OEPI Analysis of 2018 School District Report Card Data

For the past several years, Dr. Howard Fleeter, consultant for the Ohio Education Policy Institute (OEPI), has analyzed school district report card data looking particularly at the relationship between educational outcomes and district socioeconomics. The results of this analysis have consistently shown that test performance is highly and negatively correlated with poverty.

The OEPI analysis has also consistently shown a persistent achievement gap between economically-disadvantaged and non-disadvantaged students. These studies are far from the first to uncover these relationships. The link between socioeconomics and student performance was first noted in the landmark Coleman Report in 1966.

It is also imperative to note that the OEPI analysis should NOT be interpreted as indicating that low-income or minority students cannot learn or that the schools and districts that serve these students are "bad" schools. Rather, the OEPI findings are intended to highlight the challenges faced by low-income students and the schools that serve them, as well as the critical need facing Ohio policymakers to effectively address this issue.
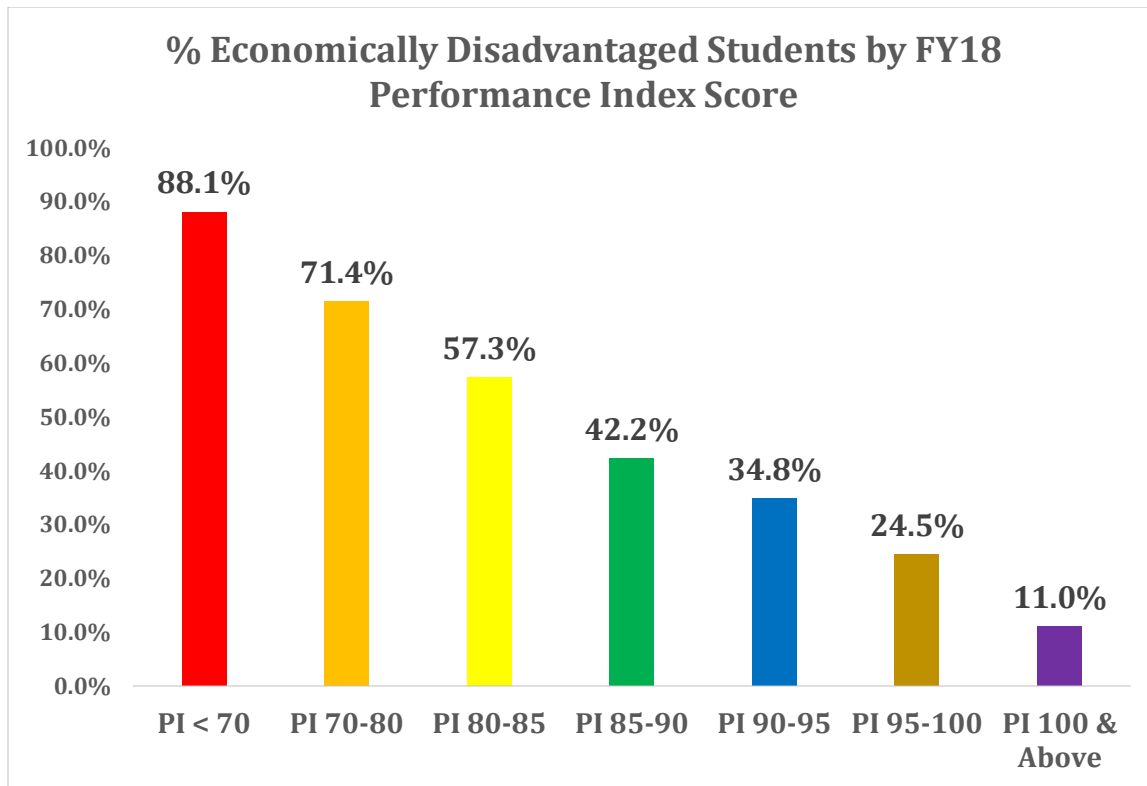
A. *Performance Index*

The report card Performance Index (PI) is a comprehensive measure of the performance of Ohio's students on the standardized tests administered in grades three through high school. The PI takes into account the performance of all students in a district at the different performance levels (Advanced Plus, Advanced, Accelerated, Proficient, Basic, and Limited), rather than just showing the number or percent of students who achieve proficiency. The maximum possible PI score is 120.

The OEPI analysis compares PI scores to the percent of economically disadvantaged students (generally those at or below 185% of Federal Poverty Level) in each district. Despite the fact that performance index scores increased in 333 of 608 school districts from FY17 to FY18, the new report card data once again shows that the achievement gap between high poverty and low poverty districts remains persistent and dramatic in Ohio.

Figure 1 shows the average percentage of economically disadvantaged students in school districts scoring in different ranges on the PI. The data in Figure 1 shows districts with an overall PI score of less than 70 points have an average of 88.1% economically disadvantaged students. In contrast, districts with an overall PI score of more than 100 have an average of only 11.0% economically disadvantaged students. Thus the state's lowest performing school districts have an average of 8 times more economically disadvantaged students than do the state's highest performing districts. Results for the PI score ranges in between follow this same pattern.

**Figure 1: FY18 Performance Index vs. % Economically Disadvantaged Students**

The extent of the correlation between socioeconomics and student performance is only reinforced when a closer look is taken. 145 districts received a grade of A or B on the Performance index in FY18. **Only 4** of these districts have more than the state average percentage of economically disadvantaged students (48.7%). Another 6 districts have between 40% and 50% economically disadvantaged students. Meanwhile, 80 of these 145 high performing districts (55%) have fewer than 20% economically disadvantaged students.

Another way to examine the Performance Index data is to group the districts according to local property wealth. Ohio's 610 school districts are divided into 5 equal sized groups of 122 districts (called "quintiles") reflecting their property value per pupil. Quintile 1 is the lowest wealth group of school districts, while Quintile contains the highest wealth group of school districts.

Figure 2 shows that the 121 school districts with the highest property value per pupil had an average PI score of 95.9 while the 122 school districts with the lowest property value per pupil had an average PI score of 73.5. (Note that 2 quintiles only have 121 districts because report card results are not reported for 2 very small school districts).
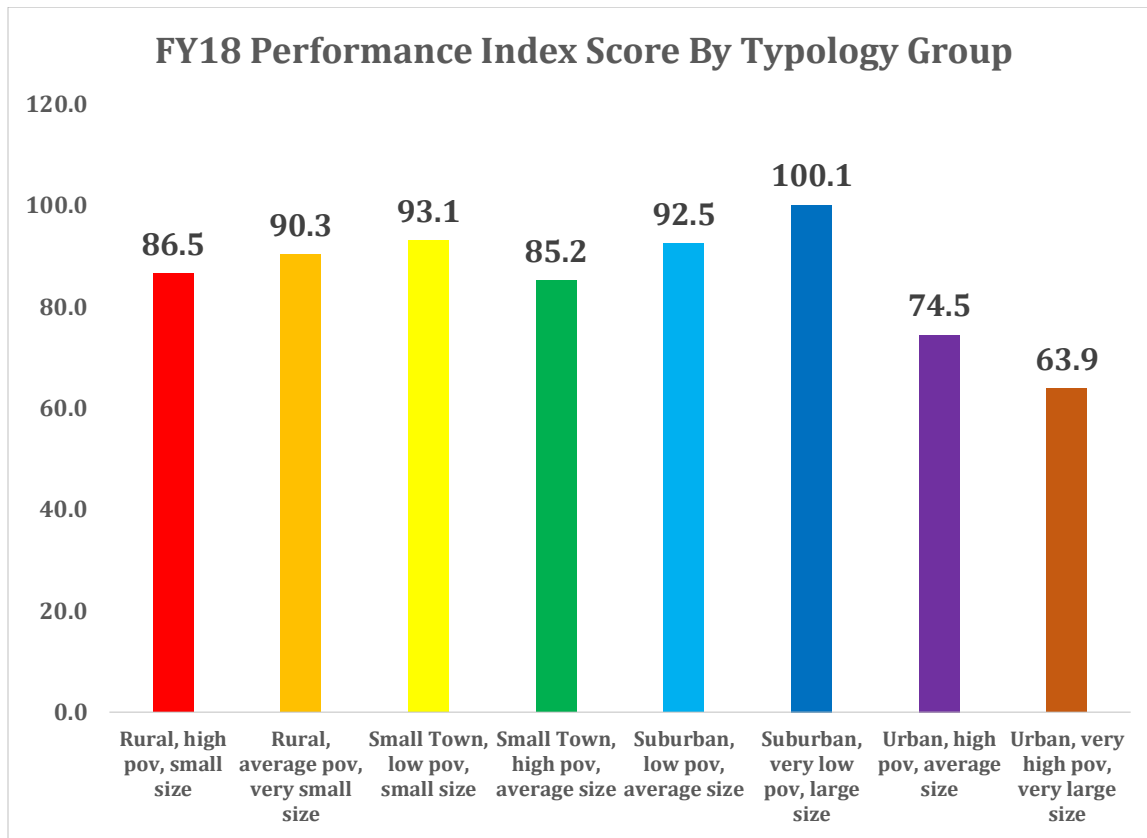
Figure 2: FY18 Performance Index by Property Wealth Quintile
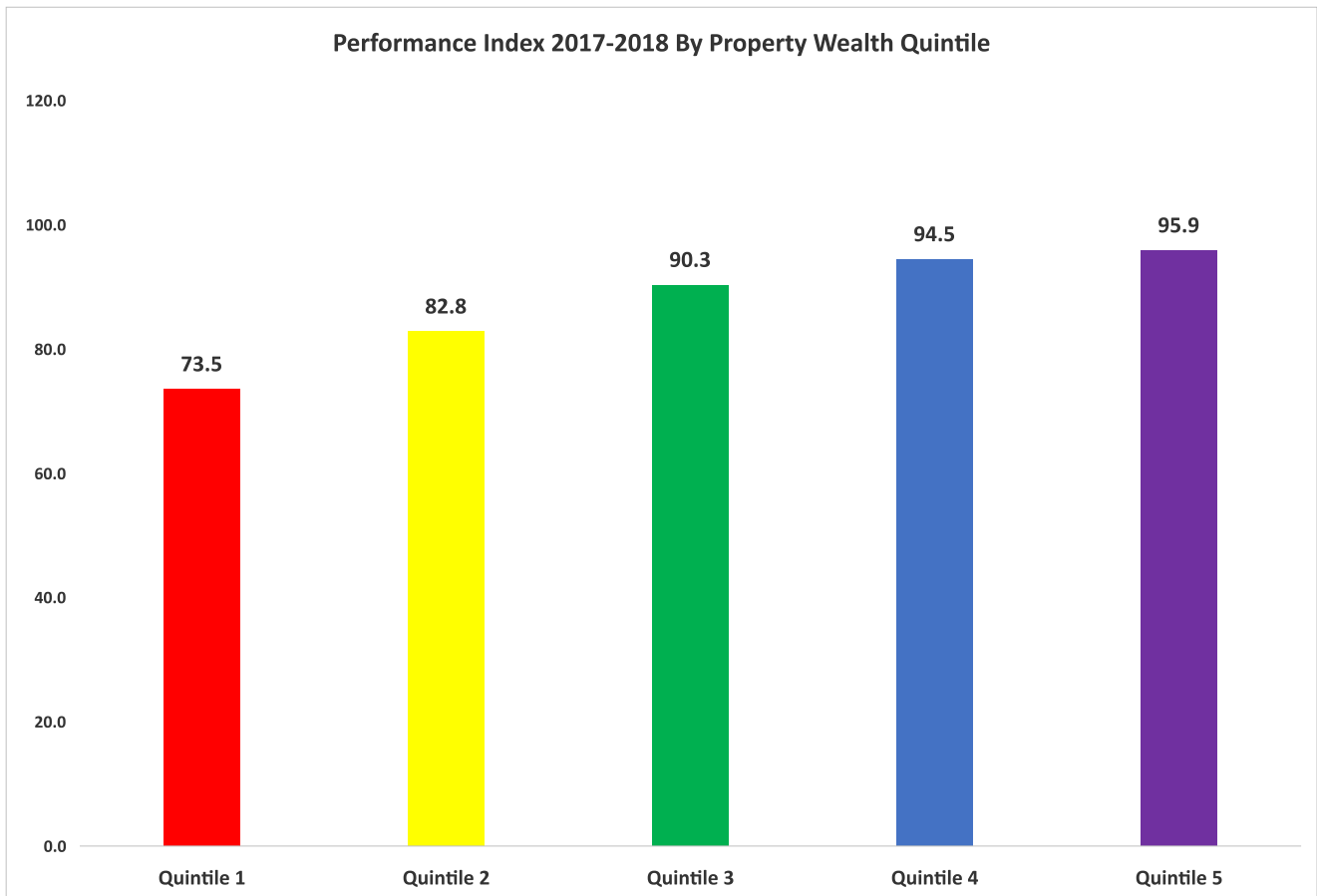
Similar results are found when the Performance Index is analyzed by Typology group. ODE has grouped Ohio's school districts into 8 "typologies", 2 each for rural, small town, suburban and urban school districts.

Figure 3 shows that Typology category 6 school districts ("Wealthy Suburban") had an average PI score of 100.1 while Urban districts (category 7) had an average PI Score of 74.5 and "Major Urban" districts (category 8) had an average PI score of only 63.9. "Poor Rural" (category 1) and "Poor Small Town" (category 4) districts had average PI scores in the mid-80s while Rural (category 2), Small Town (category 3) and Suburban (category 5) districts had average PI scores in the low-90s.

Figure 4: FY18 Performance Index by ODE Typology Group

FY18 Performance Index Score By Typology Group

Typology Group	Score
Rural, high pov, small size	86.5
Rural, average pov, very small size	90.3
Small Town, low pov, small size	93.1
Small Town, high pov, average size	85.2
Suburban, low pov, average size	92.5
Suburban, very low pov, large size	100.1
Urban, high pov, average size	74.5
Urban, very high pov, very large size	63.9

B. Prepared for Success Measures (PFS)

While the Performance Index conveys important information regarding student performance on standardized tests, the Ohio Report Card also tabulates a number of measures reflecting the extent to which Ohio students graduate from high school and are prepared for their next step, whether it is college or career.

Graduation Rate

A significant disparity in graduation rate can be observed when student subgroups are examined. Economically disadvantaged students graduate at an average rate of only 73.0%, while non-disadvantaged students graduate at an average rate of 92.4%. Similarly, English language learners (65.7%) and students with disabilities (70.4%) both graduate at an average rate well below that of their more advantaged peers.

Looking at race & ethnicity, black students (68.6%) graduate at a rate that is nearly 20 percentage points lower than the rate at which white and Asian students graduate, while and Hispanic (73.6%) and multiracial (78.7%) students are also far less likely to graduate than are white and Asian students

When graduation rates are analyzed by Typology group it is clearly evident that suburban, small town, and rural school districts have much higher graduation rates than do urban school districts. Figure 5

shows the 4 -Year graduation rate by typology group. The average graduation rate in the 6 "major urban" districts is only 75.0%, while the graduation rate in the other urban districts is only 82.7%. Average Graduation rates for all other typology groups are over 90%, with the wealthy suburban districts having the highest rate at 95.9%. Note that the FY18 Report Card reports graduation rate data for FY17 because summer graduates are also included in the total.

Figure 5: FY17 4 Year Graduation Rate by Typology Group
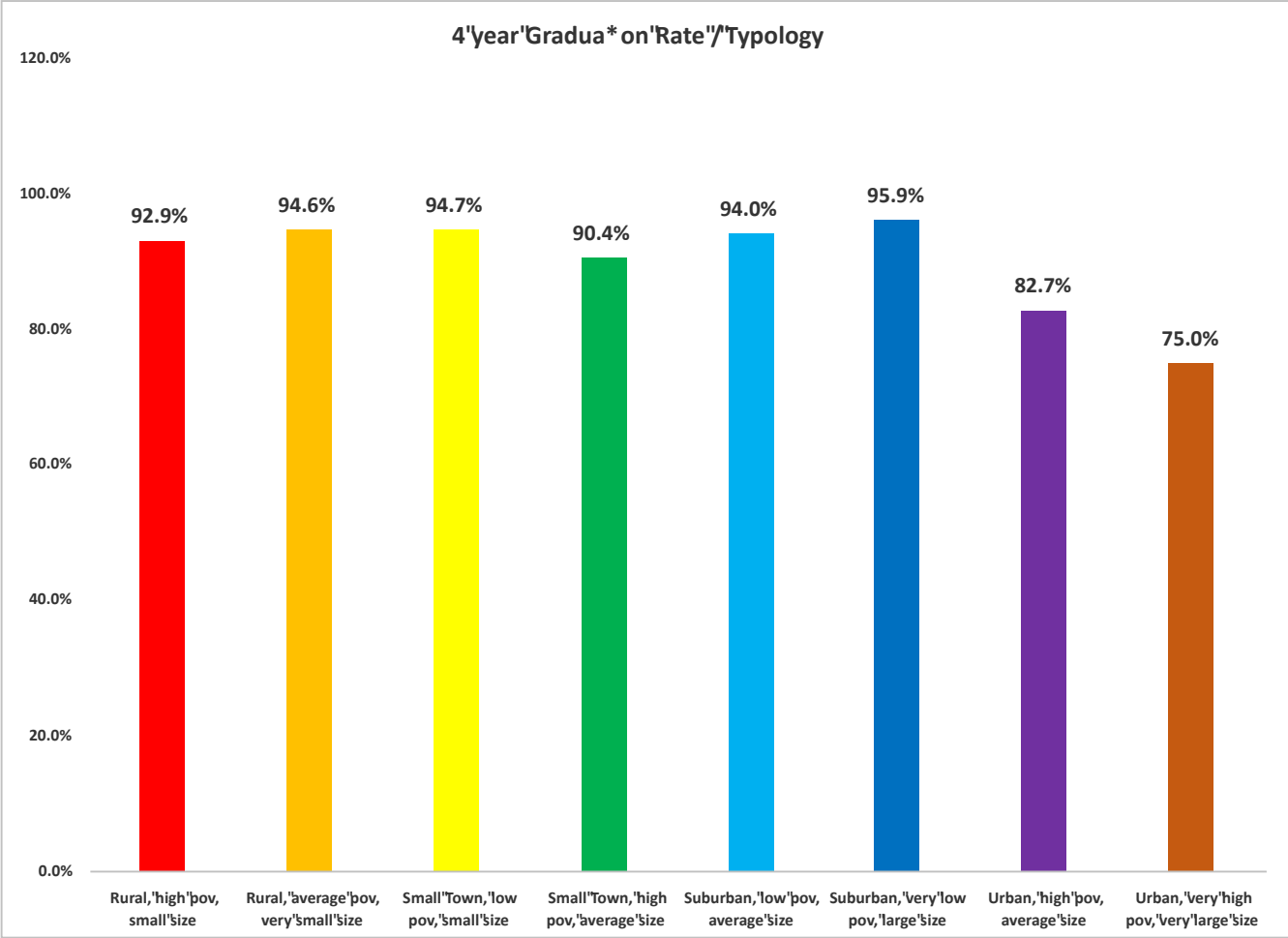
% of Students Prepared For Success

The Prepared for Success measures include the following college and career readiness components:

- % of high school students participating in ACT
- % of high school students scoring remediation free on ACT
- % of high school students participating in SAT
- % of high school students scoring remediation free on SAT
- % of high school students graduating with an Honors diploma

- % of high school students graduating with an industry-recognized credential
- % of high school students participating in one or more AP courses
- % of high school students receiving an AP score of three or higher
- % of high school students participating in one or more International Baccalaureate (IB) courses
- % of high school students receiving an IB score of four or higher
- % of high school students with at least three Dual Enrollment (college) credits

As was the case with the Performance Index, the % of Students that are Prepared for Success can be analyzed by wealth quintile and by typology group.

Figure 6 shows that 73.5% of students in the Wealthy Suburban typology category met the PFS standard, which was nearly 24 percentage points greater than the next highest typology group (category 6 Suburban district students at 49.8% PFS). The Wealthy suburban PFS rate was also 3 times higher than the rate in urban districts (24.3% PFS) and more than times grater than the rate in major urban districts (16.9% PFS).

Figure 6: FY18 % of Students Prepared for Success by Typology Group

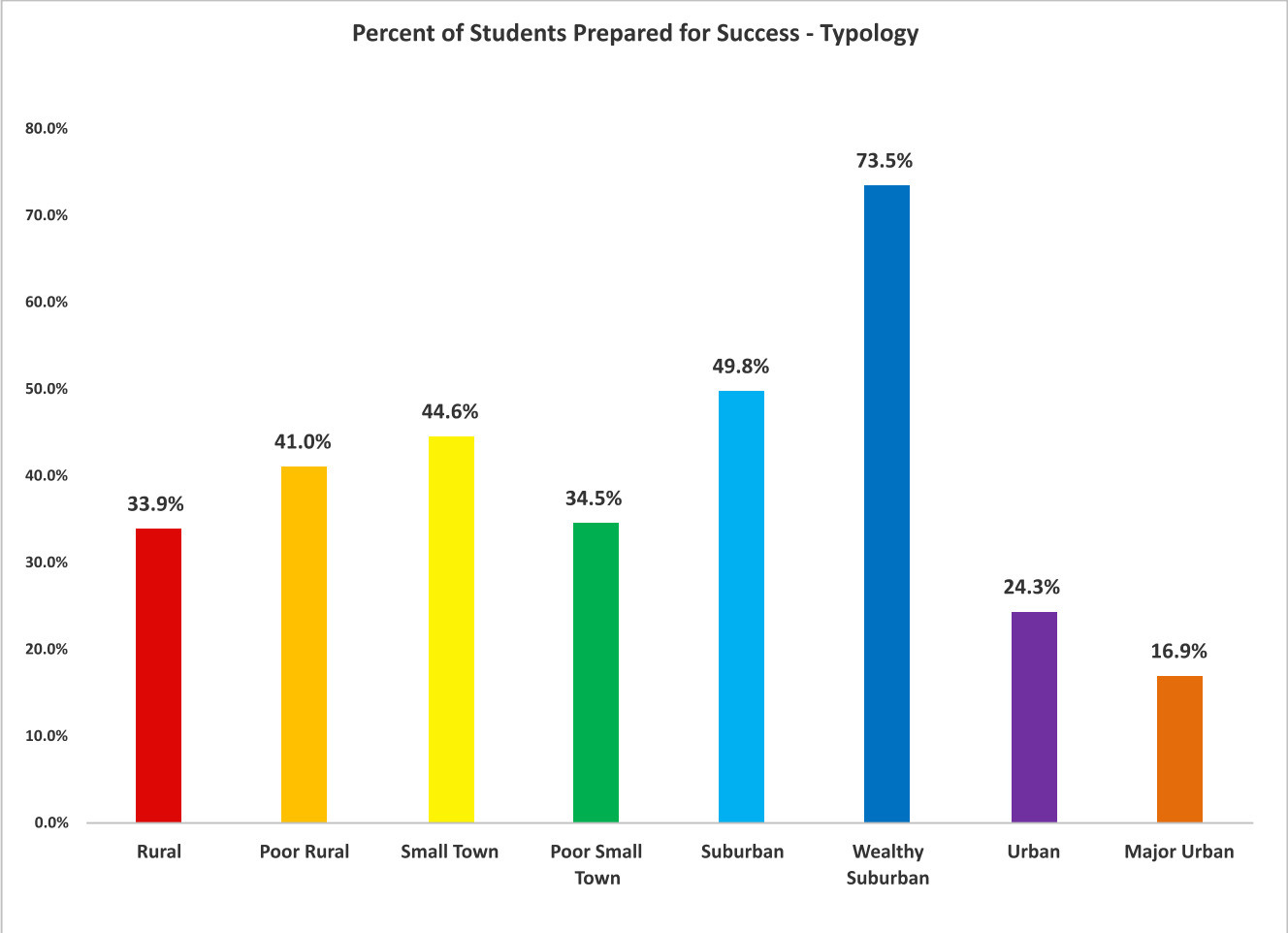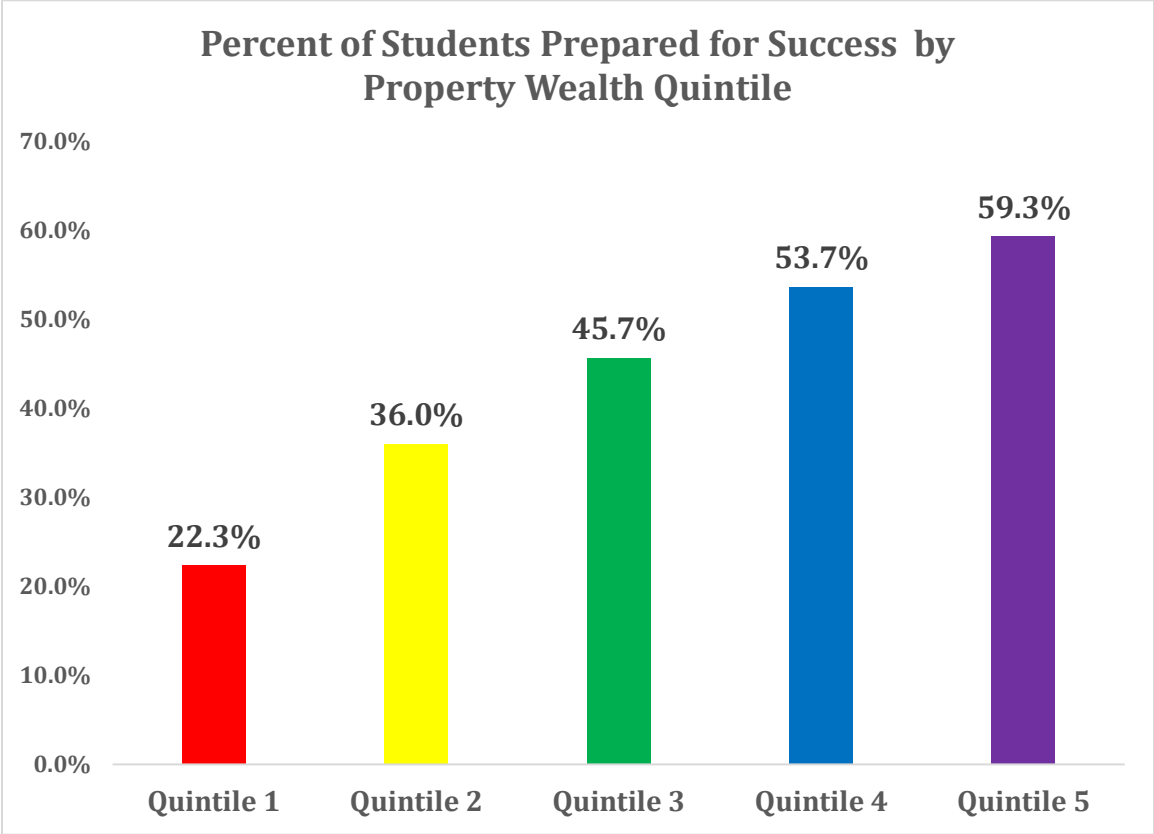Percent of Students Prepared for Success - Typology

Figure 7 shows that only 22.3% of students in the lowest quintile met the Prepared for Success standard in FY18, while 59.3% of students (nearly 3 times the rate) of students in the highest wealth quintile met the PFS standard.

Figure 7: FY18 % of Students Prepared for Success by Property Wealth Quintile

When examining the preparation for success of different types of students rather than different types school districts, Figure 8 compares PFS rates for students of different races & ethnicity.

Figure 8 shows that while only 37.7% of Ohio students met the Prepared for Success benchmarks in FY18, the gap between different types of students is in some cases staggering. Only 11.1% of black students, 20.6% of Hispanic students, and 27.8% of multiracial students were Prepared for Success in FY18, while 43.9% of white students and 68.5% of Asian students were Prepared for Success.

Figure 8: FY18 % of Students Prepared for Success by Race & Ethnicity

2017-2018 Report Card - Prepared for Success Percent
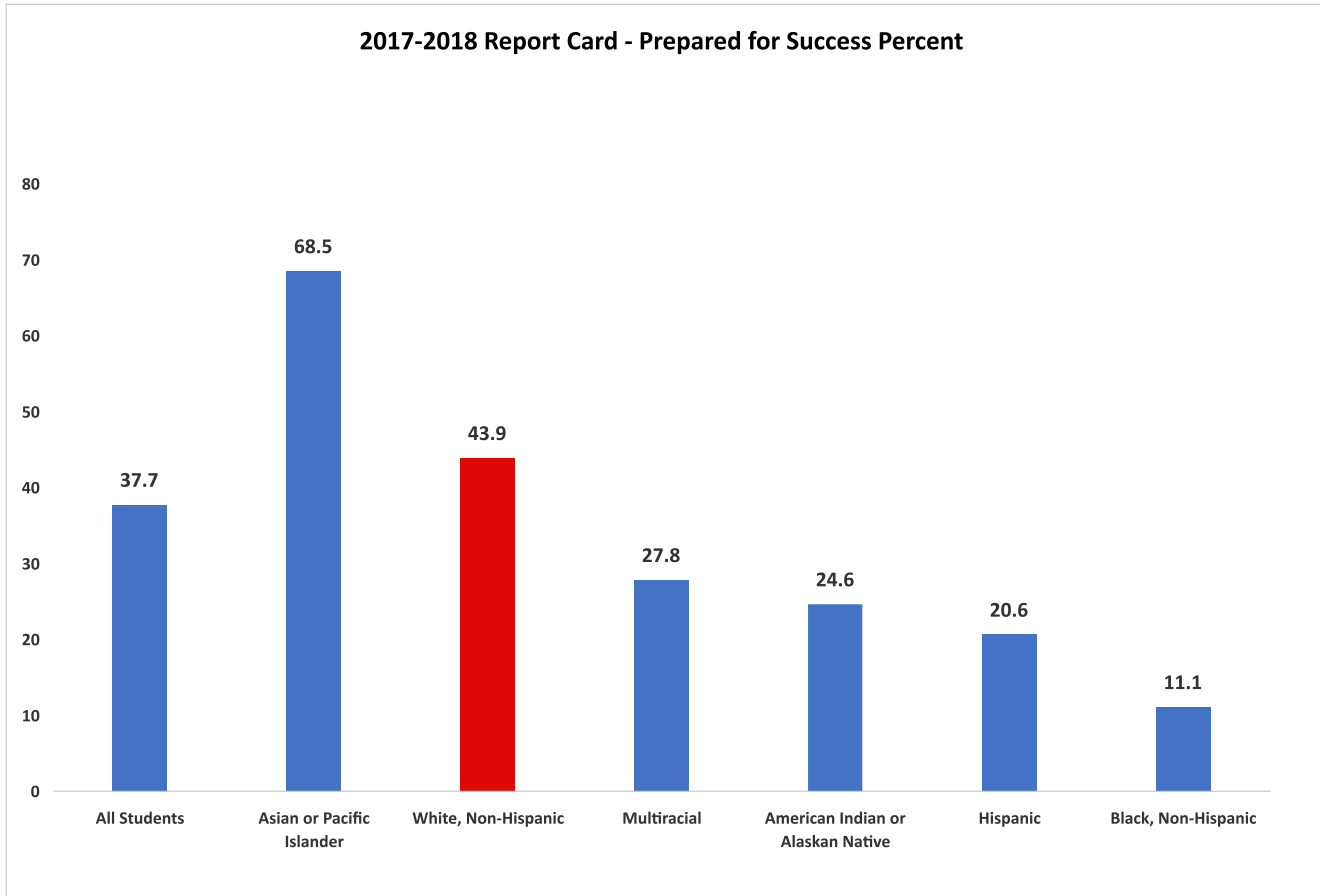
While not shown on the graph in Figure 8, the FY18 Report Card data also allows for comparisons between economically disadvantaged and non-disadvantaged students, between English Language Learners (ELL) and non-learners, and between students with disabilities and students without disabilities. These differences are summarized below.

- Only 16.5% of economically disadvantaged students met the Prepared for Success standard in FY18, while 53.0% (3.5 times the rate) of non-disadvantaged students met the PFS standard

- A similar gap can be seen between English language learners (11.2% PFS) and non-learners (38.2% PFS)

- An even larger gap is apparent when students with disabilities (6.8% PFS) and students without disabilities (43.1% PFS) are compared

When the data above is compared with the data shown in in Figure 8, it can be seen that the percentage of black students Prepared for Success is slightly below that of English language learners.

In addition to graduation rate (see above), this initial analysis of the FY18 Report Card also examined 3 specific components of the Prepared for Success measure; % of students scoring remediation free on the SCT or SAT, % of students graduating with an Honors diploma, and % of students taking an Advanced Placement (AP) or International Baccalaureate (IB) course.

% Students Remediation Free on ACT or SAT

Figure 9 shows the percentage of students scoring at a remediation free level on the ACT or SAT by Typology group. The remediation free percentage in wealthy suburban school districts (57.3%) is 1.65 times the rate in suburban districts (34.7%) , 2-3 times the rate in rural and small town districts (20-30%), and 4-5 times the rate in urban districts (11-14%).

Figure 9: FY18 % of Students Scoring Remediation-free on the SAT or ACT by Typology Group
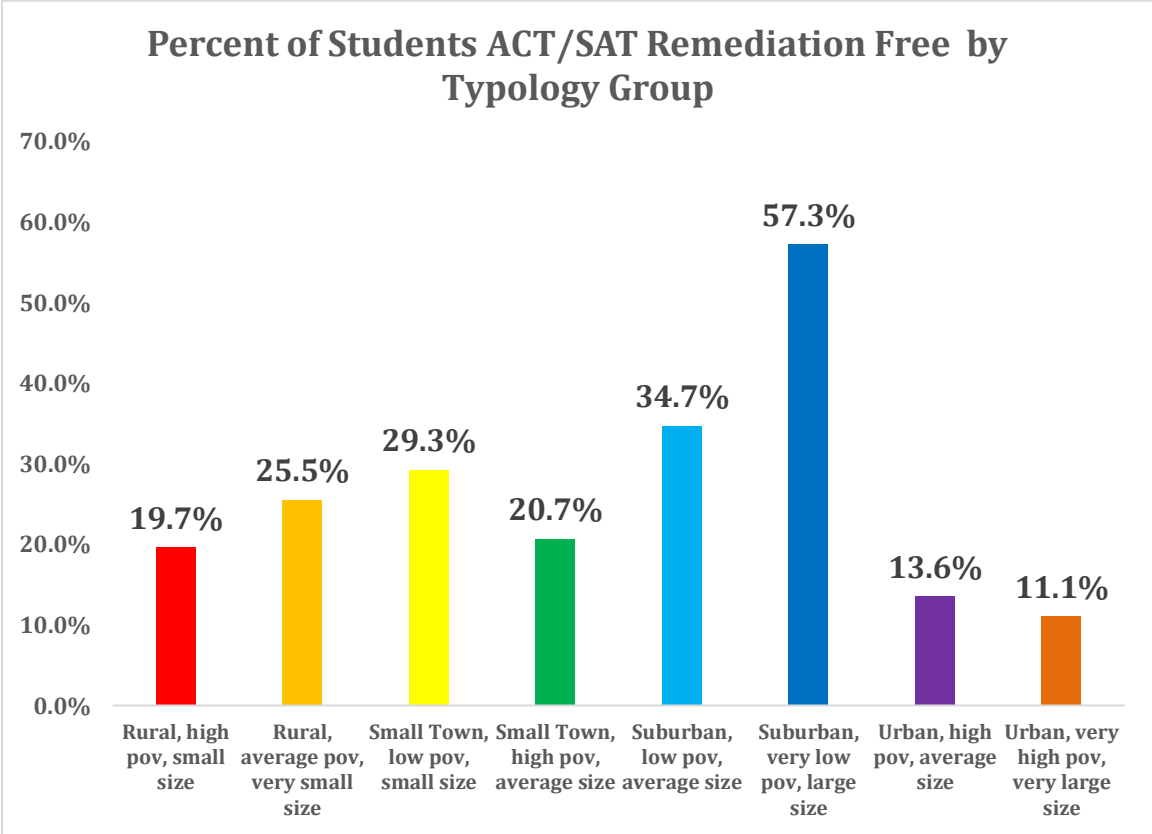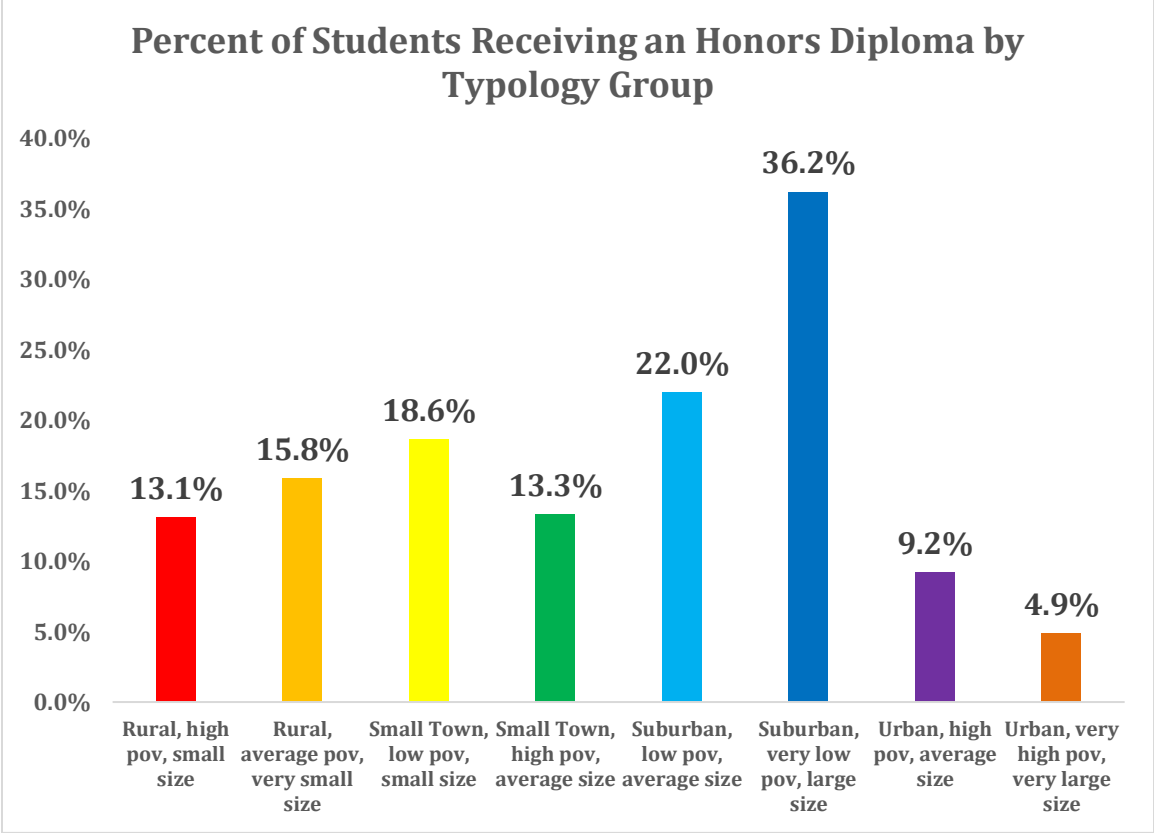

Additional FY18 Report Card analysis shows:

- The percentage of students scoring at a remediation free level on the ACT or SAT is nearly 3.5 times as great in the wealthiest quintile of school districts (42.9%) than it is in the poorest quintile of school districts (12.8%).

- Non-economically disadvantaged students are more than 4 times as likely to score at a remediation free level on the ACT or SAT as are economically disadvantaged students. This disparity is even larger for students with disabilities and English language learners.

- White students are 5 times as likely to score at a remediation free level on the ACT or SAT as are black students, and 2-3 times more likely than are multi-racial and Hispanic students.

% Students Graduating with an Honors Diploma

Figure 10 shows the percentage of students graduating with an Honors Diploma by Typology group. The percentage of students graduating with an Honors Diploma in wealthy suburban school districts (32.6%) is 1.65 times the rate in suburban districts (22.0%), 2-3 times the rate in rural and small town districts (13-18%), 4 times the rate in urban districts (9.2%) and 7.5 times the rate in major urban districts (4.9%).

Figure 10: FY18 % of Graduating with an Honors Diploma by Typology Group

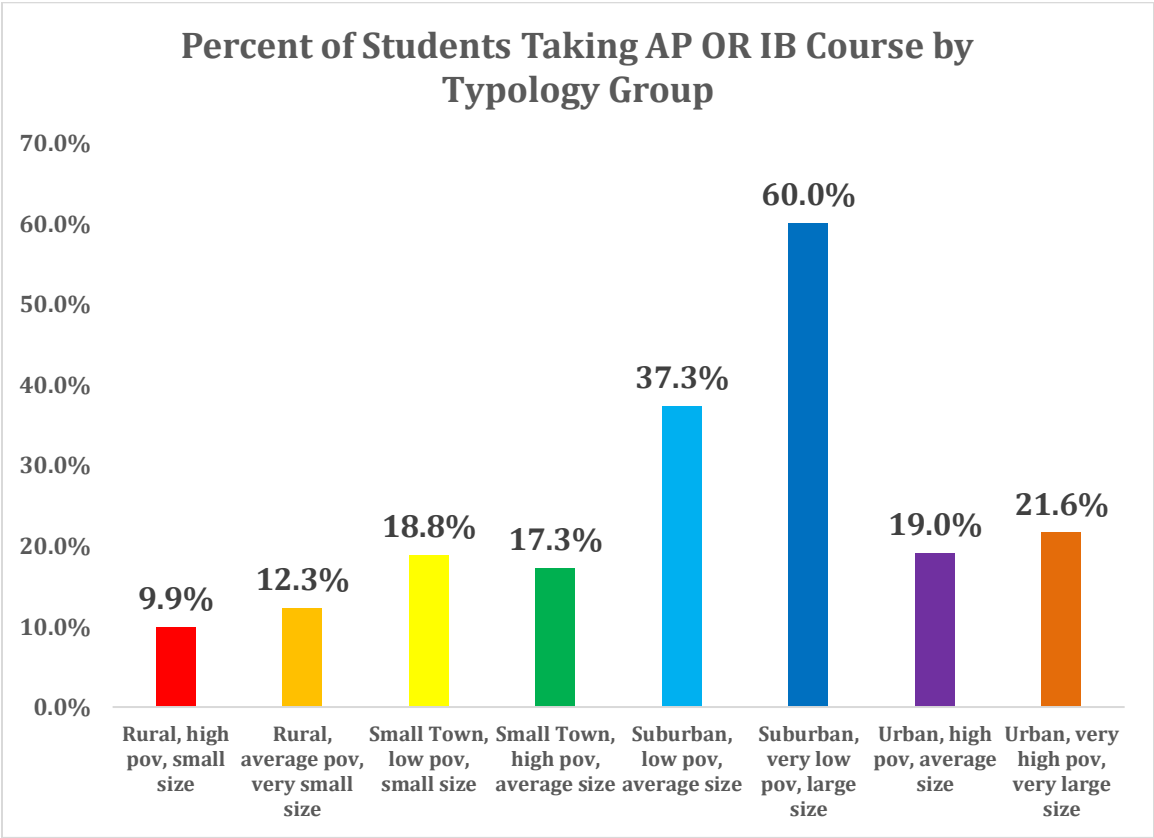Additional FY18 Report Card analysis shows:

- The percentage of students graduating with an Honors Diploma is 3.5 times as great in the wealthiest quintile of school districts (27.9%) than it is in the poorest quintile of school districts (8.0%).

- Non-economically disadvantaged students are more than 4 times as likely to graduate with an Honors Diploma than are economically disadvantaged students. The disparity is similar for English language learners and much larger for students with disabilities.

- White students are 5.5 times as likely to graduate with an Honors Diploma as are black students, and 2-3 times more likely than are multi-racial and Hispanic students

% Students Taking at Least 1 AP or IB Course

Figure 11 shows the percentage of students taking at least 1 AP or International Baccalaureate (IB) course while in high school. The percentage of students taking at least 1 AP or IB course in wealthy suburban school districts (60%) is 1.6 times the rate in suburban districts (37%), roughly 3 times the rate in urban and small town districts (17-20%), and 5-6 times the rate in rural districts (10-12%).

Figure 11: FY18 % of Students Taking at Least 1 AP or IB Course by Typology Group

Additional FY18 Report Card analysis shows:

- The percentage of students taking at least 1 AP or IB course is nearly 3 times as great in the wealthiest quintile of school districts (42.9%) than it is in the poorest quintile of school districts (12.8%).

- Non-economically disadvantaged students are nearly 3 times as likely to take at least 1 AP or IB course than are economically disadvantaged students. The disparity is slightly lower for English language learners and much larger for students with disabilities.
- White students are twice as likely to take at least 1 AP or IB course as are black students, and roughly 1.5 more likely than are multi-racial and Hispanic students

C. Kindergarten Readiness Assessment (KRA)

Figure 12 shows the percentage of students by race & ethnicity that demonstrated readiness for kindergarten in FY18 according to the Kindergarten Readiness Assessment (KRA).

Figure 12 shows that White students (47.8%) are nearly twice as likely to demonstrate readiness for Kindergarten on the KRA than are black (25.2%)and Hispanic (24.9%) students, and roughly 30% more likely than are multiracial students (36.3%).

In addition, *non-economically disadvantaged students were more than twice as likely to demonstrate readiness for Kindergarten on the FY18 KRA than were economically disadvantaged students*.

Figure 12: FY18 Kindergarten Readiness by Race & Ethnicity

Kindergarten Readiness Assessment - Demonstrating

Category	Percentage
White, Non-Hispanic	47.8%
Asian or Pacific Islander	40.2%
Multiracial	36.3%
American Indian or Alaskan Native	33.8%
Black, Non-Hispanic	25.2%
Hispanic	24.9%
Other*	16.3%