

# Equity in Ohio K-12 Education

*Presentation to Ohio Advisory  
Committee to the U.S.  
Commission on Civil Rights  
Public Meeting*

Dr. Howard Fleeter  
Ohio Education Policy Institute

September 14, 2018

1

## Ohio's School Funding Formula in Brief

- Local Property Taxes (and some school district income taxes)
- State Aid through Foundation Formula
- Federal Funding (typically about 8% and for specific purposes)
- Ohio law severely restricts growth in tax revenue due to property reappraisal. As a result Ohio is more dependent on passing local school levies than any other state. 9,257 operating levies in past 34 years (avg. of 272 per year in a state with 610 school districts).

2

## Ohio K-12 State Aid Formula Components

- Base per pupil amount (known as core opportunity aid) \$6,020 in FY19
- Special education funding
- Career technical education funding
- Funding for economically disadvantaged students
- Funding for English language learners
- Transportation, K-3 literacy, Gifted education
- “Tier 2” Equity Funding: Targeted Assistance and Capacity Aid

3

## Ohio Funding Formula Issues

- Currently the only component of the funding formula that is based on research relating to the cost of providing the relevant educational services is special education and that study is 10 years out-of-date.
- Economically disadvantaged aid has not kept pace with the increase in low income students. Since 2001 the percentage of economically disadvantaged students has increased by 66.9% (27% to 48.6% statewide) while funding has only increased by 22.7%.
- The current method for apportioning the state vs. local share of funding (State Share Index) is significantly flawed.

4

## Equity of Funding Since *DeRolph* Decision

- March 1997 Ohio Supreme Court rules Ohio K-12 school funding system is unconstitutional.
- Significant attention focused on state funding formula in aftermath of ruling.
- Recent OEPI analysis shows that improvements in equity more modest than expected 20 years later.

5

## Equity of Funding Since *DeRolph* Decision

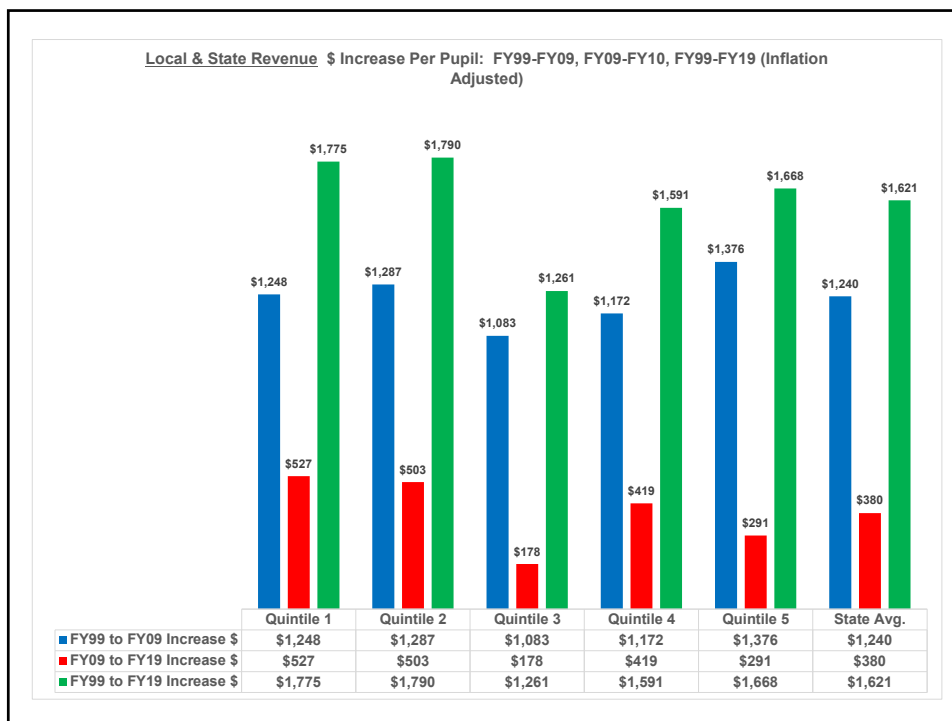
- Wealthiest districts still have more revenue per pupil than less wealthy districts.
- Gap only narrowed by \$107 per pupil after adjusting for inflation.
- Less wealthy districts have more economically disadvantaged students that are typically more costly to educate (research shows about 30% more), so they need to have **more resources** at their disposal, not less.

6

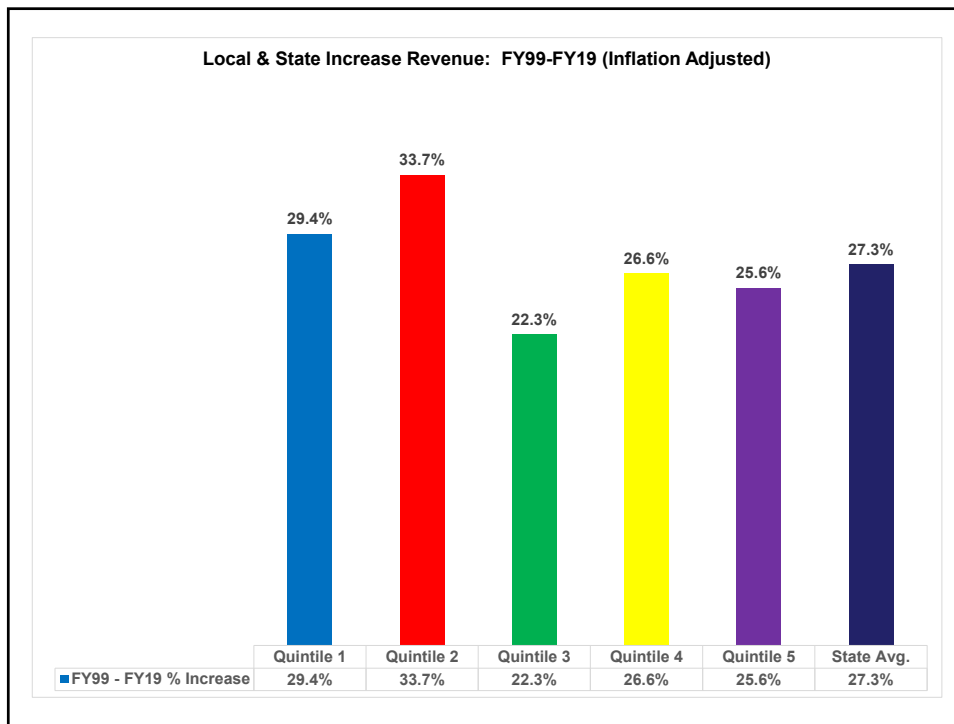
## Per Pupil State & Local Resources; FY99, FY09 & FY19 (Adjusted for Inflation)

Wealth Quintile	FY99	FY09 (Inflation Adjusted)	FY19 (Inflation Adjusted)	Inflation Adj. \$ Increase FY99 to FY19	Inflation Adj. % Increase FY99 to FY19
1	\$6,033	\$7,281	\$7,808	\$1,775	29.4%
2	\$5,319	\$6,606	\$7,109	\$1,790	33.7%
3	\$5,664	\$6,747	\$6,925	\$1,261	22.3%
4	\$5,980	\$7,152	\$7,571	\$1,591	26.6%
5	\$6,524	\$7,900	\$8,192	\$1,668	25.6%
<b>State Avg.</b>	<b>\$5,946</b>	<b>\$7,186</b>	<b>\$7,567</b>	<b>\$1,621</b>	<b>27.3%</b>

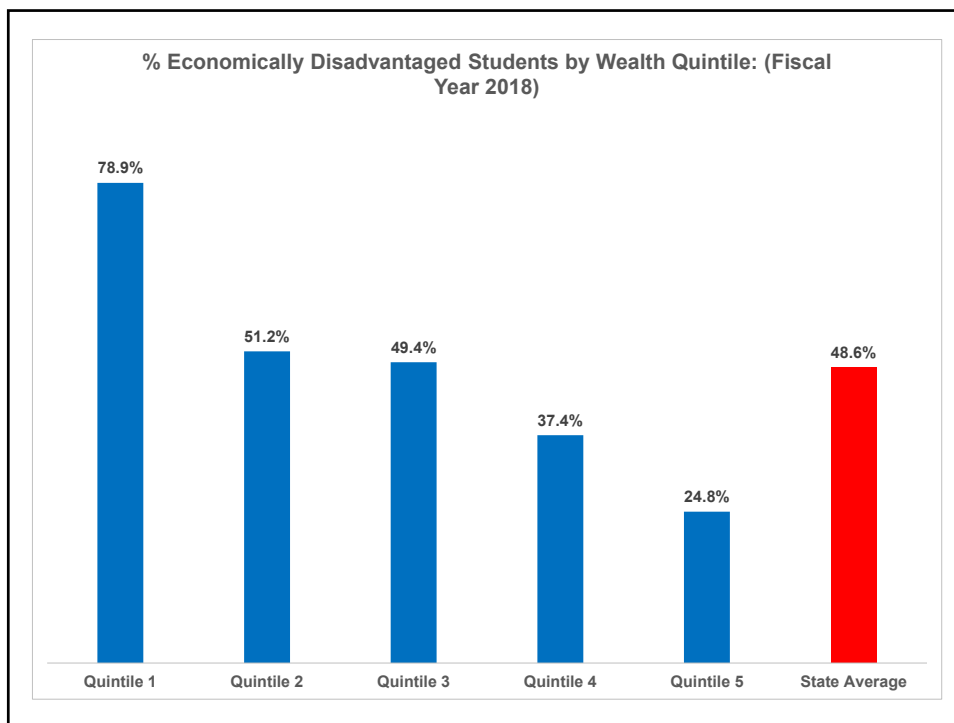
7



8



9



10

## Analysis of Ohio School District Report Card Data

- For the past several years OEPI has analyzed 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 analysis has also consistently shown a persistent achievement gap between economically-disadvantaged and non-disadvantaged students and also by student race & ethnicity.

11

## Analysis of Ohio School District Report Card Data

- Our 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 this 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, these 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.

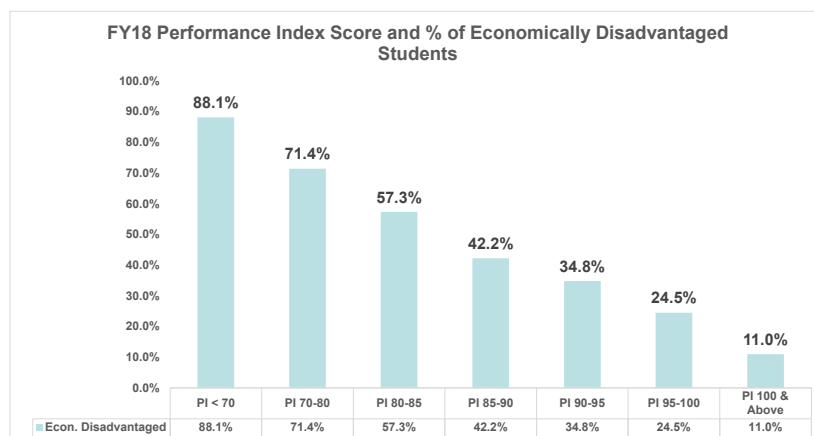
12

## A. Performance Index

- The Performance Index (PI) is a comprehensive measure of the performance of Ohio’s students on the standardized tests administered in grades 3 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.
- OEPI analysis compares Performance Index scores to the percent of economically disadvantaged students (generally those at or below 185% of Federal Poverty Level) in each district.

13

### FY18 Performance Index vs. % Economically Disadvantaged Students



14

## Main Findings: PI Scores vs. % of Economically Disadvantaged Students

1. In FY18 The lowest performing school districts in Ohio according to the Performance Index have 8 times as many economically disadvantaged students on average than do the highest performing districts in the state.
2. In FY18, 145 districts received a grade of A or B on the Performance index . **Only 4** of these districts have more than the state average percentage of economically disadvantaged students (48.7%). Another 6 districts had between 40% and 50% econ. disadvantaged students.
3. Preliminary analysis shows that 52% of students in the 29 districts with a Performance Index score of less than 70 points are black (28% of students are white), while only 3% of students in the 69 districts with a Performance Index score of greater than 100 are black (84% of students are white).

15

## B. Prepared for Success Measures

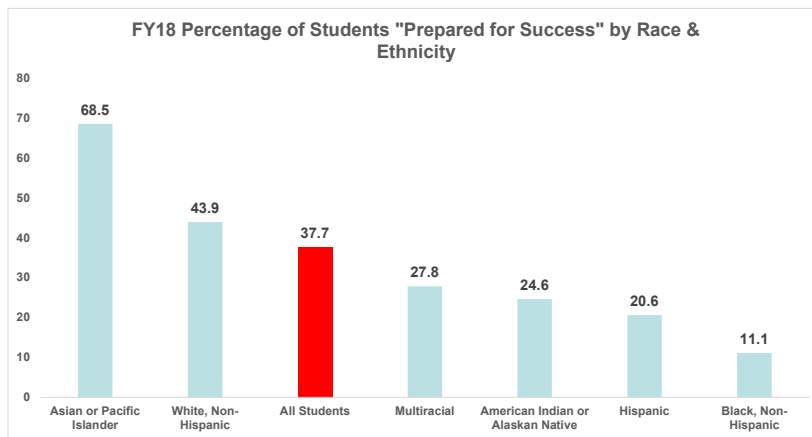
The Prepared for Success measures include the following college and career readiness components:

- % 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

16

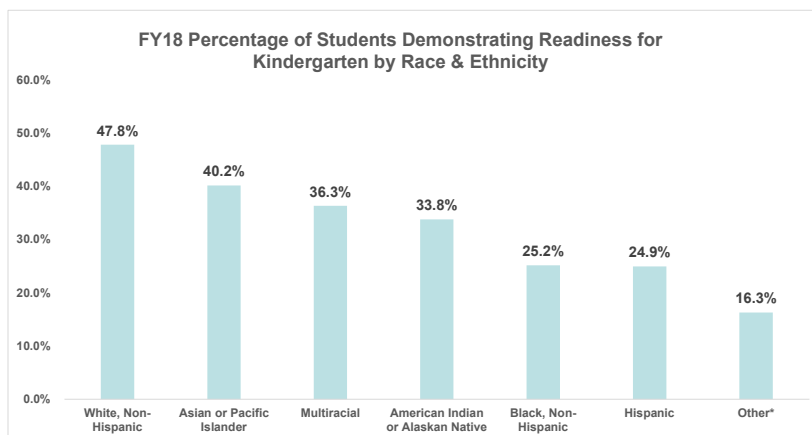


## FY18 “Prepared for Success” Percentage by Race & Ethnicity



17

## FY18 Kindergarten Readiness by Race & Ethnicity

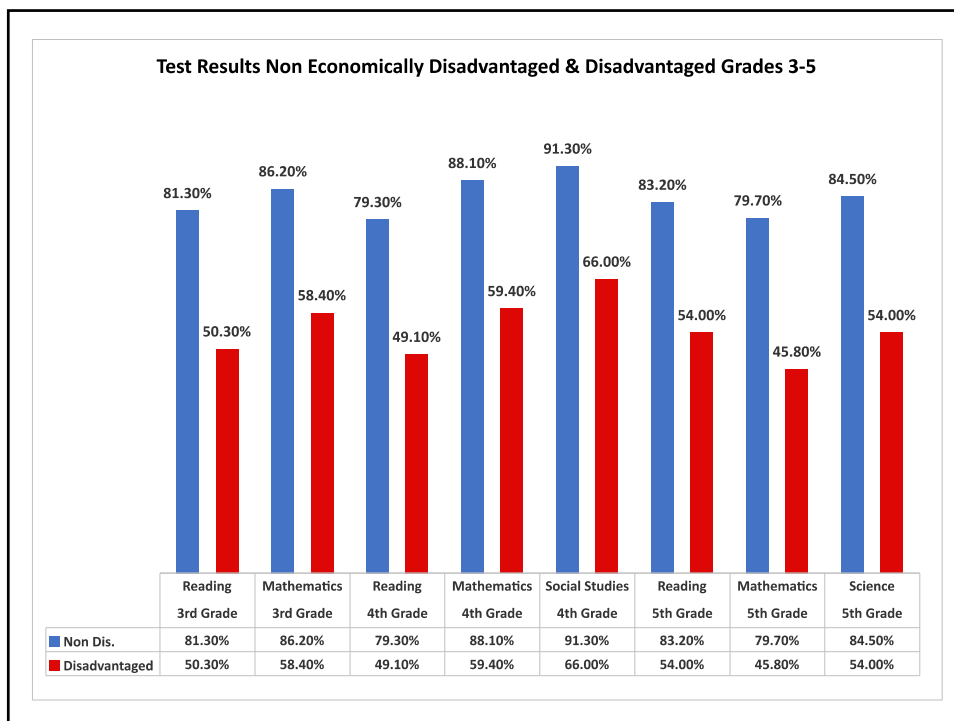


18

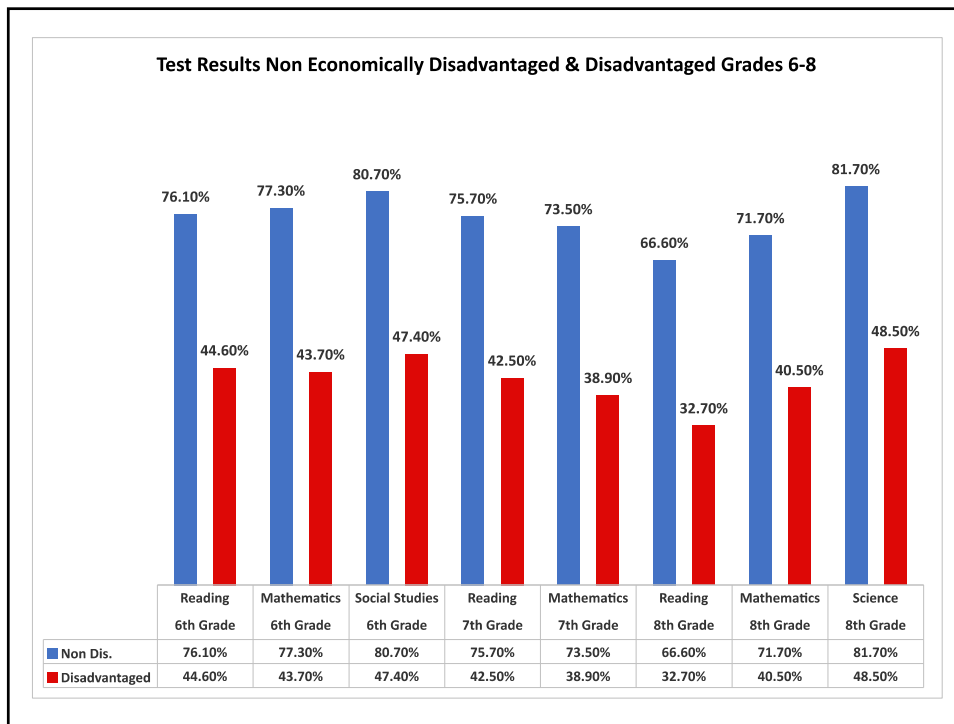
## C. FY17 Test Results by Demographic Group

- Ohio's Report Card data can also be analyzed by student demographic group instead of by district.
- The following slides provide a comparison of the performance of economically disadvantaged and non-disadvantaged students on the FY17 3rd-8th grade through proficiency tests.
- The graphs compare the percentage of disadvantaged and non-disadvantaged students that achieve a level of proficiency or better on each test. Similar analysis was done for high school end-of-course exams but is not shown here.
- The graphs show a pronounced achievement gap on every test in every grade. ***On 20 of the 26 tests the difference in proficiency rates between disadvantaged and non-disadvantaged students is 30 percentage points or more.***

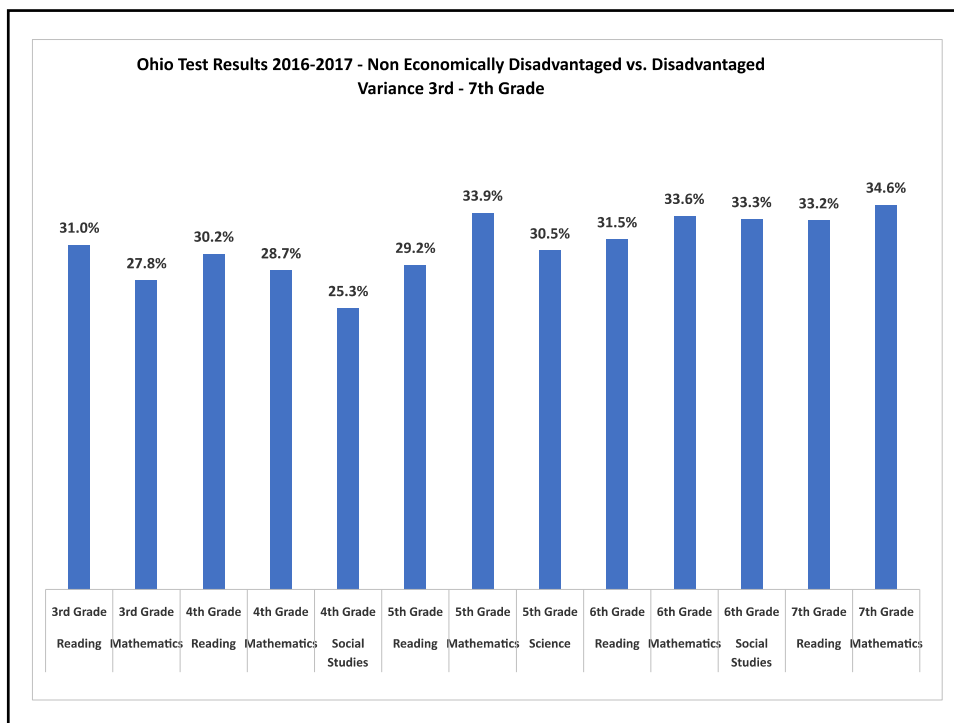
19



20



21

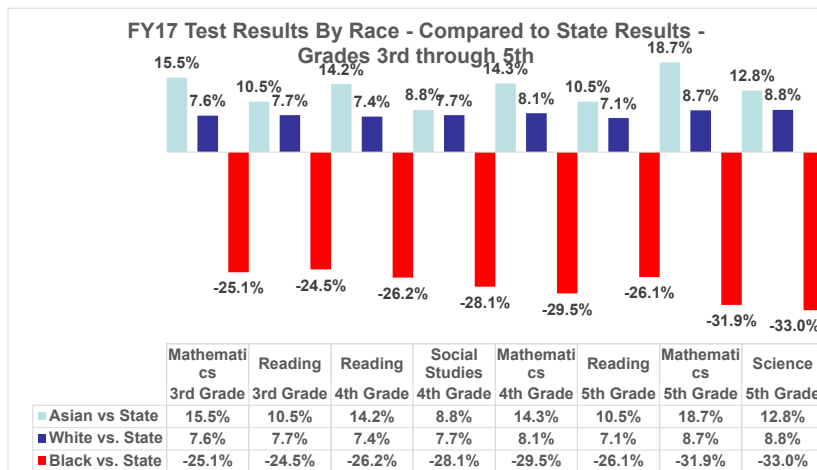


22

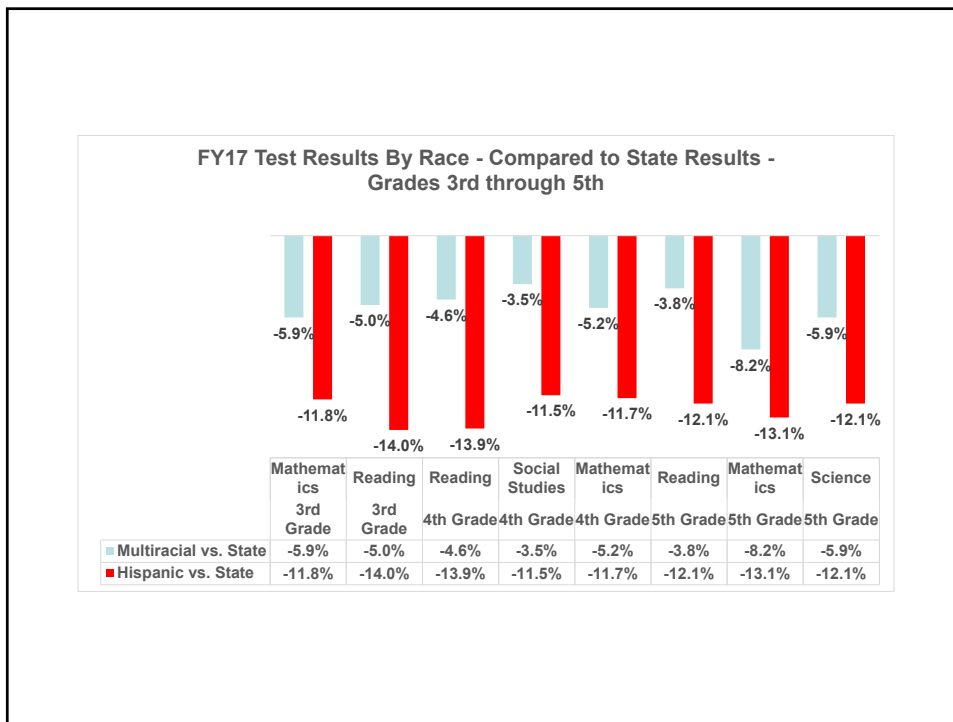
## D. FY17 Test Results by Race & Ethnicity

- The following slides provide a comparison of performance by on Ohio’s FY17 3rd-8th grade through proficiency tests by student race & ethnicity.
- The graphs compare the percentage of students of each race and ethnicity that achieve a level of proficiency or better on each test to the statewide average proficiency percentage.
- The graphs show that **Black, Hispanic and Multiracial students demonstrate proficiency at a rate below the state average proficiency rate on every test**, while White and Asian students demonstrate proficiency at a rate higher than the state average on every test.

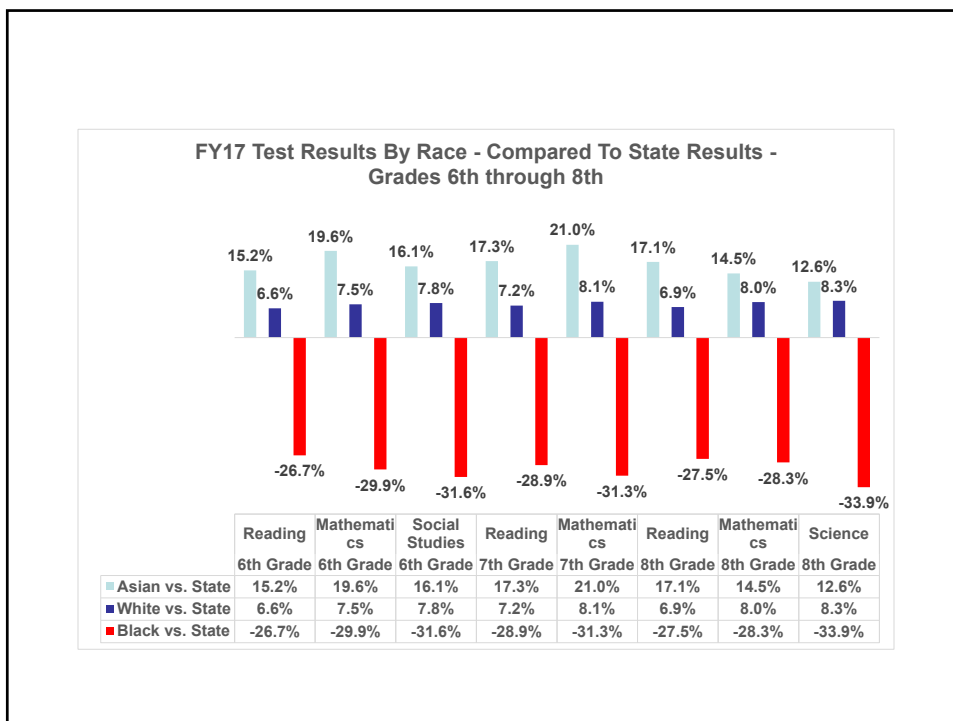
23



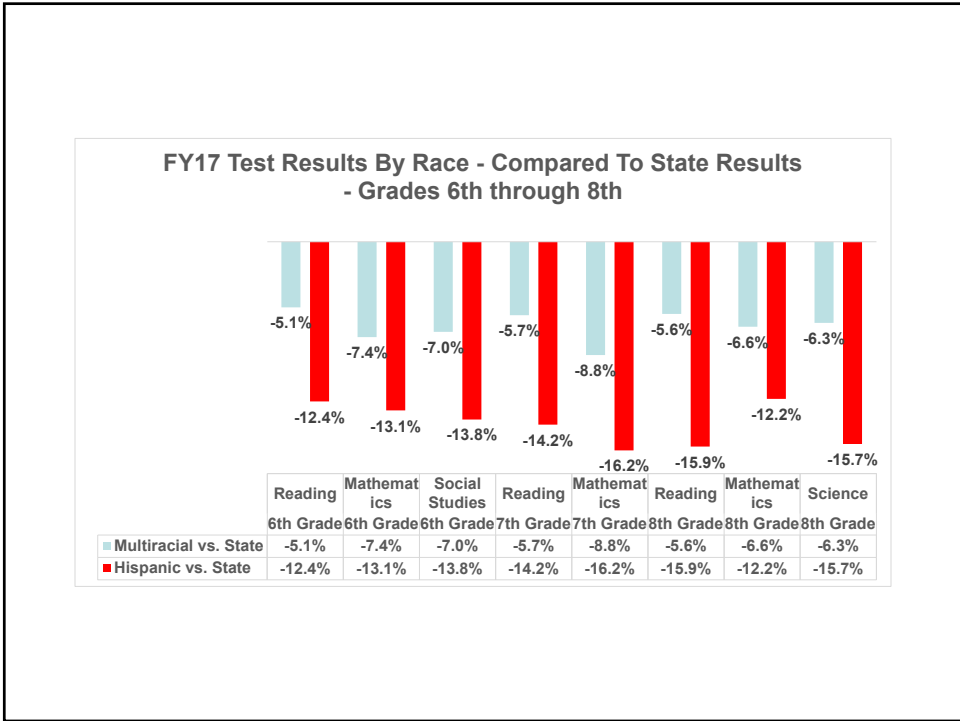
24



25



26



27