table 9.1. Number of quality schools (left) and quality seats (right) in Toledo, 2013-14

		Performance Index							Performance Index				
		A	B	C	D	F			A	B	C	D	F
Value Added	A	0	4	7	10	0	**Value Added**	A	0	1774	2339	3280	0
	B	0	0	1	8	0		B	0	0	527	1900	0
	C	0	0	5	9	0		C	0	0	1754	2078	0
	D	0	0	2	5	1		D	0	0	1048	1378	111
	F	0	1	4	9	0		F	0	637	1678	3465	0

Note: Green shading denotes overall high quality; gray shading, medium quality; red shading, low quality

Table 9.2. Summary of schools and seats in Toledo, by quality and sector, 2013-14

	All Public Schools			Charter Schools			District Schools		
	Schools	Seats	% of Seats	Schools	Seats	% of Seats	Schools	Seats	% of Seats
High Quality	11	4,113	19%	2	334	5%	9	3,779	26%
Medium Quality	36	11,224	51%	18	5,083	70%	18	6,141	42%
Low Quality	19	6,632	30%	6	1,835	25%	13	4,797	33%
TOTAL	66	21,969	100%	26	7,252	100%	40	14,717	100%

Note: Tables exclude twelve schools that did not receive value-added scores, six dropout-recovery schools, nine schools not receiving value-added or performance-index grades, and students who attended a statewide e-school.

Figure 9.3. Charter versus district sectors by the percentage of low- and high-quality seats, 2013-14
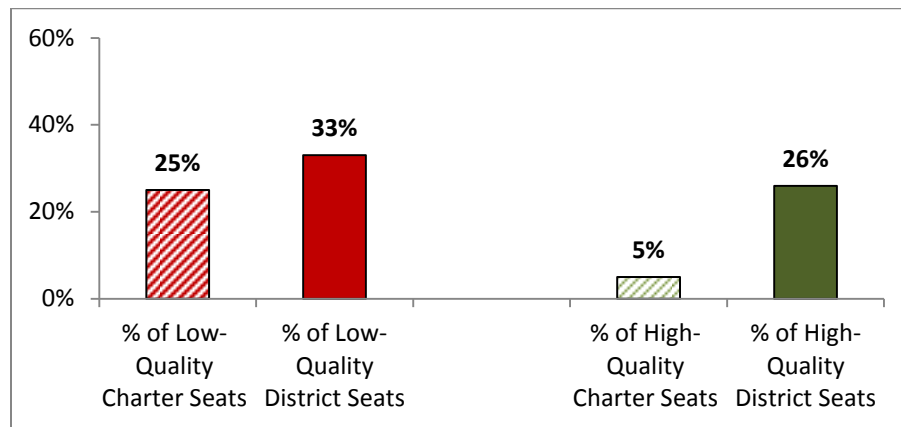
4. **Top Schools in Toledo**

The "Schools of Achievement" are the top-five Toledo schools ranked by performance-index scores (PI), or overall student achievement on state tests. The "Schools of Impact" are the top-five schools by their value-added scores (VA), or students' learning gains attributable to the school. Charters are shaded in blue; high schools (grades 9-12) are included in the PI rankings but not value-added.

Table 9.3. Top-five schools ranked by performance index and value-added index scores, 2013-14

Schools of Achievement	PI Score	PI Rating
Toledo Technology Academy High School	104.7	B
Toledo School For The Arts	104.3	B
Elmhurst Elementary School	104.0	B
Beverly Elementary School	100.3	B
Grove Patterson Academy Elementary School	100.0	B

Schools of Impact	VA Score	VA Rating
Elmhurst Elementary School	8.72	A
Pickett Elementary School	8.14	A
Winterfield Venture Academy	7.80	A
Horizon Science Academy-Springfield	6.20	A
Toledo Preparatory and Fitness Academy	5.87	A

X. YOUNGSTOWN PUBLIC SCHOOLS – District and Charter

1. Enrollment

The smallest of the Big Eight cities in Ohio, Youngstown had just 7,800 public-school students in 2013-14. Youngstown City school district, which in 1980 enrolled nearly 20,000 students, has shrunk to just 5,200 students by 2013-14. The district is now the sixty-second largest in Ohio, trailing many suburban school districts in enrollment size. Charter-school enrollment in Youngstown has remained fairly flat over the past decade, enrolling between 2,300 and 2,700 students. But as a share of public-school enrollment, Youngstown charters are increasing due to the decline in district enrollment.

Figure 10.1. Youngstown public-school enrollment, district and charter (physical, e-school, dropout recovery), 2004-05 to 2013-14
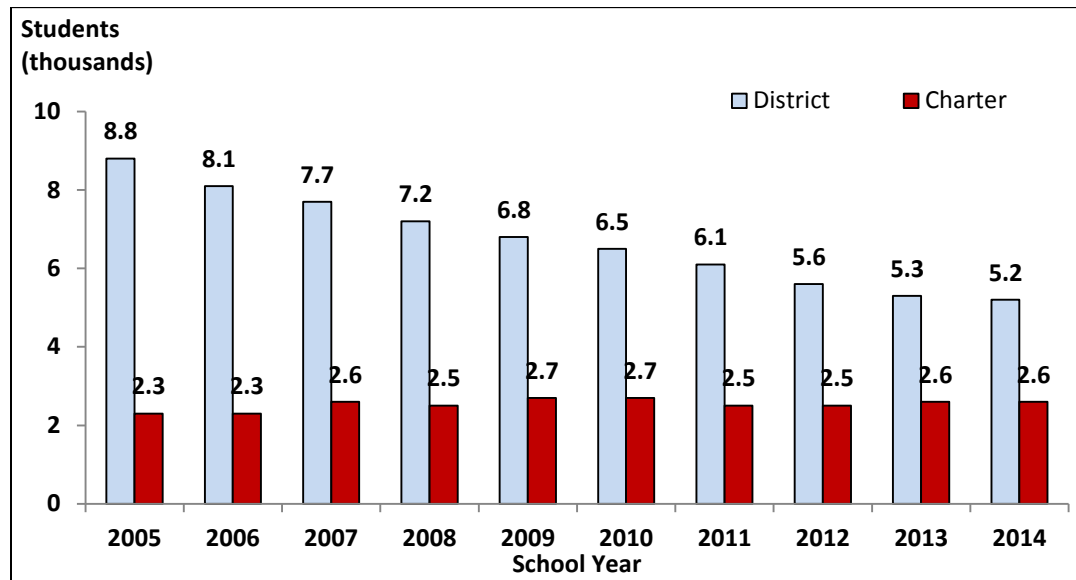
2. Student Performance

Student-proficiency rates showed some encouraging signs of improvement in Youngstown City Schools, particularly its upper grade levels. From 2012-13 to 2013-14, the changes in proficiency rates climbed across reading and math. Rates increased by 17 percentage points in sixth-grade reading and 10 points in sixth-grade math. District students in tenth grade also showed some small gains in both subject areas, compared to tenth-graders in 2012-13. The one-year changes in grades three through five were less positive (mixed across math and reading for grades three and five; down in both subjects for fourth grade). The state expects that 80 percent of a school or district's students reach proficiency in grades three through eight and ten in math and reading. The district's proficiency rates fell short of that standard in all of the grade-level exams displayed in figure 10.2.

Figure 10.2. Proficiency in grades 3-8 and 10, Youngstown City Schools, 2013-14
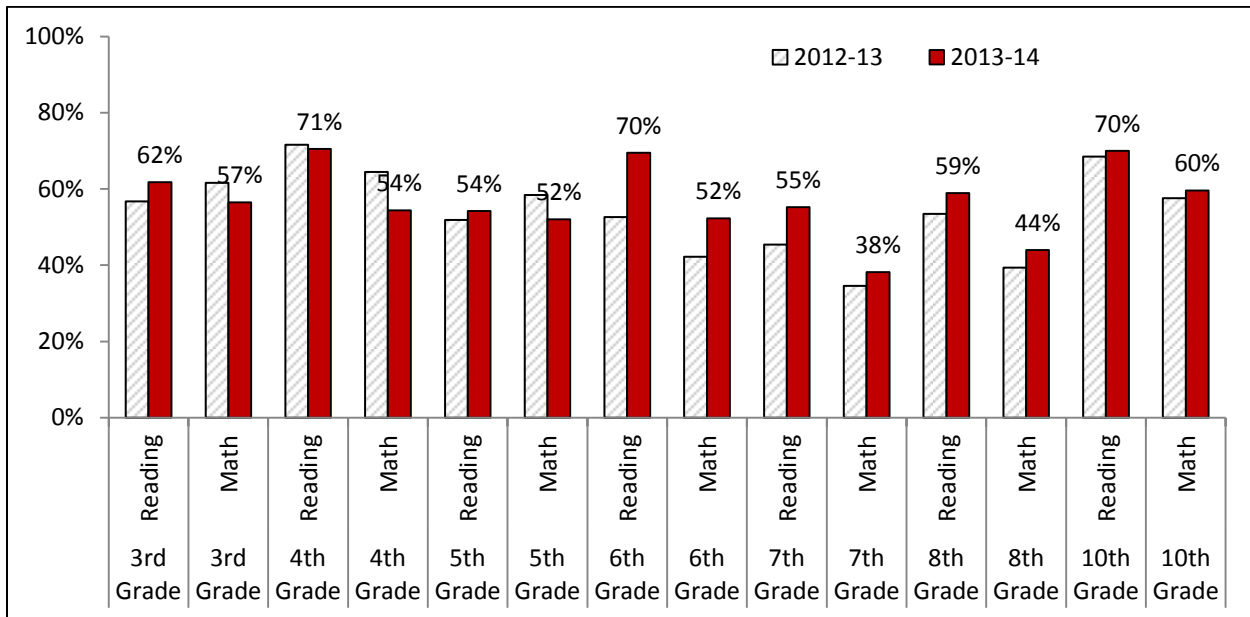
Note: The numbers displayed on the chart are 2013-14 proficiency rates. Ohio's goal for this year was for 80 percent of students to reach proficiency.

3. School Performance

Elementary and middle schools, containing a grade between four and eight, receive both performance-index and value-added ratings. The performance-index is a status measure of student achievement, while value-added is an estimate of a school's impact on student growth over time.

Youngstown's public-school system has just two high-quality schools, which together educated less than 900 students in 2013-14. One of the high-quality schools is a charter; the other is a district-operated school. In terms of high-quality seats, this means that just 13 percent of Youngstown's public-school seats were high quality. Meanwhile, just over half of the city's public-school students attended a low-quality school (51 percent)—the highest proportion of low-quality seats in the Ohio Big Eight.

Table 10.1. Number of quality schools (left) and quality seats (right) in Youngstown, 2013-14

		Performance Index				
		A	B	C	D	F
Value Added	A	0	0	2	1	0
	B	0	0	0	2	0
	C	0	0	0	3	1
	D	0	0	0	0	0
	F	0	1	2	3	2

		Performance Index				
		A	B	C	D	F
Value Added	A	0	0	871	364	0
	B	0	0	0	1111	0
	C	0	0	0	866	176
	D	0	0	0	0	0
	F	0	154	683	2361	275

Note: Green shading denotes overall high quality; gray shading, medium quality; red shading, low quality

Table 10.2. Summary of schools and seats in Youngstown, by quality and sector, 2013-14

	All Public Schools			Charter Schools			District Schools		
	Schools	Seats	% of Seats	Schools	Seats	% of Seats	Schools	Seats	% of Seats
High Quality	2	871	13%	1	444	22%	1	427	9%
Medium Quality	7	2,495	36%	3	799	39%	4	1,696	35%
Low Quality	8	3,495	51%	4	781	39%	4	2,714	56%
TOTAL	17	6,861	100%	8	2,024	100%	9	4,837	100%

Note: Tables exclude one school that did not receive value-added scores, four dropout-recovery schools, two schools not receiving value-added or performance-index grades, and students who attended a statewide e-school.

Figure 10.3. Charter versus district sectors by the percentage of low- and high-quality seats, 2013-14
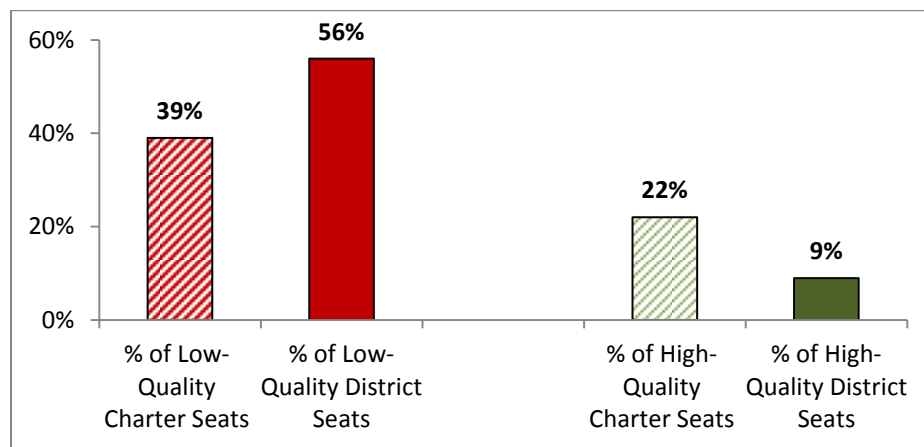
4. Top Schools in Youngstown

The "Schools of Achievement" are the top-five Youngstown schools ranked by performance-index scores (PI), or overall student achievement on state tests. The "Schools of Impact" are the top-five schools by their value-added scores (VA), or students' learning gains attributable to the school. Charters are shaded in blue; high schools (grades 9-12) are included in the PI rankings but not value-added.

Table 10.3. Top-five schools ranked by performance index and value-added index scores, 2013-14

Schools of Achievement	PI Score	PI Rating
Youngstown Early College	104.0	B
Rayen Early College	96.4	B
Taft Elementary School	90.1	C
Youngstown Community School	87.8	C
Paul C Bunn Elementary School	85.4	C

Schools of Impact	VA Score	VA Rating
Taft Elementary School	4.60	A
Stambaugh Charter Academy	3.89	A
M L King Elementary School	3.80	A
Horizon Science Academy Youngstown	1.69	B
William Holmes McGuffey Elementary School	1.01	B

46

APPENDIX

The following tables provide the building-level data for public schools in Big Eight urban areas. "School type" signifies whether a school is a charter, district, or dropout-recovery school. In two cases, the school is designated as a STEM school. For district schools, they are designated as an elementary, middle, or high school. "PI" denotes the performance index A-F rating and the performance-index score. "VA" denotes the value-added A-F rating and value-added index score. Enrollment is the number of students reported on the school's 2013-14 report card. "ED" is the number of students reported as "economically disadvantaged." In Akron, Cleveland, Dayton, and Youngstown school districts, all students are eligible for free-and-reduced price lunch, which in turn flags all students as "economically disadvantaged." Public schools within each city are sorted by their quality designation (green = high quality; gray = medium quality; red = low quality). Within the quality categories, the schools are sorted by their PI letter grades, and then by their VA letter grades. High schools not receiving a VA score are ranked by their PI grades; lastly, the city's dropout-recovery schools are listed. They do not receive PI or VA ratings.

AKRON PUBLIC SCHOOLS

Building Name	School Type	PI Grade	VA Grade	PI Score	VA Score	Enrollment	% ED
Greater Summit County Early Learning Center	Community School Conversion	A	C	111.1	0.84	113	28%
King Elementary School	Elementary School	B	A	104.4	8.39	436	>95%
National Inventors Hall of Fame School, Center for STEM	Middle School	B	A	102.1	4.69	386	>95%
Rimer Community Learning Center	Elementary School	B	A	100.4	5.05	251	>95%
Judith A Resnik Community Learning Center	Elementary School	B	A	99.4	2.22	443	>95%
Windemere CLC	Elementary School	B	B	101.0	1.60	361	>95%
Ritzman Community Learning Center	Elementary School	B	B	99.9	1.32	393	>95%
Seiberling CLC	Elementary School	C	A	87.1	4.55	378	>95%
Miller-South Visual Performing Arts	Middle School	B	F	103.5	-3.77	518	>95%
Sam Salem Community Learning Center	Elementary School	C	C	85.6	-0.79	241	>95%
Akros Middle School	Community School Startup	D	A	82.4	6.75	122	>95%
Akron Preparatory School	Community School Startup	D	A	82.1	4.84	228	>95%
Portage Path Community Learning Center	Elementary School	D	A	81.2	3.07	366	>95%
McEbright Community Learning Center	Elementary School	D	A	79.5	2.51	276	>95%
Harris Elementary School	Elementary School	D	A	78.6	3.44	299	>95%
Kent Middle School	Middle School	D	A	78.1	2.02	484	>95%
Summit Academy Akron Middle School	Community School Startup	D	A	78.1	4.99	62	80%

Building Name	School Type	PI Grade	VA Grade	PI Score	VA Score	Enrollment	% ED
East Community Learning Center	High School	D	A	77.9	2.85	1065	>95%
Middlebury Academy	Community School Startup	D	A	77.7	2.92	289	>95%
Buchtel High School	High School	D	A	76.3	4.27	846	>95%
Forest Hill Community Learning Center	Elementary School	D	A	76.0	2.05	342	>95%
Jennings Community Learning Center	Middle School	D	A	72.1	3.79	586	>95%
Findley Community Learning Center	Elementary School	D	A	66.7	7.23	499	>95%
Glover Community Learning Center	Elementary School	D	B	79.3	1.00	368	>95%
Colonial Prep Academy	Community School Startup	D	B	75.3	1.38	162	>95%
Voris Community Learning Center	Elementary School	D	C	82.6	0.44	325	>95%
Mason Community Learning Center	Elementary School	D	C	80.6	0.03	267	>95%
Innes Community Learning Center	Middle School	D	C	75.9	-0.06	397	>95%
Robinson Community Learning Center	Elementary School	D	C	72.7	-0.78	276	>95%
Helen Arnold Community Learning Center	Elementary School	D	C	72.2	-0.34	328	>95%
Crouse Community Learning Center	Elementary School	D	C	68.6	-0.67	431	>95%
Imagine Leadership Academy	Community School Conversion	D	C	67.9	-0.67	232	>95%
University Academy	Community School Startup	D	C	60.1	-0.91	133	>95%
Hyre Community Learning Center	Middle School	C	F	90.2	-2.04	773	>95%
Hatton CLC	Elementary School	C	F	89.4	-2.73	527	>95%
Betty Jane Community Learning Center	Elementary School	C	F	89.1	-7.46	452	>95%
Lawndale Elementary School	Elementary School	C	F	88.2	-4.15	156	>95%
Firestone Park Elementary School	Elementary School	C	F	87.0	-2.92	438	>95%
Hill Community Learning Center	Elementary School	D	D	78.4	-1.94	304	>95%
Summit Academy Akron Elementary School	Community School Startup	D	D	69.0	-1.95	123	>95%
STEAM Academy of Akron	Community School Startup	D	D	67.4	-1.32	11	>95%
Edge Academy, The	Community School Startup	D	F	83.9	-3.15	264	>95%
Leggett Community Learning Center	Elementary School	D	F	83.6	-5.54	390	>95%
Case Elementary School	Elementary School	D	F	82.8	-3.60	345	>95%
Pfeiffer Elementary School	Elementary School	D	F	82.2	-2.61	166	>95%
Bettes Elementary School	Elementary School	D	F	80.9	-2.02	227	>95%

Building Name	School Type	PI Grade	VA Grade	PI Score	VA Score	Enrollment	% ED
Litchfield Middle School	Middle School	D	F	80.7	-8.12	603	>95%
Barber Community Learning Center	Elementary School	D	F	73.7	-3.54	328	>95%
Smith Elementary School	Elementary School	D	F	71.1	-2.70	119	>95%
Schumacher Community Learning Cent	Elementary School	D	F	69.6	-3.87	472	>95%
Brown Street Academy	Community School Startup	D	F	68.3	-2.11	130	>95%
Bridges Learning Center	Elementary School	D	F	64.8	-3.09	109	>95%
Akron Opportunity Center	Middle School	F	C	57.3	-0.76	98	>95%
Main Street Preparatory Academy	Community School Startup	F	D	58.7	-1.79	45	94%
Akron Early College High School	High School	A	NR	113.0		318	>95%
Akron STEM High School	High School	B	NR	106.5		174	>95%
Firestone High School	High School	B	NR	98.1		1121	>95%
Ellet High School	High School	C	NR	94.2		1030	>95%
Summit Academy Secondary - Akron	Community School Startup	C	NR	85.2		80	64%
Garfield High School	High School	D	NR	83.0		691	>95%
Kenmore High School	High School	D	NR	76.1		650	>95%
Akron Alternative Academy	High School	D	NR	70.4		303	>95%
North High School	High School	D	NR	64.3		767	>95%
Imagine Akron Academy	Community School Conversion	NR	NR	--		74	>95%
The Next Frontier Academy	Community School Startup	NR	NR	--			
Life Skills Center of North Akron	Dropout Recovery						
Towpath Trail High School	Dropout Recovery						
Schnee Learning Center	Dropout Recovery						
Akron Digital Academy	Dropout Recovery						
Life Skills Center Of Summit County	Dropout Recovery						

CANTON PUBLIC SCHOOLS

Building Name	School Type	PI Grade	VA Grade	PI Score	VA Score	Enrollment	% ED
Mason Elementary School	Elementary School	B	B	98.8	1.32	240	59%
Canton City Early College Academy	Middle School	B	B	96.3	1.29	401	83%
Canton Arts Academy @ Summit	Elementary School	B	C	103.0	0.37	301	61%
Portage Collab Montessori Middle School	Elementary School	B	C	103.0	-0.66	157	27%
Worley Elementary School	Elementary School	C	B	89.7	1.71	347	77%
Canton College Preparatory School	Community School Startup	C	B	84.5	1.99	98	>95%
McGregor Elementary School	Elementary School	C	C	85.8	0.76	300	91%
Clarendon Elementary School	Elementary School	D	A	83.1	3.79	348	92%
Fairmount Elementary School	Elementary School	D	A	79.6	2.58	195	92%
Believe To Achieve-Cleveland	Community School Startup	D	A	66.9	2.57	374	>95%
Canton City Digital Academy	High School	D	B	75.4	1.34	151	81%
Allen Elementary School	Elementary School	D	B	74.8	1.51	267	>95%
Youtz Elementary School	Elementary School	D	B	73.7	1.59	317	>95%
Gibbs Elementary School	Elementary School	D	B	72.4	1.76	234	>95%
Lehman Middle School	Middle School	D	C	82.5	0.95	605	88%
Belden Elementary School	Elementary School	D	C	79.8	-0.19	279	>95%
Belle Stone Elementary School	Elementary School	D	C	74.8	0.93	264	95%
Summit Academy Community School for Alternative Learn-Canton	Community School Startup	D	C	65.4	0.07	133	>95%
Garfield Academy	Community School Startup	D	C	64.2	-0.96	200	95%
Imagine on Superior	Community School Conversion	D	C	64.1	0.16	119	>95%
Harter Elementary School	Elementary School	C	F	87.5	-5.01	440	78%
Barbara F Schreiber Elementary School	Elementary School	D	D	72.6	-1.06	272	94%
Cedar Elementary School	Elementary School	D	F	78.1	-3.73	404	92%
Hartford Middle School	Middle School	D	F	75.6	-7.00	373	90%
Dueber Elementary School	Elementary School	D	F	74.5	-2.99	216	>95%
Crenshaw Middle School	Middle School	D	F	71.3	-3.66	460	95%
Believe to Achieve-Canton	Community	D	F	64.6	-2.18	177	>95%

Building Name	School Type	PI Grade	VA Grade	PI Score	VA Score	Enrollment	% ED
	School Startup						
McKinley High School	High School	C	NR	89.0		1333	75%
Timken High School	High School	C	NR	88.0		1069	86%
Life Skills Center of Canton	Community School Startup	C	NR	88.0		127	93%
Summit Academy Secondary - Canton	Community School Startup	D	NR	70.4		80	80%
Choices Alternative School	High School	NR	NR	0.0		102	67%
Project Rebuild Community School	Dropout Recovery						
Massillon Digital Academy, Inc	Dropout Recovery						

CINCINNATI PUBLIC SCHOOLS

Building Name	School Type	PI Grade	VA Grade	PI Score	VA Score	Enrollment	% ED
Kilgour Elementary School	Elementary School	A	B	110.9	1.64	661	18%
Hyde Park Elementary	Elementary School	A	C	117.4	-0.80	232	17%
Sands Montessori Elementary School	Elementary School	B	A	102.2	5.18	643	29%
Hamilton Cnty Math & Science	Community School Startup	B	A	101.9	2.32	523	62%
Winton Hills Academy Elementary School	Elementary School	B	A	96.5	6.34	331	>95%
Dater Montessori Elementary School	Elementary School	B	B	99.3	1.18	671	45%
College Hill Fundamental Academy	Elementary School	C	A	92.3	2.75	467	83%
King Academy Community School	Community School Startup	C	A	92.1	8.05	123	>95%
Hartwell Elementary School	Elementary School	C	A	90.7	3.79	548	80%
Evanston Academy Elementary School	Elementary School	C	A	89.9	9.70	298	95%
James N. Gamble Montessori High School	High School	C	A	88.3	2.46	333	64%
Phoenix Community Learning Ctr	Community School Startup	C	A	87.9	6.88	383	>95%
Silverton Paideia Elementary School	Elementary School	C	A	86.5	4.50	393	83%
Midway Elementary School	Elementary School	C	A	84.5	3.63	575	88%
Mt. Healthy Preparatory and Fitness Academy	Community School Startup	C	A	84.4	2.09	236	84%
Walnut Hills High School	High School	A	F	113.2	-6.10	2416	21%
North Avondale Montessori Elementary School	Elementary School	B	C	99.6	-0.89	531	50%
Clark Montessori High School	High School	B	C	99.3	-0.50	643	36%
Fairview-Clifton German Language School	Elementary School	B	F	105.9	-7.28	751	21%
T.C.P. World Academy	Community School Startup	B	F	100.5	-3.85	508	81%
School For Creat & Perf Arts High School	High School	B	F	98.4	-16.26	1465	49%
Covedale Elementary School	Elementary School	B	F	96.6	-3.49	527	65%
John P Parker Elementary School	Elementary School	C	B	90.6	1.41	250	90%
Mt. Washington Elementary School	Elementary School	C	C	92.5	-0.91	348	74%
Sayler Park Elementary School	Elementary School	C	C	86.3	0.98	340	85%
Chase Elementary School	Elementary School	C	C	85.9	0.59	277	93%
Shroder Paideia High School	High School	C	C	84.5	0.08	658	79%
Parker Woods Montessori	Elementary School	C	C	84.0	0.91	414	80%
Mt. Airy Elementary School	Elementary School	D	A	81.7	2.04	509	91%
Rothenberg Preparatory Academy	Elementary School	D	A	81.0	6.06	350	>95%

Building Name	School Type	PI Grade	VA Grade	PI Score	VA Score	Enrollment	% ED
Cincinnati College Preparatory Academy East	Community School Startup	D	A	80.9	6.88	305	>95%
Carson Elementary School	Elementary School	D	A	80.4	2.47	677	94%
George Hays-Jennie Porter Elementary	Elementary School	D	A	77.0	2.81	229	>95%
Frederick Douglass Elementary School	Elementary School	D	A	76.9	2.27	276	94%
Rees E. Price Elementary School	Elementary School	D	A	74.3	3.87	576	94%
Academy Of World Languages Elementary School	Elementary School	D	A	74.0	3.06	510	89%
Roberts Academy: A Paideia Learning Community	Elementary School	D	A	69.5	2.11	595	>95%
East End Comm Heritage School	Community School Startup	D	A	61.8	2.76	124	27%
Winton Preparatory Academy	Community School Startup	D	B	77.5	1.87	146	>95%
Theodore Roosevelt Public Community School	Community School Startup	D	B	61.2	1.10	96	>95%
Cheviot Elementary School	Elementary School	D	C	83.4	-0.76	486	86%
Orion Academy	Community School Startup	D	C	81.9	-0.60	529	>95%
Roll Hill School	Elementary School	D	C	80.9	0.41	396	>95%
Bond Hill Academy Elementary School	Elementary School	D	C	80.2	0.12	250	91%
Pleasant Hill Elementary School	Elementary School	D	C	78.8	-0.86	396	94%
Roselawn Condon Elementary School	Elementary School	D	C	74.1	0.81	311	91%
Riverside Academy	Community School Startup	D	C	68.6	-0.77	271	>95%
Summit Academy Community School - Cincinnati	Community School Startup	D	C	61.7	0.80	127	68%
Cincinnati College Preparatory Academy	Community School Startup	C	F	88.7	-10.02	869	>95%
South Avondale Elementary School	Elementary School	C	F	86.8	-2.89	388	93%
Woodford Paideia Elementary School	Elementary School	D	D	82.9	-1.55	371	91%
Pleasant Ridge Montessori School	Elementary School	D	D	81.0	-1.53	544	62%
Mount Auburn International Academy	Community School Startup	D	D	77.9	-1.92	401	>95%
Cincinnati Technology Academy	Community School Startup	D	D	61.8	-1.91	145	>95%
Alliance Academy of Cincinnati	Community School Startup	D	F	83.7	-2.25	356	>95%
Withrow University High School	High School	D	F	81.4	-8.32	1303	82%
Gilbert A. Dater High School	High School	D	F	81.4	-15.12	983	78%
Academy for Multilingual Immersion Studies	Elementary School	D	F	80.8	-3.55	423	94%
Ethel M. Taylor Academy	Elementary School	D	F	80.0	-2.26	278	95%

Building Name	School Type	PI Grade	VA Grade	PI Score	VA Score	Enrollment	% ED
Hughes STEM High School	High School	D	F	79.7	-10.24	927	85%
Oyler School	High School	D	F	79.7	-2.37	609	90%
Riverview East Academy	Elementary School	D	F	79.6	-2.43	548	83%
Westwood Elementary School	Elementary School	D	F	78.9	-3.14	382	95%
Rockdale Academy Elementary School	Elementary School	D	F	77.7	-2.57	279	94%
Horizon Science Academy-Cincinnati	Community School Startup	D	F	76.7	-5.45	452	>95%
Cincinnati Learning Schools	Community School Startup	D	F	73.9	-5.44	146	88%
Cincinnati Learning Schools	Community School Startup	D	F	73.9	-5.44	146	88%
Woodward Career Technical High School	High School	D	F	72.0	-11.82	931	88%
Aiken High School	High School	D	F	71.0	-3.98	577	89%
Western Hills University High School	High School	D	F	70.9	-11.91	1097	88%
V L T Academy	Community School Startup	D	F	66.6	-4.57	605	>95%
Virtual High School	High School	D	F	66.3	-2.52	303	65%
William H Taft Elementary School	Elementary School	D	F	66.2	-2.69	338	95%
Impact Academy Cincinnati	Community School Startup	D	F	64.7	-4.38	108	>95%
Robert A. Taft Information Technology High School	High School	D	F	64.6	-9.27	684	86%
Cincinnati Speech & Reading Intervention Center	Community School Startup	D	F	62.5	-3.26	258	95%
Cincinnati Leadership Academy	Community School Startup	F	D	57.0	-1.45	223	>95%
Cincinnati State STEM Academy	Community School Startup	D	NR	83.3		140	75%
Summit Academy Transition High School-Cincinnati	Community School Startup	D	NR	81.3		92	59%
STEAM Academy of Cincinnati	Community School Startup	D	NR	67.2		--	#N/A
Western Hills Engineering High School	High School	NR	NR	--		24	80%
Withrow International High School	High School	NR	NR	--		71	81%
P.A.C.E. High School	Dropout Recovery						
Accelerated Achievement Academy of East Cincinnati	Dropout Recovery						
Accelerated Achievement Academy of North Cincinnati	Dropout Recovery						
Dohn Community	Dropout Recovery						
Lighthouse Community Sch Inc	Dropout Recovery						
Life Skills Ctr Of Cincinnati	Dropout Recovery						
Life Skills Center Of Hamilton County	Dropout Recovery						

CLEVELAND PUBLIC SCHOOLS

Building Name	School Type	PI Grade	VA Grade	PI Score	VA Score	Enrollment	% ED
Valley View Elementary School	Elementary School	B	A	98.1	5.77	172	>95%
Douglas MacArthur	Elementary School	B	A	96.6	4.99	281	>95%
Constellation Schools: Westpark Community Elementary	Community School Startup	B	A	103.7	3.15	299	56%
Citizens Academy	Community School Startup	B	A	97.8	2.97	443	>95%
Campus International School	Elementary School	B	A	98.6	2.77	366	>95%
Constellation Schools: Parma Community	Community School Startup	B	B	98.9	1.53	1009	46%
Near West Intergenerational School	Community School Startup	B	B	96.3	1.41	133	61%
Intergenerational School, The	Community School Startup	B	B	102.5	1.37	231	66%
Clark School	Elementary School	C	A	94.1	18.45	593	>95%
Cleveland Arts and Social Sciences Academy	Community School Startup	C	A	92.7	18.42	287	45%
Cleveland Entrepreneurship Preparatory School	Community School Startup	C	A	88.9	16.57	293	>95%
Entrepreneurship Preparatory School - Woodland Hills Campus	Community School Startup	C	A	85.0	15.06	211	>95%
Horizon Science Academy-Cleveland Middle School	Community School Startup	C	A	95.2	8.06	139	62%
Pinnacle Academy	Community School Startup	C	A	86.1	7.72	669	93%
HBCU Preparatory School 1	Community School Startup	C	A	88.6	6.66	87	92%
Oliver H Perry Elementary School	Elementary School	C	A	90.3	5.65	255	>95%
Buhrer	Elementary School	C	A	90.5	5.60	364	>95%
Robinson G Jones Elementary School	Elementary School	C	A	86.8	5.10	422	>95%
Louis Agassiz School	Elementary School	C	A	88.6	3.14	310	>95%
Constellation Schools: Westside Community School of the Arts	Community School Startup	C	A	92.2	2.94	333	43%
Northeast Ohio College Preparatory School	Community School Startup	C	A	88.5	2.89	480	90%
Warner Girls Leadership Academy	Elementary School	C	A	86.0	2.32	370	>95%
Menlo Park Academy	Community School Startup	A	D	113.7	-1.90	339	#N/A
Constellation Schools: Puritas Community Elementary	Community School Startup	B	C	104.9	0.71	186	82%
Global Village Academy	Community School Startup	B	D	102.0	-1.61	126	72%
Constellation Schools: Old Brooklyn Community Middle	Community School Startup	B	D	99.9	-1.84	189	44%
Cleveland School Of The Arts High School	High School	B	D	97.6	-1.93	535	>95%
Whitney Young School	High School	B	D	101.2	-1.97	257	>95%

Building Name	School Type	PI Grade	VA Grade	PI Score	VA Score	Enrollment	% ED
Constellation Schools: Old Brooklyn Community Elementary	Community School Startup	B	F	104.5	-2.38	312	49%
Albert Einstein Academy for Letters, Arts and Sciences-Ohio	Community School Conversion	B	F	96.3	-3.80	98	13%
Riverside School	Elementary School	B	F	97.6	-4.08	473	>95%
Horizon Science Academy Cleveland Elementary School	Community School Startup	C	B	87.0	1.60	139	>95%
Lincoln Preparatory School	Community School Startup	C	B	86.1	1.26	182	>95%
Constellation Schools: Westpark Community Middle	Community School Startup	C	C	87.1	0.99	213	56%
Louisa May Alcott Elementary School	Elementary School	C	C	94.4	0.92	224	>95%
Constellation Schools: Puritas Community Middle	Community School Startup	C	C	90.4	0.73	135	70%
Cleveland College Preparatory School	Community School Startup	C	C	87.9	0.60	275	>95%
Washington Park Community	Community School Startup	C	C	91.6	0.02	225	86%
Tremont Montessori School	Elementary School	C	C	91.3	-0.05	504	>95%
Noble Academy-Cleveland	Community School Startup	C	C	92.5	-0.66	337	79%
Constellation Schools: Stockyard Community Elementary	Community School Startup	C	C	84.4	-0.88	269	>95%
Lake Erie College Preparatory School	Community School Startup	D	A	80.4	8.76	282	87%
University of Cleveland Preparatory School	Community School Startup	D	A	82.7	7.73	369	83%
Scranton School	Elementary School	D	A	78.8	4.68	390	>95%
Buckeye-Woodland School	Elementary School	D	A	63.8	3.00	228	>95%
Horizon Science Academy Denison Elementary School	Community School Startup	D	A	82.9	2.23	186	92%
Memorial School	Elementary School	D	A	73.5	2.04	421	>95%
Sunbeam	Elementary School	D	A	67.3	2.03	229	>95%
Arts and Science Preparatory Academy	Community School Startup	D	A	80.8	2.02	98	>95%
The Haley School	Community School Startup	D	B	83.2	1.94	149	93%
Green Inspiration Academy	Community School Startup	D	B	73.0	1.67	166	88%
Artemus Ward	Elementary School	D	B	73.3	1.63	460	>95%
Apex Academy	Community School Startup	D	B	76.7	1.61	551	>95%
Hannah Gibbons-Nottingham Elementary School	Elementary School	D	B	68.2	1.59	254	>95%
Newton D Baker School	Elementary School	D	B	82.0	1.18	349	>95%
Harvey Rice Elementary School	Elementary School	D	B	60.9	1.16	448	>95%
Nathan Hale School	Elementary School	D	B	68.0	1.12	380	>95%
Ohio College Preparatory School	Community School Startup	D	B	74.7	1.11	175	82%

Building Name	School Type	PI Grade	VA Grade	PI Score	VA Score	Enrollment	% ED
STEAM Academy of Warrensville Heights	Community School Startup	D	C	65.2	0.84	--	#N/A
Miles School	Elementary School	D	C	67.3	0.66	269	>95%
Charles Dickens School	Elementary School	D	C	64.0	0.60	315	>95%
Walton School	Elementary School	D	C	75.1	0.60	310	>95%
Hope Academy Northcoast	Community School Startup	D	C	72.3	0.56	271	>95%
Mary M Bethune	Elementary School	D	C	66.6	0.52	306	>95%
Wilbur Wright School	Elementary School	D	C	79.4	0.49	370	>95%
Iowa-Maple Elementary School	Elementary School	D	C	63.6	0.20	310	>95%
East Preparatory Academy	Community School Startup	D	C	80.0	0.16	62	>95%
Summit Academy Community School-Parma	Community School Startup	D	C	67.9	0.12	192	71%
Constellation Schools: Madison Community Elementary	Community School Startup	D	C	83.8	0.08	299	94%
New Day Academy Boarding & Day School	Community School Startup	D	C	81.2	-0.07	237	>95%
Miles Park School	Elementary School	D	C	60.1	-0.07	563	>95%
Paul L Dunbar Elementary School	Elementary School	D	C	69.2	-0.10	215	>95%
Clara E Westropp School	Elementary School	D	C	78.6	-0.11	408	>95%
Constellation Schools: Eastside Arts Academy	Community School Startup	D	C	83.6	-0.18	97	>95%
Imagine Cleveland Academy	Community School Conversion	D	C	69.2	-0.25	198	>95%
Charles A Mooney School	Elementary School	D	C	69.2	-0.27	477	>95%
Watterson-Lake School	Elementary School	D	C	79.4	-0.72	265	>95%
Euclid Park Elementary School	Elementary School	D	C	65.9	-0.82	364	>95%
Orchard School	Elementary School	D	C	82.7	-0.97	301	>95%
Citizens Leadership Academy	Community School Startup	C	F	93.2	-2.50	302	74%
Garfield Elementary School	Elementary School	C	F	91.3	-2.71	500	>95%
Village Preparatory School	Community School Startup	C	F	92.2	-4.55	432	>95%
William C Bryant Elementary School	Elementary School	C	F	86.8	-4.63	412	>95%
Benjamin Franklin	Elementary School	C	F	86.3	-6.76	578	>95%
Constellation Schools: Stockyard Community Middle	Community School Startup	D	D	83.5	-1.10	73	>95%
Constellation Schools: Collinwood Village Academy	Community School Startup	D	D	68.4	-1.18	98	92%
Waverly Elementary School	Elementary School	D	D	71.4	-1.21	278	>95%
Cleveland School of Arts Lower Campus	Elementary School	D	D	76.2	-1.30	317	>95%
Willson School	Elementary School	D	D	69.6	-1.47	329	>95%
East Academy	Community School Startup	D	D	75.0	-1.50	340	>95%

Building Name	School Type	PI Grade	VA Grade	PI Score	VA Score	Enrollment	% ED
Charles W Eliot School	Elementary School	D	D	65.9	-1.53	397	>95%
Franklin D. Roosevelt	Elementary School	D	F	60.9	-2.11	411	>95%
H Barbara Booker Elementary School	Elementary School	D	F	66.1	-2.12	357	>95%
Jane Addams Business Careers High School	High School	D	F	66.0	-2.26	345	>95%
Robert H Jamison School	Elementary School	D	F	62.8	-2.43	388	>95%
Bella Academy of Excellence	Community School Startup	D	F	72.7	-2.55	375	>95%
Horizon Science Academy-Denison Middle School	Community School Startup	D	F	76.8	-2.86	300	72%
West Preparatory Academy	Community School Startup	D	F	75.0	-2.89	205	>95%
Willow School	Elementary School	D	F	65.5	-2.92	266	>95%
Marion C Seltzer Elementary School	Elementary School	D	F	75.3	-3.22	415	>95%
Kenneth W Clement	Elementary School	D	F	73.8	-3.27	158	>95%
OAK Leadership Institute	Community School Startup	D	F	63.5	-3.32	76	>95%
Pearl Academy	Community School Startup	D	F	75.4	-3.55	329	93%
Harvard Avenue Community School	Community School Startup	D	F	68.9	-3.64	494	87%
Wade Park	Elementary School	D	F	66.8	-3.66	331	>95%
Andrew J Rickoff	Elementary School	D	F	62.7	-3.70	478	>95%
Case	Elementary School	D	F	63.5	-3.76	304	>95%
Michael R. White	Elementary School	D	F	64.0	-3.78	332	>95%
Denison	Elementary School	D	F	75.8	-4.23	465	>95%
Lincoln Park Academy	Community School Startup	D	F	62.0	-4.45	204	>95%
Chapelside Cleveland Academy	Community School Startup	D	F	71.7	-4.55	464	>95%
Joseph M Gallagher School	Elementary School	D	F	70.2	-4.66	676	>95%
McKinley School	Elementary School	D	F	72.0	-4.81	266	>95%
Adlai Stevenson School	Elementary School	D	F	68.0	-4.83	334	>95%
Almira	Elementary School	D	F	67.3	-5.00	335	>95%
West Park Academy	Community School Startup	D	F	69.9	-5.68	368	95%
Hope Academy Northwest Campus	Community School Startup	D	F	77.7	-9.81	283	>95%
Daniel E Morgan School	Elementary School	D	F	64.1	-15.13	295	>95%
Cleveland Community School	Community School Startup	F	C	59.5	0.74	218	>95%
East Clark	Elementary School	F	C	59.0	0.03	309	>95%
Luis Munoz Marin School	Elementary School	F	C	58.9	-0.81	621	>95%
Paul Revere Elementary School	Elementary School	F	C	58.7	-0.96	290	>95%
Fullerton School	Elementary School	F	D	54.0	-1.12	281	>95%

Building Name	School Type	PI Grade	VA Grade	PI Score	VA Score	Enrollment	% ED
Villaview Community School	Community School Startup	F	D	58.3	-1.92	133	>95%
Alfred Benesch	Elementary School	F	F	54.4	-2.12	367	>95%
Bolton	Elementary School	F	F	57.7	-2.15	284	>95%
Mary B Martin School	Elementary School	F	F	58.6	-2.31	369	>95%
Marion-Sterling Elementary School	Elementary School	F	F	58.2	-2.77	318	>95%
Mound Elementary School	Elementary School	F	F	56.9	-3.32	395	>95%
Anton Grdina	Elementary School	F	F	54.4	-3.69	323	>95%
Woodland Academy	Community School Startup	F	F	58.2	-4.56	334	>95%
Patrick Henry School	Elementary School	F	F	56.5	-5.02	342	>95%
Virtual Schoolhouse, Inc.	Community School Startup	F	F	44.1	-5.03	303	85%
Broadway Academy	Community School Startup	F	F	58.8	-5.79	321	>95%
George Washington Carver	Elementary School	F	F	52.1	-8.19	356	>95%
John Hay Early College High School	High School	A	NR	113.6		226	>95%
John Hay School of Science & Medicine	High School	A	NR	109.6		337	>95%
John Hay School of Architecture & Design	High School	B	NR	106.5		309	>95%
MC^2 STEM High School	High School	B	NR	100.1		326	>95%
Citizens Academy East	Community School Startup	B	NR	96.1		238	>95%
Horizon Science Acad Cleveland	Community School Startup	B	NR	96.1		432	94%
Facing History High School@Charles Mooney	High School	C	NR	93.1		150	>95%
Garrett Morgan Schl Of Science School	High School	C	NR	88.9		297	>95%
Design Lab @ Jane Addams	High School	C	NR	87.7		178	>95%
New Technology West	High School	C	NR	85.6		292	>95%
John Marshall High School	High School	C	NR	85.1		804	>95%
James Ford Rhodes High School	High School	D	NR	83.6		1188	>95%
Ginn Academy	High School	D	NR	83.1		258	>95%
Village Preparatory School:: Woodland Hills Campus	Community School Startup	D	NR	80.0		290	>95%
Nexus Academy of Cleveland	Community School Startup	D	NR	78.5		174	78%
Washington Park	High School	D	NR	77.7		185	>95%
SuccessTech Academy School	High School	D	NR	77.5		203	>95%
New Technology HS@East Tech	High School	D	NR	75.3		162	>95%
John F Kennedy High School	High School	D	NR	74.3		800	>95%
Max S Hayes High School	High School	D	NR	74.3		591	>95%
Health Careers Center High School	High School	D	NR	73.9		260	>95%

Building Name	School Type	PI Grade	VA Grade	PI Score	VA Score	Enrollment	% ED
Collinwood High School	High School	D	NR	73.7		591	>95%
Quest Community School	Community School Conversion	D	NR	73.0		--	#N/A
John Adams High School	High School	D	NR	72.5		1053	>95%
Glenville High School	High School	D	NR	70.5		637	>95%
Law & Municipal Careers @ MLK	High School	D	NR	68.7		202	>95%
East Technical High School	High School	D	NR	67.3		493	>95%
Lincoln-West High School	High School	D	NR	65.9		1031	>95%
The School of One	High School	D	NR	61.1		343	>95%
Thomas Jefferson School	Elementary School	F	NR	46.9		372	>95%
Constellation Schools: Outreach Academy for Students with Di	Community School Startup	F	NR	45.6		36	#N/A
HBCU Preparatory School 2	Community School Startup	NR	NR	0.0		123	>95%
Stepstone Academy	Community School Startup	NR	NR	--		--	#N/A
Carl F Shuler	High School	NR	NR	--		347	>95%
Cleveland Academy for Scholarship Technology and Leadership	Dropout Recovery						
Promise Academy	Dropout Recovery						
Lakewood City Academy	Dropout Recovery						
Thurgood Marshall High School	Dropout Recovery						
Langston Hughes High School	Dropout Recovery						
George V. Voinovich Reclamation Academy	Dropout Recovery						
Frederick Douglass Reclamation Academy	Dropout Recovery						
Life Skills High School of Cleveland	Dropout Recovery						
Invictus High School	Dropout Recovery						
Lake Erie International High School	Dropout Recovery						
Life Skills Of Northeast Ohio	Dropout Recovery						

COLUMBUS PUBLIC SCHOOLS

Building Name	School Type	PI Grade	VA Grade	PI Score	VA Score	Enrollment	% ED
Columbus Preparatory Academy	Community School Startup	A	A	114.9	14.90	628	52%
Clinton Elementary School	Elementary School	A	A	114.1	4.14	419	26%
Cornerstone Academy Community	Community School Startup	B	A	98.8	5.12	516	49%
Indianola Informal K-8 School	Elementary School	B	A	99.0	3.83	591	30%
Ridgeview Middle School	Middle School	B	A	96.3	2.22	534	56%
Horizon Science Academy Columbus Middle School	Community School Startup	C	A	86.3	10.84	426	>95%
North Linden Elementary School	Elementary School	C	A	85.3	10.05	445	91%
Columbus Collegiate Academy	Community School Startup	C	A	89.0	9.19	213	>95%
Columbus Arts & Technology Academy	Community School Startup	C	A	88.9	8.30	468	95%
Zenith Academy East	Community School Startup	C	A	87.4	5.49	257	>95%
Groveport Community School	Community School Startup	C	A	84.0	5.29	781	85%
Columbus Collegiate Academy - West	Community School Startup	C	A	92.1	5.15	139	>95%
Graham Expeditionary Middle School	Community School Startup	C	A	87.7	4.41	181	69%
Cranbrook Elementary School	Elementary School	C	A	90.3	3.89	342	69%
Columbus City Preparatory School for Girls	Middle School	C	A	93.4	3.65	414	74%
Alpine Elementary School	Elementary School	C	A	95.7	3.29	525	73%
Zenith Academy	Community School Startup	C	A	84.8	2.35	364	90%
Noble Academy-Columbus	Community School Startup	C	A	92.4	2.01	257	91%
Metro Early College High School	STEM School	A	F	108.2	-4.91	515	29%
Colerain Elementary School	Elementary School	B	C	96.7	0.57	216	56%
Indian Springs Elementary School	Elementary School	B	C	99.7	-0.56	407	44%
Winterset Elementary School	Elementary School	B	C	99.0	-0.72	320	47%
Patriot Preparatory Academy	Community School Startup	C	B	89.5	1.88	582	54%
Ecole Kenwood Alternative K-8 School	Elementary School	C	B	89.3	1.75	325	57%
Northland Preparatory and Fitness Academy	Community School Startup	C	B	85.2	1.42	275	93%
Avalon Elementary School	Elementary School	C	B	89.1	1.36	633	72%
Binns Elementary School	Elementary School	C	C	88.8	0.74	336	74%

Building Name	School Type	PI Grade	VA Grade	PI Score	VA Score	Enrollment	% ED
Arts Impact Middle School (Aims)	Middle School	C	C	85.8	0.64	524	76%
Cedarwood Alternative Elementary School	Elementary School	C	C	87.3	0.60	400	75%
Columbus City Preparatory School for Boys	Middle School	C	C	86.2	0.58	201	80%
Gables Elementary School	Elementary School	C	C	92.1	-0.32	411	42%
Dominion Middle School	Middle School	C	C	95.4	-0.53	504	54%
Georgian Heights Alt Elementary School	Elementary School	C	C	84.1	-0.84	524	64%
Devonshire Alternative Elementary School	Elementary School	C	C	85.5	-0.85	496	73%
Parsons Elementary School	Elementary School	C	D	86.0	-1.16	476	87%
Westgate Alternative Elementary School	Elementary School	C	D	86.8	-1.17	376	67%
Columbus Spanish Immersion K-8 School	Elementary School	C	D	86.2	-1.74	320	73%
Berwick Alternative K-8 School	Elementary School	C	D	87.6	-1.83	726	63%
COLUMBUS GLOBAL ACADEMY	High School	D	A	68.2	15.21	701	84%
KIPP: Journey Academy	Community School Startup	D	A	81.4	11.32	325	>95%
Lincoln Park Elementary School	Elementary School	D	A	82.4	7.90	342	>95%
Broadleigh Elementary School	Elementary School	D	A	64.7	7.24	287	87%
International Acad Of Columbus	Community School Startup	D	A	81.0	6.92	218	>95%
Fairwood Alternative Elementary School	Elementary School	D	A	66.3	6.30	366	93%
Columbus Humanities, Arts and Technology Academy	Community School Startup	D	A	80.5	5.69	341	>95%
Champion Middle School	Middle School	D	A	66.8	5.53	275	95%
Focus Learning Academy of Northern Columbus	Community School Conversion	D	A	70.6	4.77	250	>95%
South Mifflin STEM Academy (K-6)	Elementary School	D	A	71.0	4.30	236	87%
Woodcrest Elementary School	Elementary School	D	A	78.7	4.27	352	85%
Midnimo Cross Cultural Community School	Community School Conversion	D	A	79.4	4.17	73	>95%
Columbus Africentric Early College Elementary School	Elementary School	D	A	66.9	3.62	246	90%
Highland Elementary School	Elementary School	D	A	68.6	3.11	286	>95%
Millennium Community School	Community School Startup	D	A	77.8	3.04	628	>95%
Huy Elementary School	Elementary School	D	A	74.4	2.85	473	81%

Building Name	School Type	PI Grade	VA Grade	PI Score	VA Score	Enrollment	% ED
Hamilton STEM Academy (K-6)	Elementary School	D	A	68.6	2.66	469	91%
Salem Elementary School	Elementary School	D	A	74.8	2.61	354	81%
Ohio Avenue Elementary School	Elementary School	D	A	65.1	2.40	326	92%
Sullivant Avenue Community School	Community School Startup	D	A	76.4	2.40	402	88%
A+ Arts Academy	Community School Startup	D	A	82.5	2.30	364	79%
Johnson Park Middle School	Middle School	D	A	65.8	2.27	391	84%
South High School	High School	D	A	76.9	2.26	828	83%
Eakin Elementary School	Elementary School	D	B	75.7	1.88	324	94%
Forest Park Elementary School	Elementary School	D	B	73.7	1.80	500	78%
Horizon Science Academy Elementary School	Community School Startup	D	B	80.9	1.80	505	>95%
Summit Academy Middle School - Columbus	Community School Startup	D	B	65.8	1.75	74	>95%
Columbus Bilingual Academy-North	Community School Startup	D	B	67.0	1.65	237	>95%
Westmoor Middle School	Middle School	D	B	77.7	1.60	513	93%
Southwood Elementary School	Elementary School	D	B	68.1	1.59	355	95%
Columbus Preparatory and Fitness Academy	Community School Startup	D	B	80.3	1.42	226	85%
Westside Academy	Community School Startup	D	B	79.1	1.30	154	>95%
Moler Elementary School	Elementary School	D	B	62.5	1.30	439	91%
Monroe Alternative Middle School	Middle School	D	B	78.9	1.26	210	89%
South Scioto Academy	Community School Startup	D	B	73.3	1.07	165	>95%
West Broad Elementary School	Elementary School	D	B	71.0	1.00	469	95%
Starling K-8	Elementary School	D	B	72.0	1.00	581	>95%
Parkmoor Elementary School	Elementary School	D	C	71.2	0.65	295	83%
Linden STEM Academy (K-6)	Elementary School	D	C	60.7	0.57	505	91%
Liberty Elementary School	Elementary School	D	C	71.2	0.51	344	78%
East Linden Elementary School	Elementary School	D	C	66.6	0.47	324	92%
Fifth Avenue International K-8 School	Elementary School	D	C	79.6	0.41	359	90%
Yorktown Middle School	Middle School	D	C	75.4	0.32	403	87%
Weinland Park Elementary School	Elementary School	D	C	68.4	0.25	340	93%
Easthaven Elementary School	Elementary	D	C	68.8	0.20	417	91%

Building Name	School Type	PI Grade	VA Grade	PI Score	VA Score	Enrollment	% ED
	School						
C.M. Grant Leadership Academy	Community School Startup	D	C	75.6	0.17	126	>95%
East Columbus Elementary School	Elementary School	D	C	60.9	0.14	426	90%
Siebert Elementary School	Elementary School	D	C	74.4	0.07	257	92%
Innis Elementary School	Elementary School	D	C	77.6	0.03	366	89%
Cassady Alternative Elementary School	Elementary School	D	C	63.1	0.00	342	86%
Premier Academy of Ohio	Community School Startup	D	C	60.0	-0.01	96	87%
Columbus Bilingual Academy	Community School Startup	D	C	79.6	-0.32	121	94%
Cesar Chavez College Preparatory School	Community School Startup	D	C	73.1	-0.46	230	>95%
Lindbergh Elementary School	Elementary School	D	C	80.7	-0.47	240	88%
Sherwood Middle School	Middle School	D	C	71.0	-0.73	421	92%
Windsor STEM Academy (K-6)	Elementary School	D	C	60.1	-0.95	478	91%
West Mound Elementary School	Elementary School	D	C	70.7	-0.97	449	92%
Harrisburg Pike Community School	Community School Startup	D	C	82.4	-0.97	341	88%
Summit Academy Community School-Columbus	Community School Startup	F	A	55.4	3.05	63	>95%
Columbus Scioto 6-12	High School	F	A	55.8	2.71	147	90%
Avondale Elementary School	Elementary School	C	F	85.0	-2.12	318	92%
Columbus North International High School	High School	C	F	86.1	-2.61	735	77%
Oakstone Community School	Community School Startup	C	F	90.7	-4.05	243	#N/A
Renaissance Academy	Community School Startup	D	D	64.4	-1.12	204	70%
Leawood Elementary School	Elementary School	D	D	60.9	-1.17	270	89%
Valley Forge Elementary School	Elementary School	D	D	70.3	-1.18	313	75%
Woodward Park Middle School	Middle School	D	D	83.0	-1.30	896	81%
Maybury Elementary School	Elementary School	D	D	74.1	-1.62	272	84%
Columbus Performance Academy	Community School Startup	D	D	74.9	-1.72	197	71%
Scottwood Elementary School	Elementary School	D	D	74.5	-1.74	468	82%
Sullivant Elementary School	Elementary School	D	D	68.8	-1.84	273	>95%
Wedgewood Middle School	Middle School	D	F	81.4	-2.12	533	78%
A+ Children's Academy	Community School Startup	D	F	73.7	-2.13	103	89%

Building Name	School Type	PI Grade	VA Grade	PI Score	VA Score	Enrollment	% ED
Oakmont Elementary School	Elementary School	D	F	64.9	-2.23	308	86%
Great Western Academy	Community School Startup	D	F	75.4	-2.29	744	>95%
Eastgate Elementary School	Elementary School	D	F	61.8	-2.32	286	90%
Watkins Elementary School	Elementary School	D	F	65.5	-2.46	362	86%
Northtowne Elementary School	Elementary School	D	F	73.9	-2.75	300	84%
Burroughs Elementary School	Elementary School	D	F	66.8	-2.83	425	93%
Columbus Africentric Early College	High School	D	F	76.2	-3.36	470	80%
Olde Orchard Alt Elementary School	Elementary School	D	F	81.3	-3.42	511	69%
Oakland Park Alternative Elementary	Elementary School	D	F	78.4	-3.89	326	69%
Whitehall Preparatory and Fitness Academy	Community School Startup	D	F	75.4	-3.96	266	94%
Fairmoor Elementary School	Elementary School	D	F	65.6	-4.17	430	91%
Performance Academy Eastland	Community School Startup	D	F	82.1	-4.23	296	91%
Stewart Alternative Elementary School @ BECK ES	Elementary School	D	F	77.3	-4.24	285	82%
Maize Road Elementary School	Elementary School	D	F	79.2	-4.42	287	77%
Valleyview Elementary School	Elementary School	D	F	76.8	-4.45	292	79%
Linden-Mckinley STEM Academy	High School	D	F	70.6	-4.79	628	90%
Shady Lane Elementary School	Elementary School	D	F	71.8	-4.83	427	92%
Como Elementary School	Elementary School	D	F	81.2	-4.98	357	91%
Mifflin Alternative Middle School	Middle School	D	F	63.3	-5.12	386	91%
FCI Academy	Community School Startup	D	F	71.8	-5.52	374	82%
Hilltonia Middle School	Middle School	D	F	68.2	-6.01	515	89%
Duxberry Park Alternative Elementary School	Elementary School	D	F	79.0	-6.38	272	83%
Medina Middle School	Middle School	D	F	66.2	-8.11	474	87%
Buckeye Middle School	Middle School	D	F	76.8	-8.57	464	87%
Imagine Columbus Primary School	Community School Conversion	F	C	54.0	0.48	125	72%
UBAH Math & Reading Academy	Community School Startup	F	C	57.8	0.46	142	89%
Imagine Integrity Academy	Community School Startup	F	C	54.4	-0.83	106	95%
Brookwood Academy	Community School Startup	F	D	55.6	-1.08	146	80%

Building Name	School Type	PI Grade	VA Grade	PI Score	VA Score	Enrollment	% ED
Beatty Park Elementary School	Elementary School	F	D	55.0	-1.13	113	91%
Young Scholars Prep School	Community School Startup	F	D	55.4	-1.27	63	>95%
Trevitt Elementary School	Elementary School	F	D	54.7	-1.27	316	93%
Livingston Elementary School	Elementary School	F	F	56.3	-5.62	443	92%
Arlington Park Elementary School	Elementary School	F	F	57.7	-6.42	218	86%
Columbus Alternative High School	High School	B	NR	107.3		726	52%
Arts & College Preparatory Academy	Community School Startup	B	NR	106.9		300	58%
Centennial High School	High School	B	NR	102.4		794	55%
Charles School at Ohio Dominican University	Community School Startup	B	NR	99.2		357	71%
Horizon Science Academy Columbus	Community School Startup	B	NR	97.8		426	>95%
Graham Primary School	Community School Startup	B	NR	96.1		117	54%
Eastmoor Academy	High School	B	NR	96.0		718	63%
Fort Hayes Arts and Academic HS	High School	C	NR	93.7		721	65%
Whetstone High School	High School	C	NR	92.8		821	59%
Briggs High School	High School	C	NR	91.4		929	79%
Northland High School	High School	C	NR	90.5		913	73%
Graham School, The	Community School Startup	C	NR	89.0		243	47%
Nexus Academy of Columbus	Community School Startup	C	NR	87.1		99	60%
Beechcroft High School	High School	C	NR	85.7		598	77%
Marion-Franklin High School	High School	C	NR	85.3		675	78%
Berwyn East Academy	Community School Conversion	C	NR	85.0		74	95%
Walnut Ridge High School	High School	D	NR	83.8		684	81%
Independence High School	High School	D	NR	82.8		586	77%
West High School	High School	D	NR	82.6		797	85%
Mifflin High School	High School	D	NR	79.8		545	80%
Summit Academy Transition High School-Columbus	Community School Startup	D	NR	77.0		129	>95%
East High School	High School	D	NR	76.6		396	90%
Brookhaven High School	High School	D	NR	75.3		492	86%
Educational Academy for Boys & Girls	Community School Conversion	D	NR	74.1		78	>95%
Franklinton Preparatory Academy	Community School Startup	D	NR	67.6		87	87%
Special Education Center	Ungraded	F	NR	36.3		262	39%

66

Building Name	School Type	PI Grade	VA Grade	PI Score	VA Score	Enrollment	% ED
Celerity Tenacia Charter School	Community School Conversion	NR	NR	--		52	>95%
Hamilton Alternative Academy	Dropout Recovery						
Life Skills Center of Columbus Southeast	Dropout Recovery						
Early College Academy	Dropout Recovery						
Life Skills Center of Columbus North	Dropout Recovery						
Everest High School	Dropout Recovery						
Cruiser Academy	Dropout Recovery						
Road to Success Academy	Dropout Recovery						
Capital High School	Dropout Recovery						
The Academy for Urban Scholars	Dropout Recovery						
Focus North High School	Dropout Recovery						
Ohio Construction Academy	Dropout Recovery						
Youthbuild Columbus Community	Dropout Recovery						
Focus Learning Academy of Southwest Columbus	Dropout Recovery						
Focus Learning Academy of Southeastern Columbus	Dropout Recovery						

DAYTON PUBLIC SCHOOLS

Building Name	School Type	PI Grade	VA Grade	PI Score	VA Score	Enrollment	% ED
Dayton Early College Academy, Inc	Community School Startup	B	A	97.4	2.15	436	80%
Charity Adams Earley Girls Academy	Elementary School	C	A	84.8	6.54	418	>95%
Emerson Academy	Community School Startup	C	A	87.2	4.75	699	93%
Stivers School For The Arts	High School	B	F	98.4	-2.90	881	>95%
Dayton Regional STEM School	STEM School	B	F	107.7	-8.22	535	25%
Miami Valley Academies	Community School Startup	C	B	85.7	1.48	200	84%
Horace Mann PreK-8 School	Elementary School	C	B	88.3	1.19	445	>95%
Valerie PreK-6 School	Elementary School	C	C	85.0	-0.40	412	>95%
Pathway School of Discovery	Community School Startup	C	C	95.5	-0.47	719	75%
Wright Brothers PreK-8 School	Elementary School	C	C	84.1	-0.76	471	>95%
Klepinger Community School	Community School Startup	D	A	77.2	7.91	439	>95%
Kemp PreK-6 School	Elementary School	D	A	71.2	3.77	370	>95%
Horizon Science Academy-Dayton	Community School Startup	D	B	71.3	1.60	154	>95%
World of Wonder PreK-8 School	Elementary School	D	B	70.1	1.28	473	>95%
Trotwood Fitness & Prep Acad	Community School Startup	D	B	82.5	1.02	348	>95%
Louise Troy PreK-4 School	Elementary School	D	B	71.5	1.02	382	>95%
North Dayton School Of Science & Discovery	Community School Startup	D	C	76.1	0.86	494	>95%
Eastmont Park PreK-8 School	Elementary School	D	C	81.9	0.42	476	>95%
STEAM Academy of Dayton	Community School Startup	D	C	65.2	0.29	15	#N/A
Kiser PreK-8 School	Elementary School	D	C	70.9	0.04	508	>95%
Belmont High School	High School	D	C	73.6	-0.21	950	>95%
Horizon Science Academy Dayton Downtown	Community School Startup	D	C	71.2	-0.58	220	>95%
Imagine Woodbury Academy	Community School Conversion	D	C	74.9	-0.62	161	>95%
Cleveland PreK-6 School	Elementary School	D	C	76.8	-0.66	421	>95%
Meadowdale PreK-8 School	Elementary School	D	C	68.5	-0.88	517	>95%
Summit Academy Community School - Dayton	Community School Startup	D	C	63.3	-0.97	107	>95%
DECA PREP	Community School Startup	C	F	95.9	-2.41	325	34%
Rosa Parks PreK-8 School	Elementary School	D	D	61.6	-1.09	341	>95%
Ruskin PreK-8 School	Elementary School	D	D	74.9	-1.38	486	>95%
Dayton Boys Preparatory Academy	Elementary School	D	D	71.5	-1.53	342	>95%
Edwin Joel Brown PreK-8 School	Elementary School	D	F	61.5	-2.50	384	>95%

Building Name	School Type	PI Grade	VA Grade	PI Score	VA Score	Enrollment	% ED
River's Edge Montessori PreK-6 School	Elementary School	D	F	68.5	-2.51	521	>95%
Richard Allen Academy	Community School Startup	D	F	75.9	-3.43	98	>95%
Belle Haven PreK-8 School	Elementary School	D	F	64.9	-3.80	426	>95%
City Day Community School	Community School Startup	D	F	68.4	-4.18	155	94%
Horizon Science Academy Dayton High School	Community School Startup	D	F	73.4	-4.97	326	>95%
Richard Allen Academy II	Community School Startup	D	F	78.9	-6.39	375	>95%
Dayton Leadership Academies-Dayton View Campus	Community School Startup	D	F	75.7	-10.32	401	>95%
Gardendale Academy	Elementary School	F	C	46.9	-0.09	87	>95%
Fairview PreK-8 School	Elementary School	F	F	58.5	-3.09	449	>95%
Edison PreK-8 School	Elementary School	F	F	59.6	-4.51	467	>95%
Westwood PreK-8 School	Elementary School	F	F	55.9	-5.00	408	>95%
Wogaman 5-8 School	Elementary School	F	F	57.0	-11.21	281	>95%
David H. Ponitz Career Technology Center	High School	C	NR	86.0		784	>95%
Meadowdale High School	High School	D	NR	80.4		619	>95%
Summit Academy Transition High School Dayton	Community School Startup	D	NR	80.1		90	72%
Thurgood Marshall High School	High School	D	NR	79.7		654	>95%
Dunbar High School	High School	D	NR	62.9		482	>95%
Longfellow Alternative School	Ungraded	F	NR	58.1		27	93%
Gorman School @ Jackson Center	Elementary School	F	NR	32.3		67	>95%
Dayton SMART Elementary School	Community School Startup	NR	NR	--		60	84%
Richard Allen Preparatory	Community School Startup	NR	NR	--		206	>95%
Watkins Academy	Community School Startup	NR	NR	--		50	95%
Miamisburg Secondary Academy	Dropout Recovery						
General Chappie James Leadership Academy	Dropout Recovery						
Life Skills Center of Dayton	Dropout Recovery						
Dayton Technology Design High School	Dropout Recovery						
West Carrollton Secondary Academy	Dropout Recovery						
Northmont Secondary Academy	Dropout Recovery						
Mound Street IT Careers Academy	Dropout Recovery						
Mound Street Military Careers Academy	Dropout Recovery						
Mound Street Health Careers Acadmy	Dropout Recovery						

TOLEDO PUBLIC SCHOOLS

Building Name	School Type	PI Grade	VA Grade	PI Score	VA Score	Enrollment	% ED
Elmhurst Elementary School	Elementary School	B	A	104.0	8.72	515	36%
Beverly Elementary School	Elementary School	B	A	100.3	3.19	674	43%
Grove Patterson Academy Elementary School	Elementary School	B	A	100.0	4.99	406	43%
Toledo Preparatory and Fitness Academy	Community School Startup	B	A	96.4	5.87	179	84%
Burroughs Elementary School	Elementary School	C	A	94.5	2.08	404	86%
Byrnedale Elementary School	Elementary School	C	A	93.6	2.98	368	65%
Hawkins Elementary School	Elementary School	C	A	88.4	2.24	392	65%
Aurora Academy	Community School Startup	C	A	87.8	2.20	155	93%
Glendale-Feilbach Elementary School	Elementary School	C	A	87.5	2.88	388	72%
DeVeaux Elementary School	Elementary School	C	A	87.4	3.34	380	73%
Ella P. Stewart Academy for Girls	Elementary School	C	A	86.6	2.69	252	>95%
Toledo School For The Arts	Community School Startup	B	F	104.3	-2.74	637	35%
Navarre Elementary School	Elementary School	C	B	91.0	1.11	527	95%
Longfellow Elementary School	Elementary School	C	C	91.8	0.04	599	76%
Larchmont Elementary School	Elementary School	C	C	88.0	-0.88	482	66%
Old West End Academy Elementary School	Elementary School	C	C	86.9	0.23	271	84%
Maritime Academy of Toledo, The	Community School Startup	C	C	85.4	-0.20	219	93%
Edgewater Elementary School	Elementary School	C	C	84.3	-0.27	183	75%
Bennett Venture Academy	Community School Startup	C	D	86.4	-1.65	638	92%
Birmingham Elementary School	Elementary School	C	D	86.1	-1.12	410	95%
Horizon Science Academy-Springfield	Community School Startup	D	A	82.7	6.20	390	>95%
Winterfield Venture Academy	Community School Startup	D	A	81.8	7.80	470	92%
McTigue Elementary School	Elementary School	D	A	81.3	3.95	393	86%
Old Orchard Elementary School	Elementary School	D	A	79.7	3.90	301	90%
Riverside Elementary School	Elementary School	D	A	78.0	4.86	415	>95%
Reynolds Elementary School	Elementary School	D	A	74.7	4.75	310	89%

Building Name	School Type	PI Grade	VA Grade	PI Score	VA Score	Enrollment	% ED
Star Academy of Toledo	Community School Startup	D	A	73.7	2.74	128	86%
Leverette Elementary School	Elementary School	D	A	68.2	2.85	345	>95%
Pickett Elementary School	Elementary School	D	A	67.2	8.14	209	>95%
Robinson Elementary School	Elementary School	D	A	61.7	4.07	319	>95%
Discovery Academy	Community School Startup	D	B	79.7	1.32	114	71%
Walbridge Elementary School	Elementary School	D	B	79.6	1.84	359	>95%
Keyser Elementary School	Elementary School	D	B	77.3	1.95	263	>95%
Clay Avenue Community School	Community School Startup	D	B	77.0	1.79	494	>95%
Chase STEM Academy	Elementary School	D	B	74.0	1.71	227	>95%
Central Academy of Ohio	Community School Startup	D	B	73.6	1.61	148	85%
Rosa Parks Elementary School	Elementary School	D	B	67.4	1.45	245	>95%
Rise & Shine Academy	Community School Conversion	D	B	64.2	1.90	50	>95%
Academy of Educational Excellence	Community School Conversion	D	C	78.3	-0.03	77	85%
Horizon Science Academy Toledo Downtown	Community School Startup	D	C	78.2	0.75	251	>95%
Madison Avenue School of Arts	Community School Startup	D	C	75.8	-0.49	556	>95%
Summit Academy Toledo Learning Center	Community School Startup	D	C	73.7	0.85	169	>95%
Imani Learning Academy	Community School Startup	D	C	71.8	-0.67	140	>95%
Kids Unlimited Academy	Community School Startup	D	C	71.4	-0.43	151	>95%
Great Expectations Elementary School	Community School Startup	D	C	70.9	0.15	168	>95%
Northpointe Academy	Community School Startup	D	C	68.9	-0.24	283	>95%
Samuel M. Jones at Gunckel Park Elementary School	Elementary School	D	C	60.0	-0.61	283	>95%
Harvard Elementary School	Elementary School	C	F	92.7	-2.64	386	62%
Ottawa River Elementary School	Elementary School	C	F	90.8	-2.64	475	58%
Wildwood Environmental Academy	Community School Startup	C	F	89.3	-2.75	317	67%
Horizon Science Academy Toledo	Community School Startup	C	F	85.6	-3.31	500	>95%
Oakdale Elementary School	Elementary School	D	D	81.5	-1.33	402	86%

Building Name	School Type	PI Grade	VA Grade	PI Score	VA Score	Enrollment	% ED
Imagine Hill Avenue	Community School Startup	D	D	80.3	-1.09	175	91%
McKinley Elementary School	Elementary School	D	D	78.0	-1.44	306	93%
Glenwood Elementary School	Elementary School	D	D	71.6	-1.77	225	>95%
Spring Elementary School	Elementary School	D	D	63.8	-1.65	270	>95%
Whittier Elementary School	Elementary School	D	F	81.8	-5.07	603	84%
Garfield Elementary School	Elementary School	D	F	81.7	-6.67	440	93%
Arlington Elementary School	Elementary School	D	F	80.3	-4.40	400	83%
Martin Luther King Academy for Boys Elementary School	Elementary School	D	F	75.8	-2.66	240	>95%
East Broadway Elementary School	Elementary School	D	F	74.1	-2.36	453	>95%
Marshall Elementary School	Elementary School	D	F	73.4	-2.71	294	>95%
Eagle Academy	Community School Startup	D	F	71.0	-4.47	517	92%
Lake Erie Academy	Community School Startup	D	F	66.5	-5.63	215	>95%
Sherman Elementary School	Elementary School	D	F	63.4	-2.67	303	>95%
Summit Academy Community School-Toledo	Community School Startup	F	D	48.6	-1.60	111	>95%
Toledo Technology Academy High School	High School	B	NR	104.7		175	45%
Toledo Early College High School	High School	B	NR	99.5		207	57%
Waite High School	High School	C	NR	90.6		810	84%
Nexus Academy of Toledo	Community School Startup	C	NR	88.4		95	81%
Start High School	High School	C	NR	88.3		1450	63%
Bowsher High School	High School	C	NR	87.1		1177	61%
Rogers High School	High School	D	NR	81.8		750	72%
Woodward High School	High School	D	NR	75.8		608	89%
Autism Model School	Community School Startup	D	NR	73.9		111	57%
Jesup W. Scott High School	High School	D	NR	71.2		537	87%
Hope Learning Academy of Toledo	Community School Conversion	D	NR	66.1		31	64%
The Autism Academy Of Learning	Community School Startup	F	NR	50.7		51	78%
Knight Academy	Community School Startup	NR	NR	0.0			#N/A
Secor Gardens Academy	Community School Conversion	NR	NR	--			#N/A
Fulton/Kobacker at Robinson	Ungraded	NR	NR	--		223	>95%

Building Name	School Type	PI Grade	VA Grade	PI Score	VA Score	Enrollment	% ED
Crossgates Pre-School	Elementary School	NR	NR	--		65	#N/A
Secor Gardens Academy	Community School Conversion	NR	NR	--			#N/A
Fulton/Kobacker at Robinson	Ungraded	NR	NR	--		223	>95%
Crossgates Pre-School	Elementary School	NR	NR	--		65	#N/A
Secor Gardens Academy	Community School Conversion	NR	NR	--			#N/A
Fulton/Kobacker at Robinson	Ungraded	NR	NR	--		223	>95%
Crossgates Pre-School	Elementary School	NR	NR	--		65	#N/A
Polly Fox Academy Community School	Dropout Recovery						
Phoenix Academy Community School	Dropout Recovery						
Glass City Academy	Dropout Recovery						
Eagle Learning Center	Dropout Recovery						
Achieve Career Preparatory Academy	Dropout Recovery						
Life Skills Center Of Toledo	Dropout Recovery						

YOUNGSTOWN PUBLIC SCHOOLS

Building Name	School Type	PI Grade	VA Grade	PI Score	VA Score	Enrollment	% ED
Taft Elementary School	Elementary School	C	A	90.1	4.60	427	>95%
Stambaugh Charter Academy	Community School Startup	C	A	84.8	3.89	444	>95%
Rayen Early College	Middle School	B	F	96.4	-2.06	154	>95%
M L King Elementary School	Elementary School	D	A	72.4	3.80	364	>95%
Horizon Science Academy Youngstown	Community School Startup	D	B	79.3	1.69	385	>95%
William Holmes McGuffey Elementary School	Elementary School	D	B	80.4	1.01	726	>95%
Youngstown Academy of Excellence	Community School Startup	D	C	71.9	0.65	191	>95%
Southside Academy	Community School Startup	D	C	60.7	-0.12	223	>95%
Williamson Elementary School	Elementary School	D	C	72.8	-0.21	452	>95%
Paul C Bunn Elementary School	Elementary School	C	F	85.4	-2.45	353	>95%
Youngstown Community School	Community School Startup	C	F	87.8	-6.84	330	95%
East High School	High School	D	F	67.2	-2.17	1311	>95%
Harding Elementary School	Elementary School	D	F	75.5	-3.46	461	>95%
Chaney Campus VPA & STEM	High School	D	F	79.9	-5.88	589	>95%
Summit Academy-Youngstown	Community School Startup	F	C	56.1	-0.66	176	>95%
Summit Academy Secondary - Youngstown	Community School Startup	F	F	57.4	-2.11	213	95%
Mollie Kessler	Community School Startup	F	F	59.7	-3.69	62	67%
Youngstown Early College	High School	B	NR	104.0		199	>95%
Academy for Urban Scholars Youngstown	Community School Startup	NR	NR	--		96	>95%
Youngstown Virtual Academy	High School	NR	NR	--		42	93%
Mahoning Valley Opportunity Center	Dropout Recovery						
Mahoning County High School	Dropout Recovery						
Life Skills Ctr Of Youngstown	Dropout Recovery						
Mahoning Unlimited Classroom	Dropout Recovery						